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awards and related quality of learning opportunities. Council has consistently accepted this assurance.

7. The University Education Committee (UEC) is a committee of Senate and has delegated responsibility to oversee the value, academic standards and quality of the University's awards through established processes for validation and revalidation, annual course monitoring and periodic review. UEC also maintains oversight of the external examiner system on behalf of Senate and receives annual reports that consistently provide assurance of undergraduate awards.

8. On behalf of UEC, the Examination and Assessment Regulations Sub-Committee (EAR) oversees the development and implementation of the University's Examination and Assessment Regulations and associated policies for taught awards. EAR continues to monitor the workings of the University's assessment regulations, making reference, where appropriate, to practice elsewhere in the sector. The underlying principles for this are a commitment to ensuring fairness in assessment and ensuring that the regulations support student retention, progression and achievement. Any recommendations for regulatory or associated procedural changes are referred to UEC for formal approval.

9. The sta

1. For 2019-20 the University created and adopted Force Majeure measures within the academic regulations which included the provision of a no detriment or 'safety net' policy for assessments taking place during the pandemic and the emergency lockdown measures put in place by the UK Government.

2. The 'safety net' policy worked on the basis of a set of principles designed to ensure that whilst maintaining academic quality and standards, where possible, no student would encounter any detriment in the awarding of grades for semester 2 as a result of COVID-19 such that students were able to complete their studies, that their assessments could be reliably assessed, and that progression and awards could be awarded securely. The safety net principles were as follows:

   The safety net would be applied where a student has passed all semester 2 modules
   The safety net would be based on the mean average for those modules completed in semester 1, including all fail grades. For modules that ran across the academic year or students had partial module marks because of accepted Exceptional Circumstances, the mean average would be calculated using marks achieved up to the end of the semester 1 assessment period (A1). Where this was the case, a weighting mechanism was applied to calculate the mean average for semester 1.
   Where student performance in semester 2 was lower than the mean average achieved in semester 1, marks for individual modules taken in semester 2 would be raised to the mean average achieved in semester 1.
   Where student performance in semester 2 exceeded the mean average achieved in semester 1, the actual marks for semester 2 would stand.
   For students with accepted Exceptional Circumstances from semester 1 and if offered first sit opportunities in the reassessment period (A4), the mean average for semester 1 was recalculated following A4 and the highest marks carried forward.

3. As part of the University's response to the Pandemic, the decision was taken for all assessments that involved an in-person element to be amended (where required). Whilst in-person examinations were discontinued, on-line examinations were introduced. Where changes to assessment were required, these were approved by the School Education Committee and External Examiners consulted wherever practicable to do so.

4. Standard University regulations including those relating to pass marks, the application of reassessment opportunities, thresholds for progression and approved degree classification algorithms continued to apply throughout.

1. For 2020 the proportion of first class-degrees awarded has risen in 2020, the number of upper second-class degrees reduced as did the proportion of lower second-class degrees.

2. Home and EU students (87% of our students) achieved higher overall outcomes than our international students (13% of our students).

3. Throughout this period, white students have continued to achieve a higher proportion of first class or upper second degrees than students identifying as black and minority ethnic (BAME).

4. For UK domiciled students, there has been a rise in the proportion of 1sts, and a decrease in 2:1s, for non-UK domiciled students the proportion of 1sts and 2:1s have risen over the period. The proportion of 1sts for non-UK domiciled students has risen slightly since 2016/17.

5. The data shows that for both UK and non-UK domiciled students, women have better good degree outcomes than men.

6. 1st/2:1 outcomes for students with a disability exceed those with no known disability in every year.