ARTS
UNIVERSITY
PLYMOUTH

Pre-Degree:

Self Assessment Report 2024/25







Content	Page Number
Content Page	1
Introduction and Context	2
Progress since the Previous Inspection	3
Headline Data	4
Overall Judgements	5
Self Assessment	
Safeguarding	6
Inclusion	7
Leadership & Governance	10
Curriculum teaching and training	12
Achievement	15
Participation and development	17
Full Data Appendix	21
Quality Improvement Plan	Separate Document

Introduction and Context:

Arts University Plymouth delivers a well-established and high-quality Pre-Degree (Further Education) provision that meets the educational and creative needs of young people across Plymouth, Devon, and Cornwall. In a competitive post-16 landscape, the University continues to demonstrate a strong commitment to specialist education in the creative industries. In 2023/24, the University retitled its Further Education campuses to the Pre-Degree and Sixth Form Centre, reinforcing its strategic focus on delivering A-Level-equivalent creative qualifications within the city and broadening access to high-quality post-16 education.

The curriculum is ambitious, inclusive, and carefully designed to support progression into higher education and employment within the creative sector. Students engage with current global issues through a creative lens, enabling them to make informed, ethical, and purposeful choices about their futures.

The learning environment fosters independence, resilience, and critical thinking, with strong emphasis on developing both subject-specific and transferable skills. Students are drawn from a wide demographic, representing both urban and rural communities, and include those from the most deprived and most affluent wards in the region. Pre-Degree also attracts a small but increasing number of students from outside the immediate region and internationally, including students from Germany, France, the USA, Colombia, and Ukraine.

The Pre-Degree and Sixth Form Centre offers a suite of University of the Arts London (UAL) Level 3 qualifications. These include the following pathways:

- Extended Diplomas in Creative Practice: Art and Design
- Extended Diplomas in Creative Practice: Fashion and Textiles
- Extended Diplomas in Creative Practice: Photography
- Extended Diplomas in Creative Practice: Filmmaking and Media Production
- Extended Diplomas in Creative Practice: Graphics, Illustration, and Game Arts
- Foundation Diploma in Art and Design

These qualifications are nationally recognised, industry-relevant, and support direct progression into creative higher education courses, including those at Arts University Plymouth.

In 2023, the University launched a new Strategic Plan, outlining its vision to be a pioneering arts university for the 21st century—preparing students to address complex global challenges through creativity. This strategic direction informs and underpins the Pre-Degree curriculum and delivery. Leadership and governance are strong. The University plays an active role in shaping creative education locally and nationally, participating in multiple strategic partnerships.

The Head of Pre-Degree is a UAL FE Panel Member and represents the University on several key boards and working groups, including:

- Plymouth Cultural Education Partnership
- Plymouth SEND Employability Forum
- Millbay Academy Governing Trust
- Heart of the South West (HOTSW) Careers Leaders Network

The Head of Pre-Degree actively participates in SWASH (South West Art School Heads), a network of regional art school leaders. SWASH facilitates best practice , addresses sector challenges and develops strategies to strengthen arts education. Its work supports advocacy, professional development, and collaboration across institutions.
Pre-Degree provision remains central to the University's commitment to improvement, civic engagement, and widening participation. In this Self-Assessment Report, the term *Leaders* is used frequently. According to the Pre-Degree definition, a leader is anyone who takes primary responsibility for improving the student experience. This group may include Subject Leaders, Career Leaders, Learning Support Coordinators, Designated Safeguarding Leads, members of the Vice-Chancellor's Committee, and University Governors.

Progress since the Previous Inspection:

Arts University Plymouth was last inspected in May 2023 under the previous Education Inspection Framework: Further Education and Skills. The University was judged to be 'Good' across all key judgements and provision types, with safeguarding deemed effective. Following the inspection, an action plan was developed to address the Identified Areas for Improvement (AfIs). These actions have since been embedded within the University's Quality Improvement Plan (QIP) to ensure ongoing monitoring and sustained progress.

The following summary provides a comparative review of Attendance, Academic Performance, and Student Experience across the academic years 2022/23 & 2024/25.

Attendance Rates UAL: Attendance across UAL courses has shown a positive trend from the academic year 2022/23 to 2024/25.

- Extended Diploma Year 1: attendance increased from **83% to 88%.**
- Extended Diploma Year 2: attendance rose from **79% to 85%.**
- Foundation Diploma: attendance remained stable at **87%.**

Attendance improvements continue to reflect growing student engagement across all levels.

Attendance Rates, GCSE and Functional Skills: Attendance in GCSE and Functional Skills courses also improved notably over the period:

- GCSE Maths: attendance increased from **70% to 77%.**
- GCSE English: attendance rose from **73% to 82%.**
- Functional Skills: attendance grew from **76% to 80.5%.**

GCSE and Functional Skills Results: Academic achievement, measured by pass rates, shows encouraging progress:

- Pass rates in GCSE Maths nearly doubled, increasing from **11% in 2022/23 to 19% in 2024/25.**
- GCSE English pass rates improved significantly from **30% to 40%.**
- Functional Skills pass rates increased from a strong baseline of **72.5% to 85%.**

The improvement in the Extended Diploma high-grade attainment demonstrates ongoing curriculum impact in Level 3.

- Overall, the percentage of students achieving high grades increased from **33% to 40%.**

Student Experience and Satisfaction: Feedback reflects strong satisfaction and positive experiences with their courses:

- In the induction survey, satisfaction increased from **90% in 2022/23 to 99% in 2024/25.**
- Interim survey satisfaction rose from **77% to 97%.**
- Exit survey satisfaction grew from **87% to 97%.**

National and International Engagement: Engagement in trips and extracurricular activities expanded:

- The number of local/regional trips tripled from **3 to 9.**
- National trips were introduced, increasing from **0 to 2.**
- International trips also rose from **0 to 1.**
- Student participation surged from **73 to 469** individual students engaged in these activities.

Overall, the data shows significant progress in attendance, academic outcomes, student satisfaction, and extracurricular engagement, indicating a holistic improvement in the student experience over the past three years. While retention overall on the Level 3 provision has improved—from 84% in 2022/23 to 87% in 2024/25—it remains below the national average of 94% and continues to be a key area for development.

Headline data for 2024/25 is available in Annexe A. Below is an overview of key data over the last 3 academic years.

Overall Data:			
Trend Data Year:	**2022/23**	**2023/24**	**2024/25**
Learner Numbers:	318	339	**318**
Attendance: %	83%	82%	**87%**
Retention: %	84%	85%	**87%**
Achievement: %	83%	82%	**86%**
Pass: %	99%	97%	**99%**

Overall Judgements:
Critical reflection of Pre-Degree progress using the new OFSTED Inspection Framework.

Education Inspection Framework Judgements	**2022/23**	**2023/24**	**2024/25 (New framework)**
Quality of Education	Good	Good	—
Curriculum, teaching and training	—	—	**Expected Standard**
Contribution to meeting skills needs	—	—	**AUP are exempt**
Personal Development	Good	Good	—
Participation and Development	—	—	**Expected Standard**
Behaviour and Attitudes	Good	Good	—
Inclusion	—	—	**Strong Standard**
Leadership and Management	Good	Good	—
Leadership & Governance	—	—	**Expected Standard**
Safeguarding	Met	Met	**Met**

Self-assessment.	
Safeguarding.	
Not met	Met

In 2024/25, there were 26 safeguarding cases and 37 wellbeing cases recorded. Two students were suspended and subsequently withdrawn following incidents of social media bullying through catfishing, which involved police intervention and significantly impacted another student within the school.

Two students were identified as being at very high risk of suicide, one of whom required hospital admission, and both are now receiving ongoing medical care through their doctors. Six students experienced high-need family issues requiring the involvement of social services. In addition, more than 20 students were placed on the safeguarding and wellbeing list for anxiety-related concerns, while over 10 students presented with significant mental health difficulties.

Despite pressures on external provision, all students requiring agency support were able to access it, and informal one-to-one conversations with staff were also reported by students as being helpful. Financial hardship remained a challenge, with continued reliance on the food bank and a high uptake of period products. An emerging area of concern was sexual health, with some students adopting unsafe practices based on “body count” as a decision-making tool regarding condom use. To address this, The Zone and the Eddystone Trust have been engaged to deliver targeted sexual health workshops.

Key Strengths	Evidence
Pre-Degree leaders have established a culture in which Safeguarding is everyone's responsibility and students are kept safe and feel safe.	**100% of Pre-Degree staff have completed the statutory Safeguarding training.** **Pre-Degree exit survey 24/25.** Pre-Degree has created a safe environment for me to learn - (100%) Pre-Degree staff have completed the following all-staff CPD events: ● **Online Safety Training** – provided by SWGfL ● **Children and Young People's Mental Health CPD** – provided by Aim Group
Leaders keep students safe from the risks of radicalisation and extremism.	**Pre-Degree 24/25 induction survey:** Pre-Degree promotes a culture of tolerance and respect - (99%) **Pre-Degree exit survey 24/25.** I have received information about the risks of radicalisation. (96%) Pre-Degree leaders produced a Prevent student booklet. The booklet provides an overview of Prevent, explaining that radicalisation occurs when a person develops extreme beliefs that justify or support terrorist activities, which can happen through in-person interactions or online exposure, and promotes reporting resources like Act Early and Educate Against Hate which provides confidential advice, guidance, and intervention strategies. The overall message from the booklet encourages vigilance, early intervention, and community safety through awareness and reporting concerns.

Positive levels of enrichment activities are provided for Pre-Degree students.	Black History Month events, LGBTQI+ initiatives, Trevi talks, Prevent workshops, HSBC banking talks, creative & cultural guest lectures, educational trips and work-related experiences along with regional, national, and international competitions were all integrated into the Pre-Degree study programmes. **Pre-Degree exit survey 24/25.** I have had access to a broad range of impartial advice and guidance (97%)

Areas for improvement.	What's being done to improve?
Sexual Health and Wellbeing needs to be included within the guidance offered to Pre-Degree students.	By July 2026, Sexual Health and Wellbeing workshops will be embedded into the Pre-Degree student programme by: ● Delivering at least one dedicated workshop from the Eddistone Trust on Sexual Health and Wellbeing in each class. ● Embedding relevant resources (leaflets, online materials and referral information) within the student handbook and digital platforms.

Inclusion.				
Urgent Improvement	**Needs attention**	**Expected Standard**	**Strong standard**	**Exceptional**

Inclusion within the Pre-Degree courses meets the 'strong standard.' Leaders and staff establish strategies that consistently enhance the opportunities and experiences of all learners, particularly those with high needs, EHCPs, from disadvantaged backgrounds, or who face other barriers to learning and well-being. Tailored learning plans are in place for all students, ensuring that equity underpins the curriculum rather than simple equality. Plans are flexible, designed to accommodate diverse neurodivergence and enable all students to engage meaningfully.

Universal Design for Learning (UDL) principles are embedded throughout the curriculum via the Skills Project and the Staff Development Programme. Leaders ensure that high-needs students receive personalised support plans and that assistive technology is both available and used effectively to enhance learning. Barriers to students' progress are addressed swiftly and consistently, with support regularly reviewed and adapted to maximise impact. A sense of belonging is a defining strength of the campus, and the inclusive culture is continually reinforced through community development initiatives.

Leaders carefully monitor the achievement of all students, with particular attention to those with high needs. Comparing outcomes between 2023/24 and 2024/25, shifts in performance demonstrate the impact of inclusive practices. In the overall cohort, the proportion of students achieving a pass decreased from 44% (7 students) to 31% (6 students), while merit achievement fell from 50% to 37%. Simultaneously, distinction-level attainment rose significantly from 6% to 32%, reflecting that more students are reaching the highest levels of performance.

For EHCP students progressing into Year 2 of the Extended Diploma, data shows a similar positive trend. In 2023/24, no EHCP students achieved distinction, with 33% achieving pass and 67% merit. By 2024/25, 45% of EHCP students achieved a distinction (3 A* at A-Level), while pass and merit rates fell to 27% each. This demonstrates that tailored support and inclusive strategies have enabled a significant proportion of students to progress to the highest level of achievement.

Among Pre-Degree students from the most deprived areas (Quintiles 1 and 2), 72% (34 of 47) progressed to Higher Education, up from 61% in 2023/24. High-grade attainment also increased, with 38% achieving Distinction or 3 A*s at A-Level, compared with 26% the previous year. Leaders attribute this improvement to the systematic reduction of barriers, responsive support strategies, and strengthened community factors, as reflected in improved

survey responses regarding safety and positivity.

Overall, inclusion is embedded in the organisational culture and practices of the Pre-Degree courses, consistently enhancing the experiences, opportunities, and outcomes of all learners, particularly those facing additional challenges.

In 2022/23, Pre-Degree introduced its first Reasonable Adjustments process, supported by the implementation of policy. In 2024/25, this initiative continues to benefit staff, parents, and students by providing a clear rationale for why reasonable adjustments are made. It also establishes an effective framework for tracking and coordinating support mechanisms, while equipping staff with the knowledge needed to communicate expectations clearly and consistently.

Since its implementation, Pre-Degree exit surveys have shown a notable improvement in two key areas:

"Pre-Degree has created a safe environment for me to learn."

- 2021/22 – 90%
- 2022/23 – 99%
- 2023/24 – 98%
- 2024/25 – 100%

"Pre-Degree has created a positive environment for me to learn."

- 2021/22 – 86%
- 2022/23 – 99%
- 2023/24 – 99%
- 2024/25 – 99%

These results highlight the impact of the Reasonable Adjustments process in fostering a safe, supportive, and positive learning environment for all students.

Looking at the 24/25 ARP data across age groups, gender, and free school meal eligibility, there are encouraging trends but also areas that need continued attention. Achievement rates have improved for both 16–18s and adults (19+), with 16–18s rising from 82% in 23/24 to 86% in 24/25. This upward trend suggests that strategies to engage younger learners are working. Adult learners are also performing well, performing slightly above data sets from the last academic year. Achievement rose slightly from 86% in 23/24 to 88% in 24/25, Retention rose from 87% in 23/24 to 88% in 24/25 and 100% of 19+ learners passed their qualification.

Gender data shows a small but notable gap, with females consistently outperforming males in achievement (87% vs. 82% in 24/25). This indicates a need to explore how male learners can be better supported to reach their potential

The biggest area for reflection is the gap for learners eligible for free school meals (FSM). Although their pass rate remains very strong (100% across the years), their achievement and retention rates have dropped significantly in 24/25 (both at 76%). This suggests that while those who stay on the course are passing, too many are leaving early, impacting achievement overall. Additional targeted interventions may be needed to improve retention for this group.

The Pre-Degree Learning Support Co-ordinator sits on the Equality, Diversity & Inclusion committee, Neurodiversity committee and the Safeguarding Committee at AUP. Externally they are part of the Secondary Senco group and Plymouth Children's VI Network.

The Pre-Degree team has made consistent and purposeful progress since our last OFSTED inspection. However, enhancing the onboarding and transition process for students with EHCPs—once identified in their plans and receiving consultations—remains a challenge. Addressing this would enable the team to establish earlier contact, provide more opportunities for visits and engagement, manage parental expectations effectively, and implement reasonable adjustments before students begin their Pre-Degree studies.

An area to improve with regards to EHCP students would be building on our transition and onboarding process so that contact with applicants is made earlier and an understanding of support needs and outcomes is made available at an earlier point. In working closely with Local Authorities and schools, particularly in Plymouth, attending Year 11 reviews and once named in an EHCP, we can identify when an enhanced transition is required and look to support the applicant at an earlier stage before enrollment. This will aim to provide a positive transition from school to AUP, understanding the young person's needs and EHCP outcomes prior to beginning their course.

The Young Arts program within Arts University Plymouth demonstrated significant growth and impact in 2024/25, with total attendance increasing 12% to 2,494, up from 2,228 the previous year. The program offered a diverse, multi-disciplinary curriculum, including painting, drawing, illustration, animation, papercraft, textiles, photography, and printmaking, alongside special projects and exhibitions such as the larger and highly attended Summer Show.

Participation was strong across all offerings, with 148 students registered for Saturday sessions, 95 students for holiday programs, and 46 students for the National Saturday Club (NSC), and weekly attendance generally ranged from 62–90 in Young Arts and 31–44 in NSC.

Young Arts continued to attract a geographically and demographically diverse group, with 65% of participants from Plymouth and others traveling from Teignmouth, Exeter, and Tintagel. Notably, 16% of participants were home-schooled, 22% enrolled in NSC, and 30% had additional needs, a figure that rose to 47% within NSC. Community engagement remained strong, with over 110 attendees at the final show private view and steady footfall throughout the week, including a special after-school late opening.

Young Arts also fostered professional development, supporting volunteers and alumni, including three former student ambassadors who progressed to PGCE programs, demonstrating Young Arts' role in nurturing future educators and inclusive arts opportunities.

Key Strengths:	Evidence
EHCP students achieve well.	In 2024/25, 45% of EHCP students in Extended Diploma Y2 achieved a high grade (Distinction), which is 5% higher than the distinction grades achieved for non-EHCP students in Extended Diploma Y2 (40% 24/25). 100% of EHCP students passed their qualification.
Leaders have established a culture in which all staff are highly vigilant in identifying those students who may face barriers to their learning and/or well-being.	Reasonable adjustments process.Bespoke individual support plans. EHCP achievement rates. **Pre-Degree 24/25 induction survey:** Pre-Degree promotes a culture of tolerance and respect - (99%) Pre-Degree has created a safe environment for me to learn - (97%) **Pre-Degree exit survey 24/25.** Pre-Degree has created a safe environment for me to learn - (100%)
EHCP students completed a week of enrichment and work-oriented activities within the "Your Future Programme."	The programme helps students move into education, training, or employment while developing confidence, independence, life skills, and resilience through employability training, mentoring, and residential trips. 8 High needs Pre-Degree Y1 students, completed The Your Future programme in Plymouth, run by Plymouth City Council, which supports young people aged 16–25 with SEND (with some places for 16–18s).
Pre-Degree students from the most deprived areas (Quintiles 1 & 2) achieve well.	Among Pre-Degree students from the most deprived areas (Quintile 1 & 2), 72% (34 out of 47) progressed to Higher Education. 38% of Pre-Degree students from Quintile 1 and 2 achieved a high grade (Distinction or 3 A* at A-Level).

Areas for improvement:	What's being done to improve?
Work placement experience opportunities for high needs students should be further developed to build on the good practice established in the "Your Future Programme".	Pre-Degree aims to complete a Turing Scheme application to support more high needs students into work experience opportunities with an international set of employers.
76% of Pre-Degree students eligible for free school meals achieved their qualification.	Regular progress monitoring: Identifying students at risk early through Bursary attendance checks, assessments, and Pre-Degree interventions.
Build on transition and onboarding process for applicants with EHCPs	Working closely with Local Authorities and schools to be part of EHCP reviews in Year 11. When applicants are disclosing that they have an EHCP, making contact to discuss support needs and to review the EHCP and outcomes. Additionally, we are now receiving consults from all local authorities to ensure we can meet need prior to applicants starting their course.

Leadership & Governance.				
Urgent Improvement	Needs attention	Expected Standard	Strong standard	Exceptional

Leaders of the Pre-Degree programme understand the strengths and areas for development across the provision. They have implemented student behaviour contracts and formalised the first Terms and Conditions policy. Attendance and engagement policies have been refined to strengthen the academic framework. Leaders take appropriate action to drive improvement, including the launch of a new academic resilience research project and the completion of a progress check review, ensuring continuous improvement in student support and outcomes.

Leaders prioritise staff development. A comprehensive coaching guide has been created and training delivered through Simple Coaching Solutions. A new staff development programme, incorporating embedded observations, has been launched. Representation at the international ELIA Biennial in Milan demonstrates a commitment to sector-wide learning and innovation.

Leaders and staff take steps to enhance community and student engagement. Regular communication with parents, including newsletters, postcards, and report cards, strengthens connections. Student feedback indicates high satisfaction: in the 2024/25 induction survey, 99% agreed that information provided at the interview was helpful, 100% felt induction helped them integrate into the Pre-Degree community and 99% reported that studentship expectations were clearly communicated.

Leaders' actions positively influence retention, engagement and the overall quality of the student experience. Attendance and retention rates are rising and students report a positive experience across all stages of the Pre-Degree journey. Although recruitment, onboarding, and understanding of students' prior educational experiences remain areas for further development, there is clear evidence of progress, innovation, and impact across the Pre-Degree courses.

The 2024/25 interim survey showed that 94% of students were aware of and understood their course improvement targets, 96% felt that the Pre-Degree programme promotes and supports a positive on-site environment and 95% reported being happy with the progress they were making.

The 2024/25 exit survey confirmed that 96% of students felt supported in their learning, 98% said they received feedback that helped them improve and 100% agreed that Pre-Degree created a safe environment for them to learn.

The Extended Diploma Fashion and Textiles Subject Lead developed a Wellbeing Workshop Pilot, supported by a dedicated Wellbeing Facilitator. The pilot programme ran across six sessions between January and March 2025. The workshops blended reflective practice, mindfulness exercises, creative collaboration, and experimental craft.

Each session was designed to help students link emotional regulation with creative confidence and personal growth.

Key Outcomes:

- 33% increase in confidence when starting original ideas
- 31% increase in valuing the process over the product
- Comfort with mindfulness rose from 58% to 82%
- 77% of students reported greater confidence in managing their wellbeing
- 91% of students learned at least one helpful wellbeing strategy

Key Strengths	Evidence
Staff development prioritised.	The introduction of a coaching guide, external training in each of the last 3 Learning and Teaching days and embedded observations reflects a strong investment in staff growth. **Pre-Degree 24/25 interim survey:** - Teachers within my course team have relevant specialist subject knowledge. (99%)
Clear evidence of progress, innovation and impact.	Improving attendance, retention rates and student feedback indicate that tangible initiatives such as behaviour contracts, academic policies, and resilience research are making an impact.
A holistic approach to setting clear expectations & improvement.	Attendance & Value Added KPI. Student feedback responses.

Areas for improvement.	What's being done to improve?
Pre-Degree retention.	Projects and innovations developed last year to support the sense of community and belonging in Pre-Degree will be further developed. Innovations for 2025/26 include a Pre-Degree book club and more cross-course collaboration.
Pre-Degree onboarding	The HoPD, the Pre-Degree Learning Support Coordinator and the Head of Admissions will lead a review of the Pre-Degree recruitment practices aimed at how Pre-Degree enhances, attracts, and engages students more effectively. A key aspect of this will be to provide a smoother transition into Pre-Degree study.
Pre-Degree recruitment processes	
Develop stronger links between AUP governance and Pre-Degree.	Reflecting on the new statutory guidance introduced by the government in 2024, the Careers Impact Maturity Model requires that the aims and impact of careers provision be considered in alignment with the institution's overall strategic careers plan by governors. Reporting should be consistent across governing body meetings and relevant sub-committees.

Curriculum, teaching and training.				
Urgent Improvement	Action needed	Expected Standard	Strong standard	Exceptional

Pre-Degree at Arts University Plymouth nurtures independence through creative freedom, resilience through challenge and critique and autonomy through responsibility and choice, all within a supportive studio-based community.

Pre-Degree demonstrates strong alignment with Arts University Plymouth's stated emphasis on early industry engagement, careers scaffolding and community-facing projects.. The Careers Clinic pilot and the re-design of Unit 4 into a live-brief model mirror AUP's published Pre-Degree careers approach, which describes a bespoke, embedded careers and progression plan for 16–19 students designed to increase employability and industry readiness.

Examples include:

- In Extended Diploma Fashion and Textiles, a two-week industry project (this year focused on costume), workplace visits to TR2/Theatre Royal and multiple industry talks that converted into real placements - reflect patterns visible in AUP publicity and news: recent Pre-Degree students at Arts University Plymouth have secured short placements with Theatre Royal Plymouth and taken part in on-location industry experience, demonstrating the University's capacity to broker direct work experience with local cultural partners. The Theatre Royal partnership, in particular, is an established route into the Fashion and Costume Production industries.

- The transformation of Unit 4 into a live brief in Extended Diploma Filmmaking & Media Production with partners such as Channel 4, AUP Film & Screen Arts, Nudge Community Builders / Screen Devon & Royal William Yard fits well with the University's broader strategy of producing tangible, client-facing outcomes for students.

- Foundation Diploma wholeheartedly embraced community projects (Plymouth Art Weekender, mural work with a paediatric nursing department and graduate exhibitions at Saltram House/Stable 6) this is consistent with the University's documented collaborations with local cultural sites such as Saltram House and citywide public art initiatives.

These partnerships both amplify student visibility in Plymouth and provide authentic, socially valuable briefs that employers and degree programmes recognise.

Taken together, the activities exemplify good practice in Pre-Degree that aligns with the University's strategic plans: scaffolding careers support, short immersive placements, live briefs with industry partners, and community projects that produce portfolio-ready outcomes.

Nevertheless, certain areas require further attention. In particular, the consistency of live projects and work-related experiences should be strengthened across the provision to ensure that all students are systematically developing the skills necessary to meet local and regional workforce demands.

This year saw strong progress across Extended & Foundation Diplomas, with improved curriculum alignment, industry engagement, and student achievement. Pre-Degree staff refined delivery models, enhancing experience, learning, and outcomes.

Extended Diploma Photography, introduced extended tutorials to boost support and retention, strengthened peer critique online, and expanded cross-course collaborations using tools like Adobe Express and Padlet. They moved the Year 1 Journalism & Magazine project to Term 2, enabling deeper engagement and knowledge within the student community with regards to professional expectations and possible progression routes.

Foundation Diploma gained a dedicated Tavistock Place base, fostering independence and self-directed projects, with strong community links through events and exhibitions.

Extended Diploma Fashion & Textiles, responded to reduced support with innovations in pattern cutting, garment construction, and a mock industry project that showcased teamwork. Revised assessment schedules reduced stress, while a scaffolding model built student confidence and independence.

Extended Diploma Art & Design, improved onboarding and expanded seminar provision, with sector tutors leading bespoke sessions. The Reasonable Adjustment Red, Amber & Green (RAG) monitoring system enhanced communication, reduced fail rates and clarified expectations, though staff capacity remains stretched.

Extended Diploma Filmmaking & Media Production, piloted new reflection methods, embedding audio and video tools to improve participation and outcomes, with a focus on conciseness.

Extended Diploma Graphics, Illustration & Game Arts, launched the GIGA Co. project, simulating a professional design company. Students gained real-world experience in CVs, interviews, teamwork and branding, while structured activities built confidence in critiques and presentations.

Reflecting on the Peer Development Scheme 2024–25 a staff-led initiative that redefined professional development across Pre-Degree, teaching, and learning. Aligned with the Education and Training Foundation (ETF) Professional Standards, the scheme integrates growth directly into everyday practice, replacing traditional observation models with a more inclusive, collaborative and research-driven approach The scheme is designed to empower staff, encouraging openness about challenges, proactive identification of CPD priorities and the sharing of good practice through a "learning from my mate" culture. At its core, it reframes professional development as an opportunity for reflection and innovation rather than an additional burden. Aspects of good practice include:

- **Staff Ownership and Empowerment:** CPD is driven by staff priorities, with early identification of needs and alignment to ETF Professional Standards.
- **Collaborative, Research-Led Approach:** Action research underpins professional learning, fostering continuous collaboration and knowledge-sharing.
- **Holistic and Inclusive Support:** Flexible practices meet diverse needs, particularly neurodiversity, with observations framed as growth opportunities in a safe, innovative environment.
- **Reflection Frameworks:** Structured, adaptable models (Four A's: Awareness, Analysis, Alternatives, Action; Four F's: Facts, Feelings, Findings, Future) support reflective practice.

The Peer Development Scheme delivers a nationally recognised framework for professional development whilst building a culture of collaboration, reflection, and shared learning. It strengthens shared belonging amongst staff and enriches teaching practice, empowering growth as a collective as opposed to individual growth.

Key Strengths	Evidence
Innovative Curriculum Design & Adaptation	Courses consistently adapted their structures (e.g., revised project timings, new reflection methods, scaffolded learning) to enhance engagement, achievement, and independent learning. **Pre-Degree 24/25 exit survey:** I have been supported to learn throughout my course - (96%)
Leaders ensure the curriculum is inclusive, ambitious, and designed to equip students with the skills, knowledge, and attributes to prepare them for their next steps.	Leaders developed initiatives such as the Careers Clinics, the GIGA Co. project, Plymouth Art Weekender collaborations, murals for healthcare settings, Design to Sell exhibitions & various live projects - these all gave students authentic professional experiences and stronger community connections. **40% Distinction - high grades.** High levels of EHCP students' pass rates - **45% Distinction - high grades.** **Next Step South West (NSSW)** Sessions co-ordinated by the Subject Leader for Fashion and Textiles,

	in partnership with the NSSW Institutional Outreach Officer, have increased significantly at Pre-Degree level. Contact hours rose from 16 hours in 2023/24 to 34 hours in 2024/25—more than double the previous year. The programme of sessions included: ● Student Finance ● UCAS Information ● Post-18 Options (including apprenticeships and careers) ● Personal Statement Writing ● Skills Builder Sessions ● Guidance information for parents and guardians Between 2023 - 2025 Pre-Degree students engaged in a total of **2802 interventions** across the 6 highlighted NSSW sessions above. **Pre-Degree 24/25 exit survey:** My course has prepared me for what I want next - (92%) Pre-Degree has created a positive environment for me to learn - (99%)
Enhanced Student Support & Development	Pre-Degree staff support students to understand what's expected of them in a professional and educational context in a safe and supportive way. **Pre-Degree 24/25 exit survey:** ● The feedback I have received refers to the UAL assessment criteria - (99%) ● Pre-Degree has created a positive environment for me to learn - (99%) ● Pre-Degree has created a safe environment for me to learn - (100%) ● I have had access to a broad range of impartial advice and guidance - (97%)
Course leaders and their teams possess strong expertise and knowledge, enabling them to effectively support students in achieving success	**Pre-Degree 24/25 exit survey:** ● I have been supported to learn throughout my course - (96%) ● I have received feedback to help me improve - (99%) ● The feedback I have received refers to the UAL assessment criteria - (99%)
Pre-Degree leaders have provided staff with "in-house" training and CPD that positively impacts the students' experience.	In-person training included - **Supporting Neurodiverse Young People,** provided by NeuDICE, **Coaching tips and techniques**, provided by Simple Coaching Solutions, and **Online Safety Training**, provided by SWGf. Online training included, **Children and Young People's Mental Health CPD** – provided by Aim Group **Pre-Degree 24/25 exit survey:** ● I have been supported to learn through my course - (96%) ● I am treated fairly by staff - (97%) ● I receive feedback to help me improve - (97%) ● Pre-Degree has created a safe environment for me to learn - (100%) ● Pre-Degree has created a positive environment for me to learn - (99%)
Strong Industry engagement in most courses.	This includes, live briefs, industry visits, national competitions such as ARTiculation,industry talks and partnerships.

Areas for improvement.	What's being done to improve?
Address staff workload pressures and maintain alignment with emerging industry trends.	Pre-Degree leaders will pilot a new tutorial mechanism in 2025/26. The project aims to ease staff workload by streamlining administrative tasks linked to pastoral care and student progress tracking.
Develop a consistent system for collecting and evaluating feedback on the impact of career guidance activities.	Although Pre-Degree provided many opportunities for students to access career information, guidance and support for their next steps, feedback on the impact of these activities has remained inconsistent. In the Pre-Degree 24/25 exit survey, 87% of students reported that they had received advice and guidance on progression and careers, helping them make decisions about their future. The highest positive response came from ED Photography - (95%). Lower response rates were recorded in ED Fashion and Textiles - (75%) and the Foundation Diploma - (78%).
Embed highlighted trends, and good practices more systematically within CPD planning to support measurable and sustained improvement across all aspects of professional development.	More emphasis will be placed on the “reflective practitioner” to collate and highlight trends and good practice within the Pre-Degree team.
Impact and assessment of the Peer Development Scheme	Leaders recognise that most Pre-Degree datasets indicate steady improvement and the adoption of good practice. However, the clarity of impact and consistency in assessing progress remain underdeveloped. In 2025/26, leaders will introduce a clear and concise approach to recording and responding to staff experiences within the scheme.
Consistency of work related activities and industry engagement across Pre-Degree.	In 25/26 we will strengthen the consistency of live projects and work-related experiences across the provision to ensure all students systematically develop the skills required to meet local and regional workforce demands.

Achievement.				
Urgent Improvement	Action needed	Expected Standard	Strong standard	Exceptional

For the Extended Diploma in Creative Practice, achievement meets the expected standard for students who remain engaged. Pass rates are strong, at 97% (23/24) and 99% (24/25), compared with a national average of 98%. This demonstrates that students typically achieve relevant qualifications within the anticipated timeframe and make appropriate progress from their starting points.

Over the past three years, achievement has ranged between 83% and 86%, consistently 6–9% below the national figure of 92%, although it has remained above 80% throughout this period. Students generally develop the intended knowledge, skills, and behaviours, producing work of the standard expected for their level of study. Retention, however, remains the principal challenge, sitting 5–9% below the national average of 94%. In 2024/25, targeted strategies to improve attendance have led to modest gains in retention, indicating that students’ success is closely linked to sustained engagement throughout the course.

Retention rates in the Foundation Diploma remain comparatively strong, sitting 1–3% above the national average of 93%.

The achievement data presents a mixed but overall positive picture across Functional Skills and GCSE qualifications. At Functional Skills Level 1, 100% of students achieved their qualification, exceeding the national benchmark by 54%, while Level 2 results show a strong 75% pass rate, 35% above the benchmark. GCSE English outcomes are encouraging, with 40% of students passing—20.9% above the national benchmark—indicating that targeted interventions and teaching strategies are effectively supporting student progress. GCSE Maths results remain comparatively lower, with a 19% pass rate, 2% above the national benchmark.

An analysis of Extended Diploma student withdrawal and transfer data from 2021 to 2025 identified key trends affecting retention. The most common reason for withdrawal was a change of direction, showing that students frequently reassess study or career goals and pursue alternative pathways. Health-related factors, particularly mental health and ill health, were also significant which highlights the ongoing need for effective wellbeing and pastoral support. Academic factors, including unsatisfactory progress and non-attendance, further emphasise the importance of engagement, progression, and achievement.

Overall, withdrawal decisions are rarely driven by a single factor, but by a combination of personal, health, and academic circumstances. In response, the Head and Assistant Head of Pre-Degree alongside Pre-Degree leaders, have adopted a holistic and proactive approach to supporting students. This approach focuses on fostering community and belonging, enabling students to develop the intended knowledge, skills, and behaviours, improve their English, mathematics, and digital skills and be prepared for the next stage of education, training, employment, or greater independence.

Key Strengths	Evidence
Positive retention rates in the Foundation Diploma.	Foundation Diploma retention (94% - 24/25) set against national retention data (93%)
High overall pass rates, with an excellent high-grade profile in the Extended Diploma Year 2.	• 99% of Extended Diploma students passed their level 3 qualification. • 40% of Extended Diploma students achieved Distinction the equivalent of 3 A* at A-Level. • 75% of Extended Diploma students achieved a Merit or Distinction the equivalent of 3 B's at A-Level.
Value Added	Comparing predicted grades, target grades, and final achieved grades across Extended Diploma and Foundation Diploma courses highlights student performance with instances of exceeding predictions/targets and overall positive value added. 59% of all Pre-Degree students achieved higher than their predicted grade and 35% of all Pre-Degree students exceeded their ambitious Target grade set in the first 4 weeks of their course. Several courses achieved 100% pass rates.
Excellent pass rates in Functional Skills at both Level 1 and 2.	• 100% of Functional Skills level 1 students passed their qualification, 54% above the national benchmark of 46%. • 75% of Functional Skills level 2 students passed their qualification, 35% above the national benchmark of 40%.
Excellent pass rates in GCSE English (Re-sits).	40% of GCSE English students passed their qualification, 20.9% above the national benchmark of 19.1%.
Above national average pass rates in GCSE Maths (Re-sits).	19% of GCSE Maths students passed their qualification, 2% above the national benchmark of 17%.

Areas for improvement.	What's being done to improve?
Adopt a Whole-Institution approach to positive retention through fostering a sense of community and belonging.	• Lunchtime Enrichment Clubs (course-led): Expanding opportunities for student engagement beyond the classroom. • Academic Resilience Audit: Identifying strengths and gaps to support student perseverance and achievement. • Embedding Community Ideals in the Classroom: Promoting values of belonging, respect, and collaboration. • Continue to adapt and improve the Attendance Response Strategy: Rapid interventions to address fluctuating or poor attendance.
Strengthen and develop Pre-Degree recruitment & entry mechanisms.	Review the interview process, including the data capture form. **Redefine Pre-Degree entry:**

	Arts University Plymouth refined its Pre-Degree admissions process for 2025/26 following the removal of Functional Skills qualifications from the offer, based on increasing hours and staffing costs. The approach establishes a baseline entry requirement of four GCSEs at grade 4 or above, including English and Mathematics, while maintaining necessary flexibility to accommodate grade boundary shifts and applicants who have faced significant personal challenges. Applicants with grade 3 in English or Mathematics will be offered the opportunity to resit alongside their main programme of study, and those without GCSEs, or with disrupted educational backgrounds, may undertake internally designed diagnostic assessments to evaluate readiness. To support consistency and equity in decision-making, leaders introduced four diagnostic weeks within the recruitment cycle, with clear grade 2 thresholds determining eligibility for offers or diagnostic testing. This framework seeks to ensure that Pre-Degree provision remains accessible while safeguarding academic standards and student success.

Participation and Development.				
Urgent Improvement	Action needed	Expected Standard	Strong standard	Exceptional

The Pre-Degree provision is rooted in creating an inclusive and supportive culture where all students are able to participate. Students report that they feel safe in a calm and welcoming community, reflected in high satisfaction rates and the consistently respectful behaviour of our students.

Our commitment to inclusion ensures that students with high needs and those from disadvantaged backgrounds are fully recognised through the Reasonable Adjustments RAG rating process and tracking mechanisms. Aimed at supporting all students to engage and succeed.

Alongside this, leaders place equal emphasis on personal development, ensuring that students leave us not only with excellent academic outcomes but also the skills, confidence, and resilience needed for life beyond the classroom. Through initiatives such as the Skills Project, Design to Sell, and external challenges like ARTiculation, students develop creativity, collaboration, entrepreneurial insight, and public speaking skills in real-world contexts.

Careers guidance, enrichment opportunities, and strong progression outcomes further demonstrate our success in equipping students for higher education (76%) and the creative industries. Together, these strengths show how our Pre-Degree curriculum enables students to participate fully, develop holistically and achieve their full potential. Pre-Degree supports students with a wide range of guidance that is both accessible and impartial, ensuring every student can progress confidently. Regular Prevent updates help raise awareness of safeguarding and wellbeing. Students also receive banking and finance updates in partnership with Next Step South West and HSBC, which build essential life skills beyond the classroom.

To support future pathways, progression workshops, careers clinics and portfolio reviews provide impartial advice on higher education, employment and personal development. Guidance is also delivered through employer talks and live projects, which connect students directly with industry experience.

In addition, Pre-Degree promotes inclusion and personal growth through enrichment activities, such as LGBTQI+ talks and Black History Month events, which celebrate diversity and broaden students' perspectives.
Together, these opportunities ensure Pre-Degree students receive comprehensive, fair, and inclusive guidance to prepare them for their next steps.

Pre-Degree leaders have implemented a clear and structured approach to promoting student attendance expectations, engagement, accountability, and safeguarding. These set high expectations for attendance and punctuality, while providing transparent procedures for reporting absences and exceptional circumstances.The definitions of “Present,” “Explained Absence,” and “Unexplained Absence,” along with clearly defined thresholds for intervention, provide a robust framework for monitoring and improving attendance.

The Pre-Degree attendance and Engagement policy reinforces the importance of personal responsibility and preparation, linking consistent engagement with successful qualification outcomes, whilst also clearly setting studentship expectations:

General Attendance Expectations, set in 24/25.

- Students should aim for 100% attendance for all sessions, both on-campus and online.
- Punctuality is crucial; late arrivals disrupt lessons and reduce attendance percentages. Exceptions include pre-notified medical appointments or uncontrollable transport issues.
- Absences must be self-reported by 8:30 am via the student portal.
- Students should take responsibility for catching up on missed work via Google Classroom.
- Holidays during term count as unexplained absences unless exceptionally approved.

Implications of Poor Attendance

- Non-attendance > 4 weeks leads to automatic withdrawal.
- Attendance below 80% may result in bursary suspension and formal intervention.

- Attendance thresholds and actions:

    - 98+%: Excellent – no action
    - 95–98%: Very good – no action
    - 90–95%: Good – no action
    - 80–90%: Satisfactory – informal meetings
    - 80% or below: Poor – formal intervention
    - 60% or below over 4 weeks: Possible withdrawal, parent involvement for under-18s

Key Strengths	Evidence
Embedded skills development is clear, scaffolded and core to the curriculum.	**Pre-Degree exit survey 24/25.** My Lessons are delivered in a way that helps me build on my existing knowledge - (93%) The Skills Project: builds creativity, resilience, collaboration, empathy, and critical thinking. Supporting KPI: ● 99% of Pre-Degree students completed their qualification, ● 40% of Extended Diploma Y2 students achieved a distinction grade. ● 38% of students from the most deprived areas achieved a distinction grade. ● 75% of students from the most deprived areas chose to progress into University from Pre-Degree.
Staff regularly set clear targets for students to follow and build upon.	**Pre-Degree interim survey 24/25.** I am aware of and understand the targets given to improve my work. (94%)

Pre-Degree provides students with broad, accessible, and impartial guidance.	**Pre-Degree exit survey 24/25.** I have had access to a broad range of impartial advice and guidance (97%)
High levels of participation in educational trips	Since the pandemic, Pre-Degree has re-engaged with facilitating educational trips providing students with the opportunity to visit destinations such as the Eden Project, St Ives, Bristol, London, Berlin, Barcelona & New York. Looking ahead to 25/26 Pre-Degree plans to continue this work by organising trips to London, Florence, and Iceland. **In total, 836 individual students have been recorded attending Pre-Degree trips post-pandemic.**
High levels of participation in NSSW sessions by Pre-Degree students.	Between 2023 - 2025 Pre-Degree students engaged in a total of **2802 interventions** across the NSSW sessions .
Pre-Degree staff have an excellent knowledge of students' attendance and life situations.	Leaders implemented a new system to track attendance and engagement, ensuring that Pre-Degree students took professional responsibility for communicating their whereabouts. Overall Attendance: ● 2023/24: 82% ● 2024/25: 86% Attendance Including Explained Absences: ● 2022/23: 88.5% ● 2023/24: 90.64% ● **2024/25: 96%** This approach not only improved monitoring but also encouraged students to develop accountability and professional communication skills.

Areas for improvement.	What's being done to improve?
Strengthen the Pre-Degree Careers, Information and Guidance Provision.	Career Clinics pilot (24/25) – Extended Diploma in Fashion and Textiles developed and delivered a pilot Career Clinic in collaboration with the Pre-Degree Careers Leader (Fashion tutor). The initiative was designed to support Pre-Degree students across all courses who, by the end of their studies, had not yet formally decided on their next steps. Activities included: ● **Goal setting and action planning** ● **Job search and LinkedIn skills** – session led by an employer ● **Apprenticeships overview** – delivered by the Managing Director of the Devon & Cornwall Training Providers Network ● **Mock interviews** – facilitated by an employer ● **Inspirational talk: starting and running your own business** – delivered by a freelance employer & Higher Education lecturer ● **Finance and grants for business** – presented by HSBC ● **Branding and promotion strategies** – session led by a Higher Education lecturer Pre-Degree will facilitate an international work placement trip via the Turing Scheme. The base country selected is Spain with Creative Arts, Digital Innovation & Sustainable Fashion selected as the primary workplacement themes. The primary target audience for this activity will be high needs and vulnerable students in Extended Diploma Year 1.

	Pre-Degree leaders have chosen Future Smart Careers as our impartial Careers Guidance provider for 24/25 for their tailored workshops, specialist SEND/EHCP support and continued one-to-one guidance to better meet our students' needs. In 25/26, Pre-Degree leaders will focus attention on developing the following areas. ● Strengthen collaboration with VCE and governors to enhance careers strategic planning and embed career learning across Pre-Degree courses. ● Implement a unified Pre-Degree-wide approach with clear evidence of career learning taking place within Pre-Degree. ● Enhance students' awareness and understanding of the career learning embedded in their curriculum. ● Integrate Labour Market Information (LMI) more effectively to shape and inform provision. ● Improve communication with parents and carers through in-person events and accessible published reports. ● Expand opportunities for employer engagement and increase meaningful encounters with employers. ● Build and sustain stronger partnerships with local and regional employers.
Sexual Health and Wellbeing needs to be included within the guidance offered to Pre-Degree students.	By July 2026, Sexual Health and Wellbeing workshops will be embedded into the Pre-Degree student programme by: ● Delivering at least one dedicated workshop from the Eddistone Trust on Sexual Health and Wellbeing in each class. ● Embedding relevant resources (leaflets, online materials, and referral information) within the student handbook and digital platforms.

Appendix 1 - 2024/25 Data

ARP Trend Data

ARP against NA and previous year	24/25			23/24			22/23			National Average		
	Achievement	Retention	Pass	Achievement	Retention	Pass	Achievement	Retention	Pass	Achievement	Retention	Pass
Extended Diploma Creative Practice	85%	85%	99%	80%	83%	97%	82%	82%	100%	92%	94%	98%
Foundation Diploma	92%	94%	97%	94%	97%	97%	89%	94%	95%	92%	93%	99%
Overall L3 Diplomas	86%	87%	99%	82%	85%	97%	83%	84%	99%	91%	92%	99%

High Grades - (Definition of a high grade for UAL EDs and FAD is a Distinction ONLY)

Overall Extended Diplomas Creative Practice	24/25 Grades	23/24 Grades	22/23 Grades	23/24 UAL Benchmark	Foundation Diploma	24/25 Grades	23/24 Grades	22/23 Grades	23/24 UAL Benchmark
Distinction	**40%**	38%	33%	31%	Distinction	**29%**	27%	30%	30%
Merit	35%	32%	35%	34%	Merit	47%	36%	36%	33%
Pass	23%	26%	32%	35%	Pass	21%	33%	30%	36%
Fail	1%	3%			Fail	3%	3%	5%	

English and Maths Passes Trend Data

English and Maths	24/25	23/24	22/23	23/24 National Average
GCSE English				
9-4 (A*-C)	40%	44%	30%	21%
GCSE Maths				
9-4 (A*-C)	19%	20%	11%	17%
Functional Level 1				
Pass	100%	67%	95%	52%
Functional Level 2				
Pass	70%	57%	50%	56%
Functional Overall				
Pass	86%	61%	83%	63%

Early National Data 24/25 - FE Colleges - Post 16 GCSE English% GCSE Maths%

Diploma ARP Data

Course	Achievement				Retention				Passes			
Expected End Year	24/25	23/24	22/23	NA	24/25	23/24	22/23	NA	24/25	23/24	22/23	NA
Extended Diploma in Art and Design	82%	75%	74%	90%	82%	79%	74%	92%	100%	95%	100%	98%
Extended Diploma in Filmmaking and Media Production	90%	84%	89%	90%	90%	88%	89%	92%	100%	95%	100%	98%
Extended Diploma in Fashion and Textiles	95%	73%	77%	90%	95%	78%	77%	92%	100%	94%	100%	98%
Extended Diploma in Graphics Illustration and Game Arts	79%	87%	83%	90%	82%	89%	83%	92%	97%	98%	100%	98%
Extended Diploma in Photography	85%	83%	100%	90%	85%	83%	100%	92%	100%	100%	100%	98%
Foundation Diploma in Art and Design	92%	91%	89%	89%	94%	94%	94%	90%	97%	97%	95%	98%
Total L3 Diplomas	86%	82%	83%	88%	87%	84%	84%	91%	99%	97%	99%	97%

ARP Data by Age Group

Course	Achievement				Retention				Passes			
Expected End Year	24/25	23/24	22/23	NA	24/25	23/24	22/23	NA	24/25	23/24	22/23	NA
16 - 18	86%	82%	83%	89%	87%	84%	84%	92%	99%	97%	99%	97%
19+	88%	86%	83%	84%	88%	100%	92%	88%	100%	86%	91%	95%

ARP Data by Gender

Course	Achievement				Retention				Passes			
Expected End Year	24/25	23/24	22/23	NA	24/25	23/24	22/23	NA	24/25	23/24	22/23	NA
Female	87%	82%	84%	87%	88%	84%	85%	89%	98%	97%	98%	98%
Male	82%	83%	83%	87%	82%	88%	83%	90%	100%	95%	100%	96%

ARP Data by Free School Meals

Course	Achievement				Retention				Passes			
Expected End Year	24/25	23/24	22/23	NA	24/25	23/24	22/23	NA	24/25	23/24	22/23	NA
Eligible	76%	96%	85%	–	76%	96%	85%	–	100%	100%	100%	–
Non Eligible	87%	81%	83%	–	88%	84%	84%	–	99%	96%	99%	–

Extended Diploma Grades by Course

Art and Design	24/25 Grades	23/24 Grades	22/23 Grades	23/24 UAL Benchmark	Filmmaking and Media Production	24/25 Grades	23/24 Grades	22/22 Grades	23/24 UAL Benchmark
Distinction - High Grades	**42%**	**36%**	**32%**	35%	Distinction - High Grades	**44%**	**36%**	**8%**	35%
Merit	36%	34%	21%	34%	Merit	44%	23%	42%	34%
Pass	22%	25%	46%	31%	Pass	11%	36%	50%	31%
Fail					Fail		5%		

Fashion and Textiles	24/25 Grades	23/24 Grades	22/23 Grades	23/24 UAL Benchmark	Graphics, Illustration Game Arts	24/25 Grades	23/24 Grades	22/23 Grades	23/24 UAL Benchmark
Distinction - High Grades	**50%**	**52%**	**35%**	35%	Distinction - High Grades	**25%**	**35%**	46%	35%
Merit	15%	23%	43%	34%	Merit	38%	38%	36%	34%
Pass	35%	19%	22%	31%	Pass	34%	25%	18%	31%
Fail		6%			Fail	3%	2%		

Photography	24/25 Grades	23/24 Grades	22/23 Grades	23/24 UAL Benchmark					
Distinction - High Grades	**45%**	**31%**	33%	35%					
Merit	41%	38%	44%	34%					
Pass	14%	31%	22%	31%					

Value added by Course 23/24 Academic Year (This data shows a simple percentage of final year students per course that have predicted, Target and Actual grades @ P, M and D. eg: number predicted a D by divided by number of students per course as a percentage.)

Art and Design	Predicted Grades	Target Grades	Actual Grades	Film Animation Media Production	Predicted Grades	Target Grades	Actual Grades
Distinction - High Grades	**0%**	**50%**	**42%**	**Distinction - High Grades**	**17%**	**44%**	**44%**
Merit	11%	42%	36%	**Merit**	33%	50%	44%
Pass	89%	8%	22%	**Pass**	50%	6%	11%
Fail							

Fashion and Textiles	Predicted Grades	Target Grades	Actual Grades	Graphics, Illustration Game Arts	Predicted Grades	Target Grades	Actual Grades
Distinction - High Grades	**5%**	**40%**	**50%**	**Distinction - High Grades**	**13%**	**6%**	**25%**
Merit	15%	50%	15%	**Merit**	9%	41%	38%
Pass	80%	10%	35%	**Pass**	75%	53%	34%
Fail				**Fail**			3%

Photography	Predicted Grades	Target Grades	Actual Grades				
Distinction - High Grades	**5%**	18%	**45%**				
Merit	14%	82%	41%				
Pass	82%	0%	14%				

Foundation Diploma Grades

Foundation Diploma	Predicted Grades	Target Grades	Actual Grades
Distinction High Grades	**44%**	**44%**	**29%**
Merit	15%	29%	47%
Pass	41%	26%	21%
Fail			

Extended Diploma Creative Practice Grades

Extended Diplomas	Predicted Grades	Target Grades	Actual Grades
Distinction High Grades	**7%**	**31%**	**40%**
Merit	15%	51%	35%
Pass	77%	18%	23%
Fail			1%

Attendance

Extended Diplomas	24/25	23/24	22/23	Academic Skills	24/25	23/24	22/23
Art and Design Year 1	85%	84%	84%	Functional Skills Maths	81%	71%	76%
Art and Design Year 2	84%	80%	80%	GCSE English	82%	73%	73%
ED Film Media Prod - Year 1	90%	89%	89%	GCSE Maths	77%	74%	70%
ED Film Media Prod - Year 2	87%	82%	84%	**Total Academic Skills**	**80%**	**72%**	**76%**
ED Fashion - Year 1	85%	84%	84%				
ED Fashion - Year 2	86%	77%	81%				
ED Graphics - Year 1	88%	83%	86%				
ED Graphics - Year 2	81%	77%	75%				
ED Photography - Year 1	91%	90%	86%				
ED Photography - Year 2	84%	87%	88%				
Foundation Diploma	**87%**	**76%**	**87%**				
ED Year 1	**88%**	**85%**	**83%**				
ED Year 2	**85%**	**80%**	**79%**				
Total Pre-Degree Main Courses	**87%**	**82%**	**83%**				

Intended Progression

	Internal Progression		External Progression		Employer	Gap Year	Unknown
	FAD/other L3	HE	Apprenticeships	HE			
24/25	3%	27%	3%	45%	14%	5%	3%
23/24	1%	27%	6%	44%	10%	10%	10%
22/23	4%	27%	2%	37%	10%	18%	2%
21/22	2%	31%	3%	39%	10%	6%	8%

Actual Progression

	Education or Training Progression			Employment	Gap Year	Unknown
	Other Level 3	Apprenticeships	HE			
24/25	*3%*	*1%*	*76%*	*10%*	*3%*	*7%*
23/24	3%	2%	71%	9%	6%	9%
22/23	2%	0%	70%	3%	10%	15%
21/22	2%	2%	70%	10%	8%	8%

POLAR/IMD Data

Extended Diploma Completers 2024/25	128					
POLAR4	Number of students	%	No of High Grades (Distinction)	%	HE Progression	%
Quintile 1 and 2 (lowest participation to HE)	45	35%	16	13%	27	21%
Quintile 3,4 and 5 (highest participation to HE)	81	63%	35	27%	57	45%
Null Polar4	2	2%	0	0%		0%
IMD	Number of students	%	No of High Grades (Distinction	%	HE Progression	%
Quintile 1 and 2 (most deprived areas)	47	37%	18	14%	34	27%
Quintile 3,4 and 5 (least deprived areas)	80	63%	33	26%	51	40%
Null IMD	1	1%				

Foundation Diploma Completers 2024/25	34					
POLAR4	Number of students	%	No of High Grades (Distinction)	%	HE Progression	%
Quintile 1 and 2 (lowest participation to HE)	5	15%	7	21%	4	12%
Quintile 3,4 and 5 (highest participation to HE)	24	71%	1	3%	22	65%
Null Polar4	5	15%	2	6%		0%
IMD	Number of students	%	No of High Grades (Distinction)	%	HE Progression	%
Quintile 1 and 2 (most deprived areas)	4	12%		0%	4	12%
Quintile 3,4 and 5 (least deprived areas)	27	79%	8	24%	23	68%
Null IMD	3	9%	2	6%		0%