
Ravensbourne University London

Degree Outcomes Statement

Section 1: Institutional Degree Classification Profile

1. Ravensbourne University London is an industry-focussed creative and digital arts' University based on the Greenwich Peninsula. Ravensbourne has been delivering higher education since the 1960s, but was awarded Taught Degree Awarding Powers (TDAP) by the Privy Council in August 2017. Therefore, prior to the academic year 2017/18, all students enrolled on Ravensbourne courses were awarded degrees from a validating university. As a result, Ravensbourne only has a 2-year history for its own Degree Outcomes Statement, although it has a rich history of educational achievement. Students who graduated from partner institutions are reported in the partners' Degree Outcomes Statement.

Table 1: Ravensbourne Degree Classification Profile (2018/19 - 2019/20)

Year of Award	Total Awards	First Class	Upper Second Class	Lower Second Class	Third Class
18/19	545	40%	43%	16%	1%
19/20	563	47%	38%	14%	1%

2. As can be seen in Table 1, there has been a slight fluctuation year-on-year in the distribution of firsts, upper second class and lower second class degrees. The figures for 19/20 are impacted by the Covid-19 pandemic and the University's no detriment efforts and it is expected the pattern will stabilise over time. Ravensbourne's percentage of firsts and upper second class degrees is broadly in line with the sector where approximately four in five graduates leave with a 'good' honours degree. However, the number of firsts is above the sector average and is an area the University is working to rectify.
3. Ravensbourne actively monitors the awarding of degrees by different characteristics. Like the rest of the sector, white students outperform BAME students. However, whilst the gap was 16% in 2018/19, the University reduced that gap to only 9% in 2019/20, which is significantly below the sector-wide gap of over 18%. Disabled students underperformed other students by 12% in 2019/20 and the University continues to monitor this. For other characteristics, including gender, POLAR and age, the University is proud that students have broadly similar achievement levels, with the differences between groups being less than 2%.

Section 2: Assessment and Marking Practices

4. The University has a published Assessment and Feedback Policy that governs its approach to assessment, marking and feedback and provides a common framework of understanding for assessment by staff and students.
5. Assessments are approved at the programme validation stage as appropriate to assess the learning outcomes and specific assessment instruments are developed by the programme team. As a creative institution, Ravensbourne adopts a large number of iterative project briefs which support continuous formative assessment, prior to final summative submission.

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Marking is undertaken by academics utilising the University's grade descriptor, with grades internally moderated prior to external examination.

Section 3: Academic Governance

6. The Academic Board has responsibility for the governance of learning, teaching and assessment, subject to the overall authority of the Board of Governors. As such, the Academic Board is tasked with approving and reviewing all academic regulations, policies and procedures, including those related to assessment. In addition, the Academic Board approves the awards delivered by the University, as well as their credit requirements. All courses are subject to the Course Development and Approval Policy as set by the Academic Board, and assessment strategies are approved as part of this process. In addition, all awards are ratified by a Final Assessment Board which is attended by External Examiners. External Examiner reports are routinely scrutinised by Boards of Study to ensure that marking practices have been followed and are fair. Finally, all courses are subject to Annual Course Monitoring, which involves scrutiny of data related to assessment and award classification outcomes pertaining to the current academic year as well as over time.

Section 4: Degree Algorithms

7. Ravensbourne's degree algorithm is set out in detail in its [Assessment Regulations](#). In summary, at the UG level, if a student has passed all required credits pertaining to a degree, their final classification takes into account the best 90 credits from Stage 3 (Level 6) and the best 30 credits from Stage 2 (Level 5). Top-up programme awards are calculated using the full 120 credits from Level 6. Ravensbourne's rationale for including a proportion of Level 5 as well as Level 6 credits is to afford students room to explore and develop their skills and creativity at Levels 4 and 5, but also motivate them to excel in all years of their degree.
8. Where more than one component of assessment is used in a course unit, the overall grade (if required) is calculated to 1 decimal place. Final degree awards are calculated to 2 decimal places. All grades presented to the Final Assessment Board are rounded.
9. In line with sector practice, the University allows three attempts at an assessment before a student is academically withdrawn.

Section 5: Teaching Practices and Learning Resources

10. Ravensbourne's programmes are industry-focussed and practical in nature. For many programmes, creation is at the heart of what students will do, whether creating films, fashions or other outputs. Learning and teaching therefore reflects this ethos, with classes focussed on practical and real world skills and knowledge, as well as theory. Most of the academic teams are centred around programme themes, but in addition, the University has interdisciplinary teams in the atelier, kit store and prototyping labs to support students across the programme suite. As well as the core academic faculty, Ravensbourne also actively works with sessional staff to bring cutting-edge and real-world experience into the classroom.

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11. Programme electives at Level 5 provide all students the opportunity to individualise their learning; giving students a choice in what, where and how they learn. Through the elective programme, students develop a range of skills including complex problem-solving and creative and critical thinking based around real-world challenges. The electives also support employability and interdisciplinary learning, with students selecting one cross-departmental elective and one cross-institution elective. Each elective is assessed as pass/fail.
12. As well as the core subject matter, Ravensbourne's programmes seek to develop attributes of engaged learning, academic determination, positive perspectives, social connectedness and diverse citizenship. Attainment and success is focused around ensuring students are supported in multiple ways through their studies so that whatever the student's entrance velocity there will be a focus on seeing the individual thrive. Support for neurodiversity and multiple learning styles within the curriculum are further acknowledgements that individualised learning for students is a key component of success.
13. Ravensbourne has invested extensively in its learning resources and students are able to benefit from a wide range of cutting-edge resources. This includes a kit store with a wide array of film and other equipment; design studios; film studios and editing suites; a fashion materials library; mannequins and fashion creating space; a prototyping lab (including numerous 3-D printers) and cutting-edge sewing and knitting machines.
14. Ravensbourne has just refreshed its institutional strategy and will soon be launching a new learning and teaching strategy, which, amongst other things, will seek to learn from the Covid-period and to take the best of online learning and integrate it into programmes where it has added value.

Section 6: Areas of Good Practice and Actions

15. The University has identified the number of firsts awarded is above the sector average. As a result, the University is looking holistically at its portfolio and from September 2022 will implement a Common Academic Framework and a revised degree algorithm to redress the balance between firsts and upper second class honours degrees.
16. There are a number of areas of good practice to Ravensbourne's assessment approach:
 - Project brief-driven learning that is aligned to outcomes, and rich in professional and industry contexts;
 - A robust external examiner system, with input at various points across the course of its degrees;
 - Formative or interim assessment points that enable students to develop assessment literacy; and
 - a track-record of high employability relative to subject-level peers, as demonstrated in the Graduate Outcomes (GO) Survey results, as well as qualifications that hold their value over time, as evidenced by Longitudinal Employment Outcomes (LEO) data.