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#### Overall Classifications 2016/17 to 2020/211

Year	1st	2:1	2:2	3rd	Í [ ccX' XY[ fYYgÎ
2016/17	23.6%	60.3%	15.1%	0.9%	83.9%
2017/18	24.9%	57.0%	16.5%	1.5%	81.9%
2018/19	25.4%	54.3%	18.5%	1.9%	79.6%
2019/20	33.9%	51.9%	12.8%	1.5%	85.7%
2020/21	42.7%	49.3%	7.4%	0.6%	91.9%

cohorts unaffected by the pandemic from 2021/22. These changes are discussed below in the section relating to the degree algorithm.

The change in the proportion of third class degrees awarded in this period is not significant, having varied between 0.6% and 1.9%.

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Ethnicity	2010	6/17	2017	7/18	2018	3/19	2019	9/20	2020	0/21
	% good Degrees	Total Hons. degrees								

factors noted below such as the focus on the development of inclusive teaching and assessment. An analysis of awarding gaps between other demographic groups has not identified any significant variation from the general trends noted above. Students with a

without.

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Goldsmiths employs a range of methods to ensure that its assessment and marking performance.

As part of its programme approval procedures, the College requires all new programmes to be developed with due reference to the nationally agreed Framework for Higher

Maintain the suspension of the cap applied to failed assessments.

Remove the requirement for students to have submitted an extenuating circumstances application when Boards of Examiners consider borderline classifications.

Allow Boards of Examiners to permit progression from Level 4 to Level 5 and from Level 5 to Level 6 for undergraduate students on the basis of the application of compensation without the need for a student to have exhausted all attempts to pass the m

calculated using fewer than 300 credits as follows:

Best 90 credits at Level 4, weighted 1 Best 90 credits at Level 5, weighted 3 Best 90 credits at Level 6, weighted 5

(students graduating in 2020/21, where Levels 5 and 6 were studied in 2019/20 and 2020/21)

No credits counted from Level 4
Best 90 credits at Level 5, weighted 3
Best 105 credits at Level 6, weighted 5

(students graduating in 2021/22, where Levels 4 and 5 were studies in 2019/20 and 2020/21)

No credits counted from Level 4
Best 105 credits at Level 5, weighted 3
Best 105 credits at Level 6, weighted 5

(students graduating in 2022/23, where Level 4 was studied in 2020/21)

As a result of reviewing the impact of these temporary changes, it was felt that the

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Goldsmiths Learning, Teaching and Assessment Strategy sets out the aim of ensuring learning.

teaching and assessment. A number of practices and initiatives can be highlighted which enable students to achieve successful outcomes:

aim of excellence in learning and teaching practice through:

College-wide pedagogical strategies and policies.

Technology Enhanced Learning (including Distance Learning).

Provision of Continuing Professional Development in teaching and learning to staff.

Regular workshops and discussion sessions.

Maintaining an open repository of teaching resources including toolkits for Assessment and Feedback and Inclusive Teaching.

In 2020/21, the Accessibility and Inclusion Working Group led work on the development of inclusive educational practice for supporting disabled and black, Asian and ethnic minority students.