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To evaluate whether the UCAS tariff points are a useful metric to predict academic success in an undergraduate radiography programme

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Introduction and Overview

- Therapeutic radiographers are allied health professionals who play a vital role in the planning and delivery of accurate radiotherapy treatments using a range of specialist technical equipment, whilst supporting service users and carers at all stages of the radiotherapy patient pathway.
- The total TR workforce is 3476 WTE across the UK.
- The current vacancy rate for the NHS radiotherapy workforce is 7.7% with 271.0 WTE positions vacant (College of Radiographers, 2020)
- In August 2022, nine of the 14 providers entered Clearing during August 2022, this included City, University of London.



Introduction and Overview

- Approx. 46% of the BSc (Hons) Radiography (Radiotherapy & Oncology) year 1 cohort was recruited via Clearing in August 2022. The UCAS tariff points through the regular admissions cycle is 112 points (this equates to BBC at A level); and during Clearing this was reduced to 88 (CCD) points.



Questions

- 1. When students enter the via Clearing with fewer tariff points does this influence academic success?
- 2. Do other variables such as student attendance and engagement with learning resources influence academic success?
- 3. How do we support failing students, what mechanisms can we put in place?



Project Objectives

- Explore assessment performance (across terms 1 and 2) and whether a relationship exists when compared with UCAS tariff points.
- Explore other potentially confounding and mediating factors such that may be relevant to academic success, for example,
 - Student attendance using data from SEAtS.
 - Student engagement using data from JISC learning analytics system
- Review mechanisms of current support in situ, meet with individuals to look at the assessment performance, student attendance and student engagement data to implement support plans.

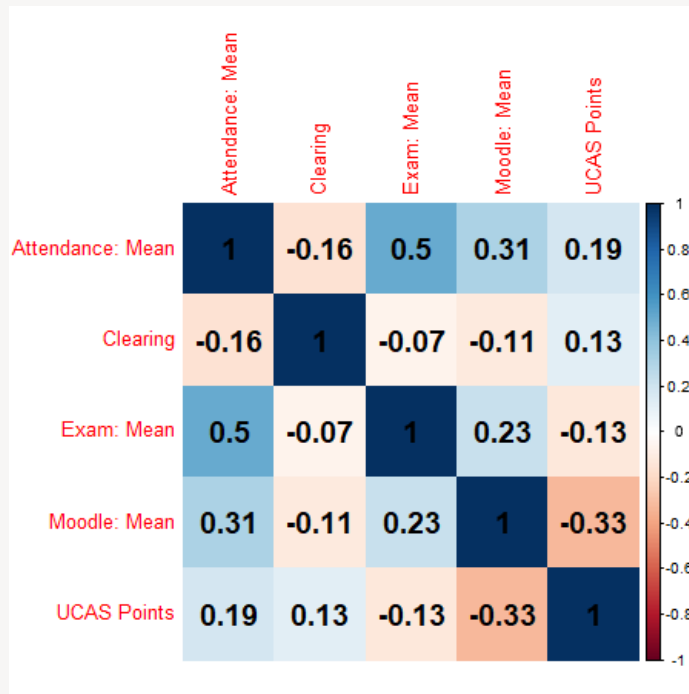


Results and Finding

Clearing and UCAS tariff points

- 22 out 48 students came via Clearing
 - 9 of the 22 <112 TP
 - 13 of the 22 >112 TP
- 26 of 48 students via routine cycle
 - 10 of the 26 <112 TP
 - 16 of the 26 >112 TP

Results and Finding



- This shows the correlations among the average measures for engagement, exam performance and attendance, across all first-term modules.
- The strongest relationship is between attendance and exam performance.

Results and Finding

Student	% Attendance	Resits from term 1
1	50%	Yes - 2
2	53%	Yes - 1
3	32%	Yes - 3
4	38% *	Yes - 3
5	39%	Yes - 2
6	41%	Yes - 2
7	50%	Yes - 1
8	53%	Yes - 2
9	29% *	Yes - 2
10	30% *	Yes - 2

- 36 out of 48 students did not achieve the minimum academic attendance of 80%.



Discussion – Support Mechanisms

- Formative assessment opportunities
- Overall summary and general feedback
- Resit tutorials
- Protected study time prior to resits
- Engagement with personal tutorials
- Bespoke support via Academic Skills team



Discussion – Actions

- Induction week activities
- Timetabling 2023-24 – embedding sessions from academic skills team
- Continued personal tutorial support
- Recent reapproval has resulted in fundamental changes to the programme structure and teaching and learning methods.

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