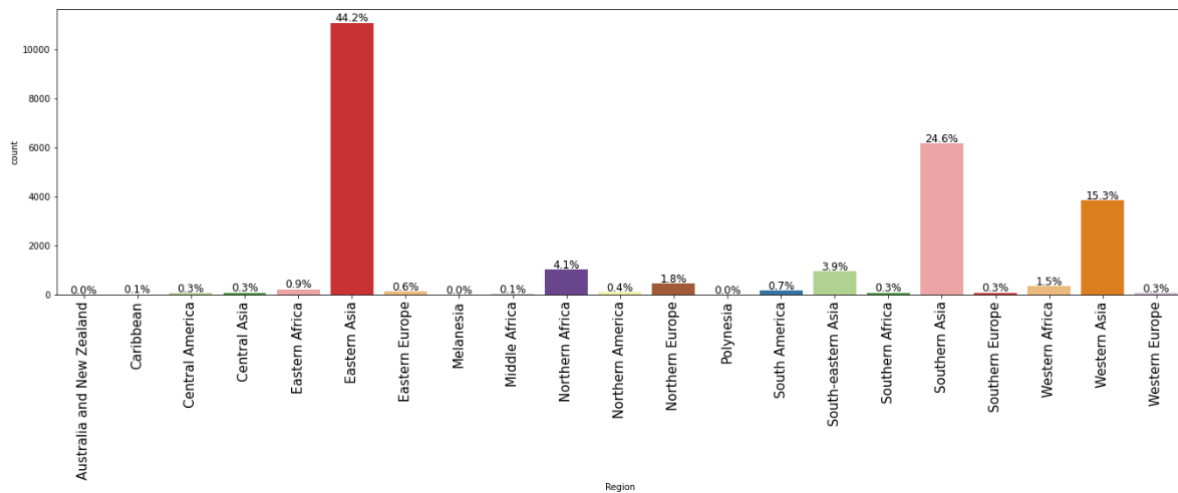


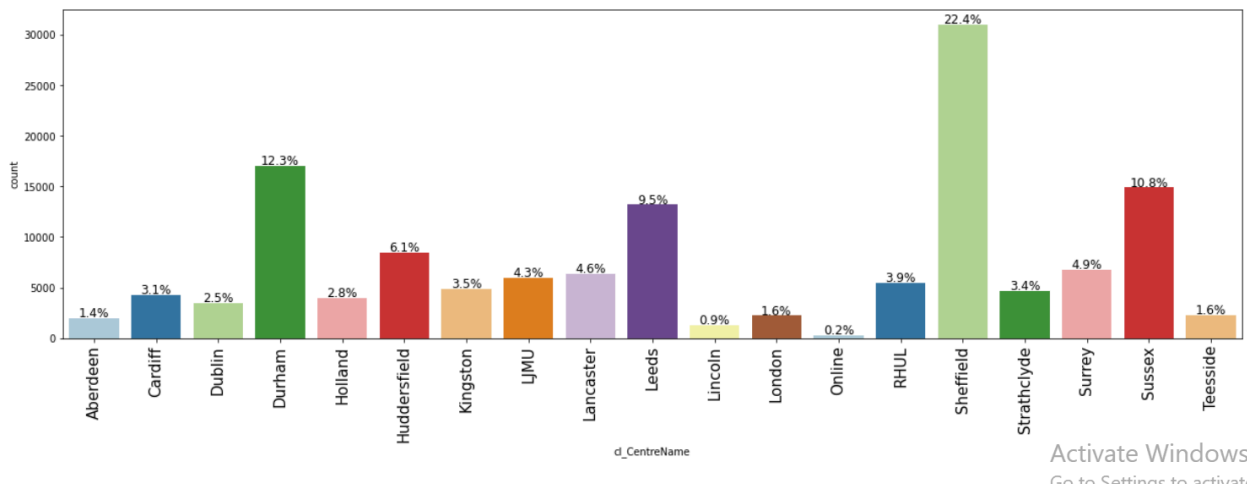
Insights From Study Group data

Enrollment of Student base on their Region



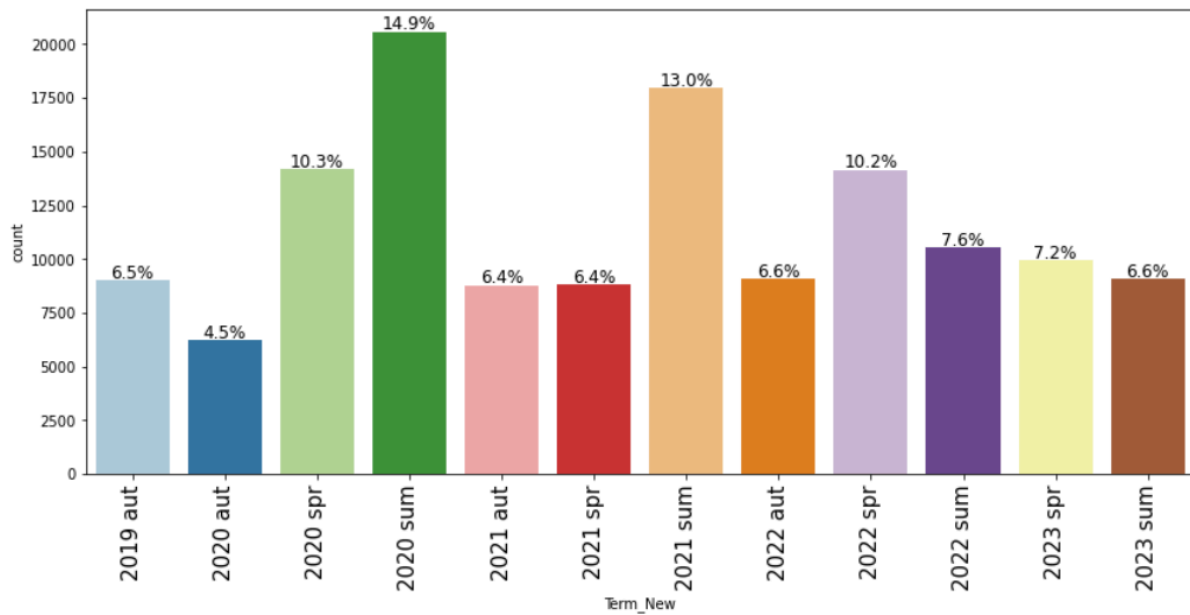
- 44% of the students are from Eastern Asia, 25% from Southern Asia and 15% from western Asia

Percentage of students per University of Choice



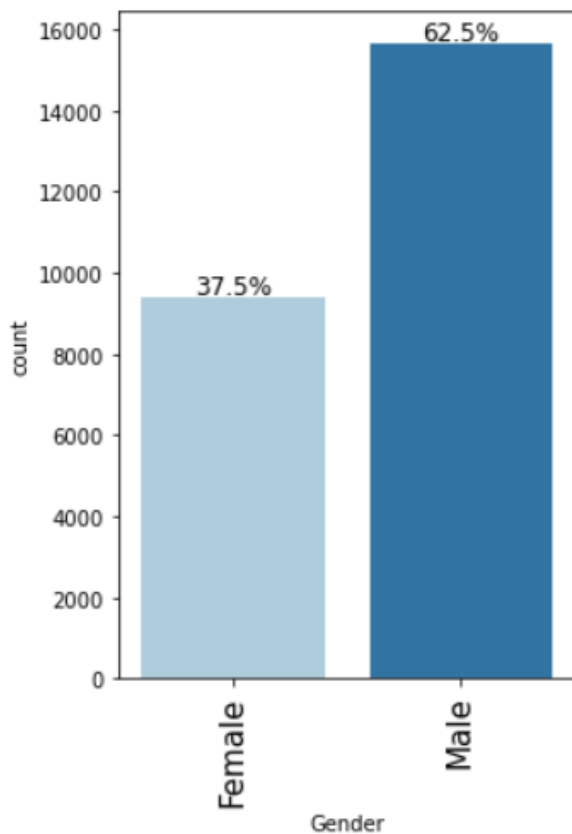
- Sheffield has the highest number of students which is 22% of the total number of students followed by Durham(12.3%) the Sussex(10.8%), then Leeds(9.5%).
- The centres with the least number of the students are Online(0.2%), Lincoln(0.9%) and Aberdeen (1.4%).

Distribution of student based on season



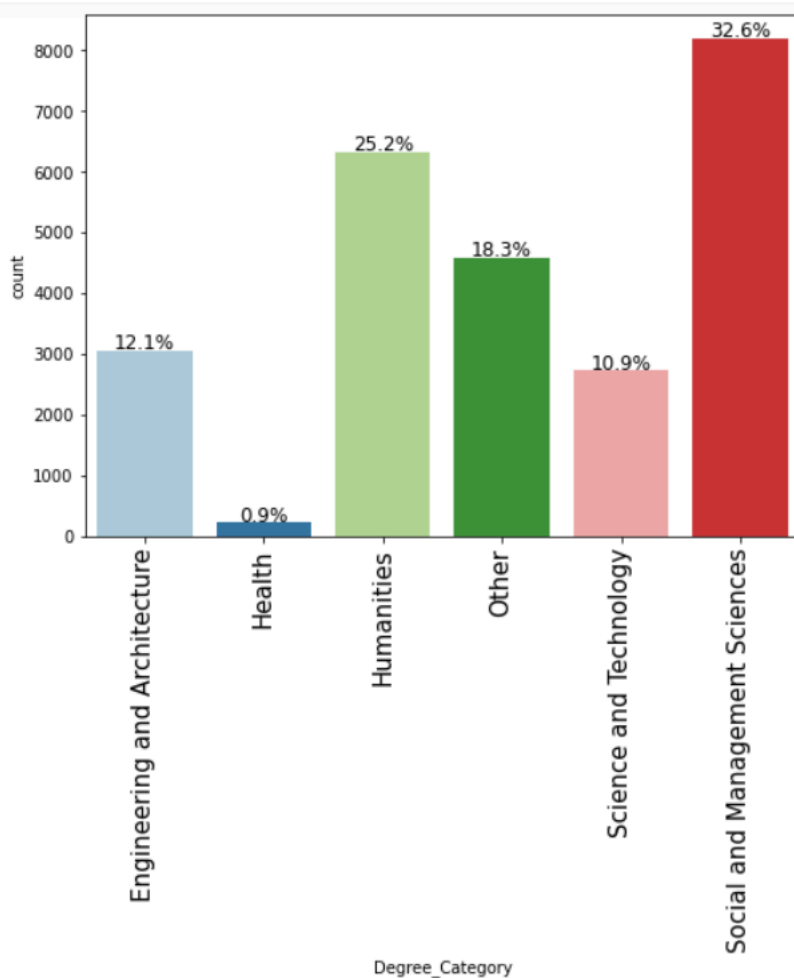
- The highest Number of Students enrolled in Summer 2020 follow by summer 2021

Gender Distribution of students



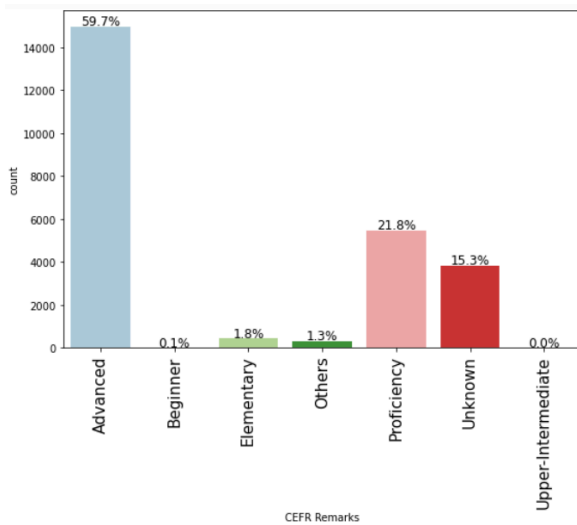
- 63% of the students are Male while 38% of the students are female.

Distribution of Student Based on Degree Category



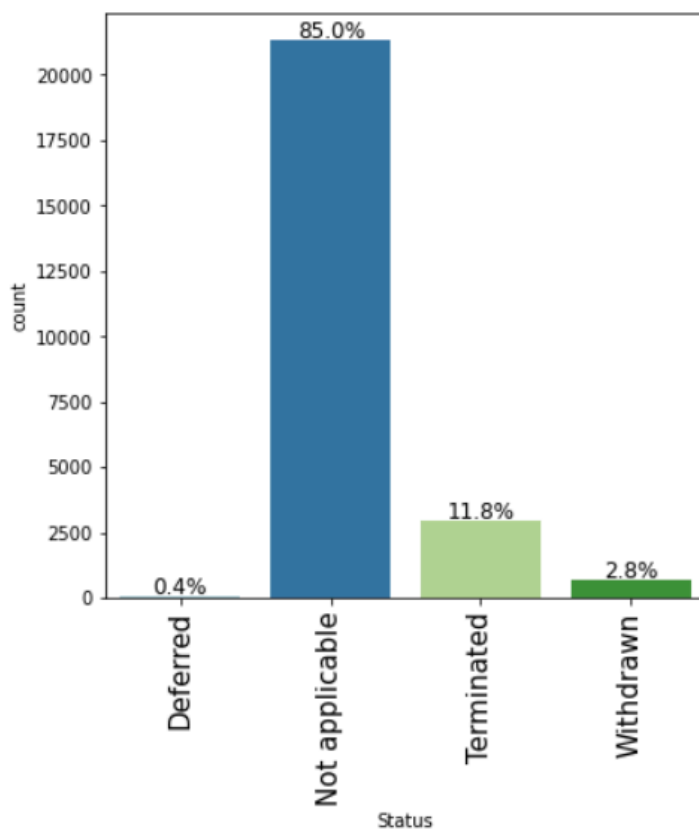
- 32.6% of the students choose Social and Management Science, followed by Humanities (25.2%), then Others(18.3%). Only 1% of the students enrolled for Health Sciences.

Distribution of Students based on English Proficiency



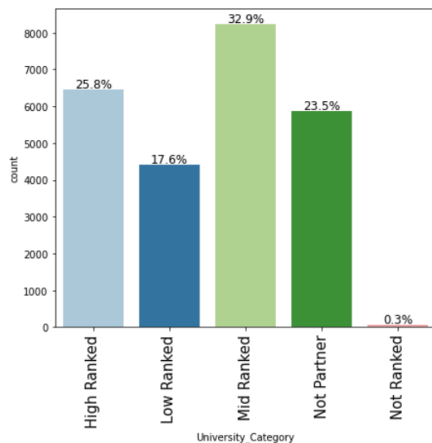
- 60% of the all the students are Advance in their English Proficiency, 21.8% are Proficient, 15.3% are unknown

Distribution of Students based on Course Completion



- 85% of students completed their course, 11.8% Terminated their course, 2.8% withdrawn and 0.4 deferred.

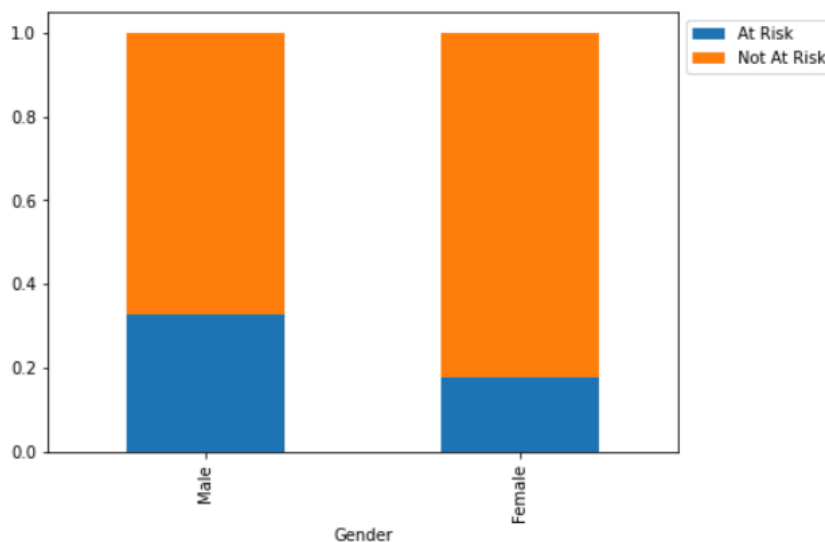
Distribution of University of choice Based on Global Ranking



- 33% of the students chose Mid Ranked University, 26% chose High Ranked University, 24% chose Not Partner University while less than 1% chose Not ranked University

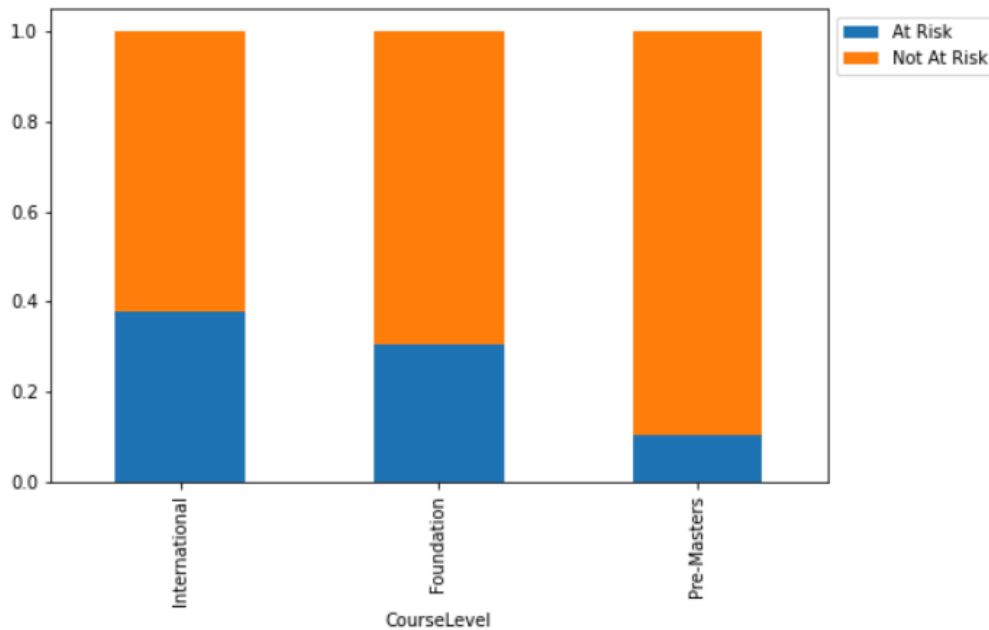
Gender Distribution of “At Risk” and “Not At Risk Student”

Risk_Status	At Risk	Not At Risk	All
Gender			
All	6771	18288	25059
Male	5116	10539	15655
Female	1655	7749	9404



- 33% of the total male students are at risk and 17% of the female student are at risk

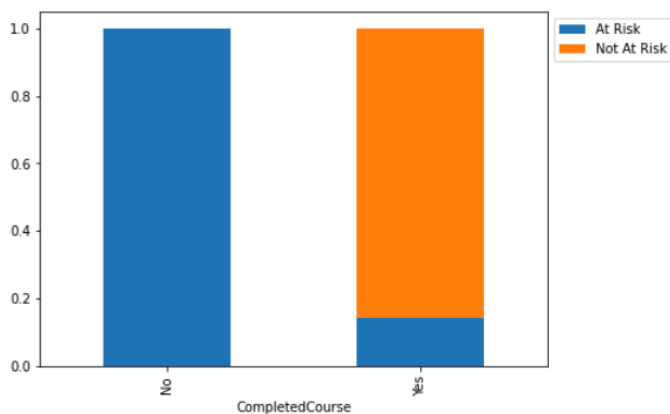
Distribution of “At Risk” and “Not At Risk Student” based on Level



- Almost 40% of the international Year 1 students are at risk, 30% of the Foundation students are at risk and 10% of the Pre-masters are at risk.

Distribution of “At Risk” and “Not At Risk Student” Based on Course Completion

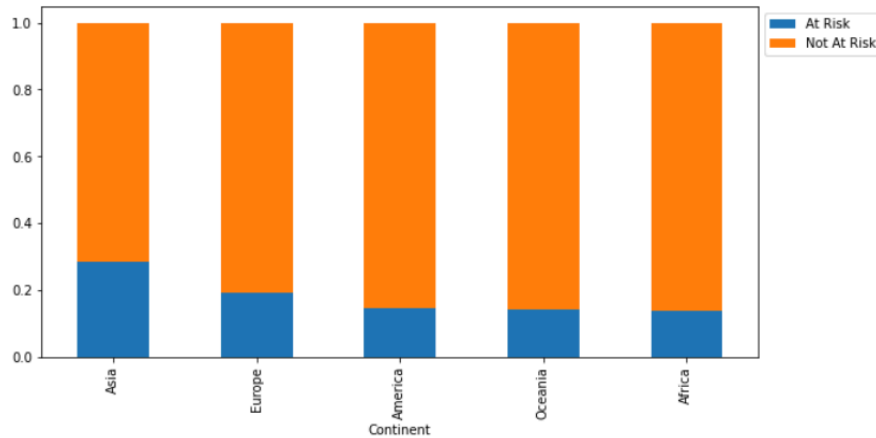
Risk_Status	At Risk	Not At Risk	All
CompletedCourse			
All	6771	18288	25059
No	3754	0	3754
Yes	3017	18288	21305



- All students who don't complete their course are at risk, however 14% of the students that completed their course are still at risk.

Distribution of “At Risk” and “Not At Risk Student” Based on Continent

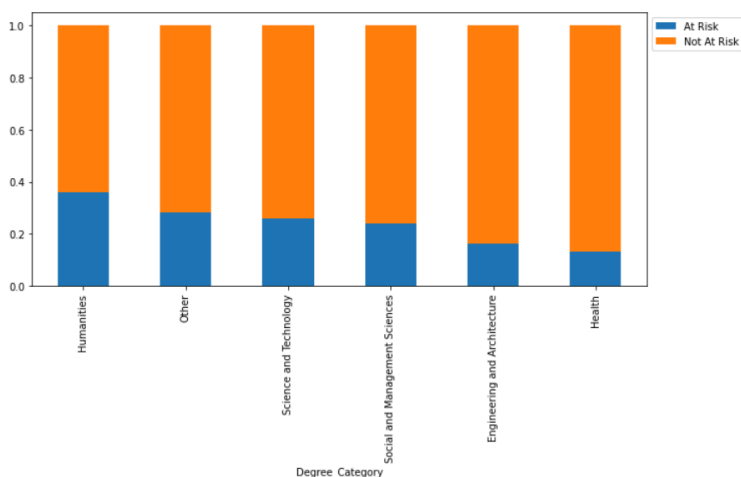
Risk_Status	At Risk	Not At Risk	All
Continent			
All	6771	18288	25059
Asia	6325	15821	22146
Africa	242	1515	1757
Europe	148	625	773
America	55	321	376
Oceania	1	6	7



- Almost 30% of students from Asia are at risk, 24% of student from Europe are at risk

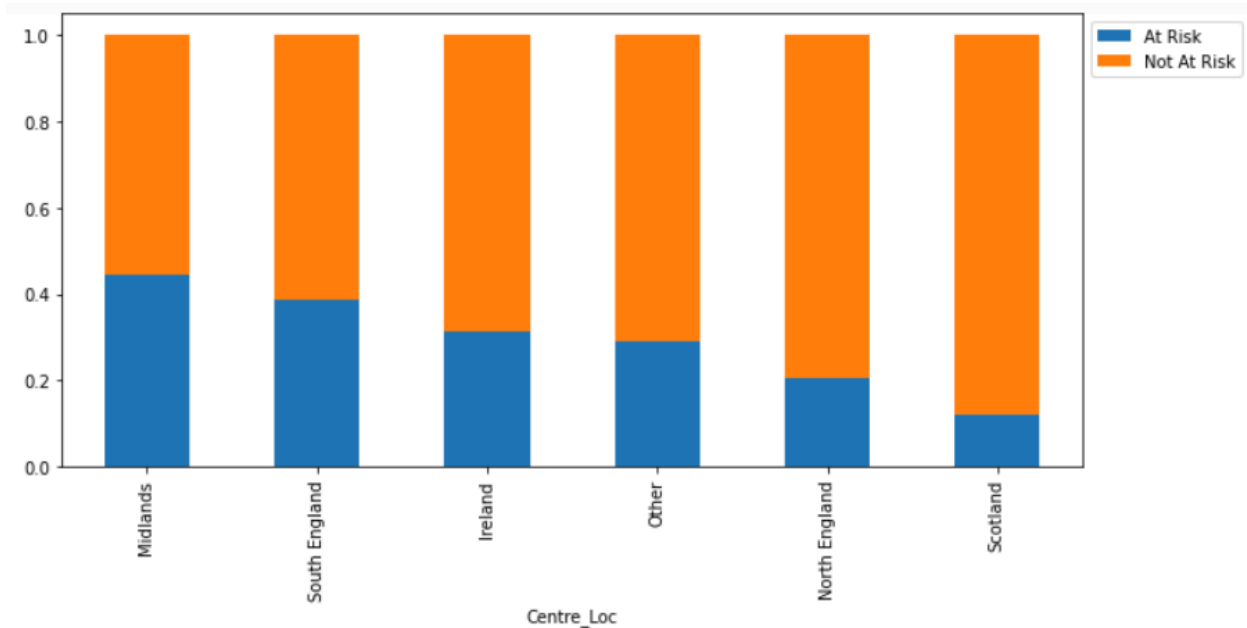
Distribution of “At Risk” and “Not At Risk Student” Based on Progression Degree Category

Degree_Category	At Risk	Not At Risk	All
All	6771	18288	25059
Humanities	2278	4031	6309
Social and Management Sciences	1968	6212	8180
Other	1291	3297	4588
Science and Technology	703	2017	2720
Engineering and Architecture	502	2542	3044
Health	29	189	218



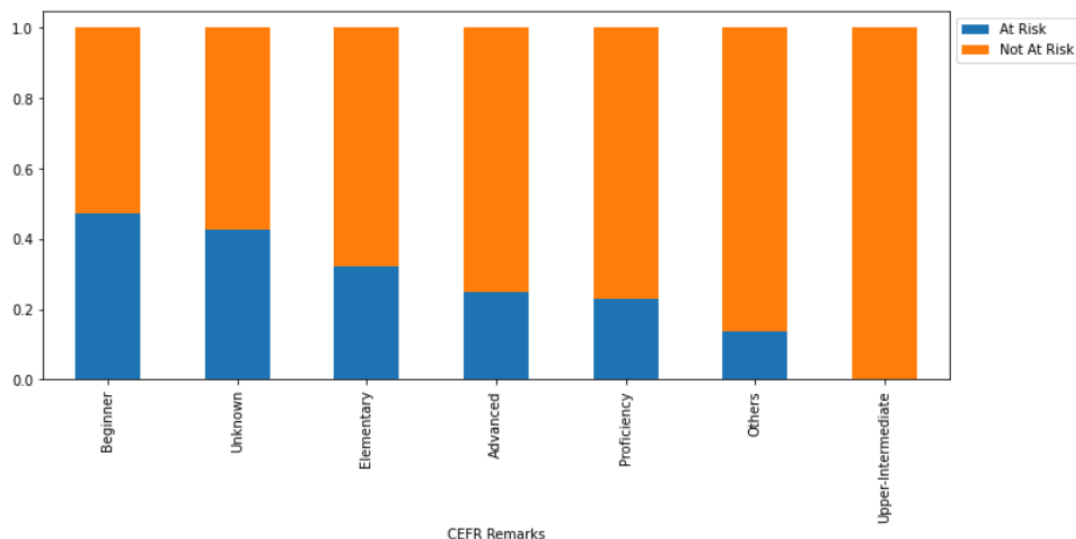
- Almost 40% of all the students that chose Humanity are at risk, followed by Others (mostly legal studies) .

Distribution of “At Risk” and “Not At Risk Student” Based on StudyGroup Centre Location



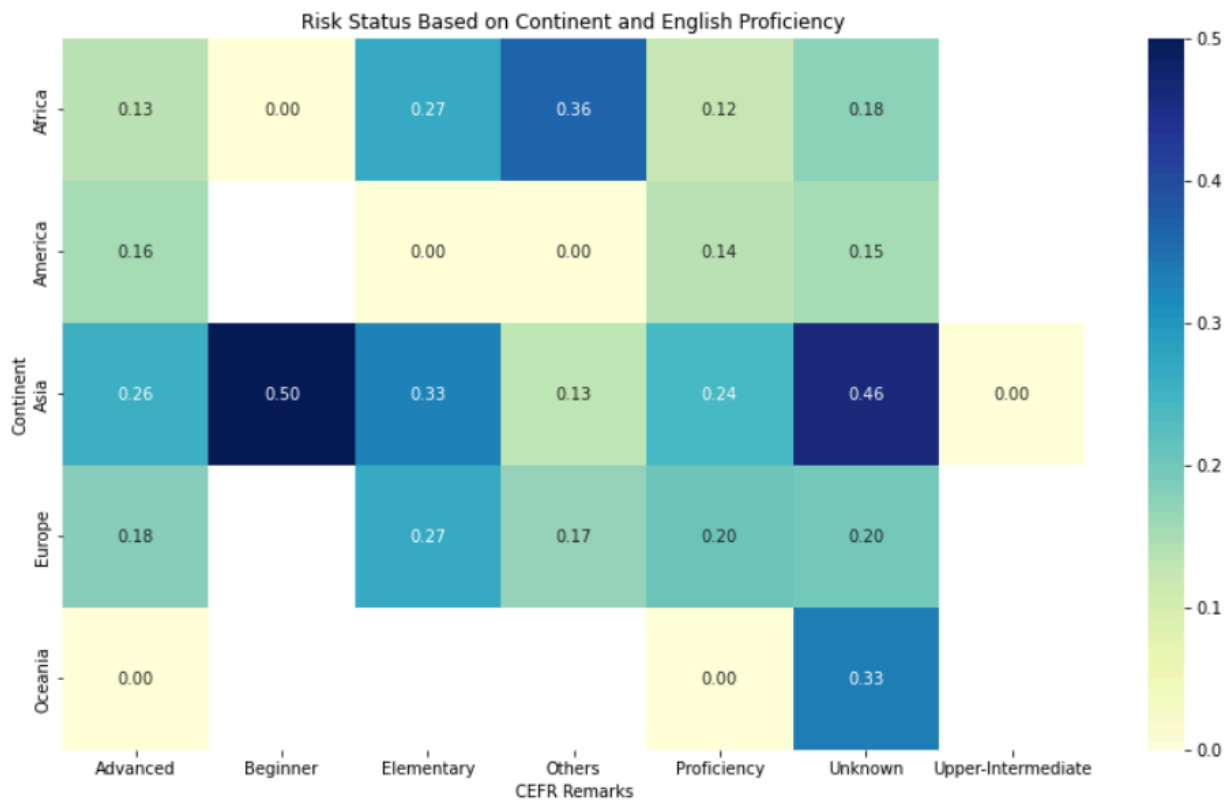
- Over 40% Students who registered at Midlands ('Cardiff', 'Lincoln', 'Teesside') are at risk, Almost 40% of students enrolled at South England (['London', 'Surrey', 'Sussex', 'Kingston') are AT Risk, 35% of students enrolled at Dublin are at risk.

Distribution of “At Risk” and “Not At Risk Student” Based on English Proficiency.



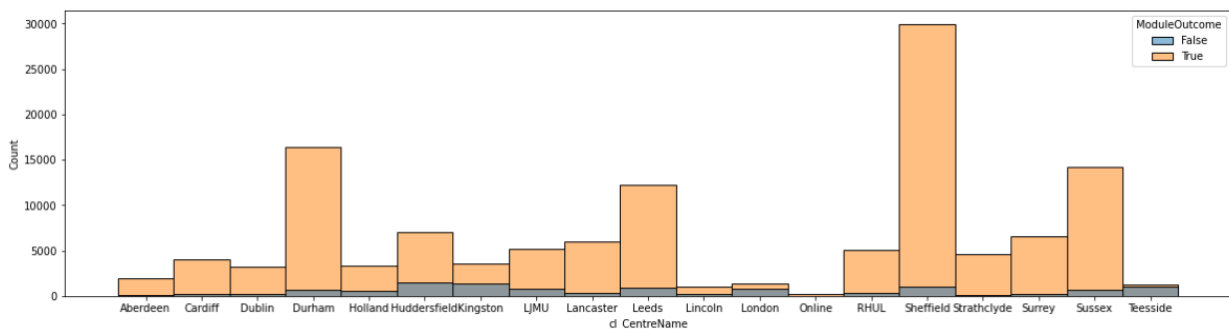
- 50% of the Beginner English proficiency level are at risk, over 40% of students whose English level are unknown are at risk, 36% of the Elementary level are at risk.

Risk Status Based On Continent and English Proficiency



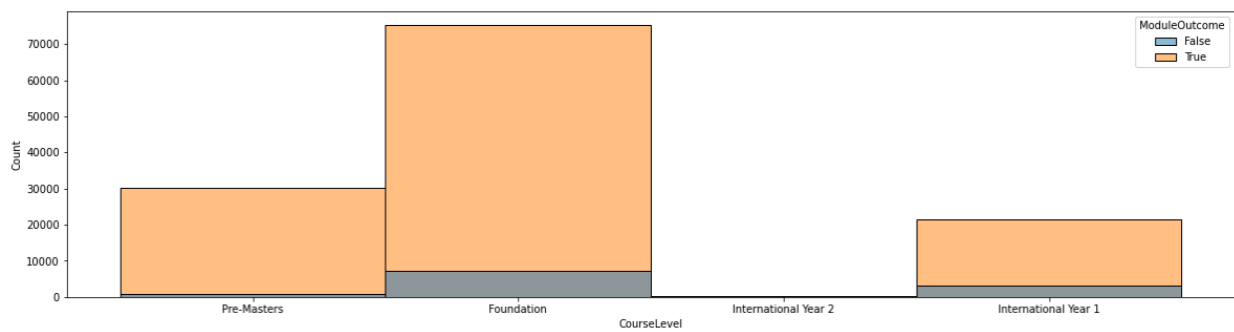
- Students who come from Asia and have Beginners English Proficiency are already 50% at risk.

Centre Enrollment Vs Modul outcome



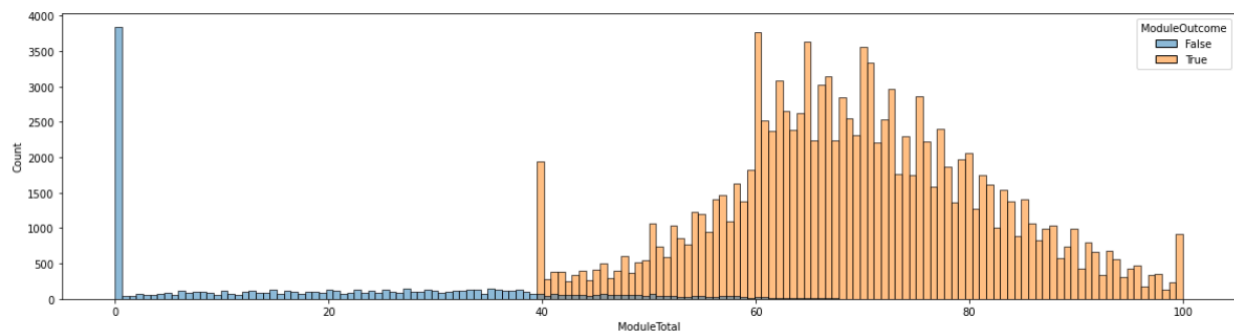
- Despite that Tesside has low Enrollment, They have high rate of failure, Huddersfield and Kingston also has high failure too

Educational Level VS Module Outcome



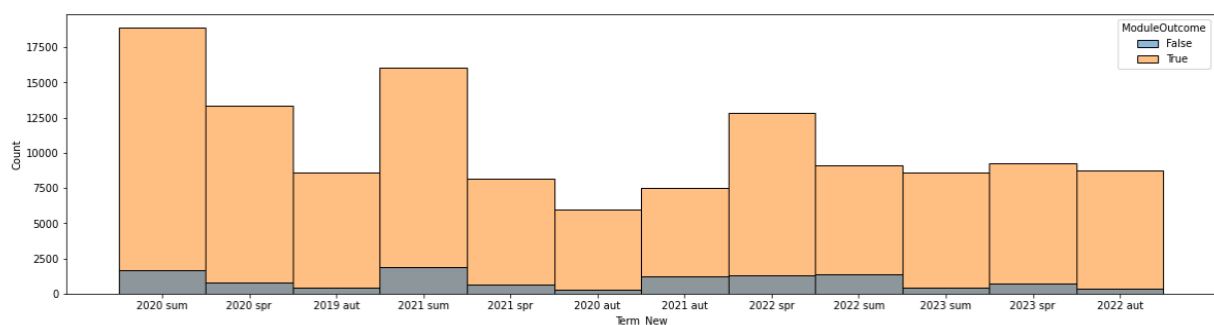
- Majority of the failure are from Foundation level follow by International Year 1

Educational Level VS Module Outcome



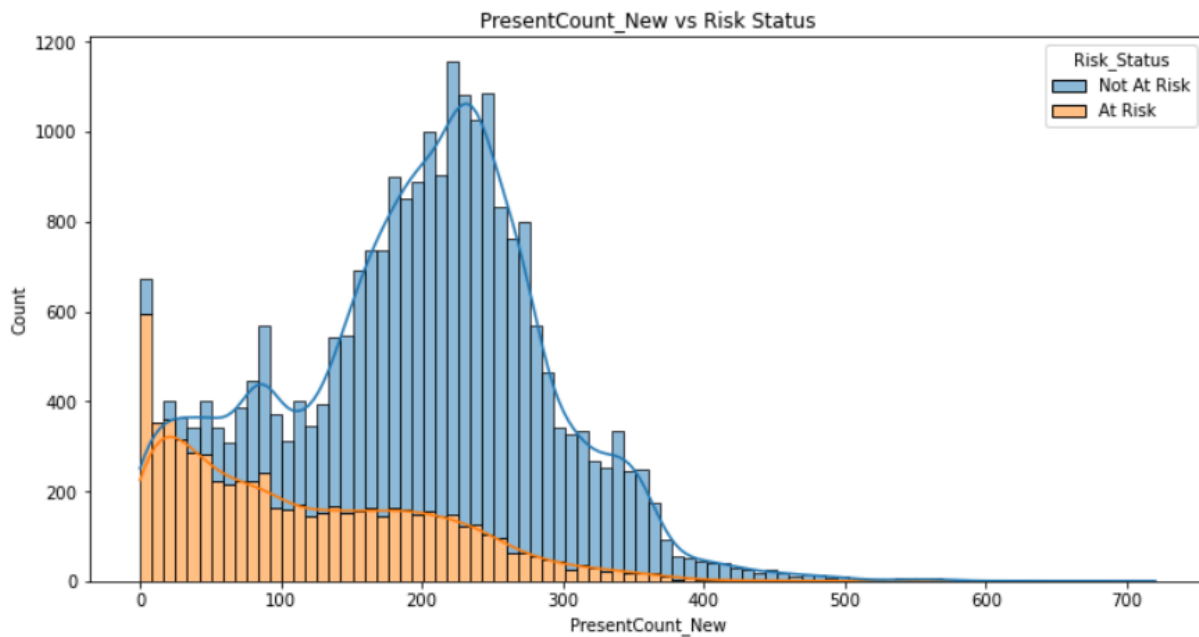
- The visualization above shows that the students that have low module total failed the most

Season of Enrolment Vs Module Outcome



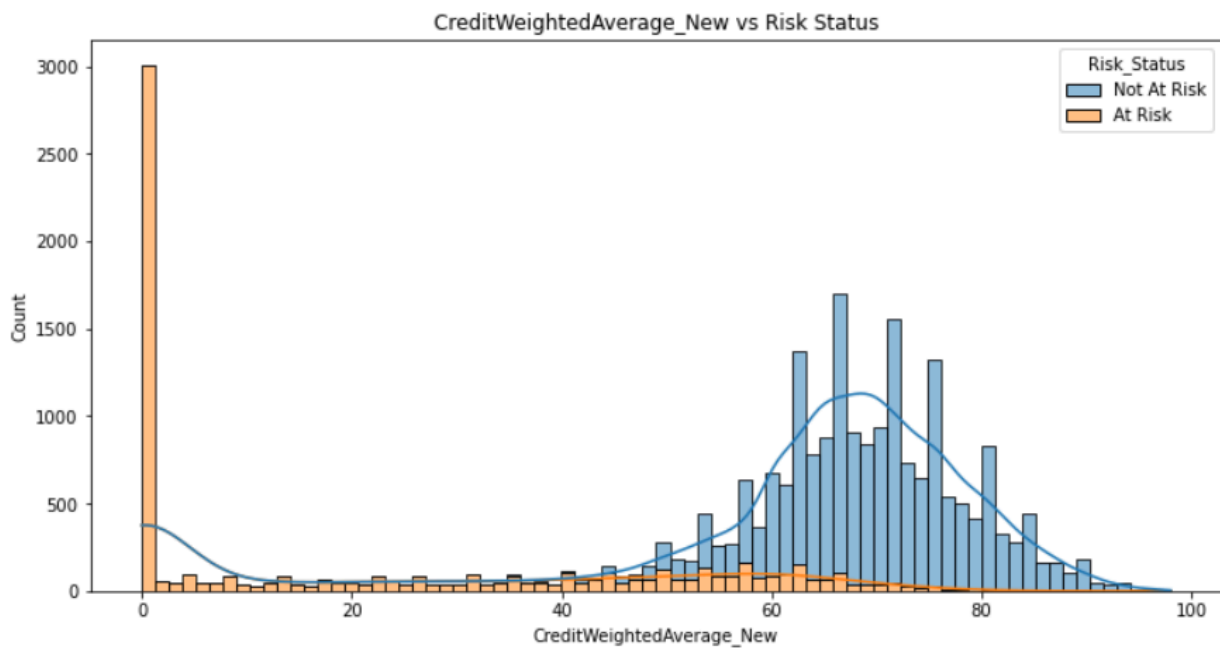
- More students failed their modules in summer than in any other season, it will happen in 2020,2021 and 2022. In 2023 it was bit lower

Student Attendance Vs Risk Status



- Students with low attendance have high chance of being at risk

Credit Weighted Average Vs Risk Status



- Students with Low credit weighted average have higher chance of being at risk

Observations

1. Enrollment Distribution:

- **University Distribution:** Sheffield has the highest student enrollment, representing 22% of all students, followed by Durham (12.3%), Sussex (10.8%), and Leeds (9.5%). The smallest centres are Online (0.2%), Lincoln (0.9%), and Aberdeen (1.4%).
- **Enrollment Year:** The largest group of students enrolled in 2019 (31.6%), followed by 2021 (24.2%), 2020 (23.8%), and 2022 (20.3%).
- **Course Level:** More than half of the students are in foundation courses, with 17.8% in International Year 1, 22.4% in Pre-Masters, and 0.2% in International Year 2.
- **Intake Season:** The most significant intake was in Summer 2020, followed by Summer 2021.

2. Performance and Attendance:

- **Module Performance:** Over 90% of students passed their modules, while only 8% failed. 80% did not need to retake exams, whereas 19.7% did.
- **Score Distribution:** The average total score across students is 68. Students who needed to retake exams typically scored between 40 and 60 on their first attempt, with an average score of 46.
- **Credit Achievement:** The average module credit contribution is 9, with a trimodal distribution observed around 0, 10, and 20 credits.
- **Attendance:** Students attended an average of 30 sessions, were late once, had 2 authorised absences, and 5 unauthorised absences. The average attendance percentage was 85%.

3. Risk Factors:

- **Gender:** 33% of male students and 17% of female students were found to be at risk.
- **Course Level:** 40% of International Year 1 students, 30% of Foundation students, and 10% of Pre-Masters students were also found to be at risk.
- **Completion Status:** All students who did not complete their course were at

risk, while 14% of those who completed their course were found to be at risk as well.

- **Region:** Almost 30% of students from Asia and 24% from Europe were at risk.
- **Field of Study:** 40% of students in Humanities were at risk, followed by others (mostly Legal Studies).
- **Location:** Over 40% of students in Midlands centres (Cardiff, Lincoln, Teesside) and nearly 40% in South England centres (London, Surrey, Sussex, Kingston) were at risk. 35% of students in Dublin were also at risk.
- **English Proficiency:** 50% of students with beginner-level English were at risk, as were over 40% of those with unknown proficiency and 36% of those at the elementary level.
- **Combinations:** Asian students with beginner English proficiency were found to be at 50% risk level.

4. Specific Observations:

- **Teesside, Huddersfield, and Kingston:** Despite low enrollment, these centres have high failure rates.
- **Summer Intake:** More students fail their modules in summer than in any other season.

Recommendations

1. Attendance Improvement:

- Students with low attendance are most at risk of failing. Encouraging consistent attendance is crucial.

2. Targeted Academic Support:

- **High-Risk Centers:** Teesside, Huddersfield, Kingston, and London have the highest failure rates. These centres need additional academic support.
- **Teesside and London:** Both have significant failure rates across multiple modules. Focused interventions should be implemented to prevent further failures.

3. Emphasis on Module Scores:

- Students with low module scores are at higher risk of failing. Encourage students to prioritise assignments and tests to boost their scores.

4. Credit Achievement Focus:

- Students should aim to achieve above 5 credits in their modules, as lower credit scores are correlated with higher failure rates.

5. Seasonal Support:

- Summer sessions have seen higher failure rates across multiple years. Additional support during this period may help reduce these failures.