

	PAPER NO: EC.17(12)	
Board/Committee:	Educational Character Committee	
Date:	10 December 2012	
Paper title:	Progression and Achievement 2011/2012: analysis	
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Executive sponsor:	Dr Phil Cardew, Pro Vice Chancellor (Academic)	
<b>Recommendation by the Executive:</b>	Educational Character Committee is asked to note the paper.	
Aspect of the Corporate Plan to which this will help deliver?	Student Success	
Matter previously considered by:	N/A	On:
Further approval required?	N/A	On:
Communications – who should be made aware of the decision?	N/A	

### **Executive summary**

This paper looks at progression and achievement for full-time undergraduate students in 2011/12 (with focused comparison on 2009/10 and 2010/11) as a context for discussion of the admissions and academic portfolio.

The 'headline' conclusions to be drawn from the analysis are that:

- In general, there is no specific correlation between gender and progression.
- Whilst there is some correlation between ethnicity and progression, this can be more-clearly linked to the type of entry qualification gained.
- Younger students are more likely to succeed in all faculties other than Engineering Science and the Built Environment (which may, possibly,

demonstrate the impact of employer sponsored day release programmes in this Faculty).

- There is a clear correlation between entry qualification type (not level) and progression, with BTEC (National Diploma) and previous Higher Education Qualifications showing poorest progression.
- Overseas and EU students outperform UK students.
- A target for 2012/13 is to work with partner FE colleges in gaining a better understanding of BTEC courses and their impact upon level 4 progression.

The committee is requested to note the paper.

## **Progression and Achievement: 2011/12**

### **Context:**

**(This report utilises data taken from the Progression Analysis Tool data as of 13 November 2012. Some gaps in the data are evidence within the Faculty of Health and Social Care, which has significant numbers of students who do not follow 'standard' academic years. Where missing data have a significant impact, they have been suppressed so as not to affect the overall analysis).**

In order to provide guidance for faculties and departments in analysing data (and deciding on necessary action arising therefrom), benchmarks for progression have been set which establish 'stretch targets' across the board. In 2011/12 these were:

Year 1 (level 4): 70% progression.

Year 2 (level5): 75% progression.

Years 3 and 4 (level 6, year 4 where a sandwich year operates): 90% award

As a result of activities focused on data cleansing in student records (and ensuring accuracy of data within our annual return to the Higher Education Statistics Agency) there has been an increased focus on awarding 'interim' qualifications (lower level than the intended original aim, but indicating an award) which has led to a raising of the 'award' data at levels 4 and 5. At these levels, award data includes students on a one year top-up (genuine award), students with a Certificate or Diploma of Higher Education (failed students with sufficient credit for award) and students awarded module credit and failed.

At level 6, award data will include students who completed their degree and a very small numbers of students who were failed and awarded a Certificate or Diploma of Higher Education credit achieved.

### **General trends**

- There has been an increase in level 4 Award in Arts and Human Sciences (7%), Business (10%) and Engineering Science and the Built Environment (5%), almost certainly the result of inactive student closure boards and decision to fail/award credit to students who did not re-enrol.
- There has been a small decrease in 'repeat year with attendance' in the same faculties, following greater use of fail/award credit at both July and September examination boards for students who had not attempted assessments (non completions).

- The percentage of students who interrupted studies, failed or withdrew remains relatively consistent.

#### **Level 4 Progression**

- Downward trend in AHS (3%) and BUS (2%) but up in ESBE (8%).
- HSC progression incomplete because of Semester 2 starts.
- No faculties yet meet Year 1 benchmark

#### **Level 5 Progression**

- Upward trend in AHS (4%), BUS (5%) and ESBE (8%).
- HSC progression incomplete because of Semester 2 starts.
- AHS, BUS and ESBE meet Year 2 benchmark

#### **Level 6 Award**

- Upward trend in AHS (1%) but down in BUS (1%) and ESBE (7%).
- HSC progression incomplete because of Semester 2 starts.
- No faculties meet Year 3 benchmark

#### **Demographic trends for Year 1 student progression**

##### **Gender:**

- Arts and Human Sciences: no impact on progression in AHS (both 61%).
- Business: 8% better progression for female students than male.
- Engineering, Science and the Built Environment: 7% better progression for male students (statistically significant due to higher actual numbers of male students).
- Health and Social Care: 7% better progression for male students (less statistically significant due to comparatively low actual numbers of male students).

##### **Ethnicity:**

- Arts and Human Sciences: white students' progression between 8-16% better than BME students .
- Business: 91% progression for Chinese students, compared to 49-54% for other ethnicities.

- Engineering, Science and the Built Environment: 86% progression for Chinese students, compared to 70% Black African and 69% White.
- Health and Social Care: Ethnicity appears to have little impact on progression.

### **Age:**

- Arts and Human Sciences: progression for students 21 and under is 66%, at least 10% better than other age groups.
- Business: progression for students 21 and under is 2-12% better.
- Engineering, Science and the Built Environment: older students perform 10% better than students 21 and under.
- Health and Social Care: progression for students 21 and under is 3%-9% better.

### **Disability:**

- Arts and Human Sciences: no significant trends
- Business: lowest progression is students in receipt of the Disabled Student Allowance.
- Engineering, Science and the Built Environment: no significant trends
- Health and Social Care: no significant trends

### **Entry qualifications:**

- Arts and Human Sciences: significant difference between A Level student progression (68%) and other qualifications - particularly BTEC (53%).
- Business: Access students with best progression in BUS, followed by A Level students, very low BTEC (46%) progression.
- Engineering, Science and the Built Environment: significant difference between BTEC student progression (49%) and other entry quals (67% to 83%); large number of 'not known' in 2011/12 is being addressed through better data capture at enrolment.
- Health and Social Care: larger proportion of entrants with previous HE qualifications (possibly indicating career changes or previous failure at higher education – qualification does not necessarily indicate initial award aim). Progression for this category is approximately 20% lower than other entry qualifications.

### **Fee Status:**

- Arts and Human Sciences: home students have lower progression than EU/Overseas
- Business: best progression is Overseas students, then Home.

- Engineering, Science and the Built Environment: home students have lower progression than EU/Overseas
- Health and Social Care: home students have lower progression than EU/Overseas