

Degree Outcome Statement: 2024/25

Introduction

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 first 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.

This report analyses first degree across key areas including subject mix, with a particular focus on protected characteristics: gender, age, disability, and ethnicity. Historical trends and year-on-year changes are highlighted where appropriate.

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).

All figures are drawn from HESA returns and are rounded in line with data protection requirements. Comparative insights are provided against Welsh and UK sector benchmarks using Heidi Plus data.

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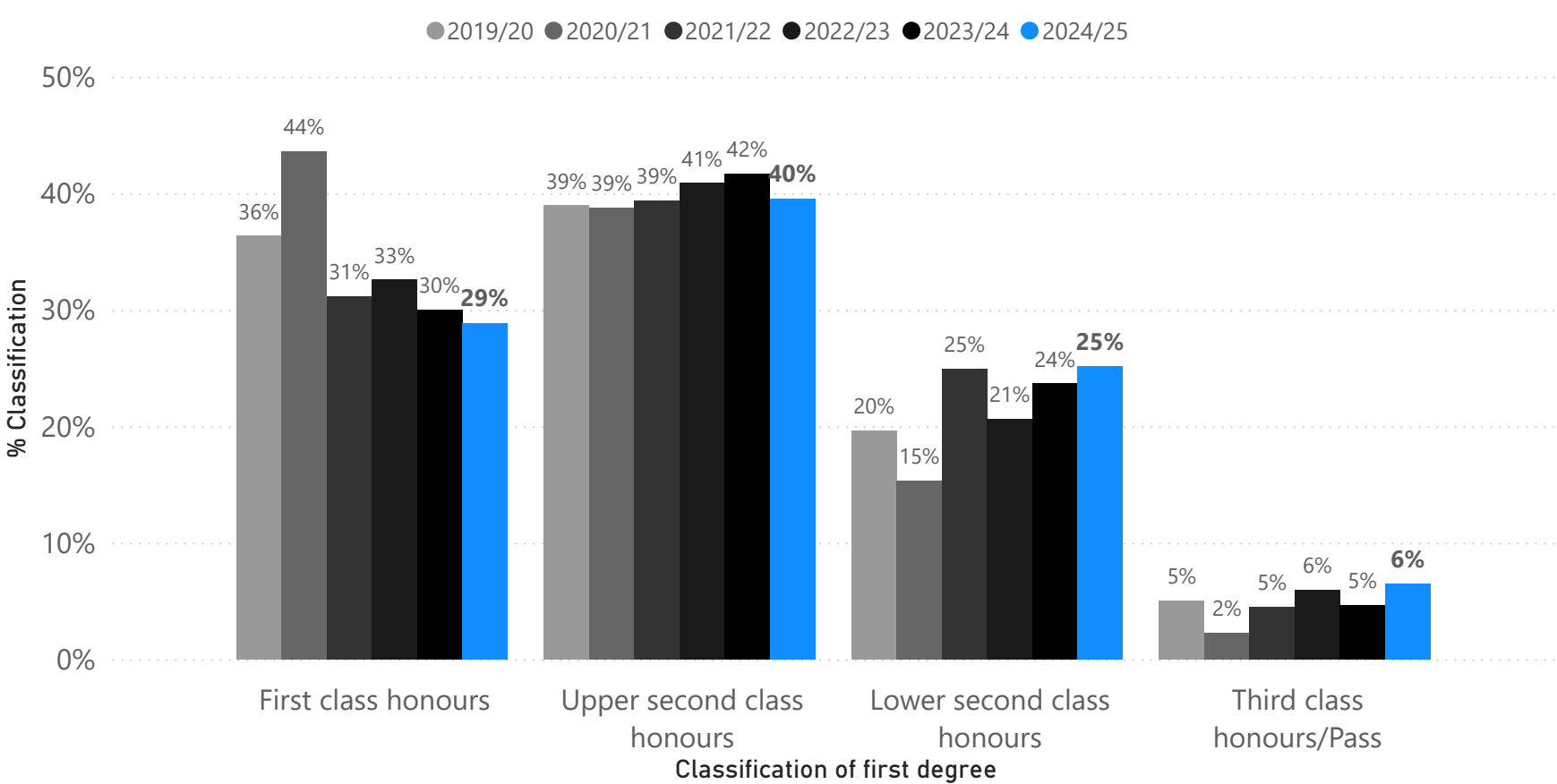
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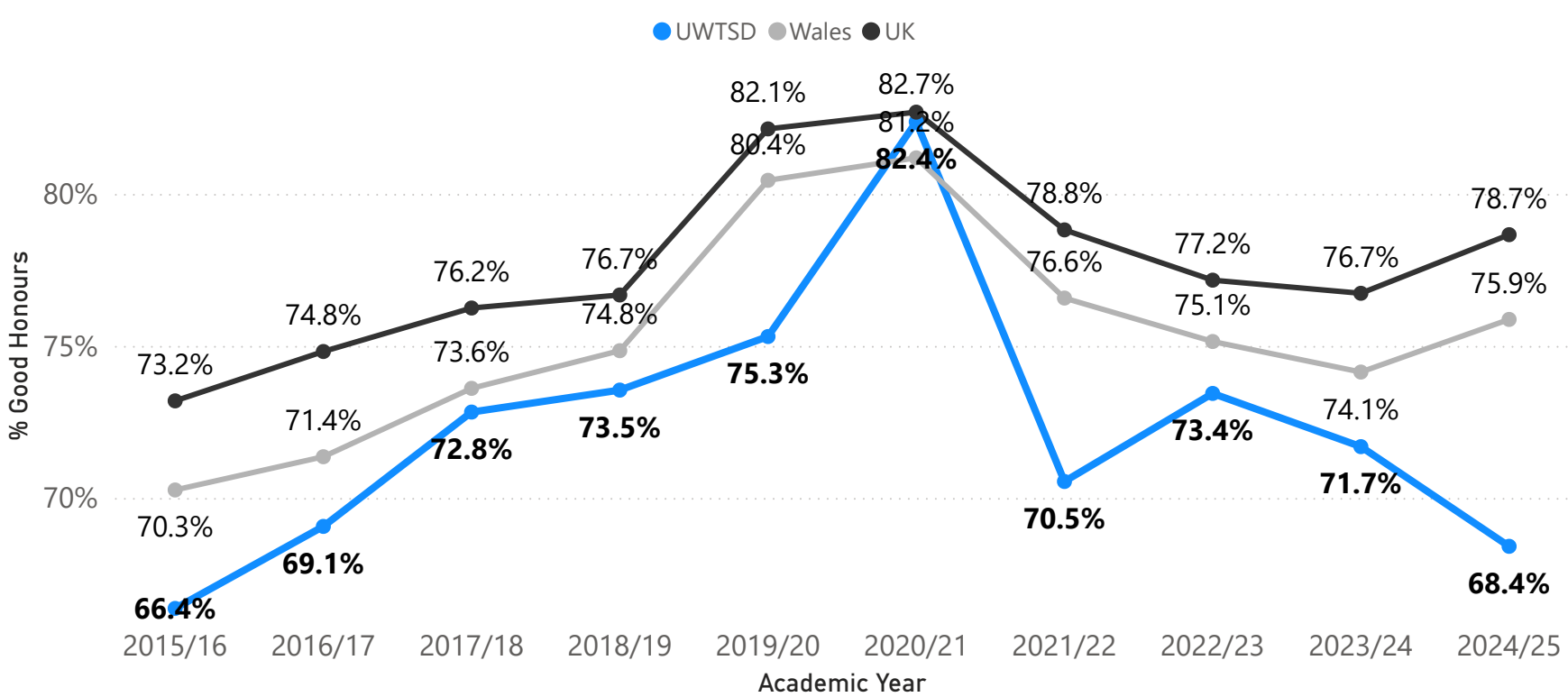
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First Degree Awards at UWTSD

First Degree Classifications at UWTSD over time



First Degree Good Honours at UWTSD compared to Sector



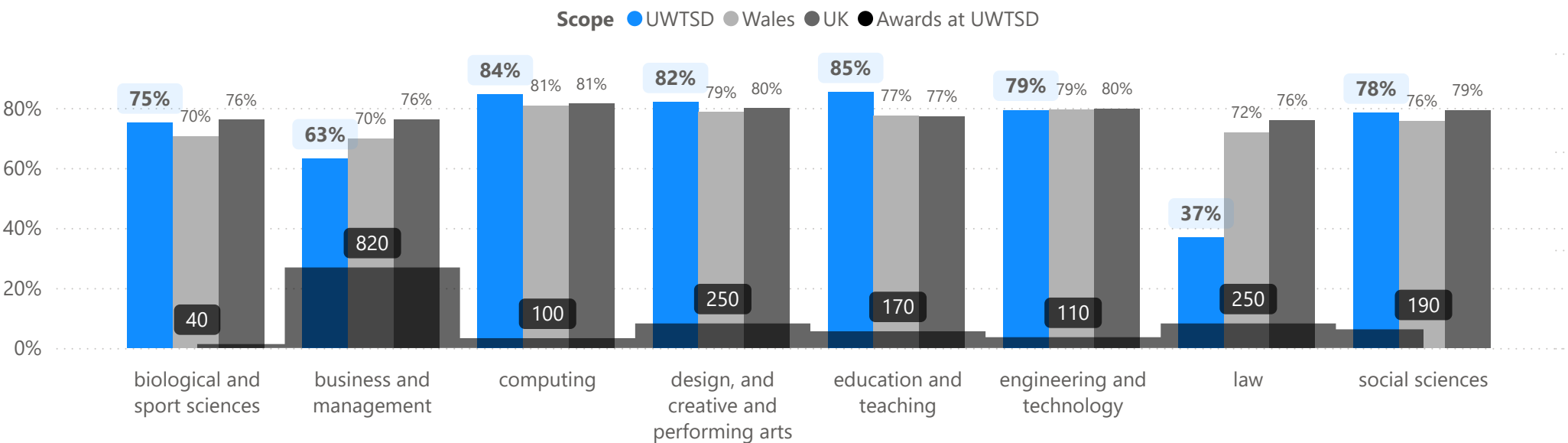
Key Insights for 2024/25

- Good honours attainment at UWTSD has declined from its pandemic peak and now sits below both Wales and UK sector benchmarks, driven by a reduction in First class awards.
- **Good honours (First or Upper Second)** were awarded to 68% of UWTSD first degree graduates in 2024/25, below Wales (76%) and the UK sector (79%).
 - The proportion of **First class degrees** fell to 29%, its lowest point since 2018/19 (30%) and down from a pandemic peak of 44% in 2020/21.
 - **Upper Second class degrees** remain the largest category at 40%, broadly stable over time.
 - UWTSD's **good honours rate** has declined steadily since the pandemic peak of 82% in 2020/21, with a sharper drop than seen across Wales and the UK.

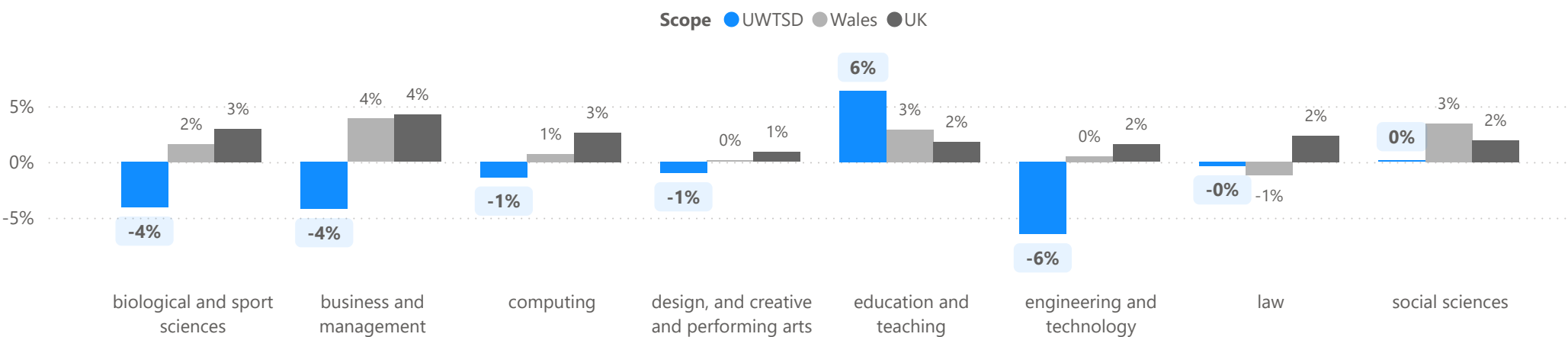
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First Degree Awards at UWTSD by Subject & Mode

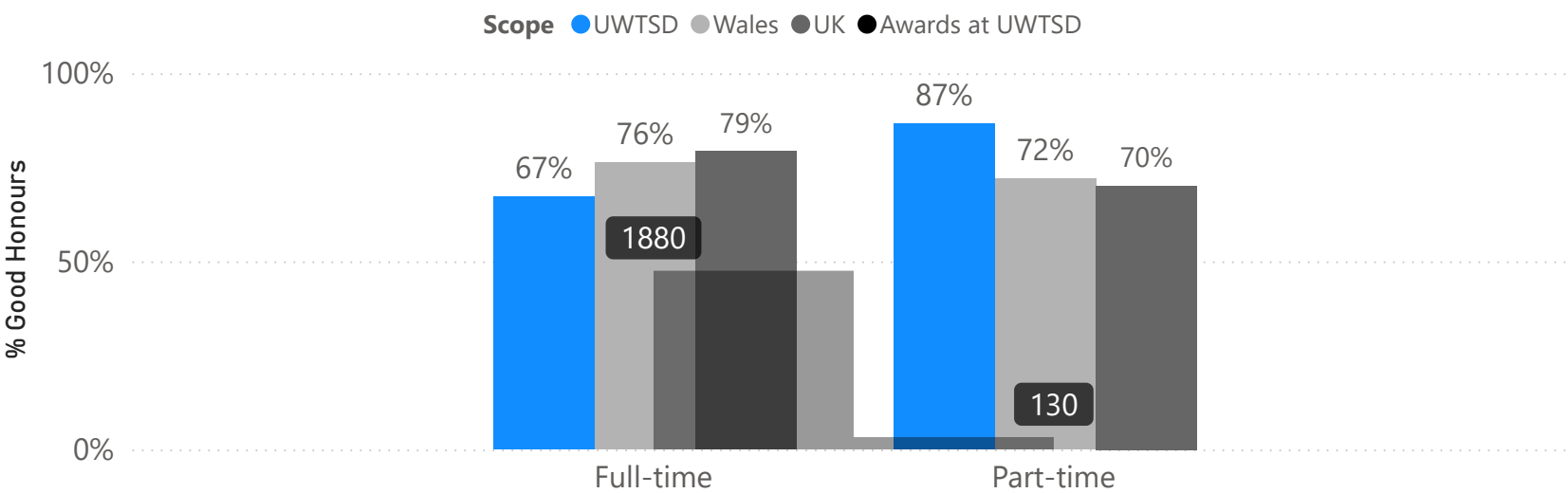
Good Honours at UWTSD by CAH in 2024/25 compared to Sector, with UWTSD award count



Year on Year Change in Rates of Good Honours by CAH



Good Honours at UWTSD in 2024/25 by Mode of Study compared to sector



Key Insights for 2024/25

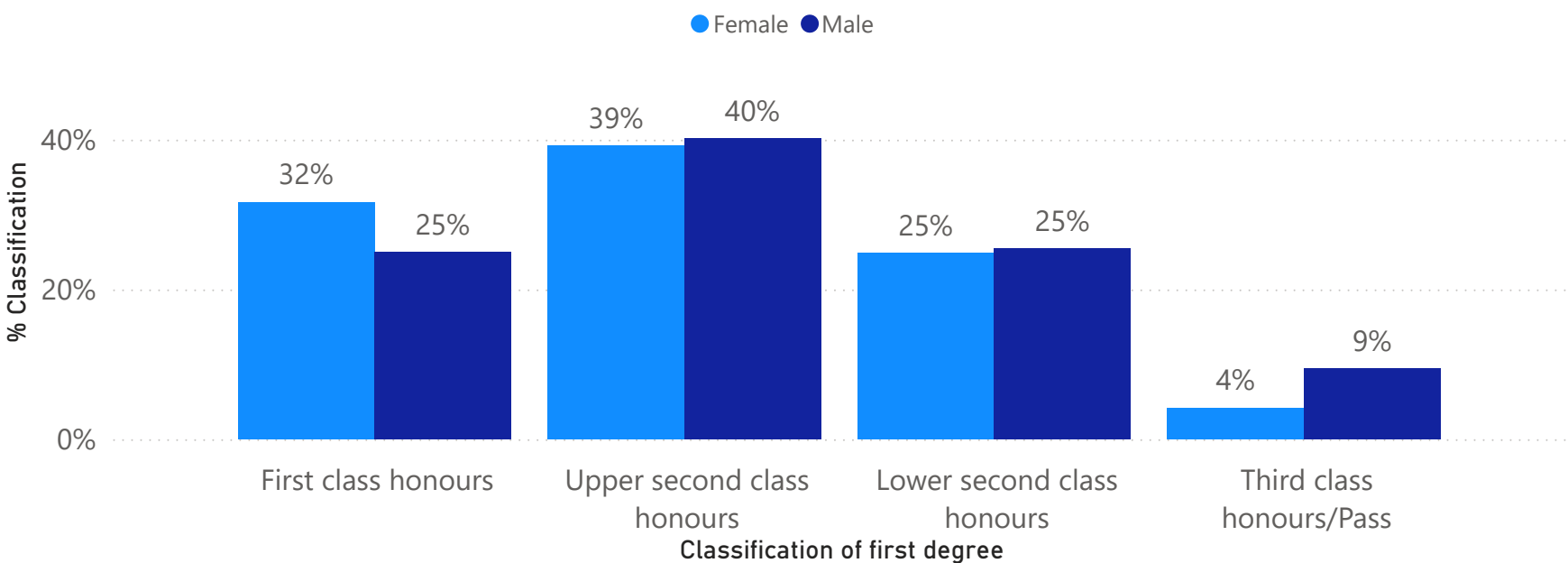
Good honours outcomes at UWTSD varied significantly by subject and mode of study, with rates higher than comparators in some areas and lower than comparators in others.

- **Business and Management** had the largest volume (820 awards) with 63% achieving good honours, below Wales (70%) and the UK (76%).
- **Design, Creative and Performing Arts** recorded a higher rate (82%), above both Wales (79%) and the UK (80%).
- **Law** had a notably lower good honours rate (37%), below Wales (72%) and the UK (76%).
- **Education and Teaching** had one of the highest rates (85%), higher than both Wales (77%) and the UK (77%).
- **Part-time students** achieved 87% good honours, above Wales (72%) and the UK (70%), while **full-time students** were lower at 67%, below both Wales (76%) and the UK (79%).

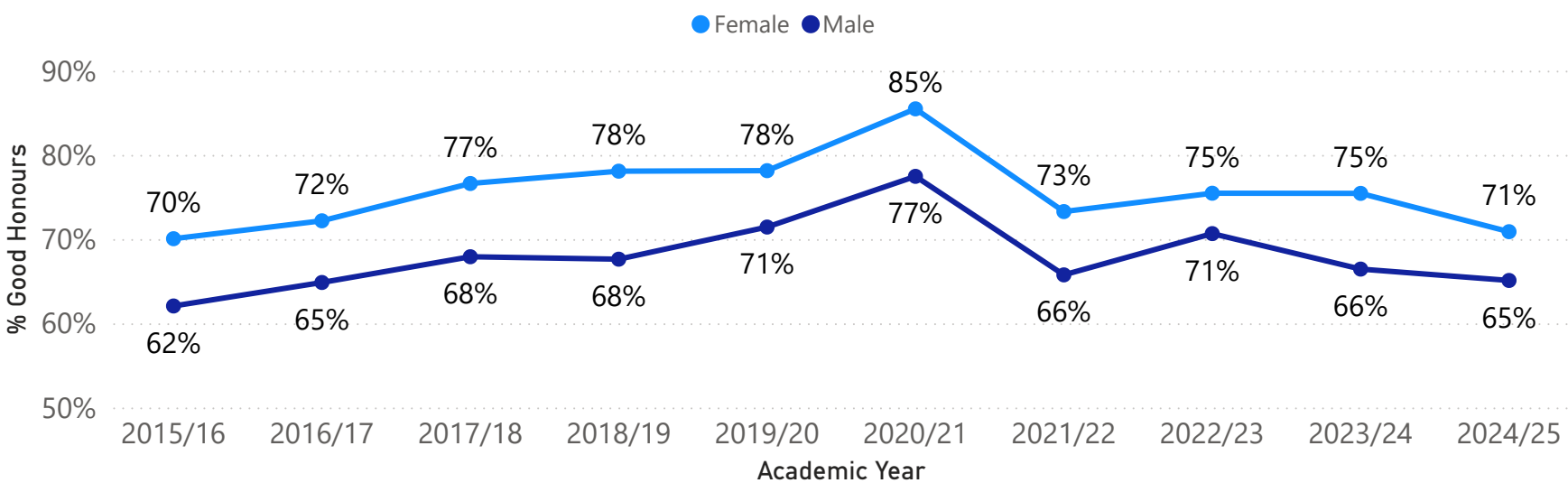
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First Degree Awards at UWTSD by Sex

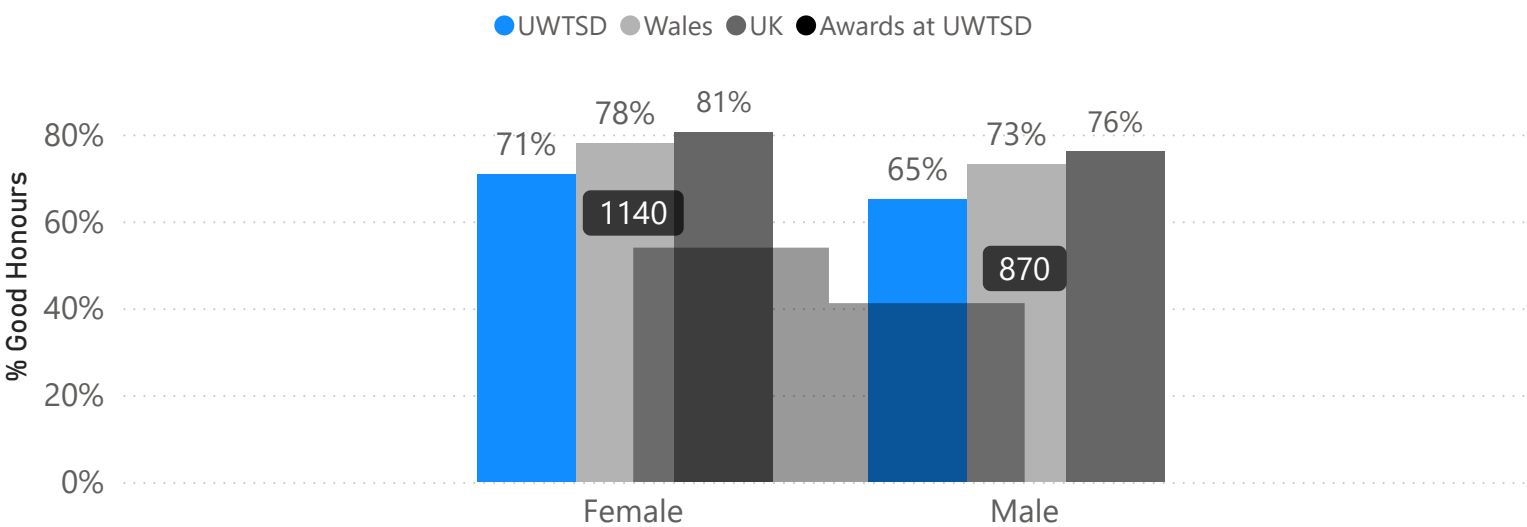
First Degree Classifications at UWTSD in 2024/25 by Sex



First Degree Good Honours at UWTSD split by Sex



Good Honours in 2024/25 by Sex compared to sector



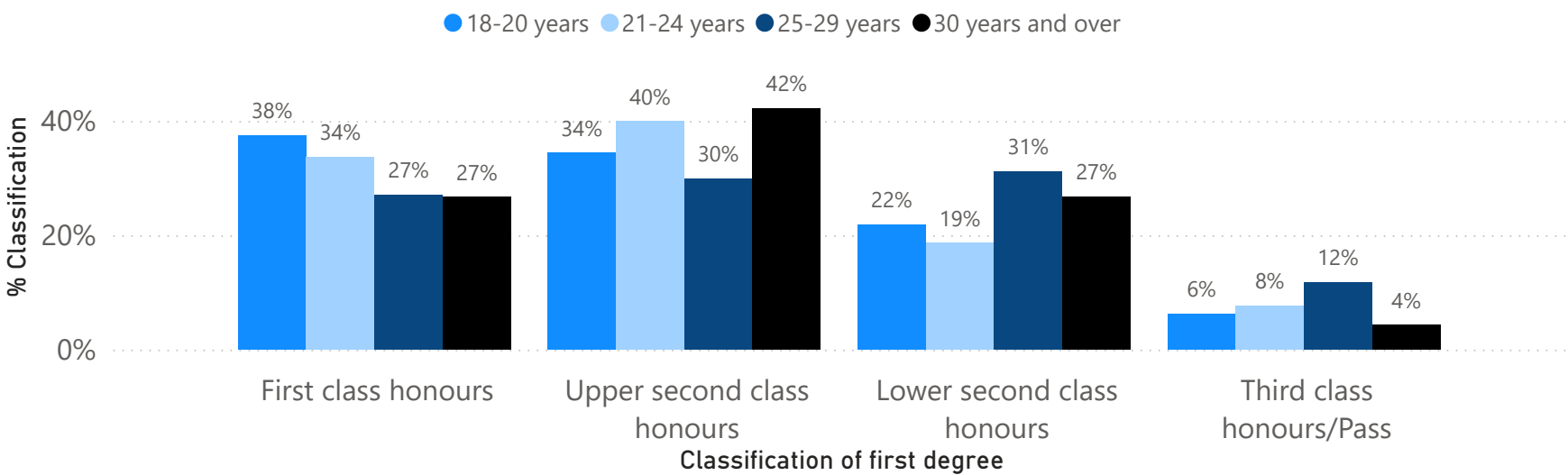
Key Insights for 2024/25

- A gap in good honours attainment by sex persisted at UWTSD, with female students recording a higher rate than male students, though both remained below sector benchmarks.
- **Female students** recorded 71% good honours, below Wales (78%) and the UK (81%).
 - **Male students** recorded 65%, below Wales (73%) and the UK (76%).
 - A **6 percentage point gap** was observed, continuing a persistent trend over time.
 - **First class degrees** were more common among female students (32%) than male students (25%).
 - **Lower classifications** were more common among male students, including higher proportions of third class honours (9% vs 4%).
 - **Subject choice patterns** likely contributed to this gap, with variation in sex balance across subject areas aligning with differences in good honours outcomes.

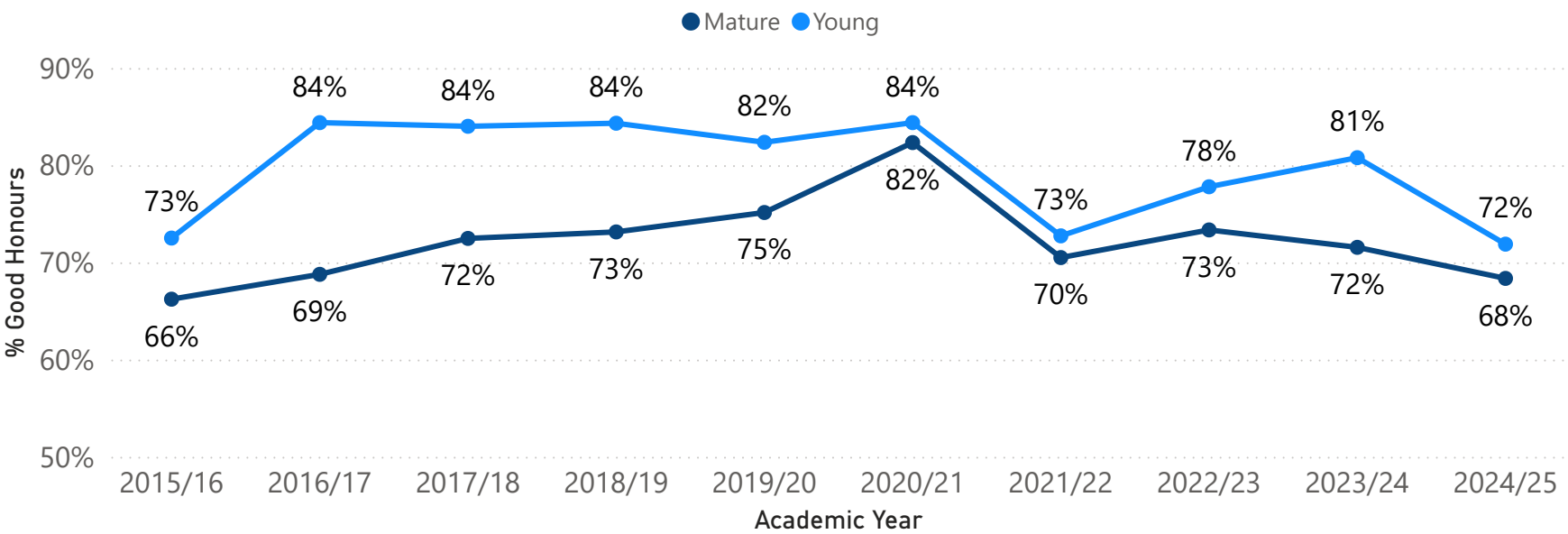
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First Degree Awards at UWTSD by Age

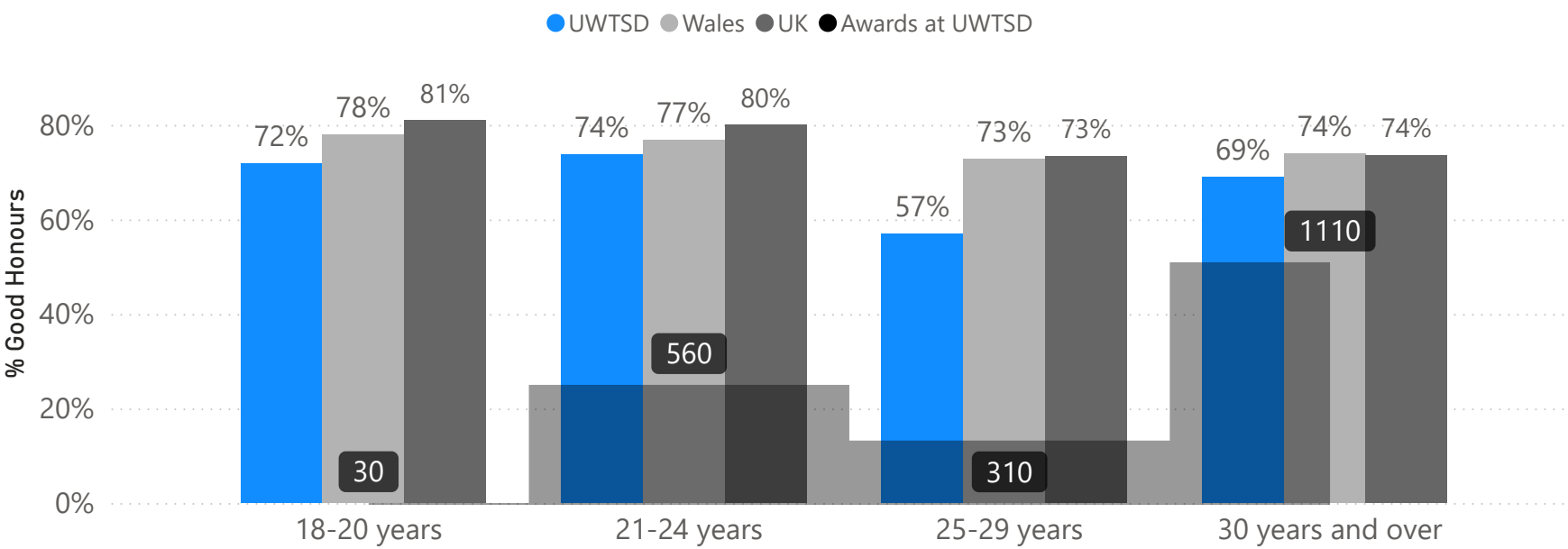
First Degree Classifications at UWTSD in 2024/25



First Degree Good Honours at UWTSD split by Age over time



Good Honours in 2024/25 by Age compared to sector



Key Insights for 2024/25

Good honours attainment at UWTSD varied by age group, with younger students recording higher rates, though most groups remained below sector benchmarks.

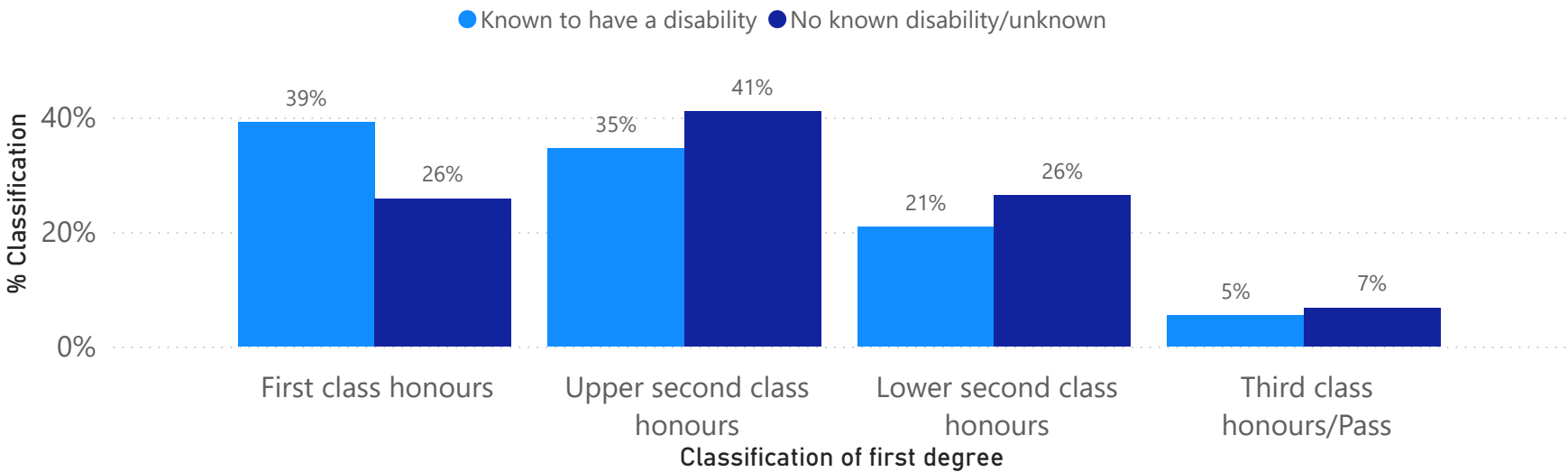
- **18–20 year olds** recorded 72% good honours, below Wales (78%) and the UK (81%).
- **21–24 year olds** recorded 74%, below Wales (77%) and the UK (80%).
- **25–29 year olds** had the lowest rate at 57%, significantly below both Wales (73%) and the UK (73%), marking the largest gap.
- **Students aged 30 and over** recorded 69%, slightly below Wales (74%) and the UK (74%).



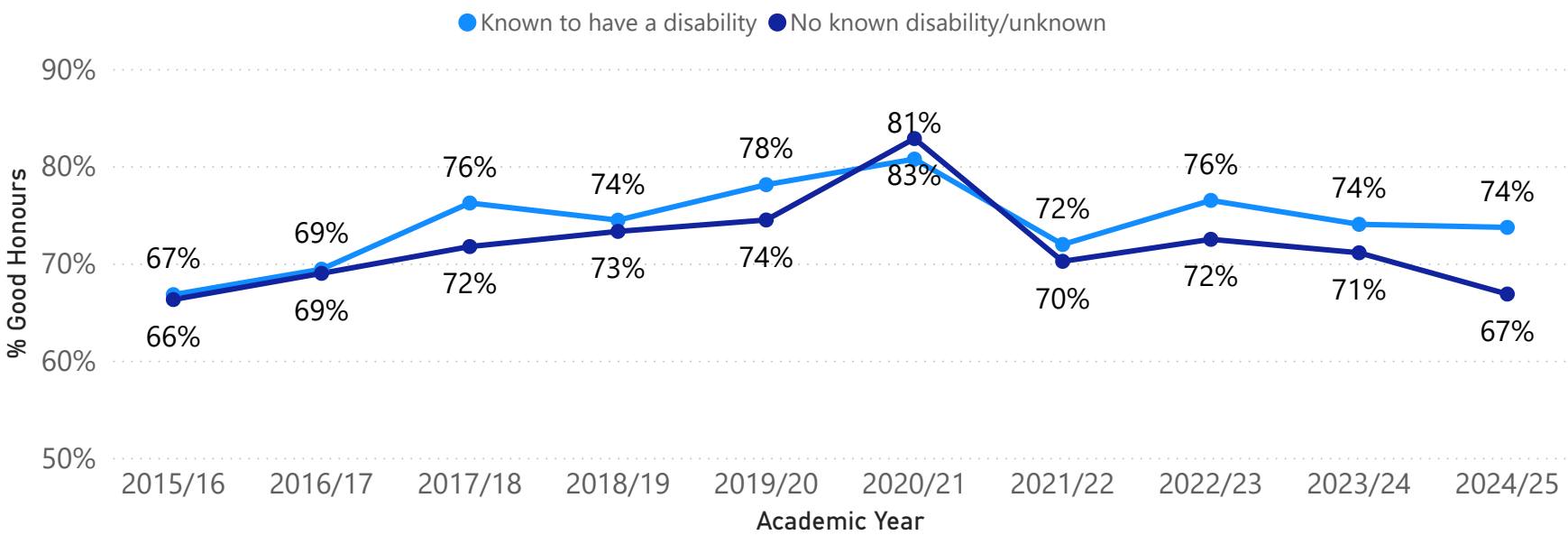
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First Degree Awards at UWTSD by Disability

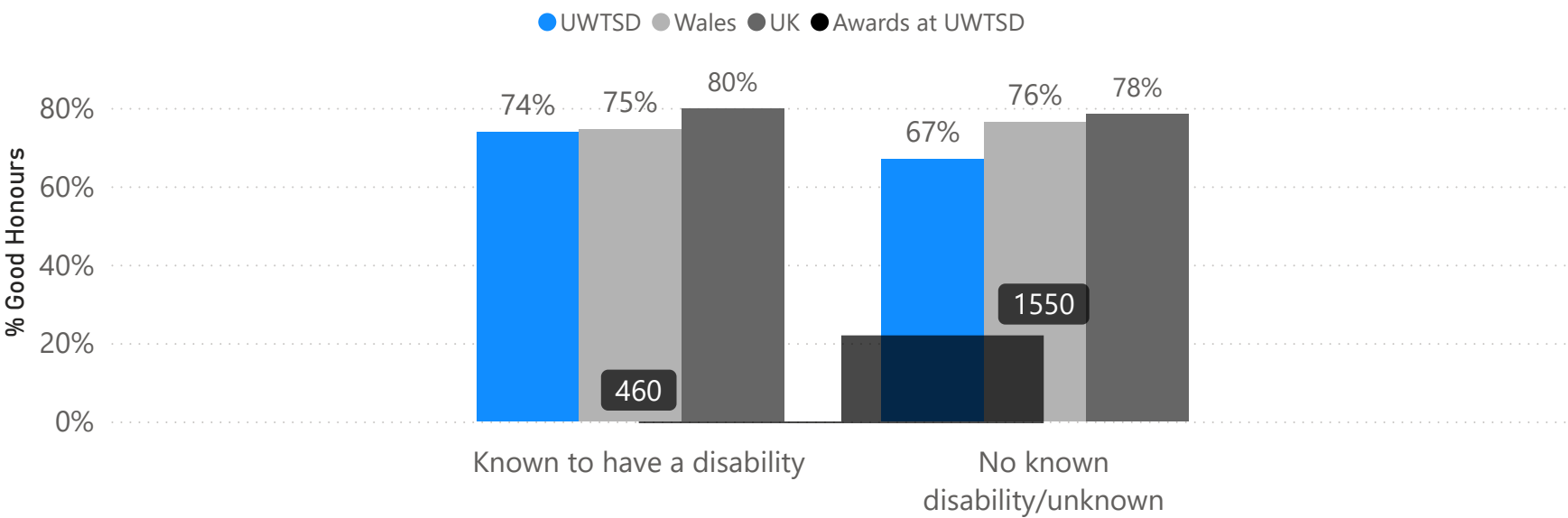
First Degree Classifications at UWTSD in 2024/25 by Disability



First Degree Good Honours at UWTSD split by Disability over time



Good Honours in 2024/25 by Disability compared to sector



Key Insights for 2024/25

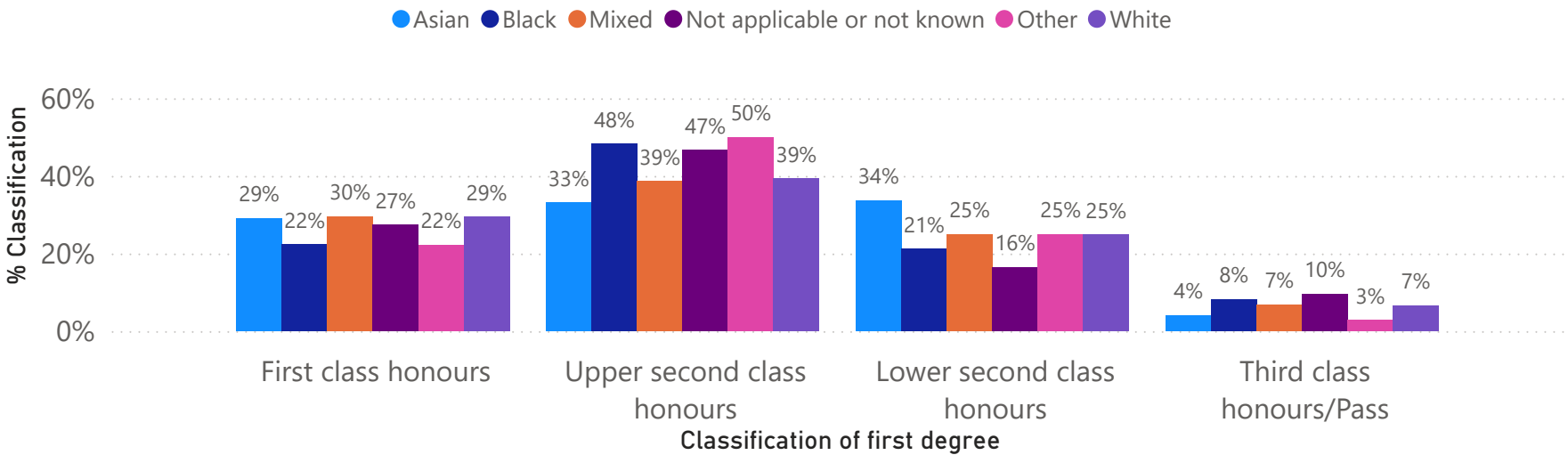
Students with a known disability recorded slightly higher good honours rates at UWTSD than those without, though both groups remained below UK sector benchmarks.

- **Students with a known disability** recorded 74% good honours, in line with Wales (75%) but below the UK (80%).
- **Students without a known disability** recorded 67%, below both Wales (76%) and the UK (78%).
- A **7 percentage point gap** was observed, with students with a known disability recording a higher rate than those without.
- **First class degrees** were more common among students with a known disability (39% vs 26%), contributing to the attainment gap.

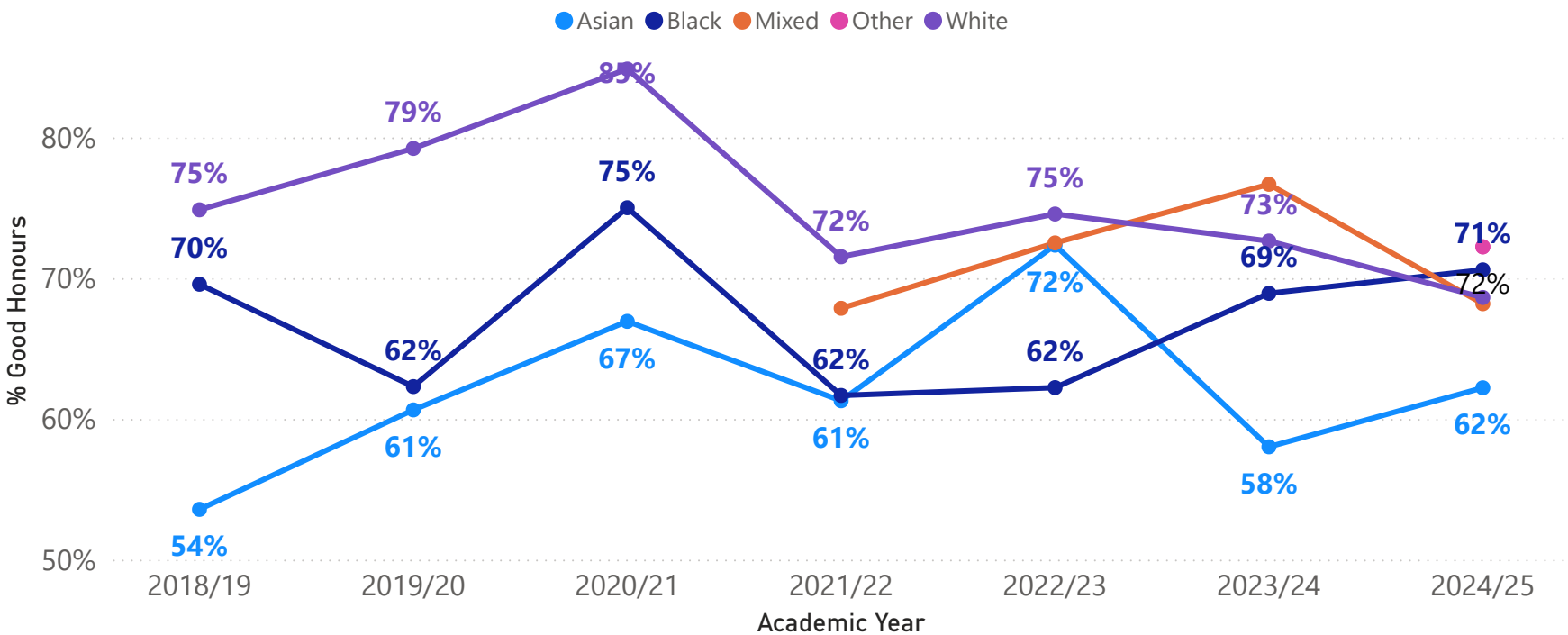
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First Degree Awards at UWTSD by Ethnicity

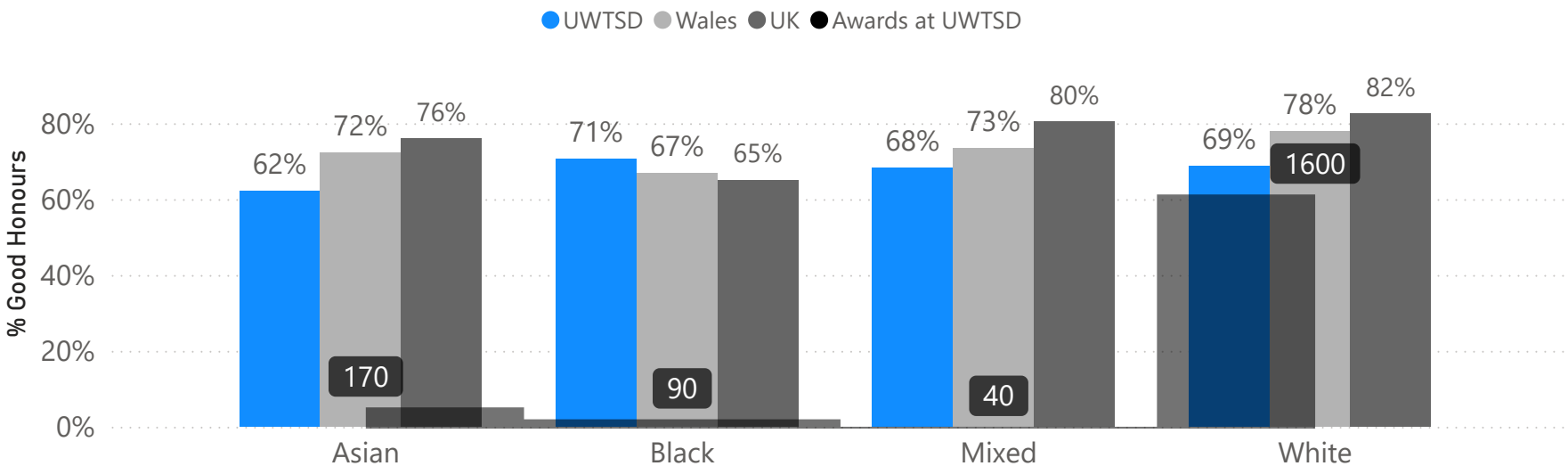
First Degree Classifications at UWTSD in 2024/25 by Ethnicity



First Degree Good Honours at UWTSD split by Ethnicity over time



Good Honours in 2024/25 by Ethnicity compared to sector



Key Insights for 2024/25

Good honours attainment at UWTSD varied by ethnicity, with lower good honours rates for some groups and variation against sector benchmarks.

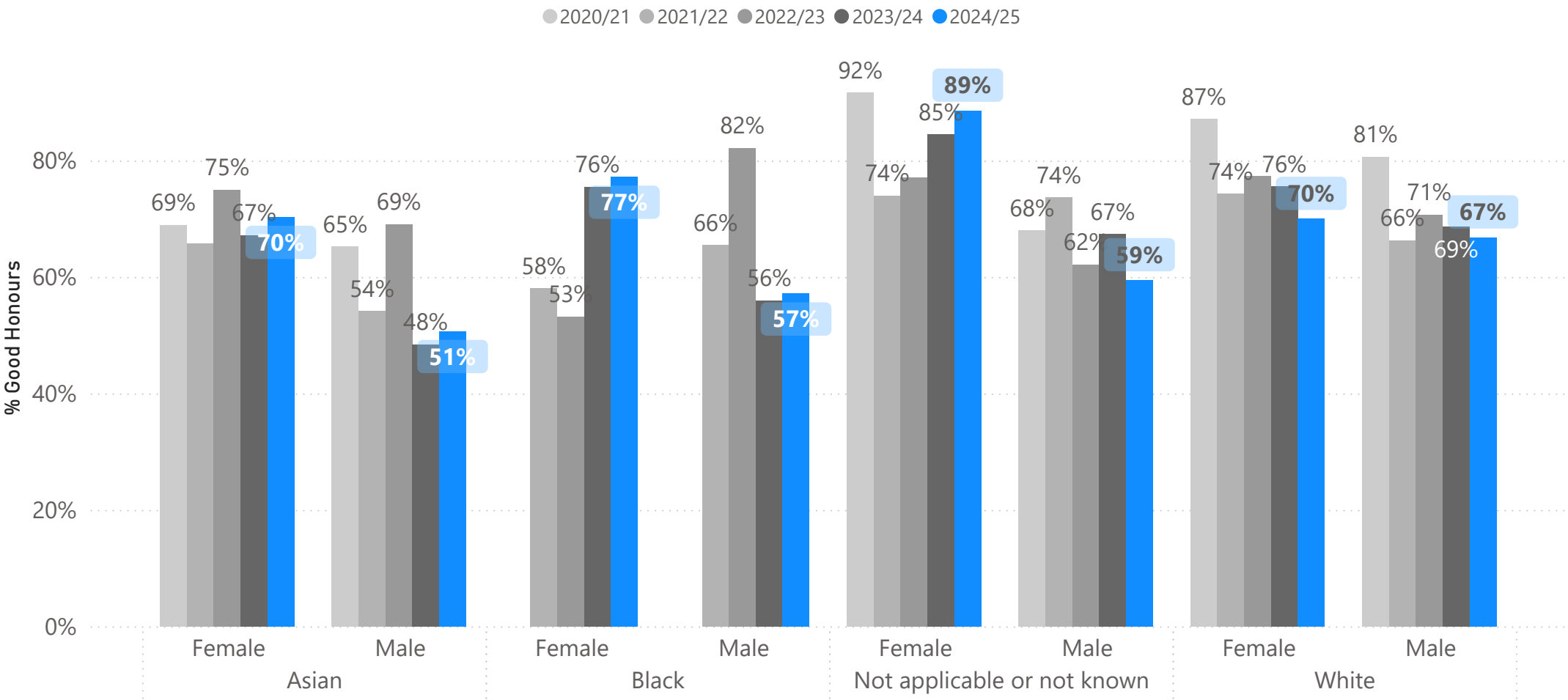
- **White students** received the majority of awards (1,600) with a 69% good honours rate, below Wales (78%) and the UK (82%).
- **Asian students** had the lowest good honours rate (62%), below Wales (72%) and the UK (76%).
- **Black students** achieved 71%, above both Wales (67%) and the UK (65%).
- **Mixed ethnicity students** achieved 68%, below Wales (73%) and the UK (80%).



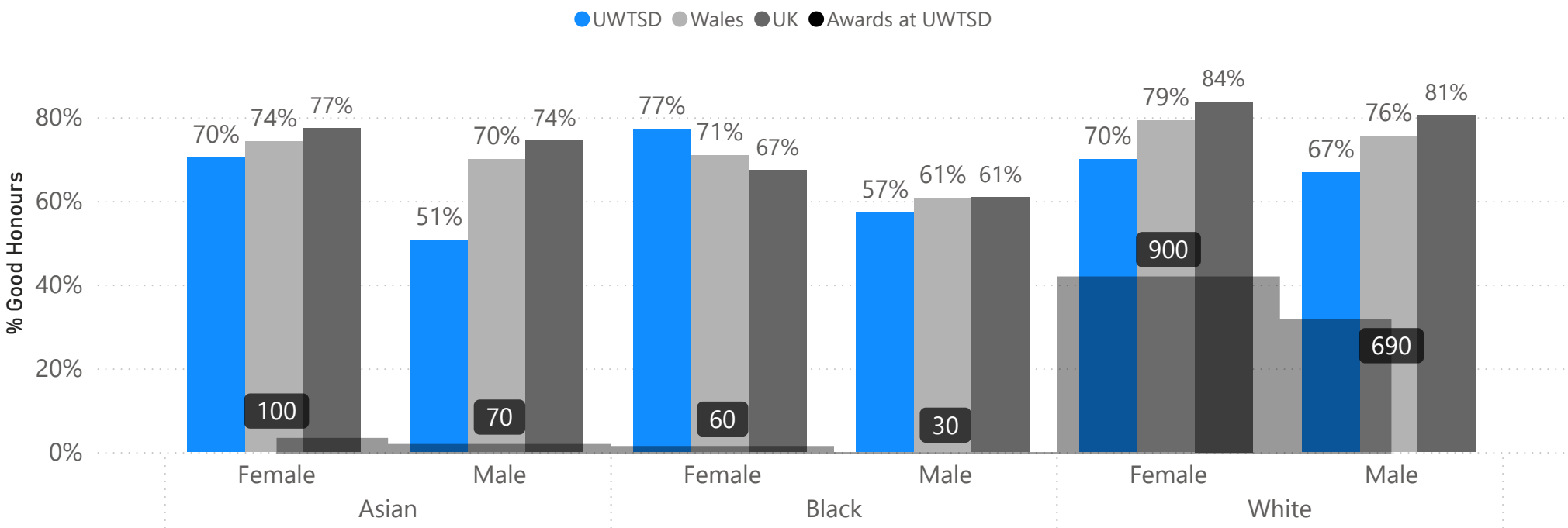
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First Degree Awards at UWTSD by Ethnicity and Gender

Good Honours at UWTSD by Ethnicity and Sex over time



Good Honours in 2024/25 by Ethnicity and Sex compared to sector



Key Insights for 2024/25

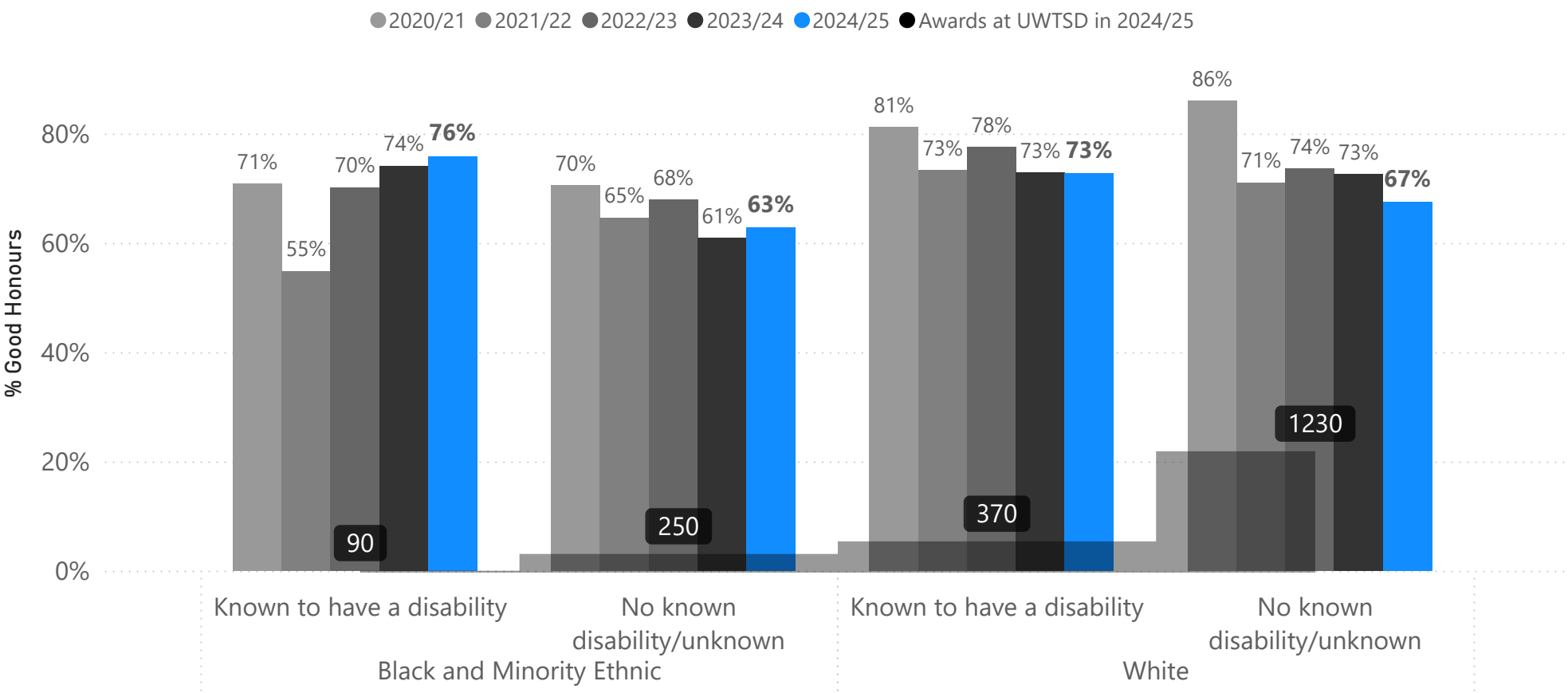
The difference in good honours rates by sex at UWTSD varied by ethnicity, with larger differences among Asian and Black students, though patterns should be interpreted with caution due to smaller cohort sizes.

- **White students** showed a smaller gender difference, with female students recording 70% good honours compared to 67% for male students, though both were below Wales (76–79%) and the UK (81–84%).
- **Asian students** had a wider difference, with female students at 70% compared to 51% for male students, both below sector benchmarks (Wales 70–74%, UK 74–77%).
- **Black students** showed the largest difference, with female students achieving 77% (above Wales 71% and UK 67%) compared to male students at 57% (below Wales 61% and UK 61%).
- The **difference in good honours rate by sex** was widest among Black (20pp) and Asian (19pp) students, and narrower among White students (3pp).

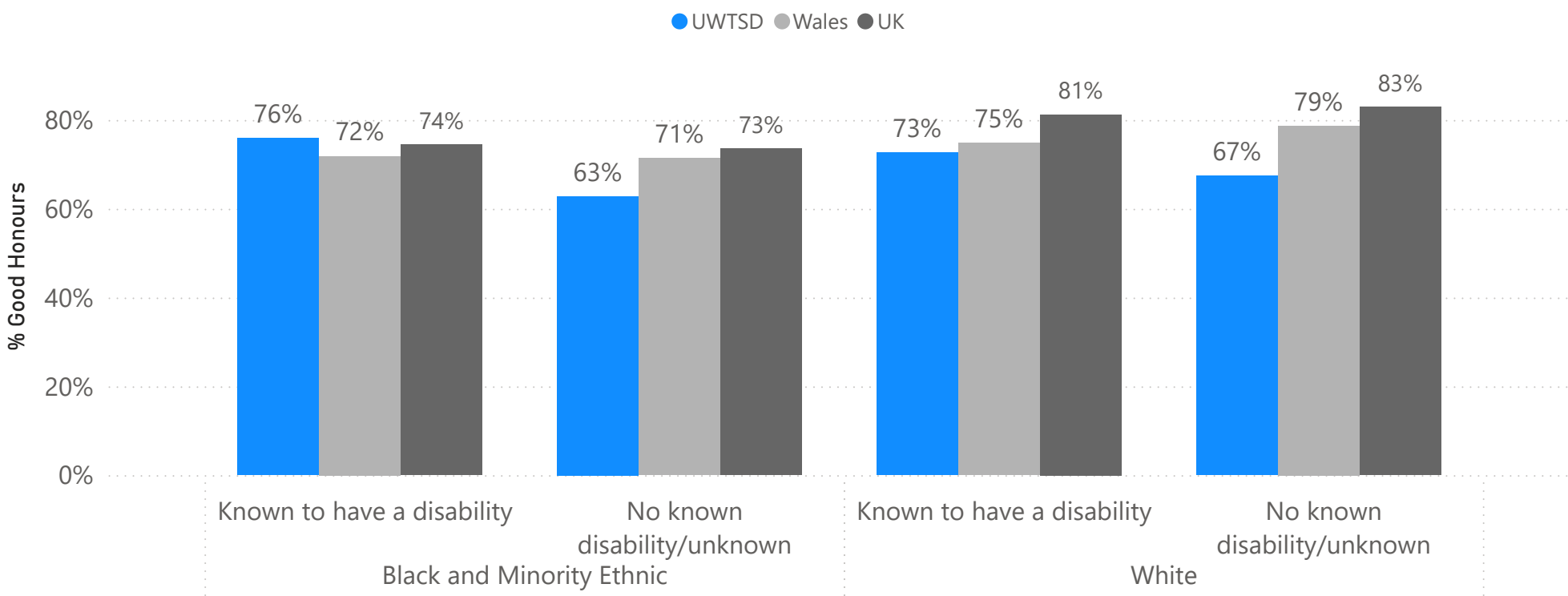
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First Degree Awards at UWTSD by Ethnicity and Disability

Good Honours at UWTSD by Ethnicity and Disability over time



Good Honours in 2024/25 by Ethnicity and Disability compared to sector



Key Insights for 2024/25

The relationship between disability and good honours attainment varied by ethnicity at UWTSD, with higher good honours rates observed among Black and Minority Ethnic students with a known disability than those without.

- **White students** had lower good honours rates among those with no known disability (67%) compared to those with a declared disability (73%), with both below Wales (75–79%) and the UK (81–83%).
- **Black and Minority Ethnic students with a declared disability** recorded 76% good honours, higher than Wales (72%) and the UK (74%).
- **Black and Minority Ethnic students without a known disability** had a lower good honours rate (63%), below Wales (71%) and the UK (73%).

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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 (Chapter 7 Academic Quality Handbook).

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 (Chapter 4 Academic Quality Handbook).

UWTSD uses standardised baseline [marking criteria](#) that are 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 (Chapter 6 Academic Quality Handbook) 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 Academic Performance Review. An Academic Performance Review is undertaken across all programmes, 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 performance review is the consideration of key data sets (e.g. Entry Tariffs, 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.

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Classification algorithms

The University of Wales Trinity Saint David (UWTSD) classification regulations are published within its Taught Award Regulations (Chapter 6 Academic Quality Handbook). These regulations came into force in 2015/16 following an externally led review exercise. In 2022/23, the University reviewed its degree algorithm in line with the [Principles for Effective Algorithm Design](#) report while taking into account the lessons learned during the pandemic and believes that the University’s current algorithm is appropriate and supports students to achieve results in line with sector results.

Since 2015/6 the UWTSD degree algorithm has used the higher of the two calculations 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. The changes in 2020/21 had an impact in increasing good honours rates, which have subsequently declined with the removal of these contingency regulations in 2021/22.

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. The Learning and Teaching Enhancement Strategy (2022-2026) has four domains of Talent and Culture; Curriculum; Community; and Learning Environment which drive University enhancement of learning and teaching. The key enhancements included:

- Continued training programme managers, running the LEAP Scheme, Aurora, the Nexus Conference and the Nexus Learning and Teaching Awards, and supporting the new Collaborative Practice Framework. We focused particularly on supporting staff in professional recognition through Advance HE Fellowship, while preparing and completing the required transition to PSF 2023. Under Doman 4 (Learning Environment), support and integration of the immersive spaces and related projects continued and expanded through a dedicated team and a staff support programme.
- Introduced a series of Development Days for staff, which covered: (a) Inclusivity in the Curriculum; (b) Building Belonging: Race Equality; (c) Employability in and out of the curriculum, laying the groundwork for future developments in Domains 2 (Curriculum) and 3 (Community). At the same time, we worked on supporting AI literacy through the creation of guidance for both students and staff, and appropriate training opportunities and supporting materials.
- In 2024, the university approved both Guidance on Generative AI in relation to learning and teaching, focusing on integration of AI in the curriculum and supporting AI literacy for both students and staff, and general Guidance on AI to support staff usage of AI. Asynchronous and synchronous training for staff was made available from March 2024, while the LLR has created AI literacy modules for students starting from September 2024. In preparation for 2024/25, all module leads considered the integration of AI into assessment under the new guidance.