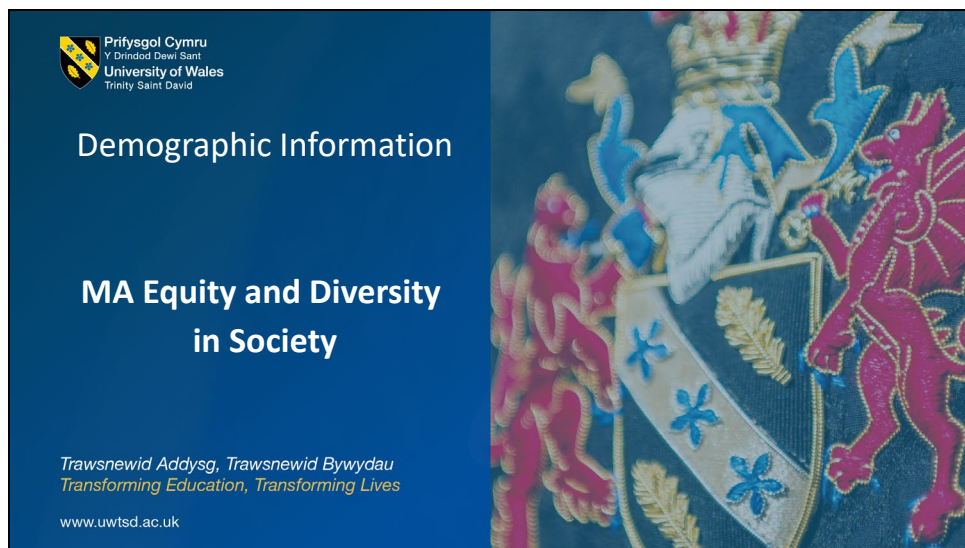
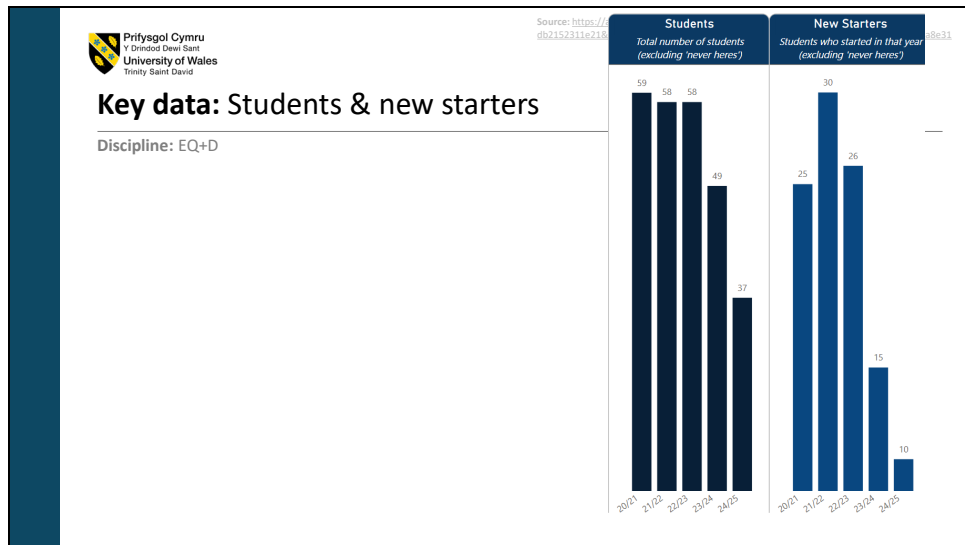


Slide 1



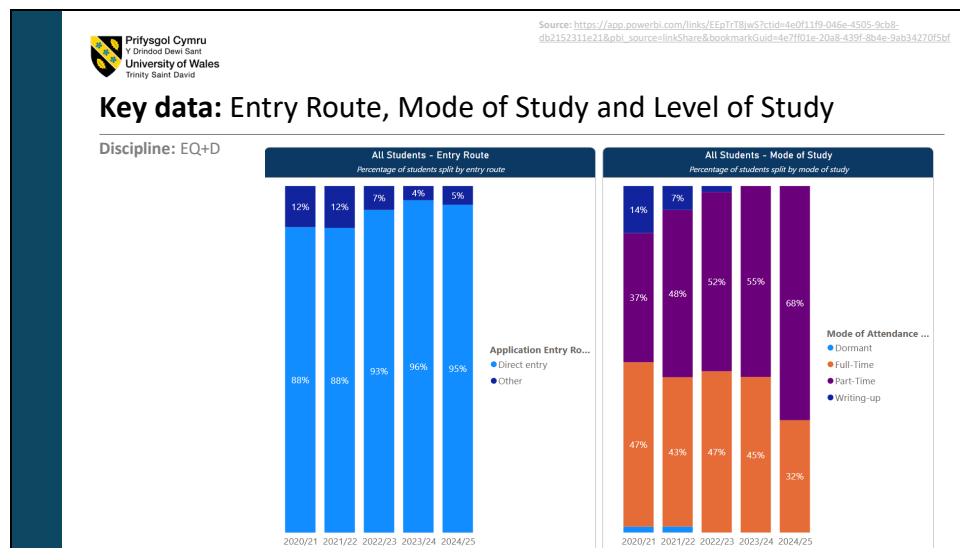
Welcome to this quick presentation of the highlights of the demographic metrics for Equity and Diversity in Society.
We will start with overall demographics of the student body as it is now.

Slide 2



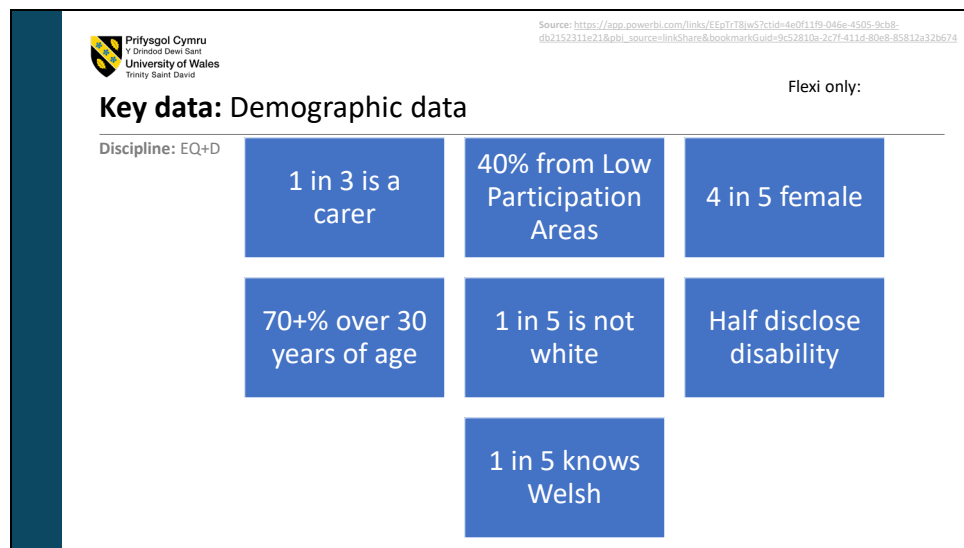
There was a 38% Fall in recruitment from 20/21 to 24/25 with a clear decline after 22/23.

Slide 3



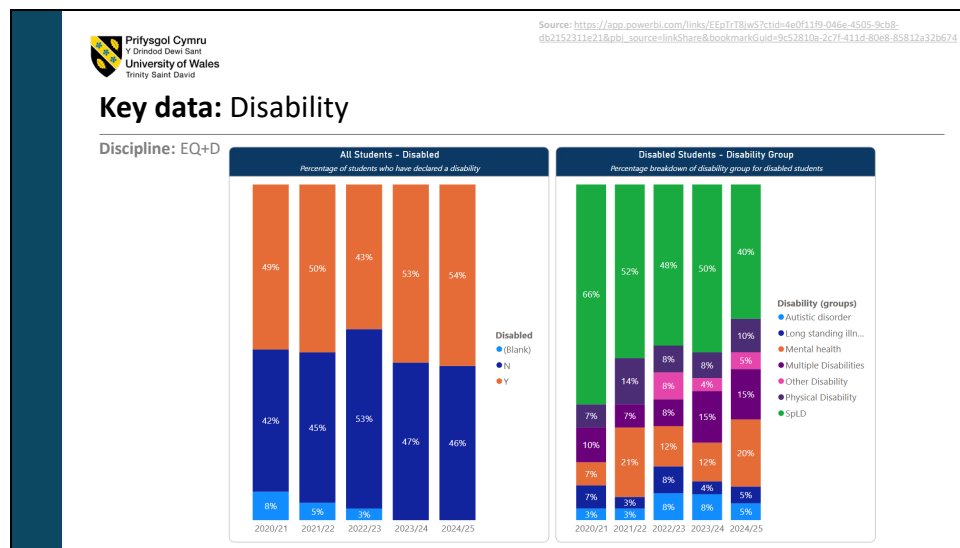
Here we see the picture for the programme in terms of entry routes and mode of study. As expected for a PGT programme, applications come direct to us. However, it is interesting to note that over the last few years, the percentage of part-time students has been increasing.

Slide 4



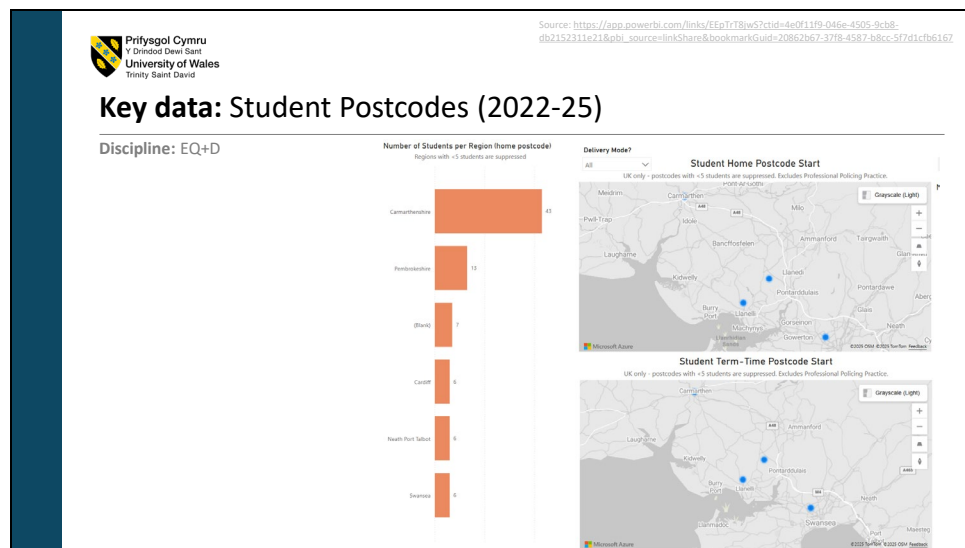
When it comes to demographic characteristics, the cohort is rather diverse. About 1 in 3 has caring responsibilities of some type, which accords with the fact that the majority of students are over 30 years of age, and female. About half disclose some type of disability or learning difficulty, and some 40% come from low participation areas. Interestingly, a consistent minority comes from ethnic minority backgrounds, and the vast majority do not know Welsh.

Slide 5



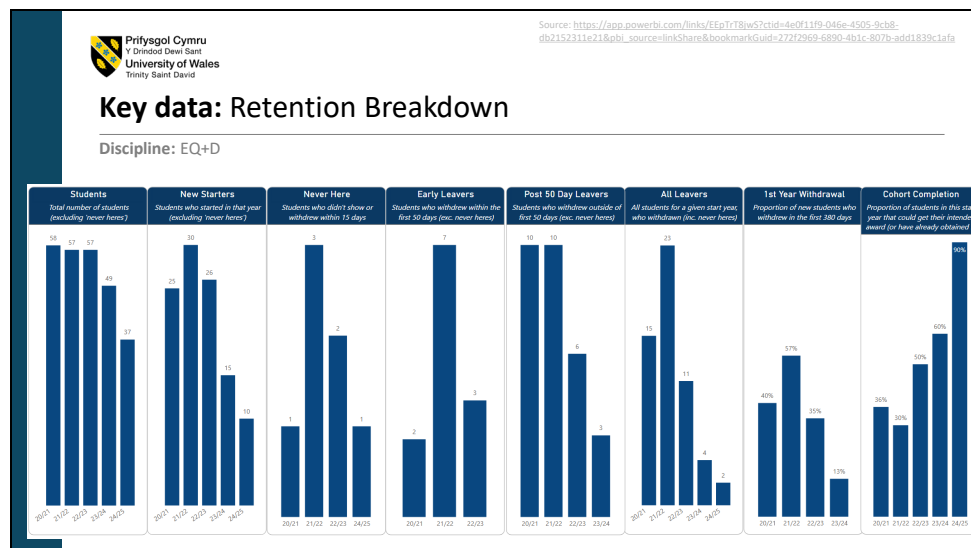
The relative percentages of disclosure details have changed significantly over recent years. While the most common disclosure remains SpLDs, the percentage has fallen from about 70% to 40%. Instead other categories have become more common, that is particularly so for mental health, and multiple disabilities.

Slide 6



The students in the programme over the last three years primarily come from Carmarthenshire and Pembrokeshire. They are overwhelmingly commuters.

Slide 7



The retention picture for the programme identifies potential issues. The first year withdrawal rate has been falling consistently since a major spike in 21/22, but the same time has also seen a considerable fall in new starters. As this is an MA programme, the first year withdrawal is more potent than in BA programmes, and directly correlates to low levels of cohort completion.

There is no real distinction in terms of withdrawal between full-time and part-time students, but distance students are more affected than on-campus ones.

Students with disabilities are more likely to withdraw than students that have not disclosed.

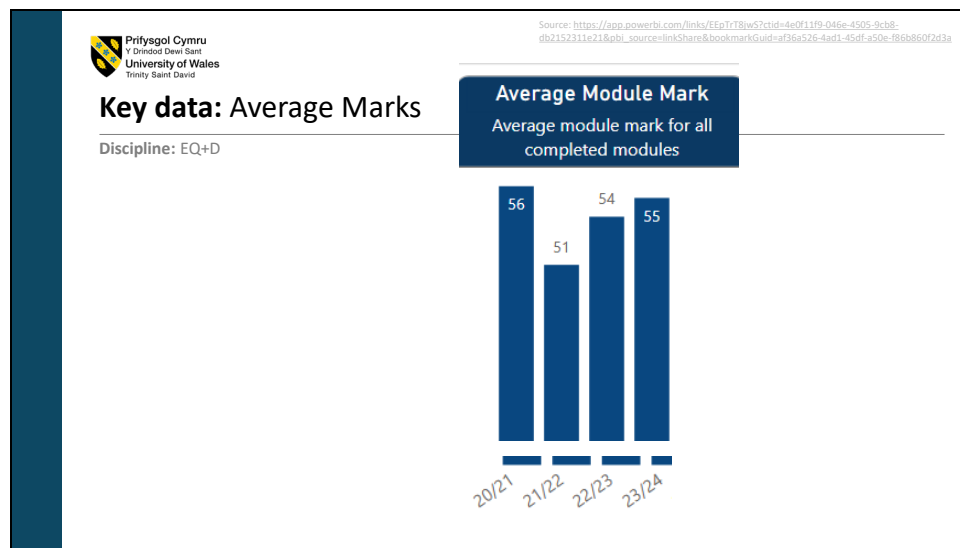
The same is true of students from low participation areas.

Slide 8



Exploring the reasons for withdrawal, the main culprit appears to be academic failure, but with significant minorities due to health and financial reasons.

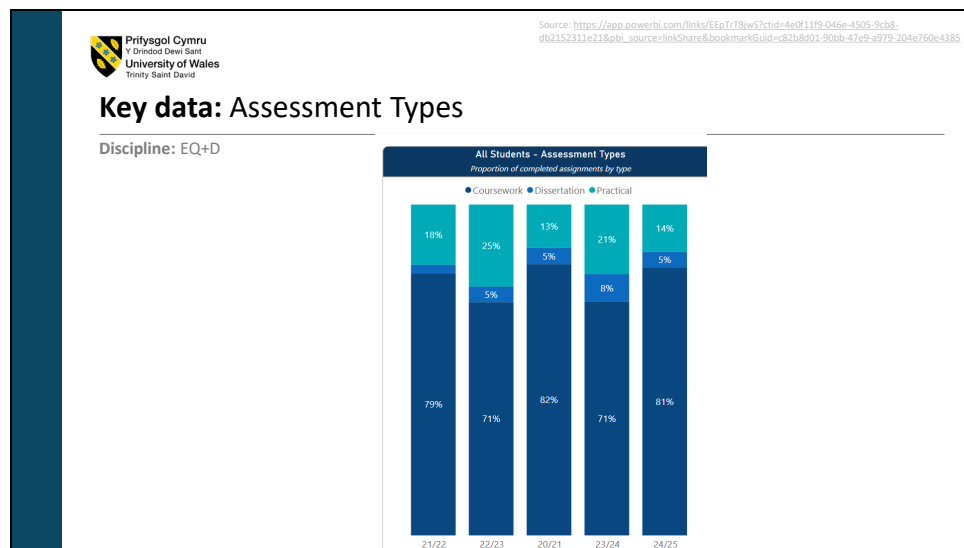
Slide 9



Considering Average marks, we see a general tendency for the average mark to be under 60. Importantly, if we consider protected characteristics between 2022 and 2024, students over 30 years of age get lower marks, students with a disclosed disability get lower marks, male students get lower marks, and students from low participation areas get lower marks.

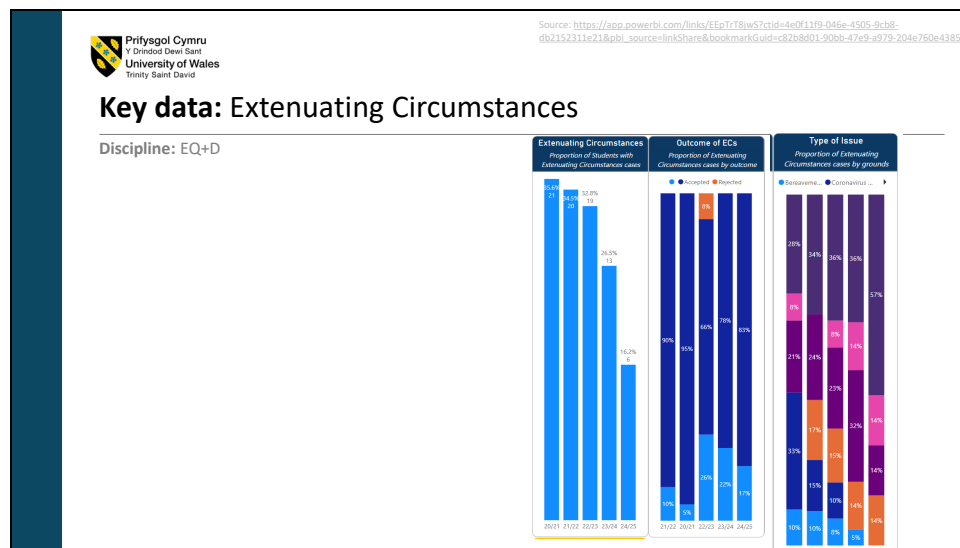
It is very important to note here that there is a discrepancy between module marks and dissertation marks. Students over 30 years of age on average get higher marks in the dissertation than in the modules, and the same is true of students who have declared disabilities, male students, and students from low participation areas.

Slide 10

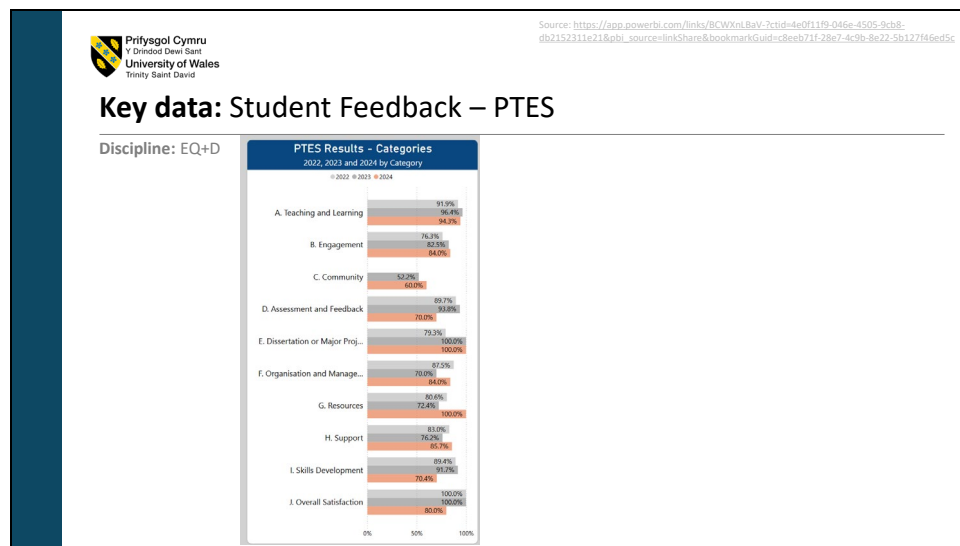


The next category to consider is that of assessment types and the variability of assessments.

Overall, assessments tend to be either coursework or practical. Overall, assessment is primarily by coursework with less than 20% of assessments being practical.



Given the levels of withdrawal, it is worth seeing the extenuating circumstances data. Overall only about 1 in 3 students submit an extenuating circumstances claim. The majority of claims are accepted. The main reason appears to be significant personal circumstances.



Finally, let us have a look at student satisfaction taking the PTES as a metric. Over the last three years, we see some changes in terms of satisfaction. Teaching and learning is scored highly across the years, and so is engagement. The score for community increased in 2024, but assessment and feedback fell considerably. When it comes to the dissertation, the scores were overwhelmingly positive in the last two years. We also see a spike in terms of satisfaction with resources in 2024. Support has been generally consistent over the period, but skills development feel sharply in 2024. 2024 also show a fall in overall satisfaction.

Source: https://app.powerbi.com/links/8CWNt8vY-7c0u4e0f119-046e-4505-8c08-d02152311e21&pbu_source=linkShare&bookmarkGuid=068add2a-e178-4506-b138-99d06c6c1630

Key data: Student Feedback – PTES 2024

Discipline: EQ+D

Questions with scores under 70%:

- I feel a sense of belonging
- I feel part of a community of PGTs
- There are sufficient opportunities to interact with other students
- Assessment arrangements and marking have been fair
- The criteria used in marking have been clear in advance
- As a result of the course I am more confident about independent learning
- I have been encouraged to think about what skills I need to develop for my career
- My ability to communicate effectively to diverse audience has developed during the course

A number of questions in the 2024 PTES survey scored under 70%. First of all, the students appear to be lacking a sense of belonging and opportunities to interact with other students. There were clearly some issues relating to assessment and marking. Importantly, the students seem to be unsatisfied with the skill levelling and enhancement in the course. s

Slide 14



Find out more!

Go to SurveyResources on UWTSD TEAMS, and explore the Surveys Dashboard

Links are on Moodle.

Trawsnewid Addysg, Trawsnewid Bywydau
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