The following graph/table (figure 1) shows the OFS published data for Good Honours Degrees and first-class degrees[2] over the period 2010 -11 to 2021 -22. In 2020- , • 4 ! A _ ¯ m I A p N a S T a a honours degrees was 68.4%, which was 11.2% lower than the sector average of 79.6%. In relation to first class degrees ' 4 ! A _ ¯ m I A 29N % w wwhrimch was 3.7% lower than the sector average of 37.9%.

These rates were also lower than 2020 -

The following graph/table (figure 2) shows the externally published HESA data for Good Honours Degrees and first-class degrees[3] over the period 2014 -15 to 202 1-22. In 2021-22 4 ! A _ ¯ m I A p N a S good honours degrees was 67%, which was 8% lower than the sector average of 75%. In relation p a S V l m p J] A m m L N T I N N 28%, which was 4% lower than the sector average of 32%.

Fig 2 Rates of good honours and first class degrees (UCLan and sector) HESA definitions

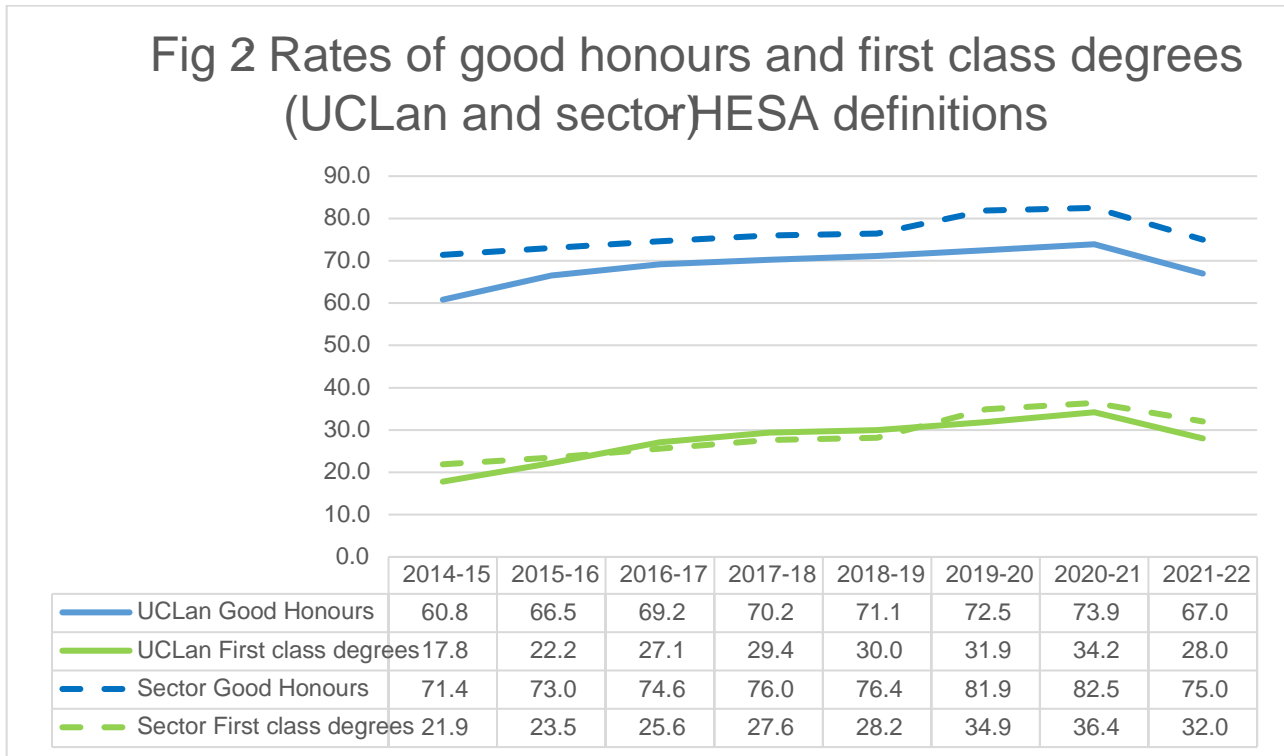|	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
UCLan Good Honours	60.8	66.5	69.2	70.2	71.1	72.5	73.9	67.0
UCLan First class degrees	17.8	22.2	27.1	29.4	30.0	31.9	34.2	28.0
Sector Good Honours	71.4	73.0	74.6	76.0	76.4	81.9	82.5	75.0
Sector First class degrees	21.9	23.5	25.6	27.6	28.2	34.9	36.4	32.0

Fig 2. Rates of good honours and first class degrees (UCLan and sector) - HESA definitions

UCLan has a very diverse student population and considers itself to be a widening participation focused Institution. In line with the OFS requirements , we have in place an Access and Participation Plan https://www.uclan.ac.uk/values -and-initiatives/widening -participation/access -participation -plan which focuses on actions intended to address differential gaps in student outcomes with the aim of eliminating or significantly reducing such gaps through targeted measures and support.

The University is committed to ensuring that all students, regardless of their ethn icity, sex, background or disability are supported to achieve their best possible outcomes during their studies.

---

[3] 1 L A p/A J] q L N m A p p A V _ ^ N _ p a S m p q L N _ p m w U a w N l N m p q L y V _ T a _ A]] ^ a L a ^ V J V] N m •

Student demographics   (UCLan)

3 U N S a]] a w V _ T T I A i U m A I N p A \ N _ L V I N J p] y S I a ^ p U N % S 1 ¯ - - L A m U
differences in good honours rates by student demographic.

Mature students -Young students: attainment has fallen back across both mature and young students in the period from 2020 -21 to 2021 -22, which is consistent with the institutional picture. This drop however has been more exaggerated and therefore the gap in attainment between m ature and young students has narrowed from a circa 10% to circa 3% difference.

Disability to no disability reported: attainment has fallen back from 2020   -21 to 2021 -22 which is consistent with the institutional picture. However, in this group   of students, the attainment of students with a disability reported remain higher than a stud   ent with no disability reported.

Ethnicity profile: attainment across all ethnic groups   has fallen back from 2020 -21 to 2021 -22 which is consistent with the institutional picture.   There is however a varying picture across the different groups:
- x Attainment for Black students has remained consistent.
- x Attainment for white students has dropped slightly.
- x

Impact of Covid -19 pandemic on Institutional Degree Classification Profile

No changes were made to the University degree classification algorithm as a result of the COVID-19 pandemic. During the academic years 2019 -20 and 2020 -21, the increase in good honours degrees was around +1% eac h year (2% overall), which is significantly lower than the sector average of over 6% overall (see table 1 and 2 below). In 2021 -22, the numbers of good honours fell back to just above levels in 2014 -15 at circa 68%, which brings UCLANs classifications back to pre -pandemic levels.

Table 5: OFS [5]	2018 -19	2019 -20	2020 -21	2021 -22
UCLan	73.1%	73.5% (+0.4%)	74.2% (+0.7%)	

outcomes as well as providing external oversight of verification and moderation processes, ensuring that student marks are applied consistently and at the appropriate level.

UCLan also has an Institutional External Examiner whose role is to J a ^ ^ N _ p a _   p U N 4 _ V v N l m   _ _ q A] % v N l v V N w 0 N i a l p a _ p U N ^ N m A _ L V m m q N m A l V m V _ T S l a ^ N x p the University on issues pertaining to the operation of the external examiner system at the University; to advise the University in relation to issues involving and arising from applicability of its Academic Regulations (including Section K - Extraordinary Circumstances); and to submit a written report annually on duties undertaken during the year, including i   ssues, concerns and good practice. This role provides an extra layer of scrutiny in relation to the efficiency and effectiveness of our internal processes.

The University supports the professional development of academic staff including activities such as staff development, engagement in subject/discipline specific networks, research, and scholarship and through acting as External Examiners at other Institutions. The Centre for Collaborative Learning is our focus for staff support and development aroun   d teaching and learning bringing together Academic, Digital Learning, Pedagogic and StamAen-USe

recommendations, and monitor research stud

[Academic Regulations](#) (Section H4). The same regulations normally apply to all students undertaking a UCLan award regar dless of their location of delivery.

Our classification algorithm has been in place in its current form since 2018 -19. The change occurring in 2018 -19 being one of simplification to streamline from a classification based on the best of multiple algorit hms.

In line with the principles for effective algorithm design, the University is currently reviewing its classification algorithm .

UCLan alignment with sector supported principles on external examiners

Externality is embedded throughout University qua assurance policies and procedures and in summary includes:

x the use of external advisors in the development and approval of new progra
x the role of external examiners and their reports
x other external reference points including reports from PSBs and
x the use of external panel members periodic review and course approval processes.

3 UN x p N [watermark obscures text] _ m y p N m _ V N p p N
en processes. nal Examiner cial in th hai ta adem
stand ring assess t proc e co cted rly and in ordance
A J A L N ^ V J S I A ^ N w a l \ • 3 U N 4 _ V v N l m V p y ¯ m T q V L A _ J N S a b f a x φ N l _ A]
A] V T _ m w V p U p U N N x i N J p A p V a _ m a S p U N / q A] V p y m m q l A _ J N T N _ J

In light of the -

- ƒ Graduate outcomes: by supporting our students to secure a rewarding career in ski lled employment, study further, or establish their own successful businesses.
- ƒ Second -to -none support: with an effective, whole -University approach, maintaining a consistent and joined -up support network, with an emphasis on early intervention.
- ƒ Access and participation

4	Review of student achievement at School level and Partner level to understand the differences and deploy appropriate actions to support student achievement in lower performing sch ools and partners.

5   Link to Access and Participation Plan (APP)