

## Degree Outcomes Statement - 2022

### Institutional Degree Classification Profile

As a large globally connected Russell Group institution, the University of Liverpool is committed to providing a consistently high-quality academic environment, enabling our students to succeed academically and personally as well-rounded, enquiring global citizens prepared for life beyond graduation. Through carefully designed programmes of study and rich extra-curricular opportunities students develop as knowledgeable, adaptable and skilled contributors to the local and global society.

At the heart of our curricula is a focus on intellectual enquiry, rigour and challenge.

Over the past five years, 84% of students at the University of Liverpool have achieved good honours awards (Class I and II:1). The overall position and the distribution across classes remained largely stable until 2020-21 when there was a rise in the number of students awarded Class 1 and the proportion of good honours awards rose to 88% due to the safety net provisions and the changes to assessment instituted by the University in the Major Disruption Policy. This proportion dropped in 2021-22 to 86% with the number of Class 1 awards closer to pre-pandemic norms. Although the statement has aggregated data into one overall BAME grouping, the University looks in-depth at disaggregated data that underpins this grouping and targets attention to discrete cohorts within this grouping as appropriate.

The breakdown across classes is summarised as follows:

Class	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Class I	30.4%	28.8%	33.8%	41.7%	35.6%	34.1%
Class Two Division One	49.9%	50.0%	50.7%	46.4%	50.0%	49.4%
Class Two Division Two	16.2%	17.6%	13.7%	10.4%	12.2%	14.0%
Class Three	2.0%	2.0%	1.3%	0.8%	1.1%	1.4%
Degree Non-Honours	1.6%	1.7%	0.5%	0.7%	1.0%	1.1%

Detailed analysis of the overall institutional position in relation to particular student cohorts has been undertaken and reviewed. These include, but are not limited to, analysis by ethnicity, age, sex, socioeconomic measures (including POLAR) and students with any registered disability. The following headlines are noted:

- Students with a disability achieve a high percentage of Class I and II:1 degrees - with a total of 85% over the last five years, compared to 83.3% of students without a disability. Although the proportion of Class I degrees is higher amongst students without a recorded disability, the number of graduating students with a registered disability has increased year on year.
- A difference in the level of attainment between sexes is evident over the last five years, with a lower percentage of students identifying as males consistently achieving Class I and II:1 degrees. Female student attainment recorded a decrease in 2018-19 however levels rose to their highest in 2020-21, in line with attainment overall.
- The upper POLAR groups, representing a higher likelihood of participation in higher education across the UK, outperform those in lower groups with regards to attainment of Class I and II:1 degrees. There is a consistent and significant gap between the highest and lowest groups, however this gap is monitored and activities to address it planned accordingly through our Access and Participation Plan.
- There is disparity in the percentage of Class I and II:1 degrees being awarded to Black and Minority Ethnic (BAME) students when compared to White students, however the attainment gap dropped to its lowest level of 6% in 2020-21.

Institutional data are also interrogated at the more granular level of subject in relation to the key student groups. A Faculty level breakdown of main features is provided below.

The University has introduced a learner data dashboard and scorecard at discipline level which prompts programme and department teams to analyse their student cohorts by main characteristics (such as domicile, ethnicity, age and gender). This dashboard also enables detailed consideration of combinations of characteristics and features such as entry qualifications, partner entry route and specific disability types.

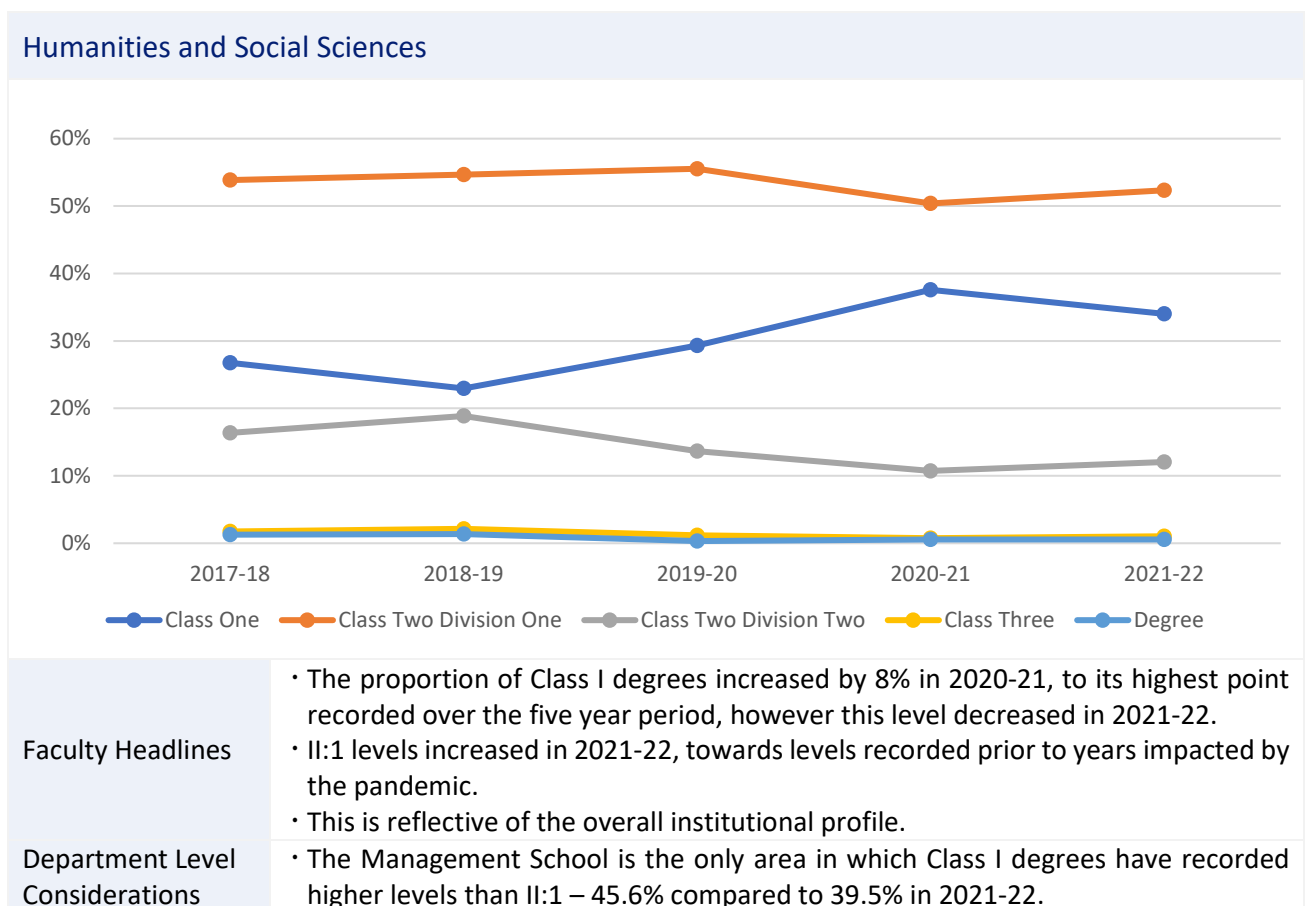
Action planning at subject level based on these data then addresses priorities in relation to the performance of our student groups. Annual subject-level action planning is undertaken as part of our regular quality assurance activity, with Faculty and institutional oversight through Academic Quality and Standards Committee and Senate.

Identified sustained attainment gaps are being addressed through both the emerging Student Success Framework and via targeted work linked to our Access and Participation Plan. Utilising granular data, trend analysis and comparisons to externally benchmarked metrics, the University is able to better understand where targeted activity is required to address gaps and ensure maximum levels of support for student attainment.

Please note, the summary table and headlines noted above exclude non-classified degrees in Medicine, Dentistry and Veterinary Science, (MBChB, BDS, BVSc). However, all areas of the University consider and report on the performance of their students with respect to continuation and achievement through the standard quality assurance process.

### Faculty and Department Profiles

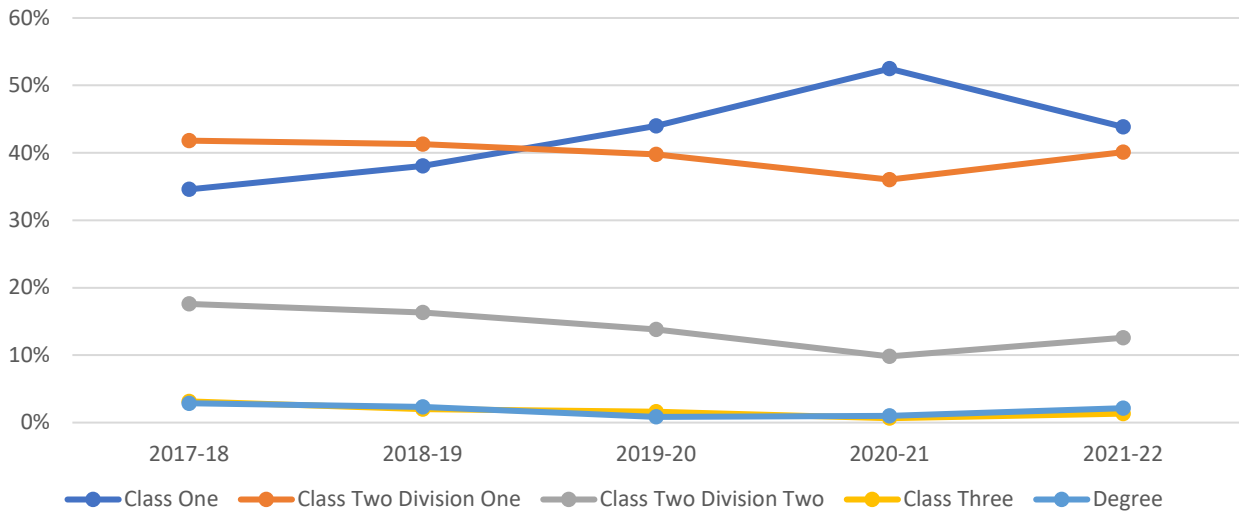
Trends in degree classifications over time across Faculty and department areas are detailed below. Headlines are raised in the context of relevant features of the student population, including changes in the volume of students and relevant characteristics.



	<ul style="list-style-type: none"> <li>• The lowest levels of Class I and II:1 were recorded in Communication and Media (73.8%) and highest in the Management School – however the population of graduating cohorts is much smaller within Communication and Media (107 compared to 822).</li> <li>• Just 1% of students in the Faculty graduated with a Class Three degree, however this level rises to 2.5% in Archaeology, Classics and Egyptology although again, the graduating cohort is small in this area.</li> </ul>
Ethnicity	<ul style="list-style-type: none"> <li>• There continues to be a gap in Class I and II:1 attainment between BAME and White students, however this gap is reducing year on year to its lowest levels over the last two years (to 14% from 20% five years ago).</li> <li>• The percentage of BAME students receiving II:2 and Class Three degrees has reduced year on year, although this is still at a higher rate than those recorded for White students.</li> </ul>
Domicile	<ul style="list-style-type: none"> <li>• 90.1% of home students recorded a Class I or II:1 degree, compared to 76.4% of overseas students.</li> <li>• The levels of Class Three degrees recorded by overseas students in 2021-22 was 1.9%, compared with just 0.5% for home students, which is reflective of the differences recorded at an institutional level. This gap has decreased over the last five years.</li> </ul>
Gender	<ul style="list-style-type: none"> <li>• 89.2% of females obtained Class I and II:1 degrees in 2021-22, representing one of the highest levels over five years however the gap between male and female attainment has reduced.</li> <li>• 82.4% of males obtained this higher class of degree, which, together with the previous year, represents the highest levels recorded over this time period.</li> <li>• This is reflective of the overall institutional profile.</li> </ul>
Disability	<ul style="list-style-type: none"> <li>• The rate of attainment of Class I and II:1 degrees was 2.9 higher for students with a disability compared to those without. For the first year, the rate of Class I degrees alone was also higher for students with a registered disability.</li> <li>• 88.8% of students with disabilities obtained a Class I or II:1 degree in 2021-22, which is 2.8% higher than the institutional profile.</li> </ul>
Considerations	<p>The data for HSS reflects the institutional picture of a rise in the number of good honours degrees awarded in 2020-21 and an indication in the 2021-22 numbers that that this is beginning to return to pre-pandemic levels. However, the rise in the level of Class I degrees in the Management School is significant and can be explained partly by the ‘pandemic effect’; the safety net for Year 2 results for students graduating in 2021-22 and the different forms of assessment put in place that have proven to lead to more positive outcomes. There has also been a great deal of work on academic support systems and an increasing number of students opting for the transformative Year in Industry programmes where the majority return for their 4<sup>th</sup> year and go onto achieve a first-class degree. Work is going on across the Faculty to provide enhanced academic support and to provide more Year in Industry opportunities.</p> <p>The gap between the attainment of BAME and White students is decreasing although there is still a 6% differential. This is being addressed in the Faculty by the appointment of an Education Project Lead who is working with the Academic Success Board and with all four schools to track this cohort of students and design interventions to support them. We are also particularly focused on the experience and attainment of international students and especially those joining the University from Xi’an Jiaotong Liverpool University (our joint Chinese partnership) and University of Liverpool International College.</p> <p>The difference in overall achievement when viewed by gender could potentially have been affected by the type of assessment and this is borne out by the data for 2021-22 that shows a reduction in the attainment gap. The proportion of students with a registered disability attaining a good honours degree has risen in comparison with</p>

the institutional profile and this can be at least partly explained by the growth in the number of Learning and Teaching Support Officers employed across the Faculty.

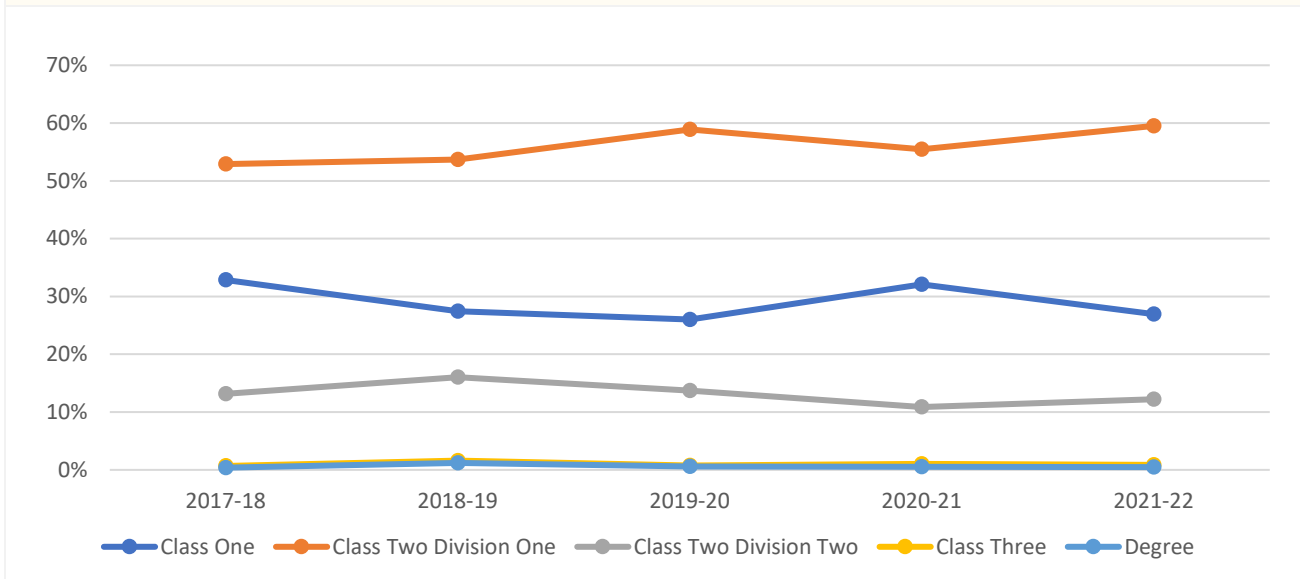
### Science and Engineering



Faculty Headlines	<ul style="list-style-type: none"> <li>• The proportion of Class I degrees increased by in 2020-21, to its highest point recorded over the five year period, then reduced again to closer to pre-pandemic levels in 2021-22.</li> <li>• The levels of II:2s recorded remains lower than in previous years.</li> <li>• Classification profiles over the last two years are broadly reflective of the institutional picture, however this is the only Faculty in which Class I degrees are the most common award and degrees recorded as ‘pass’ outweigh thirds in this most recent year.</li> </ul>
Department Level Considerations	<ul style="list-style-type: none"> <li>• Class I degrees have recorded higher levels than II:1 in a range of subject areas.</li> <li>• The lowest levels of Class I were recorded in Geography &amp; Planning and Electrical Engineering &amp; Electronics (both 32.5%) and highest in Mathematical Sciences (52.9%).</li> <li>• Just 1.3% of students in the Faculty graduated with a Class Three degree however graduating cohorts are smaller in this most recent year and robust conclusions cannot be drawn at the more granular department level.</li> </ul>
Ethnicity	<ul style="list-style-type: none"> <li>• BAME students outperform their White peers at Class I by 1.8% within the Faculty, which is reflective of the impact of performance of overseas students.</li> <li>• 45.6% of White students obtain II:1s, compared to 35.1% of BAME students and the gap in attainment between these two groups has recorded some reductions.</li> <li>• BAME students make up 2% more of the Class Three and degree qualifications.</li> </ul>
Domicile	<ul style="list-style-type: none"> <li>• 86% of home students recorded a Class I or II:1 degree, compared to 81.4% of overseas students – the lowest gap recorded across all Faculties.</li> <li>• The levels of Class Three degrees recorded by overseas students in 2021-22 was 1.9%, compared with 0.9% for home students, thus the attainment gap for these students is much smaller than that of the institution as a whole.</li> </ul>
Gender	<ul style="list-style-type: none"> <li>• 88.8% of females obtained Class I or II:1 degrees in 2021-22, representing the lowest level recorded since 2018-19.</li> <li>• 81.2% of males obtained this higher class of degree, which also represents the second highest levels recorded over this time period and one of the lowest gaps between female peers recorded over the five year period.</li> </ul>
Disability	<ul style="list-style-type: none"> <li>• The rate of attainment of Class I and II:1 degrees is 4.7% lower for students with a disability compared to those without, however this gap increases to 8.8% when</li> </ul>

Considerations	<p>looking solely at Class I. However, the numbers within this cohort are still relatively small.</p> <ul style="list-style-type: none"> <li>79.8% of students with disabilities obtained a Class I or II:1 degree in 2021-22, which is 6.3% lower than the institutional profile.</li> </ul>
	<p>Over the period analysed, entrance requirements have been altered, e.g. the requirement for an A grade in A-level mathematics to enter mathematics programmes; the addition of a mathematics test for students with BTEC to ensure that they can cope with their programmes in other disciplines. We have conducted a Student Success Innovation Project: An investigation into ethnicity awarding gaps within the School of Physical Sciences, the recommendations and findings of which have been presented to the Academic Success Board. Mandatory modules have been introduced in Chemistry and Engineering with significant EDI components. In the last two years analysed, the implementation of online, unproctored assessments and open book examinations with longer-than-usual time periods for completion necessitated by the pandemic is thought to account for the uptick in first class outcomes, in line with reports from other Russell Group STEM subject leaders.</p>

**Health and Life Sciences**  
 Note this data does not include clinical subjects with classifications of Pass or Pass with Honours/Commendations/Distinction



Faculty Headlines	<ul style="list-style-type: none"> <li>86.4% of graduates obtained Class I and II:1 degrees in 2021-22, higher than the institutional profile in the same year.</li> <li>II:1 levels increased to their highest recorded proportion at 59.5%, with 12.2% of II:2s recorded, which exactly mirrors levels of the institution as a whole.</li> <li>It must be considered that this is not reflective of all student awards within Faculty, as the clinical subject classifications are not included.</li> </ul>
Department Level Considerations	<ul style="list-style-type: none"> <li>89.2% of students in the School of Life Sciences obtained a Class I or II:1, with 93.6% obtaining these levels in the School of Psychology. The lowest levels were recorded in the School of Health Sciences, at 74.1%.</li> <li>The lowest levels of Class I were recorded in Psychology (20.2%) and highest in the School of Health Sciences (37.2%).</li> <li>Just 0.9% of students in the Faculty graduated with a Class Three degree, with low levels across each of the department areas.</li> </ul>
Ethnicity	<ul style="list-style-type: none"> <li>BAME students obtained Class I and II:1 degrees at a rate 19.8% lower than White students within the Faculty.</li> </ul>

	<ul style="list-style-type: none"> <li>• 26.4% of BAME students recorded a Class II:2 degree, a reduction compared to pre-pandemic years.</li> <li>• The actual numbers of BAME students in the graduating cohort is the highest in 2021-22 than it has ever been.</li> </ul>
Domicile	<ul style="list-style-type: none"> <li>• 88.4% of home students recorded a Class I or II:1 degree, compared to 69.5% of overseas students however it must be noted that much smaller cohorts of overseas students in this area make further analysis and conclusions unstable.</li> </ul>
Gender	<ul style="list-style-type: none"> <li>• 89.2% of females obtained Class I and II:1 degrees in 2021-22, representing the highest levels over the last two years when compared to all other years in the dataset.</li> <li>• The gap compared to male students was at its highest in 2020-21, with a slight reduction recorded in 2021-22, down to 12.2%.</li> <li>• 77% of males obtained this higher class of degree, which is the highest level since 2017-18.</li> <li>• The percentage of males obtaining Class I and II:1 is 4.4% lower than the institutional profile as a whole.</li> </ul>
Disability	<ul style="list-style-type: none"> <li>• The rate of attainment of Class I and II:1 degrees is just 0.6% lower for students with a disability compared to those without, resulting in a marked reduction since the 12.8% gap recorded in 2018-19.</li> <li>• 86% of students with disabilities obtained a Class I or II:1 degree in 2021-22, which exactly matches the institutional profile.</li> </ul>
Considerations	<p>The Faculty data only covers 3 of our 6 Schools as clinical classifications are not included, however, there is a higher proportion of graduates obtaining Class I and Class II:1 in these areas compared to the institutional profile and an increase from 2020-21. The spread of awards between Class 1 and Class II: 1 is similar in Life Sciences and Psychology, with the majority in Class II:1. In Health Sciences, however, it is more evenly spread between 1<sup>st</sup> and 2:1. Health Sciences therefore had the highest proportion of 1<sup>st</sup> class degrees.</p> <ul style="list-style-type: none"> <li>• To address the percentage reduction of graduates exiting with a Class I award in Health Sciences last year, the School conducted a comprehensive review with staff, students, and external stakeholders of the assessment processes across 6 programmes from Level 4 – Level 7. The outcome was a strengthening of the assessment criteria and a clarification of marking rubrics. The impact of this is clear and there is an overall increase in the higher grade awards.</li> <li>• During the academic year, programmes within the Faculty transitioned from online learning to hybrid learning. This was complex to manage but also resulted in some changes to assessment formats due to professional body requirements including a return to in person exams in some areas. This resulted in lower than expected exam results as students were not used to sitting exams. This was not seen in Life Sciences where the assessments remain unchanged.</li> <li>• The slight reduction in the awarding gap between male and female graduates achieving higher class degrees while positive does need more investigation. There are significantly more female students on HLS programmes than male students, so the proportions are significantly different. We do need to explore more targeted initiatives to attract male applicants to our programmes.</li> <li>• While the actual numbers of BAME students in the graduating cohort is the highest it has ever been, the awarding gap remains too wide and more investigation is needed to understand why this is not reducing.</li> <li>• We will be appointing a Faculty Project Leader to look in-depth at awarding gaps specifically focusing on BAME students and male students but will also examine the outcomes for International students.</li> <li>• All Schools within the Faculty will be required to comment specifically on the awarding gaps for these cohorts in their Annual Subject Action Plans (ASAP).</li> </ul>

There was a slight increase in the number of Class Three degrees this year (0.9% from 0.8%) but this year Class Three degrees were across all programme areas, unlike last year, when Psychology had no Class Three degrees, so there has been more variation in degree outcomes.

Action planning at subject level based on these data then addresses priorities in relation to the performance of our student groups. Through the process described in 'Identifying good practice and actions' below, annual subject-level action planning is undertaken as part of our regular quality assurance activity, with Faculty and institutional oversight through Academic Quality and Standards Committee and Senate.

## Assessment and Marking Practices

The University assures itself that assessment criteria meet sector reference points through the key processes outlined below.

The University has an agreed process for [programme approval](#) which is published as part of the wider Framework for Quality and Standards. Consideration of external reference points is part of this process, e.g. Framework for Higher Education Qualifications.

During the design phase of programme approval, programme teams work with colleagues from the [Centre for Innovation in Education \(CIE\)](#) who support the development of the curriculum using the principles of the Liverpool Curriculum Framework ([LCF](#)) which includes the hallmark of Authentic Assessment. The curriculum design process is underpinned by a constructive alignment approach.

The University has a published [Code of Practice on Assessment](#) and a number of associated appendices. The Code and appendices are reviewed and updated as necessary to ensure appropriateness and alignment and due consideration of any internal and external requirements:

- [Appendix A](#) - University Marks Scale, Marking Descriptors and Qualification Descriptor
- [Appendix F](#) - Assessment Appeals Procedure for Undergraduate and Taught Postgraduate Programmes
- [Appendix H](#) - External Examiner System for Taught Provision
- [Appendix K](#) - Policy on Adjustments and Assessment to Examination Arrangements for Disabled Students including [Annex 1: Guidelines for marking and feedback for students with specific learning difficulties \(SpLDs\)](#).
- [Appendix M](#) - Policy on Extenuating Circumstances in Relation to Performance in Assessments and Examinations.

The University has a published [Framework for Quality and Standards](#)

Assurance that quality management processes are effective is built into oversight at all levels within the University. Oversight of standards in relation to assessment is maintained at local level by Module Review Boards and Boards of Examiners, Faculty oversight is at Faculty Quality Committees (or equivalent) and institutional oversight is undertaken by the Academic Quality and Standards Committee. In addition, quality and standards at programme level are overseen via subject reporting, which is received at Faculty and University level. The delegation of activities to various levels within the University ensures that activities remain effective.

The Module Review Board has oversight of any changes to marking practices and any impact this might have on grade profiles with external examiner approval. Boards of Examiners are also made aware of any module level changes to marking practices in order to be able to consider the overall impact on student grades. Finally, the University's process of [Internal Periodic Review](#) provides opportunities for additional assurance in this area and highlights any departmental changes to marking practices and associated impacts on grades.

## Academic Governance

The University has both a robust governance structure and [effective quality assurance processes](#) in place to ensure that the value of qualifications awarded over time is protected. [Senate](#) is the University's senior academic committee and has responsibility for the University's awards, the quality and standards of the academic programmes and approving any changes to the regulatory Code of Practice on Assessment.

Academic Quality and Standards Committee has delegated authority from Senate to approve operational matters in relation to quality and standards. Ongoing oversight and evaluation of assessment procedures is maintained by the Assessment and Feedback Working Group. This group regularly (five meetings per year) reviews policies and procedures to ensure they remain fit for purpose and that sector wide best practice is used to inform any changes and developments.

The University has a fair, accessible and timely appeals process for handling academic appeals. The OIA Annual Statements routinely confirm that we have a below median number of cases subsequently found justified or partially justified by the OIA so we retain confidence in the appropriateness of our appeal procedures and decision-making.

Externality in the preparation of the Degree Outcomes Statement has been incorporated by the use of a report from the University's External Examiner.

## Classification Algorithms

The University's classification algorithms are contained within the documents below:

[System for the Classification of Three-Year Non-Clinical Undergraduate Degrees](#)  
[Classification of Four-year and Five-year Non-Clinical Undergraduate Degrees](#)

The University has a single algorithm for all 3 year undergraduate non clinical programmes and a single algorithm for all 4 year undergraduate non clinical programmes that include a year in industry or a year abroad. Profiling (automatic uplift) is detailed in the documents above. Information regarding resits is also within these documents. A recent mapping exercise against the QAA Quality Code, Assessment Advice and Guidance Section, indicated that the University's approach to reassessment is in line with sector norms and expectations.

The philosophy and rationale for the algorithms is contained in the following document: [Code of Practice on Assessment](#). All regulatory information is published on the Academic Quality and Standards Division web site with full public access. All students are provided with a [University Handbook](#). This provides a summary of the requirements for achieving a degree.

Other stakeholders (e.g. academic and professional services staff involved in marking or servicing Boards of Examiners) are made aware of the relevant regulations through staff inductions, general training and annual updates. External Examiners receive the relevant information via appointment documentation and induction activity. Professional and Statutory Regulatory Bodies also have access as relevant and are consulted appropriately during any review activity.

The University does not plan on any immediate change to its algorithms, but regularly reviews appropriate evidence to ensure they remain fit for purpose. There have been no changes to the algorithms since 2010.

## Teaching Practices and Learning Resources

The University of Liverpool has established a dedicated unit to promote and enable teaching excellence through the strategic development of the staff at the University. [The Academy](#) provides opportunities for colleagues to develop their teaching practice at all stages of their academic career.

The Academy has a fully accredited Advance HE, UKPSF scheme (ULTRA) which has seen the University increase its fellowship numbers over the past few years, The Academy works closely with the Centre for



Innovation in Education (CIE) in supporting staff to develop teaching practice and support curriculum design aligned to our [Curriculum Framework](#).

The Academy has also been at the forefront of external involvement with Advance HE regarding the training of external examiners. Following participation in the pilot in 2017, the Advance HE Professional Development Course (PDC) for External Examiners has been delivered at the University of Liverpool by The Academy. Participants who complete the PDC go on to the Advance HE register which qualifies them to be External Examiners for other universities.

Developments in the curriculum have been underpinned by significant investment in the digital infrastructure and estate, including state-of-the-art teaching and learning spaces, such as new music practice rooms, architecture studios, language laboratories and specialist PC hubs.

In addition to investing in the physical estate the University has continued to invest in digital infrastructure and resources to support learning and teaching, such as an in-house [lecture capture system](#) and e-portfolio systems. To support the effectiveness and efficiency of assessment and feedback, we have implemented electronic management of assessment (EMA) across all courses.

Students are supported at all stages of their journey with the University of Liverpool and we continue to invest in this, such as increased mental health support as well as a sector-leading careers and employability service which puts students at the heart of this support model with the [Career Studio](#).

Our library provision shows consistently high student satisfaction and we continue to invest in this provision. The library hosts the University's central academic support unit, [KnowHow](#), which offers a range of face to face and on-line opportunities including student workshops and one-to-one writing development tutorials, and a suite of on-line interactive resources developed in-house for Liverpool students.

Since the launch of *KnowHow* activity on-line in 2017, engagement with *KnowHow* has dramatically increased across the student body. Access to the *KnowHow* on-line module via the University's VLE ensures that students can engage whenever they need with academic support on topics as diverse as academic integrity, dissertation preparation, groupwork, presentation skills and preparing for examinations.

## Identifying Good Practice and Actions

Our approach to monitoring programme data and progress against targets has been significantly enhanced by the availability of datasets and scorecards for subject-level analysis and action planning. Oversight of our performance with respect to continuation, year averages and overall degree attainment and related subject-level action planning is evaluated via the Academic Success Board and oversight maintained through our Academic Quality and Standards Committee and Education Committee. Developments in access to data has enabled more detailed interrogation of gaps in relation to the overall student body, by discipline and by student characteristic group and has enhanced our capability to evaluate the impact of actions and dissemination of effective practice.

Actions in response to performance over the period of this statement include the development of transition support for mature learners and those with non-standard entry qualifications, targeted in course skills development activity, peer-based academic and social learning initiatives and the developments in the inclusive curriculum. An example of action to address transition is our work to align curricula with partner institutions. With respect to one local college, continuation among articulating students has increased to 91%, closing a gap relative to the cohort as a whole. A specialist transition programme of support put in place for the BTEC students in year 1, covering additional study skills, exam preparation and workshops on underpinning subject theory resulted in bringing down the first-year attainment gap compared to A level students to 5%. The pilot has now been rolled out to other subjects with students with BTECs and NTQs and an attainment gap. In support of our under-represented groups, including mature students, those with disabilities, and with mental health issues, we have introduced a number of initiatives to support continuation and attainment, including funding for assistive technologies and transcribing services for disabled students, running KnowHow workshops to support the use of these technologies, and promoting positive approaches to mental health such as through our well-attended Wellbeing Week activities.

Over the last three years curriculum development under the banner of Curriculum 2021 (now Liverpool Curriculum Framework) has delivered considerable change in the student learning experience, in particular through the focus on active learning, digital fluency and authentic assessment. This has led to the diversification of task types and outputs, a rebalancing of formative and summative assessment and broadening of student digital skills. Assessment redesign has been supported by the TESTA methodology ([testa.ac.uk](http://testa.ac.uk)) particularly in Humanities and Social Sciences programmes, where significant enhancements have been made to the clarity and student understanding of rubrics, assessment formats and improvements to feedback. Dentistry developed an award-winning initiative called LIFTUPP, a competence-based learning-tracking/management system used by academic and clinical staff to provide individualised and timely feedback to students and report on their learning. LIFTUPP is now commercially available and is being used at other universities across the UK.

The Degree Outcomes Statement will be reviewed and refreshed annually and formally approved by Council.

### Risks and Challenges

Regular review of our data, action planning and progress through our committees at University, Faculty and subject level provides relevant opportunities to review our risks and challenges.