

Ravensbourne University London
Degree Outcomes Statement

Section 1: Institutional Degree Classification Profile

Ravensbourne University London is an industry-focussed business, technology, 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 has a 7-year history for its own Degree Outcomes Statement, although it has a rich history of educational achievement for nearly 60 years.

Table 1: Ravensbourne's Entry Profile (2018/19 - 2023/24)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%
22/23	2,087	0.3%	1.6%	45.8%	3.8%	1.8%	46.7%
23/24	2,257	0.3%	0.8%	55.3%	1.0%	1.6%	40.9%

Between 2022/23 and 2023/24 Ravensbourne's First Year, First Degree entrant population increased 8.1pp, with 170 additional entrants to 2023/24 than in the previous year. The shift in Ravensbourne's entry profile towards students with lower/no entry qualifications persists, however in 2023/24 there was a 9.5pp increase in entrants with Level 3 Qualifications (from 45.8% to 55.3%), and a 5.8pp decline in the proportion of entrants with no formal/unknown qualifications (from 46.7% to 40.9%). This shift remains due to the change in student demographic recruited through partnership relationships that commenced in the 2022/23 academic year. These new partnerships continue to enable Ravensbourne to expand both the geographical reach of its curriculum and the diversity of students studying its courses and entering the creative economy.

The proportion of students entering Ravensbourne with a First Degree remained steady at 0.3% in 2023/24, and with the abovementioned increase in the proportion of entrants with Level 3 qualifications, there was a subsequent decline in the proportion of students entering with Level 2 (-2.9pp) and Other qualifications (-0.9pp), suggesting

¹ HESA 2023/24 Data Futures Return output (First year students by highest qualification on entry, all modes of study)

that between 2022/23 and 2023/24 the quality of entrants to Ravensbourne, as measured by entry qualifications, rose.

As Ravensbourne's franchise partnership relationships continue to grow and solidify it is expected that the entry profile of its students will remain similar to that seen in 2022/23 and 2023/24. The continued rationale for engaging in these partnerships is to expand both the geographic reach of Ravensbourne's curriculum and the diversity of its student body.

Table 2: Student Engagement – Student Characteristics²

23/24 Engagement Profile	Postgraduate	First Degree
Reported Disability	0.5%	16.8%
No Reported Disability	99.2%	82.1%
Male	62.5%	53.7%
Female	37.5%	46.3%
Male <i>Young</i>	65.5%	37.7%
<i>Mature</i>	34.5%	62.3%
Female <i>Young</i>	58.1%	41.1%
<i>Mature</i>	41.9%	58.9%

In the 2023/24 academic year 73.6% of Ravensbourne's population was made up of First Degree Undergraduate students, and the remaining 26.4% Postgraduate students. This is a shift of +15.3pp in Postgraduate students from 2022/23.

At Undergraduate level, males made up 53.7% of the population and females 46.3%, and at Postgraduate level males made up 62.5% of the population and females 37.5%. Compared to 2022/23, this is an increase of 1.9pp in the male population at Undergraduate level, and a 7pp increase at Postgraduate level, and a corresponding decline in the female population at the respective level.

At Undergraduate level, more males than females were in the Mature³ age category (62.3% vs. 58.9%), and both populations saw an increase of 7pp on the year. The reverse is seen at Postgraduate level, where mature females were more common than males (41.9% vs. 34.5%), and the mature female population increased 9.8pp on the year, compared to 2.7pp for mature males.

² HESA 2023/24 Data Futures Return output (Full-time students by level of study)

³ [UG: aged 21 and over at commencement of study; PG: aged 25 and over at commencement of study.](#)

As in the previous year, there were, notably fewer students with a declared disability at Postgraduate and Undergraduate level: just 0.5% compared to 16.8% of Undergraduate students. Both cohorts saw a slight decline on the year: the proportion of student declaring a disability at Postgraduate level declined 1pp on the year, and the proportion at Undergraduate level declined 0.1pp.

Table 3: Ravensbourne's Degree Classification Profile (2018/19 - 2023/24)⁴

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%
22/23	697	34%	44%	17%	3%	2%
23/24	634	34%	38%	21%	4%	2%

1. 2023/24 saw a continued trend in degree classifications awarded from the previous two years: a shift in the distribution from First Class towards Upper Second class degrees awarded, and a slight increase in the proportion of unclassified degrees awarded. Ravensbourne classification profile has thus firmly returned to pre-Covid levels, where the majority of student were awarded Upper Second Class degrees, followed by First and Lower Second Class degrees.

The proportion of Ravensbourne's students graduating with 'good' honours degrees⁵ declined 6pp on the year, however at 72% in 2023/24 remains broadly in-line with the latest available sector data,⁶ where in 2022/23, 77% of graduates left with a 'good' honours degree.

The 6pp decline in 'good' degrees awarded at Ravensbourne between 2022/23 and 2023/24 is due to a decrease in the proportion of Upper Second Class degrees awarded, and subsequent increase in Lower Second Class degrees awarded, plus a 1pp increase in Third Class/Pass degrees awarded. The proportion of students exiting with unclassified awards (CertHE and DipHE) continues to sit in the low digits (2% in 2023/24).

The data for 2023/24 thus suggests a recalibration of the ratio of degree classifications, and the proportion of students achieving a first class, upper second

⁴ HESA 2023/24 Data Futures Return output (Result of first degree qualifications awarded).

⁵ First and Upper Second Class degrees

⁶ HESA Table 9: Classified first degree qualifications by class

class and lower second class degree. This is in line with expectations relating to changes to our degree algorithm, in order to retract sector level trends in grade inflation, identified by the Office for Students.

Section 2: Assessment and Marking Practices

2. 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, business and technology focussed 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.
3. Assessments are approved at the course 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, 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

4. 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.
5. 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 feedback is 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

6. 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.

7. Where more than one component of assessment is used in a course module, 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.
8. 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

9. Ravensbourne's courses are industry-focussed and practical in nature. For many courses, 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 course themes, but in addition, the University has interdisciplinary teams in the atelier, kit store and prototyping labs to support students across disciplines. 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.
10. As well as the core subject matter, Ravensbourne's courses 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.

11. 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.
12. Ravensbourne has recently released its Corporate Strategy 2025-2030. This refreshed approach will ensure alignment between our academic priorities and the broader organisational vision, integrating key developments through the Common Academic Framework to enhance learning, teaching, and student success.

Section 6: Areas of Good Practice

13. The use of validated data to inform the Degree Outcomes Statement ensures that decisions are evidence-based and transparent.
14. Recent changes to the curriculum framework and degree algorithm are aimed at improving student outcomes and addressing grade inflation.
15. The inclusion of both practical and theoretical assessment modes, such as portfolios and learning journals, supports diverse learning styles and provides formative feedback.
16. Standardisation meetings, internal moderation, and the involvement of external examiners ensure consistent and fair assessment practices.

Section 7: Risks and Challenges

17. Continuously assess the impact of recent changes to the curriculum framework and degree algorithm to ensure that student performance and degree outcomes, including calibration and expected levels of good honours degrees, are in alignment with OfS expectations.
18. Increase the proportion of students with declared disabilities by improving awareness and support services.
19. Enhance the process of continuous course monitoring to identify and address trends in student performance at both course and module levels.
20. Have forbearance for growth in student numbers, both on campus and at franchise partners, to consider how this may impact trends and patterns in student outcomes.