Wrexham University's Degree Outcomes Statement

October 2025

1   Institutional Degree Classification Profile

1.1   Wrexham University continues to top the Times and Sunday Times Good University Guide for being the most socially inclusive University in England and Wales. The most recently published rankings position the University as:

- First in England and Wales for Social Inclusion.

- First in England and Wales for proportion of students with a declared disability.

- Tenth in England and Wales for the highest proportion of mature students.

- Fourth in England and Wales for State Schools recruitment.

- Seventh in England and Wales for first generation students.
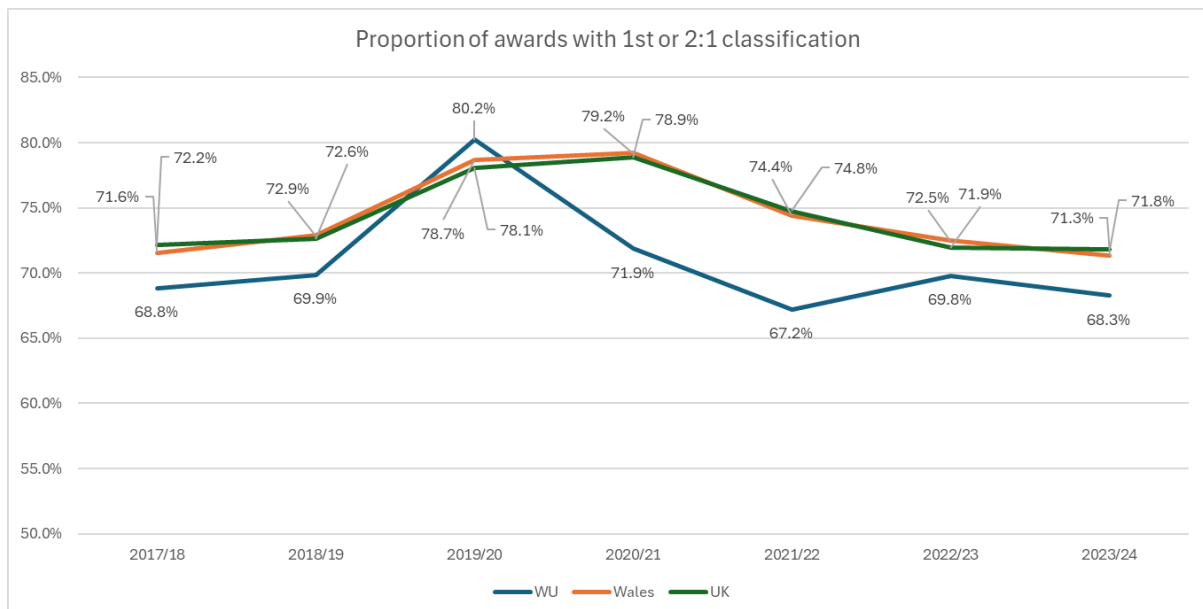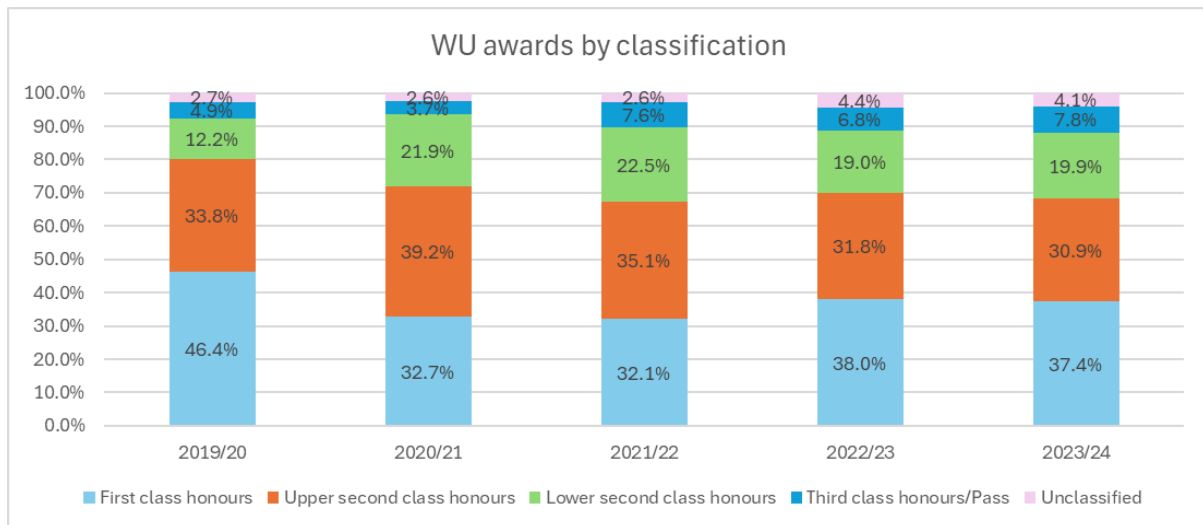
1.2   We are a small institution in terms of the numbers of degree programme students and frequently cohort sizes have data sets too small to be published. As an institution with a mission to widen participation in higher education, many of our students often do not have formal entry qualifications so the University considers relevant experience via robust processes to evaluate and match experiential learning against the programme learning outcomes.

1.3   Degree outcome data continues to be considered through the Continuous Monitoring and Enhancement (CME). An end of year report is produced which is complimented by a live action plan which is updated as data becomes available, actions are created to address any areas for improvement identified within the data. This work is carried out at programme level and escalated to subject and then Faculty level through the University's governance structure.

1.4   The University are continually reviewing its approach to the reporting and consideration of key datasets, with degree outcomes being included within this work. A committee planning schedule is in place to ensure all key datasets are considered through the governance structure annually to help inform and enhance future teaching and learning practices.

1.5   For Degree Outcomes the table below shows the classifications for undergraduate first degrees taught at the Wrexham and Northop campuses as well as through distance learning. The proportion of 1st class degrees awarded in 2023/24 declined slightly from the previous year, standing at 37.4%. The proportion of 2:1 awards also dropped slightly to 30.9%.

1.6 In comparison to both the UK sector as well as institutions in Wales, the chart below shows that a lower proportion of WU first degree graduates achieve 1st or 2:1 classifications.

WU awards by classification

Classification	2019/20	2020/21	2021/22	2022/23	2023/24
Unclassified	2.7%	2.6%	2.6%	4.4%	4.1%
Third class honours/Pass	4.9%	3.7%	7.6%	6.8%	7.8%
Lower second class honours	12.2%	21.9%	22.5%	19.0%	19.9%
Upper second class honours	33.8%	39.2%	35.1%	31.8%	30.9%
First class honours	46.4%	32.7%	32.1%	38.0%	37.4%

Proportion of awards with 1st or 2:1 classification

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
WU	68.8%	69.9%	80.2%	71.9%	67.2%	69.8%	68.3%
Wales	71.6%	72.9%	78.7%	79.2%	74.4%	72.5%	71.3%
UK	72.2%	72.6%	78.1%	78.9%	74.8%	71.9%	71.8%

2 Assessment and Marking Practices

2.1 Rigorous assessment and marking practices are in place at Wrexham University. The University operates two tier assessment boards, Module Boards followed by Award/Progression Boards. External examiners alongside staff from the Directorate of Strategic Planning and Student Administration will attend Boards to ensure the Academic Regulations are applied consistently and fairly across different subject areas and awards and that assessment practices are in line with academic standards across the sector.

2.2 Assessment methods are considered through the (re-)validation processes which include peer and external, through external assessors, feedback on assessment strategies and methods. The University also utilises external examiners in setting, maintaining, reviewing and assessing academic standards of all provision, including partners, and maintain an external examiner register.

2.3   The University's Academic Regulations were recently reviewed and streamlined for the 2023/24 academic year. As part of this exercise information was removed and adapted to create a stand-alone Assessment Policy which compliments and supports the Academic Regulations. The Assessment Policy specifies the level of sampling that should be undertaken in relation to assessment tasks and moderation. All University regulations, policies and procedures are reviewed annually to taking into consideration feedback and sector best practice.

2.4   External examiners report annually on the conduct of the assessment boards, assessment briefs and examination papers, the alignment of the programmes they assess to external reference points and where possible attend assessment boards. An annual overview of the years external examiner reports is captured within the Annual Quality Report which is considered through the University's academic governance structure at the beginning of each academic year. The report includes relevant institutional and process specific actions to be addressed during the following academic year. Each external examiner report is considered by the Programme Team with a response being prepared and sent to the external examiner informing them of how their feedback is being considered. All external examiners are invited to an induction session upon their appointment.

2.5   The University's Academic Development Team (ADT) are key to the University's enhancement strategy. Several strands sit within the disturbed model of ADT within the University which boasts a diverse range of university staff who contribute to the work. One of the project strands is assessment and feedback. Through the ADT the University have produced a comprehensive guidance for staff and students on Generative Artificial Intelligence and have presented on this subject at a QAA funded conference through the Welsh Integrity and Assessment Network symposium.

2.6   The University operate a three-week turnaround policy for student feedback on summative assessments, and in the 2025 NSS results, Wrexham University were ranked 3rd in Wales for Assessment and Feedback.

3   Academic Governance

3.1   The Board of Governors is responsible for the educational character, mission and strategy of the University. Day to day management resides with the Vice-Chancellor, supported by the Vice-Chancellor's Executive Team (VCET) and the Senior Leadership Team (SLT).

3.2   The Academic Board and its reporting committees have devolved responsibility for overseeing academic quality and standards. During the 2024/25 academic year the University successfully completed its Quality Enhancement Review, which confirmed that the University meets the requirements of the European Standards and Guidelines (ESG) Part 1 for internal quality assurance and the relevant baseline regulatory requirements of the Quality Assessment Framework for Wales.

3.3   The following commendations were noted by the panel:

- The strategic approach of the University to meeting the needs of the region, including the emphasis on inclusivity and widening access, and promoting the Welsh language, culture and economy.

- The work being done across the University to integrate inclusive and trauma and adverse childhood experience-informed practices across academic, pastoral and learning support, to enable all students to fulfil their potential.

3.4   The University's approach to managing quality is structured around two key elements; the framework of the Academic Regulations (and their implementation) and the Academic Board and its associated committees. The approach is one of collaboration with students. Academic Regulations are overseen by Academic Board; they cover a wide range of areas and provide a regulatory framework for all academic provision and awards offered by the University.

3.5   The University is continually developing its quality framework to ensure that academic standards and quality assurance processes are robust. Each year the Academic Regulations and associated policies and procedures are reviewed and updated as required to ensure they are relevant and promote best practice.

3.6   An **Academic Quality Assurance Audit (AQAA)** process has been established to complement the Quality Framework and the annual review of its content, which audits internal processes and practices. The audit subjects are broad and will differ each year. The focus of 2023/24 and 2024/25 were:

- The **Regulations, Policies and Procedures project** whereby all regulations, policies and procedures are put through a consultation process to refresh and streamline them. The changes are reflected in the revised policies and procedures that are published on the University's Regulations, Policies and Procedures webpage. Students are involved in all areas of this project and external reference points are considered and embedded where appropriate.

- The **Academic Partnerships Internal Review project** which aims to carry out a broad compliance check / review of all active academic partnerships to assess the effectiveness of the partnership, identify areas of best practice and concern.

3.7   External engagement and benchmarking are key to the success of the University's approach to academic governance. External engagement opportunities help inform enhancements to the Quality Framework to ensure that our approach is current, streamlined and relevant. External benchmarking is essential to ensure our degree outcomes are comparable across the sector. Our (re-) validation processes have undergone an extensive consultation process as part of the AQAA project stream, a key part of this was to ensure that the inclusion, analysis and alignment of external benchmarks is embedded throughout the process outlined within the revised policies and procedures, including:

- The UK Quality Code.

- QAA Characteristic Statements.

- QAA Subject Benchmark Statements.

- The Framework for Higher Education Qualifications.

3.8   The Annual Quality Report produced by the Quality and Regulations Team assesses the changes that have been made to policies, procedures and processes during the academic year and presents the external benchmark mapping that has informed the change.

4   Our classifications Algorithm (how we determine a student's classification

4.1   For Undergraduate programmes, the overall degree mark will be calculated the following way:

- Only numerically assessed modules will count towards the overall mark.

- Marks are rounded to the nearest whole number.

- We will review the mark profile obtained across the modules for Levels 5 and 6 by using Method A and Method B.

- Method A: consistent performance across Levels 5 and 6.

- The average mark obtained across the modules (comprising 120 credits) completed for Level 5.

- The average mark obtained across the modules (comprising 120 credits) completed for Level 6.

- Calculate a final mark by creating an overall average of these two marks weighted in the ratio of 30 (level 5): 70 (level 6).

- Method B: consistent performance in Level 6.

- The average mark obtained across the modules (comprising 120 credits) completed for Level 6.

- We will then review the outcome of Method A and Method B and use the highest of the two marks for degree classification to reflect strongest performance.

- Programme Specifications will set out if there are any differences for how the degree mark is calculated for a programme.

4.2   For Postgraduate programmes, the overall mark will be calculated by taking the average mark obtained across the modules. Only numerically assessed modules will count towards the overall mark.

5   Teaching Practices and Learning Resources

5.1   The Academic Learning Framework (ALF) is a Wrexham embedded teaching and learning framework, developed and launched in July 2020, by the Academic Development Team (ADT) network to support blended learning during the pandemic through synchronous and

asynchronous learning. The ADT and ALF champions provide guidance, workshops, and points of contact to support and embed the ALF through both the digital and on campus environments.

5.2   Through the ADT the University continue to explore ways to further embed the ALF, reviewing impact annually and identifying opportunities internally and externally for sharing best practice and promoting new approaches.

6   Identifying good practice and actions

6.1   The University identified a number of areas of good practice for the Quality Enhancement Review, who themselves also identified specific areas of good practice, including:

- Academic Development.

- Academic Partnerships.

- Monitoring and Review.

- Development and Promotion of the Welsh Language.

- Sector leading work on being Trauma Informed.

- Sector leading work on university Civic Mission.

6.2   Through our structured approach within our Quality Enhancement Framework supported by our award-winning academic Development Team, we continue to share this good practice across the institution as well as seeking further improvements.

This statement has been produced in collaboration with key stakeholders and approved by the Academic Board, and the Board of Governors.