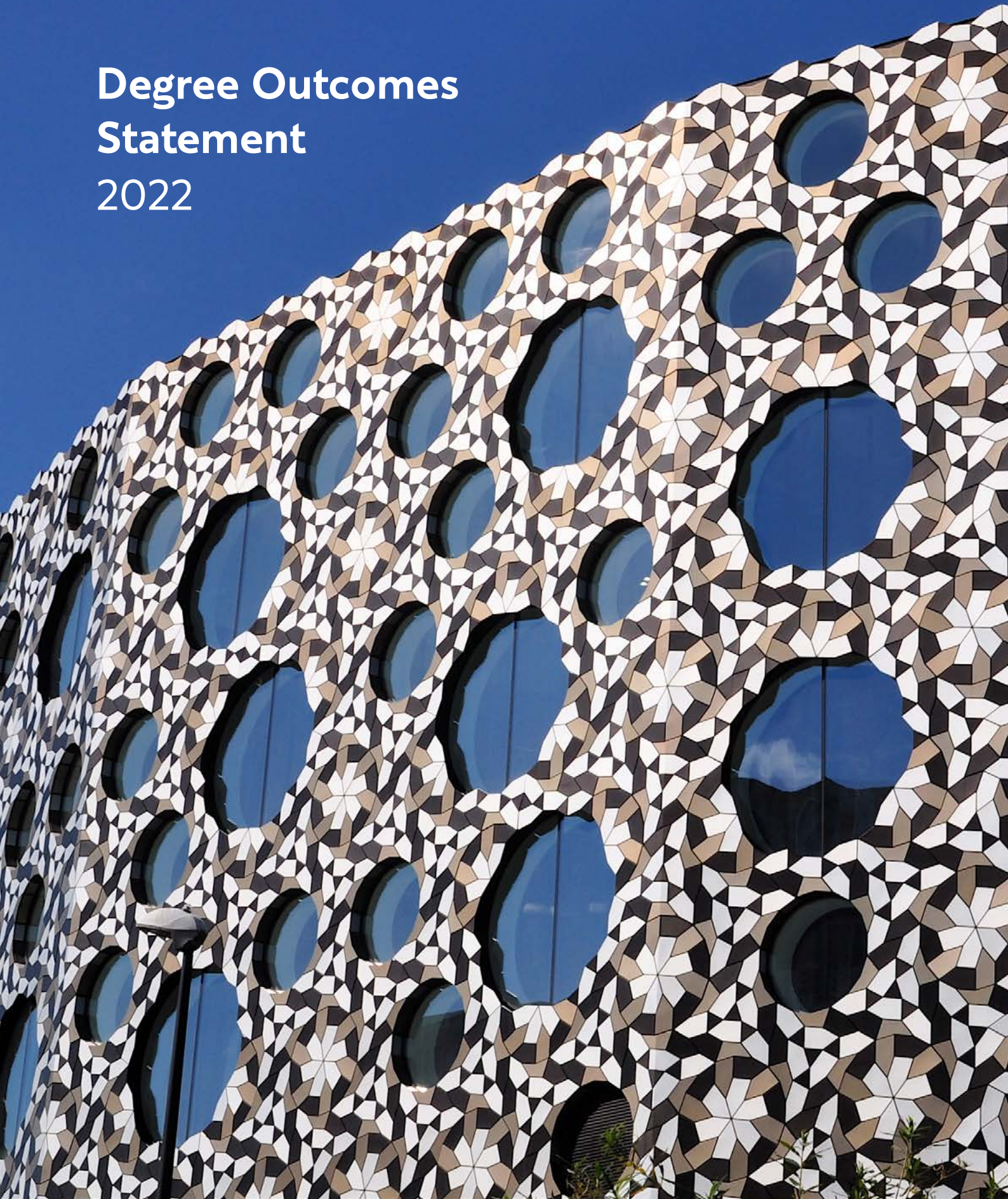




Ravensbourne
University London

Degree Outcomes Statement 2022



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 3-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 (2018/19–2020/21)¹

Year of Award	Total Awards	First Class	Upper Second Class	Lower Second Class	Third Class	Exit award
18/19	539	39%	44%	16%	0%	2%
19/20	580	42%	38%	14%	1%	5%
20/21	584	40%	34%	16%	2%	8%

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, lower second-class degrees and exit awards. The figures for 19/20 and 20/21 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 seven out of ten graduates leave with a 'good' honours degree. However, the number of firsts is above the sector average and is a priority area the University has been carrying out modelling to bring in a new degree algorithm from September 2022.
3. Ravensbourne actively monitors the awarding of degrees by different characteristics. In line with the majority of institutions, white students significantly outperform BAME students in terms of 'good' degree achievement, with 80% of white students awarded a first or upper second-class degree in 20/21, compared to just 66% of BAME students. This gap is 1pp below that in 2018/19, and at 15% remains above the sector-wide gap for achievement between white and BAME students, which was 11%² in 19/20 for UK-domiciled first-degree undergraduates. Multiple initiatives are being implemented to address this gap including the enhancement of an inclusive curriculum through the University's Quinquennial Review supported by EDI working groups.

¹ Data source: HESA Student Return. The data reflected pertains to UK domiciled first degree qualifiers.

² Advance HE Equality in HE statistical report publication 2019/20.

4. Disabled students outperformed other students by 5% in 2020/21, with 78% of students with a disability achieving 'good' degrees, compared to 73% of students with no declared disability. This is a reversal of the trend we have seen at Ravensbourne in previous years, where disabled students underperform against students with no disability, which is potentially a result of the active measures Ravensbourne has taken internally to address this gap. In 20/21 females also were awarded more first and upper second class degrees than males (78% females compared to 71% of males), where historically males have earned slightly more 'good' degrees than females. For other characteristics, POLAR4 and age, the University is proud that students continue to have broadly similar achievement levels, with the gap between groups, high/low POLAR4 and mature/young, remaining under 3%.

Section 2: Assessment and Marking Practices

5. 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. A new Assessment Framework has been developed to sit alongside the new Common Academic Framework which will come into effect from September 2022.
6. 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. Marking is undertaken by academics utilising the University's grade descriptor, with grades internally moderated prior to external examination.

Section 3: Academic Governance

7. 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

8. Ravensbourne's current degree algorithm is set out in detail in Section 8 of its General Academic 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.
9. 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.
10. 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

11. 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.
12. 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.
13. 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.

14. 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.
15. 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

16. 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.
17. 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;
 - 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.

Approved by the Academic Board on 9th March 2022

Approved by the Board of Governors on 23rd March 2022