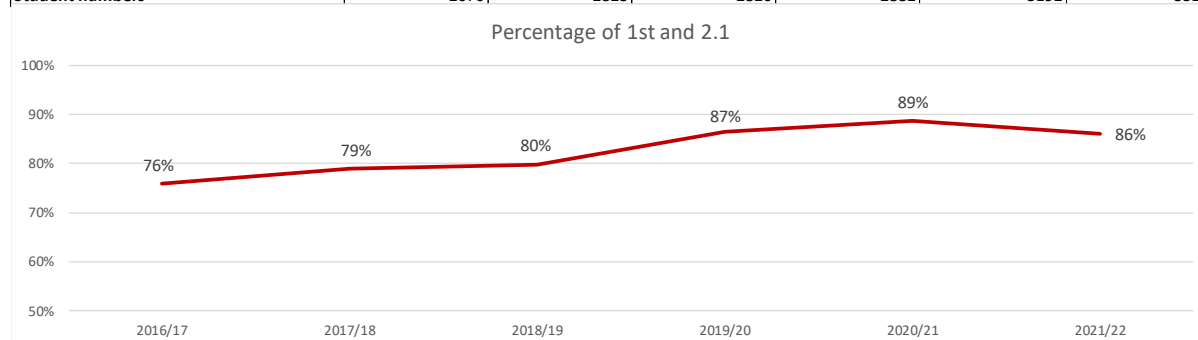


## Degree Outcomes Statement

### 1. Degree classification profile

Honours degree classification	Academic year					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
First class honours degree (1st)	25%	30%	29%	35%	40.3%	35.7%
Upper second class (2.1)	51%	49%	51%	51%	48.5%	50.4%
Lower second class (2.2)	20%	18%	18%	12%	11%	13%
Thirds class honours/Pass	4%	3%	2%	2%	0%	1%
Student numbers	2676	2823	2826	2882	3192	3521



- 1.1 The above table and chart show a full breakdown of the undergraduate degrees awarded to all students who completed their degree at Bailrigg, and the proportion of 1<sup>st</sup> /2:1s, awarded over a five-year period.
- 1.2 Until 2019/20, the total proportion of 1<sup>st</sup> /2.1s awarded had remained broadly consistent. For the two following academic years, the proportion of first class degrees awarded increased from 29% in academic year (AY) 2018/19, to 35% in AY 2019/20 and 40% in AY 2020/21. However, the most recent data bring a decrease to circa 2019/20 levels.
- 1.3 For the most recent years, the rise in the proportion of 1<sup>st</sup> /2:1s may be explained, in part, by measures put in place in response to the COVID-19 pandemic. The sector as a whole also saw a substantial increase in the proportion of 1<sup>st</sup> /2:1s awarded.
- 1.4 The table below shows attainment gaps by Widening Participation (WP) characteristics (for UK-domiciled leavers only). With respect to variation by student characteristics, the University has identified the following significant patterns (irrespective of COVID-19). These data indicate that the WP attainment gaps have been reducing at Lancaster over the last 6 years:
- UK-domiciled ABMO<sup>1</sup> students were awarded a lower proportion of 1<sup>st</sup>/2:1 degrees compared to UK white students. However, the gap has been significantly decreasing over the last years. In 2021/22 89% of UK ABMO students received good degrees, compared to 93% of UK white students. This signifies a substantial improvement, as in 2016/17, 65% of ABMO students were awarded good degrees compared to 84% of UK white students.

<sup>1</sup> Asian, Black, Mixed, Other

- The proportion of students gaining good degrees coming from areas of the most deprivation – as measured by the English Indices of Multiple Deprivation Quintile 1 (IMDQ1) – has increased from 72% in 2016/17 to 84% in 2021/22.
- POLAR designations provide a measure of the proportion of young people from a particular area who participate in higher education. The percentage difference between students who are under 21 and come from a POLAR Q1 (Participation of Local Areas Quintile 1 – indicating low participation) and attain a good degree compared to those from POLAR Q5 (high participation) was 5 percentage points in 2020/21. With small fluctuations this gap remains stable over the last three years.

Attainment by WP characteristic		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Disability	Disability declared	78%	86%	83%	89%	96%	93%
	No known disability	82%	84%	83%	91%	91%	88%
	Gap	4%	-2%	0%	2%	-5%	-5%
Ethnicity	Asian	60%	73%	76%	79%	83%	89%
	Black	57%	60%	67%	76%	72%	85%
	Mixed	79%	89%	80%	79%	94%	93%
	Other	60%	73%	80%	77%	78%	90%
	White	84%	86%	84%	92%	93%	93%
	ABMO	65%	74%	75%	79%	84%	89%
	Gap ABMO vs White	20%	12%	9%	14%	10%	4%
	Gap Black vs White	27%	26%	18%	16%	21%	8%
IMD*	IMDQ1	72%	79%	81%	84%	87%	84%
	IMDQ2	82%	85%	81%	90%	88%	86%
	IMDQ3	82%	79%	84%	90%	93%	89%
	IMDQ4	83%	86%	83%	91%	92%	90%
	IMDQ5	84%	87%	85%	93%	94%	92%
	GAP Q5 Q1	12%	8%	5%	9%	7%	8%
POLAR4**	POLARQ1	77%	79%	84%	87%	88%	85%
	POLARQ2	83%	83%	83%	94%	91%	88%
	POLARQ3	84%	85%	81%	89%	92%	90%
	POLARQ4	83%	82%	84%	89%	92%	90%
	POLARQ5	82%	87%	84%	92%	93%	91%
	GAP Q5 Q1	5%	8%	0%	5%	5%	5%

\* English IMD only

\*\* POLAR4 for young (under 21) students only

## 2. Assessment and Marking Practices

2.1 Assessment and marking practices are underpinned by the University's Undergraduate Assessment Regulations<sup>2</sup>, which set out the reference points for judgement of the quality of academic work. Mapping processes ensure that intended learning outcomes are appropriately assessed across modules and programmes.

<sup>2</sup> <https://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/student-based-services/asq/marp/UG-Assess-Regs.pdf>

- 2.2 Academic Year 2021/22 saw a reduction in social distancing restrictions and a return to near-normal in-person teaching was possible. We continued to use our Senate approved 'Guiding Principles for Assessment' to maintain academic standards and take account of the ongoing - though reducing - impact of COVID-19 on students and staff.
- 2.3 End of year assessments moved to a mixture of in-person exams and online time-limited exams, and a reduced number of educational safeguards were available. Appropriate additional measures were put in place for those students with an Inclusive Learning and Support Plan (ILSP).

### **3. Academic Governance**

- 3.1 As detailed in the University's Manual of Academic Regulations and Procedures<sup>3</sup> (MARP) Lancaster has well-established governance for consideration and assurance of matters of academic quality and standards. This includes internal and external moderation of assessment setting and marking, defined procedures for the constitution and operation of Exceptional Circumstances Committees and Examination Boards, regulations on the powers afforded to Exam Boards and the instances in which referral of a case to the Classification and Assessment Review Board is required. These requirements continued under COVID-19, with external examiners being consulted on the changes implemented by Lancaster University.
- 3.2 The University has a variety of domestic and international partnerships with public sector and private institutions, ranging from single programmes to full-scale inter-institutional relationships. Where deviation from the University's MARP is required to satisfy the regulatory framework of the relevant country in which the partnership is based, such variation must be approved by the University's Academic Standards and Quality Committee. In line with the approach taken at Lancaster University, but paying due regard to the local circumstances, we continued to work with our international partners to ensure the impact of COVID-19 was considered in determining student outcomes.

### **4. Classification Algorithms**

- 4.1 MARP sets out details of the degree classification process. Duly constituted Exam Boards determine whether a student has met the final award criteria, taking account of decisions reached by the Exceptional Circumstances Committees. The overall mean score for the programme is calculated from the module aggregation scores achieved in Level 5 and above of the degree, in proportion with the credit weightings for each module.

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<sup>3</sup> <https://www.lancaster.ac.uk/academic-standards-and-quality/regulations-policies-and-committees/manual-of-academic-regulations-and-procedures/>

- 4.2 Where the aggregation score falls within one of the borderline classification ranges, the exam board applies a rubric specified in MARP for deciding the degree class to be awarded.
- 4.3 In response to the pandemic, Senate approved temporary changes to the academic regulations in 2019/20, 2020/21 and 2021/22 that provided additional opportunity for students to be awarded the higher degree classification where their aggregation score fell into a boundary range.
- 4.4 Provision was also made to set aside, at cohort level, certain elements of assessment delivered in formats not previously experienced by students and in which students had clearly under-performed.

## **5. Good teaching practices, and learning resources**

- 5.1 In 2019/20, in response to the pandemic, Lancaster developed a website entitled 'Embrace Digital' to support academic staff in the delivery of online teaching. The Embrace Digital website provides a single point of access to information and guidance, supporting:
  - academic staff to use digital technologies effectively in teaching and learning, such as providing guidance for teaching using Teams, dual-mode teaching, digital assessment, and digital accessibility;
  - all staff to improve their digital skills, harness the power of digital technology, and look after their digital wellbeing; and
  - students to use digital effectively in their work and learning, and look after their digital wellbeing.
- 5.2 In March 2022, Lancaster's Embrace Digital website won the UCISA22 'Supporting Excellence in Learning, Teaching and Research' award.

## **6. Risks and challenges**

- 6.1 The University's Access and Participation Plan, approved by the Office for Students, sets out specific challenges with respect to the performance gap between ABMO/white UK students and LPN/non-LPN students (see section 1) along with actions to address them.