

Lancaster University

Degree Outcomes Statement for 2023/24

Figure 1: Degree classification profile

	Academic year						
Honours degree classification	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
First class honours degree (1st)	30.1%	29.2%	35.1%	40.3%	35.7%	33.3%	27.5%
Upper second class (2.1)	48.8%	50.7%	51.4%	48.5%	50.4%	50.9%	52.7%
Lower second class (2.2)	18.5%	17.9%	11.9%	11.0%	12.9%	14.8%	18.9%
Thirds class honours/Pass	2.7%	2.3%	1.6%	0.3%	1.1%	1.0%	1.0%
Student numbers	2823	2826	2882	3192	3521	3489	3819

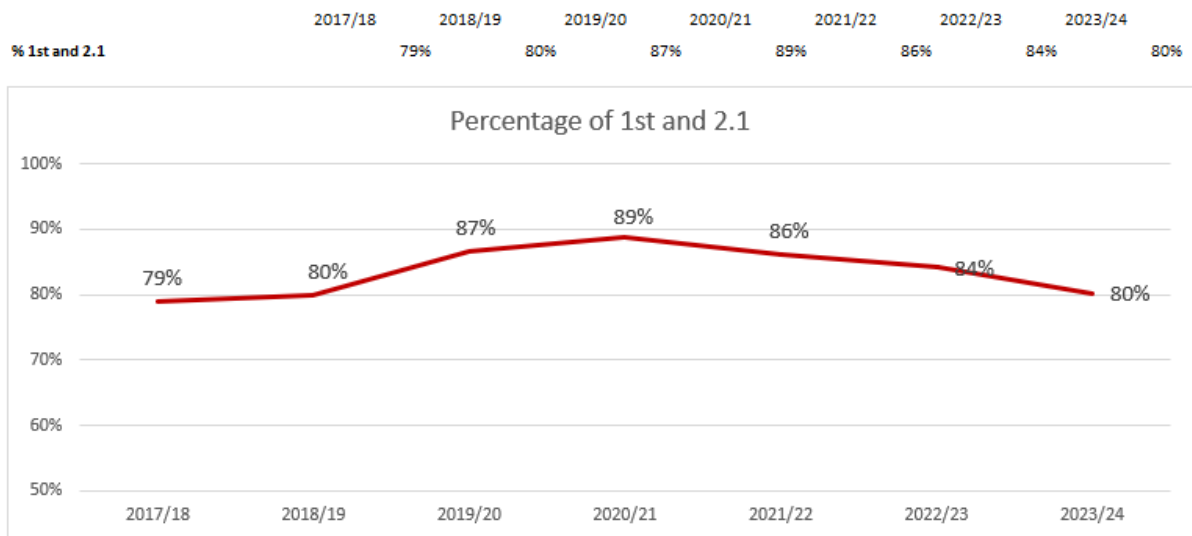


Table 1: Honours degree classification – UK-domiciled qualifiers only

Degree classification	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
1 st and 2.1	84.0%	83.0%	90.0%	92.0%	89.2%	87.6%	83.0%
1 st	34.0%	32.0%	39.0%	44.0%	40.5%	38.2%	30.6%
2.1	50.0%	51.0%	51.0%	48.0%	48.7%	49.4%	52.5%
Other honours	16.0%	17.0%	10.0%	8.0%	10.8%	12.4%	17.0%
Student numbers	1875	1935	2002	2219	2321	2391	2819

Table 2: Honours degree classification – UK-domiciles qualifiers by WP characteristic

Attainment by WP characteristic		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Disability*	Disability declared	86%	83%	89%	96%	93%	91%	84%
	No known disability	84%	83%	91%	91%	88%	87%	83%
	Gap	-2p.p.	0p.p.	2p.p.	-5p.p.	-5p.p.	-5p.p.	-2p.p.
Ethnicity*	Asian	73%	76%	79%	83%	89%	81%	72%
	Black	60%	67%	76%	72%	85%	67%	76%
	Mixed	89%	80%	79%	94%	93%	84%	82%
	Other	73%	80%	77%	78%	90%	77%	77%
	White	86%	84%	92%	93%	93%	90%	87%
	ABMO	74%	75%	79%	84%	89%	79%	76%
	Gap ABMO vs White	12p.p.	9p.p.	14p.p.	10p.p.	4p.p.	11p.p.	11p.p.
	Gap Black vs White	26p.p.	18p.p.	16p.p.	21p.p.	8p.p.	23p.p.	11p.p.
IMD**	IMDQ1	79%	81%	84%	87%	84%	77%	75%
	IMDQ2	85%	81%	90%	88%	86%	81%	77%
	IMDQ3	79%	84%	90%	93%	89%	89%	82%
	IMDQ4	86%	83%	91%	92%	90%	89%	86%
	IMDQ5	87%	85%	93%	94%	92%	92%	87%
	GAP Q5 Q1	8p.p.	5p.p.	9p.p.	7p.p.	8p.p.	15p.p.	12p.p.

* UK-domiciled only

** English IMD only

2. Assessment and Marking Practices

- 2.1 The University's Undergraduate Assessment Regulations underpin assessment and marking practices,¹ which set out the reference points for the judgement of the quality of academic work. Mapping processes ensure that intended learning outcomes are appropriately assessed across modules and programmes.
- 2.2 Lancaster University has, since the end of the pandemic restrictions, moved to a default of in-person teaching. While some departments continue to use online assessment because they believe it is appropriate for the specific module or discipline, most assessments have now returned to the in-person invigilated format.

¹ <https://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/student-based-services/asq/marp/UG-Assess-Regs.pdf>.

Appropriate adjustments are made for those students with specific needs identified on their Inclusive Learning and Support Plans.

- 2.3 The Academic Year 2022/23 saw some academic staff members participating in a Marking and Assessment boycott. In response to this, the Vice-Chancellor, acting on behalf of the Senate, activated previously approved regulations to mitigate the boycott's effects. At the heart of the safeguards was a 'no detriment' policy that prevented students who had been given a provisional classification for their degree from having this reduced at a later date when work was later marked.
- 2.4 No further industrial action occurred during the academic year 2023/24, and all outstanding work was marked. That said, the educational safeguard above remains relevant for some graduating students, as work from 2022/23 contributed to the degree classification. We remain confident that the safeguard protects student interests while maintaining the standards and quality of our awards.

3. Academic Governance

- 3.1 As detailed in the University's Manual of Academic Regulations and Procedures² (MARP), Lancaster has well-established governance for consideration and assurance 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.
- 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 where the partnership is based, such variation must be approved by the University's Academic Standards and Quality Committee.

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, considering 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.

² <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. During 2022/23 a review of our regulations following COVID, industrial action and concerns as to the cost of living led to us making a minor amendment to these borderline rules. Following further analysis, it was decided to make this change permanent.

5. Enhancing teaching practices and learning resources

- 5.1 Lancaster University is committed to high-quality teaching based on our world-leading research. 2023 saw Lancaster University being awarded Gold in the Teaching Excellence Framework, confirming that we deliver an outstanding student experience.
- 5.2 Lancaster University's Curriculum and Education Development Academy (CEDA) helps prepare academics to innovate and provides continuing professional development to improve their skill sets. CEDA offers pathways for academics to become Fellows or Senior Fellows of the Higher Education Academy, and it has mentored several colleagues to attain Principal Fellowship. Lancaster University has a Senior Fellows Network, which brings together senior educational leaders to discuss opportunities to enhance our teaching and learning.
- 5.3 Lancaster University has invested significantly in our learning resources. At the heart of Lancaster University is its library, which provides physical and electronic resources and learning and research support. The library is an open and inclusive place for library and university activities and is open 24 hours a day during term time. In 2022, the library's Learning Development Team won a prestigious national Collaborative Award for Teaching Excellence from Advance HE.

6. Risks and challenges

- 6.1 The University's Access and Participation Plan, approved by the Office for Students, sets out specific actions with respect to our commitment to equality of opportunity and treatment of our staff and student community. Particular challenges are detailed about how we deal with the performance gap between AMBO and white UK students, but also regarding students from historically low participation (including those with multiple deprivation indicators).