



Pre-Degree Self Assessment Report 2019-20



Content	Page no
Cover	1
Index	2
Introduction	3-6
Self Assessment Grading Decisions	6
Quality of Education	7-11
Behaviour and Attitudes	12-13
Personal Development	14-16
Leadership and Management	17-19
Appendix 1 - Data	20
• ARP Trend Data	20
• High Grades	20
• English and Maths	20-21
• Apprenticeship Framework	21
• ARP by Extended Diploma Course	21
• Grades by Course	22
• Attendance by Course	22
• Actual/Intended Progression	23
• Progress Data	23
• Observation Grades	23
• Polar4/IMD Data	24
Appendix 2 - Quality Improvement Plan	pdf

Introduction

During the 2019/20 academic year, the College has maintained its quality of education whilst adapting to the changing needs of its student cohort, before and during the lockdown period.

The College continually encourages students to develop creative, life and employability skills throughout their studies. Our Character Matrix is at the core of our institution and in its fifth year of implementation, it continues to provide a well embedded methodology to develop personal development, British values and progression readiness through the recognition and collective ownership of a set of values required to meet these important demands. The Matrix allows our teachers and students to track and communicate progress in relation to employability and soft skills via regular progress checks.

Our Pre Degree students are drawn from a large number of schools in our city and from the wider region of Devon and Cornwall, which makes for a broad mix in cohorts from the most deprived to the most affluent wards in the country.

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 Art and Design 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 Performance 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, English Literature, History, Mathematics, Film and Visual Arts.
- A UAL Foundation Diploma in Art and Design.

In recent years the college has experienced an increase of students with Educational Health Care Plans. 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 SENCO's, The Careers South West group and Young Devon which allow us to plan ahead and prepare support platforms to fit with those students' learning needs. 100% of all Pre-Degree students with EHCP and/or SEND achieved/surpassed their predicted grades set out at the start of their course in 2019/20, with 96% achieving or surpassing their aspirational target grade.

Along with an increase of EHCP students, we have also seen an increase of students with SEND but without an EHCP and with no formal diagnosis. 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 NEETS 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.

The College provides an enriching and broad creative and academic focused curriculum, which includes local and national competition, visiting artists and designers, local and international trips, work placements and work experience opportunities.

Foundation Diploma in Art and Design students worked on a joint project with Tate Britain and assisted in hosting the Social Justice, Late at Tate event. As part of the event students worked with Tate Britain curators looking at art works in the collection that responded to social justice and historical events particularly the Peterloo Massacre.

Those students also had the opportunity to talk to members of the Tate Arts and Curation Team about creative careers and their ambitions around education and careers trajectories. As well as this, the students hosted a live protest during the event with local artists and designers and Social Justice speakers. This was one of several events that the Foundation Diploma students worked on that explored social justice within their community which also included Plymouth Arts Weekender, where students were able to present the work completed in London to the general public alongside within their local arts community.

2019/20 was our first year of delivery for International Baccalaureate Diploma programmes, and very early on we quickly identified that we needed to amend our planned delivery model to be thoroughly coherent for learners undertaking IB Diplomas alongside the Extended Diploma. At the beginning, learners undertaking IB were not sufficiently identified within their Extended Diploma cohorts to ensure the differentiation of their additional learning needs compared to those on the Extended Diploma only. This improved through the year with enhanced coordination between staff and better communication with students, with a clearer structure too for pastoral support within the IB Core programme. Despite this, retention at the end of the year on the IBCP programme has been much lower than targeted at 74%, although it is notable that students departing the IBCP have continued with their 2 year Extended Diploma course. Combining the IBCP with an Extended Diploma 'main' qualification is an ambitious model, but a beneficial mix for learners who have the capability and desire to manage the higher workload.

That said, students completing the first year contributed meaningfully to all group discussions and activities, despite lockdown, and demonstrated through the remote mock examinations that were held in May and June 2020 that they were very much on track to meet target expectations.

This, together with some excellent examples of project work meant the first year of delivery ended in a positive fashion.

Pre-Lockdown our students continued to benefit from working with external employers and partners such as the NHS, Articulation, Mayflower 400, Building Plymouth, Elixel Digital Solutions, Tate Britain, Tate Modern and The Box, Plymouth. Alongside this, our learners contributed really well to aspects of our broader society via regular student voice meetings, international trips and climate change protests. The College continued to deliver as close to a normal timetable model as possible through lockdown. Within one week of Lockdown being confirmed, the college built a remote platform of delivery that our learners engaged with meaningfully and respectfully.

As a direct response to the government announcement to close schools and colleges, our institution transformed our day to day delivery from face to face to a fully functioning digital and online curriculum and continued to deliver education as close to a normal curricula offer as possible.

Our lockdown curriculum model included daily online sessions on all courses for all groups, such as visiting lectures, normal course delivery, mental health and wellbeing workshops, creative community and safe online working practices workshops, pastoral tutorials and parents events.

Through the summer months, the college completed indepth health and safety analysis and planning to ensure a safe return to a Covid secure campus.

The support we offered to EHCP and vulnerable groups within our community was ongoing and consistent. EHCP students received daily or weekly updates separate from the normal curriculum offer, from a college support worker depending on their need and learning styles. Support workers were also on hand to support students within their day to day studies.

Those most vulnerable within our community because of mental health, emotional health or general wellbeing issues were contacted regularly (and again daily/weekly) by the Pre Degree Safeguarding Lead within the college, to ensure that they were engaging with the studies and appropriate support mechanisms. The College also provided access to free online support via 'Togetherall' which is an anonymous, Interactive and 24/7 counselling and support network and Text Shout a free, confidential, 24/7 text messaging support service for anyone who is struggling to cope.

The College provided free IT and creative equipment support to all students who required it throughout lockdown (such as Chromebooks, camera's, lighting equipment, tripods and Drawing Tablets), to ensure that where needed students had access to the resources needed to fully engage with their studies. This provision was complimented by teaching and resource packs to support ongoing specialist skills development including but not limited to sewing machines, dressmaking patterns and printing equipment.

The College has nurtured the creative and academic aspirations of many of these students within our Young Arts, National Arts and Saturday Arts Club Club which has been running since September 2006, engaging with students from across the city and local region between 8 - 15 years of age to continue creative and extracurricular activities outside of their main educational setting. However through the lockdown period the college suspended this provision as per the national restrictions and guidelines with a view to continuing this provision as planned in the 20/21 academic year.

Our Pre Degree provision is well-established, of high 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, de facto, to increase our market share on the basis of the outstanding levels of support we provide and the successful achievement of our Pre Degree students.

The College 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 Pre-Degree Manager (Interim) contributes to the Employment and Skills Board and other groups for Plymouth City Council. The Pre-Degree manager (Interim) is also the Pre-Degree Careers Lead and is part of the Plymouth and the HOTSW Careers Leaders Networks together with the Plymouth STEM Operational and Delivery Team.

Grading Decisions:

OFSTED Area of Judgement - New EIF	19/20
Quality of Education	2
Behaviour and Attitudes	2
Personal Development	2
Leadership and Management	2

Quality of Education - Grade 2 Good

The College's centre assessed grades process and quality assurance procedures, which included multiple levels of internal scrutiny, and was agreed with our assigned external moderator and awarding bodies executives, provided our students with an assurance and a confidence in their qualifications and tutors end point assessments. Results followed a positive trajectory of externally moderated results awarded to the institution over a five year period.

Within the Level 2 Diploma in Art and Design course, 35% of students received the pass grade. 47% of Level 2 students achieved merit grades in (19/20) up by 20% in comparison to merit grades awarded in (18/19). 16% of students within this L2 cohort achieved Distinction grades, down by 7% on the previous academic year 23% (18/19). High Grades (Distinction) were comparable with UALs benchmark of 19%.

Achievement within the Extended Diploma in year 1 cohort remained consistent. All 197 of our year 1 students passed their formative units prior to the 20th March 2020 Lockdown deadline and therefore met UAL's minimum evidential requirements, with the exception of one fail.

49% of year 1 students achieved Merit grades this year, which is an increase of 20% on last year's figure and 23% of those students achieved Distinction grades, up by 3% from the 18/19 academic year.

All 149 of our Extended Diploma in year 2 students passed their formative units prior to the 20th March 2020 Lockdown deadline and therefore meet UAL's minimum evidential requirements. In total 19% of the group have achieved a Pass grade. 40% achieved Merit grades, which is an increase of 7% on the 18/19 figure, and a 6% increase on the year previous to that (17/18). 41% of the Extended Diploma in Year 2 achieve Distinction grades, up by 4% from the 18/19 academic year. However this number is very similar to the (17/18) end of year Distinction total which was 42%. Overall High Grades (Distinction) were 10% above UAL Benchmark of 31%.

Within the Foundation Diploma in Art and Design course all students in this cohort passed their formative units prior to the closure on 20th March 2020, and therefore met the minimum evidence to complete the course. The percentage of pass grades awarded was 24%, less than the previous academic year but broadly in line with historical data in previous academic years (17/18) and (16/17). Due to undertaking the pilot qualification in (18/19) we saw some drop in the grade profile, which is consistent across all grades for 19/20.

41% of this student cohort achieved a Merit grade, which is in line with the historic profile of the course, other than the outlying pilot qualification in year 18/19 and 6% above UAL benchmark. 35% Distinction grades were awarded within this year's Foundation Diploma in Art and Design, which is in line with the historic profile of the course, other than the outlying year 18/19 and also 6% above UAL benchmark.

It is noteworthy that statistics for high grades and progression to HE are comparable between both high and low areas relating to both the Index of Multiple Deprivation and Low Participation

Neighbourhoods for both the Extended Diplomas and the Foundation Diploma.

Retention through Lockdown remained consistent throughout with all students still retained at the end of the period. The monitoring and support mechanisms that we facilitated helped to support those students through a very turbulent period.

Due to a number of students leaving ED Art and Design in the summer of 2019 we saw retention drop to 68%, however all the students that started year 2 completed and passed and year 1 retention is much improved to 93% into 20/21. All students that left during the summer of 2019 either went onto Apprenticeships (6) or a total change of direction remaining in education. This had an overall impact on the college's Level 3 achievement down to 82%, 7% below the national average.

During the course of last year the College evaluated the qualification specifications within the UAL LEVEL 3 provision for the UAL Level 3 Extended Diploma in Art and Design and decided that the UAL Level 3 Extended Diploma in Creative Practice: Art, Design and Communication was the best fit for our learners. The 3 main curricula differences between the former and latter qualifications include:

- More focus toward industry led learning which could include work placements and visiting lecturers.
- Less units but more detailed learning outcomes so assessment points can be spread out more throughout the year.
- Learners and educators consider more specialist practice throughout the qualification, allowing learners to hone in on career trajectories with a greater cohesion between learners' growing ambition and the curriculum.

The College decided that the Extended Diploma in Creative Practice will enable us to embed creative and innovative careers delivery throughout the curriculum for learners to develop independent careers trajectories via ongoing learning.

Cohort profile plans (CPP's) are completed for each course in each year, with the intention of reflecting the complexities of each course and the details of each learner's learning style and background, as well as the support mechanisms that have been put in place. Whilst annual review has led to ongoing developments in the format, it has become apparent that it is beneficial to include more information and a more flexible approach allowing refinement through the year. Whilst this has been an improvement, greater consistency across different courses is required.

The College supports those students who are most at risk of becoming NEET through a series of interventions such as tailored educational interventions to make sure that they fully understand the course and study programme that they are enrolled upon, and bespoke careers interventions with external and internal careers professionals which includes 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 NEETs, 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.

For a number of years our diagnostic assessment process tool has been provided by BKSB, which has provided us with a good level of indicative learning styles at the beginning of the year in which individual learning plans provide students with targets grades. However with the addition of Level 2 and International Baccalaureate over the last few years it has become evident that the BKSB package is limited in being focussed to the beginning of the study programme.

Until recently and historically, careers information, advice and guidance (CIAG) within Pre-Degree was available to those learners who do not intend to progress onto university and was provided by an external careers professional directed by a series of institutional and aspirational targets. Unfortunately these interventions lacked demonstrable impact, mainly because the external careers professional was not fully aware of the learning style, aspirations or motivations of each learner.

As a result we took the decision to distribute responsibility for our CIAG provision across our curriculum teams to provide more tailored interventions that are more meaningfully connected to the courses and the creative workplace, this has enabled the college to bring together, share and standardise expertise from across the department. This was driven by the Curriculum Manager for Design and Careers lead, who was qualified at postgraduate level to roll out training to individual Careers Champions for each course.

As part of the College's drive to ensure that the internal Careers, Information Advice and guidance provided an unbiased and impartial approach to delivering appropriate information. The college reached out to the regional Heart of the South West Careers Hub and the Careers and Enterprise Company to meet and discuss our provision; both organisations independently confirmed that our internal CIAG model was embedded, robust and impartial.

Some of the more tailored careers interventions include embedded and direct 1:1 or group support, including a Brightside Mentoring programme, UCAS Exeter trip for all year 1 students, Pre-Degree parents evening with HE marketplace offering early advice and guidance for parents around HE progression, NSSW activities including portfolio advice sessions, National Careers Service, distance learning activities and bespoke 1:1 careers interventions.

Another example of a tailored group intervention can be found in the Extended Diploma Fashion and Textiles course. They run a mock industry week to coincide with National Careers week, as an experiential approach to students gaining an insight into how a design studio or company works. As not all students will be able to access the industry for live work experience due to high demand and location, this week gives the opportunity for every single student on the course to be involved. The week runs as close as possible to real life. On the first day, job contracts are given which have to be read and signed. The group then fulfill their individual jobs to work as a

team to design, produce and promote a collection of garments for a Brand, as you would in industry. Students develop a range of employability skills which include teamwork, initiative and being able to work under pressure and to deadlines. Undertaking this project gives students the opportunity to develop their team working, time management and operational skills which culminates in a rewarding outcome that strengthens their progression portfolio and experience.

There is a continued commitment to the provision of high quality impartial careers advice and guidance and the college was an early adopter of the Gatsby Benchmarks. Professional development has been invested in training a senior leader within Pre-Degree to pursue full achievement of the Gatsby Benchmarks, which was achieved in December 2019. The college became the first college in the South West Region to achieve 100% Gatsby Benchmark accreditation.

All learners including those who were not progressing to university were able to book weekly Careers, Information, Advice and Guidance appointments before lockdown in a face to face capacity and during lockdown these were readily available as a remote provision.

Level 2 retention and achievement remains high and constant. 100% of the students who started the Level 2 Diploma in Art and Design completed successfully. All but 3 students (92%) progressed internally onto our Extended Diploma and International Baccalaureate provision. Those students who did not progress received progression support interventions to ensure they were in an informed position to engage with next steps externally and we will continue to work hard to ensure that we support such Level 2 students to have a clear line of sight toward their next course that may be outside creative education.

EHCP and SEND support available to learners continues to be good, with the benefit of appropriate external funding. However, we are keenly aware that provision from Local Authorities is likely to reduce significantly in the future despite ongoing increase in demand. As a result, we are developing plans for more embedded and therefore sustainable support mechanisms from the academic year 2021/22 and onwards. 100% of all students with EHCP and/or SEND achieved/surpassed their predicted grades set out at the start of their course, with 96% achieving or surpassing their aspirational target grade.

We continue to undertake our peer centered approach to teaching and learning practice, in which staff share, support and celebrate the diverse skill sets and pedagogical approaches throughout the academic team. There is a robust observation process in place that sees internal training for all academic staff and creative learning teams are formed from across programmes and levels. With regular cross course standardisation and training opportunities for staff that are less confident in delivering specific areas of teaching outside their specialism. In the academic year 2019/20 62 observations sessions were completed throughout the year, whilst nine creative learning team reports were completed.

Observers were curriculum managers and the Dean of Pre Degree. Grades were applied utilising the grading matrix from Outstanding (1) to Unsatisfactory (4) with half grades to support differentiation. Results were reviewed and standardised in daily meetings and a final review meeting.

All observations were unannounced though within a predefined date range, graded across five zones and included (where appropriate) student interviews which were undertaken to evaluate learner knowledge. The five grades were averaged for the final grade, the average grade of this was 1.8.

The average course grade was lowest in Art and Design (2.37) and, excluding Performing and Production Arts that has one year group and tutor, the highest grade was for Foundation Diploma at 1.37. Notable is IB Diploma results at 1.56 average in the first year of delivery together with Level 2 Diploma at 1.56.

Strengths

- Quick response to Lockdown, online platform up and running within one week.
- Forward thinking and innovative observation model, that allows staff to openly discuss teaching practice and share informal professional development opportunities.
- High quality careers provision embedded and in addition to the curriculum offer.

Key Improvements

- Dedicated and embedded champion for SEND students to complement existing support team
- Increased IB retention across all courses throughout the year.
- Refined approach to cohort profile plans.
- The College plans to offer a better platform for supporting Maths and English assessment in GCSE and Functional Skills with delivery embedded throughout the whole study programme to offer targeted interventions throughout the year.
- Pre-Degree to develop its first RONI (Risk of Neets Indicators) tracking sheet.

Areas for Continuing Development

- Ensure that Pre-Degree broaden the observation team, whilst ensuring a consistent approach and sharing good practice across the team.
- Extended Diploma taster events or interventions bespoke to Level 2 learners.
- Holistic management of the IB core, that facilitates and embeds aspects of the character matrix and the IB learner profile more effectively.
- Introduce designated IB Core tutors to focus on attendance monitoring, workload monitoring and expectation, time management and general and effective study skills implementation through metacognitive development.

Behaviours and Attitudes - Grade 2 Good

There was a significant increase (50%) in Safeguarding & Welfare cases over the year compared to the previous year. The attendance for this group of students reduced compared to last year's Safeguarding & Welfare students by 5% from 86% to 81% and retention saw the same reduction (95%). The percentage of these students meeting their predicted grade went down modestly to 93% (-3%) but the number of these students exceeding their grade prediction went up significantly by 23% to 62% overall. Importantly the attendance of English & Maths for students with Safeguarding and Welfare was 68% and 73% respectively indicating a need to improve consistency of attendance for this group given their main qualification attendance is 81%.

Attendance continues to be a focus of the college for all of Pre-Degree. The student disciplinary procedure was streamlined with an intervention protocol to better facilitate formalised support discussion with students that have genuine issues regarding low attendance. Individualised approaches across teams has seen some disparity in the undertaking of attendance action. A review of processes was undertaken at the Learning and Teaching day in August 2020 where staff were able to discuss cross course approaches and a finalised procedure was agreed. As a direct response to the Covid-19 crisis and the government's advice to Further Education Colleges we have developed a structured learning model which includes a mix of face to face, blended and remote learning. We have established a student monitoring process that includes meetings with senior Pre-Degree leaders to review performance with attendance by the Pre Degree Safeguarding Lead as well, promoting effective communication between student services and academic teams.

The College has an accredited 'Mental Health First Aid' Trainer that has delivered training to all academic staff and will be delivering an equivalent to student representatives. In addition to this, the college provides free access to counselling and student support services to all students, which have been implemented successfully online throughout the COVID19 lockdown.

The College induction programme, measured through induction surveys, prepares students well and ensures students know how to keep themselves safe (94%), access relevant workshops & services (92%), associate with a respectful culture (95%) and understand their responsibilities and college behaviour expectations (92%). Initial assessment of english and maths is well embedded and understood by the student (88%) together with a thorough assessment of performance to set challenging but individualised target grades.

The College careers advice and guidance team is led by the Pre-Degree Manager (Interim), the designated careers lead. They are active in the region sitting on the Plymouth STEM Operational and Delivery Team, Plymouth Careers Leaders Network and HotSW Careers Leaders Network.

The College 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. The College is performing higher than the regional average for Gatsby benchmarks and met them fully by December 2019 and are working towards the Matrix accreditation.

Strengths

- The Character project continues to ensure an embedded approach to personal development promoting a positive culture.
- Wellbeing has become an integral aspect of the Character project to ensure a meaningful and integrated discussion to support student welfare.

Key Improvements

- Attendance within the Structured Learning Model needs to be monitored very closely, especially within subjects such as English and Maths, with interventions more consistently applied where appropriate.

Areas for Continuing Development

- The College needs to continue to address ongoing need for providing resources for individual learners with no access to a laptop or arts materials at home to support their learning in blended and remote settings
- The College needs to continue to ensure effective welfare support and signposting for networks that can be accessed in college and at home to combat increased anxiety and risks of social isolation

Personal Development - Grade 2 Good

The curriculum for the Extended Diploma provision is collectively designed with whole school thematics agreed and delivered across the six pathways within specialism and collaboratively across or between specialisms to ensure that this reflects accurately fluid industry practice where there is confidence with other disciplines. The curriculum is purposefully internationalised through the development of international networks with other educators, pedagogic projects and a substantial portfolio of educational trips. This is being refined further for 2020/21 academic year with the continuation of International Baccalaureate provision that is integrated with existing curriculum and has 'international mindedness' as one of its core tenets.

The College continues to offer a variety of enrichment provision through the whole college 'workshop wednesdays' allowing any student to sign up to any offered workshop. The College gallery offers a diverse range of speakers associated with their national gallery programme. PCA hosts Plymouth Arts Cinema and further education students often take up opportunities through a range of college projects such as Tate Exchange, and EU funded projects Hidden Talent in Devon (HTiD), and Atlantic Youth Creative Hub (AYCH).

Student Voice grew in size last year as we welcomed new students from IB subjects and academic skills, this added to a diverse range of voices across subject specialties. Student Voice participated in several wider democratic processes including the youth parliament, and the March for climate changes where the student voice voted unanimously to close the campus in solidarity to support the cause for climate change.

Student voice was an integral part of the planning and delivery of lockdown curriculum, where students were able to provide feedback on course delivery and digital access. Several student representatives met regularly with the Dean of Pre-Degree and the Principal of the college to discuss the steps toward assessment and ongoing college support mechanisms.

Growing interest from the student representation in undertaking projects which relate to the wider student community have led to the college ensuring that we have additional scope for new representation within the Student Union Executive Committee. Pre-Degree representatives work with their counterparts in HE and now hold 7 positions: Vice-President for Further Education, Wellbeing Representative, Sustainability, BAME, Disability, Equality and Diversity and LGBTQ+. These representatives spearhead cross institution projects and will further amplify the student experience within the Pre-Degree community.

In addition to these improvements student voice representatives will be offered the opportunity to engage with Mental Health First aid training, which will broaden their prospects of engaging well within future studies and employment in a meaningful and sustainable way.

Students from across Pre-Degree Extended Diplomas participated in 'ARTiculation' events, including attending an Activity Day with other students from around the region at the Eden

Project. From a group of 10 contestants at the College heat, where talks ranged from film to fashion to fine art, two students came through to attend the Regional Final at the National Maritime Museum in Falmouth in March. One students' presentation was imaginative and offered an original and engaging response to Holbein's 'The Ambassadors', whilst the other student's beautifully-dramatised talk on the art of Marilyn Monroe was enjoyed by all in the audience. Sadly, neither were awarded prizes but it was a real pleasure and privilege to accompany them and participate in what was an enlightening and very warm, generous event. We look forward to participating this year when the regional final will be held at Plymouth's 'The Box'.

Due to Covid restrictions coming into place in March / April 2020 the college was only able to complete two of the three planned international trips, Tokyo and Rome. These trips explored creative practice but also provided enriching experiences for students to engage with and reflect on cultural and social approaches to living, working and community practice.

In direct response to the Global Climate Strike Friday September 20th 2019. The Plymouth College of Art Pre-Degree Centre, responded to our student representatives' vote to support this action and close our college for one day, to provide students with the opportunity to raise awareness of an element of great importance. For those students who did not wish to attend the strikes we provided alternative, onsite and blended learning workshops.

Within the 19/20 academic year, Pre-Degree students were able to make use of the gallery and cross college events, visiting lecturers, mentoring opportunities and Plymouth Arts Cinema Exploiting the opportunities that an open higher education institution can offer.

As a direct result of the Covid-19 restrictions and the first lockdown the college continued to provide a number of progression interventions including: Careers guidance, NSSW and NEETS interventions to discuss progression opportunities, employer presentations and engagement within online sessions, Higher and Degree apprenticeship training opportunities, UCAS presentations, Student Finance workshops and Portfolio interventions to support students progression onto the next steps and destinations. We will continue to build on this good practice within the Structured Learning Model and beyond including remote work placements and visiting industry professionals.

Progression onto HE has increased this year from 69% to 74% and there have been more students taking Gap years due to the pandemic. Students progressing into employment has decreased by 11% although it is likely that some students that would have progressed into employment have taken up a place at university, we were unable to track down 5% of our exiting students to discover their actual destination.

Strengths

- Student voice continuing through Lockdown and voting on key college actions.
- Student Voice grew in size last year as we welcomed new students from IB subjects and academic skills, this added to a diverse range of voices across subject specialties.

Key Improvements

- Further embed careers learning within the curriculum.
- Better Student Union representation within Pre-Degree, with more events tailored to 16+ students.
- CPD opportunities for the Student Voice Committee as part of their professional development.

Areas for Continuing Development

- Broaden the Students' Union constitution with additional elected positions for Pre-Degree learners to spearhead projects and represent the PD community in College Committees

Leadership and Management - Grade 2 Good

Our college has worked throughout the summer to ensure that we are in a position to offer a structured or blended learning model that has been rigorously risk assessed and has been approved and recognised as good and safe practices by the local authority. We are working continually to ensure that we offer as consistent an approach to face to face and online learning as possible so students don't fall behind and are able to continue to set aspirational career trajectories in these uncertain times.

As a direct response to Lockdown and over the summer months the college continued to support it's learners. Staff were available all summer long to liaise with students, parents and guardians to manage any difficulties or uncertainties that may have been communicated.

Those students with an EHCP were invited into college prior to the term starting to ensure the met staff face to face and were introduced to the health and safety mechanisms that are in place on-site.

The College has produced a series of Health and Safety mechanisms including, temperature checks as students and staff enter the building, internal track and trace systems are in place, social distancing and clear signage on-site, cleansing stations in classrooms, one way systems, 72 hour technical kit quarantine plans.

Through Lockdown the college continued to communicate to students, parents and guardians to provide regular updates on strategic progress, curriculum updates, staffing changes and health and safety implementations.

As well as producing multiple Covid-19, advice and guidance documents for staff, students, parents and guardians. Should individuals be required to take a test, self isolate, ensure safe working practices on site and online and internal and external communication action outlets should anyone need to seek advice.

Internal communications within the college have increased due to managing the Covid 19 crisis, the Central Management Group (CMG) met daily at the beginning of lockdown moving to a regular twice weekly. The meeting group includes key staff from key areas across the college and discuss aspects of people management, health and safety protocols, college resources and college infrastructure.

The College 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 Pre-Degree Manager (Interim) contributes to the Employment and Skills Board and other groups for Plymouth City Council. He is also the Pre-Degree Careers Lead and is part of the Plymouth and the HOSW Careers Leaders Networks together with the Plymouth STEM Operational and Delivery Team. The Principal contributes to a range of advisory groups including the Cultural Learning Alliance, Craft Council Education Advisory Group as well as Plymouth Growth Board and South West Business Council together with a number of other national and

international groups and the senior leadership team of PCA are active with a range of education and creative networks.

The College has an active international profile and has hosted various events with international partners to share and develop further education curriculum and pedagogy and contributes to British Council initiatives and is developing a European network for 'transition education' to support the development of innovative creative learning models and the internationalisation of the PCA curriculum.

The College continues to build on its International Baccalaureate World School status and is the only non private provider to offer the IB Career Programme in the South West. The development of this provision allows PCA students to undertake a broad ranging and challenging study programme that connects a range of formally accredited different subject areas, such as Psychology and Environmental Systems and Societies, to the existing arts curriculum

The Level 2 Diploma in Art and Design programme continues to support access to the L3 programmes which has enjoyed positive moderator reports and good outcomes, 94% intended to progress on to L3 study.

Despite national uncertainty around GCSE and A-Level equivalent qualifications. Pre-Degree continued to engage well with the assessment policies and procedures available. Our Quality and Examinations Manager (Pre-Degree) and Lead Internal Verifier within Pre-Degree ensured that the academic team followed a clear line of sight in relation to Center Assessed Grade protocols to ensure that our institution presented a transparent and thorough assessment procedure which was agreed upon by our allocated external assessor.

The Pre-Degree Manager (Interim) attended monthly meetings with fellow and key college staff to ensure that the start of the year was as smooth as it could be. Given that the current Covid-19 situation would inevitably add to new students stress and anxiety levels at a time when those levels are always very high to begin with. Reflecting on previous years, the college worked through areas of previous complication to ensure that students were able to enroll and remotely attend preliminary sessions such as meet the teachers events to ease the transition from a turbulent end of School setting to a reassuring college experience.

As an institution we are very confident that each student has been allocated the correct and appropriate study programme.

Leaders have found that the diagnostic platform being used for our students English and Maths, BKSB, was not meeting the colleges and students' needs. We have been looking into other tools and found that Skills Builder is a platform that supports learners throughout their full year offering staff the opportunity to differentiate and integrate English and Maths more meaningfully within the curriculum.

The College completed an apprenticeship framework with Babcock International with 100% retention leading to 100% timely completion. The external moderator noted the Internal Moderation of the qualification was excellent with the tutors planned live observation of a production line excellent practice. Management of this programme has led to the apprentices being promoted within the company and receiving both their level 2 and level 3 with the college. The communication and partnership with Makers HQ has been supportive of the apprentices throughout lockdown where they were furloughed from their employment and yet still managed to complete projects and assessment.

Strengths

- Good Covid 19 protocols in place.
- Improved cross college internal communication.
- Continued support for students, parents and guardians through lockdown.
- Delivered an apprenticeship programme throughout lockdown leading to 100% timely completion.

Key Improvements

- Put in place a more bespoke and responsive diagnostic assessment tool in place in Skills forward / Skills Builder.
- A more rigorous platform with internal management and recording systems (SoMIS) to be in place to diagnose applications and conversion onto Level 2 and 3 study programmes and offer bespoke pre-course advice and guidance.

Areas for Continuing Development

- Ensure successful integration of the IB provision through good retention and performance throughout all courses.
- As a response to the Covid-19 crisis supporting students from deprived backgrounds is a key priority.

Appendix 1 Data

ARP Trend Data

ARP against NA and previous year	19/20			18/19			17/18			Naonal Average		
	Achievement	Reten on	Pass	Achievement	Reten on	Pass	Achievement	Reten on	Pass	Achievement	Reten on	Pass
Extended Diplomas	82%	82%	100%	87%	89%	98%	87%	87%	99%	89%	91%	97%
Foundaon Diplomas	94%	94%	100%	93%	94%	99%	93%	95%	98%	95%	99%	97%
Overall L3 Diplomas	85%	85%	100%	89%	91%	98%	88%	89%	99%	86%	91%	94%
Level 2 Diploma	94%	97%	97%	90%	90%	100%	N/A	N/A	N/A	87%	91%	95%

High Grades

Overall Extended Diplomas	19/20 Grades	18/19 Grades	17/18 Grades	19/20 UAL Benchmark	Founda on Diploma	19/20 Grades	18/19 Grades	17/18 Grades	19/20 UAL Benchmark
Dis nc on	41%	37%	42%	31%	Dis nc on	35%	27%	39%	29%
Merit	40%	33%	36%	39%	Merit	41%	25%	41%	35%
Pass	19%	28%	21%	30%	Pass	22%	47%	19%	36%
Fail	0%	1%	1%	Unknown	Fail	1%	1%	2%	Unknown

Level 2 Diploma	19/20 Grades	18/19 Grades	17/18 Grades	19/20 UAL Benchmark
Dis nc on	16%	22%	N/A	19%
Merit	47%	33%	N/A	36%
Pass	34%	44%	N/A	45%
Fail	3%	0%	N/A	Unknown

English and Maths

English and Maths	19/20	18/19	17/18	18/19 Na onal Average
GCSE English				
9-4 (A*-C)	38%	28%	48%	23%
GCSE Maths				
9-4 (A*-C)	42%	30%	29%	15%
Func onal Level 1				
Pass	60%	73%	79%	80%
Achievement	57%	66%	71%	71%

Func onal Level 2				
Pass	47%	18%	40%	56%
Achievement	44%	18%	40%	48%
Func onal Overall				
Pass	57%	61%	66%	77%
Achievement	54%	56%	61%	69%

Apprenticeship Data

Apprenticeship Framework	Timely/Overall Achievement			
	19/20	18/19	17/18	NA
L2 Fashion and Textiles	N/A	N/A	100%	59%
L3 Community Arts	N/A	N/A	0%	68%
L3 Cultural Heritage	N/A	N/A	100%	64%
L3 Design	N/A	N/A	100%	58%
L3 Fashion and Textiles	100%	100%	100%	64%
L3 Print	N/A	N/A	80%	73%
All Level 3	100%	100%	88%	89%
All Frameworks	100%	100%	90%	89%

Extended Diplomas

Extended Diplomas	19/20			18/19			17/18			National Average		
	Achievement	Retention	Pass	Achievement	Retention	Pass	Achievement	Retention	Pass	Achievement	Retention	Pass
Art and Design	68%	68%	100%	87%	89%	98%	79%	81%	97%	88%	91%	97%
Film Animation and Media Production	83%	83%	100%	90%	90%	100%	93%	93%	100%	88%	91%	97%
Fashion and Textiles	86%	86%	100%	84%	84%	100%	76%	76%	100%	88%	91%	97%
Graphics, Illustration Game Arts	90%	90%	100%	91%	93%	98%	90%	90%	100%	88%	91%	97%
Photography	81%	81%	100%	83%	85%	97%	91%	91%	100%	88%	91%	97%
Overall Diplomas	86%	86%	100%	89%	91%	98%	87%	87%	99%	86%	91%	94%

Grades by Course

Art and Design	19/20 Grades	18/19 Grades	17/18 Grades	19/20 UAL Benchmark	Film Animation Media Production	19/20 Grades	18/19 Grades	17/18 Grades	19/20 UAL Benchmark
Dis n c on - High Grades	36%	29%	38%	31%	Dis n c on - High Grades	33%	44%	52%	31%
Merit	43%	29%	38%	39%	Merit	33%	41%	24%	39%
Pass	21%	40%	21%	30%	Pass	33%	15%	24%	30%

Fashion and Textiles	19/20 Grades	18/19 Grades	17/18 Grades	19/20 UAL Benchmark	Graphics, Illustration Game Arts	19/20 Grades	18/19 Grades	17/18 Grades	19/20 UAL Benchmark
Dis n c on - High Grades	58%	88%	32%	31%	Dis n c on - High Grades	45%	27%	41%	31%
Merit	37%	6%	50%	39%	Merit	37%	39%	35%	39%
Pass	5%	6%	18%	30%	Pass	16%	32%	24%	30%

Photography	19/20 Grades	18/19 Grades	17/18 Grades	19/20 UAL Benchmark	Level 2 Art and Design	19/20 Grades	18/19 Grades	17/18 Grades	19/20 UAL Benchmark
Dis n c on - High Grades	33%	29%	41%	31%	Dis n c on - High Grades	16%	23%	N/A	19%
Merit	52%	40%	44%	39%	Merit	47%	27%	N/A	36%
Pass	14%	29%	16%	30%	Pass	34%	50%	N/A	45%

Attendance

Attendance	19/20 (as at 13th March)	18/19	17/18		19/20 (as at 13th March)	18/19	17/18
Art and Design Year 1	88%	87%	90%	Functional Skills English Level 1	80%	74%	N/A
Art and Design Year 2	87%	79%	87%	Functional Skills English Level 2	71%	N/A	N/A
ED Film Animation - Year 1	87%	91%	93%	Functional Skills Maths Level 1	62%	80%	69%
ED Film Animation - Year 2	90%	94%	91%	Functional Skills Maths Level 2	74%	69%	72%
ED Fashion - Year 1	89%	92%	90%	GCSE English	68%	73%	70%
ED Fashion - Year 2	87%	88%	91%	GCSE Maths	74%	75%	71%
ED Graphics - Year 1	87%	90%	91%	Total Academic Skills	74%	74%	72%
ED Graphics - Year 2	85%	86%	91%	Apprenticeships - Fashion L3	90%	100%	100%
ED Photography - Year 1	89%	92%	91%	Total Apprenticeships	90%	100%	91%
ED Photography - Year 2	90%	85%	93%				
Foundation Diploma	87%	86%	85%				
Level 2 Diploma A&D	86%	81%	N/A	Total Pre-Degree Main Courses	88%	87%	90%

Actual Progression

	Education or Training Progression			Employment	Gap Year	Unknown
	Other Level 3	Apprenticeships	HE			
19/20	6%	2%	74%	6%	7%	5%
18/19	6%	2%	69%	17%	3%	3%
17/18	3%	N/A	78%	12%	3%	5%

Intended Progression

	Internal Progression		External Progression		Employer	Gap Year	Unknown
	FAD	HE	Apprenticeships	HE			
19/20	6%	38%	2%	39%	8%	5%	2%
18/19	3%	30%	4%	40%	12%	6%	6%
17/18	2%	30%	3%	51%	10%	3%	1%

Progress

Character	Start of year	End of year	Start of year	End of year	Start of year	End of year
	19/20	19/20	18/19	18/19	17/18	17/18
Exceeds expectations	22	74	27	48	31	66
Meets Expectations	140	110	198	160	152	133
Just Meets Expectations	51	30	23	37	45	32
Below Expectations	0	0	1	4	9	4
	213	214	249	249	237	235
Meets/Exceeds	76%	86%	90%	83%	77%	83%

Observation Average Grade Awarded

	GIGA	A&D	PHO	FAMP	PPA	L2	IB	FAD	E&M	OVERALL
Av Grade	2.07	2.37	1.75	1.97	1.4	1.85	1.56	1.37	1.87	1.8

Polar Data
POLAR/IMD Data

Extended Diploma Completers 2019/20	149					
POLAR4	Number of students	%	No of High Grades (Distinction)	%	HE Progression	%
Quintile 1 and 2 (lowest participation to HE)	51	34%	20	39%	41	80%
Quintile 3,4 and 5 (highest participation to HE)	98	66%	41	42%	74	76%
IMD	Number of students	%	No of High Grades (Distinction)	%	HE Progression	%
Quintile 1 and 2 (most deprived areas)	60	40%	23	38%	50	83%
Quintile 3,4 and 5 (least deprived areas)	89	60%	38	43%	65	73%

Foundation Diploma Completers 2019/20	68					
POLAR4	Number of students	%	No of High Grades (Distinction)	%	HE Progression	%
Quintile 1 and 2 (lowest participation to HE)	26	38%	8	31%	22	85%
Quintile 3,4 and 5 (highest participation to HE)	41	60%	15	37%	34	83%
IMD	Number of students	%	No of High Grades (Distinction)	%	HE Progression	%
Quintile 1 and 2 (most deprived areas)	22	32%	8	36%	20	91%
Quintile 3,4 and 5 (least deprived areas)	45	66%	15	33%	36	80%