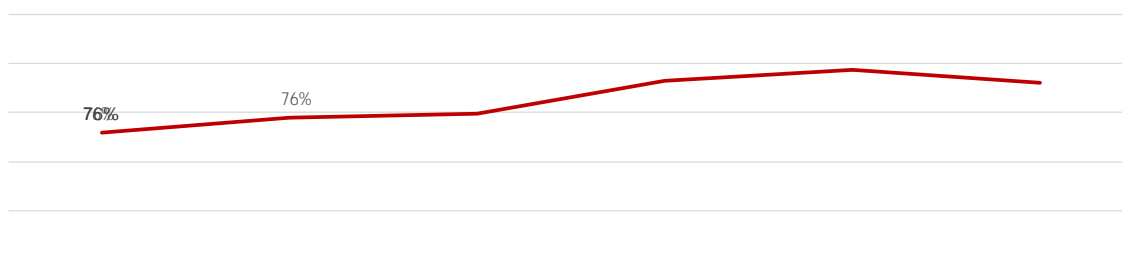


Degree Outcomes Statement

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



76%

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 1st /2:1s, awarded over a five-year period.

1.2

- 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

2. Assessment and Marking Practices

- 2.1 Assessment and marking practices are underpinned by the University's Undergraduate Assessment Regulations², 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 <https://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/student-based-services/asq/marp/UG-Assess-Reqs.pdf>

2.2 Academic Year 2021/22 saw a reduction in

- 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.