



**REGENT'S**  
UNIVERSITY LONDON

## **Degree Outcome Statement**

## Degree outcomes statement Regents University London

In 2019, the UK Standing Committee for Quality Assessment (UKSCQA) instructed that institutions awarding degrees should publish a degree outcomes statement analysing their institutional degree classification profile for Undergraduate degrees.

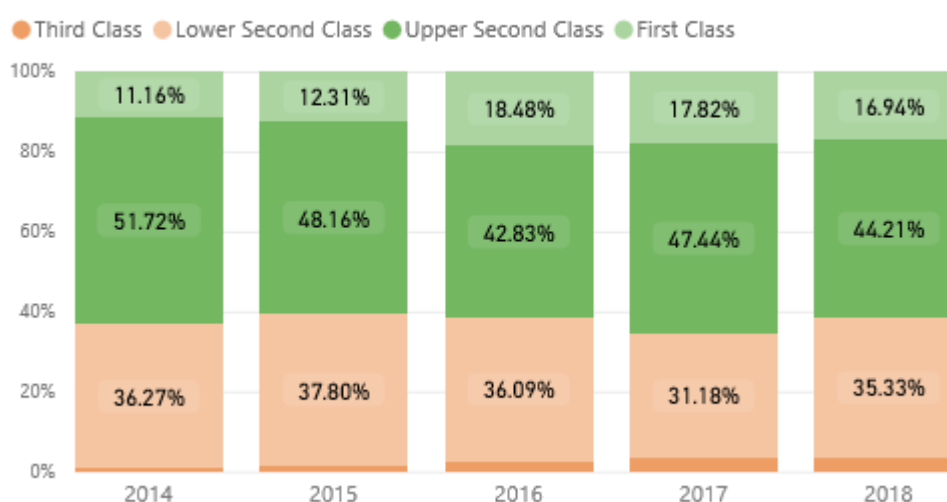
### Introduction

Many of Regent's degree courses are very small, indeed some are too small to be statistically significant; much of our data is therefore driven by BA Global Management which is our largest course, accounting for just over half of our total degrees awarded. We show through the paragraphs that follow what has happened regarding our degree classification profile over a five-year period, and what has changed and why this might have happened. At Regent's, the Academic Committee has ownership of the processes that protect the value of our degrees and strategies that underpin this such as the Learning, Teaching and Assessment Strategy (LTAS) and our newly launched hallmark pedagogy project.

### 1. Institutional degree classification profile

Over the last five years the majority of degrees awarded at Regent's were in the upper second class, this has remained relatively steady at between 51.72% and 42.83% between 2014 and 2018. Slightly fewer upper second class degrees were awarded in 2018 than in the previous year at 44.21% compared to 47.44%. Similarly, there has been slight fluctuation in the number of lower second class degrees awarded; between 2014 and 2018 the figure ranged between 31.18% and 37.8% of overall degrees awarded. Between 2014 and 2016 there was an increase year on year in the number of third class degrees awarded and this levelled off in 2017 and 2018; these still make up a very small percentage of degrees awarded at Regent's. Looking at the last five years we awarded the highest proportion of first class degrees in 2016 (18.48%), with this number decreasing very slightly in 2017 and 2018 at 17.82% and 16.94% respectively. Broadly speaking, since 2016 our percentage of first class degrees has stabilised at around 17-18% of degrees awarded. The proportion of 'good' degrees (defined by the Higher Education Statistics Agency as an upper second class and above) has fluctuated slightly year on year but has remained at over 60% of total degrees awarded. We attribute this to a rigorous and consistent approach to maintaining standards as outlined below.

#### Award Class (excluding Exit Awards)



## 2. Assessment and marking practices

Consistency in marking is underpinned by our moderation and External Examiner arrangements. Assessment at level 5 and level 6 is moderated once it has been marked by the first marker to ensure there is agreement on the mark awarded. All module assessments have a corresponding marking scheme and marking criteria and are designed and marked according to the Regent's Common Assessment Scale and the Assessment Framework which were developed in 2016; both are informed by the Framework for Higher Education Qualifications (FHEQ) and the QAA's Quality Code. Additionally staff receive training in assessment design as described in our Learning, Teaching and Assessment Strategy which came into effect in 2015.

All level 5 and 6 modules are scrutinised by a subject-specialist External Examiner, which involves sampling a range of assessments from a module to confirm the marking is fair across the module. Regent's appoints External Examiners from other higher education providers or from areas of professional practice, our criteria for appointments can be found [here](#). This external expertise helps us ensure that standards for awards and marks are appropriate and fair to students; standards of student performance are comparable with that of other universities and in line with QAA subject benchmarks and the FHEQ; and that our assessment processes are rigorous.

Our processes for student appeals and extenuating circumstances claims are regularly reviewed by the Quality Office and via our Quality Committee to ensure decisions are consistent and fair. Sharing best practice in formal sector networks helps us to ensure standards are comparable with other higher education providers and staff attend annual training events with the Office of Independent Adjudicators (OIA), amending policy and regulations according to this advice.

At Regent's our academic governance committees assure us that our assessment and marking practices are effective, this is described in more detail in section 3, *Academic Governance*.

## 3. Academic governance

The academic governance of Regent's is regulated by the activities of the Academic Committee and related committees. The Academic Committee is the sovereign academic authority of the University, responsible for the award of Regent's degrees; and the regulation and absolute oversight of academic courses and maintenance of academic standards. Academic Committee achieves this through a set of academic regulations and accompanying policies, and through its committees. Our governance structure and related policies and strategies can be found [here](#).

The Quality Committee receives management reports on degree classifications and monitors the compliance of Assessment Boards with our regulations on awards. Annually the Quality Committee also receives (via the Institutional Overview Panel) all the relevant External Examiners' reports and associated responses and action points, and student feedback from surveys like the NSS, feedback forums like student meetings and via annual monitoring. Where relevant actions that arise out of any material received are monitored by the Academic Committee through the Quality Committee. Annual reports from External Examiners are also reviewed by course teams and relevant issues are reported to the Learning, Teaching and Student Experience Committee.

External expertise is an important part of academic governance at Regent's; in producing this statement and reviewing our degree outcomes over the five-year period we ensured external oversight was part of the process and had one of our

Progression and Classification External Examiners review the statement and associated data sets.

#### **4. Classification algorithms**

In line with best practice across the higher education sector the degree classification algorithm at Regent's counts only level 5 and 6 credits, thereby affording students the opportunity to learn and get to grips with HE study at level 4. The degree classification is a weighted average as follows:

Level 5 – 30%

Level 6 – 70%

This method places emphasis on the highest level of study whilst also using credits from the penultimate level to account for core learning undertaken earlier in the degree and to reduce pressure on the final level of study. The average calculation is outlined in section E11.8 Classification Weighting in our Academic Regulations which can be accessed [here](#).

#### **5. Teaching practices and learning resources**

There was a 6% increase in the number of First Class degrees awarded at Regent's in 2016 compared to the previous year and numbers have stabilised around this figure since this time. Our External Examiners attest to the standards of our awards, and the 2016 HER judged that we meet our requirement on the setting and maintenance of academic standards and awards. Much of the increase in First Class awards is in one single BA course (our largest) that had historically lower numbers of Firsts. In addressing this attainment gap, we introduced dissertation workshops for this course, changed to awarding individual marks for group work, and promoted engagement with academic literature and critical thinking, the evidence for which was noted by External Examiners on this course.

In 2017 Regent's recruited two Student Achievement Officers to support students to achieve their best during their time here. As these roles are relatively new data is still being collected on groups of students these Officers have worked with, but there is an early indication of a positive correlation between regular, goal-oriented meetings and better student progression and outcomes. Data will continue to be collected by the Student Achievement Officers with the aim of including these metrics in Regent's standard datasets in future.

Regent's Faculty have observed a correlation between attendance and attainment; in 2019/20 we operationalised our attendance monitoring package to better enable us to use attendance data to derive more meaningful analysis which can inform policy and our support offer.

More broadly, quality assurance mechanisms like annual monitoring and revalidation, including course and module performance measures as well as student feedback, allow us to regularly revisit enhancements and plan for the future. Regent's is in the process of implementing our Hallmark Pedagogy which includes a new learning design framework with a focus on active learning and agile curriculum design.

#### **6. Identifying good practice and actions**

Regent's has recently changed marking practice to enable the marks students obtain during Study Abroad periods in other institutions to represent a numerical mark which is counted in the overall degree classification (previously these assessments were marked on a Pass/Fail basis and the credits were not counted in the degree

classification); this ensures students' hard work across all level 5 and 6 modules is recognised.

Prior to 2016 regulations allowed condonement on marginal fails only if a student scored a minimum of 45% in all other level 5 and 6 modules. The University felt that this meant students were unfairly penalised by focusing on marks obtained in other modules and sought to redress this balance. Working with an External Examiner we sought to ensure fairness in degree outcomes by removing the minimum mark requirement in other modules.

In 2017 Regent's aligned itself with best practice amongst other higher education providers by introducing automatic 'rounding up' in cases where the degree classification is within 0.5% of the higher classification.

With our Hallmark Pedagogy project, we are in the process of designing and delivering curricular architecture that defines degree structures; a coherent framework and process for course design; and a learning design framework that underpins course content and delivery. This model for a distinctive educational experience equips our students, tomorrow's global leaders, for a world shaped by the fourth industrial revolution.

## **7. Risks and challenges**

Any risks and challenges identified with courses, assessment or outcomes are monitored via Faculty and University level action plans. Progress towards each action is regularly reviewed through our committees as outlined earlier.