

**Pre-Degree:  
Annual self assessment report  
2021-22**

## Introduction

Founded in 1856, Plymouth College of Art has been granted full university status and formally recognised with the new title of Arts University Plymouth following approval by the Privy Council, becoming the city of Plymouth's first specialist arts university.

With 166 years of history in the city, the move to become Arts University Plymouth comes after the institution, which has delivered Higher Education for over 20 years, received Taught Degree Awarding Powers in 2019. The University's Pre-Degree provision is well-established, of good quality, and meets the needs of our region. In this highly competitive climate we continue to maintain and develop our commitment to specialist Pre-Degree provision, to meet our recruitment targets and to increase our market share as a result of the high quality level of support we provide and the successful achievement of our Pre-Degree students.

The Pre-Degree creative learning experience encourages and empowers students to make principled choices, informed by an enriched understanding relating to some of the complex and current issues facing the world today.

Pre-Degree students are drawn from a large number of schools in our city and from the wider region of Devon and Cornwall, with our cohorts representing students from the most deprived to the most affluent wards in the country. We also attract a number of students from outside the immediate region as well as a handful of international students from as far away as Hong Kong, Columbia and Ukraine.

Through our Young Arts programme we engage students aged between 9-16 years from across the city and wider region in creative extracurricular activities outside of their main educational setting, or, as a supplement to homeschool activities. This includes Saturday and holiday provision plus intensive portfolio building courses to assist local young people with progression into both Higher Education and Pre-Degree creative study.

In 2021/22 Young-Arts has seen 1502 attendances across all events and courses with an average of 5 clubs each Saturday. With the return to mainly live delivery we were able to welcome parents and carers back on site to pop up shows and the Summer show and link with local events and initiatives such as:

- Pollenize - A community interest company who work with local community groups to improve and rewild spaces in and around the Plymouth area to help bees and insects thrive; and
- Illuminate - A light festival offering a powerful immersive experience, with opportunities to engage, participate and make.

This year Arts University Plymouth has continued to deliver the Plymouth cohort of the National Arts and Design Saturday Club seeing 23 enrolments on this annual course for ages 14-16. This course is part of a UK wide initiative established in 2006 of which Arts University Plymouth is a founding member. This year we were able to exhibit their work in the prestigious Somerset House in London.

75% of students who attended the Build Your Portfolio courses progressed directly to full time study and through supported attendance at Saturday clubs, Young Arts has been responsible for the re-engagement of several young people in full time education following lockdown and anxiety related disengagement.

We provide a purposeful and dynamic learning continuum in contemporary art, craft, design and media practices. Our Pre-Degree provision includes:

- A UAL Level 2 Diploma in Art and Design.
- A suite of UAL Level 3 Extended Diplomas in Creative Practice: Art, Design and Communication which include pathways such as Fashion and Textiles, Art and Design, Photography, Film, Animation and Media Production and Graphics, Illustration and Game Arts.
- UAL Level 3 Extended Diploma in Performing and Production Arts.
- A suite of International Baccalaureate Career Programme qualifications (IBCP), including: IB Core elements, IB Diplomas in Psychology, Environmental Systems and Societies, Business Management and English Literature.
- A UAL Foundation Diploma in Art and Design.

The University provides a broad creative and academic focused curriculum, which includes local and national competitions, visiting artists and designers, local and international trips, work placements and work experience opportunities. 2021/22 was our third year of delivery for the IBCP and we continued to ensure those students enrolled onto the IBCP engage with the best experience the University can provide.

The University continues to be an active community partner and sits on various regional, national and international boards and groups to support the development of creative education and practice. The Head of Pre-Degree contributes to the Employment and Skills Board and the Skills Launchpad monthly youth hub working group and is also part of the Plymouth and the HOTSW Careers Leaders Network.

**Grading Decisions:**

OFSTED Area of Judgement - New EIF	21/22
Quality of Education	Good
Sub judgement - contribution to Skills Needs	Reasonable
Behaviour and Attitudes	Good
Personal Development	Good
Leadership and Management	Good

## Quality of Education - Grade - Good

The Pre-Degree team were very quick to respond to an unfolding post-pandemic situation that included:

- More safeguarding referrals
- More students who were required to prioritise work over study in an effort to support their families as they recovered from the pandemic
- More need of free school meals
- Significantly more mental and emotional health referrals.

All of which resulted in an increase in non or low attendance, a decrease in student confidence and a student body Pre-Degree teachers described that “had forgotten how to learn” and had developed a very quick “opt out” approach to learning new things or engaging with situations that were challenging or unfamiliar. This in turn had an impact on staff morale and workload throughout the year which was mitigated by the Head of Pre-Degree factoring in any impact on staff to new incentives to ensure that staff were able to manage the increased workloads and properly support students to engage with the curriculum.

Pre-Degree leaders set ambitious plans for re-engaging students with full time learning and focused efforts and attention on ensuring that all students were supported to engage, recover, catch-up and respond to the situation that we had all endured for the last two years.

Gradually as the year progressed the support provided began to make a difference - some aspects of difficulty improved, attendance in English and Maths sessions increased, student engagement improved in some areas and students started to engage more with aspects of the curriculum that sat outside of the regular learning model like enrichment activities and trips. The Pre-Degree team facilitated a full onsite end of year Summer Show including a Fashion show for the first time since the pandemic began.

Despite many of the challenging aspects highlighted above, in the end Pre-Degree students achieved well.

ARP against NA and previous year	21/22	20/21	19/20	National Average
	Achievement	Achievement	Achievement	Achievement
Overall L3 Diplomas	86%	90%	85%	86%

The Pre-Degree team worked incredibly hard all the way through the year, to ensure that we achieved what would be typically regarded as “normal” or “just below expectations” - to achieve those levels given the situations the team were dealing with was extraordinary and should not be overlooked.

The Pre-Degree recovery from the pandemic is ongoing, and in many ways the Pre-Degree team are building former aspects of good practice from a very low baseline knowing that the pandemic has affected the educational landscape and our students' resilience.

The University's assessment, processes and quality assurance procedures, which included multiple levels of internal scrutiny, were agreed with our assigned external moderator and awarding bodies executives, providing our students with an assurance and a confidence in their qualifications and tutors' end point assessments.

Level 3 Diploma achievements in 21/22 were still within national averages on most courses despite dropping by 4% compared to 20/21. High grades were inline with national averages and on the majority of courses were above target grades.

Achievement in 21/22 within the Extended Diplomas in Creative Practice and Performance and Production Arts year 1 cohort was comparable to 20/21 however achievement of Distinction grade was generally poorer:

- 146 out of 148 Creative Practice year 1 students and 14 out of 16 Extended Diploma in Performance and Production Arts year 1 students passed their formative units prior to the UAL moderation activities
- 27% of Extended Diploma year 1 students achieved a Merit grade an increase of 2% on the previous year,
- 18% of Extended Diploma year 1 students achieved a Distinction grade, down 15% from the previous year.

Whilst Achievement is lower than last year across all Level 3 qualifications:

- The combined Achievement figure for the Foundation and Level 3 Extended Diplomas is 86%, matching the national average for 18/19.
- For Extended Diplomas, the overall average Achievement masks diversity at course level, with half the courses showing Achievement at 90% or above, and the other half around 80%, and with significantly lower levels of Distinctions for the ED in Graphics, Illustration and Game Arts and the ED in Performance and Productions Arts than the other 4 courses.
- Male students' Achievement remained slightly lower overall compared to female students
- Achievement fell significantly for students who were eligible for Free School Meals
- The proportion of Distinctions for students from the lower POLAR/IMD quintiles was

generally much lower than that for the higher quintiles, but intended progression to HE broadly similar. All IBCP students who continued achieved their qualifications with grades A-D, 41% of which were high grades (5-7), (an increase from the previous year of 8%)

High Grades (Distinctions)	Predicted Grades	Target Grades	Actual Grades
Extended Diplomas	5%	18%	35%
Foundation Diploma	23%	31%	15%

Predicted grades are calculated by taking an average points score of students' GCSE qualifications at entry. This score is then mapped against our grades at Pass, Merit or Distinction. Within the first 6 weeks students are given a target grade to work towards which is aspirational and therefore generally higher than the predicted grade but based on their work during this time. In 21/22 the distance travelled for high grades started at 5% on entry and completed at 35% for all Extended Diplomas. Foundation Diploma was slightly more disappointing, although as this is a diagnostic course students do tend to come in with higher GCSE grades.

The use of Skills Forward in (21/22) as a diagnostic assessment tool, has improved the University's initial assessments process and allowed us to embed appropriate sessions into the curriculum and make them more connected to the ongoing learning in the classroom. This is still a work in progress and action to improve this remains ongoing.

For those students who studied English and Maths GCSE there were pass rates (Grade 4 and above) of 36% (English) and 12% (Maths). The English GCSE pass rate compares favourably to that of the last formal exam year (18/19) which was 28%) and the 18/19 - National Average Pass rate of 23%. Our Maths results compare less favourably. In 18/19 the Pass rate was 30% and the National Average Pass rate was 15%.

After a review process to ensure that we were getting the most out of the Maths Functional Skills specification and delivery models with regard to engaging students, we changed exam boards for Functional maths. Following this the pass rate for level 2 rose from 18% in 18/19 to 50% in 21/22. For level 1 the pass rate rose back in line with 18/19 data to 69% in 21/22.

Pre-Degree learners reported in the Exit survey 2022 that they are less confident in Maths than English: I am confident at using my Maths skills (e.g. measurements, calculations etc) within my Studies - 79.8% This will be an area for improvement in the next academic year.

Overall attendance in academic skills classes throughout the year improved from the previous year by 6% up to 71%. Functional Skills Level 1 and Level 2 attendance improved (Level 1 by 14% up to 73% Level 2 by 18% up to 83%) and GCSE English attendance improved by 4% up to 70%, whilst also students reflected on positive progress in English.

"I can use my English skills confidently within my creative practice - 93.2%" (Pre-Degree

exit survey 2021 / 2022)

Improved Functional Skills attendance resulted in improved overall grades. Students fared less well in GCSE. The difficulty of coping with the increased workload of a full time level 3 course, it being the student's first experience of actual exams and inflated grade profiles meaning that students with a grade 3 were not yet at the level to achieve a grade 4 (in these cases a grade 3 can be seen as a success).

Historically Cohort profile plans (CPP's) were completed for each course each year reflecting the complexities of each course and detailing each student's learning style and background as well as the support mechanisms that were in place. However the Pre-Degree Dashboard systems are replacing the CPP's with data such as POLAR Data, Learning styles, SEN trackers, Attendance, Engagement, Disability, Student age and ethnicity etc. This responsive dashboard provides academic teams up to the minute tracking of students, their needs and cross course information to ensure every student is fully supported in every session by every tutor.

The University continually encourages students to develop creative, life and employability skills throughout their studies. Our Skills Project has replaced the Pre-Degree Character Matrix. The Skills Project is threaded throughout Pre-Degree curriculum delivery and assignment briefs with skills focused workshops and is integral to our student evaluation processes.

The Skills Project has been divided into four key headline areas: Industry, Creative, Academic and Life. Within those areas sit further sub-headings aimed at maximising students' understanding of the skills acquired in the classroom and how they apply to broader aspects of society, employability and personal ambition.

In its first year of implementation the Skills Project embedded a purposeful methodology, personal development, cultural capital, British values and progression readiness through the recognition and collective ownership of a set of values required to ensure students have the knowledge and skills to become effective citizens.

Overall progression to HE is slightly higher than last year at 70%. There were 27 students (10%) progressing into Employment, 52% were into freelance/self employment or art related and 48% into other jobs not specifically related. 8% of students are taking a Gap Year which includes a mix of travelling, volunteering or working to save money for HE and 8% were uncontactable and therefore are unknown. There were also 4% of students taking an apprenticeship or another level 3 course as a change of direction.

The 21/22 academic year was a challenging year due to an increased level of student wellbeing issues and a high level of staff absenteeism due to the impact of Covid. Despite putting more systems in place to support students at risk of NEET, 8% of students who completed have not provided a progression route.



The University supports students most at risk of becoming NEET through a series of tailored educational interventions to make sure that they fully understand the course and study programme that they are enrolled upon, bespoke careers interventions with external and internal careers professionals which include advice about next steps within and outwith our institution such as Young Devon and The CSW group, and meetings with parents/guardians where appropriate to do so. We have developed a more comprehensive process for identifying students at risk of becoming NEET and will be able to take this forward next year with a tracking system of Risk of Needs Indicators enabling us to initiate appropriate interventions much sooner within the young person's learning cycle and be more impactful.

In 21/22 the University experienced a decrease of students with Educational & Health Care Plans (EHCP). However, there has been an increase in SEND students who in some cases are already applying for or have requested an application for an EHCP.

Pre-Degree EHCP / SEN: Three year trend.					
19/20		20/21		21/22	
EHCP	SEN	EHCP	SEN	EHCP	SEN
24	25	20	37	18	57
<b>Total</b>	<b>49</b>	<b>Total</b>	<b>57</b>	<b>Total</b>	<b>75</b>

Institutionally we secure funding to support those students and prior to entry we liaise widely to receive detailed feedback from sources of local support such as CAMHS, regional School SENCOs, the Careers South West group and Young Devon which allows us to arrange enhanced transitions, plan ahead and prepare support platforms to fit with those students' learning needs.

In 2021/22, 100% of all students with an EHCP and 82% of students with SEND (without EHCPs) achieved/surpassed the predicted grades set for them at the start of their course.

In the 2021/22 academic year:

- 5 out of 6 (83%) of students with SEND (not including students with EHC plans) passed their Level 2 qualification and 96% of students with SEND passed their two year Extended Diploma and one year Foundation Diploma qualifications.
- 49% of students with SEND (including EHCP) exceeded their predicted grades with 32% exceeding their predicted grade by two grade boundaries and 44% achieving a distinction as a final grade.

One student with an EHCP (100%) and 5 out of 6 students with SEND (83%) who completed the Level 2 Diploma have progressed onto the Level 3 Extended Diploma. 7% of students who completed our Level 3 courses with SEND (including EHCP) progressed onto the Foundation Diploma in Art & Design , 44% went onto Higher Education, 4% into employment, 11% moved on to an apprenticeship and 7% are taking a gap year before continuing onto Higher Education. 100% of students with SEND (including EHCP) that completed the Foundation Diploma have progressed onto Higher Education.

Experience indicates that these students without an EHCP often present symptoms aligned with co-morbid social and emotional mental health (SEMH) needs or an Autism Spectrum condition (ASC) which if unsupported within their academic studies will often result in a higher prevalence of social emotional and behavioural difficulties (SEBD), early withdrawal from the programme and an increased NEET conversion rate.

We are keenly aware that provision from Local Authorities is likely to reduce significantly in the future despite ongoing increase in demand and we are currently in the process of redefining our support for SEND students to be appropriate and effective as well as financially sustainable.

Recently the University offered free Mental Health First Aid training for all Pre-Degree staff including those in student support to better equip staff to support the increasing number of students affected by mental health issues.

We continued to engage with an ungraded teaching observation model and also began a graded learning walk, which didn't grade individual teachers on their delivery mechanisms but rather graded the student experience and the health of the institution within each area. This was a new style of observation for the institution.

From the learning walks observers completed a Good Practice and Areas for Development plan. Some of the Good Practice identified within the graded learning walks included:

Good Practice highlighted within learning walks, included:

- The majority of sessions included digital content that was inclusive
- In the vast majority of cases, there is evidence of respect for peers, through collaborative activity, and awareness of the learning environment.
- Students are given the opportunity to take ownership of their learning, from managing their time, to devising a theme based on a project task.
- Many examples of learning and teaching that are centred around Employability. Examples include visiting lecturers, Design to Sell preparation, and small group activities within sessions.
- There is evidence of a clear direction within academic teams in the light of staff illness. Sessions were covered with stand-in tutor knowledgeable and clear about the tasks students were working on, and what students are aiming for.

Areas for Development highlighted within learning walks, included:

- In some areas questioning and dialogic learning needs to be addressed, to really stretch learners' understanding and improve critical thinking skills.
- In some aspects of the curriculum learners should be supported more to develop resilience, independence and curiosity.
- In online learning situations, some learners find it easy to be passive and not engage in those online activities.

As a result of the learning walks, Pre-Degree leaders created a good practice and areas for development document in which aspects of development were taken into consideration when developing CPD opportunities within Pre-Degree learning and teaching days.

As part of our return to a full onsite face-to-face curriculum after the pandemic the University invited FE Associates to conduct an External Curriculum Review with a view to offering Pre-Degree leaders an additional level of criticality and insight to help structure our Pandemic recovery response.

Commissioning external independent review specifically focused on recovery from the pandemic and has supported greater clarity over priorities for the next stage of improvement and reinforcing areas of good practice.

The University promoted further development of the staff CPD programme providing a rolling programme of CPD events throughout the year encompassing good institutional practice, examples of external projects and collaborations and a number of visiting lecturers from across industry, the education sector, and creative arts practice.

A University-wide resource aimed at both HE and FE academic staff members allows staff to share and publish practice across all levels of the institution with the aim of increasing the number of students progressing to higher education.

## Quality of Education

### Strengths

- Despite high levels of student interventions regarding mental and emotional health issues, positive pass rates were seen across all levels.
- Pre-Degree has a well established English and Maths model central to the planning and development of curriculum and embedded well into the student experience.
- Excellent base rooms with highly qualified and experience course teams and access to superb specialist facilities and provision of outstanding learning resources, IT resources, technologies to enhance communication and equipment

all supporting the student experience.

- Enrichment is linked to entrepreneurship and enterprise opportunities, higher education and educational visits which support the needs and interests of all students
- 100% of students with EHC Plans passed their main course.
- Improved Functional Skills Maths and GCSE English results.
- All extended diploma Yr1 students took part in a public speaking competition 'ARTiculation'
- Pre-Degree has an excellent Equipment Resource Centre (ERC), where students can book out creative and technological hardware equivalent to that used in industry,

#### Key Improvements

- Improve initial assessment in FS and GCSE to monitor students progress more accurately. Capture initial assessment data more purposefully to ensure that initial assessment is impactful on the full study programme.
- Improve target setting to ensure SMART targets are used consistently and that those targets are oriented toward improving skills and knowledge.
- Reduce NEETS students via more impactful and earlier interventions.
- Improve GCSE Maths results.
- Further improve GCSE English results.
- Improve Pre-Degree learners' confidence in using Maths skills within everyday activities.

## Behaviour and Attitudes - Grade - Good

Safeguarding cases increased significantly in 21/22 compared 20/21 an increase of 88%. Wellbeing cases also increased compared with the previous year.

Safeguarding and Wellbeing case comparison			
20/21		21/22	
Safeguarding	Wellbeing	Safeguarding	Wellbeing
33	31	62	45
<b>Total</b>	64	<b>Total</b>	107

Pre-Degree reported a slightly fewer rate of withdrawals from these vulnerable groups through the 2021/22 academic year. In (20/21)10 Safeguarding or Wellbeing students withdrew, compared with (21/22) where 8 students withdrew.

The main issues for safeguarding and Wellbeing cases in 21/22 include Anxiety, Depression, Self Harm, Suicidal thoughts and Eating Disorders. There was a significant rise in Safeguarding cases being referred to local Social Services, 6 in 21/22, compared with 1 in 20/21. The University also witnessed a large increase in students accessing free school meals and food vouchers. There were 28 students accessing 277 meals/vouchers, compared with 45 students accessing 164 in 20/21.

In relation to cases which involved social services, the Pre-Degree safeguarding lead maintained good communication with social services.

All students engaged with enrichment sessions. These cover all areas of wellbeing-drugs, alcohol, sexual health, consent, bullying and Prevent. The Prevent enrichment session is the longest and most in depth of all the sessions.

Safeguarding promotion has been via enrichment posters, google classroom updates, emails, letters, FE Student Voice meetings and via lecturers.

The Safeguarding Lead also provides support for students to register for UCAS (particularly late applications), access part time jobs that have been advertised on the jobs wall and helps students with CV's and cover letters (CV help is the most requested). This is promoted again by enrichment sessions, posters and word of mouth.

As well as supporting students at risk of NEET with 1:1 interventions and support materials to try and facilitate those students into more positive progression routes.

The University actively tried to ensure that internal and external safeguarding and wellbeing support networks were promoted and shared with the student body regularly.

The Safeguarding Lead has also observed that poverty has risen as a symptom of pandemic within our Pre-Degree student cohort. As a response to this the Students' Union has provided free period products (through the Department for Education), and the College provided free art packs and additional free meal vouchers to those affected vulnerable groups. There is more work to do in this area as we support students to engage with education meaningfully within the context of the pandemic recovery and the cost of living crisis.

Despite the nature of the year being challenging, Pre-Degree learner's felt safe in college.

"I feel the College is a safe and secure place to learn" - 94% (Pre-Degree induction survey 2021).  
"I feel safe in college" - 94.2% (Pre-Degree Exit survey 2022).

We have comprehensively reviewed the student intervention model including improving the University's SoMIS platform to feed into tracking systems such as Pre-Degree dashboards more effectively.

Pre-Degree has witnessed substantial increases in mental health disclosures, SEND and learning support disclosures as well as a large increase in safeguarding disclosures.

Our intervention model needs to reflect a significant change in student needs, behaviour and required support evident since the COVID-19 pandemic. We have witnessed a marked increase in interventions over the past 4 years, completing 193 interventions in one academic year compared with 138 in the previous 3 years combined.

Pre-Degree Interventions	
18/19	36
19/20	43
20/21	59
21/22	193

Our new intervention model will also incorporate a broader diagnostic framework that includes earlier intervention processes and a number of key improvements including the addition of a 'Support to Study Review' which allows for a further in depth process for any students identified as at risk of withdrawal who may need a more nuanced and closely monitored approach. The Support to Study review will take into consideration potential barriers to study which may be impacting a student's ability to meet the studentship and achievement expectations of the qualification and will provide intensive support to provide every opportunity to support the student back into full studies.

Pre-Degree Student Voice continues to be an integral and active part of the community within the University. Student Voice is the Student Council formed of Student Representatives elected by each course. Throughout the year the Student Voice focused on building back the community after the pandemic and brought forward a number of initiatives to support students to gather while on campus including petitioning for a stronger connection to the Students Union through the Social Space and for the development of outside seating for all weathers.

<b>Pre-Degree student voice 2021/ 2022</b>	
<b>What learners said:</b>	<b>What we did:</b>
Improve the social space.	<ul style="list-style-type: none"> <li>● Created a better and more flexible seating area for learners to use.</li> <li>● Included books and zines within the social space for learners to use.</li> <li>● Improved the catering facilities, including healthy food options and coffee machine.</li> <li>● Added a TV.</li> <li>● Included more colour in the social space via wall murals.</li> </ul>
Improve the courtyard space to enhance general student wellbeing.	<ul style="list-style-type: none"> <li>● Created planters with wild flowers and bee hotels.</li> <li>● Developed a project with Level 2 students and Green Minds to improve the outside space for all students.</li> <li>● Increased the disabled access to the courtyard area.</li> <li>● Improved the seating area within the courtyard, including two covered outside seating areas.</li> <li>● Added more seating to the small courtyard within Palace Studios.</li> </ul>
Improve the google classroom.	<ul style="list-style-type: none"> <li>● Established a google classroom template for each course.</li> <li>● Invited learners to feedback to teams in course meetings regarding the google classroom for each subject area.</li> <li>● Developed an APP for students to access google classrooms more efficiently and flexibility.</li> </ul> <p>Impact - "Google classroom is helpful" - 90.5% (Pre-Degree exit survey 2022)</p>

The University induction programme, measured through an induction survey, prepares students for the year ahead. Results from the Induction Survey:

- I understand my responsibilities as a student and am aware of the University's services and rules through induction (91%);
- I feel the University is a safe and secure place to learn (94%);
- The University promotes respect for my peers (93%);
- I am being treated fairly and with respect by staff (95%).

The Pre-Degree Meeting cycle works well and is fit for purpose. Leaders meet every two weeks to discuss strategic operations and studentship and student wellbeing to ensure that there is a broad array of Pre-Degree voices at the heart of all aspects of development, institutional rigour and decision making.

The University careers advice and guidance team was led by the Head of Pre-Degree who was also the designated careers lead. They are active in the region sitting on the Plymouth STEM Operational and Delivery Team, Plymouth Careers Leaders Network, Plymouth Skills Launchpad working group and HotSW Careers Leaders Network.

The University is also part of the Next Steps South West network to provide targeted support to students from low participation postal codes. A diverse range of careers guidance, industry related activities and exposure to professions and future study are provided through this network.

## Behaviour and Attributes

### Strengths

- The University has a well-established safeguarding culture which is understood by staff, governors and students . Comprehensive staff coverage for safeguarding and Prevent training (100%) with well-defined support structures for response to incidents and continuing professional training.
- The University has developed a good Pre-Degree-wide promotion of Equality and Diversity and responds well to any reports of discrimination, victimisation or bullying and there is a good University culture of respect and tolerance. Survey results show that 94% of our students feel they are being treated fairly and with respect by staff, and 96% feel safe in College.
- Pre-Degree students feel prepared to learn and have confidence in their teachers.
- Pre-Degree students feel safe on the campus.
- Pre-Degree interventions are tracked and recorded very clearly on our



Management Information system.

- Pre-Degree students have very good access to digital platforms such as Google for Education and the Adobe suite.

#### Key Improvements

- The Pre-Degree intervention model needs to support students' mental health and engagement in studies more effectively.
- Skills including embedded Maths and English skills (within the creative subjects) need to be accentuated more clearly structured within the study programme.
- Robust initial assessment needs to be in place to support progress throughout the academic year.
- Students' expectations need to be aligned with the expectations of the workplace.

## Personal Development - Grade - Good

The Pre-Degree team found it a challenge to re-establish some previous good practice in getting students into the workplace. Covid-19 and employer hesitancy to allow students into the workplace and student support workload all played a large part in this.

However, positive employment and skills related Pre-Degree activities, looking beyond the curriculum included:

- **Design to Sell:** Each year (End of term 1, Dec) the 2nd year students in Extended Diploma courses, work within the Design to Sell project. We create a whole college exhibition and all students either present work or sell work. Students really focus on what it's like to be a creative professional working with materials, target audiences, budgeting, marketing and making. Parents and the general public are invited to come into the college for 2 to 3 days and buy work that the students have produced. Some courses can make as much as 2k during this time, a few years ago one student made nearly £300 and had to very quickly learn about re-stocking and what that means in terms of workload and costs.

Due to staff workload in (21/22) and absences (covid related) Pre-Degree leaders left it to course teams to decide if they wanted to participate in Design to Sell. Extended Diploma in Art and Design and Extended Diploma in Fashion and Textiles continued with the project and all students benefited from the experience positively.

- **The Fashion and Textiles Industry week:** The Pre Degree Fashion and Textiles industry project aims to deliver careers education in a practical way and students have the opportunity to develop an understanding of the creative industry in a risk free environment. The week is run to coincide with National Careers Week. Developed from the lecturing team's career experience, students work together in a mock brand to create a garment collection and marketing campaign. The project allows the students to transition from student to employees, in a range of job roles across fashion design, manufacturing, marketing and admin. Students apply and interview for their chosen job role. Each department features managerial roles, to intern roles.

The project has had a positive impact on general understanding around careers but also students' outlook and group dynamic.

- **Green Minds project:** Arts University Plymouth are key partners in the city wide urban rewilding project 'Green Minds'. Pre-Degree have been particularly proactive in making use of this partnership to create valuable learning experiences for our students. As a result of this, 85 Pre-degree and 53 Young Arts students have collaborated, through their curriculum, with a wide range of local environmental and community organisations. This has included Level 2 Art and Design and Young Arts students creating a pollinator garden for Palace Court, Extended Diploma Photography students working on a live client brief to create promotional photography for social enterprise and community organisations (the 'Local Green Heroes' project), as well as several educational visits across multiple courses and a large mural painting at Derriford Community Farm. Several of our courses and

lecturers have also used this environmental learning to stimulate lectures and class discussions about the value of nature for mental health and wellbeing. For Pre-Degree, this has been a particularly fruitful collaboration as it has enabled us to simultaneously enhance employability skills, whilst making a difference and contributing to our local communities and environment and also exploring our mental health and wellbeing agenda.

- **“Real Work” project:** In Extended Diploma Graphics, Illustration and Game Arts Year 2 students are asked to complete at least 1 linkedin learning course and prove that they have completed the course via their digital submission of work. As part of this, those students are invited to find live projects and bring them into their college work. For example in their project “Real Work” a student was commissioned to create a mural for the National Aquarium (Plymouth) and was paid £300 for his work and time and the National Aquarium have requested that he continues to work with the organisation on a Freelance basis.
- **Level 2 Diploma - Bee homes:** As part of the solitary bee home/rewilding Palace Court project, Level 2 students experimented with new technology in the ‘Fablab’ to create innovative bee home structures, and combined this ‘new tech’ with the ‘old tech’ of cob building.
- **”The working actor”:** The Extended Diploma in Performance and Production Arts facilitates a project theme called the “ Working Actor”. These assignments cover industry specialist work and explore acting skills. The students’ covered “The Working Actor” projects 1 and 2 in year 1. In September 2021 the students worked on “Working Actor 3” which was made up of three smaller projects: Twilight Shakespeare, the Royal Opera House Design Challenge and the Solo Film Project.

Within the Twilight Shakespeare project students were required to explore Shakespeare and identify monologues, duologues and scenes to learn, rehearse and develop. students had to develop their understanding of the text and rehearsal methods. Autonomy was encouraged to enable the students to devise a performance based on their developmental work. Decisions around costume, lighting and staging were discussed as an assemble. The Twilight Shakespeare was performed over 2 nights in the Make Space Five studio. The students gained performance experience and also an insight into technical theatre. The project was challenging in terms of the language and context however this experience gave the students a sense of personal discipline they have to adopt to be a successful performer and theatre maker.

- **Visiting Lecturer Talks:** The Foundation Diploma in Art and Design engaged with several Artist and Designer talks over the course of the year which focused on preparing to enter the industry, developing skill sets and engaging with the community. The talks were in conjunction with Higher Education students, crossed creative disciplines and focused on micro business start ups to international art engagement.

The 2021/22 academic year provided a great deal of challenges to our students , staff and the University - most were dealt with swiftly and effectively. However there are some areas that require further scrutiny and investigation next academic year:

- Skills that are being taught need to be more more visible within the curriculum and the physical campus
- Pre-covid work experience provision was very successful with 134 students engaging with 186 work experiences but since the pandemic gaining physical work placement opportunities has been challenging. It's going to be very important to build back that good work to ensure that work experience is once again a key area of strength.

Progress checks continued to support students well. Pre-Degree progress checks are completed 4 times a year, twice in term 1 and once in term 2 and term 3. Progress checks include feedback and discussions that focus on the following headlines:

- Assessment feedback
- Academic Progress
- Skills Project update
- Embedded English and Maths
- Intended progression update
- Agreed SMART Targets

Each headline area is also colour coded, to visually communicate progress to students and parents:

Blue	Exceeding expectations
Green	Meeting expectations
Amber	Just below expectations
Red	Not meeting expectations

A colour coded progress report is generated by each progress check and these feed into parents reports and twice yearly parents evenings. Pre-Degree invested in a SEND support champion who would help small groups of students with learning difficulties to engage more meaningfully with their studies.

Due to the continued effects of the pandemic, the University took advantage of the 16 to 19 tuition fund to provide small group tuition for students aged 16 to 19 who had not yet achieved a grade 4 or above in English and/or Maths. The Pre-Degree Academic Skills Coach was also tasked with working with small groups of students from low achieving backgrounds and low financial backgrounds (Quintile 1 and 2 - lowest participation to HE)

to engage more meaningfully with academic subjects. From the 12 students the Academic Skills coach worked 75% has improved attendance in those subjects (ranging from 8% and 43%) over a 4 month period.

Pre-Degree leaders developed 3 Enrichment weeks placed throughout the academic year, 1 per term. These enrichment weeks were not designed to replace the already enriching activities that course subject areas provided outwith the regular curriculum offer. Rather they would be in addition to those activities and focused on three key subject areas - Industry, Social Justice and Wellbeing.

Workshops and activities within these weeks included:

- Industry - How to build a career plan, how to build a C.V., Cross Career Skills, Apprenticeship workshops, building your own business workshops (2 external speakers).
- “We rise together” (Social Justice week) included 5 days of challenging and inspirational film content focusing on the five principles of Social Justice: Access, Equality, Diversity, Participation and Human Rights.
- Wellbeing Week included “Seed Swaps - Growing People and Plants” (External Speaker), Courtyard planting opportunities and visits to the Pre-Degree allotment, Wellbeing in Nature workshops and free soup for all students.

There is a continued commitment to the provision of high quality impartial careers advice and guidance and the University was an early adopter of the Gatsby Benchmarks. The University became the first institution in the South West Region to achieve 100% Gatsby Benchmarks. However as a result of the pandemic our Compass Career assessment has shown that within the 20/21 academic year the University has slipped from the 100% Gatsby Benchmarks. Pre-Degree successfully regained full Gatsby Benchmark coverage in February 2022 via tailored group activities, Careers and Guidance interviews available to all Pre-Degree students and a series of external speakers. An example of a tailored group intervention can be found in the Extended Diploma Fashion and Textiles mock industry week.

In addition to the tailored provision in session, the University continued its commitment to providing opportunities for students to engage with potential Further and Higher education career providers. In partnership with the NSSW project, all first year students were coached to the UCAS Create Your Future fair in Exeter.

The skills-oriented nature of the IBCP Core curriculum provided considerable scope and range in terms of content and topics that sit beyond the curriculum, including:

- Students producing and delivering presentations for ARTiculation (National Public Speaking on Art competition)

- Students providing Christmas shoeboxes for a local homeless charity
- Students attending the 'Songlines' exhibition at the Box
- Involving students through art, photography and film projects in the establishment of Poole Farm, an urban farm serving the city
- Promoted health and wellbeing through:
  - Yoga sessions in class
  - An introduction to mindfulness
  - A class 'triathlon' competition
  - Conducting surveys across college on the college's health and wellbeing provision, in order to generate projects that address perceived deficiencies
  - Advising students how to access mental health support;
  - Getting students to participate in the redesign of college shared spaces

Pre-Degree learners are encouraged to explore diverse and challenging sources, within their work. “I am encouraged to explore a diverse range of creative sources” - 92.5% (Pre-Degree exit survey 2022)

Pre-Degree Assignment briefs are broad and enriching, encouraging students to look beyond their curriculum and explore avenues of interest in relation to subjects like:

- Race.
- Equality.
- Sex or Gender.
- Health and Wellbeing.
- Industry practices.
- Stretch, Challenge or Mastery.
- Ethical dilemmas.
- Professional practices.
- Cultures other than their own.

Our Learning Support Coordinator facilitates lunch time clubs specifically for students with learning difficulties that negatively affect confidence and communication.

The Pre-Degree has an Allotment Club run by the Subject Lead for Fashion and Textiles. Students are invited to help manage and maintain the allotment. .

Pre-Degree FAD and Saturday Arts Club students took part in the Plymouth Art Weekender, which is an annual City wide Exhibition that includes Volunteering and community outreach opportunities with an exhibition open to members of the public who visited the college site as part of the weekender's map of events across the city.

University and Pre-Degree leaders started to undertake a courtyard improvement programme, aimed at improving the student experience whilst on-site and to further support students' positive mental health and healthy habits whilst on-site. Improvements included: new planters with scope to incorporate students planting vegetables and flowers on-site and at the advice of the Student Voice, more outside seating to ensure that more students can access the outside area safely including covered outside seating areas with disability access.

## Personal Development

### Strengths

- The University has a well established student partnership strategy which is supporting student voice, curriculum development and the Pre-Degree community.
- Phase one of the Skills Project has been implemented within the curriculum well.
- Pre-Degree has achieved the full Gatsby Benchmark coverage May 2022
- The Pre-Degree academic skills coach has positively impacted academic skills engagement for vulnerable groups.

### Key Improvements

- Skills being taught need to be more visible and clearer to students.
- Ensure Work placements within Pre-Degree are readily available and supported by academic teams.

## **Leadership and Management - Grade - Good**

The return to a mainly face to face timetable (80% / 20%) after the pandemic was well managed by Pre-Degree and University leaders. “My timetable works well” - 92.3% (Pre-Degree exit survey 2022)

The 21/22 academic year was an extremely challenging year, for the following reasons:

Whilst we returned to full time education, Covid-19 was still having a very significant effect on student and staff wellbeing. Staff absenteeism rose by 161.6% in comparison to the last full year of education before the Pandemic, 83 staff days off work (18/19), 225 staff days of work (21/22).

Pre-Degree student interventions rose by 436% in comparison to the last full year of education before the Pandemic, 36 student interventions (18/19), 193 student interventions (21/22) and has seen a very large increase on the 20/21 year where we recorded 59.

EHCP funding decreased, from 24 EHCP funded students in 19/20 to 20 EHCP funded students in 20/21 and 18 students with EHCP funding in 21/22; a reduction of 32% over 3 academic years. At the same time, unfunded SEND students increased over those 3 years, from 25 SEN students in 19/20, to 37 SEN students in 20/21 and 57 SEN students in 21/22; a 107% increase in non-funded students with special educational needs. Due to the effects of the pandemic many of those SEND students in 21/22 progressed into Pre-Degree without knowledge shared regarding their previous learning. Despite that, EHCP / SEN success and retention rates in 21/22 remained high, with 97% retention and 100% pass success.

Pre-Degree leaders successfully supported students and staff to successful end of year results, with some areas for improvement. UAL Extended Diploma students achieved a good level of high grades:

36% of Extended Diploma students achieved a Distinction

50% of UAL Level 2 Diploma students achieved a Distinction.

15% of UAL Foundation Diploma students achieved a Distinction.

Pre-Degree leaders plan effectively for engaging with external scrutiny. The UAL External Moderation process in 21/22 facilitated remotely reverted back to the “Mastery model” instead of the “Best fit approach” used through the Pandemic. feedback included.

**Extended Diploma Year 1:** “All project proposals have been well written and clearly understand the importance of a clearly identified research strategy and time plan from which to develop. Assignment briefs are open for students to be imaginative and individual to then use previous learning to explain themselves as artists, creatives, and practitioners.”



**Extended Diploma Year 2:** “This is evidently a well organised and ambitious department. The course materials, assessments and portfolios are organised well by the course team and easily accessible. Individual spreadsheets with names, ULN, links, authorization sheets and marks are well ordered, and perfect for this type of moderation (this would be a great base to show other centres how folders, files and links should be presented).”

“All candidates have effectively considered potential audiences across a range of pathway specialisms. The maturity with which these have been considered and used to reflect is evident throughout the decision making process is excellent; identified through practical developments and written observations effectively.”

**Foundation Diploma:** “This experienced centre had prepared well for the digital external moderation process. The presentation of student digital portfolios was well organised enabling easy access to all required documentation and student work.”

“Across the work sampled there was evidence of sound underpinning of core visual language skills and exploration of a broad range of media, materials and techniques relevant to the specialist area. Research, both practical and contextual, was embedded throughout projects with a ‘Theory through Practice essays supporting students’ understanding of context. Alongside research into a range of relevant artists and designers work, a wide variety of additional sources informed project progress (science, biology, psychology etc).”

“Reflective practice was evidenced clearly in journals, and sketchbooks with regular critiques providing the opportunity for students to receive and respond to peer feedback on their work. At distinction level reflections were perceptive and accomplished.”

The University continually reviews its Pre-Degree curriculum to ensure it delivers to student, parent and guardian expectations, aligning with strategic objectives, educational developments, and emerging academic and professional practice. This is one of the key mechanisms in which the University maintains and moderates academic standards to ensure the quality of learning opportunities within courses of study that lead to successful progression outcomes.

In May 2022 University leaders decided to withdraw Level 2 Diploma, Extended Diploma Production and Performance Arts and the International Baccalaureate Career Programme from the 2022/23 Pre-Degree portfolio of courses, leaving Extended Diploma in Performance and Production Arts and the International Baccalaureate to be “taught-out” and due to complete Spring / Summer 2023.

The main rationale for this decision was based on three contributing factors, 1, The student experience and workload, 2, Poor performance and recruitment, 3, Low achievement rates in 20/21 IBCP 53% and Level 2 diploma 73%. The aim is to consolidate the Pre-Degree

offer to engage meaningfully and flexibly with the changes anticipated associated with the Skills for jobs white paper reforms.

University leaders have an in depth understanding Pre-Degree progress via Pre-Degree input to the following boards and committees:

- Academic Board.
- Academic Quality and Standards Committee.
- Safeguarding Committee.
- Learning and Teaching Committee
- Equality, Diversity and Inclusion Committee.
- Health and Safety Committee.

An area for continued leadership and management development for the university is ensuring that Governors have a clear and strategic view of the provision and are in a good position to offer supportive challenges to senior leaders in relation to the areas of development highlighted within Pre-Degree. Whilst progress has been made, for example an important part of the writing of this document included a working group meeting with two Governors with a broad and in-depth range of the education sector experience including Further Education.

## Leadership and Management

### Strengths

- The observation cycle included learning walks, a graded observation week and an external curriculum review.
- Pre-Degree leaders effectively managed a return to full education process with only a small number of online sessions in the students week.
- Pre-Degree dashboards have been implemented to ensure a clear understanding of students progress through data and statistical analysis.
- The University is well informed with an active governing body who provide critical oversight and are also involved across a range of Pre Degree activities.

### Key Improvements

- Formalise initial assessment of students skills
- Improve attendance FS and GCSE maths and English.

- Establish an Industry Liaison Group ( to meet annually ) of key employers and organisations to advise on technical skills, attributes, careers and employability.
- Raise retention back to pre pandemic levels
- Invite key employers and organisations to attend a yearly review of the Pre-Degree model to ensure that the skills provided within the institution are fit for purpose on a local and regional level.
- Improve Board of Governors and Pre-Degree connectivity.

## Appendix 1

### ARP Trend Data

ARP against NA and previous year	21/22			20/21			19/20			National Average		
	Achievement	Retention	Pass	Achievement	Retention	Pass	Achievement	Retention	Pass	Achievement	Retention	Pass
Extended Diplomas	86%	86%	99%	91%	91%	100%	82%	82%	100%	89%	91%	97%
Foundation Diploma	85%	85%	100%	90%	92%	98%	94%	94%	100%	95%	99%	97%
Overall L3 Diplomas	86%	86%	100%	90%	90%	100%	85%	85%	100%	86%	91%	94%
Level 2 Diploma	80%	90%	89%	73%	80%	92%	94%	97%	97%	87%	91%	95%
IBs	37%	37%	100%	53%	55%	97%	N/A	N/A	N/A	N/A	N/A	N/A

### High Grades

Overall Extended Diplomas	21/22 Grades	20/21 Grades	19/20 Grades	18/19 UAL Benchmark	Foundation Diploma	21/22 Grades	20/21 Grades	19/20 Grades	18/19 UAL Benchmark
Distinction	35%	52%	41%	24%	Distinction	15%	34%	35%	21%
Merit	34%	31%	40%	28%	Merit	57%	43%	41%	29%
Pass	29%	17%	19%	34%	Pass	28%	19%	22%	50%
Fail	1%	0%	0%	14%	Fail	0%	4%	1%	0%

Level 2 Diploma	21/22 Grades	20/21 Grades	19/20 Grades	18/19 UAL Benchmark
Distinction	50%	33%	16%	21%
Merit	20%	25%	47%	32%
Pass	20%	33%	34%	48%
Fail	10%	8%	3%	21%

### English and Maths Trend Data

English and Maths	21/22	20/21	19/20	18/19	18/19 National Average
GCSE English					
9-4 (A*-C)	36%	61%	38%	28%	23%
GCSE Maths					
9-4 (A*-C)	12%	60%	42%	30%	15%
Functional Level 1					
Pass	69%	21%	60%	73%	80%
Functional Level 2					
Pass	50%	3%	47%	18%	56%
Functional Overall					
Pass	64%	12%	57%	61%	77%

National Data 21/22 - Aged 17 England Only GCSE English 25.6 GCSE Maths 17.1

### International Baccalaureate

International Baccalaureate	Passes			Passes		
	21/22 Average Grade	21/22 International Average Grade	Diff (+/-)	20/21 Average Grade	20/21 International Average Grade	Diff (+/-)
English Literature SL	5.1	5.26	-0.16	4.63	5.31	-0.68
English Literature HL	N/A	N/A	N/A	5.0	4.86	+0.14
Business Management SL	4.42	5.10	-0.68	5.89	5.61	+0.18
Environmental Science & Systems SL	3.7	4.46	-0.76	5.56	4.68	+0.86
History SL	N/A	N/A	N/A	6.0	5.0	+1.00
Mathematics SL	N/A	N/A	N/A	4.5	N/A	N/A
Psychology SL	4.4	4.79	-0.39	5.4	5.0	+0.40
Psychology HL	N/A	N/A	N/A	5.6	5.29	+0.31
Film SL	3.8	4.35	-0.55	4.13	4.49	-0.36
Visual Arts SL	4.2	4.11	0.09	3.67	4.24	-0.57
Visual Arts HL	N/A	N/A	N/A	3.33	4.56	-1.23

### Diploma ARP Data

Course	Achievement				Retention				Passes			
	21/22	20/21	19/20	NA	21/22	20/21	19/20	NA	21/22	20/21	19/20	NA
Expected End Year												
Extended Diploma in Art and Design	82%	93%	68%	89%	82%	93%	68%	91%	100%	100%	100%	97%
Extended Diploma in Film Animation and Media Production	82%	90%	83%	89%	82%	90%	83%	91%	100%	100%	100%	97%
Extended Diploma in Fashion and Textiles	90%	96%	86%	89%	90%	96%	86%	91%	100%	100%	100%	97%
Extended Diploma in Graphics Illustration and Game Arts	79%	88%	90%	89%	81%	88%	90%	91%	98%	100%	100%	97%
Extended Diploma in Photography	92%	88%	81%	89%	92%	88%	81%	91%	100%	100%	100%	97%
Extended Diploma in Performance and Production Arts	92%	92%	N/A	91%	92%	92%	N/A	93%	100%	100%	N/A	98%
Foundation Diploma in Art and Design	86%	90%	94%	95%	86%	92%	94%	99%	100%	96%	100%	97%
Total L3 Diplomas	85%	90%	85%	86%	86%	90%	85%	91%	99%	100%	100%	94%

### ARP Data by Age Group

Course	Achievement				Retention				Passes			
	21/22	20/21	19/20	NA	21/22	20/21	19/20	NA	21/22	20/21	19/20	NA
Expected End Year												
16 - 18	86%	91%	85%		86%	91%	85%		100%	100%	100%	
19+	73%	67%	94%		73%	67%	94%		100%	100%	100%	

19+ small numbers - 21/22 11 starts 20/21 6 starts 19/20 17 starts

### ARP Data by Gender

Course	Achievement				Retention				Passes			
	21/22	20/21	19/20	NA	21/22	20/21	19/20	NA	21/22	20/21	19/20	NA
Expected End Year												
Female	86%	91%	86%	N/A	86%	91%	86%	N/A	100%	100%	100%	N/A
Male	84%	87%	84%	N/A	84%	89%	84%	N/A	100%	99%	100%	N/A

### ARP Data by Free School Meals

Course	Achievement				Retention				Passes			
	21/22	20/21	19/20	NA	21/22	20/21	19/20	NA	21/22	20/21	19/20	NA
Expected End Year												
Eligible	61%	88%	91%	N/A	61%	91%	91%	N/A	100%	97%	100%	N/A
Non Eligible	87%	90%	84%	N/A	87%	90%	84%	N/A	100%	100%	100%	N/A

### Extended Diploma Grades by Course

Art and Design	21/22 Grades	20/21 Grades	19/20 Grades	18/19 UAL Benchmark	Film Animation Media Production	21/22 Grades	20/21 Grades	19/20 Grades	18/19 UAL Benchmark
Distinction - High Grades	49%	64%	36%	24%	Distinction - High Grades	43%	39%	33%	24%
Merit	27%	25%	43%	28%	Merit	30%	47%	33%	28%
Pass	24%	11%	21%	34%	Pass	26%	14%	33%	34%

Fashion and Textiles	21/22 Grades	20/21 Grades	19/20 Grades	18/19 UAL Benchmark	Graphics, Illustration Game Arts	21/22 Grades	20/21 Grades	19/20 Grades	18/19 UAL Benchmark
Distinction - High Grades	43%	68%	58%	24%	Distinction - High Grades	17%	58%	45%	24%
Merit	29%	16%	37%	28%	Merit	38%	23%	37%	28%
Pass	29%	16%	5%	34%	Pass	42%	19%	16%	34%
					Fail	2%			

Photography	21/22 Grades	20/21 Grades	19/20 Grades	18/19 UAL Benchmark	Performing and Production Arts	21/22 Grades	20/21 Grades	19/20 Grades	18/19 UAL Benchmark
Distinction - High Grades	37%	37%	33%	24%	Distinction - High Grades	25%	67%	N/A	38%
Merit	40%	39%	52%	28%	Merit	42%	25%	N/A	37%
Pass	23%	24%	14%	34%	Pass	33%	8%	N/A	25%

**Value added by Course 2122 Academic Year**

Art and Design	Predicted Grades	Target Grades	Actual Grades	Film Animation Media Production	Predicted Grades	Target Grades	Actual Grades
Distinction - High Grades	4%	18%	49%	Distinction - High Grades	4%	26%	43%
Merit	18%	47%	27%	Merit	22%	70%	30%
Pass	34%	35%	24%	Pass	74%	4%	26%

Fashion and Textiles	Predicted Grades	Target Grades	Actual Grades	Graphics, Illustration Game Arts	Predicted Grades	Target Grades	Actual Grades
Distinction - High Grades	10%	29%	43%	Distinction - High Grades	4%	5%	17%
Merit	6%	55%	29%	Merit	21%	49%	38%
Pass	84%	16%	29%	Pass	75%	46%	42%
				Fail			2%

Photography	Predicted Grades	Target Grades	Actual Grades	Performing and Production Arts	Predicted Grades	Target Grades	Actual Grades
Distinction - High Grades	3%	14%	37%	Distinction - High Grades	17%	25%	25%
Merit	11%	80%	40%	Merit	0%	25%	42%
Pass	86%	6%	23%	Pass	83%	50%	33%

**Foundation Diploma Grades**

**Extended Diploma Grades**

Foundation Diploma	Predicted Grades	Target Grades	Actual Grades	Extended Diplomas	Predicted Grades	Target Grades	Actual Grades
Distinction-High Grades	23%	31%	15%	Distinction - High Grades	5%	18%	35%
Merit	28%	66%	57%	Merit	14%	58%	34%
Pass	49%	3%	28%	Pass	81%	25%	29%
Fail				Fail			1%

### Attendance

Attendance	21/22	20/21	19/20		21/22	20/21	19/20
Art and Design Year 1	79%	80%	88%	Functional Skills English Level 1	56%	66%	80%
Art and Design Year 2	82%	81%	87%	Functional Skills English Level 2	N/A	63%	71%
ED Film Animation - Year 1	89%	86%	87%	Functional Skills Maths Level 1	73%	59%	62%
ED Film Animation - Year 2	83%	83%	90%	Functional Skills Maths Level 2	83%	65%	74%
ED Fashion - Year 1	80%	92%	89%	GCSE English	70%	66%	68%
ED Fashion - Year 2	82%	85%	87%	GCSE Maths	69%	71%	74%
ED Graphics - Year 1	82%	88%	87%	Total Academic Skills	71%	65%	74%
ED Graphics - Year 2	78%	86%	85%	IB Core Year 1	77%	66%	80%
ED Photography - Year 1	92%	89%	89%	IB Core Year 2	79%	63%	71%
ED Photography - Year 2	86%	83%	90%				
ED Performing and Production Arts - Year 1	90%	87%	87%				
ED Performing and Production Arts - Year 2	94%	91%	N/A				
Foundation Diploma	74%	81%	87%				
Level 2 Diploma A&D	72%	70%	86%				
Total Pre-Degree Main Courses	81%	84%	88%				

### Intended Progression

	Internal Progression		External Progression		Employer	Gap Year	Unknown
	FAD/other L3	HE	Apprenticeships	HE			
21/22	2%	31%	3%	39%	10%	6%	8%
20/21	7%	30%	2%	37%	8%	10%	5%
19/20	6%	38%	2%	39%	8%	5%	2%
18/19	3%	30%	4%	40%	12%	6%	6%

### Actual Progression

	Education or Training Progression			Employment	Gap Year	Unknown
	Other Level 3	Apprenticeships	HE			
21/22	2%	2%	70%	10%	8%	8%
20/21	2%	2%	69%	13%	11%	3%
19/20	6%	2%	74%	6%	7%	5%



18/19	6%	2%	69%	17%	3%	3%
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### Skills Project Expectations Data (Level 3)

Skills Project	Start of year	End of year	Start of year	End of year	Start of year	End of year
	21/22	21/22	20/21	20/21	19/20	19/20
Exceeds expectations	8	19	27	73	22	74
Meets Expectations	109	139	175	143	140	110
Just Meets Expectations	67	28	32	19	51	30
Below Expectations	5	3	5	2	0	0
	189	189	239	237	213	214
Meets/Exceeds	62%	84%	85%	91%	76%	86%

### Polar Data POLAR/IMD Data

Extended Diploma Completers 2022/23	186		66			
POLAR4	Number of students	%	No of High Grades (Distinction)	%	HE Progression	%
Quintile 1 and 2 (lowest participation to HE)	89	48%	24	36%	60	67%
Quintile 3,4 and 5 (highest participation to HE)	97	52%	42	64%	63	65%
IMD	Number of students	%	No of High Grades (Distinction)	%	HE Progression	%
Quintile 1 and 2 (most deprived areas)	85	46%	21	32%	57	67%
Quintile 3,4 and 5 (least deprived areas)	101	54%	45	68%	66	65%

Foundation Diploma Completers 2022/23	66		10		57	
POLAR4	Number of students	%	No of High Grades (Distinction)	%	HE Progression	%
Quintile 1 and 2 (lowest participation to HE)	20	31%	2	10%	17	85%
Quintile 3,4 and 5 (highest participation to HE)	45	69%	8	18%	40	89%
IMD	Number of students	%	No of High Grades (Distinction)	%	HE Progression	%
Quintile 1 and 2 (most deprived areas)	24	36%	2	8%	21	88%
Quintile 3,4 and 5 (least deprived areas)	42	64%	8	19%	36	86%

## **Appendix 2**

**Quality Improvement Plan (separate PDF)**