

1. Principles

- 1.1. We value our reputation as a higher education institution that delivers high quality academic awards, student outcomes, and student experience. To protect the standards of our awards, we consistently engage with and analyse available data to identify trends and isolate any concerns. This public-facing statement draws from that engagement and analysis.

2. Background

- 2.1. In May 2019, the UK Standing Committee for Quality Assessment (UKSCQA) published a [Statement of Intent](#) that directed degree-awarding institutions to publish a degree outcomes statement articulating the results of an internal institutional review addressing:
 - a. Quantitative trends in student degree outcomes over time, including the impact of student demographics, subject mix and academic regulations.
 - b. Whether assessment criteria meet common sector reference points and are applied consistently by academic staff and external examiners.
 - c. Whether the rationale for degree algorithm(s) is clear and publicly accessible.
 - d. Whether the institution is making use of Advance HE's external examiner professional development programme and subject-specific calibration activity or providing alternative arrangements.
- 2.2. In July 2022, Universities UK (UUK) published its [commitment to degree classifications](#) which noted that higher education's measures to ensure students were not unfairly disadvantaged due to course changes arising from the global Covid-19 pandemic led to a proportional increase in firsts and upper-second degrees. And that – although right to put such measure in place – there was an expectation that higher education providers would maintain academic standards long-term, with a view to returning to pre-pandemic proportions of firsts and upper seconds by 2023.
- 2.3. Also in July 2022, the Office for Students (OfS) published Insight briefing 14: [Maintaining the Credibility of Degrees](#). The briefing set out concerns regarding the value of degrees against a landscape of rising academic achievement.
- 2.4. In 2023, UUK published updated degree outcomes statements as part of its commitment to degree classification standards. UUK defines degree outcomes statements as *short public documents signed off by governing boards that: Review trends over several years; bring together regulations and policies that protect degree standards; and outline actions and progress.*
- 2.5. Degree outcomes statements should therefore demonstrate how institutions meet the expectations of the Quality Code for Higher Education relative to protecting the value of qualifications and the Office for Students' (OfS) ongoing conditions of registration on academic standards.

3. Scope

- 3.1. This degree outcomes statement is our first since securing Indefinite Degree Awarding Powers and the second post-pandemic. It reflects our return to on-campus delivery in 2022, and progress in returning to pre-pandemic proportions of firsts and upper second-class awards.

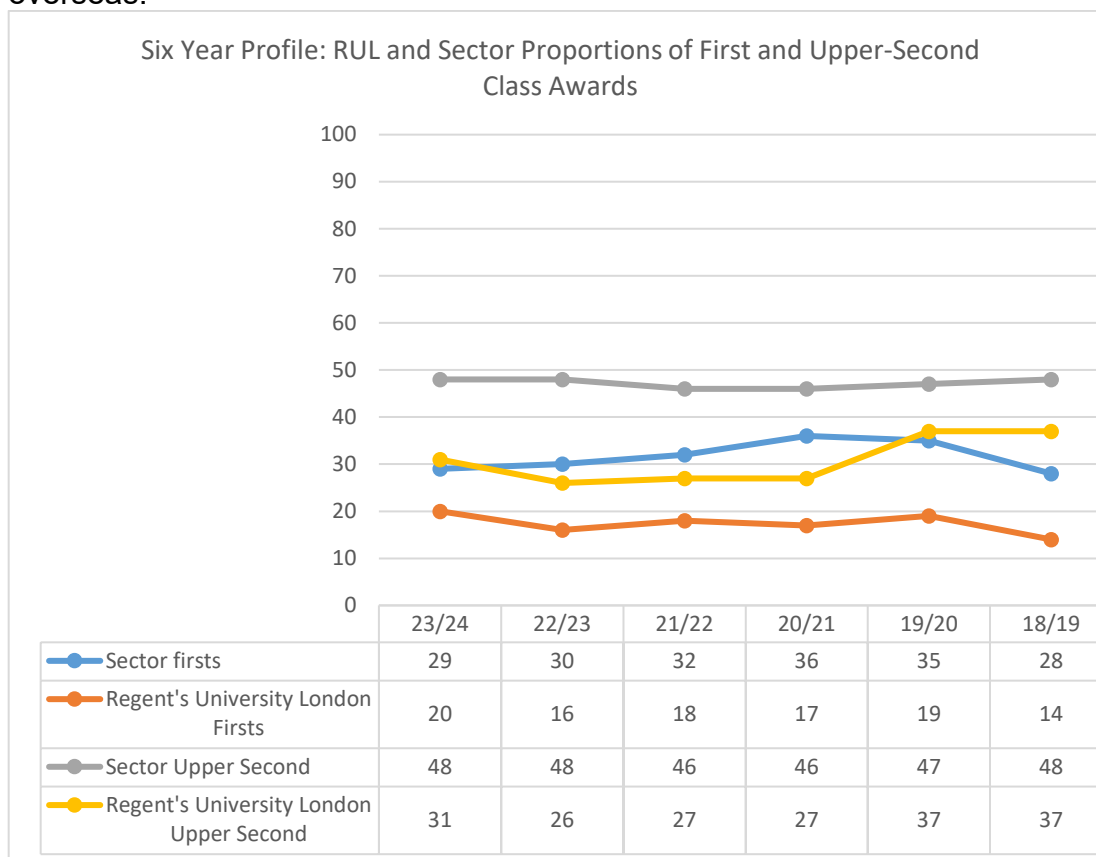
3.2. Many of our degree cohorts are small: too small to be statistically significant. OfS [Analysis of degree classifications over time: Changes in graduate attainment from 2010-11 to 2023-24](#) excludes Regent's University London from its analysis due to the low number of graduates recorded. Therefore, the following data in this statement are drawn from internal analysis encompassing final classifications for graduates of our undergraduate courses, mainly driven by the largest course (BA (Hons) Business and Management.)

4. Institutional degree classification profile

4.1. The data shown demonstrate that (in accordance with UUK's expectations) the proportion of firsts and upper second-class awards have indeed returned to pre-Covid 19 levels:

	24/25	23/24	22/23	21/22	20/21
Proportion of first-class degrees (%)	21%	20%	16%	18%	17%
Proportion of upper second-class degrees (%)	41%	31%	26%	27%	27%

4.2. As evident from the graph below, the proportion of firsts and upper second-class awards made by the University is consistently below the sector average. This is influenced by the average entry qualifications of our students, their social characteristics, international status, and our subject portfolio. Our student recruitment is consistently around one-third UK domiciled, and two-thirds from EU/EEA and overseas.



4.3. The following analysis attempts to identify some of the factors influencing our degree classification profile and trends over time, the work we are doing, and some policy and context factors we consider have impacted on our degree outcomes.

5. Assessment and marking practices

- 5.1. All undergraduate programmes within the University are subject to a single set of Academic Regulations to ensure consistent decision-making and equity in outcomes for students. The University Regulations apply equally to awards delivered through partnership arrangements unless a comparable substitution has been agreed as noted in Schedule A of each section of the Regulations.
- 5.2. The University's quality assurance processes for course approval, amendment, and review, embed external expertise in line with the UK Quality Code. Therefore, course approval, amendment, and review activity includes external academic subject expertise to confirm appropriate alignment with relevant sector reference points including the FHEQ, subject benchmark statements, and PSRB requirements (where applicable). Every module has a published assessment brief that explains assessment and grade criteria aligned with the University's Hallmark Pedagogy and the University's Assessment Framework.
- 5.3. In line with OfS Conditions of Registration, consistency in marking is underpinned by our arrangements for moderation (both internal and external). Assessment at levels 5 and 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 have been in use since their implementation 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 and was renewed in the 2023/24 academic year. The implementation of a new undergraduate curriculum in the academic year 2023/24 reinforced existing quality assurance arrangements through the implementation of overarching intended learning outcomes and graduate attributes.
- 5.4. All level 5 and level 6 modules are externally moderated by subject-specialist External Examiners, 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.
- 5.5. Our processes for student appeals and exceptional circumstances claims are regularly reviewed by the Head of Registry and via our Quality Committee to ensure decisions are consistent and fair. Sharing good 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 Adjudicator (OIA), amending policy and regulations according to this advice.

6. Academic Governance

- 6.1. 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 summarised External Examiners' comments, and student feedback from surveys like the NSS, feedback forums like Course Panels 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.

7. Classification Algorithms

- 7.1. In line with sector practice degree classification algorithm at Regent's counts only level 5 and 6 credits, thereby affording students the opportunity to learn to learn and adjust to the rigours and demands of study at level 3 and/or level 4. The degree classification is a weighted average that emphasises an exit velocity as follows:
Level 5 – 30%
Level 6 – 70%
- 7.2. 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 our Academic Regulations which can be accessed [here](#).

8. Teaching practices and learning resources

- 8.1. The proportion of First-class awards has remained between 28-36% over a six-year period that included the global Covid-19 pandemic. This shows that our 'no detriment' support for students was effective whilst not demonstrably inflating award outcomes. Also, that our post-pandemic awards proportions have returned to those of pre-pandemic.
- 8.2. Our External Examiners attest to the standards of our awards: in the 24/25 academic year all our External Examiners confirmed the standards set through modules to be appropriate and comparable with other degree-awarding bodies of which they were familiar. In addition, all external examiner confirmed the processes for assessment and the determination of grades are rigorous in measuring student achievement and are fairly assessed against the intended learning outcome for the courses.
- 8.3. The introduction of our Hallmark Pedagogy ensures we know and can clearly explain the distinctive features of a Regent's award and experience. The approach taken in the Hallmark Pedagogy allows us to be agile in curriculum design, focus on active learning, and ensure assessments are authentic. This, coupled with our focus on quality teaching through our in-house PGCHE and REAP scheme ensure good scholarly practice underpins all areas of our curriculum and at all levels of teaching experience. We will continue to monitor the impact of our Hallmark Pedagogy through

the implementation of our new undergraduate curriculum from 2023/24 academic year.

- 8.4. 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. This is embodied by our commitment to refocus annual monitoring reviews to prioritise continuous improvement underpinned by mid-cycle reflective reviews.

9. Identifying good practice and actions

- 9.1. Our Learning, Teaching, and Assessment Strategy was refreshed and renewed in 2023/24, and includes rigorous explanations that link to and support our new curriculum. This directly maps across to our course validation (and revalidation) processes to ensure embedding of agreed and good practice from the outset of delivery.
- 9.2. Our Hallmark Pedagogy and Assessment Strategy requires that assessment be authentic. For Regent's this means that assessment has real-world applicability. This ensures our students are engaging in assessments that have meaning for them, enrich their studies, and maximise their potential for being employment ready. This approach means we are not reliant on more traditional methods of assessment – such as exams – which we feel place undue emphasis on recollection of facts in an artificial time-bound way. Our focus on authentic assessment means students can learn necessary skills and apply them in a meaningful way.
- 9.3. Every summative assessment is preceded by the opportunity to complete formative assessment to gain valuable feedback on performance. This approach allows our students to engage in a supportive environment, be innovative in stretching themselves, and ultimately become used to being reflective in using comments for feed-forward.
- 9.4. The collective approach of carrying out continuous improvement planning means that the identification and sharing of good practice is prompt and does not wait for collation and top-down dissemination.

10. Risks and challenges

- 10.1. We continue to keep scanning the higher education landscape: both for opportunities for portfolio development, and for key regulatory changes that might impact us and the way we work.
- 10.2. We have traditionally performed well in externally operated review activity such as the NSS and TEF. However, rather than pause and potentially stagnate, our recognised success drives us on to improve. Our whole-University focus on continuous improvement means we are alert to potential risks and can adjust accordingly to minimise any detrimental impact on our delivery, our student experience, or the quality of their awards.
- 10.3. As highlighted in our previous Degree Outcomes Statement, attendance is critical to student success. Consequently, our focus on ensuring all students achieve a minimum 75% attendance helps us to reinforce the message of engagement as a scaffold for improved performance and maximised potential. Taking swift, proportionate and supportive action to help get our students back on track and into the

classroom is a known challenge for Regent's. Therefore, the risk of poor attendance will continue to be addressed through the application of our policy on taught-student attendance.

Steph Talliss-Foster
Head of Registry