ARTS UNIVERSITY PLYMOUTH

# DRAFT

## Annual self-assessment report (Pre-Degree) 2023-24.

### Grading Decisions:

| Area of Judgement (2023/24) | | | |
|---|---|---|---|
| **Quality of Education** | Good | **Personal Development** | Good |
| **Behaviour and Attitudes** | Good | **Leadership and Management** | Good |

**Introduction.**

Arts University Plymouth's Pre-Degree provision is well-established, of good quality, and meets the needs of our region. In 2023/24 Arts University Plymouth retitled the campuses in which the University delivers Further Education from the Pre-Degree Centre to the Pre-Degree and Sixth Form Centre to further solidify the University's commitment to delivering A-Level equivalent creative qualifications within the City.

The learning experience empowers students to make principled choices that are informed by an enriched understanding relating to some of the complex and current issues facing the world today.

Pre-Degree students are drawn from a large number of schools in our city and from the wider region of Devon and Cornwall. Our cohort represents students from the most deprived to the most affluent wards in the region. We also attract a small number of students from outside the immediate region including international students from as far away as Hong Kong, USA, Columbia and Ukraine.

The Pre-Degree offer includes a suite of University of the Arts London (UAL) Level 3 Extended & Foundation Diplomas in Creative Practice: Art, Design and Communication which include the following pathways:

- Art and Design.
- Fashion and Textiles.
- Photography.
- Filmmaking and Media Production.
- Graphics, Illustration and Game Arts.
- Foundation Diploma in Art and Design.

The University continues to be an active community partner and sits on various regional, national and international boards and groups to support the development of creative education.

In support of this the Head of Pre-Degree contributes to various regional boards and committees such as the Education & Excellence Committee, Plymouth Cultural Education Partnership, Plymouth SEND Employability Forum & the Heart of the South West (HOTSW) Careers Leaders Network.

Headlines such as attendance, retention and achievement remain a priority for Pre-Degree staff. Whilst progress is being made and green shoots are evident. These areas remain key improvement areas for Pre-Degree.

| Quality of Education | Good |
|---|---|

**Student Progress.**
**Extended Diploma (Year 1):**

Year 1 Extended Diploma grades in Pre-Degree in 2023/24 were close to the national benchmarks. The Distinction grade percentage at (25%) was above the national average of (20%) and (3% up on the previous year 1 group ). The Merit grades percentages at (36%) was above the national average of (31%) and the Pass grade percentage at (37%) was 12% below the national average (49%).

End of year retention in the Year 1 Diploma was reported at (95% 23/24) which was an 8% improvement on the previous year.

Overall year 1 attendance improved by 2% from (83% 22/23) to (85% 23/24) and positive attendance engagement (Present & Explained absence) improved by 3% from (91% 22/23) to (94% 23/24).

Students identified as a Safeguarding risk in year 1 progressed well with all 17 students achieving their year 1 Diploma. (2 - 12%) achieved a Distinction grade, (6 - 35%) achieved a Merit grade and (9 - 51%) achieved a Pass grade.

**Extended Diploma (Year 2):**

Year 2 Extended Diploma grades in 23/24 were positive in comparison to the national averages. The Distinction grade percentage of (38%) was above the national average of (31%) and 4% above the previous year group in 2022/23 (33%). The Merit grade percentage in 2023/24 was (32%) which is slightly below the national average of (33%) and 3% below the Merit grade percentage reported by Pre-Degree in 2022/23 (35%). The Pass grade percentage was (26%) which is (10%) below the national average (36%) and (6%) below the Pass grade percentage reported by Pre-Degree in 22/23 (32%).

This 6% decrease in Pass grades and a 5% increase in Distinction grades is a positive swing of 11% toward Pre-Degree students achieving better grades in 2023/24 compared with 2022/23.

End of year retention in the Extended Diploma for 2023/24 remained low at (83%) of students being retained across the whole qualification, a very slight increase of (1%) in comparison to the previous year 22/23 (82%). Finding the root cause of poor retention remains a continued key improvement for Pre-Degree leaders.

Pre-Degree leaders are aware of a gap in information concerning our Students' education before joining us. Pre-Degree leaders currently do not know enough about their previous learning including learning style, attendance, attitude, and motivations. In 23/24 the Head of Pre-Degree and the Learning Support Coordinator established a Pre-Degree onboarding process aiming to address this and with the intention of supporting improvements in retention.

In Year 2 overall attendance improved very slightly by 1% from (79% 22/23) to (80% 23/24). Positive attendance engagement (Attendance & Explained absence) improved by 4% from (86% 22/23) to (90% 23/24).

All Pre-Degree students receive two grade indications at the beginning of their course, the first is the "Predicted Grade" measured against the student's GCSE qualifications. The second is the "Target Grade" which is an ambitious but realistic target agreed upon by the student and a member of Pre-Degree staff within their course to achieve beyond the predicted grade.

In 2023/24 Extended Diploma students achieved (38%) Distinction grades against (9%) predicted Distinction grades and (22%) target Distinction grades - a predicted vs actual Distinction grade increase of (29%).

Pre-Degree adds value to students' progress. All Extended Diploma courses support students to achieve beyond their predicted grade.

Extended Diploma in Fashion and Textiles students achieved (52%) Distinction grades against (3%) predicted Distinction grades, a (49%) increase.

Extended Diploma in Graphics, Illustration, and Game Arts students achieved (35%) Distinction grades compared to (8%) predicted Distinction a (27%) increase.

Extended Diploma in Photography students achieved (31%) Distinction grades compared to (7%) predicted Distinction grades, a (24%) increase.

In 2023/24 (29) Extended Diploma second-year students were identified as a Safeguarding risk. (83% or 24 out of 29) achieved at least their predicted grade. Whilst (69% or 20 out of 29) achieved their target grades and (97% or 28 out of 29) achieved their qualification. (31% or 9 out of 29) achieved a Distinction grade (31% or 9 out of 29) a Merit grade and (34% or 10 out of 29) achieved a Pass grade.

**Foundation Diploma:**

(27%) of Foundation Diploma students achieved a Distinction grade in 2023/24, which is a slight reduction of (3%) in comparison to results in 2022/23. (36%) of

Foundation Diploma students achieved a Merit grade in 2023/24 whilst (33%) of students achieved a Pass grade.

Retention on the Foundation Diploma qualification was positive with (94%) of students 32 out of 34 being retained until the end of their qualification.

Foundation Diploma students achieved or exceeded their predicted grades. (27%) achieved a Distinction grade as predicted, (36%) achieved a Merit grade against (21%) predicted, and pass grades were below the prediction (52% predicted vs 33% actual).

Attendance dropped by (11%) from (87%) in 22/23 to (76%) in 23/24. Positive attendance engagement (Attendance & Explained absence) dropped by (9%) from (93%) on 22/23 to (84%) on 23/24.

Whilst the Foundation Diploma qualification is structured in a more mature way similar to Higher Education courses, Absence reporting in the Foundation Diploma is a key area for improvement in 2024/25.

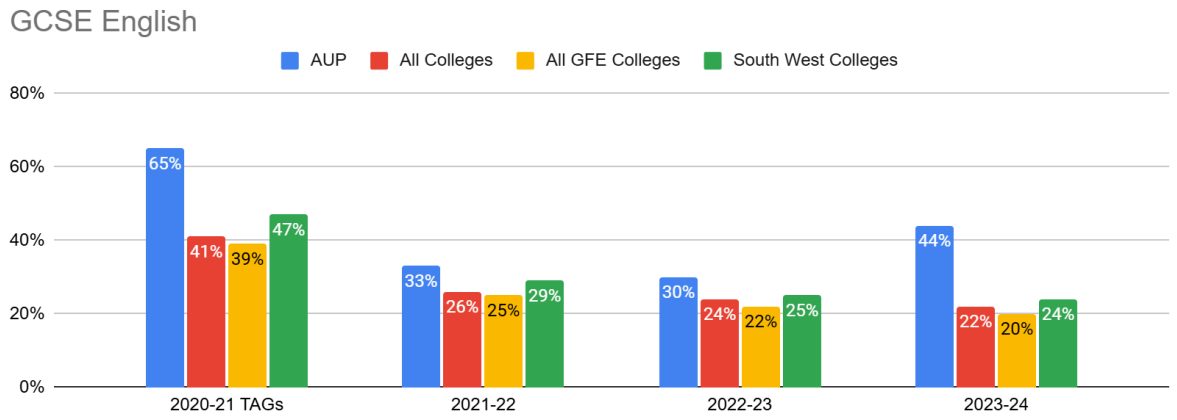
**Academic Skills:**

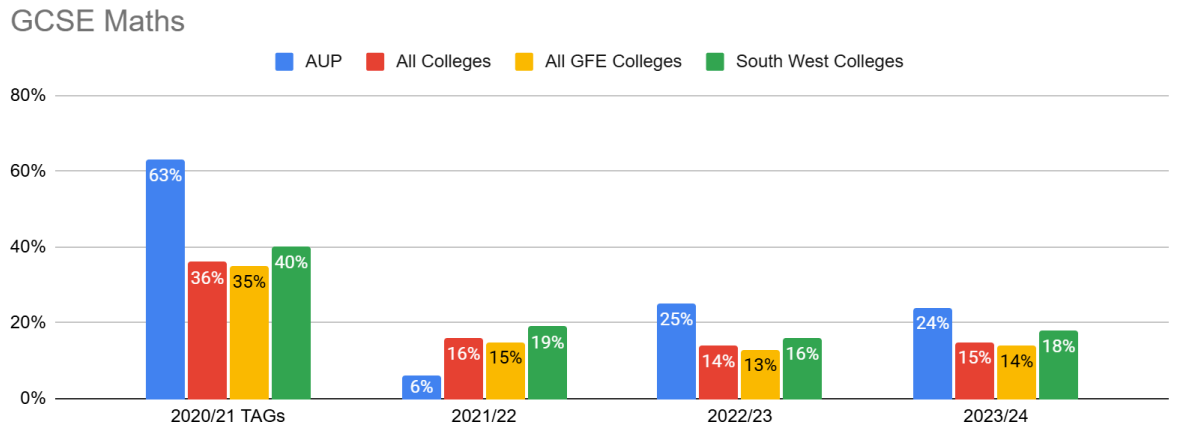
Attendance and achievement within GCSE retake qualifications has been a sustained key area for improvement for Pre-Degree leaders for over a decade.

Whilst there is clearly still some improvement to make. In 2023/24 attendance has continued to improve in GCSE English (74%) in 2023/24 a (5%) increase on attendance figures reported in 2023/24 and has remained steady in GCSE Maths (73%) which is the same as in 2022/23.

(24%) of GCSE Maths students achieved their qualification in 2023/24, a (13%) increase on 2022/23 and (7%) above the national average for 2023/24 (the first time since 2018 Pre-Degree students in GCSE Maths have achieved higher than the national average).

In GCSE English (44%) of students achieved a passing grade, (14%) above the Pre-Degree achievement rate reported in 2022/23 and (21%) above the national average of (21%) for 2023/24.




*Data produced from ILRs collated by MiDES on behalf of the Association of Colleges (AOC)*

| GCSE English | AUP Quartile | AUP Rank | Total no All Colleges | AUP | All Colleges | All GFE Colleges | South West Colleges |
|---|---|---|---|---|---|---|---|
| 2023-24 | Upper | 38 | 222 | 44% | 22% | 20% | 24% |
| 2022-23 | Median | 72 | 221 | 30% | 24% | 22% | 25% |
| 2021-22 | Median | 79 | 229 | 33% | 26% | 25% | 29% |
| 2020-21 TAGs | Upper | 46 | 234 | 65% | 41% | 39% | 47% |

| GCSE Maths | AUP Quartile | AUP Rank | Total no All Colleges | AUP | All Colleges | All GFE Colleges | South West Colleges |
|---|---|---|---|---|---|---|---|
| 2023/24 | Upper | 53 | 223 | 24% | 15% | 14% | 18% |
| 2022/23 | Upper | 44 | 222 | 25% | 14% | 13% | 16% |
| 2021/22 | Lower | 214 | 229 | 6% | 16% | 15% | 19% |
| 2020/21 TAGs | Upper | 24 | 235 | 63% | 36% | 35% | 40% |

*Data produced from ILRs collated by MiDES on behalf of the Association of Colleges (AOC)*

The information above shows GCSE retakes compared with approximately 220 colleges both locally and nationally and show AUP is above these colleges over the past 3 years for English and 2 years for Maths. Our students also sit in the Upper Quartile for both subjects with English ranked 38 out of 222 colleges and Maths 53 out of 223 colleges.

It's important that English and Maths remain key areas for improvement to continue the positive trajectory in Maths and English achievement for Pre-Degree students. Whilst also improving attendance in those subject areas.

Functional Skills qualifications also performed above the national average. (67%) Functional Skills Level 1 students achieved a pass, (24%) above the national average of (43%) in 2023/24. (57%) Functional Skills Level 2 students achieved a pass (7%) above the national average in 2023/24. (The first time since the academic year of 2015/16 Pre-Degree students have achieved above the national average for Functional Skills Level 2).

**Reasonable Adjustments:**

Pre-Degree staff have responded proactively to an increase in the number of Reasonable Adjustment requests from students establishing a Pre-Degree Reasonable Adjustments RAG rating process supported by a policy update to the University's Learning and Disability Support Policy.

The RAG rating process offers staff a consistent level of guidance and information as to how to manage reasonable adjustments across Pre-Degree.

Where possible, we provide adjustments to ensure that no student is unfairly disadvantaged or advantaged. Inclusion is embedded into the design of all Pre-Degree courses. We also have an anticipatory duty to act in advance and make adjustments so as to remove any disadvantage that might reasonably be foreseen as likely to affect students.

Inclusive education involves responding positively to each student's unique learning profile, including students with diverse learning needs. The emphasis therefore is on flexibility in the delivery of teaching in the classroom, workshop, or studio and awareness of the needs of individual students, including those with disabilities. With the increasing emphasis on digital learning AUP is committed to using the software and technology that ensures all students, including those with disabilities, are able to participate fully in their learning and assessment processes.

However, we also have a responsibility to ensure that all reasonable adjustments are appropriate, sustainable, and actionable. Therefore, It is important that we have as

much information at the beginning of the academic year as possible to ensure that academic teams and support staff are able to provide support and flexibility where necessary.

There are no assumptions about what is reasonable, rather the consideration of whether an adjustment is ‘reasonable’ is measured against:

- The effectiveness of the adjustment in preventing the disadvantage
- The extent to which it is practicable for the University to make the adjustment
- The cost and availability of resources including external assistance and finance
- The extent to which making the adjustment would disrupt the University’s activities.

The University reserves the right to make reasonable adjustments and decisions based on what can reasonably be provided whilst also maximising the equitable nature of the provision for all students.

Whilst Pre-Degree leaders strive to make Education inclusive and equitable for all, the strategic ambition for the work toward Reasonable Adjustments is to improve attendance, engagement, and retention.

**Young Arts:**

Through our Young Arts program, Pre-Degree engages learners aged between 9-16 years from across the city and wider region in creative, extracurricular activities outside of their main educational setting, or, as a supplement to homeschool activities.

This included Saturday and holiday provisions plus supporting delivery of intensive portfolio-building courses to assist local young people with progression into both Higher Education and Pre-Degree creative study.

Young Arts partnered on several initiatives during 2023/24;

- All Saturday Clubs attended The Box, Beyond the Page exhibition with the creation of linked artworks

- All Saturday Clubs, Easter clubs, and two school groups were assisted to create entries to The Box portrait competition linked to ‘The Time is Always Now’ exhibition. Our students' portrait work has been displayed at The Box for three months.
- Inclusive Innovation Competition with NeuDICE

**National Saturday Club:**

This year Arts University Plymouth has continued to deliver the Plymouth cohort of the National Saturday Club with 29 students aged 14-16 years completing the full course in Fashion & Business or Art & Design.

This club is part of a UK-wide initiative to nurture and develop the UK's future creatives established in 2006 of which Plymouth is a founding member. This year we were able to take the cohort to several galleries in both Plymouth and London and to experience firsthand working with nationally recognised animator Jim LeFevre.

The final show of our students' work was in the prestigious Somerset House in London with awards at the Institution of Engineering and Technology.

**Learning Support within Pre-Degree**:

In 2023/2024 the Pre-Degree Learning Support Coordinator established procedures to obtain Element 3 funding for our EHCP students.

Previously this has been requested from Plymouth City Council for all EHCP students enrolled, however each Local Authority should be providing a consultation and agreement of funding for each student. In (23/24) we received Element 3 funding from each of the 3 Local Authorities for the first time.

**Increase in SEN support required in 2023/24**

There was an increase in EHCP and SEN students for the 23/24 academic year. These figures do not include all students who made a disclosure of a SEN need or disability but were receiving regular support and reasonable adjustments to their learning during their course.

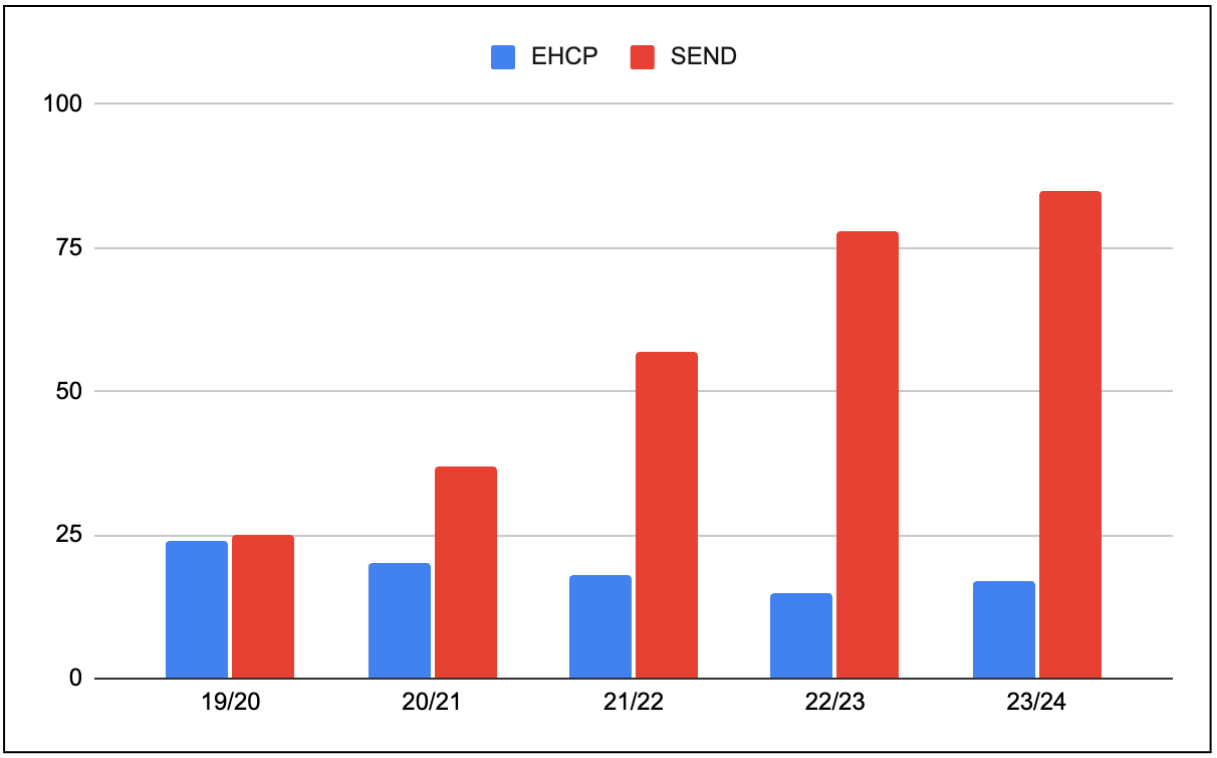
(100%) of EHCP students within Pre-Degree achieved their level 3 qualification, with 67% of them achieving a high grade. (93%) of students with SEND (including EHCP students) passed their two year Extended Diploma and one year Foundation Diploma qualifications.

(96.5%) of students with an EHCP or identified as SEN progressed meaningfully. (59.6%) progressed onto Higher Education (22.8% External & 36.8% Internal), 8.7% are taking a gap year before continuing onto Higher Education, 15.8% secured employment, 7% moved on to an apprenticeship, 3.5% progressed onto our own Foundation Diploma in Art & Design and 1.5% progregressed externally to another level 3 qualification.

As discussed above in (23/24) Pre-Degree developed a Reasonable Adjustments process and identified where students are receiving high levels of support and adjustments for their studies. Alongside looking at our current student cohort, Pre-Degree leaders also started to develop an onboarding process to help with early discussions on support needs and reasonable adjustments.

A Student Support Needs questionnaire was developed and sent to all applicants and we met with 37 new students as part of their transition to Pre-Degree in the summer of 2024 to discuss support needs, reasonable adjustments and provide reassurance for both student and parent.  We have provided opportunities to visit the site over the summer period and also visual information for each course before starting to further aid a positive transition.

**Student Characteristics in Pre-Degree (EHCP & SEND).**




The table above evidences why a process of Reasonable Adjustments has been established. Over the last 5 academic years, EHCP funding has reduced by (30%) from 24 students to 17 students, whilst the number of students identifying as SEND has increased by (240%) from 25 students in 2019/20 to 85 students in 2023/24.

As part of our ongoing work towards supporting students to improve their mental health and strengthen their ability to actively engage in their learning, Pre-Degree leaders have supported two staff members to undertake CPD with the aim of developing a new Pre-Degree well-being strategy. This includes Mental Health Lead training for the Assistant Head of Pre-Degree and an NPQ Leading Behaviour and

Culture for the Fashion and Textiles Subject Leader. This strategy will form a part of the wider University policy which is currently under review as part of the governance audit undertaken by the Head of Student Support.

Following on from the CPD in 2023/24, both staff members will be undertaking an action research project together which aims to better the student community and experience through culture, trauma-informed practice, and relationship building which will be implemented from January 2025.

**Continuous Professional Development:**

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

Whist Pre-Degree staff contributed to a shared practice event in June 2024 where teachers shared their own skills, insights and good practice. Activities were focused toward specific headline areas: Academic or Curriculum & Creative or Wellbeing.

Workshops included:

- Industry week.
- Making reasonable adjustments.
- Supporting Autistic students.
- Embedding Functional Skills maths.
- Working with the Thrive approach.
- Japanese printing techniques.
- Yoga.

The industry week workshop ( run by the Pre-Degree careers lead and a Fashion & Textiles tutor ) was well attended with ten Pre-Degree staff from 4 different courses attending.

Industry Week is an annual event run by our Extended Diploma in Fashion and Textiles team. It’s a practical and fun way for students to develop a better understanding of the creative industries in a safe environment and allows students to change their mindset to the employer in charge of creating a garment or marketing collection.

## Quality of Education.

Strengths

- Pre-Degree has successfully established an English and Maths curriculum central to the Pre-Degree planning mechanisms which is robust and supports students to achieve well.
- Pre-Degree students have access to excellent base rooms providing secure and safe environments for students to learn effectively.
- Pre-Degree students have access to highly skilled and qualified course teams providing them with the opportunity to learn and develop successfully.
- Pre-Degree students have limited access to superb specialist facilities within the Arts University Plymouth Tavistock Place campus.
- High needs students with an EHCP in place achieved their UAL course very well.
- The majority of students with EHCP in place achieved, beyond their target grade to secure a high grade.
- The vast majority of students with an EHCP or SEN achieved intended meaningful progression from Pre-Degree.
- Pre-Degree leaders have proactively developed a Reasonable Adjustment process which supports staff and students well.
- Pre-Degree students who complete their qualifications achieve very well.
- Functional Skills Maths and GCSE results have greatly improved and are now good.

Key Improvements

- Attendance expectations need to be communicated more effectively.
- Poor attendance needs to be more regularly acted upon.
- Attendance rates across Pre-Degree need to improve.

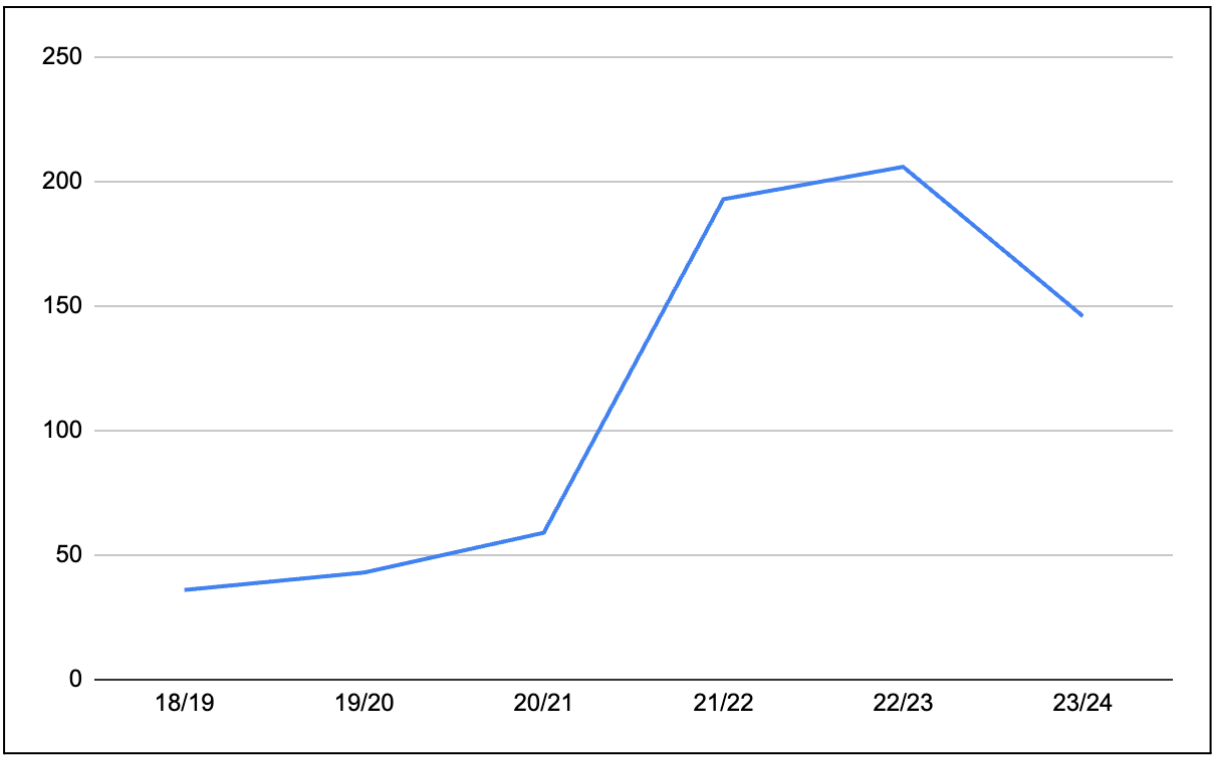
- Retention rates in Pre-Degree need to improve.
- Pre-Degree needs to establish a better onboarding process for all students.

| **Behaviour and Attitudes** | **Good** |
|---|---|

In 2023/24 following feedback after the latest Ofsted inspection in May 2023, Pre-Degree leaders supported by the University's Head of Compliance & Quality Systems developed a new model for Prevent training for Pre-Degree students, this included a review of available external providers, the universities own resources & the timing of training within the curriculum and was designed to make sure that Pre-Degree students know and are able to recall key aspects of the prevent agenda like the risks of extremism and grooming as well as having knowledge of concerns like county lines updates and extremist beliefs.

Whilst Pre-Degree leaders believe that improvements to Prevent training available to Pre-Degree students have been achieved this is still an area of key improvement looking ahead to the 2024/25 academic year.

In 2022/23 Pre-Degree implemented a new intervention model including mental health triage opportunities and allowed MHFA-trained staff to support learners and signpost them to the correct support networks. We have adopted a broader diagnostic framework that includes earlier intervention processes and made a number of other key improvements including the addition of a ‘Support to Study Review’ which allows for a further in-depth process for any students identified as at risk of withdrawal who may need a more nuanced and closely monitored approach. 2023/24 is the first year since the pandemic where Pre-Degree interventions dropped, see table below




It's unclear if this is due to Pre-Degree leaders tightening up on students' expectations and the communication of Pre-Degree expectations of tolerance, attendance, and positive behaviors toward one another. Pre-Degree leaders will monitor this trend closely in 2024/25 to understand if behavioral patterns are emerging through the intervention process.

Typically students in receipt of Bursary payments come from the most deprived POLAR Quartiles. In (23/24) 21 students received a bursary. Attendance for Pre-Degree students in receipt of Bursary payments in 2023/24 was low whilst retention was high (100%), with all students in receipt of Bursary payments completing the academic year.

Pre-Degree students in receipt of Bursary payments reported an average attendance figure of (67%) and all 21 students in receipt of a bursary achieved an attendance figure at the end of the year of less than (80%).

(68%) of students in receipt of Bursary payments engaged with the intervention process at the formal stages.

19 out of 21 students in receipt of a bursary (91%) achieved their qualification with (38%) of students in receipt of bursary payments achieving beyond their predicted grade.

Pre-Degree Student Voice continues to be an integral and active part of the community within the University. Student Voice is the Student Council formed of

Student Representatives elected by each course. Throughout the year the Student Voice focused on the student experience & the Pre-Degree community.

In 2023/24 four Student Voice meetings were held throughout the academic year/, chaired by either the Head or Assistant Head of Pre-Degree with other senior staff in attendance across the year such as the Student Union President, a range of Subject Leaders from across Pre-Degree, The Head of Resources and The Head of Estates. Pre-Degree students and staff discussed topics such as the Food available within the Social Space, students' responsibilities in keeping communal areas such as the social space and the lighting studio clean and tidy for all to use, students desire for more cross course integration in Pre-Degree such as activities like trips, workshops and shared projects.

The University surveys Pre-Degree students throughout the academic year to gather student feedback based on their experiences. Examples of students feedback in 2023/24 are outlined below:

Pre-Degree induction survey (October 2023).
Student response rate 83%

- Pre-Degree promotes a culture of tolerance and respect: 99%
- Studentship expectations have been clearly communicated: 99%
- Pre-Degree has created a safe environment for me to learn: 99%
- Pre-Degree has created a positive environment for me to learn:99%

Pre-Degree interim survey (February 2024).
Student response rate 81%

- Teachers within my course team have relevant specialist subject knowledge. 99%
- I am given the opportunity to share ideas, so that they are heard and recognised: 97%
- A diverse range of teaching resources including presentations, task sheets, guides are promoted in my classes: 97%
- I am given scheduled times with teachers to receive feedback about my work: 95%
- I understand the assignment briefs: 91%

Pre-Degree exit survey (June 2024).
Student response rate 66%

- Pre-Degree has created a safe environment for me to learn 95%
- I can use my English skills confidently within my creative practice: 93%
- I am treated fairly by staff: 94%
- Overall I am happy with the progress I have made on my course: 91%

## Behaviour and Attributes

Strengths

- Comprehensive staff coverage for safeguarding and Prevent training (100%) with well-defined support structures for response to incidents and continuing professional training.
- Pre-Degree students have good access to impartial Careers, Guidance Advice and Information.
- Pre-Degree interventions work well and are tracked and recorded very clearly on our Management Information system.
- Pre-Degree students have very good access to digital platforms such as Google for Education and the Adobe suite.
- Student retention is high where students are in receipt of bursary payments.

Key Improvements

- The attendance of students in receipt of Bursary payments needs to improve and be monitored and acted upon more regularly.
- More regular cross-course activities like workshops and trips need to be planned.
- Leaders need to continue to improve the Prevent training available to Pre-Degree students.
- Leaders need to improve the response rate of the Pre-Degree exit survey (66%) in 2023/24.

| Personal Development | Good |
|---|---|

Pre-Degree widely promotes important aspects of Equality, Diversity, and Inclusion whilst it responds well to any reports of discrimination, victimisation, or bullying and there is a good University culture of respect and tolerance.

The Pre-Degrees Careers Lead manages the careers strategy which includes direct types of careers interventions including opportunities to experience the workplace, industry-based visiting lecturers, and opportunities with the Princess Trust including Business Incubation Opportunities for Pre-Degree students.

Careers learning in Pre-Degree is delivered in a variety of ways.It is embedded within vocational subject areas timetabled lessons, including sessions provided by NSSW and University programs within the institution. Bespoke opportunities for career learning are also implemented by external partners, businesses and employers. The implementation of a structured career calendar allows us to evaluate and monitor the quality of our career provisions, as well as inform our progression and development in this area. Quality monitoring activities include:

- Observation cycle, Learning walks
- Surveys: students, parents
- Careers data tracking
- Student's voice
- Assessment of learning

From January to May 2024 the CSW group, an external agency, provided careers advice and guidance appointments to ensure up-to-date and impartial advice is shared with Pre-Degree students. The Pre-Degree Career Lead is also an active member of the Devon, Plymouth & Torbay Careers Leaders Network.

In 2023/24 the Head of Pre-Degree began to build a network of successful Pre-Degree alumni to come in to speak with Pre-Degree students, the aim of this was to raise aspiration and ambition levels within the student community and provide positive role models for Pre-Degree students.

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

Pre-Degree provides students with impactful personal development opportunities encouraging them to improve their personal, vocational, and academic skills.

Outlined below are a range of activities in (2023/24) that were available for Pre-Degree students and where engagement was high.

**Local & regional trips:** Pre-Degree students regularly engage with local and regional trips to local galleries and exhibitions to talk to working artists/curators. Some examples of local and regional trips facilitated in 2023/24 are outlined below:

Foundation Diploma students went to Karst to talk to the team followed by a trip to the Box for the Joshua Reynolds exhibition and curators talks.

Extended Diploma in Fashion & Textiles students had a wellbeing trip to Poole Farm which included creative activities, access to healthy food and Nature walks.

**National & International trips:** 2023/24 was the first year since the Pandemic where Pre-Degree students were invited to attend National and International cross course trips. Trips to Birmingham, London, New York and Berlin were well attended. A total of 134 (43%) of Pre-Degree students attended these trips .Trips such as these allow Pre-Degree students the opportunity to look beyond their locality and experience the world in a broad and exciting way. They build on students' confidence, ambition and life experience.

**ARTiculation:** All Extended Diploma Yr1 students took part in a public speaking competition 'ARTiculation'. Pre-Degree students were invited to each deliver a 10-minute presentation to an audience about a work of art, architecture or an artefact of their choice. The 2023/24 regional heats were held locally within the Box Museum Plymouth. Topics included, Mushrooms, an analysis of Yayoi Kusama, Francis Bacon - Man in blue I, Bob Ross, Art for all & A critical review of Jeff Koons album artwork for Lady Gaga.

**Design to Sell:** Each year (End of term 1, Nov / Dec) all Extended Diploma Year 2 Students work within the Design to Sell project. Students create a whole campus exhibition where all students are either invited to present or sell their work to the public. Students are encouraged to focus on what it's like to be a creative professional working with materials, target audiences, budgeting, marketing and making. The event is open to the general public for a day.

**Graduate show:** Each year all progressing Pre-Degree students have the opportunity to present their work in a professional exhibition that is open to the public for 4 or 5 days. The Pre-Degree graduate show included 2 private view events and 2 Fashion Shows, as well as an exhibition event in every classroom. The graduate show also included work from students from our Young Arts & National Arts provision. In 2023/24 Pre-Degree recorded (154) visitors who attended our graduate show a (50%) increase in footfall compared with the 2022/23 graduate show.

**The Fashion and Textiles Industry week:** All the Extended Diploma Year 2 Fashion and Textiles students took part in the industry project aimed at delivering careers education in a practical way. Students have the opportunity to develop an understanding of the creative industry in a risk-free environment.

The project has had a positive impact on their general understanding of careers but also on students ' outlook and group dynamics. The Pre-Degree Careers Lead has also provided a staff CPD workshop to disseminate this excellent practice across the whole Pre-Degree team.

**HSBC Financial Literacy workshops:** All Pre Degree students attended HSBC financial literacy workshops. Topics included a broad range of subject areas such as household budgeting, debit & credit card advice, fraud awareness, bank accounts & interest rates and financial advice for business plans.

**Princess Trust, Business Incubation workshops:** Following a successful training event last year the Prince Trust agreed to run another 2 day enterprise training program in December 2023 for Pre-Degree students.

Activities included goal setting and raising aspirations, financial support, business planning, marketing & advertising, profit & loss as well as talks from local young creative business owners. The event was supported by a range of Prince's Trust mentors including Trevor Meadows, Jeff Lancaster, Siobhan Lavelle, and Dean Seddon. After completing the enterprise training program all students can apply for financial funding, and long-term business mentoring support up until they are 30 years old.

**Building student's agency in the classroom (pilot project):** In 2023/24 Pre-Degree leaders established a partnership with a creative education and wellbeing consultant. The purpose was to provide Pre-Degree students with opportunities to say yes to more and to develop a more robust sense of agency, confidence, and authority directed toward their own life tasks. We delivered a series of workshops across all Pre-Degree courses between January 2024 & March 2024.

The first workshop entitled “Improv and Saying YES”, encouraged students to learn and practice the basic tenets of improv and to accept mistakes to see them as opportunities to embrace new or unforeseen creative practices and to support students to develop strategies for impromptu collaboration.

The second workshop entitled “Intuitive Sculpting” encouraged students to collaborate and accept mistakes whilst connecting with each other using different senses. The key challenge here was that the students had to disregard what they had made in an attempt to encourage students to accept impermanence and embrace change. Feedback from students and staff alike was mixed. Most students

and staff could see the broader ambition of the workshops whilst others felt the activities didn't relate to their coursework and didn't understand the content of the workshops.

**Pre-Degree Alumni:** In 2023/24 successful Pre-Degree Alumni working in the industry were invited back into Pre-Degree and invited to speak with current including self-employed professionals working in the music industry, studio owners, chief editors, freelance filmmakers, media designers, artists, graphic designers working internationally and community builders.

**Nikon Industry Talk:** Nikon's Education Executive, our Photography Subject Lead arranged a workshop in June 2024 for students and staff when Nikon representatives kindly brought a range of the latest top-end camera equipment on site.

**Inclusive innovation:** All Pre-Degree and Young Arts students were invited to take part in a competition set by NeuDICE, an external industry partner to Pre-Degree. The competition focused students' attention on developing creative ideas and innovating to reduce a range of barriers. The stipulation was that the inclusive innovation must focus on one or more of the following protected characteristics :

For Pre-Degree students (16-19) - Age, Sex and gender, Ethnicity, Disability, Religion, Marriage and civil partnership, Pregnancy and Maternity, (Equity) Levelling-up & Caring responsibilities.

For Young Arts & National Arts students (6-15) - Kindness, Helping others, Fairness, Inclusion, We are all different & Justice.

**Student Competitions:** Pre-Degree leaders encouraged students to participate in local, national, and international competitions. Recognising that this is an excellent Personal Development opportunity. Whilst also students engaging with creative and cultural opportunities to develop their own opportunities for social mobility. Some notable commendations from 2023/24 include:

- An Extended Diploma Filmmaking & Media Production second-year student jointly won an international One Earth Young Filmmakers contest based in Chicago Illinois USA. The competition was judged by a jury of Filmmaking experts. The student's film "Ocean Monologue" had as its intention to communicate that the Ocean and Humanity are connected and that we will live and die together. The student won a cash prize and was also invited to present her film in person or remotely at an awards ceremony and exhibition at the Gene Siskel Film Centre in Chicago.

- The Devil Wears Prada: A New Musical showing at Theatre Royal Plymouth (TRP), launched a call out to South West fashion designers to submit their creative work to be displayed at the exclusive pre-West End debut of the show. The youngest winning entry came from an Extended Diploma Fashion and Textiles first-year student who submitted a green dress with statement sleeves, floor-length open back and lace trim waistline, all inspired by themes of royalty and female empowerment.

- An Extended Diploma in Fashion and Textiles first-year student was selected as one of the winners of the 'Children and Young People's Portrait Competition', a competition organised by The Box, Plymouth, and Arts University Plymouth, in collaboration with the National Portrait Gallery. Winners of the competition were announced when "The Time is Always Now: Artists Reframe the Black Figure', an internationally touring exhibition that features nearly 50 works by 22 of the most important artists of our age, opened at The Box.

- An Extended Diploma in Photography first-year student won a national competition for his photograph of a kingfisher which has been published on the cover of The Week Junior Science+Nature magazine.

  The competition, hosted by The Week Junior, invited young photographers to submit photos showcasing British wildlife and nature. Despite the magazine rarely using photos from public entries, the students' stunning Kingfisher shot caught their attention.

**Visiting Lecturer Talks:** In 2023/24 all Pre-Degree courses were given access to an increased fund to source a broader range of visiting artists and lecturers. Visiting artists and lectures included dance professionals, Directors of Photography working on BAFTA awarded films, freelance photographers, company owners, freelance illustrators, video editors and journalists.

Pre-Degree continues to develop students' creative, life and employability skills well. The Skills Project is in its fourth year of implementation. Threaded throughout the Pre-Degree curriculum via activities, workshops, trips, live briefs ect. It's integral to our student evaluation processes and supports students to build skills and personal development opportunities well.

All Pre-Degree courses were invited to book a range of careers activities offering a consistent approach to careers across the whole provision. Workshops included: 9 steps to find a job and keep a job, cross career skills, how to build a career plan, how to build a C.V, industry research, transferable skills & how to use them, what is an apprenticeship & what is copyright?

Progress checks continued to support students well. Pre-Degree progress checks are completed 4 times a year, twice in term 1 and once in term 2 and term 3. Progress checks include feedback and discussions that focus on the following headlines: Pastoral updates, academic progress, skills project updates, embedded English and maths, intended progression & SMART Targets.

Pre-Degree regularly promotes significant awareness days, weeks, and months including Black History Month and LGBTQI+ awareness month. Activities include visiting lecturers, workshops, local trips & enrichment activities.

| Personal Development |
| --- |
| Strengths<br><br>● Pre-Degree students actively engage in a wide array of enriching and personal development opportunities, such as trips and visiting lecturers supporting them to progress well.<br><br>● Pre-Degree students have good access to Business Incubation opportunities via the Princess Trust.<br><br>● Pre-Degree students have good opportunities to exhibit their work in a professional way, promoting industry expectations and transferable skill-building opportunities.<br><br>● Pre-Degree staff have good opportunities to engage with Continuous Professional Development.<br><br>Key Improvements<br><br>● Pre-Degree should develop a tailored approach to developing a post-16 (RSHE) enrichment and curriculum model.<br><br>● Continue to develop the aspects of students' agency and confidence via workshops, visiting lecturers, pilot projects, inspirational speakers etc… |

| **Leadership and Management** | **Good** |
| --- | --- |

Safeguarding is effective in Pre-Degree. Whilst in 2023/24 we witnessed significant safeguarding case numbers in Pre-Degree have increased to (65) safeguarding cases reported in 2023/24 compared with (61) safeguarding cases reported in 2022/23. Whilst wellbeing case numbers have slightly decreased from 45 in 2022/23

to (41) in 2023/24.

The Pre-Degree Safeguarding Lead reports an increase in referrals for Eating Disorders, Anxiety, Depression, and Self-Harm by Pre-Degree students in 2023/24.

Social Services referrals have increased over the past year. Interactions with Social Services have become more complex and mainly involve situations relating to domestic abuse.

Pre-Degree provides students with free period products and food from the Pre-Degree food bank, which have seen increased levels of usage in 2023/24 compared with previous years.

Significant numbers of Pre-Degree students struggle to secure GP appointments whilst outside support agencies have been cut which often means the University needs to find solutions within its own means to support vulnerable students.

In 2023/24 (6) students identified as a safeguarding risk withdrew from their qualification. This includes 2 due to Mental health situations that required specialist care, 1 due to a  Police investigation which required the student to be suspended and then withdrawn and 1 as a result of a positive progression and transferal onto another level 3 qualification to do animal care.

Pre-Degree students identified as vulnerable have access to free nutritional sources whilst in the Pre-Degree and Sixth form centre including the foodbank and breakfast club food.

Pre-Degrees (2023/24) UAL assessment processes and quality assurance procedures, which include multiple levels of internal scrutiny, were agreed with our assigned UAL senior external moderator, providing teachers and students with reassurance around the teachers' end-point assessments.

In (2023/24) Pre-Degree established an Attendance working group aimed at monitoring and reporting attendance data and trends. The working group consists of senior leaders working within Pre-Degree with support from key stakeholders from the wider Arts University Plymouth staff community. The main remit of this group is to unearth the root causes of poor attendance and support strategies to improve.

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

Pre-Degree meetings included; Course Performance Review (CPR) meetings (termly), the Pre-Degree attendance working group (monthly), Pre-Degree student support review meetings (weekly) & the Pre-Degree management meeting (bi-weekly).

Leaders promote a culture of tolerance and community and have high expectations of all students. Teachers and students have a positive culture in place which supports the large majority of students to achieve their learning goals and progress to a positive destination.

Overall qualification achievement and retention rates are low, whilst pass rates are high. Leaders  have taken swift action to put in place a new attendance and engagement policy supported by a new Terms and Conditions document which clearly sets out our intention to raise standards, achievement and improve attendance and retention.

Pre-Degree leaders are proactive in the face of change. Since the pandemic Pre-Degree leaders have implemented a series of interventions to improve  student experience at Pre-Degree  including facilitating International Trips, implementing a new Reasonable Adjustments process, developing new models for English and Maths delivery and catch up sessions and developing action research projects centred around students welfare and wellbeing.

Pre-Degree Leaders & Coordinators have supported students from vulnerable backgrounds to achieve well by implementing a Pre-Degree foodbank, Breakfast clubs & Soup kitchens. (96%) of students eligible for Free School Meals achieved their qualification, this is an increase in achievement of (35%) from the 2021/22 academic year .

Pre-Degree leaders, supported by the University's Senior Lecturer in Education and Development, have implemented a refined teaching observation model which built on previous good practice identified within our last OFSTED inspection (May 2023). The new observation model embeds a staff development & action research model as well as the Education & Training Foundation, Professional Standards for teachers and trainers in the Further Education and training sector.

Pre-Degree leaders have taken risks within the curriculum to improve students' well-being and academic outcomes. By implementing a range of new opportunities & support mechanisms to develop personal growth mindsets, including Reasonable Adjustments, National & International trips, successful Alumni connections, and raising awareness of national & international competitions for Pre-Degree students.

**Pre-Degree at Arts University Plymouth is not yet outstanding because:**

- Attendance rates are not yet high enough.
- Achievement rates are not yet high enough.
- Retention rates are not yet high enough.

**What the organisation needs to do to improve further in 2024/25 •**

- Proactively monitor attendance, engagement, retention, and punctuality to ensure that the processes that have been put in place are effective.

- Continue to set high expectations for engagement and attendance from the start of the year.

    - Ensure that parents are engaged positively early on in the academic year.

    - Ensure all students understand the importance of timely completion of work and that teachers are monitoring this closely.

- Academic skills attendance and engagement need to be continually monitored to maintain and improve on the good work achieved in 2023/24.

| Leadership and Management |
| --- |
| Strengths<br><br>● The University has a well-established and effective safeguarding culture which is understood by staff, governors and learners.<br><br>● The Pre-Degree observation cycle is proactively evolving and supports staff in developing their professional skill sets well.<br><br>● Pre-Degree leaders take measured risks to improve the students' experience and outcomes.<br><br>● The University has a well-informed & active governing body who provides critical oversight and are also involved across a range of Pre Degree activities.<br><br>● Pre-Degree leaders have created a safe place for students to learn.<br><br>● Pre-Degree leaders have supported vulnerable students including those with an EHCP to achieve and progress well. |

Key Improvements

- Pre-Degree dashboards need to be improved to ensure a clear understanding of students progress through data and statistical analysis.
- Pre-Degree leaders will oversee improved datasets relating to attendance, retention and achievement.
- Academic skills attendance and engagement needs to be continually monitored to maintain and improve on the good work achieved in 2023/24.

## Appendix 1 - 2023/24 Data

### ARP Trend Data

| ARP against NA and previous year | 23/24 | | | 22/23 | | | 21/22 | | | National Average | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Achievement | Retention | Pass | Achievement | Retention | Pass | Achievement | Retention | Pass | Achievement | Retention | Pass |
| Extended Diploma Creative Practice | 80% | 83% | 97% | 82% | 82% | 100% | 86% | 86% | 99% | 92% | 93% | 97% |
| Foundation Diploma | 94% | 97% | 97% | 89% | 94% | 95% | 85% | 85% | 100% | 90% | 93% | 98% |
| Overall L3 Diplomas | 82% | 84% | 97% | 83% | 84% | 99% | 86% | 86% | 100% | 89% | 92% | 97% |

**High Grades**

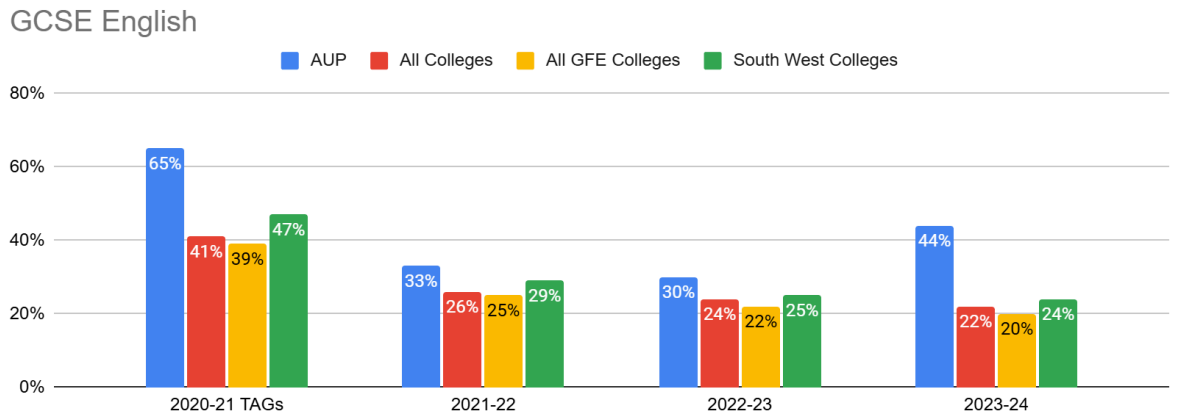
| Overall Extended Diplomas Creative Practice | 23/24 Grades | 22/23 Grades | 21/22 Grades | 21/22 UAL Benchmark | Foundation Diploma | 23/24 Grades | 22/23 Grades | 21/22 Grades | 21/22 UAL Benchmark |
|---|---|---|---|---|---|---|---|---|---|
| Distinction | **38%** | 33% | 35% | 30% | Distinction | **27%** | 30% | 15% | 28% |
| Merit | 32% | 35% | 34% | 33% | Merit | 36% | 36% | 57% | 34% |
| Pass | 26% | 32% | 29% | 37% | Pass | 33% | 30% | 28% | 39% |
| Fail | 3% | | 1% | | Fail | 3% | 5% | 0% | |

**English and Maths Passes Trend Data**

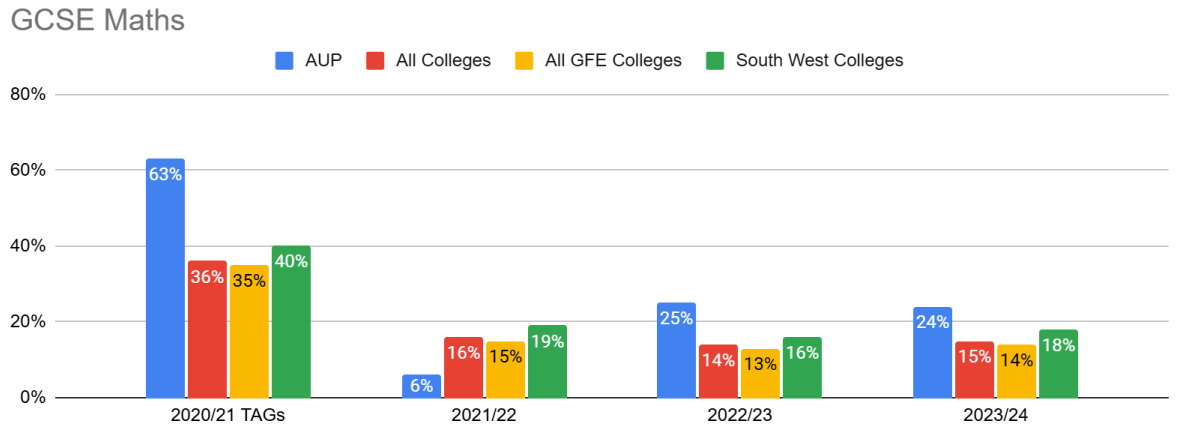
| English and Maths | 23/24 | 22/23 | 21/22 | 22/23 National Average |
|---|---|---|---|---|
| GCSE English | | | | |
| 9-4 (A*-C) | 44% | 30% | 36% | 21% |
| GCSE Maths | | | | |
| 9-4 (A*-C) | 24% | 11% | 12% | 17% |
| Functional Level 1 | | | | |
| Pass | 67% | 95% | 69% | 43% |
| Functional Level 2 | | | | |

| | | | | |
|---|---|---|---|---|
| Pass | 57% | 50% | 50% | 50% |
| Functional Overall | | | | |
| Pass | 61% | 83% | 64% | 63% |

*Early National Data 23/24 - FE Colleges - Post 16 GCSE English 20.9% GCSE Maths 17.4%*




| GCSE English | AUP Quartile | AUP Rank | Total no All Colleges | AUP | All Colleges | All GFE Colleges | South West Colleges |
|---|---|---|---|---|---|---|---|
| 2023-24 | Upper | 38 | 222 | 44% | 22% | 20% | 24% |
| 2022-23 | Median | 72 | 221 | 30% | 24% | 22% | 25% |
| 2021-22 | Median | 79 | 229 | 33% | 26% | 25% | 29% |
| 2020-21 TAGs | Upper | 46 | 234 | 65% | 41% | 39% | 47% |




| GCSE Maths | AUP Quartile | AUP Rank | Total no All Colleges | AUP | All Colleges | All GFE Colleges | South West Colleges |
|---|---|---|---|---|---|---|---|
| 2023/24 | Upper | 53 | 223 | 24% | 15% | 14% | 18% |
| 2022/23 | Upper | 44 | 222 | 25% | 14% | 13% | 16% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2021/22 | Lower | 214 | 229 | 6% | 16% | 15% | 19% |
| 2020/21 TAGs | Upper | 24 | 235 | 63% | 36% | 35% | 40% |

*Data produced from ILRs collated by MiDES on behalf of the Association of Colleges (AOC)*

**Diploma ARP Data**

| Course | Achievement | | | | Retention | | | | Passes | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Expected End Year | 23/24 | 22/23 | 21/22 | NA | 23/24 | 22/23 | 21/22 | NA | 23/24 | 22/23 | 21/22 | NA |
| Extended Diploma in Art and Design | 75% | 74% | 82% | 90% | 79% | 74% | 82% | 92% | 95% | 100% | 100% | 98% |
| Extended Diploma in Filmmaking and Media Production | 84% | 89% | 82% | 90% | 88% | 89% | 82% | 92% | 95% | 100% | 100% | 98% |
| Extended Diploma in Fashion and Textiles | 73% | 77% | 90% | 90% | 78% | 77% | 90% | 92% | 94% | 100% | 100% | 98% |
| Extended Diploma in Graphics Illustration and Game Arts | 87% | 83% | 79% | 90% | 89% | 83% | 81% | 92% | 98% | 100% | 98% | 98% |
| Extended Diploma in Photography | 83% | 100% | 92% | 90% | 83% | 100% | 92% | 92% | 100% | 100% | 100% | 98% |
| Foundation Diploma in Art and Design | 91% | 89% | 86% | 89% | 94% | 94% | 86% | 90% | 97% | 95% | 100% | 98% |
| Total L3 Diplomas | 82% | 83% | 85% | 88% | 84% | 84% | 86% | 91% | 97% | 99% | 99% | 97% |

**ARP Data by Age Group**

| Course | Achievement | | | | Retention | | | | Passes | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Expected End Year | 23/24 | 22/23 | 21/22 | NA | 23/24 | 22/23 | 21/22 | NA | 23/24 | 22/23 | 21/22 | NA |
| 16 - 18 | 82% | 83% | 86% | 89% | 84% | 84% | 86% | 92% | 87% | 99% | 100% | 97% |
| 19+ | 86% | 83% | 73% | 84% | 100% | 92% | 73% | 88% | 86% | 91% | 100% | 95% |

**ARP Data by Gender**

| Course | Achievement | | | | Retention | | | | Passes | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Expected End Year | 23/24 | 22/23 | 21/22 | NA | 23/24 | 22/23 | 21/22 | NA | 23/24 | 22/23 | 21/22 | NA |
| Female | 82% | 84% | 86% | 87% | 84% | 85% | 86% | 89% | 97% | 98% | 100% | 98% |
| Male | 83% | 83% | 84% | 87% | 88% | 83% | 84% | 90% | 95% | 100% | 100% | 96% |

**ARP Data by Free School Meals**

| Course | Achievement | | | | Retention | | | | Passes | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Expected End Year | 23/24 | 22/23 | 21/22 | NA | 23/24 | 22/23 | 21/22 | NA | 23/24 | 22/23 | 21/22 | NA |
| Eligible | 96% | 85% | 61% | – | 96% | 85% | 61% | – | 100% | 100% | 100% | – |
| Non Eligible | 81% | 83% | 87% | – | 84% | 84% | 87% | – | 96% | 99% | 100% | – |

**Extended Diploma Grades by Course**

| Art and Design | 23/24 Grades | 22/23 Grades | 21/22 Grades | 21/22 UAL Benchmark | Filmmaking and Media Production | 23/24 Grades | 22/22 Grades | 21/22 Grades | 21/22 UAL Benchmark |
|---|---|---|---|---|---|---|---|---|---|
| Distinction - High Grades | **36%** | **32%** | 49% | 30% | Distinction - High Grades | **36%** | **8%** | 43% | 30% |
| Merit | 34% | 21% | 27% | 33% | Merit | 23% | 42% | 30% | 33% |
| Pass | 25% | 46% | 24% | 37% | Pass | 36% | 50% | 26% | 37% |
| Fail | | | | | Fail | 5% | | | |

| Fashion and Textiles | 23/24 Grades | 22/23 Grades | 21/22 Grades | 21/22 UAL Benchmark | Graphics, Illustration Game Arts | 23/24 Grades | 22/23 Grades | 21/22 Grades | 21/22 UAL Benchmark |
|---|---|---|---|---|---|---|---|---|---|
| Distinction - High Grades | **52%** | **35%** | 43% | 30% | Distinction - High Grades | **35%** | 46% | 17% | 30% |
| Merit | 23% | 43% | 29% | 33% | Merit | 38% | 36% | 38% | 33% |
| Pass | 19% | 22% | 29% | 37% | Pass | 25% | 18% | 42% | 37% |
| Fail | 6% | | | | Fail | 2% | | 2% | |

| Photography | 23/24 Grades | 22/23 Grades | 21/22 Grades | 21/22 UAL Benchmark | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Distinction - High Grades | **31%** | 33% | 37% | 30% | | | | | |
| Merit | 38% | 44% | 40% | 33% | | | | | |
| Pass | 31% | 22% | 23% | 37% | | | | | |

**Value added by Course 23/24 Academic Year**

| Art and Design | Predicted Grades | Target Grades | Actual Grades | Film Animation Media Production | Predicted Grades | Target Grades | Actual Grades |
|---|---|---|---|---|---|---|---|
| **Distinction - High Grades** | **14%** | **34%** | **36%** | **Distinction - High Grades** | **14%** | **32%** | **36%** |
| **Merit** | 7% | 34% | 34% | **Merit** | 23% | 64% | 23% |
| **Pass** | 80% | 32% | 25% | **Pass** | 64% | 5% | 36% |
| **Fail** | | | 5% | | | | 5% |

| Fashion and | Predicted | Target | Actual | Graphics, | Predicted | Target | Actual |
|---|---|---|---|---|---|---|---|

| Textiles | Grades | Grades | Grades | Illustration Game Arts | Grades | Grades | Grades |
|---|---|---|---|---|---|---|---|
| Distinction - High Grades | 3% | 29% | 52% | Distinction - High Grades | 8% | 8% | 35% |
| Merit | 26% | 55% | 23% | Merit | 21% | 44% | 38% |
| Pass | 71% | 16% | 19% | Pass | 71% | 48% | 25% |
| Fail | | | 6% | Fail | | | 2% |

| Photography | Predicted Grades | Target Grades | Actual Grades |
|---|---|---|---|
| Distinction - High Grades | 7% | 14% | 31% |
| Merit | 10% | 79% | 38% |
| Pass | 83% | 7% | 31% |

**Foundation Diploma Grades**

| Foundation Diploma | Predicted Grades | Target Grades | Actual Grades |
|---|---|---|---|
| Distinction High Grades | 27% | 52% | 27% |
| Merit | 21% | 30% | 36% |
| Pass | 52% | 18% | 33% |
| Fail | | | |

**Extended Diploma Creative Practice Grades**

| Extended Diplomas | Predicted Grades | Target Grades | Actual Grades |
|---|---|---|---|
| Distinction High Grades | 9% | 22% | 38% |
| Merit | 17% | 52% | 32% |
| Pass | 74% | 26% | 26% |
| Fail | | | 3% |

**Attendance**

| Extended Diplomas | 23/24 | 22/23 | 21/22 | Academic Skills | 23/24 | 22/23 | 21/22 |
|---|---|---|---|---|---|---|---|
| Art and Design Year 1 | 84% | 84% | 79% | Functional Skills Maths | 71% | 76% | 73% |
| Art and Design Year 2 | 80% | 80% | 82% | GCSE English | 73% | 73% | 70% |
| ED Film Media Prod - Year 1 | 89% | 89% | 89% | GCSE Maths | 74% | 70% | 69% |
| ED Film Media Prod - Year 2 | 82% | 84% | 83% | **Total Academic Skills** | **72%** | **76%** | **71%** |
| ED Fashion - Year 1 | 84% | 84% | 80% | | | | |
| ED Fashion - Year 2 | 77% | 81% | 82% | | | | |
| ED Graphics - Year 1 | 83% | 86% | 82% | | | | |
| ED Graphics - Year 2 | 77% | 75% | 78% | | | | |
| ED Photography - Year 1 | 90% | 86% | 92% | | | | |
| ED Photography - Year 2 | 87% | 88% | 86% | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Foundation Diploma | 76% | 87% | 74% | | | | |
| **ED Year 1** | **85%** | **83%** | **84%** | | | | |
| **ED Year 2** | **80%** | **79%** | **82%** | | | | |
| **Total Pre-Degree Main Courses** | **82%** | **83%** | **81%** | | | | |

**Intended Progression**

| | Internal Progression | | External Progression | | Employer | Gap Year | Unknown |
|---|---|---|---|---|---|---|---|
| | FAD/other L3 | HE | Apprenticeships | HE | | | |
| 23/24 | 1% | 27% | 6% | 44% | 10% | 10% | 2% |
| 22/23 | 4% | 27% | 2% | 37% | 10% | 18% | 2% |
| 21/22 | 2% | 31% | 3% | 39% | 10% | 6% | 8% |
| 20/21 | 7% | 30% | 2% | 37% | 8% | 10% | 5% |

**Actual Progression**

| | Education or Training Progression | | | Employment | Gap Year | Unknown |
|---|---|---|---|---|---|---|
| | Other Level 3 | Apprenticeships | HE | | | |
| **23/24** | ***3%*** | ***2%*** | ***71%*** | ***9%*** | ***6%*** | ***9%*** |
| 22/23 | 2% | 0% | 70% | 3% | 10% | 15% |
| 21/22 | 2% | 2% | 70% | 10% | 8% | 8% |
| 20/21 | 2% | 2% | 69% | 13% | 11% | 3% |

**POLAR/IMD Data**

| Extended Diploma Completers 2023/24 | 174 | | | | | |
|---|---|---|---|---|---|---|
| POLAR4 | Number of students | % | No of High Grades (Distinction) | % | HE Progression | % |
| Quintile 1 and 2 (lowest participation to HE) | 80 | 46% | 21 | 12% | 49 | 28% |
| Quintile 3,4 and 5 (highest participation to HE) | 92 | 53% | 44 | 25% | 64 | 37% |
| Null Polar 4 | 2 | 1% | 1 | 1% | 2 | 1% |
| IMD | Number of students | % | No of High Grades (Distinction | % | HE Progression | % |
| Quintile 1 and 2 (most deprived areas) | 76 | 44% | 47 | 27% | 47 | 27% |

| | | | | | | |
|---|---|---|---|---|---|---|
| Quintile 3,4 and 5 (least deprived areas) | 98 | 56% | 19 | 11% | 68 | 39% |
| Null IMD | | | | | | |

| Foundation Diploma Completers 2023/24 | 33 | | | | | |
|---|---|---|---|---|---|---|
| POLAR4 | Number of students | % | No of High Grades (Distinction) | % | HE Progression | % |
| Quintile 1 and 2 (lowest participation to HE) | 14 | 42% | 6 | 18% | 14 | 42% |
| Quintile 3,4 and 5 (highest participation to HE) | 18 | 55% | 3 | 9% | 12 | 36% |
| Null Polar 4 | 1 | 3% | | | 1 | 3% |
| IMD | Number of students | % | No of High Grades (Distinction) | % | HE Progression | % |
| Quintile 1 and 2 (most deprived areas) | 14 | 42% | 4 | 12% | 11 | 33% |
| Quintile 3,4 and 5 (least deprived areas) | 18 | 55% | 4 | 12% | 15 | 45% |
| Null IMD | 1 | 3% | 1 | 3% | 1 | 3% |

**Appendix 2 Quality Improvement Plan**