**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 at the heart of the creative economy, on the Greenwich Peninsula. Ravensbourne has been delivering higher education since the 1960s and moved to its current site in Greenwich in 2010. Ravensbourne 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 4-year history for its own Degree Outcomes Statement, although it has a rich history of educational achievement for nearly 60 years. Students who graduated from partner institutions are reported in the partners' Degree Outcomes Statement.

Table 1: Ravensbourne's Entry Profile (2018/19 - 2021/22)[1]

Year of Entry	Total Entrants (No.)	First Degree	Other UG Qualification	Level 3 qualification	Qualifications at Level 2 and below	Other qualification	No formal qualification/Not known
18/19	896	0.8%	7.1%	89.3%	1.0%	1.5%	0.4%
19/20	898	0.8%	2.8%	79.8%	2.3%	7.6%	6.6%
20/21	810	0.9%	2.3%	86.6%	1.9%	6.5%	1.9%
21/22	918	0.8%	3.2%	90.2%	1.0%	3.6%	1.1%

Undergraduate students typically enter Ravensbourne with a Level 3 qualification, including A Levels and Higher qualifications, and 2021/22 saw this proportion rise to over 90%, its highest level in a four-year period. This proportion is reflected across most student characteristics, apart from females who entered with slightly fewer level 3 qualifications in 2021/22 (87% compared to 93% of males) and mature students; although only 65% of held level 3 qualifications (compared to 97% of young entrants), 12% also held an "other UG qualification", and a further 22% held "other" qualifications. Entrants from low POLAR4 areas entered with a greater proportion of level 3 qualifications than students from high POLAR4 areas (96% compared to 92%), and slightly fewer entered with no/unknown qualification (0.8% compared to 0.9% for high POLAR4 entrants).

Table 2: Qualifications on Entry – Student Characteristics[2]

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[1] HESA 2021/22 Student Return output (First year students by highest qualification on entry)

[2] HESA 2021/22 Student Return output (First year students by highest qualification on entry)

21/22 Qualifications on Entry	First degree	Other UG qualification	Level 3 qualification	Qualifications at level 2 and below	Other qualification	No formal qualification /Not known
White	0.2%	2.6%	93.2%	0.2%	2.2%	1.4%
BAME	1.1%	2.9%	93.0%	1.1%	1.3%	0.5%
No Disability	0.8%	2.8%	90.0%	0.8%	4.0%	1.3%
Disability	0.5%	4.5%	91.0%	1.5%	2.0%	0.5%
Male	0.2%	3.0%	93.0%	0.8%	1.5%	1.5%
Female	1.4%	3.5%	86.9%	1.2%	5.8%	0.7%
High POLAR4	0.6%	3.0%	92.4%	0.7%	2.3%	0.9%
Low POLAR4	0.8%	2.5%	95.9%	0.0%	0.0%	0.8%
Young	0.0%	0.7%	96.6%	0.5%	1.6%	0.6%
Mature	3.8%	12.9%	65.1%	2.7%	11.3%	3.2%

Table 3: Ravensbourne's Degree Classification Profile (2018/19 - 2021/22)[3]

Year of Award	Total Awards (No.)	First Class	Upper Second Class	Lower Second Class	Third Class/Pass	Un-classified
18/19	595	39%	44%	16%	1%	0%
19/20	704	40%	39%	18%	3%	0%
20/21	653	42%	37%	18%	3%	0%
21/22	688	34%	41%	19%	3%	3%

2. As can be seen in Table 1, there have been fluctuations year-on-year in the distribution of firsts, upper second class and lower second-class degrees, particularly since 19/20, where our figures are impacted by the Covid-19 pandemic and the University's no detriment efforts. This is particularly prominent in the distribution of first class degrees just prior to, and during the Covid-19 restriction periods. However, the data does suggest we are beginning to see the distribution of degrees shift back to 2018/19 levels, where we can identify a closer alignment of outcomes for firsts and upper seconds in 18/19 and 21/22, where the proportion for firsts and upper seconds both fall within a 5% and 3% range respectively. Ravensbourne's degree classification profile remains broadly in line with the sector where approximately three out of four graduates leave with a 'good' honours degree; approximately 75% of all students at Ravensbourne, which is in keeping with the sector average at 78%. The proportion of first class honours degrees awarded at Ravensbourne decreased by 8pp between 2020/21 and 2021/22, greater

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[3] HESA 2021/22 Student Return output (Classification of Undergraduate Degree Awarded) - all domiciles, first degree qualification.

than the 4pp decline seen across the sector[4]. These outcomes are complemented by a moderate increase in upper second class honours of 4pp, with lower second and third class outcomes remaining broadly in line with previous years, illustrating that there remains a high level of students obtaining an upper second class, if not a first class degree, as a measure of success for students who study with us. In 2021/22 there was also, however, a noticeable increase (3pp) in the number of unclassified degrees awarded, CertHE and DipHE, which suggests more students are not leaving Ravensbourne with their intended degree. This is something the University is already taking action to address through its Academic Support offerings and will continue to monitor closely.

Table 4: 2021/22 'Good' Degrees Awarded – Student Characteristics: Gaps Compared to the Sector

'Good' Degree Gaps	Ravensbourne[5]	Sector[6]
White/BAME	14%	10%
No Disability/Disability	2%	-1%
Male/Female	-7%	-3%
Young/Mature	5%	3%
High/Low POLAR4	9%	NA

3. Ravensbourne actively monitors the awarding of degrees by different characteristics. Like the rest of the sector, white students outperform BAME students in terms of 'good' degree achievement, with 83% of white students awarded a first or upper second-class degree in 2021/22, compared to 69% of BAME students. This gap is equal to that in seen 2020/21,[7] and at 14% for UK-domiciled students, remains above the sector-wide gap for achievement between white and BAME students (10% for UK-domiciled first-degree undergraduates).[8] In 2021/22 females were awarded more first and upper second class degrees than males for the second year in a row (78% for females compared to 72% for males),[9] though the gap decreased by 1pp from 2020/21.

Table 5: 2021/22 Classifications Awarded - Student Characteristics[10]

21/22 Classifications Awarded	First Class	Upper Second Class	Total Degrees Awarded	First (%)	Upper Second (%)	Good' Degrees

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[4] https://www.hesa.ac.uk/insight/19-01-2023/impact-covid-19-2022-student-data
[5] Adjusted to reflect UK-domiciled students only, to facilitate a like-for-like comparison with the sector.
[6] HESA Table 26: UK domiciled first degree qualifiers by classification of first degree

[7] Data source: HESA 2020/21 Student Return output (Classification of Undergraduate Degree Awarded).
[8] HESA Table 26. UK domiciled first degree qualifiers by classification of first degree.
[9] Data source: HESA 2021/22 Student Return output (Classification of Undergraduate Degree Awarded).
[10] HESA 2021/22 Student Return output (Classification of Undergraduate Degree Awarded) - all domiciles, first degree qualification.

White	143	133	332	43%	40%	**83%**
BAME	44	101	211	21%	48%	**69%**
No Disability	200	232	572	35%	41%	**76%**
Disability	34	52	116	29%	45%	**74%**
Male	105	136	335	31%	41%	**72%**
Female	129	148	353	37%	42%	**78%**
High POLAR4	160	203	475	34%	43%	**76%**
Low POLAR4	30	39	102	29%	38%	**68%**
Young	186	237	551	34%	43%	**77%**
Mature	48	47	137	35%	34%	**69%**

4. The proportion of 'good' degrees awarded decreased by 5pp for females and 3pp for males between 2020/21 and 2021/22, suggesting that females performed slightly less well than males in 21/22. Although the decline has more closely aligned males and females in terms of classifications awarded to its graduates, the university aims to close the gender gap by creating interventions that positively impact all students. Looking at deprivation, the gap between low and high POLAR4 students remains, and at 8.8%, the gap reversed between 2020/21 and 2021/22: low POLAR4 students achieved noticeably fewer 'good' degrees than high POLAR4 students in 2021/22 (68% vs. 76%) compared to 2020/21 (83% for low POLAR4 and 79% for high POLAR4 students). Young students also continue to achieve more 'good' degrees than mature students (77% vs. 69%), and this gap has also widened since 2020/21 and at 7% stands at the same level as it did in 2018/19.

Every course in the Ravensbourne University London's undergraduate portfolio has been revalidated for a staged iterative introduction between 22/23 and 25/26, This common academic framework provides all students on existing and new courses with a two semester structure per academic year, enhancing the coherence of their study and providing greater opportunities for them to access collaborative activity and feel a stronger sense of 'mattering' and 'belonging' in the university ecosystem.

The newly validated programmes contain a common core named Professional Life and Practice, designed to provide students with the broader competencies to support their development into careers in the creative economy. Importantly central to the delivery of the competencies and embedded within the taught curriculum, are the development of social capital and employability skills. These are taught through an inclusive curriculum offering students opportunities to explore their own cultures and identities, as well as that of others. An inclusive curriculum 'recognises that students have multiple identities that are shaped by their previous experiences and that a diverse range of personal circumstances

influence how they learn' and 'responding to those factors may enhance achievement, progression and retention'.[11]

Our Learning and Teaching strategy seeks to prioritize the gaps in outcomes between groups, and to ultimately eliminate them. The implementation of the strategy looks to address this area in a number of ways, first and foremost with a revision of the planning and delivery of our teaching to ensure all mechanisms support all students.

Students with no reported disability achieved slightly more 'good' degrees than students with a reported disability in 2021/22 (76% vs. 74%), however the gap narrowed by 2pp on 2020/21 which suggests our efforts to address degree outcomes differences amongst this demographic are having an effect. The University is proud that, in relation to disability status, students continue to have broadly similar achievement levels to the sector.[12]

Section 2: Assessment and Marking Practices

5. The University has a published Examination and Assessment Policy within the General Academic Regulations, which is published and reviewed on an annual basis. This policy governs the university approach to assessment, marking, moderation and feedback and provides a common framework of understanding for assessment by staff and students. As a creative institution, the university designs a range of different assessment modes, including both practical and theoretical. Practical modes of assessment include outputs which evidence iterative forms of development, through portfolios, learning journals and physical and digital assets. This approach to assessment enables students to obtain formative feedback for improvement on their projects over the course of their module delivery. The university has in place separate policies and procedures for both extenuating circumstances and appeals, enabling students to submit a claim to the university, where there may have been cause for failure to complete their assessment in time, or where there may be good reason for poor performance, for example.

6. Assessments are approved at the programme validation stage as appropriate to assess the learning outcomes and specific assessment instruments are developed by the course team. Marking is undertaken by academics utilising the University's grade descriptor, with grades internally moderated prior to external examination. Standardisation meetings take place prior to full marking of assessments. It ensures markers are confident that they are marking consistently in accordance with the mark scheme. The assessment leader and markers are all expected to take part in this process by marking the standardisation assessment and then meeting (in person or online) to discuss the marks awarded, their approach to the mark scheme and,

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[11] Inclusive curriculum design in higher education Considerations for effective practice across and within subject areas, Morgan & Houghton, 2011 HEA.
[12] HESA Table 26.

where permitted, make changes to the scheme to ensure that it reflects appropriate academic standards. There is also a robust system in place to ensure that all assessments are either moderated or second-marked. External Examiners are subject to appointment criteria and require university-level authorisation for approval. They are drawn from both academia and industry, and are engaged with directly by academic staff, to arrange appropriate approaches for moderation of student work, including through on-campus visits for practical assessments.

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. There are mid-tier committees reporting to Academic Board, including Quality and Policy Committee, and Learning, Teaching and Assessment Committee, whereby annual reporting subject to Academic Board ratification is scrutinised for review and refinement prior to sign-off. This includes matters pertaining to updates to the General Academic Regulations, which govern learning and assessment frameworks and policy. The committee structure incorporates emergent partnership arrangements for franchise provision, to ensure that partnership arrangements are adequately managed, with clear oversight of student performance.

8. 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 the course validation 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 Continuous 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. The Registry Team manage Final Assessment and Pre-Assessment Boards at the end of each semester, so that there is a forum for discourse on student outcomes prior to ratification, and at the end of each module of study, prior to the end of the academic year. This process of monitoring enables the university to understand relative trends in performance at both course and module level, and to instigate interventions where required.

Section 4: Degree Algorithms

9. Ravensbourne's degree algorithm is set out in detail in Section 8 of its General Academic Regulations. For modules with more than one assessment item (or

component), the grade for each component shall be combined according to the validated assessment strategy for the module. The module grade is calculated by combining the grades for the components according to their relative weighting. The weighting allocated to each component is defined during the course approval process. Where the weighted average of a module is 39 or less, the student will fail the module. Where a module has more than 1 assessment component, students must achieve at least a pass Grade (40%) in each component to pass the module. In summary, at the UG level, for students enrolled on a course from September 2022 onwards: In the case of a Bachelor's degree with honours, the classification will be based on an aggregate of: the total weighted average for Level 5, weighted at 25%, plus the total weighted average for Level 6, weighted at 75%. 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. The algorithm was changed for students starting from September 2022, so that it holistically takes account of student performance across a representative proportion of study within Levels 5 and 6.

10. 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.

11. 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

12. 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, fashion 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.

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 are 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 align our learning and teaching strategy to the organisational strategy and developments through the Common Academic Framework.

Section 6: Areas of Good Practice and Actions

16. The university had highlighted courses that were the largest contributors to Good Degree outcomes, in order to analyse practice that enables high student achievement.

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.

Section 7: Risks and Challenges

18. The University had 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, implemented a Common Academic Framework and a revised degree algorithm to redress the balance between firsts and upper second class honours degrees.