

University of Salford Degree Outcomes Statement 2021



In keeping with the UK Standing Committee for Quality Assessment (UKSCQA) statement of intent on degree classification (May 2019) the University of Salford is pleased to confirm that we share the UKSCQA's commitment to the protection of the value of UK degrees. This statement updates that issued last year and sets out how we are fulfilling, and will continue to fulfil, this commitment.

Institutional Degree Classification Profile

In each of the last four years, the University of Salford has awarded a lower proportion of First and Upper Second Class degrees than sector average (See tables 1a and 1b). The overall proportion of such awards between 2014 and 2019 had remained reasonably steady with a band-width of approximately 4% points between the highest and lowest proportion awarded and no clear trend of either upward or downward movement. In 2020 there was a notable increase in First Class degrees leading to an overall increase in Good Honours awards. This increase is mirrored across the sector and is attributed to the impact of assessment and regulatory changes introduced in response to the coronavirus pandemic as discussed below.

In addition to the coronavirus related increase shown in 2020, Tables 1a and 1b highlight that, within the Good Honours band (First and Upper Second Class), between 2014/15 and 2017/18 we awarded a higher proportion of First Class and lower proportion Upper Second Class degrees than sector average. As a consequence of changes to our approach to classification boundaries, the proportion of First Class awards reduced by approximately 6% points in 2018/19 to bring it in line with sector average with a net drop in Good Honours awards of ~2% points. The outcomes for 2020, whilst increased relative to previous years, preserve the alignment to the proportions seen elsewhere in the sector.

Table 2 shows the distribution of classifications across each of the Schools for 2019/20. The highest proportion of First Class awards is found within the School of Science, Engineering and the Environment (SEE: 42.7%), a pattern which is consistent with outcomes across the sector (sector average for equivalent disciplines = 39.8%). The high proportion of First Class awards in SEE is in line with the subject norms and reflects the nature of both the student cohorts and pedagogic practice. By contrast the School of Arts Media and Creative Technologies (SAMCT) award the greatest proportion of Upper Seconds and the lowest proportion of Firsts. Overall, SAMCT has the highest proportion of Good Honours awards, consistent with the pattern across the sector where the same is true. The School of Health and Society has the lowest proportion of good honours with an average of 70.57% which is below

the sector average for equivalent disciplines. Actions are in place to review and address this where appropriate.

The University of Salford is committed to ensuring that all students are supported to succeed. Degree outcomes, split by Gender, Disability and Ethnicity of students, are monitored at institution level to identify any differences and inform policy. For 2019/20 there were no significant differences in the proportion of First and Upper Second-Class awards according to Gender, maintaining an equivalence seen in previous years. For Ethnicity there was a 7 percentage point reduction in the awarding gap for the BAME group in comparison with the non-BAME group from 2019 to 2020 bringing the difference in line with the sector at ~11%. This reduction in the awards gap will reflect the combined impacts of the ongoing work started pre-coronavirus to address these differences in outcomes as well as a positive affect from the changes to assessment in response to the pandemic. For Disability a gap of 4.5% in Good Honours outcomes is seen in 2020, with a gap of 7% in 1sts awarded to those with No Declared Disability compared with those with a Declared Disability. This is likely to reflect the disproportionate impact of the coronavirus and the associated restrictions on those with a disability.

Table 1a Proportion of University of Salford undergraduate degree awards by classification 2014/15 to 2019/20

University of Salford	2014/15		2015/16		2016/17		2017/18		2018/19		2019/20	
First class	1,048	30.97%	1,065	30.39%	1,112	30.95%	1,349	35.40%	1,091	29.33%	1,365	35.40%
2(i)	1,364	40.31%	1,496	42.68%	1,388	38.63%	1,455	38.20%	1,578	42.42%	1,689	43.80%
1st & 2(i)	2,412	71.28%	2,561	73.07%	2,500	69.58%	2,804	73.60%	2,669	71.75%	2,412	79.20%
2(ii)	781	23.08%	770	21.97%	824	22.93%	815	21.40%	870	23.39%	674	17.50%
3rd/pass	191	5.64%	174	4.96%	269	7.49%	187	4.90%	181	4.87%	129	3.30%
	3,384		3,505		3,593		3,806		3,720		3,857	

Table 1b Sector average proportion of undergraduate degree awards by classification 2014/15 to 2019/20

UK HE Sector	2014/15		2015/16		2016/17		2017/18		2018/19		2019/20	
First class	81,638	22.01%	88,889	23.62%	100,943	25.76%	110,474	27.83%	114,230	28.38%	138,760	35.03%
2(i)	183,680	49.52%	186,567	49.58%	192,395	49.10%	192,424	48.48%	194,600	48.35%	186,725	47.14%
1st & 2(i)	265,318	71.53%	275,456	73.20%	293,338	74.86%	302,898	76.31%	308,830	76.73%	325,485	82.17%
2(ii)	85,250	22.98%	81,594	21.68%	79,513	20.29%	76,210	19.20%	76,346	18.97%	59,350	14.98%
3rd/pass	20,338	5.48%	19,278	5.12%	19,023	4.85%	17,830	4.49%	17,330	4.31%	11,286	2.85%
	370,906		376,328		391,874		396,938		402,506		396,121	

Table 1c Proportion of comparator group undergraduate degree awards by classification 2014/15 to 2019/20

Comparator Group	2014/15		2015/16		2016/17		2017/18		2018/19		2019/20	
First class	10,386	21.93%	11,426	24.55%	13,106	26.85%	14,039	28.16%	14,067	28.40%	17,466	34.79%
2(i)	22,370	47.23%	21,944	47.15%	22,810	46.72%	22,811	45.76%	22,497	45.42%	22,608	45.04%
1st & 2(i)	32,756	69.15%	33,370	71.70%	35,916	73.57%	36,850	73.92%	36,564	73.82%	40,074	79.83%
2(ii)	11,764	24.84%	10,603	22.78%	10,386	21.27%	10,394	20.85%	10,366	20.93%	8,568	17.07%
3rd/pass	2,847	6.01%	2,566	5.51%	2,518	5.16%	2,604	5.22%	2,601	5.25%	1,558	3.10%
	47,367		46,539		48,820		49,848		49,531		50,200	

Table 2 Distribution of University of Salford undergraduate degree classifications by School for 2019/20

	Awarded 2019/20										
	First		Upper Second		First and 2i (excluding UC/Ord)		Lower Second		Third Class/Pass		Total Awards (excluding UC/Ord)
Arts, Media & Creative Tech	392	33.16%	616	52.12%	1008	85.28%	156	13.20%	18	1.52%	1182
Business	203	37.32%	231	42.46%	434	79.78%	95	17.46%	15	2.76%	544
Health & Society	356	30.64%	464	39.93%	820	70.57%	274	23.58%	68	5.85%	1162
SEE	414	42.72%	378	39.01%	792	81.73%	149	15.38%	28	2.89%	969
UoS	1,365	35.39%	1,689	43.79%	3054	79.18%	674	17.47%	129	3.34%	3857
Sector (19/20)		35.03%		47.14%		82.17%		14.98%		2.85%	

Table 3 Proportion of Good Honours awards for BAME and non-BAME graduates 2014/15 to 2019/20

Type	Ethnicity Summary	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Comparator	BAME	60%	60%	63%	63%	64%	73%
	non-BAME	77%	79%	80%	81%	81%	85%
Salford	BAME	58%	63%	59%	65%	59%	71%
	non-BAME	77%	78%	74%	78%	77%	82%
Sector	BAME	62%	63%	66%	68%	68%	75%
	non-BAME	77%	78%	80%	81%	81%	86%

Academic governance

As the academic authority of the University, Senate maintains the quality and standards of the awards of the institution and in so doing protects the value of the degrees we award. Senate delegates responsibility for institutional oversight on academic quality assurance, standards, and the management of the curriculum for taught programmes to the Academic Standards and Quality Assurance Committee (ASQAC). ASQAC, which includes two external members, consider degree outcome data annually and has confirmed that degree standards are good and that there are appropriate steps in hand to address differential outcomes linked to ethnicity.

At approval and periodic reapproval, programmes are benchmarked against FHEQ and Subject Benchmark Statements with input from both external academic and industry advisors to ensure that programmes present the most relevant and appropriate learning opportunities to students. Assessments are overseen by external examiners who act to verify the assessment design and confirm the appropriateness of the marks awarded. Our external examiners consistently confirm the quality of assessment and feedback practice. In addition to external examiners for all programmes, there is also an Institutional External Examiner (a senior member of staff from another university) who has confirmed the robustness of our process, having had access to all of the subject external examiner reports. Student satisfaction with assessment and feedback is also evident in the National Student Survey where above sector and benchmark results for those questions related to the quality and fairness of assessment and feedback have been consistently achieved.

Degree outcomes at collaborative partners are subject to the quality assurance processes as described above. Where provision is delivered in more than one location, Joint Boards of Study are held to facilitate collaborative management, with the same external examiner covering all programme iterations. Moderation and verification of assessment are also integrated across all points of delivery to ensure outcomes are consistently benchmarked to the same standards. No systematic differences in outcome have been reported.

We are committed to ensuring that external scrutiny is rigorous and effective. In 2018/19, University staff participated in the pilot of the Advance HE professional development course for external examiners. This course is now available for any University staff engaged in external examining or who are interested in becoming external examiners in future.

Classification Algorithm

The University publishes the degree algorithm annually in Section 9 of the [Academic Regulations for Taught Programmes](#) which is made available to all students, staff and external examiners. For students who registered in or after the 2016/17 academic session, the Honours classification of Bachelor awards is based on the weighted aggregate of the best 100 Credits at each of Level 5 (25%) and Level 6 (75%), grade boundaries are set at 10% intervals from 40% (Third Class) to 70%

(First Class). Prior to this (from 2013), the weighted aggregate of Levels 5 and 6 were calculated in the same manner but grade Boundaries were set at 40% (Third Class), 49.5% (Lower Second Class), 59.0% (Upper Second Class), 68.5% (First Class). Assessment Boards make awards on the basis of these boundaries with no bandwidth for borderline discretion or consideration of contextual factors.

The changes to degree algorithm made in 2013, were intended to address a disproportionately low proportion of students at the University of Salford gaining Upper Second and First Class degrees. This change was effective and saw a correction to the historical imbalance. However, other changes to the learning environment and experience, as described below, contributed to a continued upward trend particularly with regards to the number and proportion of First Class awards. This trend was identified through routine monitoring of degree outcomes through the Academic Standards and Quality Assurance Committee (ASQAC) and the grade boundaries adjusted to their current position for cohorts entering study from September 2016 (Senate minutes March 2016). The impact of this change is seen for graduates completing their studies in July 2019 where the anticipated reduction in the proportion of First Class awards is evident (Table 1a). Detailed modelling of how further changes to the classification algorithm may affect outcomes has been conducted on behalf of the Academic Regulations Sub-Committee and Senate agreed that no further changes were needed to bring the institutional classification profile in line with sector norms. Outcomes for 2019 and 2020 indicate that this decision was correct.

In response to the disruption caused by the introduction of the first National coronavirus lockdown in March 2020, Senate approved the introduction of a 'no detriment / safety net' approach. Whilst this did not alter the algorithm used to determine degree classification, it served to ensure that students who achieved an overall pass in each module were awarded a mark for that module no lower than that achieved prior to the introduction of National restrictions. Similarly, the level average mark, used to determine classification, was protected such that it would be no lower than the weighted average of all marks achieved at Level 6 prior to the lockdown.

Teaching, assessment and marking practices and learning resources

Over the last five years, the University has focused its academic endeavour on a strategy of industry collaboration which has fundamentally changed our students' experience of learning. Our approach to teaching and assessment results in a personalised approach to learning which encourages students to actively engage in co-producing their outcomes such that these are not only benchmarked against programme and module learning outcomes and subject benchmarks but are also tailored to stimulate and stretch, resulting in their being propelled towards success. As a consequence student satisfaction with assessment and feedback (as measured via the NSS) has been consistently in the first quartile.

The introduction of our Industry Collaboration curriculum design principles has been supported by a programme of staff development focused on teaching and assessment. New common terminology for assessment description and the consistent application of grade descriptors and marking criteria have contributed to improved student outcomes. All new staff undertake the University's Postgraduate Certificate in Academic Practice to develop their teaching and assessment practice. Many staff have also gained Fellowship, Senior or Principal Fellowship of the Higher Education Academy. We continue to evolve our approaches to supporting excellence in learning and teaching including through the creation of the University's Academic Career Framework and Salford Behaviours.

Many of the areas of particularly high student attainment share a similar profile of applied, authentic assessment and collaborative learning. For example, in the performing arts the curriculum is continuously co-created, informed and reviewed through engagement with academic experts in the field and industry. Teaching and assessment strategies are designed to provide a balance of technical teaching (to enable skill development) and context (in order to apply skills to real-world situations).

The National lockdown in March 2020 required all programmes to modify both modes of delivery and assessment. Significant innovation was evident, particularly in disciplines where access to specialist facilities and practical working were disrupted. Changes were made to our submission deadlines and additional time allocated to accommodate students with Reasonable Adjustment Plans or Personal Mitigating Circumstances. By redesigning assessment, it was possible for us to ensure that all learning outcomes were tested and that students achieved an overall pass prior to any consideration of safety net marks.

One of the most significant impacts of the coronavirus restrictions was the cancellation of on-campus examinations in May 2020. Where on-campus examinations had been scheduled, these were replaced by either a course-work equivalent or an on-line examination. To ensure accessibility and to minimise any possible issues with IT, on-line exams were made available to students over a 72-hour period and in most cases designed as open-book to reduce the requirement for proctoring or on-line invigilation. The reduction in the number of examinations is likely to explain a substantial proportion of the increase in marks seen in table 1a. Coursework assessments are generally considered to be a more authentic model of assessment and students normally perform better in these tasks than in unseen, time-constrained examinations.

It is particularly interesting to note that the changes to mode of assessment had a disproportionately positive impact on BAME students, resulting in a sizable reduction in difference in Good Honours awards for BAME and other students. The specific reasons for this are difficult to determine and will be multi-factorial. It is probable that the shift away from unseen written examinations was a contributing factor with students from BTEC backgrounds, who have less experience of examination

assessments, seeing a four percentage point greater increase in Good Honours awards than A Level entrants.

In 2020, a 4.5% difference is noted between students with a reported disability and those without. This difference has not been evident in previous years and does not appear to be related to any other intersectional characteristics. It is therefore likely that this reflects the disproportionately negative impact of the coronavirus restrictions on those with a disability.

Identifying good practice and actions

During 2020 our enhancement focus has been on identifying and promulgating good practice with respect to graduate employability and enhancing academic transitions for students from diverse backgrounds to reduce award gaps. Under an 'Enabling Student Success' umbrella a variety of workstreams have addressed aspects of student support, assessment design and programme delivery methods.

Opportunities arising from the academic paradigm shift caused by the coronavirus and its restrictions, not least the significant increase in on-line learning, are being evaluated to inform the development of our post-pandemic model for learning and assessment.

Action: Implementation of new models for learning and assessment arising from the Enabling Student Success activity and the review of how the post-pandemic environment will be different.

The work of School Progression Assistants and other models of student support have continued to be reviewed and enhanced. They follow up all assessment non-submissions to identify any barriers to engagement and facilitate supportive intervention. The move to more on-line models of learning and the introduction of a new virtual learning environment has necessitated a change to the ways in which we monitor student engagement in their learning. We will continue to enhance our use of learner analytics to both target support to individual students where appropriate as well as to better inform our understanding of the types of engagement that support more positive student outcomes.

Action: Building upon the enhanced capability to monitor student engagement, steps will be taken to evolve our student support strategies to enhance retention and student success.

Co- and extra-curricular activities developing student employability are central to our Industry Collaboration strategy. Examples of good practice can be found across the institution, for example Quays News offers students opportunities to fulfil a variety of roles involved in the production of live news broadcasts. Law students are able to gain professional experience in delivering legal advice alongside qualified mentors in our pro-bono community legal service SILKS and construction students engage in

live build projects at the Constructionarium. The coronavirus has understandably impacted the availability of some of these work-based learning experiences.

Action: To identify additional opportunities to embed industrial collaboration into programme design and authentic assessment to address any gaps in experience resulting from the coronavirus restrictions.

Risks and Challenges

The University recognises the sector-wide risks to the reputation of UK HE through grade inflation and as described above is committed to maintaining degree outcomes and avoiding inflation. However, we also recognise the importance of addressing the differential in award outcomes between BAME and other students and between students with a disability and those without. Efforts to remove inequalities and address the needs of such students will lead to an increase in the number of students achieving higher degree classifications. Movement towards more diverse delivery and assessment in the post-pandemic HE landscape e.g. through the greater use of on-line learning and the increased availability of work-based learning through degree apprenticeships may also create upwards pressure on classification outcomes as we are aware that our most authentic and engaging provision tends to lead to better student achievement.

Action: Working in partnership with the University of Salford Students' Union we will focus on addressing the awards gap between BAME and other students using a targeted approach in subject areas with the largest differentials in outcome.

Report on Degree Classifications for 2019/20 First Degree Graduates

1. Purpose of report

This is an annual report on the profile of classified degrees awarded by the University over the previous academic year. The report aims to:

- Set the 2019/20 data in their historical context.
- Set the Salford data in their sector context.
- Identify any significant changes.

2. Background and context

The institutional data for this report relate to Salford students awarded an undergraduate first degree during 2019/20. They are taken from the HESA process output files and based directly on the University's 2020 HESA data return. These data feed HESA's own reporting system, including HEIDI.

The sector data for this report are taken from HEIDI, apart from the overall sector average shown for 2019/20 which is taken from the recent HESA annual first release statistics. Full sector data for 2019/20 graduates will, however, not be available until later in 2021.

The proportion of graduates securing a 'good degree' (a 1st or a 2i) is used as a proxy for quality and is used by newspaper league table compilers (namely, the Times, Independent and Complete University Guide).

Historically the proportion of Salford graduates awarded a 'good degree' has lagged behind the sector average (third quartile in 2018/19), while the proportion of Salford graduates securing a 1st decreased in 2018/19 to a level close to the sector average (second quartile in 2018/19), following new grade boundary changes.

3. Analysis

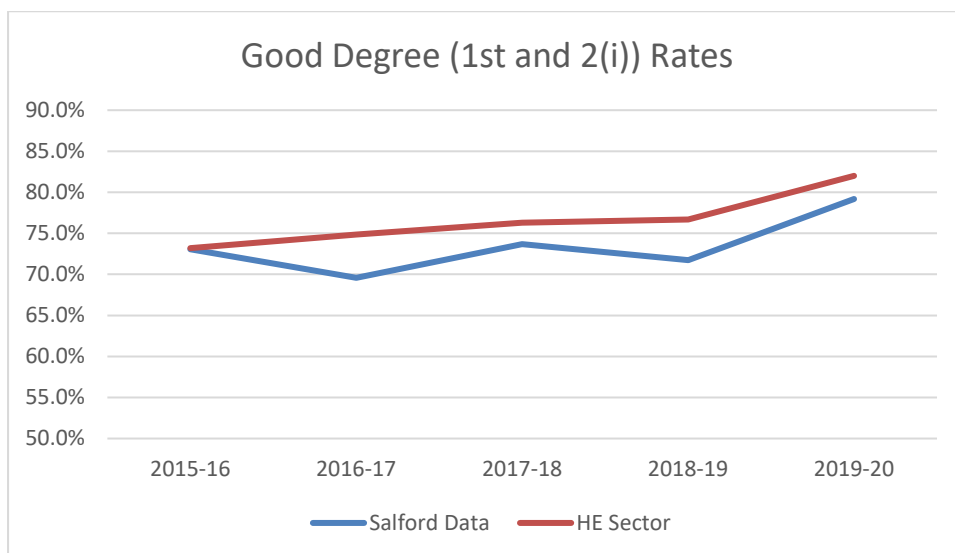
The University awarded 3,857 first degrees in 2019/20 (excluding unclassified degrees). **79.2%** were 1sts or 2(i)s ('good degrees'), up 7.5 percentage points on the previous year. This increase is mainly visible in the rise in the proportion of 1sts awarded, however the increases are thought to be attributable to a number of factors which would have resulted in general upward grade pressure, pushing students up out of the 2(ii) and 3rd categories into the 2(i) and 1st categories, namely:

- a. The introduction of the coronavirus Safety Net policy which preserved the level of assessment achievement evidenced prior to Lockdown, such that work completed during the disruption could enhance but would not bring down the overall grade of a student, provided that an overall pass had been achieved. It is reasonable to assume that the introduction of a Safety Net has served to preserve higher average outcomes

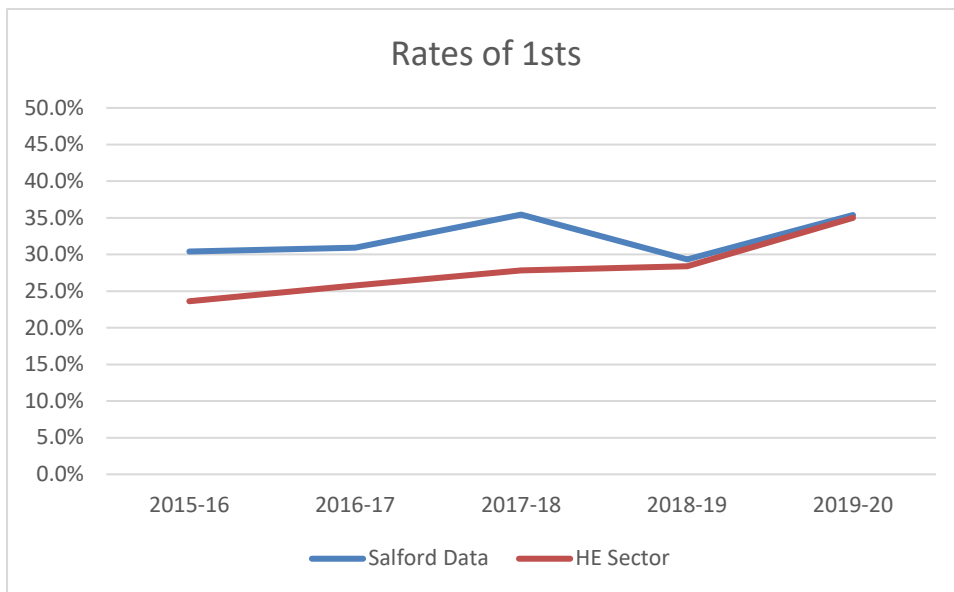
- b. Changing modes of assessment: as a consequence of campus closure in March 2020, it was necessary for us to review and where appropriate modify the modes of assessment for modules running in Trimester 2. All on-campus examinations were impacted and moved to either an alternative, coursework-based submission or to on-line examinations made available for a 72-hour period and designed for completion as open-book format. There is good evidence that performance in coursework- based assessments generally leads to higher grades than that of closed-book examinations. The significant reduction in the number of examinations would be expected to yield a net increase in module grades and hence degree classifications

(Statement by Neil Fowler October 2020)

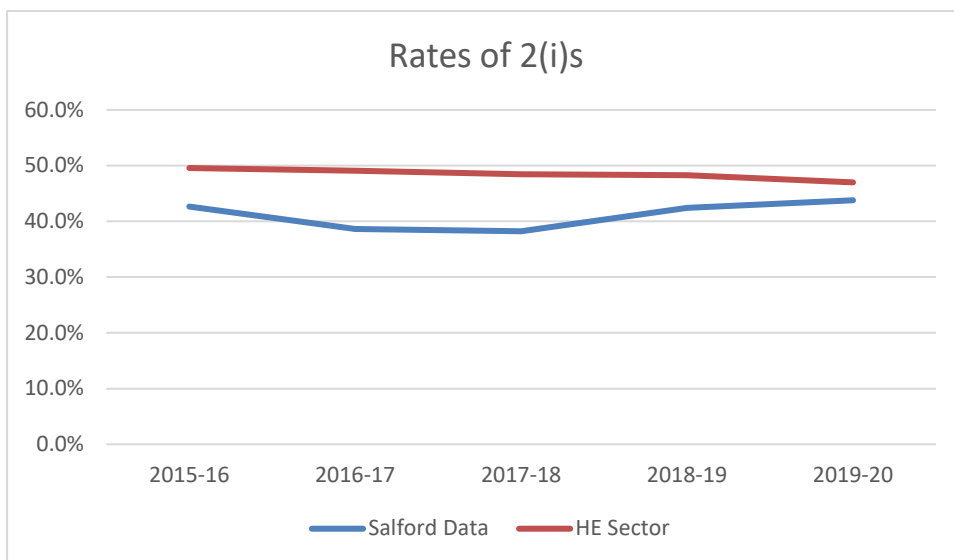
The 'no-detriment' policy adopted by the University was in line with similar assessment policies introduced by many other HEIs across the sector. This is reflected in a similar pattern of change in classification proportions. The percentage of students across the sector achieving a 'good degree' increased from 76.7% in 2018/19 to 82% in 2019/20. The net result shows an overall narrowing of the gap in 'good degrees' between Salford and the sector. The University is now 2.8 percentage points below the sector mean for 'good degree' awards.



Our adjustments to grade boundaries in 2018/19 meant that we saw a dip in 1sts awarded, which brought us back down closer to the sector average. This downward pressure has been reversed for 2019/20, but, with similar upwards grade pressure having been experienced across the sector, we are now tracking closely the sector average. The percentage of students across the sector achieving a first-class honours increased from 28% in 2018/19 to 35% in 2019/20.



Salford has seen a small increase in 2(i)s (+1.4%) whilst the sector saw a small decrease (-1%) The result has been to bring us closer to the HE sector average (47%), but we continue to lag behind it.



Awards of 'good degrees' at comparable institutions, including Sheffield and Northumbria, have shown similar upward trends over a 5-year period (chart 6.2b), although Salford fell below the comparator group average for 2018/19. It is likely that comparator institutions will show similar increases to Salford and the sector average for 2019/20 and that therefore Salford will remain below the comparator group average.

It is not possible to provide subject-based comparisons against the sector for each school until more detailed sector data becomes available. However, an analysis of the changes in classification proportions between 2018/19 and 2019/20 at school level (charts 6.3b and 6.3c) indicate that all schools have seen an increase in the proportion of 'good degrees' and 1sts awarded, with the

increases particularly significant in the Business School and SEE. The smallest increases have been seen in Health & Society, with the result that Health & Society is lagging more than 8% below the University average for 'good degrees' at 70.6% and nearly 5% below the University average for 1sts at 30.6%.

4. Inclusion and Diversity Analysis

Consideration has been given to the Inclusion and Diversity characteristics of Gender, Disability and Ethnicity at a University level. Analysis has looked at the percentage 'good degree' award gap between the variables Female/Male, Declared Disability/No Declared Disability and Black, Asian and Minority Ethnic students (BAME)/non-BAME.

For the year 2019/20 there is no significant award gap in the Gender characteristic.

For Disability a small gap of 0.7% in 2018/19 has grown to a more significant gap of 4.5% in 2019/20, with a gap of 7% in 1sts awarded to those with No Declared Disability compared with those with a Declared Disability.

For Ethnicity there has historically existed a significant award gap for the BAME group in comparison with the non-BAME group in terms of 'good degrees' awarded. However, for 2019/20 Salford has seen its gap narrow to 11% from a much higher 18% in 2018/19. This brings the Salford gap below the 2018/19 sector average gap of 13% and comparator group average gap of 17% (Chart 6.4a). However, more accurate sector comparisons cannot be made until the sector data for 2019/20 is made available.

5. Conclusion

It is likely that the upward change in degree classifications for 2019/20 is anomalous when viewed against trend but is in line with patterns seen in the rest of the sector. These changes and the probable causes for them have already been communicated to the Office for Students during the submission of our HESA return and the explanations accepted.

The BAME Award Gap working group will continue to monitor any differences in award classification proportions between ethnic groups, which will feed into the actions of the workstream. It is suggested that the disparity in 'good degree' proportions between students with a Declared Disability and those without a Declared Disability should be brought to the attention of the Inclusive Student Experience Committee to identify if any further actions need to be taken.

6. Analysis Data Tables

6.1. Salford compared to UK HE sector

Commentary

Full sector data for academic year 2019/20 will not be available until mid-February 2021 but the recent HESA statistical first release bulletin shows that the sector has experienced the same upwards spike as University of Salford.

The proportion of 1st and 2(i) classifications awarded by the University of Salford continues to be below the sector average.

6.1a. Trends in Degree Classification 2015/16 to 2019/20 Salford and UK (Excluding Unclassified/Ordinary Awards)

University of Salford	2015/16		2016/17		2017/18		2018/19		2019/20	
First class	1,065	30.40%	1,112	30.90%	1,349	35.40%	1,091	29.30%	1,365	35.40%
2(i)	1,496	42.70%	1,388	38.60%	1,455	38.20%	1,578	42.40%	1,689	43.80%
1st & 2(i)	2,561	73.10%	2,500	69.50%	2,804	73.60%	2,669	71.70%	2,412	79.20%
2(ii)	770	22.00%	824	22.90%	815	21.40%	870	23.40%	674	17.50%
3rd/pass	174	5.00%	269	7.50%	187	4.90%	181	4.90%	129	3.30%
	3,505		3,593		3,806		3,720		3,857	
UK HE Sector	2015/16		2016/17		2017/18		2018/19		2019/20	
First class	88,889	23.60%	100,943	25.80%	110,474	27.80%	114,230	28.40%	138,760	35%
2(i)	186,567	49.60%	192,395	49.10%	192,424	48.50%	194,600	48.30%	186,725	47%
1st & 2(i)	275,456	73.20%	293,338	74.90%	302,898	76.30%	308,830	76.70%	325,485	82%
2(ii)	81,594	21.70%	20.3	0.01%	76,210	19.20%	76,346	19.00%	59,350	15%
3rd/pass	19,278	5.10%	19,023	4.90%	17,830	4.50%	17,330	4.30%	11,286	3%
	376,328		312,381		396,938		402,506		396,121	

6.2 Salford and comparator institutions

Commentary

Figure 6.2a will show a breakdown of awards against each classification category for 2019/20 for the University of Salford and a standard comparator set of institutions. Comparator data for 19/20 will not be available until mid-February 2021.

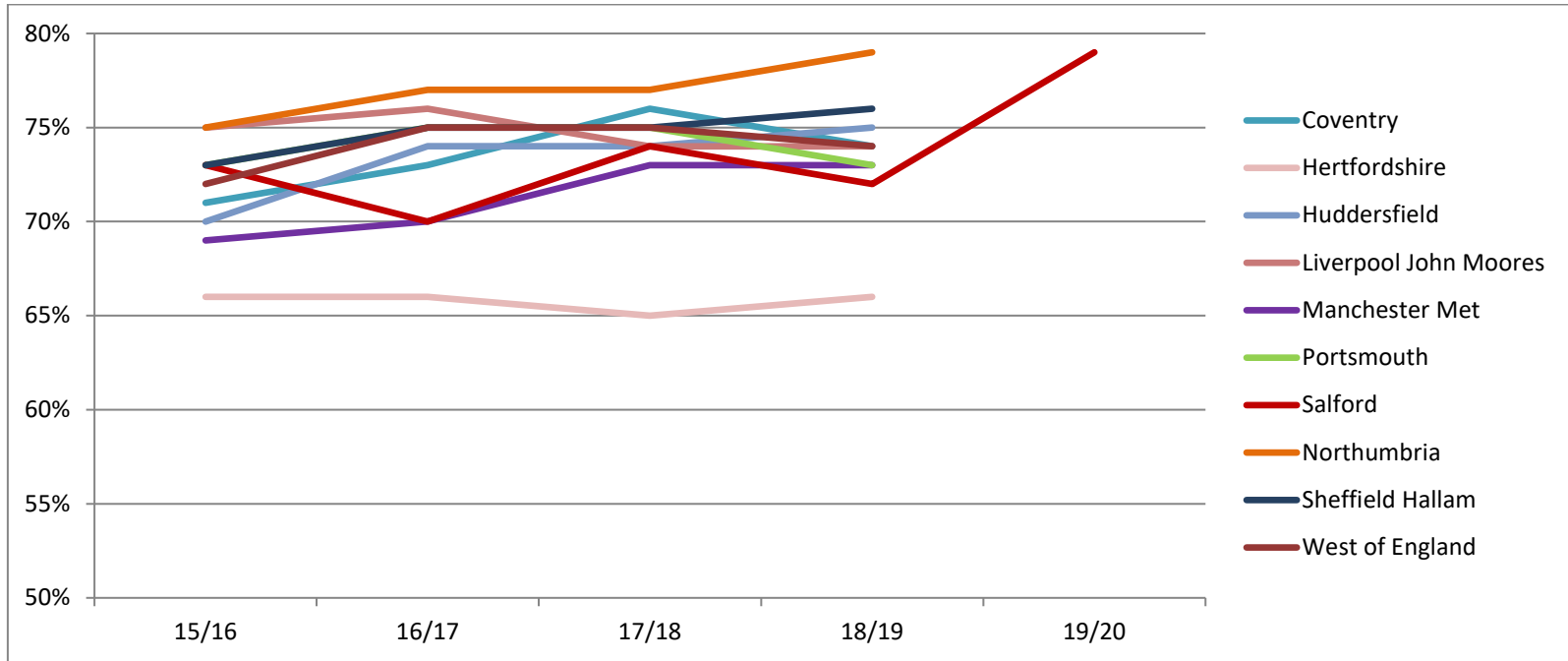
Figure 6. 2b shows the trend in 'good degree' awards over several years for the comparator set including Salford. Salford has remained slightly below the average for the comparator set for 2019/20.

6.2a. Current year ranking on basis of 1sts + 2(i)s (excluding Unclassified awards)

To follow once sector institution data available.

6.2b. HESA data, 5 Year Trend Analysis of 1st & 2(i) awards (excluding Unclassified awards)

University	15/16	16/17	17/18	18/19	19/20
Coventry	71%	73%	76%	74%	
Hertfordshire	66%	66%	65%	66%	
Huddersfield	70%	74%	74%	75%	
Liverpool John Moores	75%	76%	74%	74%	
Manchester Met	69%	70%	73%	73%	
Portsmouth	73%	75%	75%	73%	
Salford	73%	70%	74%	72%	79%
Northumbria	75%	77%	77%	79%	
Sheffield Hallam	73%	75%	75%	76%	
West of England	72%	75%	75%	74%	
Comparator set (mean)		74%	74%	74%	



6.3 Salford Schools and Sector Comparison

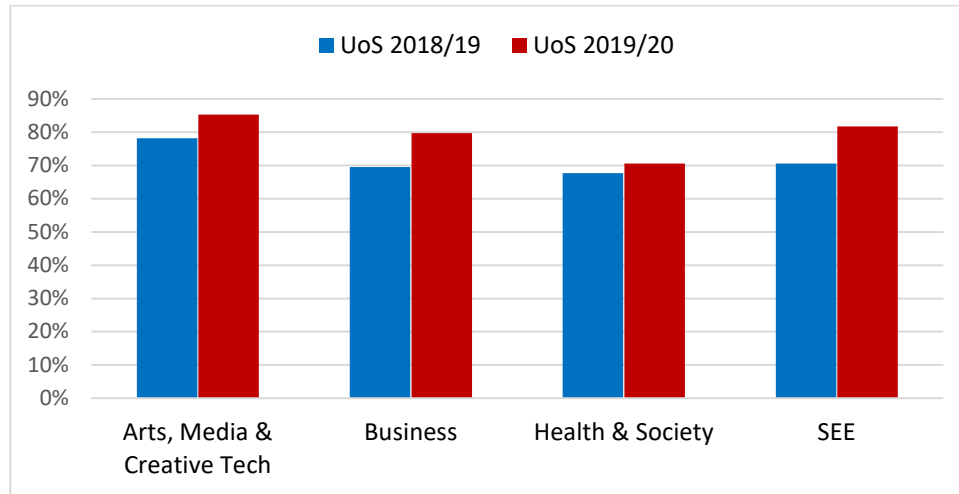
Commentary

Table 6.3a shows awards for each school in 2019/20. In charts 6.3b and 6.3c awards in each school are compared against their equivalent levels in 2018/19, to show the degree to which each school's 'good degree' and 1sts proportions have increased.

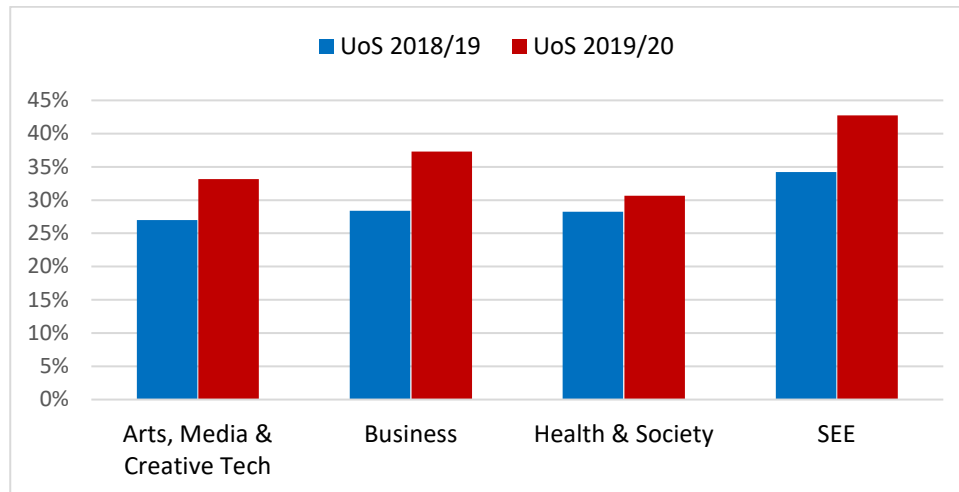
Note: Charts showing how Salford schools' proportions compare to sector averages will be added once more detailed sector data is available and will compare with 2019/20 sector data for the subject(s) that are most relevant. Subject data used for comparisons are Creative Art & Design for School of Arts & Media, Business & Administrative Studies for Business, Subjects Allied to Medicine for Health & Society, weighted average across subjects Physical Sciences, Computer Sciences, Engineering, Biological Sciences, Subjects Allied to Medicine and Architecture, Building & Planning for SEE. This is not a perfect fit but gives the best comparative data. Whole sector is used for University comparison.

	First		Upper Second		First and 2i (excluding UC/Ord)		Lower Second		Third Class/Pass		Total Awards (excluding UC/Ord)
Arts, Media & Creative Tech	392	33.16%	616	52.12%	1008	85.28%	156	13.20%	18	1.52%	1182
Business	203	37.32%	231	42.46%	434	79.78%	95	17.46%	15	2.76%	544
Health & Society	356	30.64%	464	39.93%	820	70.57%	274	23.58%	68	5.85%	1162
SEE	414	42.72%	378	39.01%	792	81.73%	149	15.38%	28	2.89%	969
UoS	1,365	35.39%	1,689	43.79%	3054	79.18%	674	17.47%	129	3.34%	3857
Sector (19/20)		35.00%		47.00%		82.00%		15.00%		3.00%	

6.3b. 1st & 2(i) Awards ('Good Degrees') by School 2019/20 versus 2018/19 (Excluding Unclassified & Ordinary awards)



6.3c. 1sts Awarded by School 2019/20 versus 2018/19 (Excluding Unclassified & Ordinary awards)



6.3d. School Comparisons against Sector Subject averages

To follow once sector subject data is available.

6.4a. Percentage of 'Good Degrees' Awarded for Ethnic groups BAME and Non-BAME (UK-Domiciled only) for University Average, Comparator Group Average and Sector Average. Trend over time.

Type	Ethnicity Summary	2015/16	2016/17	2017/18	2018/19	2019/20
Comparator	BAME	60%	63%	63%	64%	
	non-BAME	79%	80%	81%	81%	
Salford	BAME	63%	59%	65%	59%	72%
	non-BAME	78%	74%	78%	77%	82%
Sector	BAME	63%	66%	68%	68%	
	non-BAME	78%	80%	81%	81%	

