

UWTSD

Degree Outcomes

Statement 2019/20

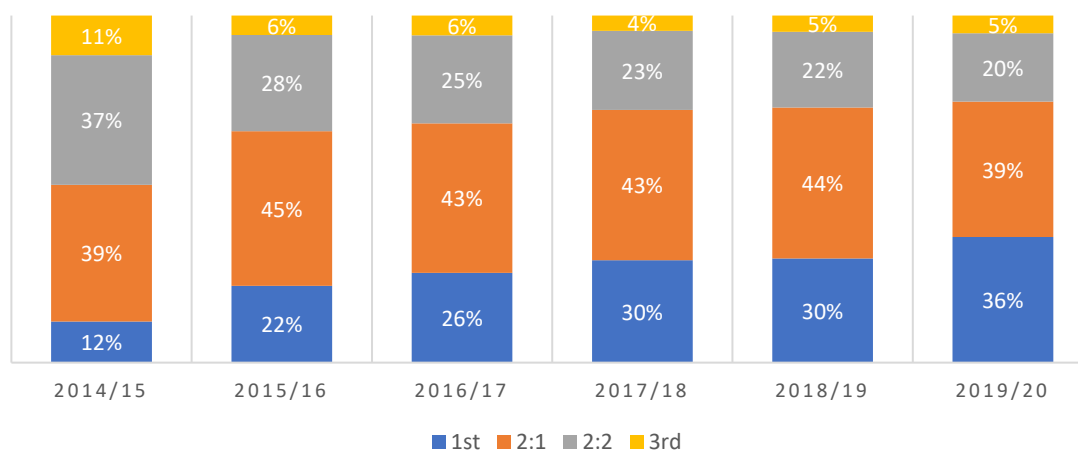
Universities in England and Wales are expected to publish a Degree Outcomes Statement as specified by the UK Standing Committee for Quality Assessment (UKSCQA) [Statement of Intent](#) to protect the value of UK degrees.

Our Degree Outcomes Statement outlines the degree classification profile and confirms that our degree outcomes are reviewed annually, through the University's academic quality processes ensuring that our academic standards are appropriately set and maintained with reference to external expectations.

UWTSD's Degree Classification Profile

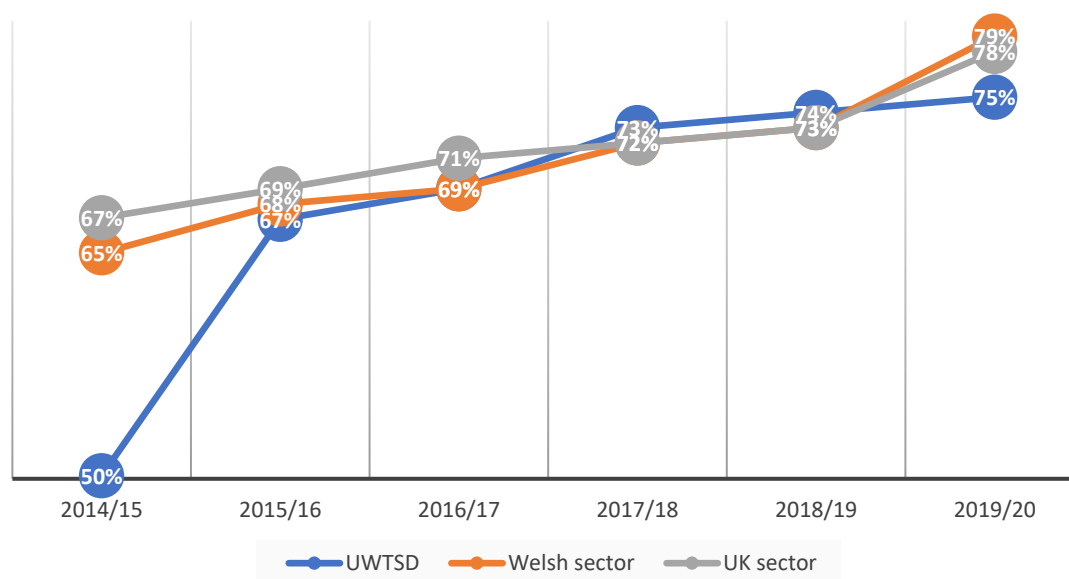
Our degree classification profile is presented below and includes degree classification data for undergraduate students achieving classified degrees at Level 6 (Bachelor) and Level 7 (Integrated Master) as defined by the [Framework of Higher Education Qualifications](#) (FHEQ).

DEGREE CLASSIFICATION PROFILE



The data shows that there has been an increase in the proportion of students attaining good classifications (1st and 2.1) over the six-year period (2014/15 to 2019/20), from 50.2% to 75%. The increase of 25 percentage points is the result of a recalibration of the University's degree algorithm in 2015/16. This recalibration brought UWTSD awards in line with sector practice. Since the recalibration, the increase has been broadly similar to the sector, and has remained virtually unchanged between 2017/18 and 2019/20 (at c. 74%). The rise in good honours degrees in 2019/20 is lower than the UK and Welsh Sector average increase.

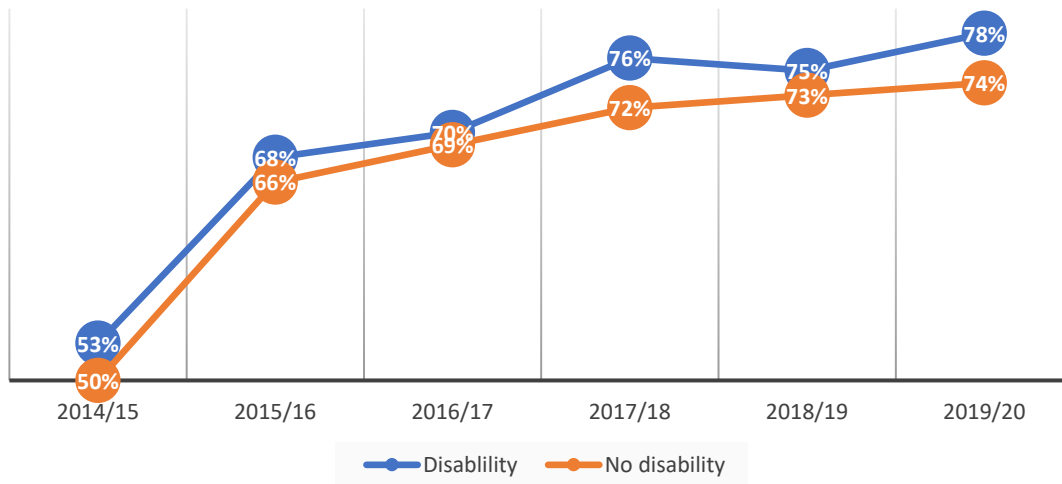
% OF GOOD HONOURS DEGREES



The data indicates that there are variations in the proportion of students achieving good honours degree classifications between subject classifications in the University. These variations are generally in line with national benchmarks.

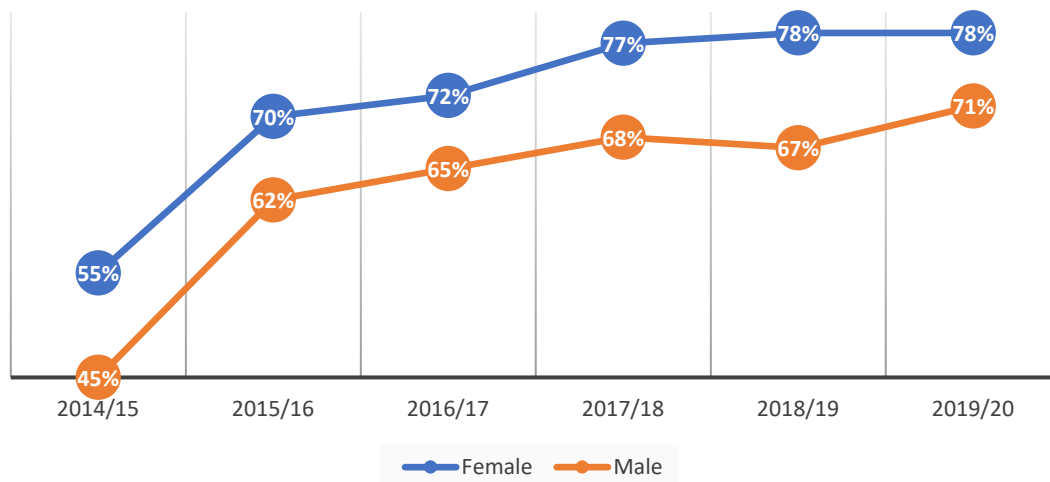
Analysis of Good Honours Degrees (1st and 2.1) by Student Characteristics

% OF GOOD HONOURS BY DISABILITY



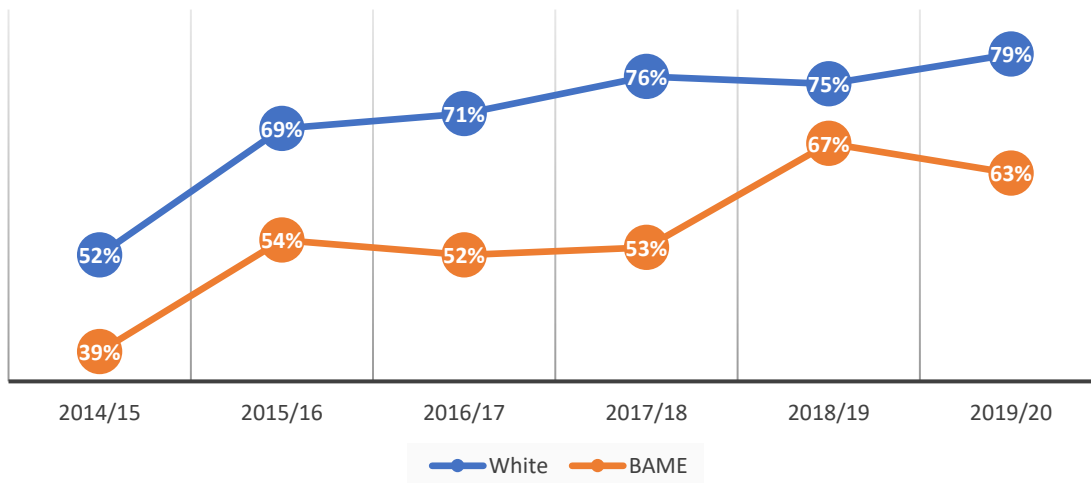
Throughout the period, there is a small difference between the performance of students with a declared disability and those with no declared disability. The University has strong support services in place and students with a declared disability have normally achieved good honours at a rate about students without a disability and above national averages.

% OF GOOD HONOURS BY GENDER



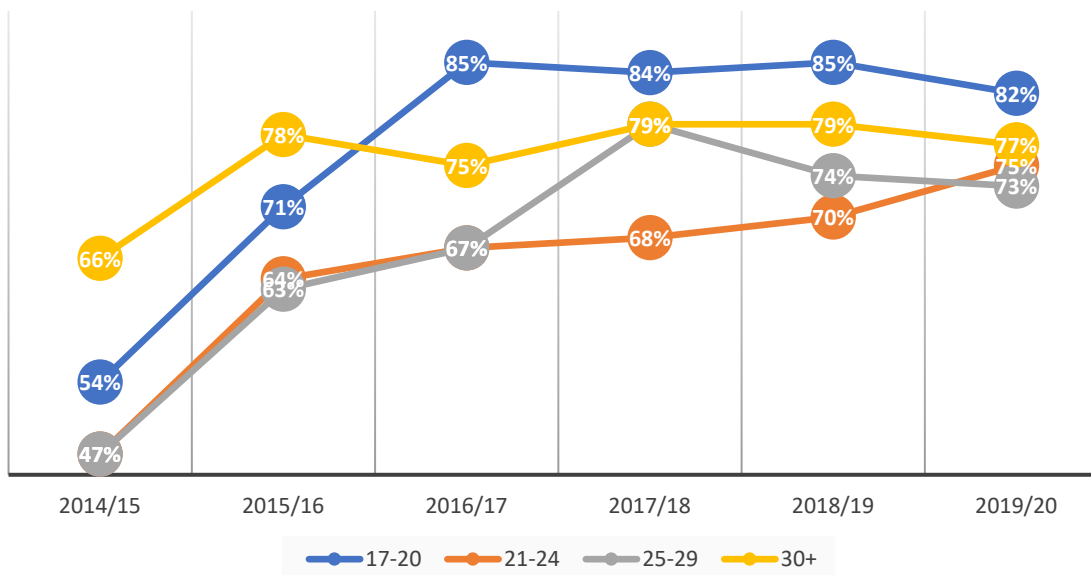
There is a consistent gap between female/male achievement. For the last several years, good honours results for female students have been above the UK and Welsh averages; whereas, in contrast, for male students, the results have remained below both the Welsh and UK averages. As part of the Strategic Equality Plan, the University has identified males from lower socio-economic backgrounds as more likely to struggle at University. A number of alternate routes, including Degree Apprenticeships, have increased attainment within this group.

% OF GOOD HONOURS BY ETHNICITY



The University has made significant progress in closing the good honours gap between BAME and non-BAME students, although this group seems to have been impacted more severely by the pandemic. The University has introduced a number of initiatives to support BAME achievement, these include a targeted step-up to level 5 programme, review of assessment and support mechanisms. A range of additional initiatives are outlined in the University's Strategic Equality Plan.

% OF GOOD HONOURS BY AGE GROUP



As part of our commitment to life-long learning, the University has an increasing percentage of mature students. In 2019/20, 80% of all UWTSD students were 21 or older at the start of the academic year, an increase of 2% since 2018/19, with 44% of the student population over the age of 30. Our mature students, particularly those entering study after 30, have traditionally performed above sector average in terms of degree attainment. The small decrease in attainment by students in the 30+ age bracket during the pandemic is unsurprisingly given the likely of increased family and work pressures for this group.

Assessment and marking practices

Our academic quality oversight system, detailed in our [Academic Regulations](#) and associated policies and procedures, ensures that all qualifications of the University of Wales Trinity Saint David are of an appropriate academic standard. In addition, our regulations and policies confirm our [assessment and marking](#) practices.

Our programme [design, approval, validation monitoring and review](#) processes ensure that our expectations of graduates in disciplines are aligned with the QAA subject benchmark statements and where relevant, Professional, Statutory and Regulatory Body (PSRB) requirements.

UWTSD uses standardised baseline [marking criteria](#) that is adjusted to subject requirements to ensure that standards are consistent across the institution.

External examiners and reviewers are key to our assurance processes. Appointees are academics experienced in assessment, curriculum design, and enhancement of the student experience. Externals are an essential element of both programme development and student assessment. External examiners are appointed on a module basis and are full members of Examining Boards. External reviewers review all programme validation documents. Criteria for appointment and their role are set out in the Regulations on [Assessment: Taught Programmes](#) and an annual briefing day is held for all new externals. A summary and overview of external examiner reports is provided annually to ASC.

UWTSD staff also act as external examiners and reviewers at other institutions. There are also a range of staff development opportunities, including regulations webinars, Advance HE fellowship recognition schemes and an annual learning and teaching conference ([NEXUS](#)), which contribute to a wider awareness of external reference points and subject benchmarking.

Academic governance

Council is the governing body of the University and is responsible for the efficient management and conduct of all aspects of the affairs of the University. Senate is responsible, on behalf of the Council, for determining educational policy and regulations. Academic Standards Committee a sub-committee of Senate, has primary responsibility, explicitly delegated to it by Senate, for oversight of the standards of the University's awards.

Council receives an annual quality report from Senate on the operation of the University's academic quality framework. The report, amongst other things, provides Council with the profile of degree outcomes, developments in learning and teaching, assurance from external examiners relating to academic standards, and confirming how the University has continued to set and maintained academic standards including reflection on academic appeals. The annual quality report is the basis upon which Council receives assurances of the academic standards of awards.

One of the main processes of the academic quality framework, and which informs the annual quality report, is Annual Programme Review. An Annual Programme Review is undertaken at Programme cluster, Academic Discipline and Institute level, reporting to ASC, to ensure that expectations and requirements relating to academic standards and the quality of the student experience are satisfied and that there are plans for enhancement. A key element of annual review is the consideration of key data sets (e.g. Good Honours, Surveys [NSS, UKES, Graduate Outcomes], withdrawal) and reports from external examiners, to ensure that academic standards are maintained and to set out plans for enhancement in the next academic year.

Classification algorithms

The University of Wales Trinity Saint David (UWTSD) classification regulations are published within its [Taught Award Regulations](#). These regulations were reviewed and revised in 2015/16.

During 2014/15, the University reviewed its degree classification regulations to check whether they were aligned to sector practice. The review was externally led by an experienced QAA Reviewer and was informed by an external benchmarking exercise, a review of external examiner comments and careful analysis of degree classification outcomes. The outcome of the comprehensive exercise was that our degree classification regulations were clearly not in line with sector practice. Degree classification formulae were modified as a result of the findings of this review with external examiner approval. The changes were implemented in the 2015/16 academic year and explain the increase in good honours numbers.

Since 2015/6 UWTSD has used two algorithms to ascertain a student's classification at degree level:

Bachelors Awards

- The average of their best 100 credits at level 6; or
- The average of their best 100 credits at level 6 given a weighting of 2, and their best 100 credits at the level 5 weighted at 1.

Integrated Masters Awards

- The average of their best 100 credits at level 7; or
- The average of their best 100 credits at level 7 given a weighting of 3, their best 100 credits at level 6 weighted at 2, and their best 100 credits at level 5 weighted at 1.

In addition, if a final mark is within 2% points of a higher degree classification band, a higher classification is awarded if at least half the highest-level credits used to calculate the final overall average mark were awarded rounded marks that are above the border.

In 2019/20 and 2020/21, contingency regulations have been used to ensure that students have not been disadvantaged by the pandemic. The 2019/20 changes did not have a significant impact on the overall percentage of students achieving a good honours degree.

Plans for review have been scheduled for the 2021/22 academic session (this was initially scheduled for 2020/21 but has been rescheduled owing to ongoing pandemic) and will make reference to the [Principles for Effective Algorithm Design](#) report.

Teaching practices and learning resources

Learning and Teaching throughout UWTSD is characterised by four key principles:

- Collaborative
- Personalised
- Inclusive
- Professionally focused

These four principles build on UWTSD's strategic values of inclusivity, employability and creativity, and collaboration and its overarching widening participation focus and bilingual ethos. They also allow for optimal engagement with key external drivers such as Taking Wales Forward, The Well-Being of Future Generations (Wales) Act 2015, TEF, NSS, and Graduate Outcomes Survey as well as engagement with national priorities in relation to, for example, teaching intensity, learning gain, and inclusive teaching. These four key principles also support a systemic approach to enhancement and the systematic lifting of performance across all key areas related to learning and teaching. Above all they reflect the distinctive ethos of learning and teaching of the UWTSD Group and embrace its mission.

Key enhancements to support learning and teaching are:

- Establishment of the UWTSD Digital Framework – Blended Learning to provide support and capacity that harnesses and drives innovative digital pedagogical developments alongside new professional learning pathways.
- Development of a holistic programme of development and support opportunities for staff to develop in enhancing students' learning experience.
- The University hosts an annual learning and teaching conference ([NEXUS](#)) which allows staff from across the University to share and discuss good practice, innovative pedagogy and encourages the development of different pedagogic styles.
- The University has also significantly expanded its online resources, including the implementation of the Leganto (online reading list) system across the University, the introduction of the Abintegro, Abi247 platform, a careers focused digital platform, and expanded online mental health support services through increased access to TogetherAll and Student Space platform.
- Completion of a new campus in SA1 Swansea, with a major capital investment programme on all campuses to deliver up-to-date learning and teaching spaces. The Sony Vision Exchange collaborative learning application and hardware were installed in 81% of new teaching rooms on the SA1 campus.
- The University has worked closely with employers to establish professionally-focused curricula through a number of centres, including Yr Athrofa, the Apprenticeship Unit, the Wales Academy for Professional Practice and Applied Research and the Construction Wales Innovation Centre in SA1. This has been augmented by the development of a pan-University Graduate Attribute Framework that is embedded across the University curriculum.