



Degree Outcomes Statement 2026



University
of Exeter

1. Purpose of the Statement

The University of Exeter is an autonomous Higher education provider holding university title and degree awarding powers under the [Higher Education and Research Act 2017](#). This autonomy means that the University is responsible for setting and maintaining the academic standards and quality of its undergraduate degrees and other qualifications. It does this within the context of the academic regulations and ordinances of its Council, and in accordance with the policies, procedures, frameworks, codes of good practice and guidance set out within its [Teaching Quality Assurance \(TQA\) Manual](#).

The purpose of this statement is, therefore, to present prospective and current undergraduate students, academic partners, stakeholders and other interested parties with information, and thus assurance, on how the University monitors and manages the academic standards of its undergraduate award at Levels 4–6 of [The Frameworks for Higher Education Qualifications of UK Awarding Bodies \(2nd Edition\)](#), as incorporated into the [Regulatory framework for Higher Education in England](#), and in accordance with [Conditions B4 and B5](#) of its registration with the Office for Students (OfS).

The statement also aims to meet the expectations of the Quality Council for UK Higher Education (formally the UK Standing Committee on Quality Assessment (UKSCQA)) [Statement of Intent](#), and associated principles and guidance. Thereby, ensuring transparency, reliability and fairness in relation to degree outcomes for all University of Exeter undergraduate students, whatever their background or journey to, and through, Higher Education. It, therefore, highlights both degree awarding trends and, for further information, degree awarding gaps between different demographic groups of students, including international students, together with the University's respective approaches to oversight and action.

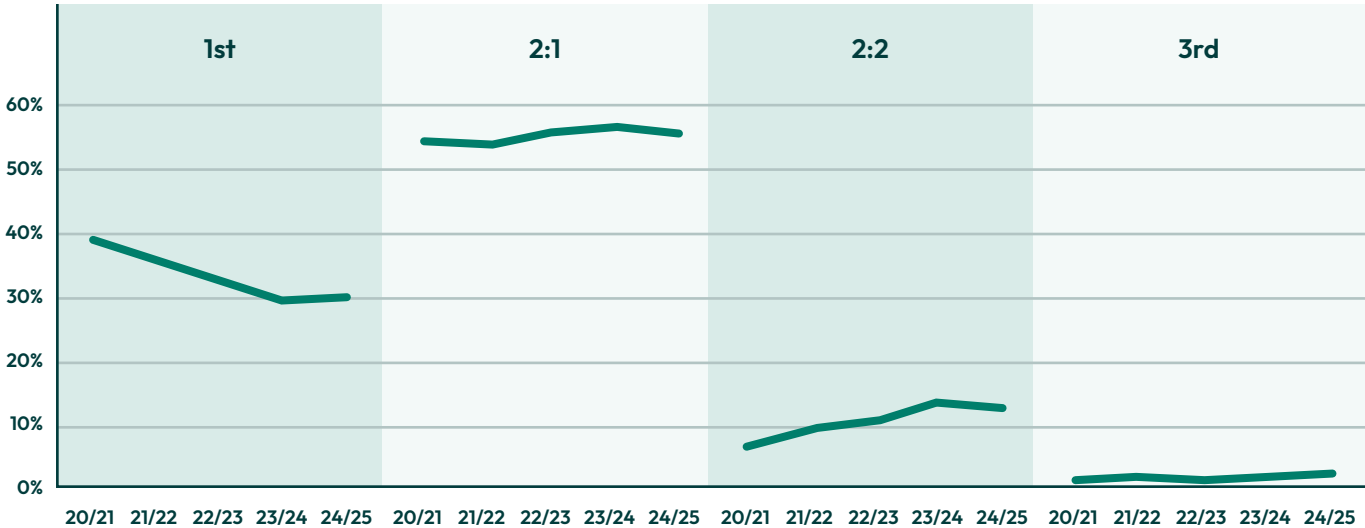
2. Institutional Degree Classification Profile

2.1 Trends in Undergraduate Degree Classifications

This section presents trends in the classifications of degrees awarded by the University to all its undergraduate students between 2020/21 and 2024/25. This includes UK-domiciled and international students. The data is presented as the percentage, or proportion, of different degree classifications awarded (1st, 2:1, 2:2 and 3rd). The focus is, however, primarily on the award of 1st class degrees, as a commonly used indicator of performance and change over time.

The data also includes Integrated Masters Degrees, which are four-year, Level 7 FHEQ programmes, predominantly in engineering, mathematics, sciences and healthcare, which incorporate an undergraduate honours degree. The results for students on the Bachelor of Medicine and Surgery (BMBS), who are not awarded traditional degree classifications have been excluded from the data. The degree stage attainment data for this group of students is, however, internally reviewed and responded to.

Figure 1: University of Exeter Trends in Undergraduate Degree Classifications



Two out of five of the academic years represented by the data in Figure 1 above were declared Exceptional Years, in accordance with the University’s [Exceptional Circumstances Handbook](#). These include the second COVID-19 impacted academic year of 2020/21 and the Industrial Action impacted year of 2022/23. During such years, emergency policies and procedures were adopted to ensure that students could progress and be awarded, whilst maintaining academic standards and the integrity of Exeter Awards. 2020/21 represents the high point of the fluctuations observed in the proportion of 1st class degrees awarded by the University, with associated changes in the award of 2:1s and in lower class degrees. Over the subsequent four academic years, pre-pandemic awarding trends have gradually been reestablished, following the return to usual policies and procedures.

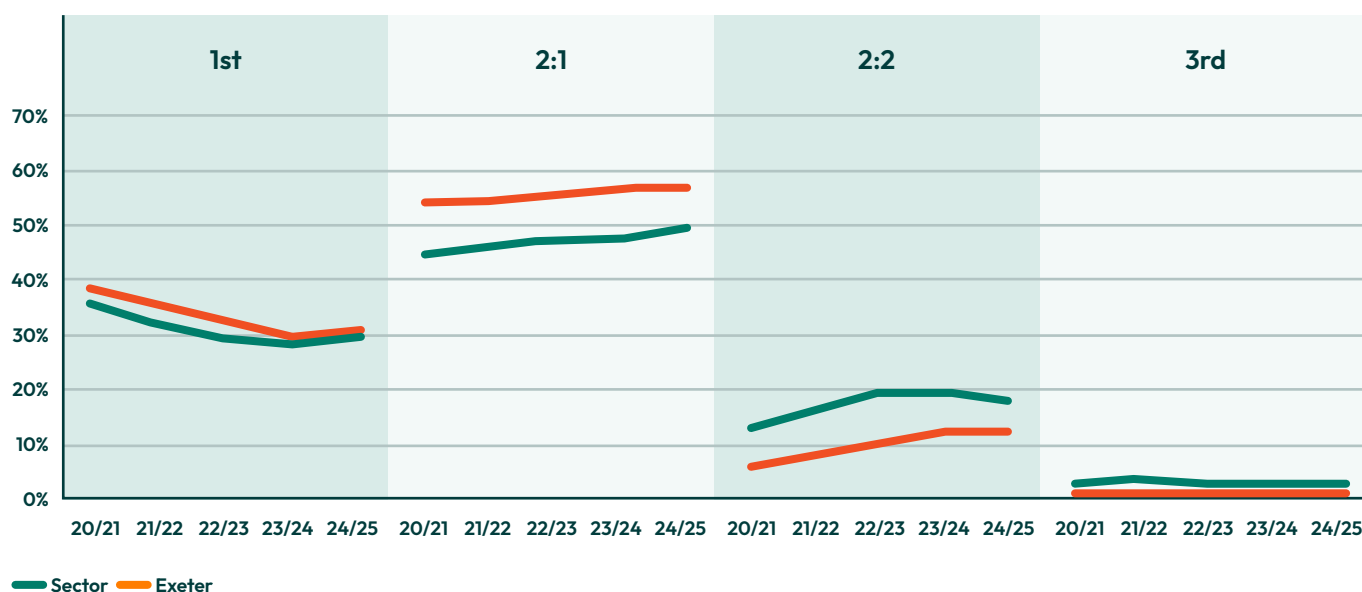
In further detail, following a total increase of 6% in the proportion of 1st class degrees awarded over the COVID-19 pandemic impacted academic years, up to 39% in 2020/21, a gradual decline of 9% has been observed over the three subsequent academic years bringing the proportion awarded down to 30% in 2023/24. The award of 1st class, degrees increased slightly by 1% between 2023/24 and 2024/25 bringing the proportion awarded to 31%, although still in line with the 2018/19, pre-COVID-19 pandemic level, which was also 31%. This small change indicates that the proportion of 1st class degrees awarded may be beginning to plateau out and a continuing period of stability will enable a clearer picture of awarding trends over time to be established and further contributory factors explored.

2.2 Comparison with Sector Trends in Undergraduate Degree Classification

This section presents the trends illustrated in Figure 1 above, in comparison with the same trends for the UK Higher Education sector as a whole. Benchmarking in this way is critical to ensuring that the University's degree standards and classifications remain aligned

with awards made by other undergraduate degree awarding institutions across the Higher Education sector. It also contributes to providing assurance of compliance with [Conditions B5](#), in particular, of its registration with the OfS, which requires that awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards.

Figure 2: University of Exeter Trends in Undergraduate Degree Classifications compared with those for the Higher Education Sector as a whole.



UK Higher Education Sector data, which is publicly available from the [Higher Education Statistics Agency](#) (HESA), indicates that the University's awarding trends continue to be broadly in line with those for UK undergraduate degree awarding institutions as a whole. It should be noted, however, that Russell Group Universities and other higher entry tariff Universities have historically tracked slightly above the sector average for the award of 1st class, and 2:1 degrees. The data also shows that the downward trend in the award of 1st class degrees has been reflected across the UK Higher Education sector, addressing the Universities UK (UUK) and Guild HE commitment to protecting degree standards, as set out in July 2022. The commitment reflected the previous Government's and the OfS's expectation that degree classifications be returned to pre-pandemic levels as soon as possible.

Further information on this commitment and the University's response to it can be found in the [University of Exeter Degree Outcomes Statement Supplemental Report 2022](#).

The University will continue to monitor, compare and benchmark its overall degree outcomes, including using more granular sector data where available, and make full use of its External Examiner Reports, HESA data, and regulatory reports such as the OfS's [Analysis of Degree Classifications Over Time](#). This will enable it to continue to take steps to guard against grade inflation and ensure the credibility of its awards. Please see Section 7 for further information on the University's work in this area.

2.3 Degree Classifications by Demographic Groups

This section presents trends in the 1st class degrees awarded by the University to its undergraduate students between 2020/21 and 2024/25, differentiated by selected demographic characteristics that include both UK-domiciled and international students. Figures 3 to 7 below should be viewed in conjunction with Figure 1 above as they also reflect trends for the overall

graduate population. It should be noted that the data is subject to [Higher Education Statistics Agency](#) (HESA) rounding and suppression rules. In addition, there may be some differences in the data presented below and that shown in the University's [Access and Participation Plan 2025/26 to 2028/29](#) (APP). The APP utilises data from the OfS's publicly available [Access and Participation Data Dashboard](#), together with internal data, and covers UK-Domiciled students only.

Figure 3: University of Exeter Proportion of 1st Class Degrees by Domicile

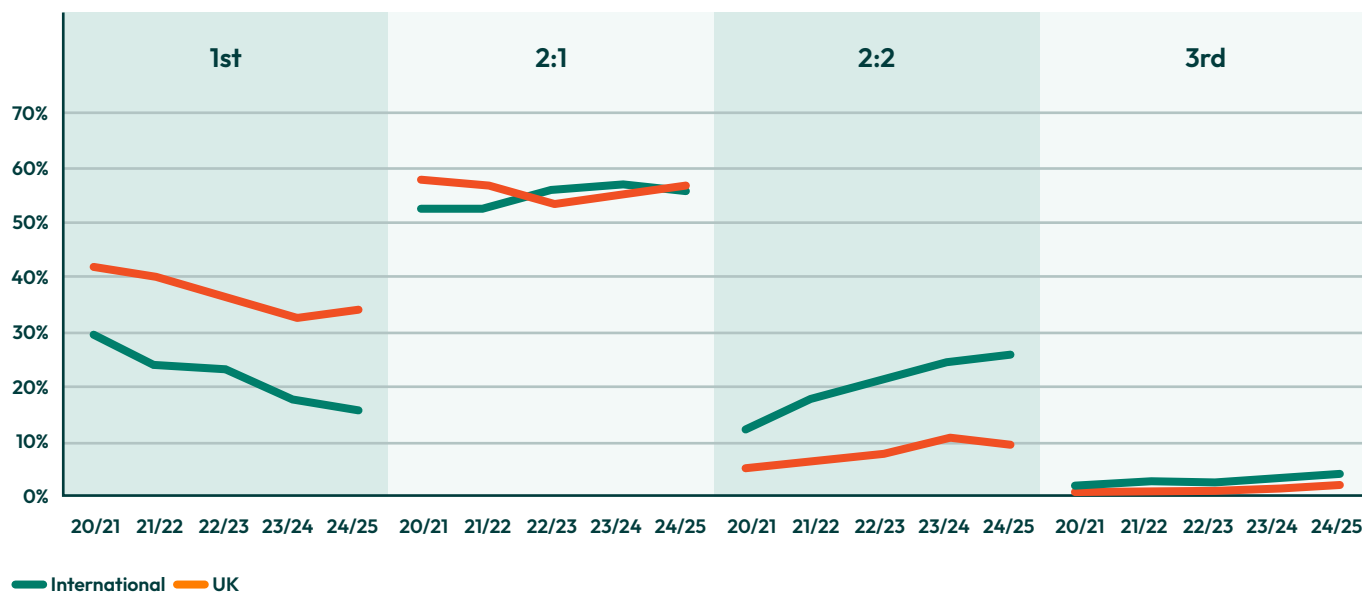
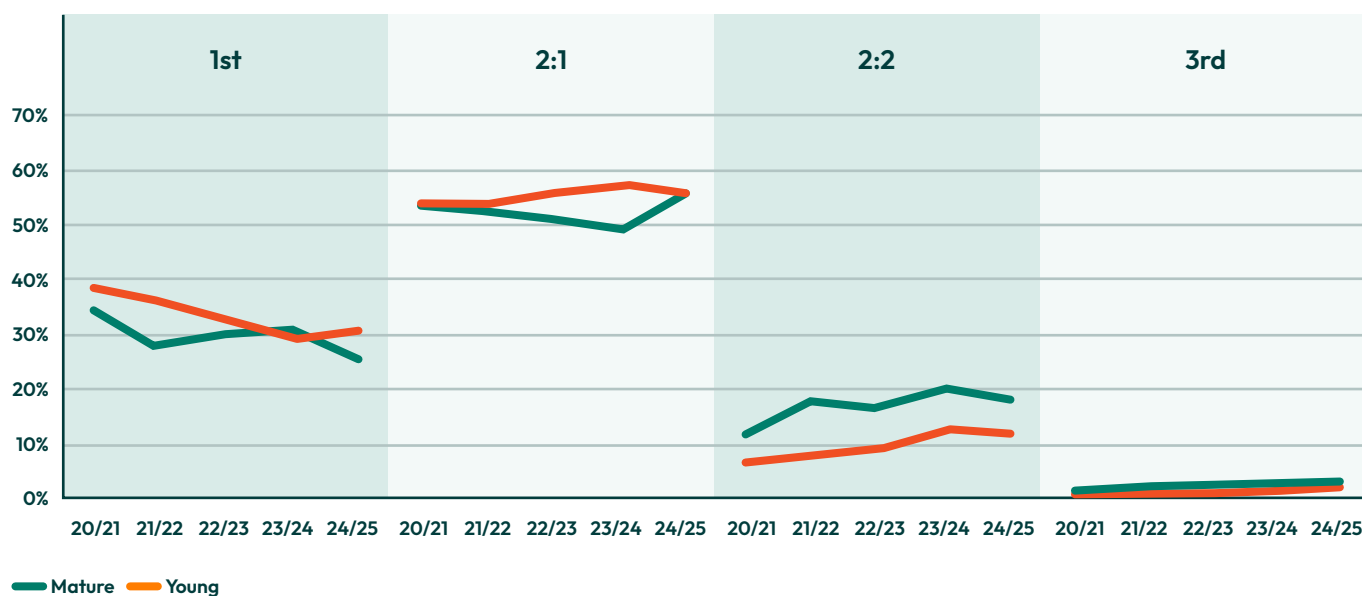


Figure 4: University of Exeter Proportion of 1st Class Degrees by Age Group



Mature students are those who are 21 years or over when they enter undergraduate Higher Education

Figure 5: Proportion of 1st Class Degrees by Disability

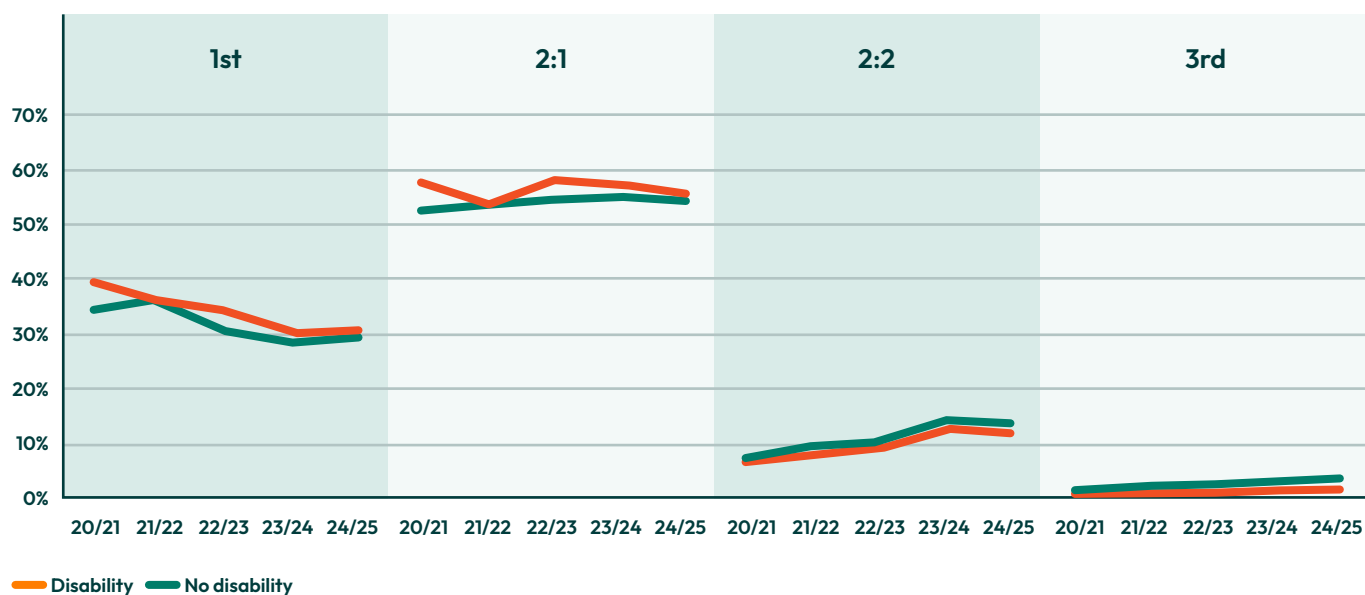


Figure 6: Proportion of 1st Class Degrees by Gender

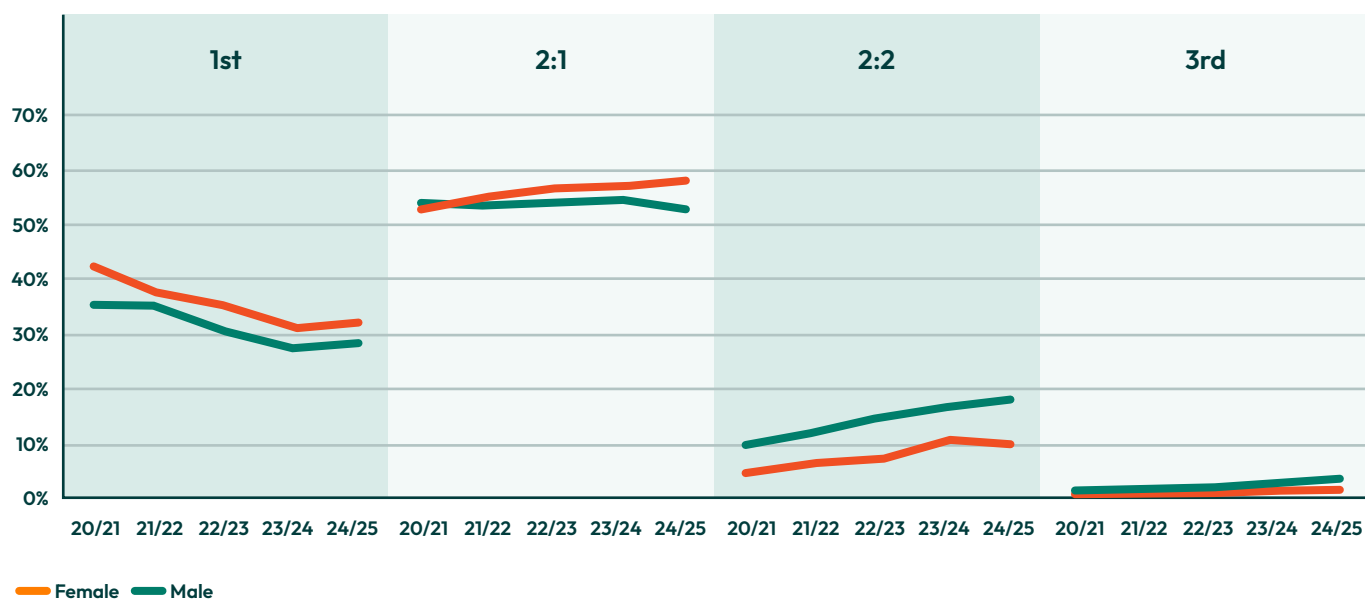
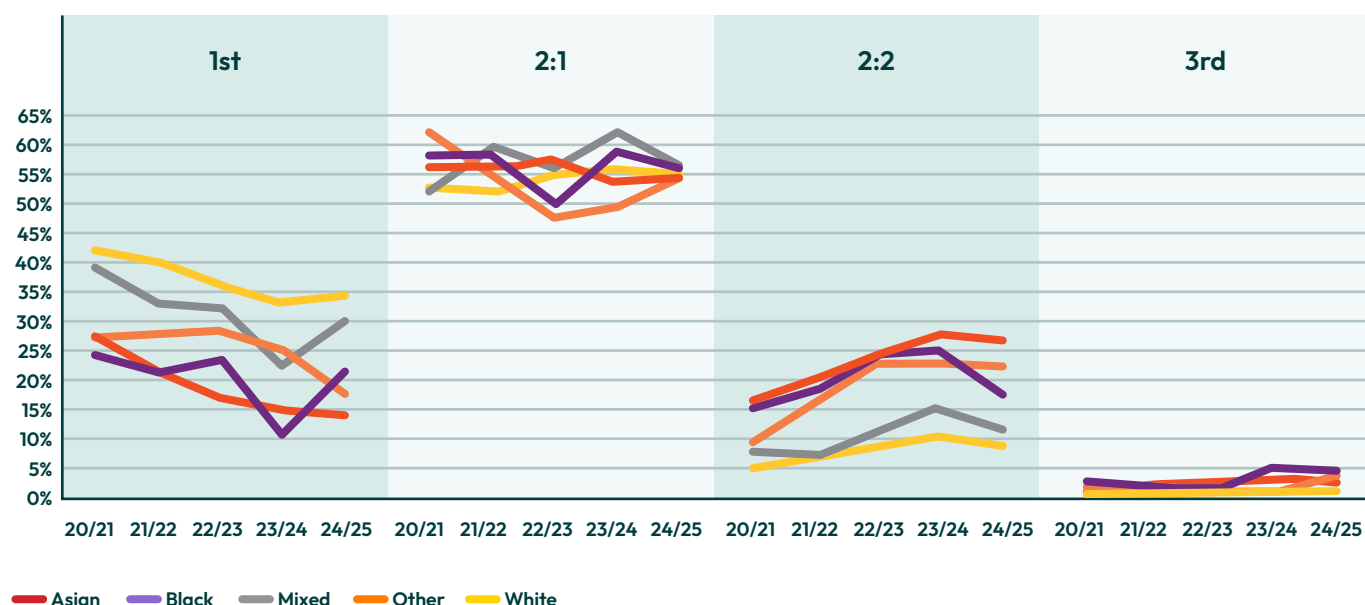


Figure 7: Proportion of 1st Class Degrees by Ethnicity



The University recognises that, in addition to changes in the proportions of different classifications awarded over time, the awarding gaps that exist between some of its demographic groups of students have also fluctuated and require further investigation and intervention. Awarding gaps are defined by the OfS within its [Access and Participation Glossary](#) as, ‘... identified gaps in degree outcomes for underrepresented groups when compared with their peers’. Closing such gaps over time is a cross-sector priority.

Internal and sector studies indicate that a wide variety of factors may contribute to the emergence of such gaps during the student journey and that they are not directly attributable to student attainment on entry. Where there are lower student numbers within different demographic groups of students, small changes can lead to fluctuations, which can make it more difficult to establish clear trends. In addition, small student numbers can be affected by the HESA data rounding and suppression rules, which serve to avoid the unintended identification of any individual student.

The University is committed to addressing the disparities in the degree outcomes of its students, in particular, reducing the 1st class degree awarding gaps between:

- International and UK-domiciled students;
- Students from Asian, Black, Mixed and Other (ABMO) ethnicities and white students;
- Mature and young students; and
- Students with and without a disclosed social or communication disability.

This is, therefore, an area in which the University continues to engage in further research, analysis and action at both strategic and operational levels. Please see Section 7 below for further information on the University’s work in this area.

3. Assessment and Marking Practices

The regulation of standards is set out in the University's [Assessment, Progression and Awarding Handbook](#).

The University has a robust and rigorous approach to assuring the standardisation of assessment, marking and decision-making on the award of its degrees, confirmed by its programme-level External Examiners and by the University-level Principal External Examiner. These have not changed significantly during the period covered by this statement. Consistency of marking is ensured through best practice quality and standards assurance measures, such as anonymity (wherever possible) and the use of moderation and sampling.

External Examiners are appointed in accordance with the [External Examining of Taught Programmes Handbook](#) to oversee the standards of assessment on all taught programmes, producing annual reports, which feed into the University's quality and standards review processes. During 2025/26, the University established an External Examining Task and Finish Group, reporting to the [Education Board](#). The Task and Finish Group undertook an in-depth review of all External Examining policies, process and systems and brought forward recommendations for enhancement to ensure that External Examining continues to play an effective role in ensuring both academic standards of taught programmes and the credibility of the resulting awards.

The University operates a three-tier system of [Assessment, Progression and Awarding Committees](#) (APACs). Tier One is the Department APAC, whose primary responsibility is to safeguard academic standards. Tier Two is the Faculty APAC, whose primary responsibility is to ensure that academic regulations are applied consistently and equitably across Departments within a Faculty. Tier Three is the University APAC, to oversee assessment, progression and awarding policy and practice from an institution-wide perspective. In doing so, it provides assurance that academic standards are being upheld, and that the integrity and credibility of awards is maintained over time. Following a review during 2024/25, the University APAC has been given an enhanced role from the 2025/26 academic year onwards in relation to the review of degree outcomes data. Please see Section 7 for further information on the University's work in this area.

To ensure that the University's [Assessment Criteria](#) meet sector reference points, the revised QAA Subject Benchmark Statements, Qualification Characteristics Statements and other sector reference points are considered during the approval and review of programmes, together with the competency requirements of Professional, Statutory and Regulatory Bodies (PSRBs) where appropriate. External Assessors are also appointed during the [Academic Approval](#) process to ensure that academic standards and the quality of the student academic experience are assured from the outset. In addition, the University supports opportunities for academics to work as External Examiners and Advisors to enhance standardisation within the Higher Education sector. It should be noted that the University's process for the approval of undergraduate programmes is under review to align with the introduction of a new Curriculum Management System (CMS) during the 2025/26 academic year.

The procedures governing student academic appeals against assessment, progression or awarding decisions are detailed in the University's Regulations, notably the Regulations, Disciplinary and other Procedures for Students [Part G - Procedures Relating to Student Academic Appeals](#). Students may also apply for [Mitigation](#). This provides a 'safety net' of extensions and/or deferrals to the next assessment period, in the event that a student is ill or affected by personal circumstances that potentially precludes them from undertaking a scheduled examination or submitting an assignment on time.

4. Academic Governance

The [Statutes](#) and [Ordinances](#) of the University of Exeter are the fundamental rules and principles that govern how the University undertakes its learning and teaching. Detailed [Regulations](#) cover the operation of teaching, examinations and other matters relating to students. The [Council](#) is the University's governing body, with responsibility for institutional policies and finances, estates and legal matters, including compliance with the quality and standards conditions of registration with the OfS. Academic governance is provided by [Senate](#) which is responsible for teaching and learning, examinations and research. The high-level work of Council and Senate is supported through various committees including the [Academic Governance, Education and Student Experience Committee](#).

The University has a well-established process of annual internal institutional review of its degree classification data, with the Data Insights Team preparing a detailed and extensive internal report on degree classifications over time, up to and including the preceding academic year in collaboration with the Education Policy, Quality and Standards (EPQS) Team. The report and a supporting analytical commentary are presented to the [Education Board](#) and [Senate](#) on an annual basis to provide academic assurance and to shape academic strategic and operational interventions. The internal review and report underpins the external Degree Outcome Statement which is presented annually to [Education Board](#) and [Senate](#) for endorsement and to Council for approval.

It is an expectation of the Quality Council for UK Higher Education that governing bodies or academic boards should incorporate external assurance into their internal reviews of degree classifications and the preparation of their external Degree Outcomes Statements. The University's Principal External Examiner was specifically appointed for this purpose and is fully engaged in the review of degree classifications and signs off the Degree Outcomes Statement, prior to publication. With knowledge, skills and expertise in quality, standards and social mobility, they fulfil a dual role in reviewing degree outcomes from the perspective of degree standards and 'Success for All'. They are a core member of the University APAC, review all degree outcomes data and receive regular updates on relevant strategic developments from senior education leaders.

Arrangements for teaching, learning and assessment delivered through partnership arrangements are outlined in the University's [Academic Partnerships Handbook](#) of its [Teaching Quality Assurance Manual](#) and the taught validated and accredited awards that may be delivered in partnership are listed in its [Regulations Governing Academic Programmes](#). Validation partners must comply with the University's policies and procedures and during 2024/25, a full review of the [Teaching Quality Assurance Manual](#) was undertaken to clarify and emphasise such requirements, with implementation from 2025/26 academic year. This included full alignment with University's [Quality Review and Enhancement Framework](#) and four-yearly periodic reviews of validation partner provision, using an adapted version of its Programme Enhancement Process.

5. Classification Algorithms

Degree classification algorithms are the rules by which degree awarding bodies consistently determine the degree classification for individual final year undergraduate students. Algorithms may vary slightly from one university to another but are typically based on the weightings attributed to each stage or year of study and the final credit weighted mean mark achieved.

The University's approach to determining undergraduate degree classifications may be found in [Chapter 9](#) of its Assessment, Progression and Awarding: Taught Programmes Handbook. More specifically, the Rules for the Classification of Bachelor's and Integrated Master's Degrees are set out in Section 9.4. The degree algorithms are applied rigorously and consistently by Department APACs and verified by Faculty APACs. Any exceptions, such as Aegrotat Awards made under [Ordinance 16](#), must be approved by the Dean for Taught Students at the University APAC.

To ensure that academic standards are upheld, there are consequences for failure in individual assessments and modules, and whilst referrals and repeat study, with and without attendance, are permitted within strict limits, the maximum grades that may be achieved are capped at the pass mark of 40%. Students may, however, apply for Mitigation, which if approved would permit them additional time or an additional opportunity to complete an assessment without penalty. Further information on the consequences of failure in assessment is available in [Chapter 11](#) of the Assessment, Progression and Awarding: Taught Programmes Handbook.

In November 2025, the OfS published a report on [Bachelors' Degree Algorithms](#) which identified two types of degree algorithms that it considered could have an inflationary effect on degree classifications and outcomes over time. The algorithms involved either awarding a student the best classification from multiple algorithms or discounting credit with the lowest marks when determining a classification. The University of Exeter **does not** utilise either of these forms of degree algorithms and, therefore, assurance of compliance with the OfS's new requirements, including additional Reportable Events, can be provided. However, it has been agreed that to provide an additional level of assurance, the University will undertake a data informed review of aspects of its degree algorithm in 2026/27, in line with the Quality Council's [Principles for Effective Degree Algorithm Design](#), which recommends a five yearly review.

6. Teaching Practices and Learning Resources

The University prides itself on its commitment to excellence in all aspects of teaching, learning and assessment and consistently strives to enhance the quality of its teaching and learning. Dedicated teams of professional services experts work across the University's learning community to support academic staff in the development and delivery of teaching excellence for all its students, including within the highly specialised Directorate of [Learning Experiences and Innovation](#) (LXI).

The University's [Quality Review and Enhancement Framework](#) sets out the process for the annual [Quality Review and Enhancement of Taught Programmes](#). This is a multi-layered process starting with the Annual Review of Modules and culminating with the Annual Review of Faculties by the University. There are two elements within this, which focus specifically on teaching excellence and academic standards:

- **Teaching Excellence Action Plans (TEAPs)** have been designed to reflect the strategic importance of teaching excellence, respond to emerging issues and record completed actions, as part of a cyclical process of quality assurance and enhancement; and
- **Teaching Excellence Monitoring Meetings (TEMs)** are the annual University scrutiny meeting with each Department within the Faculties, which ensure that its expectations in relation to teaching and learning are being upheld and that best practice is highlighted and shared.

The University continues to develop its facilities and services to support its educational priorities and enhance the academic experience and outcomes of its students. [Estate Services](#) oversee the refurbishment of existing, and the provision of new, teaching and learning facilities and study spaces for students, contributing to the University's [Carbon Net Zero Target](#) in the process. There is ongoing investment in

digital [Library](#) resources and services for all students, including to support the development of [Artificial Intelligence \(AI\) Literacy](#). The updated [Exeter Learning Environment](#) (ELE 2) provides students with access to digital teaching, learning and assessment resources, as well as online assessment submission and feedback.

The University takes an evidenced-based and researched-informed approach to the enhancement of its teaching, learning and assessment ensuring that they are designed from the outset to have a positive impact on the academic experience and outcomes of its students. Monitoring and evaluation is also built into every stage of development and delivery, including end of module student evaluation and feedback. Many improvements are co-created with and reviewed by students through a well-established system of [Academic Representation](#) and close partnership working with the University of Exeter [Students' Guild](#) (Exeter campuses) and the Falmouth and Exeter [Students' Union](#) (Cornwall campuses).

During 2024/25, the University undertook a comprehensive review and revision of its undergraduate programmes and modules, in collaboration with colleagues and students, as part of its transformative Curriculum for Change (C4C) Project. Through C4C, the University is working to realise its strategic commitment to develop a distinctive, sustainable and inclusive undergraduate model for education. C4C embodies the 'Greener, Healthier, Fairer' ethos which underpins the University's [Strategy 2030](#), fully integrates the University's [Accessible Teaching and Learning Policy](#) and the [Exeter Skills Framework](#). In doing so, C4C aims to further enhance the quality of the undergraduate student experience and the degree and graduate outcomes for all students.

7. Identifying Good Practice and Actions

7.1 Commitment to Success for All

The University of Exeter's [Strategy 2030](#) included the following commitment in relation to [Education and Student Experience](#):

“We will support **success for all** of our learners by providing an exceptional, personalised and immersive student experience, in a research-intensive environment, nurturing key qualities including intellectual enquiry, problem solving skills, entrepreneurship, digital literacy, cultural competence and global citizenship. Our campuses will be centres of engagement and discovery.”

University's leadership and governance arrangements for the delivery of this commitment are overseen by the [Success for All Strategy Group](#), chaired by the Vice-President and Deputy Vice-Chancellor (Education and Student Experience). The Strategy Group is supported by a series of working groups, each addressing a different aspect of the student lifecycle, including:

- Access;
- Transition and Induction;
- Success and Inclusive Education; and
- Progression.

Additional thematic working groups focus on areas requiring actions and interventions for specific student groups, such as:

- International student experience;
- Underrepresented students; and
- Diversity and inclusion in postgraduate study.

Within the framework provided by the Success for All Governance Structure, the University of Exeter has adopted and is now delivering a three-strand approach to addressing awarding gaps between students from different demographic groups.

This approach recognises the evidence-informed value of inclusive education, successful transitions and targeted interventions.

1. Systemic promotion and embedding of inclusive education practice

- Implementing a [Transformative Education Framework](#) with inclusive education, racial and social justice and sustainability as core strands.
- Utilising an on-line Education Toolkit which provides a wealth of information, tools and resources for academic staff to help them adopt inclusive approaches within their teaching and assessment practices.
- Using the Department-level TEAPs and TEMs, which form part of the [Quality Review and Enhancement Framework](#), in tandem with Faculty Success for All Groups, to provide a vehicle for addressing awarding gaps at Department level.

2. Delivery of best practice approaches to induction and transition

- Implementing a structured transition process, based on best practice principles, starting prearrival, moving through the initial induction period and extending throughout students' first term and beyond.
- Maintaining Transition and Induction Coordinator roles in each Faculty to support and share structured and consistent approaches to effective induction and transition across the University.
- Delivering a suite of on-line, Faculty-level prearrival courses. These provide students with an opportunity to introduce themselves and connect with their peers.
- Delivery of an [Enhanced Induction Programme](#) to provide extra support, signposting and access to peer networks to under-represented students to ensure they have the best possible start to their university studies.

3. Enhanced and targeted support for students, particularly those within groups most likely to experience gaps in outcomes

- Providing leadership via the Associate Dean for Taught Students (Racial Equality and Inclusion) and a network of Inclusion Academic Leads at Department-level to provide support for students who may experience racism or discrimination during the course of their studies.
- Continuing to provide a [Peer Mentors](#) scheme and using peer engagement to specifically support students from widening participation backgrounds, such as those disclosing physical or hidden disabilities, thereby providing personalised support.
- Prioritising the support provided by the [Study Zone](#), which offers individualised academic skills development, for students from widening participation backgrounds and those groups most likely to experience degree awarding gaps.
- Enhancing the cross-university approach to monitoring and evaluating these schemes to better understand 'what works'.

The University's approach to access and participation has been the subject of detailed review, evaluation and consultation during the 2023/24 academic year. This has informed the preparation of the University's [Access and Participation Plan 2025/26 to 2028/29](#) as approved by the Director for Fair Access and Participation of the OfS. The plan details the intervention strategies and activities that the University will make to address identified risks to equality of opportunity and how it will measure and evaluate their impact over time. The plan also includes new targets and interventions in relation to awarding gaps for UK-domiciled students.

Alongside its work to improve access and participation for UK-domiciled students, the University has been proactively taking steps to enhance the academic and pastoral experience of its international student community. It has consulted on, co-created with students and adopted an [International Student Experience Strategy](#), with the aim of ensuring, "... students discover, grow, and thrive; achieving their personal goals within inclusive communities, supported by excellent services." Support Services, including targeted support where needed, such as with Academic English and Study Skills, are key themes of the strategy and this is being implemented by bringing together the Internal Student Advice and International Student Experience Teams under the banner of [International Student Community and Support](#) and working closely with [University of Exeter International Study Centre](#).

In addition to work undertaken under the banners of 'Success for All' and the Access and Participation Plan, students, researchers, academics and professional services staff are also continuing to work collaboratively to create an inclusive learning environment, within which all can thrive and succeed. This includes that undertaken by the sector-leading [Centre for Social Mobility](#), the innovative [Education Incubator](#), together with the student focused priorities of the [Wellbeing, Inclusion and Culture Committee \(WICC\)](#) co-chaired by the Vice-President and Deputy Vice-Chancellor (People and Culture) and the Executive Divisional Director of Human Resources.

Case Study: The Contribution of Pastoral Mentors to Enhancing Student Outcomes

Across the 2023/24 and 2024/25 academic years, the University rolled out a new, proactive, data-informed and digitally-enabled approach to the provision of student academic support, in line with the recommendations of a Student Academic Support Task and Finish Group. This involved the phased appointment of Pastoral Mentors (PMs) across all Departments and for all taught programmes, with a full allocation of PM support being achieved by September 2025. PMs are non-teaching, academic staff, embedded within Departments, who support students facing challenges that impact their ability to study and be successful on their programme. The PMs use a 'Step-Care' model, which involves them being the first point of contact for education or welfare-based support with more complex cases escalated as needed to more specialised support services within the University. The work of the PMs has been supported by the in-house development of a confidential student support data dashboard and triaging process to enable support to be provided to students when and where it can provide the greatest benefit.

Internal feedback from staff and students has been very positive, with the value of PM support being consistently recognised during Teaching Excellence Monitoring (TEM) meetings (see Section 5 above) for helping to improve the consistency and visibility of pastoral support across Departments. Emerging evidence indicates that PMs are helping students to reengage with their studies when at risk of non-continuation by identifying and responding to potential challenges at a much earlier stage than before. As a result, internal and external data is showing enhanced levels of student satisfaction and engagement, as well as reduction in withdrawals and increasing rates of progression. It is also anticipated that there will be a measurable reduction in experience and outcomes gaps for underrepresented and disadvantaged students, on which point Co-Project Lead, Professor Nicky King has stated that:

“High quality student support requires investment, but we believe there is a moral and ethical imperative to support our students to succeed regardless of the challenges they may be facing. Early in our evaluation cycle, we’re anticipating lowering the non-continuation rate through earlier intervention and support to reduce the number of students unable to progress and thus realise improvements in awarding gaps, and fewer students in crisis needing more complex interventions.”

The new model for student academic support has been recognised as sector leading in the UK by the UK Advising and Tutoring Association (UKAT) and, therefore, may have contributed to Exeter’s recent success in the QS World University Rankings, which placed the University among the top four higher education institutions globally for prioritising the health and wellbeing of its students and the wider community.

For further information see:

- [Departmental Pastoral Mentors](#)
- [Bridging the gap: a new approach to student academic support at the University of Exeter](#)
- [How universities are thinking about academic support](#)
- [Lessons from innovating our student support model](#)

7.2 Commitment to Maintaining the Credibility of Exeter Degrees

As outlined in Sections 3, 4 and 5 of this Statement, the University pursues a robust and rigorous approach to assuring the standardisation and thus credibility of its awards over time as set out in its [Assessment, Progression and Awarding: Taught Programmes Handbook](#). [Chapter 13](#), on the Review and Publication of Degree Outcomes, is an integral part of this approach and provides a formal structure for both the internal review of degree classifications and the external publication of this Statement on an annual basis.

Data and information remain critical to the understanding and maintenance of degree standards, as well as action to eliminate degree awarding gaps. With specific reference to the former, the University's Data Insights and Education Policy, Quality and Standards Teams continue to collaborate to ensure that curated reports and live dashboards are up to date and disseminated in a timely manner across the academic year to those that need it, including Module Convenors, Programme Directors, External Examiners, Senior Education Leaders and Governing Bodies.

Examples of the University's annual and curated reports and live dashboards include the following:

Degree Classification Summary Reports:

These present Institutional and Faculty data across five academic years, highlighting trends in both undergraduate degree awarding patterns and awarding gaps between different groups of students. The reports support institutional decision-making on strategic actions and priorities and evaluation of the impact of policy change, in relation to both academic standards and 'Success for All'. The associated review and reporting process has now been extended to cover postgraduate taught programmes. A combined overview of the two levels of reports is presented annually to the [Education Board](#) and [Senate](#) and is used to support periodic Senate 'Deep Dives' on degree outcomes, the most recent of which took place in 2025/26.

Module Results Reports:

These present historic module data compared to current module data to support decision-making at Programme/Department-level [Assessment, Progression and Awarding Committees](#). Academic staff and External Examiners will use the reports to consider whether any [Scaling](#) of module marks should be undertaken, if the performance of a cohort of students shows a significant deviation when compared to previous academic years. Data is considered alongside other contextual factors, such as programme or module changes and exceptional circumstances affecting all students in the cohort. These reports have been recognised as sector best practice by the University's External Examiners, however, the University is continuing to review its approach and consider how it can further enhance such data and its presentation to APACs.

Case Study: Enhancing Institutional Oversight of Degree Outcomes

The primary role of the top-level University Assessment Progression and Awarding Committee (UAPAC) is set out in Section 3 of this statement. During 2024/25, a review was undertaken of the roles and responsibilities of the UAPAC, five years on from its introduction. An enhanced role for the UAPAC in reviewing and monitoring the credibility of Exeter awards and cross-sector comparability over time, rather than just at the end of each academic year, was recommended. This recommendation was endorsed by the [Education Board](#), to which the UAPAC reports, and the following were added to a revised Terms of Reference for the UAPAC from 2025/26 onwards:

- a. To contribute to the provision of institutional-level academic assurance, with a focus on compliance with Condition B4 (assessment and awarding) and Condition B5 (sector recognised standards) of the University's registration with the Office for Students (OfS).
- b. To ensure the consistent application of the policies and procedures set out in the Assessment, Progression and Awarding Handbook of the Teaching Quality Assurance (TQA) Manual across all Departments and Faculties.
- c. To make recommendations to the Education Board on the updating, clarification of, addition to, or further development of the policies and procedures set out in the Assessment, Progression and Awarding Handbook of the TQA Manual.
- d. To receive reports on the outcomes of the annual internal review of degree classification and outcomes data to inform its decision making and to request additional analyses as required.

The UAPAC now holds a further meeting, once a complete internal data set is available, to undertake an in-depth review of taught degree classifications and outcomes data from the proceeding five academic years. The review also considers available external data, including that on unexplained attainment from the OfS's Analysis of Degree Classifications Over Time which is used to benchmark the University's against its mission groups and the sector as a whole. The review focuses on ensuring that the University's qualifications and awards are credible and hold their value over time and that associated programmes of study meet sector recognised academic standards. In doing so, the UAPAC also provides enhanced oversight of the requirements of Chapter 13 of the Assessment, Progression and Awarding Handbook on the review and publication of degree outcomes. The findings and recommendations of the UAPAC feed into the onward reporting of degree outcomes to the Education Board and Senate.

For further information see:

- [Assessment, Progression and Awarding Committees, Sections 7.14-7.19](#)
- [Review and Publication of Degree Outcomes](#)