



Nottingham Trent
University

Degree Outcomes Statement

Date: March 2026

1. Institutional degree classification profile

This statement describes Nottingham Trent University's (NTU) degree outcomes for NTU undergraduate degrees from 2022/23 to 2024/25 and for NTU and collaborative courses. It provides an overview of NTU's approach to enhance our quality assurance and regulatory frameworks which safeguard academic standards and the value of our qualifications.

This statement aligns with the guidelines in the QAA Quality Code and the Office for Students' (OfS) ongoing conditions of registration that relate to protecting the value of qualifications and academic standards.

NTU's degree classification profile over the last three years is presented in the tables below.

Table 1: Undergraduate student outcomes – University aggregation

Award	2022/23 %	2023/24 %	2024/25 %
1 st Class Honours	20.1	22.0	24.2
2 nd Class Honours – 1 st Division	52.4	52.1	52.9
2 nd Class Honours – 2 nd Division	23.7	22.5	19.9
3 rd Class Honours	3.8	3.3	3.0

The current measure used for degree outcomes is upper degrees (degrees awarded 1st and 2:1). The overall percentage of upper degrees awarded to students on the majority of courses was 77.1%, an increase of 3% from 2023/24. In previous years it was noted that the percentage of upper degrees awarded had returned to pre-pandemic years, and this has been maintained.

Data on student outcomes for collaborative partners are considered alongside NTU students through our academic assurance processes. The data below indicates outcomes of upper degrees awarded for NTU students studying on collaborative courses.

Table 2: Upper Degrees awarded through collaborative provision.

2024/25	Validated course %	Collaborative foundation degree %	Joint delivery %	Dual Degree %
Upper degree	60.0	91.3	89.72	97.5

As well as considering student outcomes overall, the University also analyses student outcomes by course type. Table 3 indicates the award of upper degrees by course type.

Table 3: Undergraduate student outcomes for upper degrees by course type

Course Type	2022/23 %	2023/24 %	2024/25 %
UG UCAS	71.7	73.4	76.3
Apprenticeship	91.1	89.3	91.9
Undergraduate course with postgraduate components	96.2	98.8	94.7
'Top up' degree	56.8	58.3	69.1
Sandwich course	93.1	90.9	93.6

2. Assessment and Marking Practices at NTU

NTU grading framework

NTU uses a grade-based approach (GBA) to assessment and grading. Through this, a single grade (e.g. High 2.1) is assigned to the assessment by comparing the quality of the work produced against written descriptors (grading standards) for a number of criteria. GBA encourages full use of the grading range, better rewards intellectual merit, and ensures both excellence and poorer quality work are appropriately graded. Percentages are not used.

Full details of NTU's grade based approach to assessment can be found in the [Quality Handbook](#).

NTU's grade-based assessment ensures that criterion-based decisions are enshrined in marking practice through:

- explicit articulation of assessment criteria mapped to learning outcomes;
- using a grading matrix that maps criteria to module learning outcomes being assessed which are provided to students as part of the assessment brief;
- an expectation that students receive clear feedback on the extent to which they have achieved against criteria/outcomes, articulated on the same grading matrix.

GBA enables clear alignment of assessments with learning outcomes, ensures consistency, clarifies degree-level expectations, supports transparency and improves feedback. Ongoing monitoring of degree outcomes have reinforced confidence that these factors enhance the value of our awards.

Ensuring standards

Academic approval at NTU, including for courses that are provisioned in collaboration with another institution or organisation, requires that standards are set for courses which align to the appropriate level within the Framework for Higher Education Qualifications (FHEQ) and any specific award characteristics and QAA Subject Benchmark Statements where relevant. During course design, external expertise is sought from academics, industry experts and accreditation bodies. Such broad consultation provides assurance that standards of NTU courses are in line with sector and employer expectations.

Once courses are operational, they will have at least one external examiner who continues to provide external expertise on the standards of the course and assessment and will also moderate assessments contributing to final award classifications. External examiners are provided with institutional, School and course based guidance and training to enable them to undertake their role effectively.

Periodic review of courses includes external expertise as well as representatives from Nottingham Trent Students Union to provide a thorough review of course operation and standards.

Collaborative provision is overseen by NTU liaison staff, who provide ongoing scrutiny of standards, assessment and student outcomes alongside external subject experts.

Ensuring shared understandings

Ensuring standards relies on a shared understanding among stakeholders including students, staff and external colleagues. NTU fosters this through:

- external examiner induction where grading frameworks are discussed;
- staff development for Liaison and Collaborative Academic Lead roles for collaborative provision;
- school-based events for colleagues designing assessment with our collaborative partners;
- an assessment focus in the mandatory postgraduate teaching qualification which all NTU staff new to teaching are required to complete;
- a compulsory online 'Delivering Effective Learning, Teaching and Assessment' course, which explains the expectations for assessment and grading at NTU.

3. Academic Governance

NTU's governance structures provide assurance that students have access to a high quality student experience and outcomes. Through rigorous processes of course design, approval, monitoring and review, the University ensures that student experience and high quality outcomes are central to the design and operation of its courses. Institutional review of degree outcomes form an essential part of this assurance.

More details on the University academic governance process can be found here: [NTU Academic Quality Governance](#).

4. Classification algorithms

NTU's grading scale and degree algorithm are outlined below. These align directly to the 'Principles for effective degree algorithm design' (UUK, July 2020). They are published in the University's [Undergraduate Common Assessment Regulations](#).

5. Teaching Practices and Learning Resources

In 2023, NTU received a Gold rating overall with Gold for Student Experience and Silver for Student Outcomes. The panel concluded that NTU had embedded outstanding teaching, assessment and feedback practices that are highly effective and tailored to supporting its students' learning, progression and attainment. The support for staff professional development and excellent academic practice was also noted as outstanding, reflecting the University's commitment to early and ongoing academic career development.

The TEF panel noted NTU's outstanding supportive learning environment and readily available academic support tailored to students' needs. It recognised the outstanding physical and virtual learning resources which support outstanding teaching and learning.

NTU is committed to experiential and active learning and prioritise high quality spaces to enable active learning, enquiry and application through the use of SCALE-UP and Team Based Learning. These collaborative approaches have shown to improve student outcomes and address disparities among equality groups.

NTU have committed to providing appropriate and substantial assessed work like experience in all of its undergraduate degrees. Data analysis has provided strong evidence that this is having a particularly good effect on certain students and is closing the attainment gap.

6. Identifying good practice and actions

NTU's principle and value that assessment should be fair, transparent, consistent, non-arbitrary and non-inflationary is reflected in its adoption and established practice of Grade-Based Assessment.

The University takes a collaborative approach to quality management, whilst providing oversight at an Institutional level to ensure that standards are maintained.

NTU is committed to enabling our students to transform their lives and enhance the social, cultural, and economic environment within which they live, study, volunteer and work. In conjunction with our students, NTU has developed a Live, Learn, Work Educational Gain module which is central to shaping our support for the whole-person development of our students across the broad provision.

NTU places high expectations for the professional standards for teaching and support of learning. This is achieved through formal staff development and qualification processes and VC awards in Teaching and in Scholarship which recognise and celebrate excellence in these areas. The Trent Institute for Learning and Teaching (TILT™) provides ongoing opportunities for sharing and developing learning and teaching expertise throughout the year and in our annual Learning and Teaching Conference. A Course Leader network and conference has proved invaluable in supporting and developing colleagues in these vital roles. NTU is working with colleagues in the wider sector to take a collaborative approach to enhance the recognition and support for course leaders. In 2025, NTU introduced a Scholarship Career Development space which provides colleagues with guidance, resources and information to support their learning and teaching role. It also underpins our structured framework for promotion.

7. Risks and Challenges

Over recent years, NTU has changing student demographics which require a greater educational transformation for some students to achieve upper degree outcomes. NTU regularly reflects on its student demographics and associated needs. This stability of these degree outcomes across the last three years is testament to the commitment of our academic colleagues to provide supportive learning experiences and to the quality of our academic professional development.