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

Professor Stian Reimers

[stian.reimers@city.ac.uk](mailto:stian.reimers@city.ac.uk)

Caroline Vince

[caroline.vince@city.ac.uk](mailto:caroline.vince@city.ac.uk)



# 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.

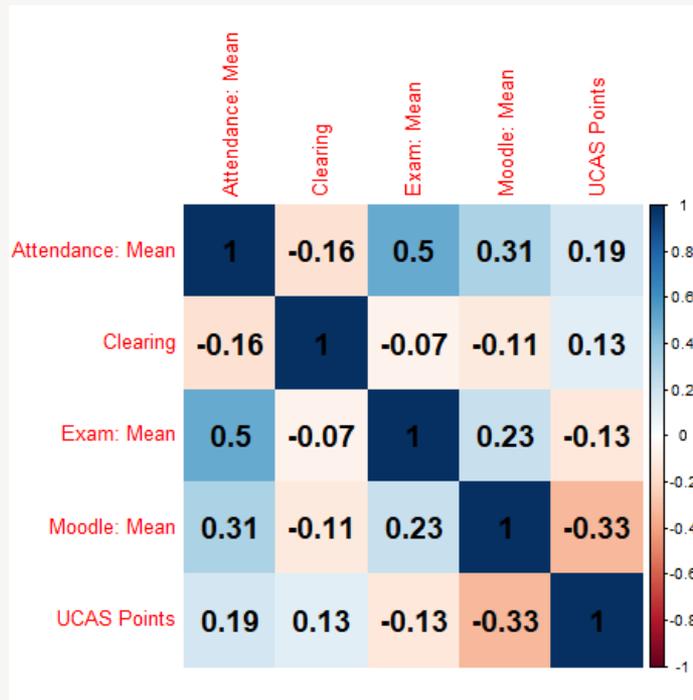


# Results and Finding

## 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.

# References

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