Pre-Degree: Self Assessment Report 2020-21

Introduction

Our 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 learners to make principled choices, informed by an international understanding, about the complex and current issues facing the world today.

Pre-Degree learners are drawn from a large number of schools in our city and from the wider region of Devon and Cornwall, with our cohorts representing learners 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 Columbia, China and Germany.

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

The College provides an enriching and 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.

2020/21 was our second year of delivery for the IBCP and we continue to develop this offer as an additional option for learners enrolled on a UAL Level 3 Extended Diploma. After starting in 2019 with 8 options for IBCP diplomas, we have reduced now to the 3 most popular IB diplomas in English Literature, Environmental Systems and Societies, and Business Management, all of which complement the 'main' creative qualification. We have taught out IB diplomas in Maths and History, and are currently teaching out IB diplomas in Psychology, Visual Arts, and Film through to completion in summer 2022. We are continuing to improve integration of the IBCP with UAL Level 3 Extended Diploma study programmes for those learners who take up this option.

The College continually reviews its Pre-Degree curriculum to ensure it delivers to learner, parent and guardian expectations, aligning with strategic objectives, educational developments, and emerging academic and professional practice. The re-alignment of the IBCP provision is intended to enhance the coordination between staff and learners, with a clearer structure for pastoral support within the IB Core

programme. Despite this, the proportion of learners staying on their additional IBCP programme through to completion has been much lower than targeted at 55%.

It is notable that the vast majority of learners 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. The learners who continued with the IBCP achieved well: 22 learners (76%) achieved a Distinction, 6 learners (21%) achieved a Merit and 1 learner (3%) achieved a Pass. All learners who continued with the IBCP achieved at least a pass grade.

As a direct response to the government Covid-19 operational guidance to Further Education, our institution transformed our day to day delivery from 100% face to face teaching to a hybrid model learning and teaching. Having developed an excellent level of digital resources and online curriculum from the 1st lockdown the college continued to deliver education as close to a normal curricula offer as possible.

Pre-Degree leaders constructed a timetable that could be flexible and respond to full face to face teaching, full digital teaching or a mixture of both. This worked very well throughout the academic year with education delivery continuing uninterrupted as we did not have to close any year groups or class bubbles. The College also implemented key safety measures to ensure that when learners were on-site they felt safe and secure in the educational environment the College provided. Those safety measures included:

- Detailed risk assessments were updated to reflect Plymouth College of Art's Covid-19 protocols.
- 2 metre social distancing in classrooms.
- Learners were encouraged to wear masks in communal areas such as corridors, social spaces and toilets.
- Cleaning stations available in every classroom and social space.
- A one way system was employed in classrooms and within the building layout.
- Keyboard covers were used so multiple users could access the same digital software safely.
- The College developed its own track and trace system via learners and staff ID cards recording each individual's whereabouts, which proved to be very effective and was seen as excellent practice by the local health authority.

As well as the safety mechanisms, the College also provided:

- learners with Adobe Licences so they could continue with creative and digital work whilst working from home.
- free art packs for learners from low income backgrounds so they could continue to work with traditional art materials in and out of college.
- free sanitary products to young people from low income families.
- support whilst in full lockdown, for SEND/EHCP and vulnerable learners to engage in online classes on-site ensuring that those learners were safe and they could continue with a regular teaching and learning rhythm
- 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 support we offered to EHCP and vulnerable groups within our community was ongoing and consistent. EHCP learners 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 learners with their day to day studies.

Those most vulnerable within our community because of mental health, emotional health or general wellbeing issues were contacted regularly by the Pre-Degree Safeguarding Lead within the college, to ensure that they were engaging with their studies and appropriate support mechanisms. This included providing those vulnerable groups with additional support on-site.

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

Through our Young Arts programme we engage learners 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. Despite lockdown disruptions to much of the Young Arts provision this year, in 2020/21 we have worked with 321 young people via a range of both face to face studio based workshops and courses and live online provision.

When restrictions allowed, we were able to deliver two studio based carousel style portfolio building courses to support progression into creative study, one for prospective HE entry and one for Pre-Degree. The HE entry level course resulted in 50% applying to PCA courses. 87.5% of the Pre-Degree entry course participants said they would be choosing to study a creative subject when they left school, and 50% said they would be applying to PCA in 2022 or 2023.

The College continued to nurture the creative and academic aspirations of the Plymouth cohort of the National Arts and Design Saturday Arts Club by maintaining the regular weekly sessions of this annual course for ages 14-16 years throughout lockdowns. This course is part of a UK wide initiative established in 2006 of which Plymouth is a founding member. We moved sessions online and ensured equal participation for all by posting out materials packs, and providing worksheets for those with intermittent internet connection in rural locations. Online fatigue was a factor in engagement for some doing a large amount of their school work online too. Through the year we worked with 18 learners regularly on the National Art and Design Saturday club and had 13 show work at one or both of our Summer Show exhibitions in 2021.

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 Head of Pre-Degree contributes to the Employment and Skills Board and other groups for Plymouth City Council. The Head of Pre-Degree 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	20/21
Quality of Education	2
Behaviour and Attitudes	2
Personal Development	2
Leadership and Management	2

Quality of Education - Grade 2

The College's centre assessed grades, 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 learners 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 six year period.

Within the Level 2 Diploma in Art and Design course in academic year 2020/21, 33% of learners received the pass grade, 25% of Level 2 learners achieved merit grades (down by 22% in comparison to merit grades awarded in the previous academic year, 2019/20), and 33% of learners achieved Distinction grades, (up by 17% on the previous academic year, 2019/20). High Grades (Distinction) were above UALs national benchmark of 19%.

Achievement in 2020/21 within the Extended Diploma in year 1 cohort remained consistent. 208 out of 211 of our year 1 learners passed their formative units prior to the UAL Individual and Center Assessed Grade deadline of the 18th of June. 26% of Extended Diploma year 1 learners achieved a Merit grade this year which is a decrease of 21% on last year's figure of 47%, whilst 33% of Extended Diploma year 1 learners achieved a Distinction grade, up by 10% from the 2019/20 academic year.

All 191 of our Extended Diploma year 2 learners passed their formative units prior to the UAL Individual and Center Assessed Grade deadline of the 18th of June. In total 17% of the group achieved a Pass grade, 30% achieved a Merit grade, (a decrease of 10% on the 2019/20 figure, and a closely comparable 2% decrease on the year previous to that, 2018/19) and 53% achieved a Distinction grade (up by 12% from the 2019/20 academic year and a 26% increase on the 2018/19 end of year total which was 37%) . Overall High Grades (Distinction) were 29% above the UAL Benchmark of 24%. Our first completing Extended Diploma in Performing and Production Arts cohort achieved well, completing their qualification with 58% Distinction, 39% Merit and 24% pass grades.

Within the Foundation Diploma in Art and Design course 45 of the 47 learners in this cohort passed their formative units prior to the UAL Individual and Center Assessed Grade deadline of the 18th of June, and therefore achieving the minimum evidence to complete the course. The percentage of pass grades awarded was 19%, less than the previous academic year but broadly in line with historical data in previous academic years (2019/20 and 2018/19).

43% of this learner cohort achieved a Merit grade, which is in line with the historic profile of the course. 34% Distinction grades were awarded within this year's Foundation Diploma in Art and Design, which again is in line with the historic profile of the course. 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 throughout the year remained consistent within the Level 3 cohorts in what was an extremely challenging year. 91% of learners were retained and completed their Level 3 Extended Diploma which is a 9% increase on the previous (19/20) year 82%. The College retained 90% of Foundation Diploma learners which is a decrease of 4% in comparison to the previous year.

The use of Skills Forward in (20/21) as a diagnostic assessment tool, has improved the College's initial assessments process to embed assessments more meaningfully into the curriculum and learner journey to make them more connected to the ongoing learning in the classroom. However, this is still a work in progress, as it is very time-consuming to extract relevant data, and complicated for staff to navigate who are not yet familiar with the platform.

Student surveys in Academic Skills have been overwhelmingly positive (end of academic year 2021) with learners really valuing the personal approaches and time taken by both teachers to explain tasks/topics/questions eg 'walking me through methods'. Additional time and 1-1 attention is valued above most else, and boosts confidence. Academic delivery was impacted by the pandemic within the IBCP. This was an incredibly challenging time for all involved. IBCP students had 10 on-campus lessons for each DP Subject (25 hours total) and Core (15 hours total) during the whole academic year.

The team worked hard to ensure that on the few occasions students were in a classroom together, there were opportunities to build a group dynamic and peer support, and this was sometimes at the expense of the academic/skills learning also required. Wellbeing was a topic that was included in Core, and underpinned lessons. However, the impact was inevitably limited because our contact with the students was so restricted. IB learners were also organised into 3 x Y1 IB 'tutor' groups and 2 x Y2 so that their whole IBCP programme could be supported as holistically as possible. This was valuable, particularly with the end-of-year interviews with Y1, As things started to open up, the college increasingly took the learners off-campus, and now have an ongoing project with Poole Farm and Green Minds, where students painted a mural in July and returned in October (Y1/Y2) to produce signage.

The key area that has developed greatly in Academic Skills and IBCP delivery has been online delivery and digital materials. As part of a blended learning model, these can now be seen to be making significant improvements eg digital portfolios in GCSE English/IB, although as the dominant mode of delivery it ultimately presented significant challenges, perhaps more so for the learners than for the teachers who ultimately have identified that it's the physical classroom where they learn best and develop confidence.

In Academic Skills, additional Maths support classes were offered weekly on campus for learners and particularly for those learners who had difficulty engaging online. A similar provision was offered in English. Learner feedback was very positive although actual outcomes were not; those learners who took Functional Skills were only able to undertake a single attempt at external assessment, which was not enough for most to achieve. (In previous years, FS students have had an opportunity to have a second attempt at the assessment but the provision of on-campus exams could only be delivered once in this academic year).

The college has engaged with a review process to ensure that we are getting the most out of the Maths and English delivery models to engage learners. This may result in change in awarding bodies, should college leaders feel that learners will benefit from a more flexible and creative approach to academic skills delivery.

The college has developed greater cohesion both within the IBCP programme itself and across the UAL courses. This is already starting to make itself visible in students' PPS portfolios (part of IB Core) where they are recording and reflecting upon personal and professional development across *all* elements of their Study Programme. IB study time built into the ED timetable facilitates greater academic staff awareness of the IB, and weekly tasks are regularly shared by the IB Coordinator as prompts. The use of a shared brief, with IBCP input/connectivity, is also part of engineering this cohesion.

It is hoped that this cohesion will enhance cross-college engagement with the IBCP, helping to build student resilience and motivation as their IB work is made visible and enacted in UAL, but also vice versa.

The College retained 80% with 12 out of 15 learners on it's Level 2 cohort in 2020/21, however achievement in Level 2 was 73%. The retention in Level 2 is representing a concerning 17% decrease in retention from 97% the previous academic year (33 out of 34 learners), The 17% drop is amplified by the lower numbers of learners, a perceived impact of the pandemic given the higher numbers in the 2 previous years, from the government's teacher assessed grades scheme which resulted in more learners achieving grades at 4 and above in GCSE results than previous years.

All but 3 learners progressed internally onto our Extended Diploma and International Baccalaureate provision. Those 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 learners to have a clear line of sight toward their next course that may be outside creative education.

Due to the effects of the pandemic, the College took advantage of the 16 to 19 tuition fund to provide small group tuition for learners aged 16 to 19 who had not yet achieved a grade 5 or above in English and/or Maths. We also invested in additional support lecturers focused on English and Maths in which we aimed to inspire learners to engage in new and sustainable ways.

Attendance in academic skills throughout the year has been low with all academic skills classes reporting lower attendance than the previous two years. In 2020/21 the college's academic skills total attendance figure at the end of the academic year was 65% in comparison to 74% in the previous two academic years.

Whilst the pandemic clearly made an impact on attendance figures throughout the year, college leaders believe that it's important to implement new strategies aiming to increase attendance and engagement in academic skills. The intention is to create more balance between the study programme in the next academic year to ensure the academic skills classes are all facilitated face to face and that these classes are at the centre of the academic days and week.

Despite low attendance in 2020/21, GCSE learners achieved well. 61% enrolled in GCSE English completed the qualification with pass grades 9-4 (A*-C) and 60% enrolled in GCSE Maths completed the qualification with pass grades.

This compares well to previous years. 38% of GCSE English learners achieved pass grades 9-4 (A*-C) in 2019/20, and 28% achieved pass grades in 2018/19. 42% of GCSE Maths learners achieved pass grades in 2019/20, and 30% achieved pass grades in 2018/19.

However learners studying on Functional Skills qualifications achieved lower results compared to previous years; 21% achieved a pass on Functional Skills Level 1 and 3% achieved a pass on Functional Skills Level 2 in comparison to much higher results in the previous two years.

Tuition groups consisted of no more than five learners and the tuition sessions were scheduled in addition to the planned programme of study hours already timetabled for the academic year 2020/21. Tuition and additional support was delivered using a blend of online and on-campus delivery.

The provision was not only limited to tuition for English and Maths, the College also allocated some additional funding within the Pre-Degree department to our learners with Special Educational Needs and

Disabilities (SEND) by supporting them more broadly within their individual study programmes. The College facilitated this by developing a new role called the inclusion champion tasked with supporting SEND and low achieving learners to engage more meaningfully with education, due to the nature of the cohort this included all Level 2 learners with an additional 23 Level 3 learners accessing additional support via our inclusion champion.

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. Throughout the 2020/21 academic year the College's Management Information team along with academic leaders have begun to develop a series of Dashboards, with the aim that Dashboards will replace Cohort Profile Plans. The intent is for Dashboards to turn our unrelated sources of data into coherent, visually immersive, and interactive insights that support staff to diagnose and support learners to achieve.

The College continually encourages learners to develop creative, life and employability skills throughout their studies. Our Character Matrix, developed around 6 years ago, was placed at the core of our institution, and through the pandemic it continued to provide the college with a well embedded methodology to develop personal development, cultural capital, British values and progression readiness through the recognition and collective ownership of a set of values required to ensure learners have the knowledge and skills to become effective citizens.

However senior leaders within the College are ambitious to develop the Character Matrix further to engage meaningfully with the post-16 reforms set out within the Government's white paper, Skills for jobs: lifelong learning for opportunity and growth, published January 2021.

The main progression route for our creative students is onto HE with 69% of learners taking their places onto these programmes in the 21/22 academic year. During the pandemic learners have had the chance to re-evaluate their future and where we have had 7% of our learners progressing onto employment this number has nearly doubled to 13% due to a high number becoming self employed in a freelance capacity. There are also a number of learners that deferred their decision regarding progression to HE, increasing the proportion of completers choosing a Gap year from 7% to 11%.

The College supports those learners 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, 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 learners 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.

In recent years the College has experienced an increase of learners with Educational Health Care Plans. Institutionally we secure funding to support those learners 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 learners' learning needs.

In 2020/21, 100% of all Pre-Degree learners with EHCP and/or SEND achieved/surpassed the predicted grades set for them at the start of their course .

In the 2020/21 academic year, 2 out of 3 (66%) of learners with SEND (not including learners with EHC plans) passed their Level 2 qualification and 100% passed their Extended Diploma and Foundation Diploma qualifications. 38 out of 81 (47%) of learners with SEND exceeded their predicted grades with 21 learners (26%) exceeding their predicted grade by two grade boundaries and 25 out of 81 (31%) achieving a distinction as a final grade.

2 out of 3 learners with SEND who completed the Level 2 Diploma have progressed onto the Extended Diploma Level 3 in Art & Design. 32 learners with SEND completed the Extended Diploma, 3 of the 32 (9%) have progressed onto the Foundation Diploma in Art & Design. 17 of the 32 (53%) went onto Higher Education, 6 of the 32 (19%) went into employment and 6 of the 32 (19%) are taking a gap year before continuing onto Higher Education. 5 out of 7 learners with SEND (71%) that completed the Foundation Diploma have progressed onto Higher Education,

Along with an increase of EHCP learners, in recent years we have also seen an increase of learners with SEND but without an EHCP and with no formal diagnosis. Experience indicates that these learners 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 learners to be appropriate and effective as well as financially sustainable.

We continued to engage with an ungraded teaching observation model, modified to reflect both the challenges of new pedagogies and the need to maintain learner and staff wellbeing as a prerequisite to providing good quality education throughout the pandemic. This ungraded model allowed staff to explore these new pedagogies with discovery, experimentation and critical reflection at its heart. Examples include:

- The impact of utilising breakout groups, promoting discussion, questioning and engagement within a larger cohort session.

- How a spirit of community can be achieved when delivering online. What are the longer term benefits of small and frequent ice breaking activities with an emphasis on promoting discussion, social interaction and removing barriers to online non-engagement?

- Reflection on the timing and structure of online sessions, ensuring that guided learning hours are honoured, while also establishing healthy habits that support wellbeing during the pandemic and enforced social isolation. These include short and regular breaks from the screen to reduce eye strain and opportunities to stand up and move around rather than remain stationary. In addition the opportunity to create tasks that focus on what is available to learners during lockdown, such

as their own experiences or location, and how the session can offer time for sharing of outcomes and reflection.

- Development and impact of online classroom management - presenting material, using group chat, raised hands function. One observation explored the use of audio material to fill moments of silence and what impact that had on student engagement and the atmosphere of an online session.

It should be noted that a graded model was also available to use in the context of student satisfaction, data that indicates that improvements are required, or first hand observations by the Pre-Degree management team that highlight an area of concern. This was not utilised in 2020-21 to further support staff wellbeing and due to performance/data that was 'good'.

The modification of the learning and teaching observation scheme allowed colleagues across all different subject areas to start experimenting with the technologies and online pedagogies. Results were gathered and shared in a small research group and as an entire staffing team in both operational meetings and during learning and teaching days. This promoted cross-course sharing of practice and supported staff wellbeing at a difficult time by celebrating the achievements and range of practice developed by the entire staffing community.

A centralised Learning and Teaching resource was created to pool together practice from Pre-Degree and higher education. This was an additional response to the outcomes of the learning and teaching observation cycle, which then informed the College's CPD programme. This new development, alongside online learning and teaching days, was instrumental in identifying strengths, opportunities, weaknesses and threats. Examples of shared practice include:

- Use of experiential learning tools in International Baccalaureate sessions.
- Connections between green skills and employability.
- Wellbeing - ideas for outdoor activities during lockdown.
- Employability in the curriculum.

Via the development of hybrid and hyflex delivery and through consistent and robust timetabling we created a consistent platform where online and face to face delivery could work together, bringing together the benefits of each delivery model and exploring how one model can positively impact on the other.

The College continued to promote the visibility of wider 'non-subject specific' skills, reflecting the new post-pandemic world through our Character Project. The Character Project framework informs all areas of learning, teaching and assessment and helps build a cross-course culture of curiosity, discovery and awareness.

The College 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 college-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 learners progressing to higher education.

Areas the College intends to further develop include:

- Sharing of contemporary and impactful online practice, which builds on the formative online/hybrid practice already established. This includes 'hyflex' delivery to support simultaneous online and face-to-face engagement and participation during a session.

- A more visible body of material and practice that supports 'employability'. This includes first hand accounts of how industries - both creative and 'non-creative' - have changed and adapted though the pandemic, with identification of the challenges and opportunities ahead.

Strengths

- Level 3 Diploma retention and achievement at 90%.

- A very high proportion of learners met or exceeded their predicted grades.

- 100% of learners with EHC Plans passed their Level 2 Diploma and Level 3 Extended Diploma Qualifications.

- All learners who completed the IBCP achieved their Extended Diploma qualification, 76% with distinction, 21% with Merit and 3% with a pass.

- The College employed a dedicated champion embedded within the curriculum to support SEND learners through the pandemic.

Key Improvements

- Review information advice and guidance for recruitment into the IBCP Diploma to improve the match with learners needs and improving retention of IBCP learners in year 1 (target: 90%)

- Review of the English and Maths qualifications to ensure they are best fit for our learners.

- The continuing development of "Character" to include more connectivity to industry and skills in response to the pandemic.

Areas for Development

- Ensuring the successful integration of the IB provision through good retention and performance.

- Re-define the regular timetable to ensure enriching activities and English and Maths are more accessible and engaging for learners.

Behaviour and Attitudes - Grade 2

Safeguarding & Wellbeing cases actually decreased through the pandemic compared to the previous year.

Pre-Degree Safeguarding and Wellbeing learners

- Safeguarding Learners (19/20): 40
- Safeguarding Learners (20/21): 33

- Wellbeing Learners (19/20): 42
- Wellbeing Learners (20/21): 31

The College reported a slightly higher rate of withdrawals from these vulnerable groups through the 2020/21 academic year. Last year 5 safeguarding learners and 5 wellbeing learners withdrew from their qualifications, in comparison to the previous year (19/20) where 4 safeguarding learners and 3 wellbeing learners withdrew from their qualifications.

The main issues for safeguarding within the 2020/21 academic year include Anxiety, Depression, Sexual Abuse (some historic), Suicidal thoughts, Family & Carer Issues and Social Issues. The main issues for wellbeing have been Anxiety (some Covid-19 related), Poverty (mostly Covid-19 related), Gender Transition, Anxiety and Bullying / Being Bullied (including outside of college).

From the 32 safeguarding cases in 2020/21, 17 were for depression/anxiety. There were 3 sexual abuse cases, all historic and ongoing, two of which included Police Involvement. There were 3 cases of suicidal thoughts, 2 of which were deemed to be high risk with parents/carers and mental health workers involved from the outset.

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

All learners 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. First years are required to take part using the computer to put into practice what they have learnt from the session. Foundation Diploma and second year Extended Diploma learners receive a refresher for Prevent.

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

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

During lockdown emails were sent regularly on wellbeing matters including details of who to contact. All safeguarding and wellbeing learners were emailed regularly, some weekly. Phone calls and video meets were offered and learners did take these up.

Whilst in the 3rd lockdown the 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.

During the pandemic the College actively tried to ensure that internal and external safeguarding and wellbeing support networks were promoted and shared with the learner body regularly. The College's Safeguarding Lead has reported dealing with more anxiety disclosures due to the pandemic and signposting increased numbers in for counselling within the college. The Safeguarding Lead has also observed that poverty has risen through the pandemic within our Pre-Degree learner 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.

Attendance continues to be a focus of the College for all of Pre-Degree. Extended Diploma Learners attended and engaged with their education well throughout the pandemic. Whilst some aspects of the College's provision were down on attendance figures compared to previous years the majority of attendance throughout the College's provision remained steady and in some cases improved. For example the Extended Diploma Fashion and Textiles Y1 attendance total improved in the pandemic year (2020/21) to 92% compared to the previous year (2019/20) when the attendance total was 89%. The Extended Diploma Graphics, Illustration and Game Arts attendance in Y1 and Y2 increased slightly in both year groups. 88% attendance in Year 1 and 86% attendance in Year 2 in 2020/21 compared to 87% and 86% respectively in 2019/20.

However the same positive attendance figures were not reflected in Foundation Diploma, Level 2 Diploma, Academic Skills or International Baccalaureate, all reporting decreased attendance through the academic year 2020/21. Particularly for Level 2 Diploma and Academic Skills, online learning and the disruption caused by lockdown situations had a detrimental effect on attendance.

The student disciplinary procedure was streamlined with an intervention protocol to better facilitate formalised support discussion with learners that had genuine issues regarding low attendance. Individualised approaches across teams saw 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. However it is clear that the College needs to develop a further level of integration within the College's SoMIS platform to feed into tracking systems such as Pre-Degree dashboards more effectively.

In addition to this, the College provides free access to counselling and student support services to all learners which have been implemented (successfully) online throughout the Covid-19 lockdown.

Plymouth College of Art Students' Union widened their elected student positions within the FE Student Union Executive Committee from a singular role of Vice-President for Further Education (FE) to a group of voluntary positions mirroring the HE Student Union Executive Committee; Wellbeing Representative (FE), Equality and Diversity Representative (FE), LGBTQ+ Representative (FE), Sustainability Representative (FE), Ethnic Minorities Representative (FE) and Disability Representative (FE). Each of these voluntary student roles has specific responsibilities which they work with, within the Students' Union, specifically their HE counterpart and the Student Union President, to engage with student feedback in this area and lend their voice to the College's broader strategic direction, including attending committees and meetings that sit under the College's Academic Board.

To support the development of these students within the FE Student Union Executive Committee, elected Pre-Degree students were partnered with their Higher Education equivalents. This encourages the development of confidence in elected students and provides them with guidance in developing ideas and

initiating projects to further their elected area. Members of the FE Student Union Executive Committee engaged with college wide committees and working groups, such as the Harassment and Sexual Misconduct Working Group, which was jointly formed by the Students' Union and College, in response to the Everyone's Invited website and the rapid report produced by OFSTED. The work of this group informed the Sexual Violence and Misconduct Policy.

FE Student Voice continued to be an integral and active part of the community within the College. Student Voice is the Student Council, which is formed of two Student Representatives decided by the learners from each course. Throughout the academic year, the FE Student Voice continued to run through online meetings at regular 6 week intervals attended by Student Representatives from each course, the Students' Union, and members of staff from all levels of the College. FE Student Voice informed the development and implementation of curriculum, particularly focusing on the adjusting timetable and delivery and impact on student wellbeing during periods of national lockdown. Student Representatives consulted on the hybrid timetable and supported staff in ensuring the transition in and out of lockdown best supported student wellbeing. FE Student Voice steered plans for 'refresh induction' upon return to campus and consulted on flexible working arrangements and equipment loaning procedures ensuring learners had the required access which best suited their cohorts. Feedback from FE Student Voice also led to Mental Health First Aid Champions and changes in the College's induction activities.

Within the review of FE Student Voice for 2020/21, the Council highlighted several internal improvements to be undertaken for the 2021/22 academic year:

- All FE Student Representatives will enter into a mentoring relationship, paired up between levels of study to provide support and personal development.
- FE Student Voice will continue to be online to ensure accessibility for all Student Representatives.
- Staff involved in FE Student Voice will look to build student partnerships with student councils in equivalent schools/institutions in the local area.

The College induction programme, measured through induction surveys, prepares learners well for the year ahead: I understand my responsibilities as a student and am aware of the College's services and rules through induction (92%); I feel the College is a safe and secure place to learn (95%); the College promotes respect for my peers (95%); I am being treated fairly and with respect by staff (97%); I receive workshop/studio health and safety inductions before using equipment (91%).

The College actively tries to embed PSHE KS5 within it's curriculum, however Pre-Degree leaders feel that this needs to be more regulated and should inform the development of the re-visioned Character Project to ensure that learners are tracking personal and professional growth together as one.

The Pre-Degree Meeting cycle works well and is fit for purpose, however Pre-Degree leaders feel this needs to be refined further to include more aspects of studentship and learner wellbeing and to include a broader array of Pre-Degree voices to ensure that studentship is at the heart of aspects of development and institutional rigour.

The College careers advice and guidance team is led by the Head of Pre-Degree, 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 College is also part of the Next Steps South West network to provide targeted support to learners 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.

Strengths

- Attendance in the Extended and Foundation Diploma qualifications remained positive throughout the pandemic.

- Pre-Degree learners feel prepared to learn and have confidence in their teachers.

- The Covid-19 safety mechanisms the College employed to maintain education throughout the pandemic were effective. 95% of Pre-Degree learners felt safe in college.

- Despite the pandemic, all existing learners presented their final major project work in a professional exhibition style which was also made available for parents and guardians to view.

- FE Student Voice actively contributed to the curriculum implementation throughout the hybrid timetable and ensured meaningful developments for cross college strategic goals including student wellbeing.

Key Improvements

- English and Maths academic skills need to be more regularly embedded and highlighted within the Creative subjects.

- Pre-Degree courses need to incorporate personal, social, health and economic education more regularly within taught sessions.

- Improve Level 2 attendance and retention. Targets: 91% and 90% respectively.

Areas for Development

- Implement a studentship meeting within the Pre-Degree meeting cycle to ensure that the academic team is closely monitoring progress with other key stakeholders such as the safeguarding lead and the learning support lead.

- Develop a more integrated way of recording and tracking interventions.

- Develop termly 'CPR impact' meetings to ensure actions undertaken for student engagement, experience and behaviour are meaningful.

Personal Development - Grade 2

The 2020/21 academic year provided many challenges to our learners, staff and the College. The College dealt with most of the challenges swiftly and effectively however there are some areas that require further scrutiny and investigation.

The College continually encourages learners to develop creative, academic, life and industry skills throughout their studies. These skills are reflected in our Character Project which underpins all curriculum and enrichment activity.

The Character Project continues to provide an embedded methodology to develop personal development through cultural capital, British values and progression readiness. The Character framework, through the recognition and collective ownership of a set of values, empowers our learners to meet these important industry and life demands. The Project allows our teachers and learners to track and communicate progress in relation to employability and soft skills via regular progress checks.

The OFSTED Education Inspection framework which has been implemented for September 2019 recognises the importance of personal development and this is echoed by the consultations into character education initiated by the Minister for Education.

It will be important to maintain the "character" skills that our institution has championed within the re-development of the character project to include a greater emphasis on skills acquisition and real world connectivity.

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 by 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 Benchmarks. However as a result of the pandemic our Compass Career assessment has shown that within the 20/21 academic year the College has slipped from the 100% Gatsby Benchmarks, the task in the next academic year 21/22 will be to rebuild that existing good practice to regain the 100% coverage.

An 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 learners gaining an insight into how a design studio or company works. As not all learners 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. Learners develop a range of employability skills which include teamwork, initiative and being able to work under pressure and to deadlines. Undertaking this project gives learners 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.

Despite the pandemic's impact on education, Pre-Degree continued to offer learners the opportunity to take part in on-campus end of year exhibitions. Pre-Degree leaders recognised that it was of the utmost

importance to provide learners with an understanding of the processes of exhibiting work as a part of the professional practice expected within industry. Pre-Degree was one of only a few institutions that were able to provide this real world experience for their learners.

To make this happen in a socially diatanced capacity the Pre-Degree facilitated 8 separate end of year exhibition evenings, where learners from each course were able to present their work in a professional way and invite parents, friends and industry contacts to view the work that they had completed in very challenging circumstances.

Strengths

- 61% of Pre-Degree learners achieved A* - C (9-4) for GCSE English, 38% above the latest national average (2018/19).

- 60% of Pre-Degree learners achieved A* - C (9-4) for GCSE Maths, 45% above the latest national average (2018/19)

- Extended Diploma and IBCP learners continued to engage positively with the ARTiculation competition despite the impact of the pandemic.

Key Improvements

- The re-development of "Character" to include more connectivity to industry and skills, fundamental British values and personal, social, health and economic education.

- Create a different balance to the curriculum by placing English and Maths in the centre of the week to improve English and Maths attendance.

- Ensure all Gatsby benchmarks are fully in place by June 2022.

Areas for Development

- Continue to develop a rich cross course curriculum engaging with social activism and professional practice supported by good work placement.

- Continued development of new Careers & Enterprise plan to support integrated careers guidance.

- Positive wellbeing should be promoted by the College via competitions, visiting lecturers and enrichment weeks to ensure learners and staff know that they can access support and where best to get the most appropriate support.

Leadership and Management - Grade 2

The College continually encourages its learners to develop creative, life and employability skills throughout their studies. Our Character Matrix, developed around 6 years ago, was placed at the core of our institution and throughout the pandemic it continued to provide the College with 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.

However, reflecting on the government white paper, Skills for jobs: lifelong learning for opportunity and growth, published January 2021, our Character Matrix doesn't allow for as much work related, skills development connectivity and industry reflection as we would hope to provide for learners with the proposed reforms to post-16 technical education and training which are designed to support proposals to help young people to develop the skills needed to get good jobs and improve national productivity.

The College continued to provide education throughout the year, which included Heath and Safety mechanisms including, temperature checks as learners and staff enter the building, internal track and trace systems, 2 metre social distancing on-site, clear signage on-site, cleansing stations in classrooms, one way systems and 72 hour technical kit quarantine .

Senior leaders within Pre-Degree were tasked with developing a timetable model that would remain consistent throughout the pandemic no matter what situation we found ourselves in. This incentive worked and provided learners and staff with an element of flexibility and assurance that no matter if we were in lockdown or not education would continue.

As a snapshot of this in action, Pre-Degree student engagement in the weeks beginning 18th and 25th of January, weeks 3 and 4 of Lockdown 3.0. was as follows:

- 98% of Pre-Degree learners accessed their college emails.
- 87% of Pre-Degree Learners submitted work to the deadline.
- The least engaged Pre-Degree student had submitted work 6 days previous to this snap shot being taken.

As a direct response to Lockdown 3.0 and over the three months January to March 2021, the College continued to provide a full timetable on-line whilst also supporting vulnerable learners with accessing education on-site. Those learners from vulnerable groups included SEND learners with and without an EHCP in place, learners from low financial backgrounds, learners who are independently living, learners who are carers and learners who have mental or emotional difficulties.

It is recognised that in the post pandemic recovery, the College has an opportunity to continue to embrace a level of hybridity within it's curriculum to ensure that should the College be placed in a lockdown situation again learners will know what to do and how to engage. However this also gives college leaders the opportunity to find a balance not only between online and on-site learning but also a more refined balance between creative and academic learning both on and off-site.

Through the lockdowns the College continued to communicate to learners, parents and guardians to provide regular updates on strategic progress, curriculum updates, staffing changes and health and safety implementations.

The College produced multiple Covid-19 advice and guidance documents for staff, learners, parents and guardians including advice if individuals were required to take a test or self-isolate, advice on safe working practices on site and information on online and internal and external communication action outlets should anyone need to seek advice.

As a creative and holistic education provider we are acutely aware of staff and learner wellbeing and whilst we work in a fast paced and challenging Further Education environment it is incredibly important that we create space for staff and learners to "catch up" and therefore through the pandemic Pre-Degree leaders implemented Catch Up weeks, one per term.

The idea behind these weeks was to support learners with catch up briefs which included specific catch up tasks related to the themes of "Wellbeing", "Progression" and "Ethics". Learners were invited to work from home in these weeks which included dedicated time where tutors were available each day to support learners who required additional guidance. These weeks gave staff and learners weeks within the curriculum where they had space to reflect, adjust, and catch up on any outstanding work and gave some space for staff to catch up on any outstanding administrative tasks, assessment and planning for learning in the weeks following catch up weeks.

College leaders reflected on these weeks within course performance reviews with staff and learners and the feedback was overwhelmingly positive. The intention for the 20/21 academic year is to continue this practice whilst also adding into the curriculum embedded enrichment weeks to ensure that the College actively promotes extra-curricular activities and competitions outside of the regular academic delivery.

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 regular twice weekly meetings. The group included key staff from all areas across the college and discussed aspects of people management, health and safety protocols, college resources and infrastructure.

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 Centre 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 Head of Pre-Degree 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 Covid-19 situation would inevitably add to new learners 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 learners were able to enrol 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 learner was allocated to the correct and appropriate study programme.

College leaders intend to develop new ways in which data can be fed into college, course and team monitoring systems. This it is hoped will not only improve adaptability when supporting learners but allow staff to complete less tracking documents and focus more on providing high quality learning experiences.

Whilst the observation scheme continued through the pandemic, it is recognised that once the College

returns to full or as close to full face to face delivery as possible the observation process will require some degree of additional scrutiny to ensure that it is fit for purpose in a post pandemic context.

Strengths

- The safety mechanisms employed on site ensured that the College remained open for the whole academic year.

- The College provided free adobe licenses, art packs and laptops for learners to engage with learning when working from home

- The College communicated effectively with learners, parents and guardians and other key stakeholders throughout the pandemic.

- Despite the hybrid nature of learning, the College completed its teaching observation cycle effectively.

- The Student Union worked with support staff to tackle period poverty, by engaging with the Department for Education to provide free period products to those who couldn't afford them.

Key Improvements

- Observation cycle to include learning walks and graded observation week. These additions to the observation cycle will allow the College to reflect meaningfully on engaging with education post-pandemic.

- To refine the curriculum model post-pandemic including some online learning and a better balance between the study programmes to place greater emphasis on IBCP and Academic Skills, whilst improving attendance and retention.

- Create new data dashboards to ensure that accurate data can be shared with course teams easily. If successful, this facility could replace the Pre-Degree risk of NEET indicator and the individual course cohort profile plans.

Areas for Development

- The College's IBCP model should be refined to become more connected to the UAL model allowing learners to see where the interconnectivity happens and supporting more positive retention figures.

- Include a dedicated tutorial or catch up time within the regular timetable so staff and learners can address any areas of concern with a greater degree of flexibility.

- Facilitate more competitions and activities as part of the extracurricular activities within the College to encourage learners to find their own solutions to key issues such as employability, wellbeing and social justice.

ARP Trend Data

ARP against NA and previous year	20/21			19/20			18/19			National Average		
	Achievement	Retention	Pass	Achievement	Retention	Pass	Achievement	Retention	Pass	Achievement	Retention	Pass
Extended Diplomas	**91%**	91%	100%	**82%**	82%	100%	**87%**	89%	98%	**89%**	91%	97%
Foundation Diplomas	**90%**	92%	98%	**94%**	94%	100%	**93%**	94%	99%	**95%**	99%	97%
Overall L3 Diplomas	**90%**	90%	100%	**85%**	85%	100%	**89%**	91%	98%	**86%**	91%	94%
Level 2 Diploma	**73%**	80%	92%	**94%**	97%	97%	**90%**	90%	100%	**87%**	91%	95%
IBs	**53%**	55%	97%	**N/A**	N/A	N/A	**N/A**	N/A	N/A	**N/A**	N/A	N/A

High Grades

Overall Extended Diplomas	20/21 Grades	19/20 Grades	18/19 Grades	18/19 UAL Benchmark	Foundation Diploma	20/21 Grades	19/20 Grades	18/19 Grades	18/19 UAL Benchmark
Distinction	52%	41%	37%	24%	Distinction	34%	35%	27%	21%
Merit	31%	40%	33%	28%	Merit	43%	41%	25%	29%
Pass	17%	19%	28%	34%	Pass	19%	22%	47%	50%
Fail	0%	0%	1%	14%	Fail	4%	1%	1%	0%

Level 2 Diploma	20/21 Grades	19/20 Grades	18/19 Grades	18/19 UAL Benchmark
Distinction	33%	16%	22%	**21%**
Merit	25%	47%	33%	32%
Pass	33%	34%	44%	48%
Fail	8%	3%	0%	21%

English and Maths Trend Data

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

International Baccalaureate

International Baccalaureate	Passes		
	20/21 Average Grade	20/21 International Average Grade	Diff (+/-)
English Literature SL	4.63	5.31	-0.68
English Literature HL	5.0	4.86	+0.14
Business Management SL	5.89	5.61	+0.18
Environmental Science & Systems SL	5.56	4.68	+0.86
History SL	6.0	5.0	+1.00
Mathematics SL	4.5	N/A	N/A
Psychology SL	5.4	5.0	+0.40
Psychology HL	5.6	5.29	+0.31
Film SL	4.13	4.49	-0.36
Visual Arts SL	3.67	4.24	-0.57
Visual Arts HL	3.33	4.56	-1.23

Diploma ARP Data

Course	Achievement				Retention				Passes			
Expected End Year	**20/21**	**19/20**	**18/19**	**NA**	**20/21**	**19/20**	**18/19**	**NA**	**20/21**	**19/20**	**18/19**	**NA**
Extended Diploma in Art and Design	93%	68%	87%	89%	93%	68%	89%	91%	100%	100%	98%	97%
Extended Diploma in Film Animation and Media Production	90%	83%	90%	89%	90%	83%	90%	91%	100%	100%	100%	97%
Extended Diploma in Fashion and Textiles	96%	86%	84%	89%	96%	86%	84%	91%	100%	100%	100%	97%
Extended Diploma in Graphics Illustration and Game Arts	88%	90%	91%	89%	88%	90%	93%	91%	100%	100%	98%	97%
Extended Diploma in Photography	88%	81%	83%	89%	88%	81%	85%	91%	100%	100%	97%	97%
Extended Diploma in Performance and Production Arts	92%	N/A	N/A	91%	92%	N/A	N/A	93%	100%	N/A	N/A	98%
Foundation Diploma in Art and Design	90%	94%	93%	95%	92%	94%	94%	99%	96%	100%	97%	97%
Total L3 Diplomas	90%	85%	89%	86%	90%	85%	91%	91%	100%	100%	98%	94%

Extended Diploma Grades by Course

Art and Design	20/21 Grades	19/20 Grades	18/19 Grades	18/19 UAL Benchmark	Film Animation Media Production	20/21 Grades	19/20 Grades	18/19 Grades	18/19 UAL Benchmark
Distinction - High Grades	64%	36%	29%	24%	**Distinction - High Grades**	39%	33%	44%	24%
Merit	25%	43%	29%	28%	**Merit**	47%	33%	41%	28%
Pass	11%	21%	40%	34%	**Pass**	14%	33%	15%	34%

Fashion and Textiles	20/21 Grades	19/20 Grades	18/19 Grades	18/19 UAL Benchmark	Graphics, Illustration Game Arts	20/21 Grades	19/20 Grades	18/19 Grades	18/19 UAL Benchmark
Distinction - High Grades	68%	58%	88%	24%	**Distinction - High Grades**	58%	45%	27%	24%
Merit	16%	37%	6%	28%	**Merit**	23%	37%	39%	28%
Pass	16%	5%	6%	34%	**Pass**	19%	16%	32%	34%

Photography	20/21 Grades	19/20 Grades	18/19 Grades	18/19 UAL Benchmark	Performing and Production Arts	20/21 Grades	19/20 Grades	18/19 Grades	18/19 UAL Benchmark
Distinction - High Grades	37%	33%	29%	24%	**Distinction - High Grades**	67%	N/A	N/A	38%
Merit	39%	52%	40%	28%	**Merit**	25%	N/A	N/A	37%
Pass	24%	14%	29%	34%	**Pass**	8%	N/A	N/A	25%

Attendance

Attendance	20/21	19/20	18/19		20/21	19/20	18/19
Art and Design Year 1	80%	88%	87%	Functional Skills English Level 1	66%	80%	74%
Art and Design Year 2	81%	87%	79%	Functional Skills English Level 2	63%	71%	N/A
ED Film Animation - Year 1	86%	87%	91%	Functional Skills Maths Level 1	59%	62%	80%
ED Film Animation - Year 2	83%	90%	94%	Functional Skills Maths Level 2	65%	74%	69%
ED Fashion - Year 1	92%	89%	92%	GCSE English	66%	68%	73%
ED Fashion - Year 2	85%	87%	88%	GCSE Maths	71%	74%	75%
ED Graphics - Year 1	88%	87%	90%	Total Academic Skills	65%	74%	74%
ED Graphics - Year 2	86%	85%	86%	IB Core Year 1	66%	80%	74%
ED Photography - Year 1	89%	89%	92%	IB Core Year 2	63%	71%	N/A
ED Photography - Year 2	83%	90%	85%				
ED Performing and Production Arts - Year 1	87%	87%	N/A				
ED Performing and Production Arts - Year 2	91%	N/A	N/A				
Foundation Diploma	81%	87%	86%				
Level 2 Diploma A&D	70%	86%	81%				
Total Pre-Degree Main Courses	84%	88%	87%				

Intended Progression

	Internal Progression		External Progression		Employer	Gap Year	Unknown
	FAD	HE	Apprenticeships	HE			
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			
20/21	2%	2%	69%	13%	11%	3%
19/20	6%	2%	74%	6%	7%	5%
18/19	6%	2%	69%	17%	3%	3%

Character Progress Data (Level 3)

Character	Start of year 20/21	End of year 20/21	Start of year 19/20	End of year 19/20	Start of year 18/19	End of year 18/19
Exceeds expectations	27	73	22	74	27	48
Meets Expectations	175	143	140	110	198	160
Just Meets Expectations	32	19	51	30	23	37
Below Expectations	5	2	0	0	1	4
	239	237	213	214	249	249
Meets/Exceeds	**85%**	**91%**	**76%**	**86%**	**90%**	**83%**

Polar Data
POLAR/IMD Data

Extended Diploma Completers 2020/21	191					
POLAR4	**Number of students**	**%**	**No of High Grades (Distinction)**	**%**	**HE Progression**	**%**
Quintile 1 and 2 (lowest participation to HE)	77	40%	33	43%	47	61%
Quintile 3,4 and 5 (highest participation to HE)	114	60%	68	60%	76	67%
IMD	**Number of students**	**%**	**No of High Grades (Distinction**	**%**	**HE Progression**	**%**
Quintile 1 and 2 (most deprived areas)	87	46%	40	46%	47	54%
Quintile 3,4 and 5 (least deprived areas)	104	54%	61	59%	76	73%

Foundation Diploma Completers 2020/21	46 (3 students from Europe)					
POLAR4	**Number of students**	**%**	**No of High Grades (Distinction)**	**%**	**HE Progression**	**%**
Quintile 1 and 2 (lowest participation to HE)	17	37%	5	29%	14	82%
Quintile 3,4 and 5 (highest participation to HE)	26	56%	11	42%	24	92%
IMD	**Number of students**	**%**	**No of High Grades (Distinction)**	**%**	**HE Progression**	**%**
Quintile 1 and 2 (most deprived areas)	19	44%	8	42%	17	89%
Quintile 3,4 and 5 (least deprived areas)	24	56%	8	33%	21	87%