

TEESSIDE UNIVERSITY DEGREE OUTCOMES STATEMENT 2025

Points of Clarification

1. The data relates purely to undergraduate degree-level outcomes.
2. This is the sixth Degree Outcomes Statement published by Teesside University. In line with the expectations in the guidance from the Quality Council for UK Higher Education¹, the University Statement refers to the statistical trends between 2019/20 and 2023/24.
3. The subsequent paragraphs reflect contemporary practice, commenting on our current and future plans in the academic year the Statement is published (2025/26).
4. The University has a long-established track record in supporting the Widening Participation agenda, which is evidenced in our [Access and Participation Plan \(APP\) 2024/25 to 2027/28](#). Data for the APP will be issued by the end of Autumn 2025, which will reference the Degree Outcomes Statements and associated action plans, as relevant to 2019/20-2023/24.

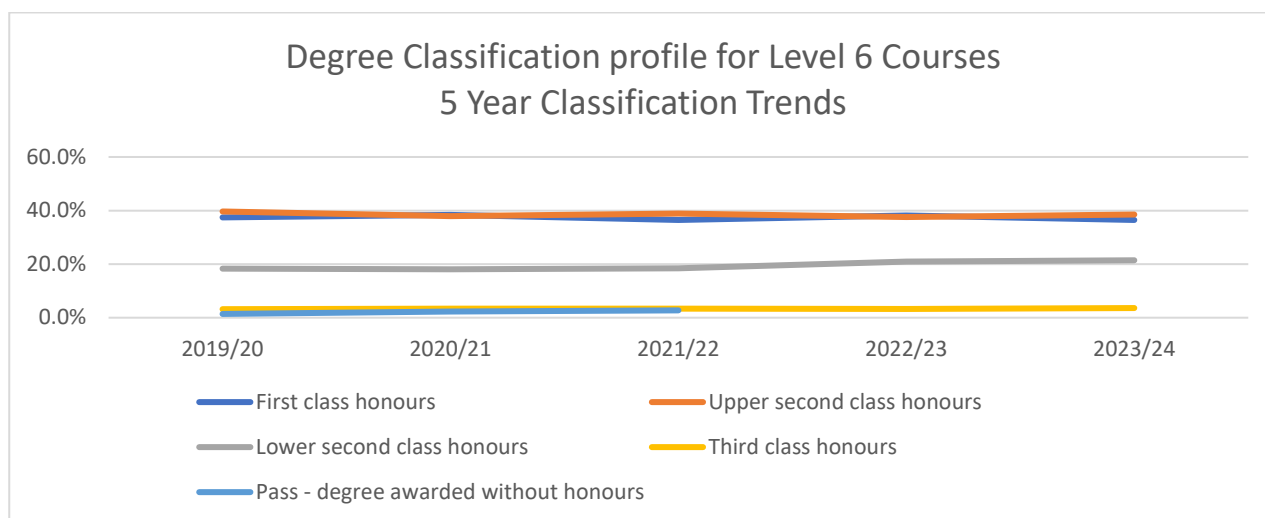
Section 1: Institutional Degree Classification Profile

1. The degree classification profile for Teesside University for Level 6 courses from 2019/20 to 2023/24 is provided (**Table 1**).

Classification	2019/20	2020/21	2021/22	2022/23	2023/24
First Class Honours	37.4%	38.4%	36.5%	38.2%	36.5%
Upper Second-Class Honours	39.7%	37.9%	38.9%	37.6%	38.5%
Lower Second-Class honours	18.3%	18.1%	18.5%	21.0%	21.4%
Third Class Honours	3.2%	3.3%	3.4%	3.3%	3.6%
Pass Degree (Awarded without Hons) ²	1.4%	2.3%	2.7%	N/A	N/A
Total Good Honours	77.1%	76.3%	75.4%	75.8	75.0%
Total Good Honours (exc. Pass Degree)	78.2%	78.1%	77.5%	75.8%	75.0%

¹ [Degree Classification: Transparency, Reliability and Fairness - A Statement of Intent](#)

² Data Futures the Office for Students (OfS) changed the way classification trends are calculated by excluding pass degrees from the calculation from 2022/23 onwards.



2. The data demonstrates the following:

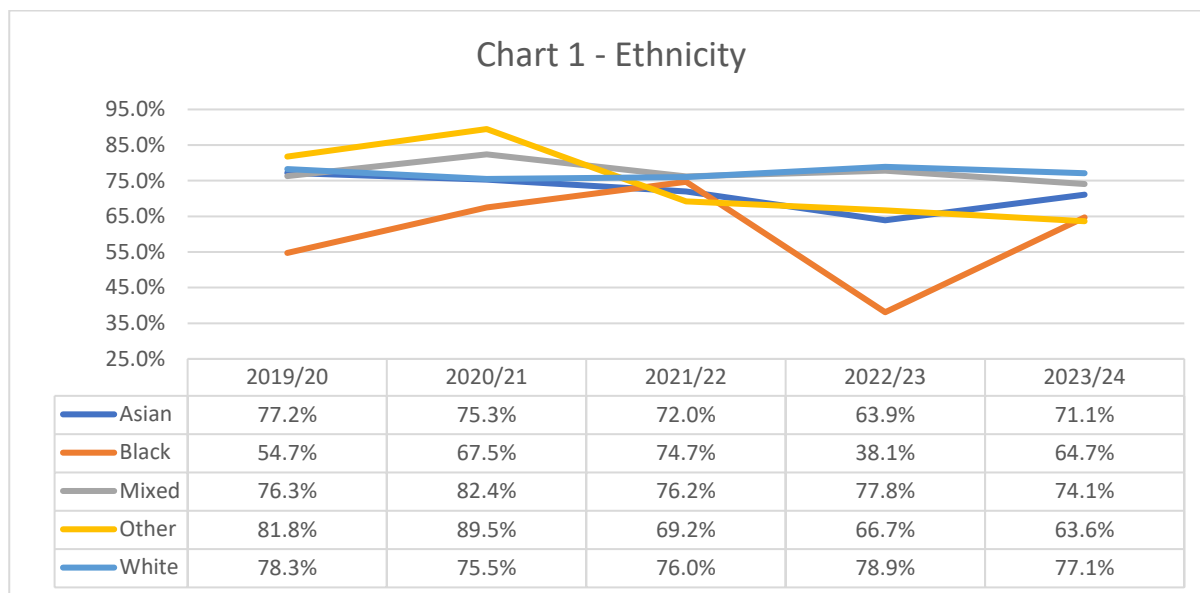
- a. **Good Honours** The gap in Good honours attainment (First Class Honours and Upper Second Class Honours) from 2022/23 to 2023/24 decreased by 0.7% (excluding Pass Degree without Honours data). Good honours attainment has continued a downward trajectory since 2019/20, albeit this has been a marginal fall across the years. Attainment is stabilising following earlier fluctuations that occurred as a result of the impact of Covid-19, and are in line with the expectations of the Office for Students, that good honours outcomes would gradually return to 'typical' levels post 2019/20.
- b. **First Class Honours** The percentage of First Class Honours reduced by 1.7% between 2022/23 and 2023/24. There has been an incremental fall in First Class Honours since 2019/20 (0.9%).
- c. **Upper Second Class Honours** There has been an increase in Upper Second Class Honours in 2023/24 by 0.9% from the previous year. The percentage of Second Class Honours has remained relatively consistent since 2019/20.

3. There are a wide number of contributing factors to the academic success of our students, including the bold ambition to deliver an excellent student learning experience and to equip our students with the skills to be the leaders of the future. The overarching corporate strategy **Teesside 2027: Ambition Delivered Today** places students at the heart of all decision-making. To deliver this strategy, the University has undertaken an extensive programme of transformation of learning, teaching and the student experience [see para. 22 for examples], which continues to have a significant positive impact on students.

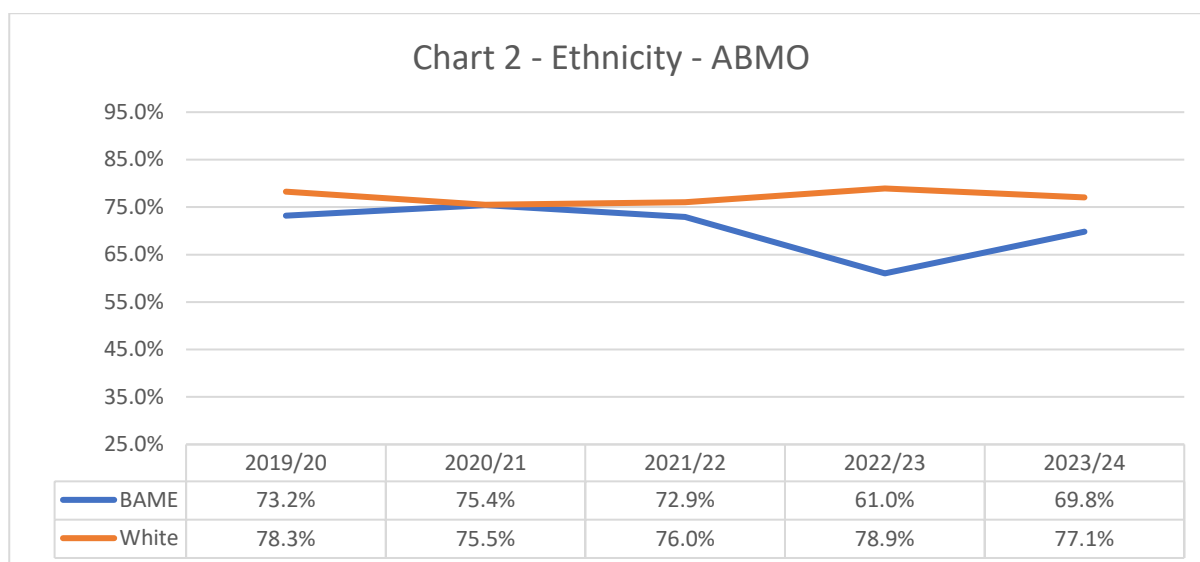
4. At the undergraduate degree level, characteristic outcomes demonstrate that:

- a. The Ethnicity data for 2023/24 shows a fluctuation in good honours attainment rates for different Ethnic groups in comparison with 2022/23 (**Chart 1**).
 - i. There have been significant increases reported in good honours attainment rates for Black students (26.6% since 2022/23), which supports a key priority within the previous APP which was in place during this period. It is recognised that this represents a relatively small number of students compared with the cohort (an issue that the current APP is seeking to address) and, therefore, further exploration of intersectionality within the data is not currently possible. A full assessment took place following the fall that was reported between 2021/22 and 2022/23 via the **APP** and this will continue to be monitored through the APP Project Board.

- ii. Attainment rates for Asian students also reported an increase in 2023/24 (7.2%).
- iii. The attainment rates for 'Mixed' students fell between 2022/23 and 2023/24 by 3.7%.



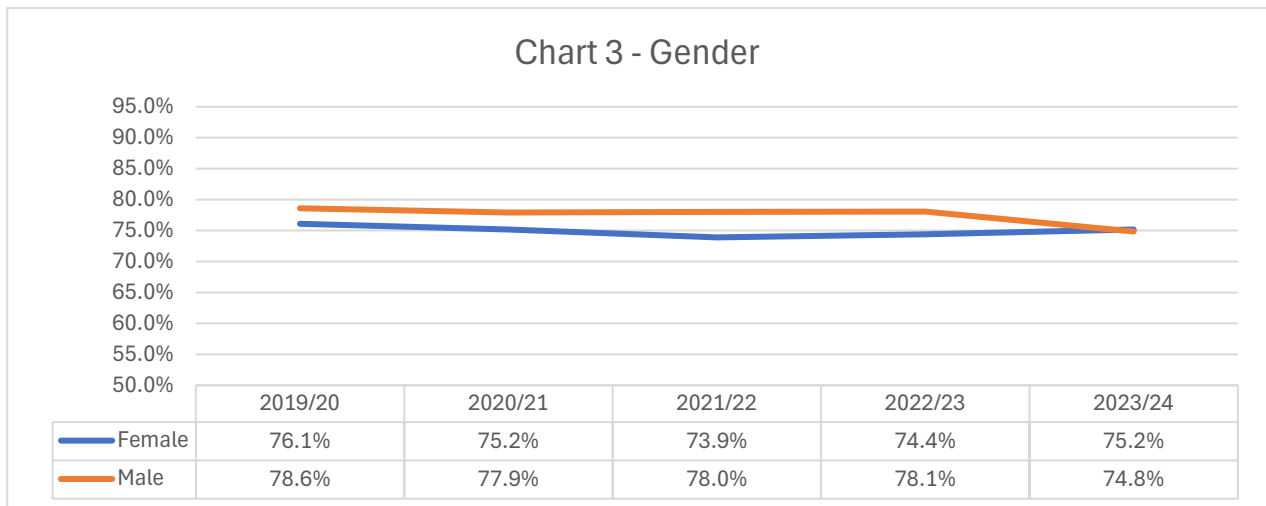
- b. The combined attainment rate for Asian, Black, Mixed and Other (ABMO) (also referred to as BAME) students in 2023/24 is 69.8% (**Chart 2**), which is an increase of 8.8% from 2022/23. The ethnicity data shows a significant reduction in the gap in attainment between students from BAME backgrounds and White students since 2022/23 (10.6%).



Ethnicity	2019/20	2020/21	2021/22	2022/23	2023/24
BAME	73.2%	75.4%	72.9%	61.0%	69.8%
White	78.3%	75.5%	76.0%	78.9%	77.1%
Differential	5.1%	0.1%	3.1%	17.9%	7.3%

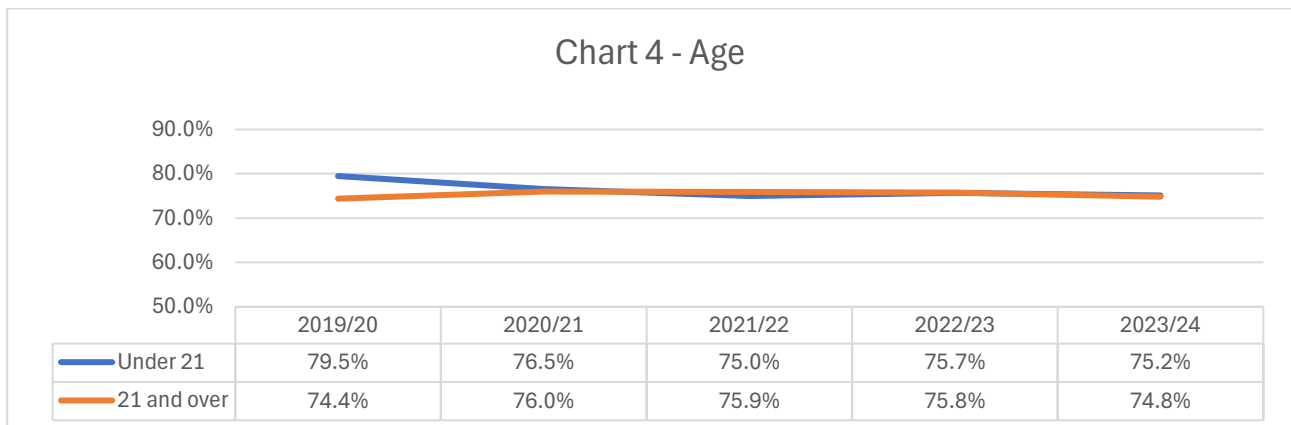
- c. The Gender data in 2023/24 (**Chart 3**) shows a 0.8% rise in good honours attainment for female students to 75.2%, and a 3.3% fall for male students to 74.8%. This has resulted in the good honours attainment gap being higher in

2023/24 for female students for the first time since 2019/20, albeit by a marginal 0.4%.



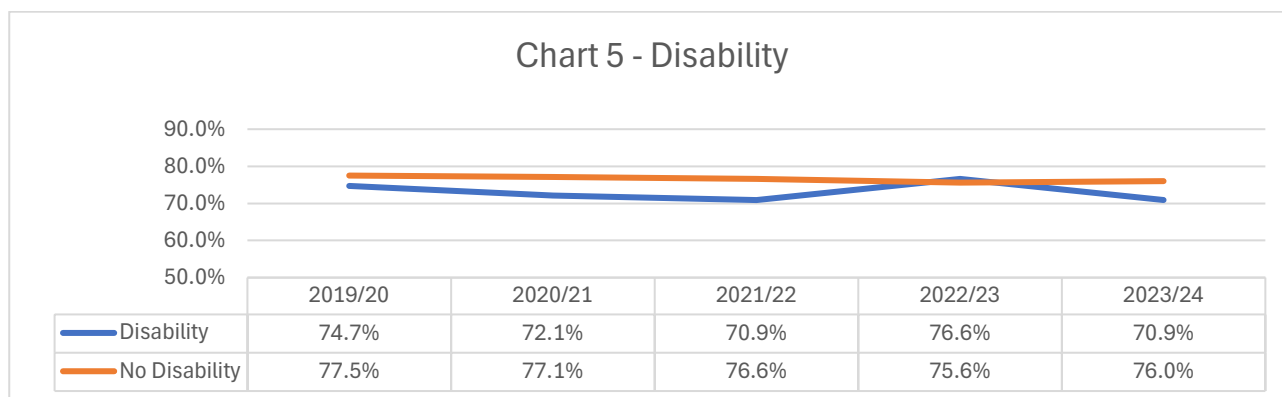
d. The Age data (**Chart 4**) shows:

- i. A marginal fall of 0.5% in good honours attainment for students aged under 21 to 75.2% since 2022/23.
- ii. A fall of 1% in good honours attainment for students aged over 21 and over to 74.8% since 2022/23 ³.
- iii. The trend in achievement rates for students aged over 21 continues to remain static since 2019/20.



³ The over 21 population and the number of students who have been awarded a 2:2 or a Third have grown (from 328 in 2022/23 to 383 in 2023/24), which affects the total percentage for the good honours in the table/graph. Similarly, for the under 21's, there's been a reduction in the population overall, and also a reduction in students who have attained good honours (from 947 in 2022/23 to 838 in 2023/24).

- e. The Disability data (**Chart 5**) shows a fall of 5.7% in good honours attainment in 2023/24 for students with a disability to 70.9% and a small increase of 0.4% in attainment for students with no disability to 76.0%.



5. The University's strategic plan, **Teesside 2027**, continues to place students at the centre, with a demonstrable desire to transform lives and economies by embracing diversity and through generating and applying "knowledge that contributes to the economic, social and cultural success of students, partners and the communities we serve". Many of the steps to achieve this are outlined in the APP and monitored through its approach to Planning and Performance Review, which is embedded throughout the University. The University's pedagogic approach to learning and teaching complements this by aiming to develop the skills and understanding to enable students from diverse groups to enhance their lives and succeed. The University will continue to monitor and review the outcomes of the APP and its Assessment Boards through established channels.

Section 2: Contemporary Assessment & Marking Practices

6. The University has long-standing and well-embedded quality assurance processes via the **Quality Framework**, giving confidence that its awards reflect national and international quality standards and expectations. This includes cognisance of the Office for Students (OfS) Regulatory Framework, Quality Assurance Agency (QAA) Quality Code and Subject Benchmark Statements, and the Professional Statutory and Regulatory Body requirements.
7. There is evidence of the involvement of key stakeholders such as students, partners, employers/industry experts and service users, which inform the development and enhancement of the curricula, starting at course development through to approval, ongoing monitoring, and periodic review. The University's **Assessment Regulations** are developed in line with the English Framework for Higher Education Qualifications (FHEQ) and detail the requirements for module achievement, progression and award, including degree classification. Awards are structured to enable a coherent student learning experience and promote progression through academic studies and aim to recognise achievement, awarding credit wherever and whenever possible through the Recognition of Prior Learning Policy and Intermediate Awards. The Regulations undergo a regular editorial process to ensure they are consistent and accurate and are due for a scheduled review in 2026/27.
8. The University has a two-tier system for External Examiners at module and award levels. They are appointed based on clear University criteria, which have evolved from sector guidance (QAA Quality Code: Advice & Guidance on External Expertise and

PSRB requirements, as appropriate). External Examiners are provided with a central induction and a local induction with the School they are assigned to. These induction sessions ensure Examiners are fully briefed about their role, expectations, the modules/course(s) they are examining, and the regulations applied to them. External Examiners work closely with Course Teams to confirm academic standards are maintained and are in line with national requirements, with particular scrutiny regarding assessment, moderation, progression and award (degree algorithm/classification method), which involves reviewing student work. An online Blackboard (VLE) module has been developed to cover learning for the central induction, which can be accessed at a convenient time for the Examiner. Reflection on the comparability of standards across the sector is a crucial part of this activity. The culmination of this process is a detailed annual report and action plan to the University's Academic Board.

9. The **Centre for Learning and Teaching Innovation and Enhancement (CeLTIE)** is Teesside University's hub for seeking inspiration and support around teaching, curriculum development, AI, assessments and helping staff and students succeed, whatever the modality of study. CeLTIE coordinates learning and teaching projects and provides a wide range of training and professional development in relation to learning and teaching with opportunities for staff to gain professional recognition.
10. CeLTIE provides access to a range of learning and teaching activities and CPD that are available to support staff on their professional journey. The range of activities include: an academic induction, support for their academic journey, access to a teaching qualification in Higher Education (PgCLTHE / Academic Professional Apprenticeship), opportunities to seek recognition through achieving fellowship status through Advance HE for Associate, Fellowship and Senior Fellowship status and support to apply externally for Principal Fellowship; access to a network of experienced educators.
11. The University Academic Induction programme provides an introduction for staff to the various departments and learning and teaching related policies, processes and networks to support their role as an academic at Teesside, providing initial introductions to technical/practical facilities and helping prepare them for the classroom.
12. A key part of the Quality Framework is the University's **Assessment & Feedback Policy (AFP)**. It applies to all taught provisions, explicitly mapping to the relevant sections of the OfS Regulations, Skills for England (for apprenticeship provision), QAA Quality Code, and wider institutional policy frameworks, including regulations relating to Academic Appeals and Extenuating Circumstances that reflect guidance from the Office of the Independent Adjudicator. The AFP is structured around three main sections (Assessment Design, Assessment Standards, and Assessment Feedback) and is a key driver in facilitating an institutional shift in emphasis away from 'End Course Assessment' towards 'In Course Assessment' and continuous feedback as embedded features in good assessment design at the course level. Aligned to this is the further development and implementation of generic assessment/marking criteria, which are mapped to the threshold Fellow of the Higher Education Academy (FHEA) standards and supported by rigorous and standardised staff guidance regarding marking and moderation processes.
13. The University Academic Induction programme provides an introduction for staff to the various departments and learning and teaching related policies, processes and networks to support their role as an academic at Teesside, providing initial

introductions to technical/practical facilities and helping prepare them for the classroom.

Section 3: Current Academic Governance

14. The University has robust and well-established processes in place to ensure the classification outcomes awarded align with the University policies and regulations and are reflective of sector benchmarks and expectations (including those with partners who follow the University standard regulations). This enables the University to have confidence that the value of its qualifications is protected over time.
15. The University's Academic Board retains overall oversight and responsibility for the conferment of awards and the associated academic regulations and policies alongside its Standing Committees, which have delegated responsibility from the Board. The Student Learning & Experience Committee has responsibility for academic quality and standards via the relevant academic regulations and policies. The application of the University's Assessment Regulations is managed through Assessment Boards. The University operates a two-tier system of Module and Progression and Award Boards. Results and final classifications are considered by these Boards, operating under a common set of Terms of Reference and Membership. Impartial external scrutiny of the University's assessment processes and regulations is undertaken by Module and Award External Examiners as noted in Section 2. They confirm academic standards via moderation of marking and assessment, contributing their professional independent opinion to the Assessment Board processes.
16. There is routine reporting on the operation and outcomes of our Assessment Boards, with detailed consideration of engagement with and feedback from External Examiners at module, course, and institutional levels. There is also comprehensive annual reporting and analysis on student complaints and academic appeals, which feeds into the review and alignment of regulations to ensure fair and equitable treatment of students. Through the University's **Continuous Monitoring and Enhancement** process, there is a timely and responsive approach to improving provision, student learning experience and outcomes. These result in action planning and monitoring to implement enhancements, ensuring the University provides learning and qualifications that will continue to have value after graduation. Annually, the University's Board of Governors is provided with a comprehensive summary of the University's academic quality assurance arrangements, providing reassurance to the Board on the effectiveness of the University's operations.

Section 4: Current Classification Algorithms

17. **Degree Classification:** For consistency and transparency, the University uses a universal degree classification system across all subjects, which is applied to all Teesside University undergraduate awards, including those with partners. Students are required to complete 360 credits of learning, which may include 20 credits of compensation at each level of learning. The calculation applies two methods, giving students the optimal outcome based on their achievement.
 - The first method uses the weighted mean average of the best 100 credits at Level 5 and the best 100 credits at Level 6, weighted 30%:70%.
 - The second method uses the 100% Level 6 average only.

Comparable with other universities, the calculations reflect the exit velocity of student success towards the end of their studies. Teesside University students normally make

progress over the duration of their course and often the best classification is achieved from the 30:70 split. This classification has been in place since a review of the assessment regulations in 2003/04 and re-affirmed at reviews held in 2013/14 and 2021/22. Students completing a Level 6 top-up degree are classified on the weighted mean average of all Level 6 modules studied. The degree calculation for students who will be graduating in 2025/26 can be found in Section 4.2 of the [Undergraduate Regulations](#).

18. Teesside University Integrated Masters Degree classifications are similarly calculated as follows:

- Weighted mean average of the best 100 credits at Levels 5, 6 and 7, weighted 20%:35%:45%
- Weighted mean average of the best 100 credits at Levels 6 and 7, weighted 40%:60%

The best outcome of the above will be awarded to the student. The degree calculation for students graduating in 2025/26 can be found in Section 4.2 of the [Integrated Masters](#) regulations.

19. **Understanding the Assessment Regulations:** Teesside University's Assessment Regulations do not include 'zones of consideration' or 'automatic uplifts' for borderline cases. This safeguards transparency and consistency of decision-making as they are clearly understood by University and Partner staff and students, being equitably applied across all provision. This is reinforced through key documentation such as Student Handbooks, guidance and support from Personal Tutors, Course Leaders, and the Students' Union. University staff are supported in understanding the Assessment Regulations through a variety of ways, including staff induction, annual workshops, and guidance documents. The University believes this approach protects the value of the University's awards. The most recent review (2021/22⁴) raised the minimum threshold at which compensation could be applied.

20. **Degree Classification:** The University's Undergraduate Assessment Regulations allow discounting of the lowest 20 credits at Levels 5 and 6 (pro-rata) from the classification calculation. The University has continued to enhance the regulations based on an annual evaluation of the Assessment Board process, resulting in minor amendments and clarifications, which are clearly communicated to students and staff. The University continues to analyse student outcomes, alongside the design and application of degree algorithms to ensure that the value and academic standards of our awards are maintained and contemporary.

⁴ 2021/22 Review covered Assessment Regulations for Foundation Degree, Undergraduate Degree, Integrated Masters and Taught Postgraduate.

Section 5: Contemporary Teaching Practices & Learning Resources

21. Arising from Teesside 2027, the University's Learning & Teaching Strategy is a key driver for enhancing teaching practice and outcomes for students. It aims to enable students to develop skills and understanding to enhance their lives through the delivery of a high-performing and innovative curriculum portfolio that focuses on empowering students to embrace cutting-edge digital technology, ensuring they are equipped with the skills, knowledge, and experience to flourish and thrive.
22. Some of the main contemporary elements underpinning this ambition are:
 - Future Facing Learning (FFL) sets out a bold ambition to deliver an excellent student and learning experience that would ensure the academic success of students and equip them with the skills to be the leaders of the future. The approach underpins every aspect of course design and delivery, FFL outlines an uncompromising commitment to staff development, the enhancement of teaching and learning facilities, and the deployment of digital teaching infrastructure, coupled with unprecedented investment across the campus.
 - The University's Student Life offer delivers an integrated and holistic approach to student welfare and development that provides an array of support services, ranging from academic skills to personal effectiveness, wellbeing, resilience, and targeted services for specific individuals and/or groups of students. Since its launch the flagship Student Life Building has brought together student-facing services in one location, further improving the student experience, and promoting well-being.
 - The Digital Life Building was completed in April 2025; it provides an innovative research, teaching and learning facility for our School of Computing, Engineering & Digital Technologies, demonstrating our commitment to a responsible and sustainable digital future. Incorporating smart labs, digital art studios, a multi-functional lecture theatre and events space, Digital Life is a catalyst for physical and digital collaboration and study, simulating an industry-quality digital studio experience for students, business and visitors.
 - Through the Campus Masterplan, the University has invested £280 million to date in campus developments, including new industry standard research, education and teaching facilities and the development of social learning spaces. The current phase of the Masterplan operates until 2027, with future investments planned.
 - Learner analytics are fully embedded into the teaching and learning process and thus the student experience. This enables a proactive approach to ensuring students have access to the right support at the right time, impacting continuation and retention.
 - Full-time first-year undergraduates, through the Teesside Advance Scheme, are able to loan an iPad, keyboard, specialist toolkit of apps and funds to purchase core texts all of which enable engagement.
 - As an Adobe Creative Campus, the University provides students and staff with access to Adobe's industry-leading creative and design tools and digital learning resources. Dedicated CPD activity provides staff with the tools to embed the design tools into their curricula.
 - Student Futures award winning Strategy inspires students to achieve their potential. It focuses on transforming the lives of students and empowering them to achieve their ambitions. The University achieves this through our innovative market led curriculum; our Future Facing Learning Framework, and our strong partnerships with employers. The strategy focuses on four core elements following the student journey from pre-enrolment to post graduation: Explore, Embed, Engage and Employ. The approach puts the student at the heart of everything and

ensures that the curriculum and student experience are the main priority areas of focus (EMBED & ENGAGE). Both are supported by expert insights, tools and coaching from multi-disciplinary teams focussed on enabling students to succeed whatever their ambitions. The University proactively fosters positive relationships with employers and brings new opportunities for our students to engage with (EMPLOY). This, together with the approach to creating early opportunities to engage with students' pre-enrolment and inspiring the next generation to navigate their futures (EXPLORE), will ensure that the University's vision is achieved.

- The University has a strong history of supporting and listening to the Student Voice, engaging students in shaping their learning and student experience. Student Voice strands specifically linked to learning and teaching include the University's approach to Continuous Monitoring and Enhancement (CME) that leads to enhancement, Module Evaluation, feedback to students, and Pulse (focussed) Surveys.
- The quality of the University staff has a strong impact on student outcomes and the overall student experience. There is considerable investment in the continuing professional development of our staff. From Advance HE data in 2023/24, the percentage of academic staff with Fellowship recognition has increased to 68.9%; which places Teesside 7.4% ahead of University Alliance, 18.4% ahead of Universities UK (UUK) and 19.1% ahead of the Sector Average respectively.
- The University's Professional Development Framework for Teaching and Supporting Learning: Recognising Excellence in Learning and Teaching (RELT) is an inclusive framework and, in addition to academics, it serves diverse groups of staff in a variety of roles who are involved in teaching and supporting learning, e.g., library support staff, technicians and researchers who teach/support student learning. Good practice (internally and externally) is shared across a variety of fora, including University conferences, which also include opportunities to demonstrate innovative practice. This reflects the University's commitment to developing excellent teaching practices that deliver students' expectations, and work is continuing to increase the proportion of staff with a recognised teaching qualification alongside raising the profile of Fellowship recognition. (See also para. 9 for staff development for new staff.)
- Inclusive curricula and learning experience that recognises and embeds Equality and Diversity, removing barriers and providing opportunities to all. This is through the approach to embedding the principles of universal design for learning and FFL in curriculum development, emphasising inclusivity through innovative pedagogic practices. Embedding employability and workplace/placement opportunities, where appropriate, within courses provides real-world relevance to students' learning and outcomes, alongside opportunities such as internships and volunteering.

23. The effect of these strategies and developments is evidenced in the sustained performance in employment and highly skilled employment outcomes for full-time undergraduates between 2019/20 and 2023/24 of 78.1%, 77.7%, 79.2% and 79.2% respectively (The Times, 2026).

Section 6: Good Practice & Actions

24. The University has been judged, in 2024/25, as an outstanding provider by Ofsted for its Professional Apprenticeship offer, with an overall Ofsted outstanding rating and outstanding in all four areas. Learning from the Review is being shared across all provision.
25. The University has a variety of forums within which student outcomes across all provisions, not only undergraduate, are considered in detail each year, including Progression and Award Boards, External Examiner Reporting, Annual Reports to the Academic Board on Assessment Board Operation, **Continuous Monitoring & Enhancement**, Access & Participation Plan preparations, as well as University Executive Team meetings.
26. The following actions from the 2024 Degree Outcomes Statement have been completed:
 - a. The implementation of the New Induction Action Plan, providing pre-arrival support for students through mechanisms such as Info Hubs, student orientation guides and the pre-arrival STEP survey, to enhance student belonging and improve retention.
 - b. The implementation of targeted support for APP students through linking induction, academic readiness, and student success support, to improve retention and achievement.
 - c. The full implementation of the realigned timing of reassessment to support the student experience, retention, and success.
 - d. Monitoring and reviewing the APP data at both school and course level to better understand the reduction in attainment rates for black students.
 - e. Research and directed discussion with UK HEIs was initiated to determine how periodic review, course modification processes and CME activity can be linked to enhance the student learning journey.
27. The following actions have been identified to be progressed during 2025/26:
 - a. Review the strategies applied for improving attainment rates for Black and Asian students, particularly relating to outcomes achieved between years 2019/20 and 2021/22, and apply similar strategies with 'Mixed' ethnicity students.
 - b. Strengthen strategies for supporting students with a disability to maintain achievement rates.
 - c. The relationship with students continues to be strengthened through online Student Voice Forums. Work is underway to further develop feedback mechanisms.
 - d. Launch and embed **Centre for Learning and Teaching Innovation and Enhancement (CeLTIE)**, (see para. 10).
 - e. Further development of a combined approach to periodic review and continuous monitoring and enhancement processes.
28. The above activities are all likely to impact directly and indirectly on the student learning experience, achievement, and overall outcomes.

Section 7: Risks & Challenges

29. The University has embedded systems and processes that allow for the consideration and identification of risks and challenges to the quality of its provision, academic standards, and the student experience. The prime vehicle for this is **Continuous Monitoring and Enhancement**, which is a process of **ongoing reflection** informing course **action planning, development and enhancement**. It allows for real-time changes as well as a wider strategic reflection and action planning across the University. It begins at a module level and through to course-level reflection, leading to a Department (Subject) Report and School Report. An Institutional Event is held annually, which reflects on the outcomes of these reports, alongside consideration of performance against Key Performance Indicators, learning and teaching strategy and portfolio development. The process also involves analysis of reports relating to apprenticeships and Postgraduate Researcher students. Risks, challenges, opportunities, and good practice are identified, progressed, and monitored throughout the following academic year via the Academic Board committee structure.