

Pre Degree Self Assessment Report 2017/18



Approved by the Academic Board and Corporation December 2018

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Introduction

As an independent Art College since 1856, and a Higher Education Institution (HEI) since July 2014, Plymouth College of Art (PCA) is in the 20th largest city in England, which includes some of the most deprived wards in the country. We provide a purposeful and dynamic learning continuum in contemporary art, craft, design and media practices, in high quality specialist studio and workshop learning environments, providing a range of level 3 Pre Degree qualifications with strong progression opportunities across a wide range of BA (Hons) and Masters Awards.

Our distinctive learning environment and culture maintains its external currency through an ambitious Gallery programme, visiting artists, public lectures and educational visits. We engage in a range of collaborative projects, with local industry and charities (as part of our employability agenda), Plymouth Art Centre, the City Museum and Art Gallery, and visiting curators.

Our Pre Degree students are drawn from a large number of schools in our city and from the wider region. We have nurtured the creative and academic aspirations of many of these students at our Young Arts Club (YAC), which has been running since September 2006. The College is also a founding associate of the Tate Exchange programme, an international platform for exchange and collaboration across 50 partners based at Tate Modern's new extension, the Switch House.

Our Pre Degree provision is well-established, of high quality, and meets the needs of our region. Beyond this we have pioneered local and regional creative apprenticeships and growth in Higher Education which now forms 76% of our total provision including 3 year BA (Hons) and Masters level programmes. We offer a significant range of part-time evening classes for local amateurs, practitioners, students, alumni and teachers.

In 2016 the College moved its Pre Degree provision from the long established Tavistock Place site to a newly refurbished recently acquired premises at Palace Court less than half a mile from the main campus, in Plymouth City Centre. This move has provided the opportunity to continue our development of a unique Pre Degree learning environment that allows for the personal and creative development and provides a truly focussed FE experience.

As a direct response to the challenges and opportunities of the shifting educational landscape, PCA founded and sponsors a mainstream city-centre 4–16 all-through school (*Plymouth School of Creative Arts*) that places creativity and creative arts subjects at the heart of its curriculum, which achieved an overall 'Good' outcome in its first OFSTED inspection in 2015.

Our city also hosts 17 sixth form providers and one large tertiary college against a profile of demographic decline in 16-18 year olds, with numbers reducing by 300 students per year until 2018. 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.

Grading Decisions

OFSTED Area of Judgement	2016-17	2017-18
Leadership and Management	2	2
Quality of Learning, Teaching and Assessment	2	1
Personal Development, Behaviour and Welfare	2	2
Outcomes for Learners	2	2

This year sees Learning, Teaching and Assessment judged as Outstanding together with several other areas close to achieving this goal. However with the mid year updating of careers provision expectations together with some instability in English and Maths outcomes, a 'Good' judgement is more appropriate.

Leadership and Management

Good (2)

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 Associate Dean for Pre Degree contributes to the Learning, Skills and Employability group for Plymouth City Council and chairs a regional art leaders in FE group. The Principal contributes to a range of advisory groups including the Cultural Learning Alliance, Craft Council Education as well as Plymouth Growth Board and Area Business Council together with a number of other national and internal groups. Other members of SLT contribute formally to many organisations such as the Barbican Theatre, Devon Guild Crafts, GLAD (Group for Learning in Art and Design), Association of Independent Colleges of Art and Design (USA).

Governors are well informed and provide critical and challenging oversight in the management of the College and are involved in a range of Pre Degree activities.

PCA continues to be an active partner and colleague to other education providers and have hosted or attended 'critical friend' events with Petroc College and Gloucestershire College. PCA has partnered Swindon College to pilot English and Maths resource development and work closely with Plymouth School of Creative Arts in the development of AI software to support Maths GCSE curriculum. The College has an active international profile and has hosted various events with partners in Belgium, Germany, the Netherlands and Estonia to share and develop further education practice and has partnered the British Film Institute to bring the BFI Film Academy to Devon and Cornwall, which offers an opportunity for students not typically accessing the Media industry to build experience and exploit alumni opportunities.

A new model of learning and teaching development has been introduced through which the whole lecturing team co author a teaching rubric from which 'creative learning teams' undertake research and active development of own practice that is shared with the whole team at the end of the academic year ending in a collective review of the rubric. This model has ensured a complete ownership at all levels of the learning and teaching standards together with transparency of process and developmental processes of the team.

The model of leadership to develop work experience has raised engagement of work opportunities with 181 work experiences undertaken. This is a major rise on previous year from 16 work experiences and has been achieved through the appointment of a key careers and enterprise lead. Information, Advice and Guidance for higher education has been increased with progression being monitored from the outset of the study programme with a range of substantial HE experiences onsite and free visits for all students to UCAS Create your Future in London (Yr2) and UCAS Exeter event (Yr1).

As outlined in the 2017 OFSTED inspection PCA has continued to be committed to exploring opportunities for Apprenticeship provision and whilst it has closed its range of provision it has developed a partnership with the Millfields Trust looking to introduce L2 and L3 apprenticeships in Fashion and Textiles based within the city.

In light of the impact of EBacc and Progress 8 which has seen increasingly less creative GCSE registrations nationally, the institution has developed the models of access to its Pre Degree provision to

better support a diverse range of applicants. The College has successfully introduced a Level 2 Diploma in Art and Design which has a rich body of English and Maths content and diagnostic Art, Design and Media study, to support candidates who do not meet the entry requirements. The College has been active in liaising with secondary school providers despite competitive concerns hosting teacher events and CPD for schools. The Associate Dean for Pre Degree has met regularly with the Headteacher of Plymouth School of Creative Arts to develop progression routes for current Y10 students who will be applying for 2019 start.

As part of this work the College has commenced the application for authorisation as an International Baccalaureate World School. This recognition will allow the College to offer International Baccalaureate Qualifications, specifically the career related programme, from September 2019 that has been proven to support a broad range of academic profiles to achieve ambitious and diverse subject qualifications.

The College has invested in studios for its Foundation Diploma students (Palace Studios) where a dedicated studio space is supported by continued access to Tavistock place workshops. Models to enhance access to workshops in Tavistock are being explored for the 2018/19 year follow survey responses.

The College is an active participant in the awarding body for which it accredits most of its Pre Degree qualifications, University of the Arts, London Awarding Body. The Associate Dean sits on the Qualification Advisory Group for the awarding body and is a Senior Moderator undertaking advisory work with other centres regarding quality of provision. The College has contributed to the revision of the Foundation Diploma qualification providing examples of best practice and will be a pilot centre for the new qualification which will be rolled out nationally in 2019.

PCA adopted the Gatsby benchmarks rapidly and have tracked progress during 2017-18 academic year with a confident trajectory of full achievement for 2018-19 academic year. Pre Degree has published a career and enterprise plan that is monitored by the Business Development Committee seeking to substantially raise work experience within the curriculum, and has engaged with Young Entrepreneur Programme. The College's current practice has featured in the Careers and Enterprise Company 'What works' paper seeking to share good practice on a national level.

Strengths

- Students have high expectations embedded by staff and these are realised. Value Added data shows 0.79 compared to 0.48 16/17 and 83% are meeting/exceeding expectations against their target grade.
- Attendance increased by 4% overall and 2% in Academic Skills.
- Well established curriculum embedding the character project.
- Introduction of Level 2 provision to better scaffold entry from 2018.

Areas for Improvement

- Further develop Careers, Information Advice and Guidance processes and fully meet all Gatsby Benchmarks by December 2019.
- Achieve Matrix Accreditation.
- Develop a new 5 year strategic plan and achieve International Baccalaureate World School status.

Areas for Continuing Development

- Character project revision
- Continue to develop opportunities for provision of Apprenticeships

Teaching, Learning and Assessment

Outstanding (1)

A new Teaching and Learning model has been implemented with significant increase in peer to peer observations based on a co created matrix of high quality teaching standards that is used to inform enquiry. This model supports investigation into areas of development for each individual lecturer supported by peers and managers with a terminal feedback and celebration day that allows a greater emphasis on recognising, reporting and sharing the characteristics of teaching in the College.

This model has led to improvements in learning and teaching through collective ownership of standards and goals. The impact is measured through a range of KPIs, as evidenced in strengths, that examine student performance, feedback through surveys and learner outcomes.

The pilot of the 'Studio Year', a model of curriculum in which second year extended diploma students self determine their creative pathway has also contributed to the improvement of the above KPIs. This pilot had the intended impact of student autonomy and raised learner engagement. This is particularly evident in the KPIs such as Year 2 attendance, learners satisfaction and grade outcomes for all courses which were consistently well above national averages.

There is a well embedded and enhanced curriculum that supports English, Maths and technological development. Surveys consistently demonstrate learner confidence in subject development and grade gain demonstrates the impact of excellent curriculum design supported by incisive and effective assessment. Parents and guardians continue to form an active part of this process with parent information evenings, induction events and a system of traffic light reports to support learner progress.

The Character Project, now its third academic year of development, strongly imbeds a respect for diversity of views and tolerance of opinion in line with British values together with recognising the skills and values needed in the 'fourth industrial revolution' ensuring the curriculum is relevant to future industry roles.

The impact of more dedicated studio space is a stronger sense of student assuredness leading to the first offsite Foundation Diploma end of year show. This show, with a considerable budget, was fully funded by the student group and took place in a gallery space with a national profile and was received positively by external moderators.

The College continues to support a high proportion of academic staff as external moderators that work on behalf of UAL Awarding Body with 6 (20%) lecturers with this role. With our continued model of assessment and double/triple marking this has led to continued success in the external moderations and a very small minority of queries regarding evidence. The success of the moderation visits of 2018 has led to the awarding body inviting Plymouth College of Art to be the first centre to host standardisation events

for both Diploma, Extended and Foundation Diploma simultaneously in the 2018/19 academic year and for the student work to be used for benchmarking activities across the UK.

As demonstrated by grade gain and grade profile the outcomes of students exceed national expectations and demonstrates the high effectiveness of learning teaching and assessment.

Strengths

- 0.48 to 0.79 Value added grade gain.
- 5% increase in exit survey in *'I am encouraged to explore a diverse range of sources'*.
- Attendance has improved by 4%, especially across the second year (by 6%) where the 'Studio Year' model was employed.
- 2nd year student voice satisfaction improved by 16%.
- Teaching Development Plans have been implemented in GCSE english with excellent results.
- Retention increased overall diplomas by 3% and achievement by 2%.
- High Grades for Extended Diplomas at 42% is 19% above the National Average.
- Student surveys demonstrate consistent improvements of Learning and Teaching through the new model with 3-5% increase across key Learning and Teaching questions i.e 5% increase in Exit Survey (86% in 16/17, 91% in 17/18) *"My lecturer is knowledgeable about the subject and understands how to communicate this to my course group"*.
- Introduction of 'Studio Year' for second year led to further improved high quality work (42% Distinctions) and highly positive moderators report.
- 91% of exiting students feel their 'lecturer is knowledgeable about the subject and understands how to communicate this to my course group'.

Areas for Improvement

- Enrichment of embedded Maths practice.

Areas for Continuing Development

- Continue to develop political awareness in line with Character project.
- Develop learner confidence in recording of work as highlighted in moderators report.
- Develop further enrichment models for additionality and stretch and challenge in most able learners.

Personal Development, Behaviour and Welfare

Good (2)

Learner's confidence continues to develop well and the pride in their work is demonstrative through the end of year exhibitions as well as the multiple 'in year' projects and events. The majority of students recognise the *'positive culture which helps them become successful learners'* (85%). Learners recognise that their *'ideas and opinions are recognised and they have the opportunity to contribute these'* (84%). There has been significant improvement in the second year of the Extended Diplomas with overall

Learning and Teaching surveys increasing by 7% demonstrating impact of curriculum and Learning and Teaching models.

Attendance has improved overall with an increase to 90% (+4%) after two years of relatively stable attendance. This has improved through the combination of a revised model of student management using 'interventions' rather than disciplinaries to recognise formally, student issues that may not be disciplinary in nature but still require support. In the few instances where expectations are not met the timeline for management has been accelerated to relocate students into provision more suitable at another provider.

The introduction of the 'Studio Year' as a curriculum model for second year of Extended Diplomas has raised the engagement levels of the group and second year provision has seen the most significant improvements (+6%) in attendance.

Foundation Diploma has seen the lowest main qualification attendance at 85%. English and Maths provision has seen some significant improvements as a result of the student management processes outlined earlier with Functional Skills Level 2 improving by 25% and overall by 2%. However overall English and Maths attendance continues to be too low (72%) and academic outcomes in Functional Skills are below the national benchmarks for this year. GCSE continues to be above or well above benchmark and a curriculum review is being undertaken to examine the relationship between both sets of qualifications and how an enhanced ladder of progression could improve Functional Skills outcomes. This is also supported by the introduction of Level 2 provision to better scaffold the study programme experience.

Literacy development within main qualifications has been pursued with the use of 'Literacy Leads', within each team, that have been tasked with developing and sharing good practice and raising standards, led and monitored by the Academic Skills Leader. The raised engagement with proposal writing together with other initiatives has led to positive references being made in external moderation reports regarding the use of language and, together with results in GCSE English, this would suggest that good progress is being made in raising these standards.

Safeguarding continues to be very good with all staff, including governors and senior management, fully aware and engaged with Safeguarding and the Prevent Duty. Similarly for the College's parallel Wellbeing process that recognises lower needs within our students there is a well embedded model of support. Of the students that remained on programmes from safeguarding and welfare issues (77/81) more than 90% met predicted grades with 41% exceeding these targets.

There has been a significant reduction in disciplinary meetings this year which is indicative of an intrinsic studio culture that builds from a strong sense of safety (95%) moving rapidly towards student ownership of the learning experience. This is seen through an active student voice culture through participation in staff recruitment, Pre Degree student counsel and course performance reviews. The Character Project continues to underpin this personal development of the learners and integrates career skills, British Values and learner ownership. 83% (+6%) of exiting students this year met or exceeded these ambitious character targets and this model is being used for the basis of city wide learning projects and examples of best practice at national conferences. This year also saw the introduction of a 'Character Award' recognising an exiting student that best exemplified that values of this important part of the curriculum.

Careers Information, Advice and Guidance continues to be well embedded in the curriculum and this year saw the introduction of further events designed to support learners in making choices of subject and destination through an HE fair and a Careers and Enterprise fair. Work experience has significantly raised and this work has formed part of a best practice paper by The Careers and Enterprise Company. The Gatsby Benchmarks are now being used as strategic and, whilst they have not yet been fully achieved, there is good progress and the College is confident of achievement in 2019.

The College has continued to build a robust support model for students with Education Health Care Plans with the majority achieving higher than their predicted grades and a well embedded transition model and study support. The encouragement of further independence and autonomy has been undertaken through the use of the Character Matrix by the Learner Support team. The College intends to develop these models for 18/19 by moving away from the 1-1 model and supporting students with EHC Plans together with Moderate and Low Level needs in the classroom on a rotation basis.

Strengths

- 100% of students with Welfare issues met or exceeded their Predicted Grade.
- 90% of safeguarding students met or exceeded their Predicted Grade.
- 60% of safeguarding students exceeded their Predicted Grade.
- 41% of both Welfare and Safeguarding students exceeded their Predicted Grade.
- ED Year 1 Attendance has increased in 17/18 by 3% to 91%.
- ED Year 2 Attendance has increased in 17/18 by 6% to 91%.
- 83% of exiting students exceeded or met their Character expectations.
- HE Actual Progression 78%.
- Lower number of interventions 70 in 16/17, 30 in 17/18.
- Moderator reports note the confident development of learners.
- I feel the College is a safe and secure place to learn 95%.

Areas for Improvement

- Progression of safeguarding students (4% unknown).
- Attendance in some English and Maths courses.
- Attendance of FAD to be at least 90%.

Areas for Development

- Ensure more students take up work experience.
- Review of learner support for EHCP and moderate need learners.

Outcomes for Learners

Good (2)

The large majority of provision sees excellent outcomes in terms of both grade profile compared to national performance and gain on grade expectations for students at entry. When comparing predicted grades (which are based on entry profile national data for expected outcomes) to end grade outcomes for the main qualification it highlights that the impact for learners is that of an expected grade gain of 0.79 or, in other terms, that there is an 80% likelihood of a learner exceeding national expectations for outcomes.

This performance is consistent across male/female learner groups together with achievement. There is also an improvement in 19+ learner performance from last year.

The moderator reports and outcomes describe learners confidently securing skills, knowledge and understanding required for the vast majority of learners to positive progress towards rewarding destinations.

The self awareness of learners to be able to articulate their progress is evident in learner feedback, student voice groups and exit survey results which demonstrate a satisfaction in this progress in the vast majority of learners.

The achievement of English and Maths qualifications continue to be above benchmark across GCSE. However there continues to be instability in the outcomes for English and Maths above this benchmark. There are some excellent examples of progression in English with several very high grades achieved from home school learners. Maths GCSE results have reduced significantly this year although broadly in line with the national benchmarks which has also reduced substantially. However Functional Skills has underperformed in terms of outcomes and as such a curriculum revision is taking place to better profile and place learners on an appropriate Maths trajectory. This model, together with the introduction of Level 2 provision, will see an improved ladder of progression for 2018/19.

Apprenticeship outcomes were comfortably above the national benchmarks in the vast majority of cases demonstrating the College's ongoing commitment to high quality outcomes for all learners irrespective of strategic decisions to cease provision in its current form.

Students with EHC plans (very high need) continue to achieve well with 80% of Year 1 and Year 2 students with EHC Plans achieving a higher grade than their predicted grade. The retention rate for students is 100% which matches last years statistics for students with EHC Plans.

All students exiting the programme that hold an EHC Plan have an offer to study at Higher Education. Two out of the seven leavers are taking gap years due to their physical and sensory needs. One student in FAD has obtained a place at one of the top universities for VFX after being rejected the previous year. The student showed great resilience to work on the universities feedback and produce a very good portfolio for University.

Of exiting students with Safeguarding or Welfare referrals this group's achievement rate was 87%, 1% lower than the overall average performance and indicating robust management of needs. This year's data also shows that students formerly assigned Free School Meals have an achievement of 96%, significantly above the average student performance. In terms of current deprivation data 55% of College students were from Quartile 3, 1 being the most deprived and 4 the least. The Level 3 National Achievement rate for Quartile 3 in 16/17 was 86% and this is comparable to the College's overall achievement rate of 86%.

The significant majority of students continue to progress towards HE destinations in line with the industry expectations of their field and are highly successful in securing places. There is a satisfyingly broad range of subject destinations with such examples as Fine Art at Willem De Kooning Academy (Netherlands) from the Graphics, Illustration and Game Arts Extended Diploma course demonstrating the good quality preparation provided by all subject pathways. HE progression has also seen an overall rise

in actual HE enrolments from 72% to 78%. Students with Safeguarding or Welfare referrals do less well with 67% progressing onto higher education and 18% unknown destinations currently.

The improvements in work experience and careers is yet to see a full impact on progression outcomes with no significant rise in the quality of work progression. There is also not a high enough number of students exiting into work related outcomes with suitable English and Maths qualifications, with 17% of students progressing into work not achieving these qualifications.

Overall achievement has improved on the previous two years for Extended Diplomas with an increase of 4% (87%) and an overall achievement rate for all Level 3 provision (FAD and EDs) of 88%, 2% above national benchmark. However there are significant drops in overall achievement for Fashion and Textiles of 13% (76%) and Art and Design remains low at 79% (+1%). Summer retention issues have been reduced, this has been particularly address in Art and Design but remain a significant overall impact (5%).

Strengths

- 88% Achievement for Level 3 Diplomas +2% on 16/17 and 2% above the National Average.
- 48% of students achieved grades 9-4 in GCSE English, an increase of 24% on 16/17.
- 42% of ED students achieved a high grade.
- 39% of FAD achieved a high grade.
- 79% of students exceeded predicted grades.
- 90% of Apprentices achieved Timely Framework completion, an increase of 14% on 16/17 and +21% against National Average.
- 88% of exiting students 'enjoyed their achievements' and are 'satisfied with their progress'.
- 89% of exiting students recognise they are 'encouraged to explore a diverse range of creative sources'.

Areas for Improvement

- Improve Functional Skills Maths Level 2 from 40% pass rate to at least meet the National Average of 50%.
- Improve retention on Fashion and Textiles and Art and Design together with overall summer retention.
- Better develop progression support for Welfare and Safeguarding students reducing the unknown destinations and improving overall quality.
- Better improve the quality of work related destinations and associated English and Maths qualifications (47% pass rate).
- Improve English and Maths attendance to above 72%.

Areas for Development

N/A

Appendix 1 - Data

Outcomes for Learners

ARP against NA and previous year	17/18			16/17			15/16			National Average		
	Achievement	Retention	Pass	Achievement	Retention	Pass	Achievement	Retention	Pass	Achievement	Retention	Pass
Extended Diplomas	87%	87%	99%	83%	84%	99%	85%	86%	99%	90%	93%	97%
Male	86%	86%	100%	90%	90%	100%	87%	87%	100%	81%	91%	89%
Female	87%	88%	99%	84%	85%	99%	84%	85%	98%	83%	91%	91%
16-18	87%	87%	99%	84%	84%	99%	85%	86%	99%	91%	94%	97%
19+	94%	94%	100%	71%	71%	100%	75%	75%	100%	81%	84%	96%
Foundation Diplomas	93%	95%	98%	94%	94%	100%	89%	90%	99%	92%	94%	97%
Male	100%	100%	100%	80%	80%	100%	75%	75%	100%	81%	91%	89%
Female	92%	94%	98%	97%	97%	100%	91%	93%	99%	83%	91%	91%
16-18	92%	94%	98%	94%	94%	100%	90%	91%	99%	92%	94%	98%
19+	100%	100%	100%	100%	100%	100%	88%	88%	100%	90%	93%	97%
Overall Diplomas	88%	89%	99%	86%	86%	99%	86%	87%	99%	86%	91%	95%
Male	88%	88%	100%	90%	90%	100%	85%	85%	100%	81%	91%	89%
Female	88%	89%	99%	84%	85%	99%	86%	88%	98%	83%	91%	91%
16-18	88%	88%	99%	86%	86%	99%	87%	88%	99%	88%	92%	96%
19+	94%	94%	100%	88%	88%	100%	82%	82%	100%	83%	88%	94%

High Grades

Overall Extended Diplomas	17/18 Grades	16/17 Grades	15/16 Grades	16/17 National Average	Foundation Diploma	17/18 Grades	16/17 Grades	15/16 Grades	16/17 National Average
Distinction	42%	37%	13%	23%	Distinction	39%	38%	19%	24%
Merit	36%	25%	28%	29%	Merit	41%	35%	26%	30%
Pass	21%	34%	58%	34%	Pass	19%	27%	54%	38%
Fail	1%	4%	0%	14%	Fail	2%	0%	1%	9%

APR Trend Data by Course

Course	Achievement				Retention				Passes			
	17/18	16/17	15/16	NA	17/18	16/17	15/16	NA	17/18	16/17	15/16	NA
Expected End Year												
Extended Diploma in Art and Design	79%	78%	87%	90%	81%	78%	87%	92%	97%	100%	100%	97%
Extended Diploma in Creative Media Production	93%	91%	85%	90%	93%	91%	85%	92%	100%	100%	100%	97%
Extended Diploma in Fashion and Textiles	76%	89%	87%	90%	76%	89%	87%	92%	100%	100%	100%	97%
Extended Diploma in Graphics Illustration and Game Arts	89%	83%	76%	90%	89%	85%	80%	92%	100%	98%	91%	97%
Extended Diploma in Photography	91%	80%	86%	90%	91%	83%	86%	92%	100%	97%	100%	97%
Foundation Diploma in Art and Design	94%	94%	89%	92%	95%	100%	90%	94%	98%	94%	99%	97%

BME/Non-BME

Diplomas	Nos	17/18			Nos	16/17		
		Achievement	Retention	Pass		Achievement	Retention	Pass
White	251	89%	90%	99%	310	85%	86%	99%
BME	15	73%	73%	100%	12	100%	100%	100%
Not provided	2	50%	50%	100%	0			

4 BME students withdrew however there were a total of 32 withdrawals and BME are 12%.

English and Maths

English and Maths	17/18	16/17	15/16	16/17 National Average
GCSE English				
9-4 (A*-C)	48%	24%	20%	27%*
GCSE Maths				
9-4 (A*-C)	29%	40%	37%	18%*
Functional Level 1				
Pass	79%	83%	89%	59%
Achievement	71%	88%	84%	51%

Functional Level 2				
Pass	40%	31%	57%	50%
Achievement	40%	50%	51%	44%
Functional Overall				
Pass	66%	69%	77%	76%
Achievement	61%	78%	70%	68%

*GCSE English and Maths from MiDES national college data

Apprenticeship Framework

Apprenticeship Framework	Timely Achievement				Retention			
	17/18	16/17	15/16	NA	17/18	16/17	15/16	NA
L2 Fashion and Textiles	100%	N/A	0%	52%	100%	N/A	67%	59%
L3 Community Arts	0%	67%	N/A	61%	0%	67%	N/A	68%
L3 Cultural Heritage	100%	0%	N/A	57%	100%	0%	N/A	64%
L3 Design	100%	100%	100%	43%	100%	100%	100%	58%
L3 Fashion and Textiles	100%	50%	0%	50%	100%	50%	33%	63%
L3 Print	80%	80%	71%	67%	80%	80%	71%	73%
All Level 3	88%	77%	68%	59%	88%	77%	79%	69%
All Frameworks	90%	76%	61%	69%	90%	76%	77%	69%

Extended Diploma Grades by Course

Art and Design	17/18 Grades	16/17 Grades	15/16 Grades	16/17 National Average	Creative Media	17/18 Grades	16/17 Grades	15/16 Grades	16/17 National Average
Distinction	38%	31%	13%	23%	Distinction	52%	39%	15%	23%
Merit	38%	22%	28%	29%	Merit	24%	22%	40%	29%
Pass	21%	47%	58%	34%	Pass	24%	39%	40%	34%

All Years for Art and Design and Creative Media were studied via the UAL qualification

Fashion and Textiles	17/18 Grades	16/17 Grades	*15/16 Grades	16/17 National Average	Graphics, Illustration Game Arts	17/18 Grades	16/17 Grades	*15/16 Grades	16/17 National Average
Distinction - High Grades	32%	39%	63%	23%	Distinction - High Grades	41%	44%	47%	23%
Merit	50%	19%	N/A	29%	Merit	35%	22%	N/A	29%
Pass	18%	42%	N/A	34%	Pass	24%	32%	N/A	34%

Photography	17/18 Grades	16/17 Grades	*15/16 Grades	16/17 National Average
Distinction - High Grades	41%	34%	71%	23%
Merit	44%	38%	N/A	29%
Pass	16%	24%	N/A	34%

* 15/16 Fashion and Textiles - Graphics, Illustration & Game Arts - Photography BTEC qualifications therefore comparison is High Grades only

Attendance - (No 3 year comparison as only 2 years of data on the new attendance system)

Attendance	17/18	16/17		17/18	16/17
Art and Design Year 1	90%	85%	Functional Skills Maths Level 1	69%	71%
Art and Design Year 2	87%	80%	Functional Skills Maths Level 2	72%	47%
ED Film Animation - Year 1	93%	91%	GCSE English	70%	80%
ED Creative Media - Year 2	91%	93%	GCSE Maths	71%	63%
ED Fashion - Year 1	90%	88%	Total Academic Skills	72%	70%
ED Fashion - Year 2	91%	79%			
ED Graphics - Year 1	91%	87%	Apprenticeships - Print	84%	79%
ED Graphics - Year 2	91%	89%	Apprenticeships - Fashion L2	93%	98%
ED Photography - Year 1	91%	92%	Apprenticeships - Fashion L3	100%	90%
ED Photography - Year 2	93%	85%	Apprenticeships - Design	94%	96%
Foundation Diploma	85%	83%	Total Apprenticeships	91%	93%
Total	90%	86%			

Value Added

Course	Cohort Size	Value Added Score	Average Gain (Ratio)
Fashion and Textiles 17/18 Fashion and Textiles 16/17	22 30	+19 +19	0.86 0.63
Art and Design 17/18 Art and Design 16/17	36 59	+26 +20	0.72 0.34
Photography 17/18 Photography 16/17	32 29	+35 +22	1.09 0.76
Film, Animation and Media Production 17/18 Film, Animation and Media Production 16/17	42 41	+43 +28	1.02 0.68
Graphics, Illustration and Game Arts 17/18 Graphics, Illustration and Game Arts 16/17	46 50	+45 +38	0.98 0.76
FAD	59 71	+20 +8	0.34 0.11
Overall Value Added 17/18 Overall Value Added 16/17	237 280	+188 +135	0.79 0.48

Intended Progression

	Internal Progression		External Progression		Overall HE Progression	Employer	Gap Year	Unknown
	FAD	HE	Other Level 3/ Apprenticeships	HE				
2017/18	2%	30%	3%	51%	82%	10%	3%	1%
2016/17	0%	27%	2%	43%	70%	19%	6%	3%

Actual Progression

	Internal Progression		External Progression		Overall HE Progression	Employer	Gap Year	Unknown
	FAD	HE	Other Level 3	HE				
2017/18	2%	31%	3%	47%	78%	12%	3%	5%
2016/17		27%	5%	41%	68%	20%	4%	3%

Based on UCAS and college data, individual phone calls and emails

Progress Data

Character	Start of year 16/17	End of year 16/17	Start of year 17/18	End of year 17/18
Exceeds expectations	34	95	31	66
Meets Expectations	140	125	152	133
Just Meets Expectations	89	45	45	32
Below Expectations	18	17	9	4
	281	282	237	235
Meets/Exceeds	62%	78%	77%	83%