



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

200
1822 - 2022

Utilising APR Data

Collaborative Partners
Conference
2 December 2022

*Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales*

www.uwtsd.ac.uk



New Power Bi Reporting

Power BI interface showing an Annual Programme Review report for the APR Portfolio. The report includes a table of Q1 enrolment by level and three line charts: Q2 Headcount by Programme, Q3a Headcount by Mode of Attendance, and Q3b Headcount by Home/Overseas. A sidebar on the left contains navigation links, and a filters pane on the right allows for data refinement.

Annual Programme Review

- 1. Enrolment
- Overview**
- Demographics
- Entry
- 2. Module Achievement
- 3. Attainment and Good H...
- 4. In-year withdrawal
- 5. Retention year to year
- 6. NSS
- 7. Grad Outcomes
- 9. Student Cases
- APR Feedback
- Video Guide

Institute: All | APR Portfolio: All

1. What are the current enrolment figures of the programme(s) per level? Reflect on enrolment figures.

2. What is the enrolment trend for the programme(s) over recent years - is it increasing or declining, and can you explain this trend.

3. Please reflect on FT, PT, Home and Overseas numbers. Have numbers associated with any of these categories particularly increased or decreased?

4. What action are you as a Programme Team taking to improve enrolment numbers, e.g. marketing activities or targeting companies?

Route	18/19	19/20	20/21	21/22	22/23	Total
3D Computer Animation						
3D Computer Animation with Pre-sessional						
3D Design & Animation						
3D Design & Virtual Reality						
Accounting						
Accounting with Placement Year						
Acting						
Addysg (Cymru)						
Addysg a Gofal Blynyddoedd Cynnar						
Addysg a Gofal Blynyddoedd Cynnar: Statws						
Total						

Q2 Headcount by Programme

Q3a Headcount by Mode of Attendance

Q3b Headcount by Home/Overseas

Filters

Search

Filters on all pages

- Campus is (All)
- Intake is (All)
- Level is (All)
- MA Vis Comm Group is (All)
- Method of Attendance is (All)
- Mode of Attendance G... is (All)

Why did we change?

- Move away from Excel sheets
- Aim to make data and trends more accessible
- Ability to provide cross dimension analysis
- Long term ambition to move to live rather than annual data reporting (in connection with Data Futures)

What information is provided?

- Good Honours Data
- In-Year withdrawal
- Module Marks
- Retention
- Enrolment
- Guidance Video

APR Good Honours



APR In Year Withdrawal



APR Module Marks



APR Retention



Enrolment



Guidance Video

What you have access to?

- Only your institutions data
- Bespoke dashboard app
- Remember confidentiality of the data

Good Honours Overview

Agriculture (CSG)

1. What percentage of students on the programmes achieve their intended award (i.e. do not get an exit award)?
2. What is the programme(s) percentage of good honours (1st and 2:1) and how does this compare with the previous year's sector good honours rate? Can you explain this result?
3. Are there significant differences in attainment for different demographics? It is useful to consider: a. Age; b. Ethnicity; c. Gender; d. Disability; e. Entry Tariff. (Use Demographic and Entry Trends pages). Is action required?
4. Are there significant differences in attainment at different locations, mode of delivery or mode of attendance? (Use Mode/Location Trends). What action is required?

The classification of sector good honours does not include students who had exit awards. The "Good Honours sector equivalent" line provides the equivalent calculation. It is used to calculate the difference between the sector (Q3) and in (Q1)

Institute

Partners

APR Portfolio

All

Q1: 21/22 % Achieving their intended award



Q2b: Difference between 21/22 and Sector Average (20/21)



Total Students 20/21



Q2a: 21/22 Good Honours %



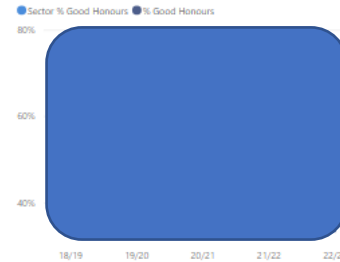
Difference between 21/22 and 20/21



Total Students 21/22



Q2: Good Honours Comparison



Course Code Route

BSC	Veterinary Nursing
BSCAP	Veterinary Nursing
BTH	Theology for Discipleship, Ministry and Mission
BA	Textiles: Knit, Weave & Mixed Media
BA	Textile Design
BA	Sports Management
BSC	Sports Coaching and Performance
BA	Social Care Studies
BA	Short Film Making
BA	Sculpture: Casting, Carving, Construction
BA	Public Relations, Marketing and Advertising Management
BA	Popular Music
BA	Physical Education
BA	Photography

Filters

Search

Filters on all pages

Award Category is (All)

CAH1 Name is (All)

CAH2 Name is (All)

CAH3 Name is (All)

Campus is (All)

Intake is (All)

Good Honours Demographics Trends

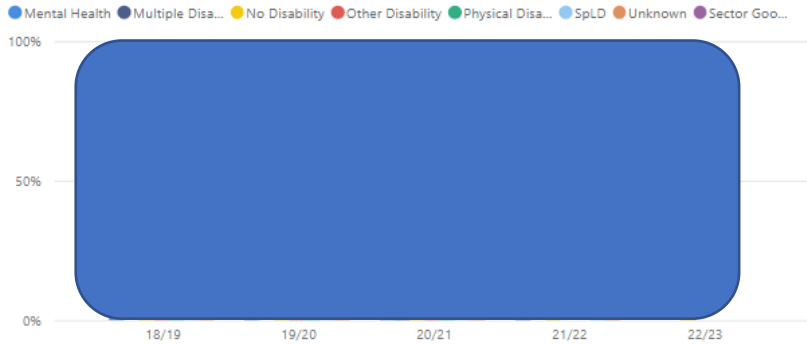
Institute
Partners

APR Portfolio
All

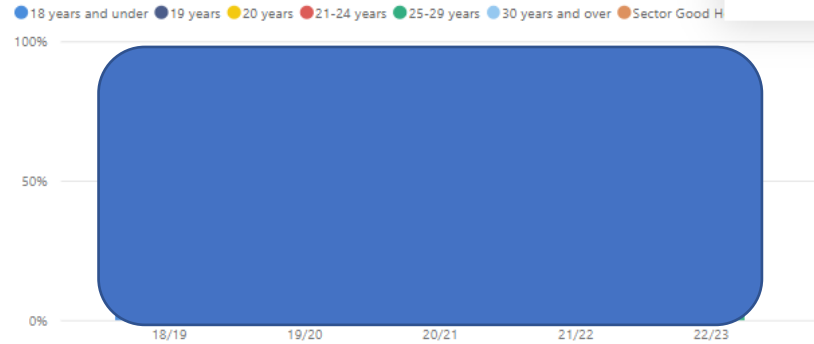


Show/hide
pane

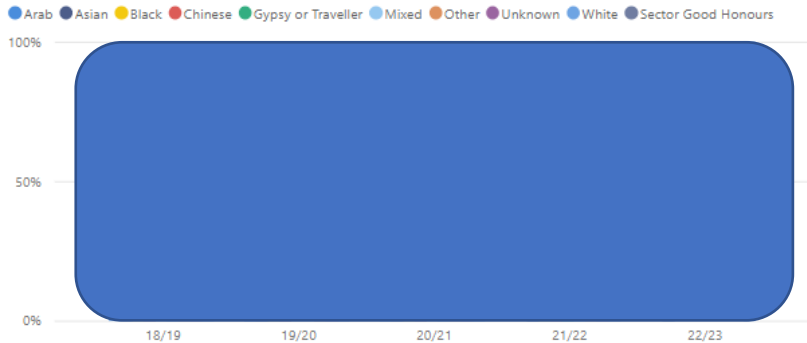
Good Honours by Disability



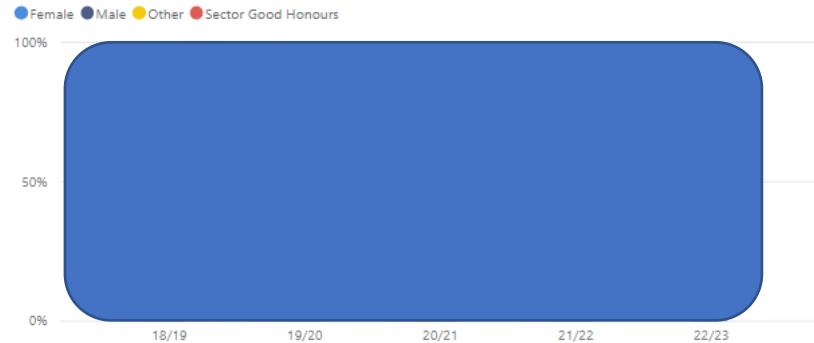
Good Honours by Age



Good Honours by Ethnicity



Good Honours by Gender



APR Good Honours, Demographic Trends

Good Honours Demographics Breakdown

Institute
Partners

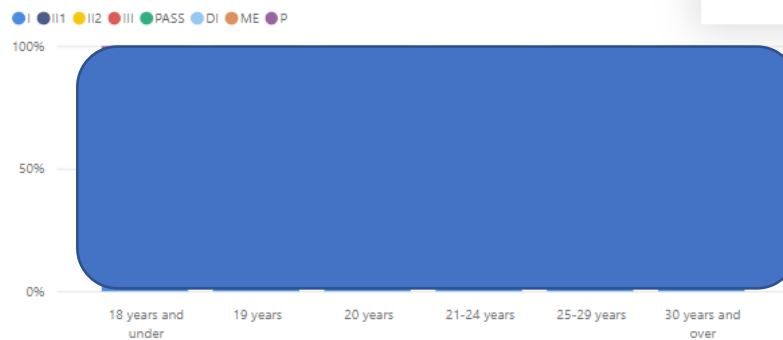
APR Portfolio
All

Academic Year
All

Award Category by Disability



Award Category by Age

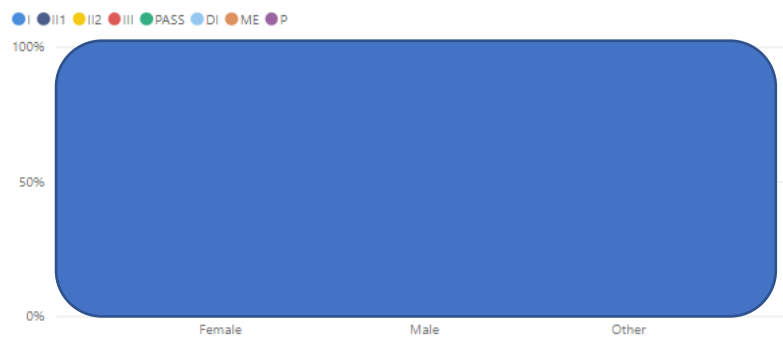


Show/hide pane

Award Category by Ethnicity



Award Category by Gender



APR Good Honours, Demographics

What can you do with this information?

- Identifying awarding gaps based on different characteristics
- Cross dimension analysis
- Identify trends
- Link the trends to other information you have (e.g. information about student support)

Limitations of the data

- Limited to Honours Degrees
- Highly dependent on University degree algorithm

In Year Withdrawals Overview

1. What is the overall percentage withdrawal rate (in-year) per level of study (including early leavers and non-starters)?
2. What is the percentage withdrawal rate (in-year) per level of study (including early leavers and not non-starters)?
3. What is the percentage withdrawal rate (in-year) per level of study (not including early leavers and not non-starters)?
4. Are there significant differences in in-year withdrawal rates for different student characteristics? Consider: a. Age b. Ethnicity c. Gender d. Disability e. Entry Tariff
5. Are there significant differences in in-year withdrawal rates for different locations, mode of delivery or mode of attendance?
6. Consider the reasons that students give as their reasons for withdrawal and how the programme team might intervene, where possible?
7. Consider if there are patterns to when students withdraw and how the programme team might intervene, where possible?
8. Are there any areas where the performance is particularly good and well above benchmark? Good practice from these areas would be useful to identify and disseminate in order to enhance performance in other areas.
9. You would expect that the largest withdrawal figure would be seen for study at level 4. If this is the case, what support is in place to ease the transition into Higher Education? If retention at level 5 is an issue: what support is in place to assist students with the transition between levels to aid attainment and retention?
10. What action is required?

Non-starters:

Students who withdraw within 14 days of their start-date or never started.

Early Leavers:

Students who withdraw between 14 and 50 days from their start-date.

Institute

Multiple selections

APR Portfolio

All

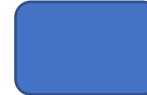
Level

All

Q1: 21/22 withdrawal rate



(21/22) Non-Starters



Q2: 21/22 withdrawal rate (Not including non-starters)



(21/22) Early Leavers



Q3: 21/22 withdrawal rate (Not including Early Leavers/Non-St...)



(21/22) Withdrawn after 50 days



(21/22) Headcount



Course Code

Route

BA	3D Design & Animation
CERTHE10	3D Design & Animation
BA	3D Design & Virtual Reality
BA	Advertising & Brand Design
BSC	Agriculture
BSC-PT	Agriculture
FDEG	Agriculture
FDEG-PT	Agriculture
BSC	Amaethyddiaeth
BSC-PT	Amaethyddiaeth
FDFG	Amaethyddiaeth



Filters

Withdrawal Rate Trends

Institute

Multiple selections

APR Portfolio

All

Filters

Q1: 21/22 withdrawal rate



Q2: 21/22 withdrawal rate (Not including non-starters)

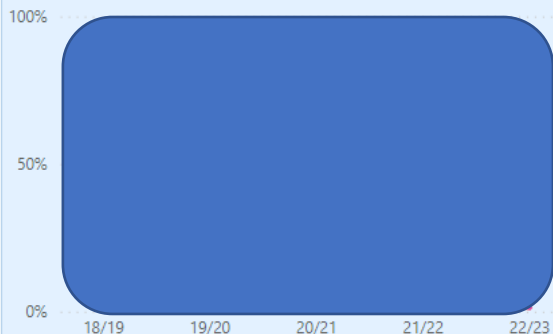


Q3: 21/22 withdrawal rate (Not including Early Leavers/Non-St...)



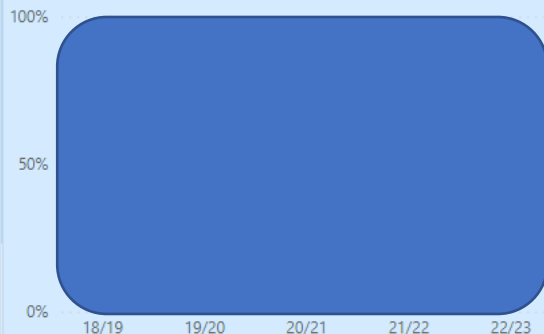
Withdrawal rate (total) by Academic Year and Level

Level ● 4 ● 5 ● 6 ● 7 ● 8



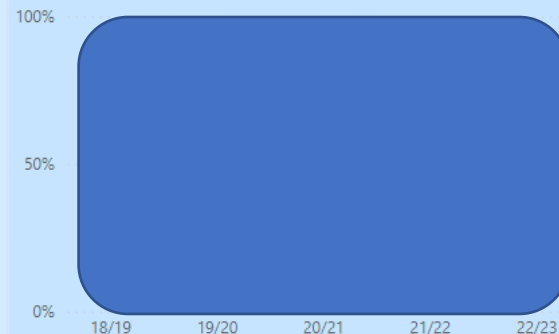
Withdrawal Rate (without Non-starters) by Academic Year and Level

Level ● 4 ● 5 ● 6 ● 7 ● 8



Withdrawal rate (without EL and NS) by Academic Year and Level

Level ● 4 ● 5 ● 6 ● 7 ● 8



APR In Year Withdrawal, (Q1-3) Withdrawal rate by level

Reasons for Leaving



Filters

APR In Year Withdrawal, (Q6) Reasons for leaving

AI Analysis

Institute

Multiple selections

APR Portfolio

All

Level

All

Filters

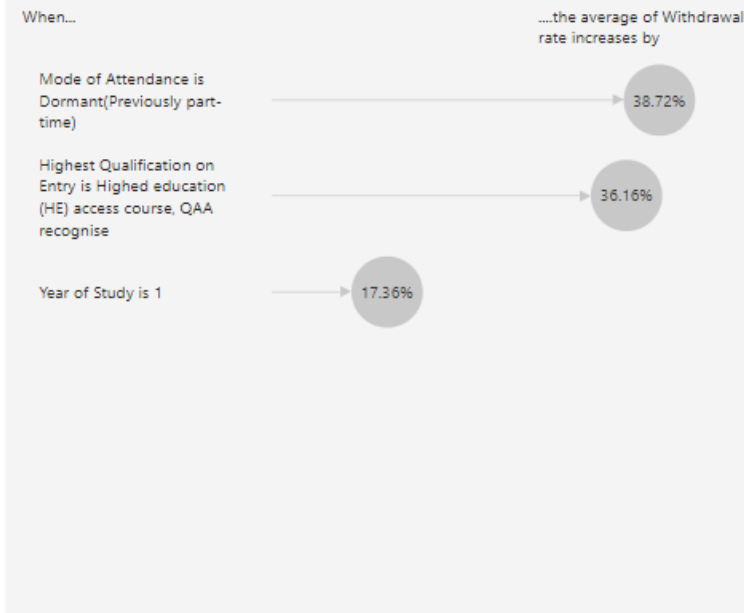
Entry and Type of Study

Demographics

Key influencers Top segments



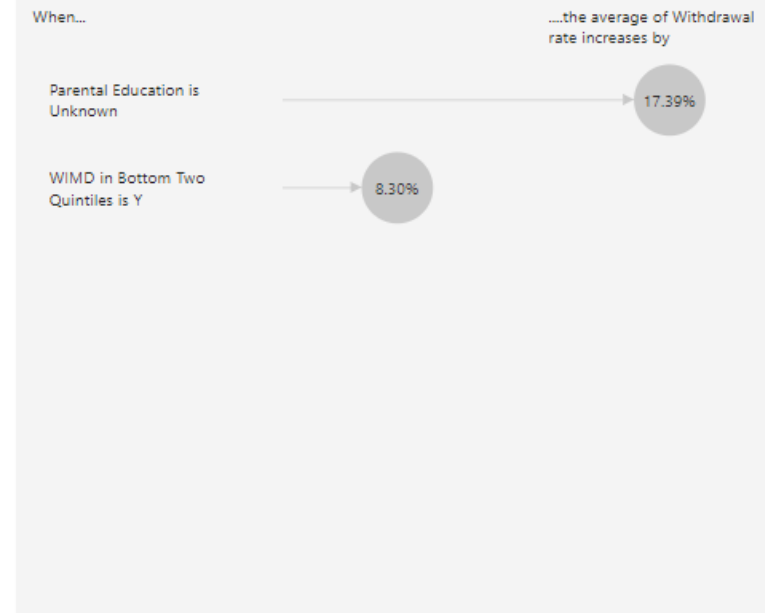
What influences Withdrawal rate to ?



Key influencers Top segments



What influences Withdrawal rate to ?



APR In Year Withdrawal, Key Influences

What can you do with this information?

- Identify areas where there are in year issues
- Consideration of reasons for leaving and what action can be taken
- Cross dimension analysis both of withdrawals and reasons for leaving
- Link the trends to other information you have (e.g. attendance monitoring)

Limitations of the data

- Information going backwards becomes problematic because of how the University records student statuses
- Best trend information is linked to the last year.

Module Marks Overview

1. It is important to consider outliers. Are there any modules that have a mark profile that is very different from the other modules offered at that level of study? (Use (01) Module Comparison)
2. Are there significant differences of achievement at module level? It is useful to consider: a. Age; b. Ethnicity; c. Gender; d. Disability; e. Entry Tariff (Use (02) Module Achievement)
3. Are there significant differences of achievement in different types of assessment (coursework, exams, practical, dissertations)? It is useful to consider: a. Age; b. Ethnicity; c. Gender; d. Disability; e. Entry Tariff (Use (03) Assessment Type (Demographics))
4. Is student achievement in line with past results? (Use 04 and 05 Programme Trends)
5. Are there any modules that have significant differences of performance at different locations, mode of delivery or mode of attendance? (Use 04 and 05 Programme Trends)
6. Where there are significant differences it is useful to consider the potential reasons and whether any changes are needed. e.g. in relation to the assessment format, the content of the course, or increased support to students taking the module to help them get to grips with this module better, or if any training is needed in relation to assessment and feedback (e.g. if there are marked differences between markers).
7. What action is required?

Some useful highlights



Average Mark by level

Module Level	Average Mark
3	
4	
5	
6	
7	
8	
Total	

Institute
Multiple selections

APR Portfolio
All

Show/hide pane

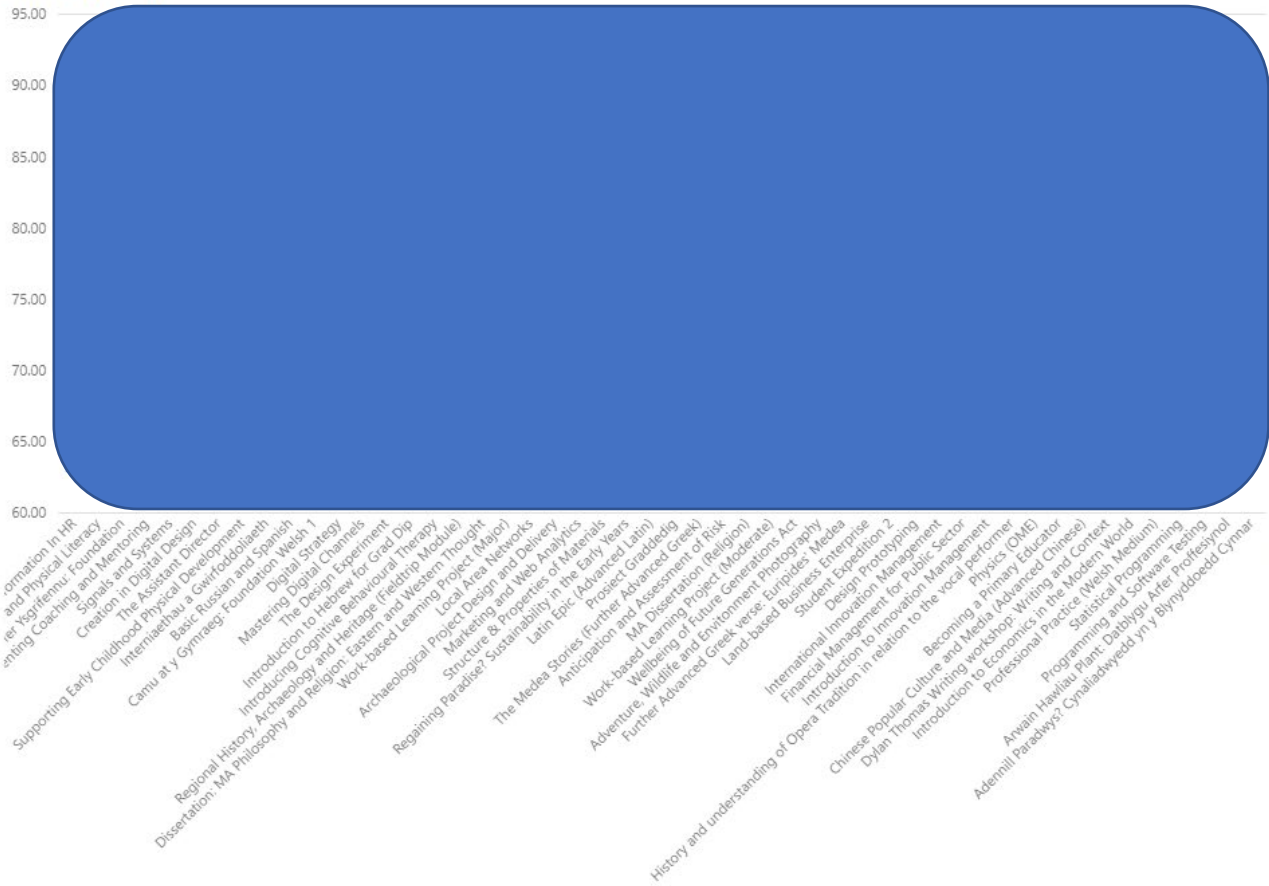
Year All | **Level** All

Course Code	Programmes
BA	3D Design & Virtual Reality
BA	Advertising & Brand Design
BSC	Agriculture
BSC-PT	Agriculture
FDEG	Agriculture
FDEG-PT	Agriculture
BSC	Amaethyddiaeth
BSC-PT	Amaethyddiaeth
FDEG	Amaethyddiaeth
FDEG-PT	Amaethyddiaeth
BSC	Animal Behaviour and Welfare
BSC-PT	Animal Behaviour and Welfare
CERTHE	Animal Science
CERTHE-PT	Animal Science
FDEG	Animal Science
FDEG-PT	Animal Science
BSC	Applied Computing
BSC-PT	Applied Computing

[APR Module Marks, Programme Overview](#)

Module Comparison

Module Overview



Institute

APR Portfolio

Level

Year

Module

Filters

Supporting Early Childhood Physical Development
 Introduction to Hebrew for Grad Dip
 Regional History, Archaeology and Heritage
 Dissertation: MA Philosophy and Religion
 Archaeological Project Design and Delivery
 Regaining Paradise? Sustainability in the Early Years
 The Medea Stories (Further Advanced Greek)
 Anticipation and Assessment of Risk
 Adventure, Wildlife and Environment (Moderate)
 Further Advanced Greek verse Euripides' Medea
 Land-based Enterprise
 International Innovation Management
 Financial Management for Public Sector
 Introduction to Innovation Management
 Tradition in relation to the vocal performer
 Becoming a Primary Educator
 Physics (OME)
 Chinese Popular Culture and Media (Advanced Chinese)
 Dylan Thomas' Writing workshop: Writing and Context
 Introduction to Economics in the Modern World
 Professional Practice (Wash Medium)
 Statistical Programming
 Programming and Software Testing
 Anwain Hawlau plant Datbygiwr Arfer Profesiynol
 Adernill Paradau? Cynaliadwyedd yn y Blynyddoedd Gyfar

Course Code	Programmes
BA	3D Computer Animation
BA	3D Design & Virtual Reality
BA	Accounting
BA	Accounting with Placement Year
BA	Acting
BA	Addysg a Gofal Blynyddoedd C
BA	Addysg a Gofal Blynyddoedd C Statws Ymarferedd Blynyddoedd
BA	Addysg Gorfforol
BA	Adventure Filmmaking
BA	Advertising & Brand Design
BA	Advocacy
BA	Ancient and Medieval History

APR Module Marks, (01) Module Comparison

Demographic Analysis by Assessment Type

Institute: | APR Portfolio: | Level: | Year:

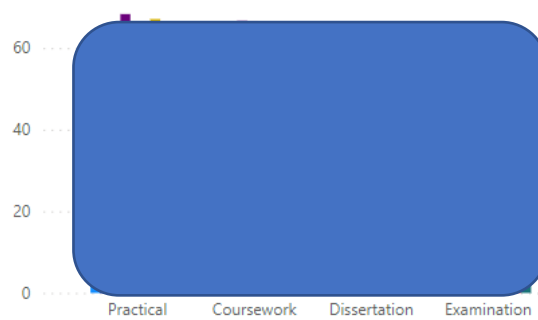
Assessment Mark by Age

● (Blank) ● 18 years a... ● 19 years ● 20 years ● 21-24 y...



Assessment Mark by Ethnicity

● Arab ● Asian ● Black ● Chinese ● Gypsy o... ● Mixed ● Other



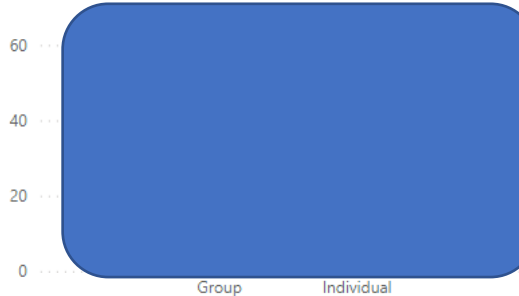
Assessment Mark by Gender

● Female ● Male ● Other



Assessment Mark by Disability

● Mental He... ● Multiple ... ● No Disability ● Other Dis...



Assessment Mark by Entry Tariff

● 0 or unk... ● 047 or f... ● 048 - 63... ● 064 - 79... ● 080 - 95...



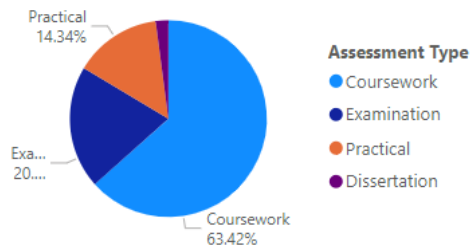
Course Code	Programmes
CERTHE	Well-being and Health in the Community (Adult & You
DIPHE	Well-being and Health in the Community (Adult & You
MA	Visual Islamic and Traditional Arts
BSC4P	Veterinary Nursing
MA	Traditional Arts
BTH	Theology for Discipleship, Ministry and Mission
BTH-PT	Theology for Discipleship, Ministry and Mission
CERTHE	Theology for Discipleship, Ministry and Mission
CERTHE-PT	Theology for Discipleship, Ministry and Mission
DIPHE	Theology for Discipleship, Ministry and Mission

APR Module Marks, (03) Assessment Type (Demographics)

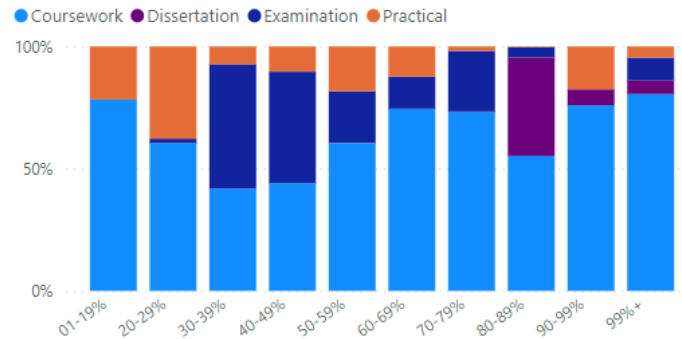
Programme Assessment Profile

Institute: | APR Portfolio: | Level: | Year:

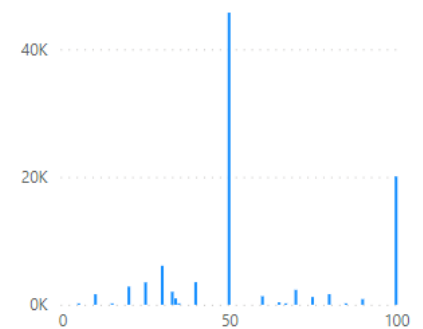
Assessment Types



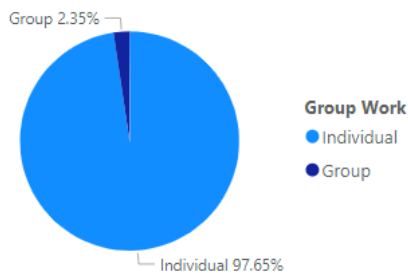
Assessment Types by Assessment Weighting



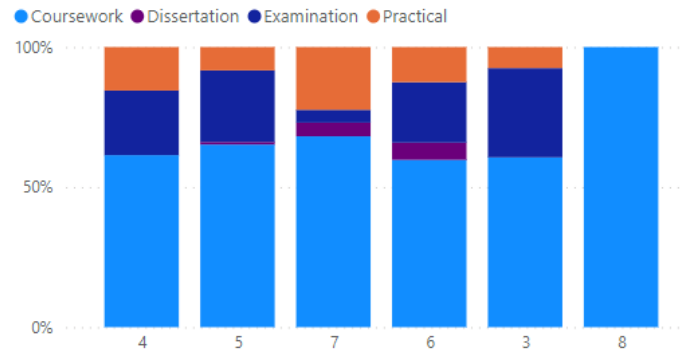
Module Assessment Weighting



Assessment Types



Assessment Types by Level



Module Assessment Name

- 50%- Gwaith cwrs (cyfwerth â 1,500- 2000 o eiriau).
- Assessment Component 1 – 50% Essay (2000 Words)
- Portfolio of research evidence
- Presentation of an advertising campaign to a client 15 Minutes
- 10% Coursework - Presentation (8 minutes)
- 10% Coursework: Reflective Journal (equivalent to 600 words)
- 20% Coursework: Group Activity (equivalent

APR Module Marks, Assessment Overview

What can you do with this information?

- Identify modules that are outliers
- Consider if assessment types are appropriate
- Consider assessments in light of module learning outcomes
- Link the trends to other information you have (e.g. attendance, withdrawals)

Limitations of the data

- Information on modules is only as real-time as information is input into the student record system
- Marks are only a single outcome and can be influenced by a range of different factors (e.g. capped marks) that are not evident in the data

Retention Overview

Retention year-to-year measures how many students are still with the University on the anniversary of their enrolment date.

It includes:

- Students progressing from one level to another or repeating the year.
- Students who do not progress but gain an exit award (e.g. starting on a BA and getting a DipHE) have a negative impact on retention.
- It excludes students who have graduated as they intended (e.g. a BA student getting a BA).

1. What is the retention rate per level of study? (Use 01 Retention by Level)
2. Are there significant differences in retention rates for different student characteristics? Consider: a. Age; b. Ethnicity; c. Gender; d. Disability; (02 Retention by Demographics)
e. Entry Tariff (03 Retention by Entry)
3. Are there significant differences in retention rates for different locations, mode of delivery or mode of attendance? (04 Retention by Study Type)
4. If significantly different from in-year withdrawal, consider the reasons students have withdrawn and how the programme team might intervene, where possible? (05 Reasons for leaving)
5. Are there any areas where the retention performance is particularly good and well above benchmark? Good practice from these areas would be useful to identify and disseminate in order to enhance performance in other areas.
6. You would expect that the greatest retention rate would be seen in the final year of study. The lowest retention rate is normally between level 4 and 5, what support is in place to assist students with the transition between levels to aid attainment and retention?
7. What action needs to be taken?

Institute

Multiple selections v

APR Portfolio

All

Show/hide pane

Programmes Considered

Programme	17/18	18/19	19/20	20/21	Total
<input type="checkbox"/> 3D Design & Virtual Reality					
<input type="checkbox"/> Advertising & Brand Design					
<input type="checkbox"/> Agriculture					
<input type="checkbox"/> Amaethyddiaeth					
<input type="checkbox"/> Animal Behaviour and Welfare					
<input type="checkbox"/> Animal Science					
<input type="checkbox"/> Applied Computing					
<input type="checkbox"/> Architectural Technology					
<input type="checkbox"/> Art and Design					
<input type="checkbox"/> Art and Design: Multidisciplinary					
<input type="checkbox"/> Artist Blacksmithing					
<input type="checkbox"/> Automotive Engineering					
<input type="checkbox"/> Biblical and Pastoral Studies					
Total					

Retention Demographics

Institute

Multiple selections

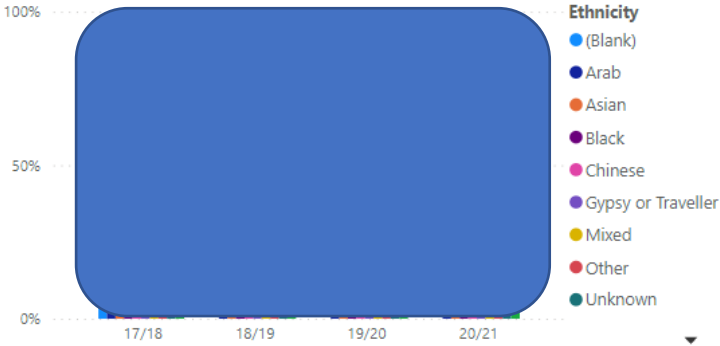
APR Portfolio

All

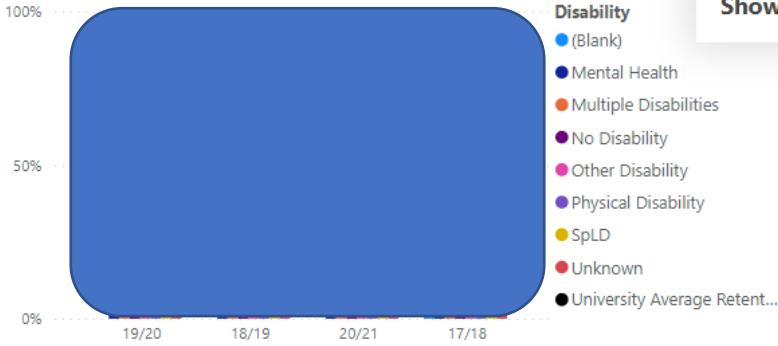
Year

All

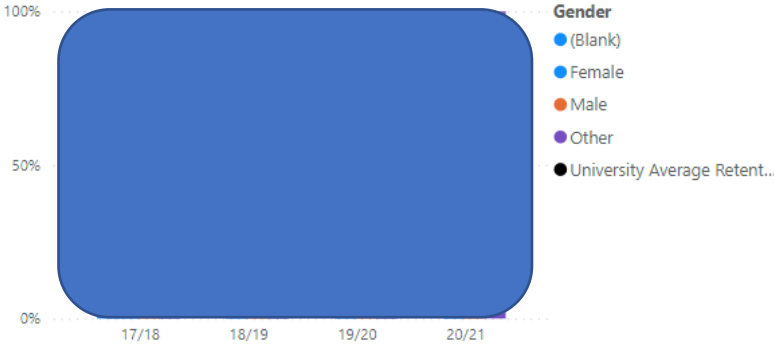
% Retained following year by Ethnicity



% Retained following year by Disability



% Retained following year by Gender



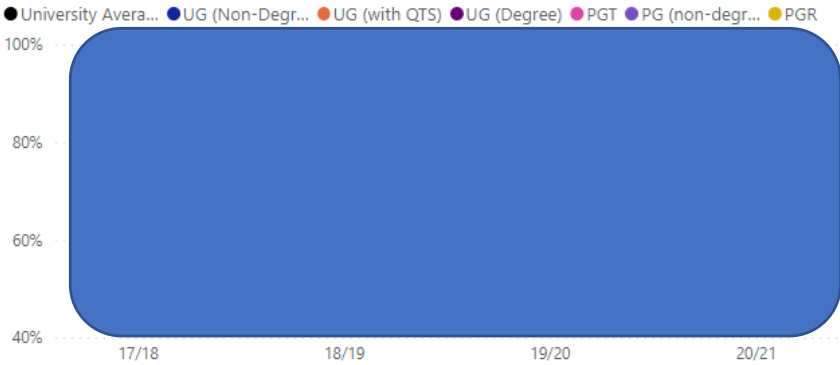
Course Code	Route
DIPHE	Well-being and Health in the Community (Adult & Youth)
MA	Visual Islamic and Traditional Arts
BSC	Veterinary Nursing
BSC4P	Veterinary Nursing
MA	Traditional Arts
BTH	Theology for Discipleship, Ministry and Mission
BTH-PT	Theology for Discipleship, Ministry and Mission
CERTHE	Theology for Discipleship, Ministry and Mission
CERTHE-PT	Theology for Discipleship, Ministry and Mission

APR Retention, (02) Retention by Demographics

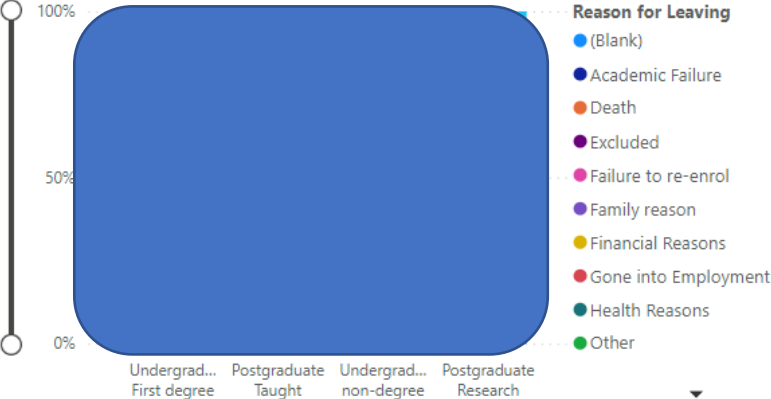
Retention Demographics

Institute: Multiple selections | APR Portfolio: All | Year: All

University Average Retention, UG (Non-Degree), UG (with QTS), UG (Degree), PGT, PG (non-degree) and PGR by Academic Year



Reasons for Leaving (excluding Successful Completion)



Academic Year	17/18			18/19			19/20			20/21			Total	
	Headcount	Retained #	Retained %	Headcount	Retained #	Retained %	Headcount	Retained #	Retained %	Headcount	Retained #	Retained %	Headcount	Retained #
Postgraduate Research														
Postgraduate Taught														
Undergraduate First degree														
Undergraduate non-degree														
Total														

APR Retention, Overall Data

What can you do with this information?

- Differences between year to year and in year withdrawal
- Link the trends to other information you have (e.g. exam board outcomes, in year withdrawals)

Limitations of the data

- Considerable lag in reporting (e.g. only reports on students after they have been here a year)
- Does not do progression or continuation, i.e. in only checks that the student is still within the system (i.e. not withdrawn) on the anniversary of their enrolment date.

Enrolment Overview

Institute

APR Portfolio

Multiple selections

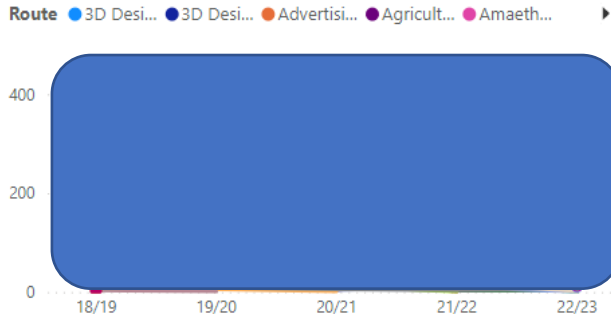
All

1. What are the current enrolment figures of the programme(s) per level? Reflect on enrolment figures.
2. What is the enrolment trend for the programme(s) over recent years - is it increasing or declining, and can you explain this trend.
3. Please reflect on FT, PT, Home and Overseas numbers. Have numbers associated with any of these categories particularly increased or decreased?
4. What action are you as a Programme Team taking to improve enrolment numbers, e.g. marketing activities or targeting companies?

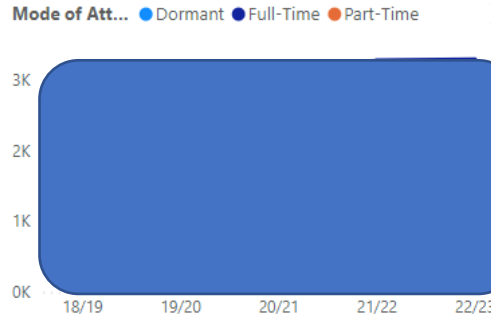
Q1 Enrolment by level

Route	18/19	19/20	20/21	21/22	22/23	Total
3D Design & Animation						
3D Design & Virtual Reality						
Advertising & Brand Design						
Agriculture						
Amaethyddiaeth						
Animal Behaviour and Welfare						
Animal Science						
Applied Computing						
Art and Design						
Art and Design: Multidisciplinary						
Total	5,					

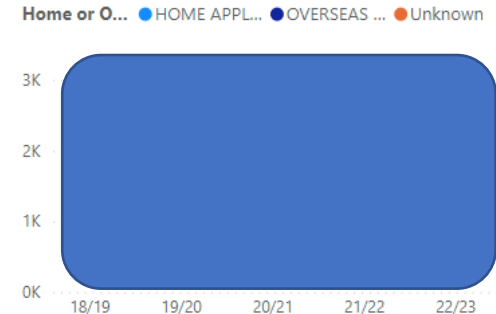
Q2 Headcount by Programme



Q3a Headcount by Mode of Attendance



Q3b Headcount by Home/Overseas



Enrolment, Overview

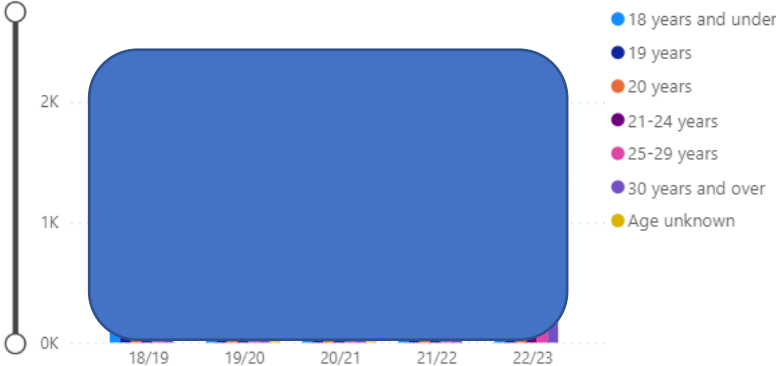
Filters

Entry Demographics

Institute
Multiple selections

APR Portfolio
All

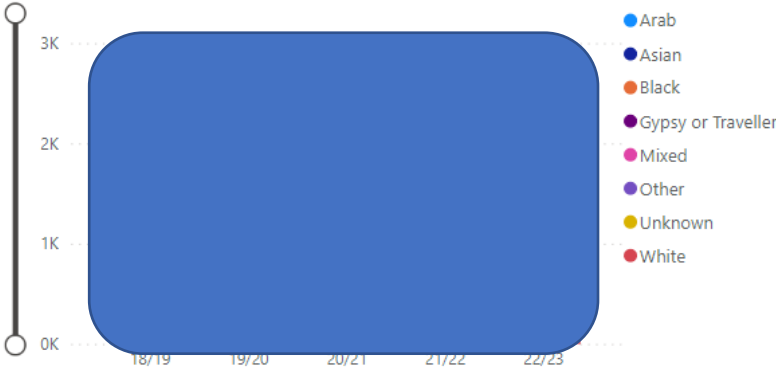
Age on Entry



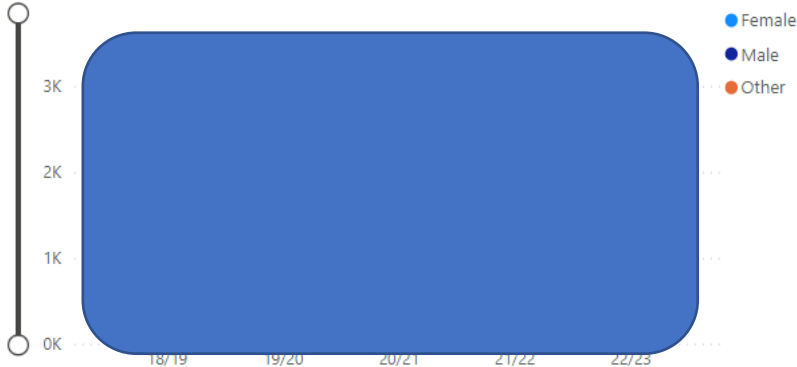
Disability



Ethnicity



Gender



Filters

Enrolment, Demographics

What can you do with this information?

- Enrolment Trends

Limitations of the data

- Does not analyse whether these students stay in the system only that they initially enrolled.