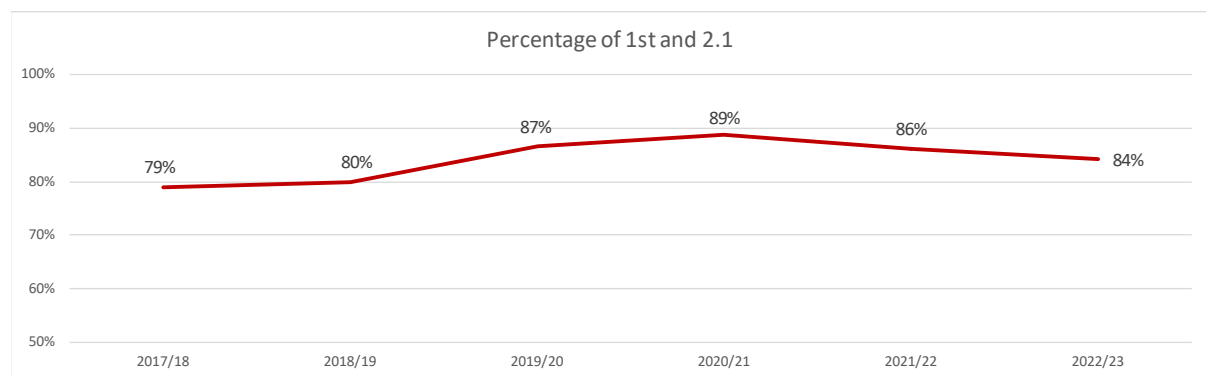


## Degree Outcomes Statement 2022-23

### 1. Degree classification profile

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

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	
% 1st and 2.1		79%	80%	87%	89%	86%	84%



- 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 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. This was a sector-wide phenomenon resulting from actions taken to mitigate the COVID pandemic. Since 2020/21, we have seen a gradual return to normal levels of attainment.
- 1.3 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).
- Considering UK students with a declared disability, we can see a continued positive trend of no attainment gap between students with declared disability and those with no known disability (as the proportion of leavers with a 1<sup>st</sup> or 2.1 is, in fact, 5 points higher for students with a disability).

- 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 fluctuated over the years, with the most recent data returning to slightly higher 2020/21 levels that are still lower than 2019/20 and 2017/18. 79% of UK ABMO students received good degrees, compared to 90% of UK white students. This signifies an improvement, as in 2017/18, 74% of ABMO students were awarded good degrees, and in 2016/17, the ABMO attainment was at 65%.
- The proportion of students gaining good degrees from areas of the most deprivation – as measured by the English Indices of Multiple Deprivation Quartile 1 (IMDQ1) – was 77% in 2022/23.

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

\* UK-domiciled only

\*\* English IMD 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.
- 2.2 The Academic Year 2022/23 continued our resumption of in-person teaching by default. While some departments continued to use online examinations because they were considered appropriate for the discipline, most examinations returned to an in-person invigilated format. Appropriate additional measures were implemented for students with an Inclusive Learning and Support Plan (ILSP).
- 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. The policy also saw students attaining module marks where no assessment elements were complete, and degrees could be awarded where some assessments remained unmarked.

## **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 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. In line with the approach taken at Lancaster University, but

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

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

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, 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.
- 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. This rubric was widened slightly during 2022/23 to recognise the final effects of the pandemic, the cost of living and industrial action, which had disrupted teaching and assessment throughout the year.

#### **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 activity 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).