

1.4 With respect to variation by student characteristics, the University has identified the following significant patterns (irrespective of COVID-19).

x International students (non-

2.2 Academic Year 2020/21 saw Lancaster University continue to adapt our teaching and assessment practices in response to the COVID-19 pandemic and the national restrictions imposed by UK and other governments.

- 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 and again in 2020/21 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:
 - x 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;
 - x all staff to improve their digital skills, harness the power of digital technology, and look after their digital wellbeing; and
 - x 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