Degree Outcomes Statement

1.　　Degree classification profile

Degree	14/15 Headcount	%	15/16 Headcount	%	16/17 Headcount	%	17/18 Headcount	%	18/19 Headcount	%
First class honours (1st)	649	25%	702	25%	674	25%	848	29%	824	29%
Upper Second class honours (2:1)	1,350	51%	1,436	51%	1,350	50%	1,375	48%	1,434	50%
Other honours degrees	646	24%	657	23%	667	25%	659	23%	608	21%
Unclassified degree award	2	0%	7	0%	9	0%	4	0%	3	0%
Grand Total	2,647	100%	2,802	100%	2,700	100%	2,886	100%	2,869	100%

Percentage 1sts & 2:1s

- 14/15: 76%
- 15/16: 76%
- 16/17: 75%
- 17/18: 77%
- 18/19: 79%
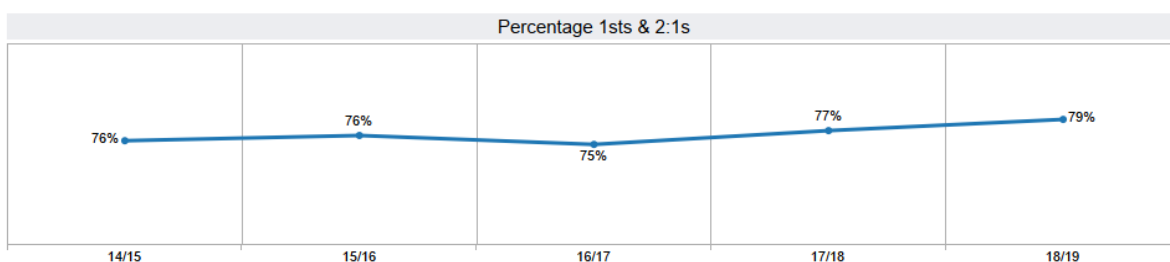
1.1　　The above table and chart shows a full breakdown of the undergraduate degrees awarded to all students and the proportion of 1sts/2:1s awarded over a five year period.

1.2　　Over this period the total proportion of 1sts/2:1s awarded has remained broadly consistent, although there has been an increase in the proportion of 1sts awarded from 25% in 14/15 to 29% in 17/18 and 18/19.

1.3　　With respect to variation by student characteristics the University has identified the following significant patterns.

- Overseas students (excluding EU) have consistently been awarded a lower proportion of 1sts/2:1s than Home-EU students (in 18/19 64% of overseas students were awarded 1sts/2:1s compared with 82% for all other students). In common with the whole H.E. sector, UK BAME students at Lancaster have consistently been awarded a lower proportion of 1sts/2:1s than UK white students (in 18/19 72% of UK BAME students were awarded 1sts/2:1s compared with 83% of UK white students).
- Female students at Lancaster have consistently been awarded a greater proportion of 1sts/2:1s than male students (in 18/19 84% of female students were awarded 1sts/2:1s compared with 73% of males); this reflects an overall pattern seen across the whole H.E. sector but is more marked at Lancaster.
- Students entering with higher entry grades are more likely to achieve a 1st/2:1, a factor which partly explains the gender performance gap.
- There is significant variation in the proportion of 1sts/2:1s awarded by subject studied, although this is less marked once allowance is made for the above factors.
- Over the whole period there has been a fluctuating gap between the proportion of UK students from Low Participation Neighbourhoods being awarded 1sts/2:1s and the proportion being awarded to non LPN students, but we have now

successfully narrowed that gap (in 16/17 the percentage point gap was 6 but in 18/19 there was no difference in performance).

2. Assessment and Marking Practices

2.1 Assessment and marking practices are underpinned by the University's Undergraduate Assessment Regulations[1] which set out the reference points for how judgement of the quality of academic work is made. Departments are encouraged to amplify those reference points with more detailed descriptors specific to subject and level of study. Mapping processes ensure that intended learning outcomes are appropriately assessed across programme components. Programmes are designed with reference to relevant Professional and Statutory Body requirements and the appropriate Quality Assurance Agency Subject Benchmark Statements. External expertise and assurance is gained through External Examiners whose appointment requires University-level approval. The University has training requirements for staff new to teaching, and development opportunities for experienced staff.

3. Academic governance

3.1 As detailed in the University's Manual of Academic Regulations and Procedures[2] 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.

3.2 Whilst students play an important role in academic governance, including representation on committees at all levels of the University, no student can be a member of or attend any Exam Boards.

3.3 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 country in which a partnership operates, the variations must be considered and approved through the University's Academic Standards and Quality Committee, on the recommendation of the Standing Committee on Academic Regulations.

4. Classification Algorithms

4.1 The UARs section 5 sets out details of the degree classification process. Each programme has final award criteria approved through the programme approval process. Duly constituted Exam Boards determine whether a student has met the final award criteria, taking account of decisions reached by the Exceptional

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

[2] https://www.lancaster.ac.uk/academic-standards-and-quality/marp/

Circumstances Committee. For classification of awards, the overall mean score (range 0-24) for the programme is calculated from the module aggregation scores achieved in Year 2 and above of the degree, in proportion with the credit weightings for each module. The classification algorithm gives equal weighting to module scores across the years of study from year 2 and above. The mean score is expressed to 1 decimal place and is used to determine the class of degree to be awarded in accordance with pre-defined boundaries.

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 recommended (MARP UG 5.6).

4.3   Lancaster's resit permissions are in line with sector norms, allowing one resit attempt, the result of which is capped.

5.   Teaching practices and learning resources

5.1   Lancaster has introduced specific activities to support students' transition to University, and to provide a strong basis for successful study. Examples include:

- a "Ready for University" online course, completed by over 1,000 UG students last year pre-registration;
- a dedicated Transitions Team supporting students with specific needs in their preparation for, and arrival at, University;
- Success Fellows used to support students during their first term and to develop their sense of belonging.

5.2   The University has also put in place a range of activities to support successful study and to reduce differential attainment, as set out in its Access and Participation Plan.

6.   Identifying good practice and action

6.1   The University's focus has moved to greater emphasis on programme-level considerations and exploration of integrated assessment. Annual programme review indicates that there is good institutional engagement with this focus, though it is too early to determine impact. Good practice is identified through Annual Programme Reviews of all taught provision, Sharing Practice events delivered by the institution's Educational Development Team, International and Regional Teaching Partnership reviews and External Examiner reports. The implementation and positive impact of good practice is recognised and rewarded through teaching awards, Fellowship recognition, and Lancaster's promotion criteria. In addition, Council have been fully involved and have taken an active role in identifying good practice.

7.   Risks and challenges

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

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