Group Profile

QUALIFICATION	UAL Diploma & Extended Diploma in Art & Design
PATHWAY	Level 3 Year 1 Fashion Photography

LECTURER	Russell Squires	SUPPORT	Russell Squires

DISCLAIMER

This group profile is not based upon any learner under my pastoral care, past or present; it is designed and published for educational purposes only as part of my teacher training.

SUMMARY OF COURSE STRUCTURE AND INTAKE

This is the fourth year that this pathway has been delivered under the UAL specification; it is a two-year program, comprising of the first year Diploma and the second year Extended Diploma. Since its formation it has witnessed two-year groups graduating, with a healthy number of continuous leaners advancing to Higher Education.

The course welcomes learners from multiple disciplines and levels; approximately half of learners are direct from school, then the remaining learners are graduates from a Level 2 creative course.

There is one tutor group, which is delivered over three days comprising of practice, theory and Directed Independent Study. The core lessons are delivered by the primary lecturer; with two sessions delivered by a secondary lecturer.

OVERALL GROUP PROFILE

TOTAL	12	MALE	05	FEMALE	07
13-15	01	16-18	09	19+	02

Six learners (A, B, C, D, E & F) are direct from local schools; they have completed a relevant creative programme at GCSE level and have attended a taster day, in which they evidenced an understanding of the subject specialism and demonstrated a creative aptitude.

Five of learners (G, H, I, J & K) are internal graduates, who completed the Level 2 program in 'Media Studies' and have evidenced the learning and production skills required to develop. Assessment for learning was carried out through Internally Verifying their Level 2 work and conducting the same exercises that were employed during the taster day.

The final learner (Z) is currently on day release from secondary school; they have evidenced an advanced level of theoretical study within their GCSE coursework, standard differentiation tactics, can no longer support this learner. To challenge their development, they are attending the theory sessions for one day per week, which aligns with their school program.

Three learners are enrolled in Maths or English; they have bespoke timetables for this, which does not conflict with the core programme. To support their development, key themes, which are set by the Maths & English department, will be integrated into the core sessions when appropriate, to facilitate an integrated learning strategy and support minimum core.

INITIAL ASSESSMENT FOR LEARNING

During the taster days, the learners were put through a series of practical and theory based exercises, which were designed to measure their understanding and perception of visual language. Cognitive games, such as a Tarsia puzzle on colour terminology, which developed into a discussion about colour theory and analysing the learners' fashion was successful in measuring their knowledge and preferred learning methods. Research methodologies, were gauged through a homework task, which also strengthened their self-directed pathway.

Through receiving Prior Learning records from the schools and accessing the internal graduates current group profiles, it is evidenced that four of the learners (D, E, H & J) have learning difficulties such as dyslexia and dyscalculia; two learners (E & H) have Education, Health & Care Plans; see specific learner profiles for strategies.

DELIVERY OF SPECIALISM

The course is comprised of nine units, which are governed by the UAL specification regarding learning outcomes and assessment criteria; however, the development of the curricular and the guiding content is open to interpretation by the centre and the primary tutor delivering the subject specialism. These nine units are delivered in a linear structure, yet they are not exclusively dependent on the successful interpretation and completion of the preceding units learning outcomes. The course can be viewed holistically, which is underpinned by a spiral-learning model; this enables the cyclic delivery of key components, where through their reinforcement and review, will increase long term memory acquisition.

The group have evidence a strong assimilation of learning through demonstrations and practical engagement; their visual learning style is strongly supported by kinaesthetically orientated exercises. When they are assigned a practical task, provided they have a target source, the majority of the learners can successfully engage in a reflective developmental approach. Three learners (D, H & J), sometimes require further support via one-to-one demonstrations to support their understanding.

The assimilation of sociological and subject based theory and its contextualisation towards their practice, is an area to develop. Overall, the learners have evidenced a strong practice towards visual research, where they have clearly demonstrated their ability to emulate the target material and adapt techniques to develop their own work. The group, in particular learners (D, E & H), do not respond well to reading large chunks of theoretical text; however, the theory can be embedded during practical sessions. A tactic that is evidencing results, is to engage in group discussions; through tapping into issues and topics of interest to the learners, important key themes are gradually being examined and debated.

An recent example of this embedded theory, was that a large proportion of the learners have recently passed their driving test and are seeking insurance; this lead to a topical discussion on equality between the sexes regarding the different rates applied. During discussions, two of the learners (B & K), exhibit a vocal presence, where they have strong opinionated views on most subjects. Whilst this is good and allows for expression; their presence can be dominating over the quieter learners. To overcome this, role reversal tactics have been employed to placate the learners' ego state and give them a sense of achievement; this then allows alternative questioning to the group to maintain the flow and progress.

Note! Regarding learner (Z), although they have evidence a mature level and understanding of key issues; the material delivered will still need to adhere to strict polices and guidelines, such as covering subjects covered by RSE. The 16-18-year-old learners' have been advised to respect (Z's) age and show consideration when conducting themselves.

DELIVERY OF MINIMUM CORE

As stipulated in the 'Funding education for 16-19 year olds' policy, which is set by the Education and Skills Funding Agency; three of the learners (D, E & H), have to attend English and/or Maths classes to obtain their GSCE's. Learner (D) has to attend both English and Maths, whilst learners (E & H) only attend English.

Through delivery, application and feedback, English is promoted and analysed with the learners. At the start of each unit, the learning outcomes are deconstructed and interpreted to enable the learners to fully understand what is required. During discussions, dialogue and language is examined to support development and to ensure that there are no conflicting contexts used to analyse and critique work. One-to-one tutorials are implemented to provide the learners with unit feedback and grades. This is carried out through asking them to read the comments box first; then they are guided through each point where it is broken down and interpreted into practical and suggestive feed forward scenarios.

DIFFERENTIATION

A primary element, which ensures that the learners are suitably challenged and guided, is the formation of resources that have a comprehensive instructional design. To support the unit, a series of practical workshops are delivered, which provide the learners with the necessary skills to feed into their practice. Hand-outs are created, which encompass basic text, illustrations and more sophisticated guides in creating, applying and developing. Target images provide the visual learners with a finished outcome to aim for; the different levels of instructional text inform the majority, whilst the kinaesthetically based learners are guided by practical demonstrations into the techniques. This is further supported, through encouraging self-directed learning via the assimilation of online 'YouTube' tutorials.

Written into the hand-outs are a set of smart learning outcomes, these outcomes are based upon a Higher-Order structure of development; before the learners start, these outcomes are read to the class to be discussed and question if needed. To support advanced learners, an optional 'Challenge Target' is set, so if they complete the primary task, they can further develop and examine other options.

The outcome of these workshops, are governed by the learners' ability; although a target and clear guidelines are provided, it is not paramount that the process or the outcome has to be rigorous in application. If the learner has produced a varied result, this is still acceptable, as it will still provide evidence of action and development.

During practical sessions, when learners are engaged in production, they are observed and guided upon their progression. At this point, one-to-one dialogues can further enhance differentiation; for the weaker learners that require detailed explanations, guidance can be broken down into smaller achievable targets. Then for the more able students, targeted questioning at a more sophisticated level can be employed to challenge and foster a stronger independent thought process.

TARGET SETTING

The units learning outcomes are made clear from the start; they are deconstructed and examined to provide the learners with an understanding on how to evidence them in their coursework. Throughout the program of study, these outcomes are reinforced, where examples are further illustrated and discussed to guide development.

To evidence progression and to provide personalised objectives, the learners are required to set regular Smart Targets; these take the form of entries onto their student portal page, which is a record of their overall academic history. The purpose of Smart Targets is to provide the learner with specific measurable task to be completed by a set date; these can typically take the form of micro-targets associated with a specific project for a one week review, or they can detail an overall, progressive behavioural target, which could be examined at the end of term.

Learner generated Smart Targets are positive in strengthening self-directed progression; however, it has been evidenced that this group do not create challenging or targets of an academically mature nature. To further support individual progression and a stronger differential approach, joint targets set by the learner and lecturer; these evidence clearer achievable results. These joint Smart Targets are typically structured during one-to-one tutorials, where they can act as feed forward advice based upon given feedback.

ASSESSMENT OF LEARNING

The assessment method required by UAL is the examination of submitted coursework; aside from learners (D, E & H), who are undertaking GCSE's there are no standardised tests. The learners' progression is measured and assessed throughout the term via a number of methods and opportunities. A crucial formative event is the interim group critique, where the learners have to prepare and present their work-in-progress to the class for peer critiquing. As this provides all participants with a broad range of suggestions, it is down to the individual to synthesise the information and determine the best course of action.

During specific workshops, the assessment of learning is typically measured against an end product; to support the learners' variance and to strengthen differentiation, the whole process is assessed holistically. This can be evidenced via the learners' online learning log, where they write about workshops and comment about their participation and the results of the outcome. Learner (A) is exceptionally self-critical in terms of producing a strong visual outcome; on occasion, when the final artefact is not of a high standard, they can evidence a more critical understanding of the process and formulate new feed forward ideas

FEEDBACK

The majority of feedback is verbal, which is conducted informally, during practical sessions; this provides the learners with a 'reflection in action' response, in which possible solutions can be suggested for development.

With this group, there is an overall apprehensiveness evidenced, although learners (B & K) are quick to give opinion during classroom discussion; they are not as receptive in receiving criticism in an open class environment. The most effective feedback method is to conduct one-to-one personal tutorials; these sessions provide an ideal opportunity to formulate joint Smart Targets and discuss overall progression. During assessment feedback, a written report is generated for the learners to read and analyse; this is then used to create specific feed forward Smart Targets, which are guided by the overall learning objectives of the primary unit.

STUDY SUPPORT

Learner (D)	In Class

This learners severe Dyslexia has an obvious impact on their progression in English; there is an on-going investigation into its effects towards their maths study, where it is currently being investigated about the possibility that they also have dyscalculia. During sessions, a Learning Support Assistant is provided; further support is given during sessions by going through the learning outcomes and proposing alternative pathways. They have been provided with a personal laptop to facilitate self-directed study; it has been loaded with relevant text-to-speech software and voice notation apps for structuring their blog posts.

Learner (E)	In Class

Difficulty in reading and writing; their attendance to English is very good, where their tutor has praised their overall development. Continuous use of higher-order learning objectives for hand-outs is supportive, as they hone in on the bright red coloured font. The conversion from traditional hand-written sketchbooks to the online learning logs/blogs was welcomed by the learner as a quicker means to evidence their findings; however, it has been expressed that traditional note taking is still encourage as this strengthens neuro-sensory experiences and motor skills, which in turns supports their creative practice.

Learner (H)	In Class

Although this learner has dyslexia, their approach to literacy is good; they have evidenced some very expressive and mature texts throughout the term. When providing hand-outs and written feedback, they have asked that key terms and important passages be highlighted to make them aware of their importance. During one-to-one tutorials, they do not interpret constructive criticism very well; they become defensive and sometimes argumentative.

Learner (Z)	In Class

This learner's age is factor to take into consideration; because of their perceived alienation their social interaction is limited. Overall they feel shy amongst the group; they find it difficult talking and speaking about their work. The group are aware of this and sometimes exasperate the matter by indirectly excluding (Z) from topics of conversation. Further support is being investigated to formulate new strategies for their classroom integration.

HEALTH ALERTS

LEARNER	ISSUE	ACTION
(D)	Medical/Physical	Mild Eczema, aggravated with chemistry.
(E)	Medical/ Physical	Has Chronic Fatigue Syndrome, ensure that regular breaks are taken. (EHCP)
(H)	Medical/Mental	Is Bi-Polar, see specific 'Learning Strategies' for further advice. (EHCP)
(Z)	Medical/Physical	Mild asthma, rarely triggered.

Name	Learner (D)	
Preferred Name	Learner (D)	

Medical	X	Emotional		Learning Diff	X
Mobility		Assistive Tech		Risk Assess	
Exam Notes		Exam Ext	X	ECHP	

Aspect	Starting Points	Learner Progress
GCSE Maths	G	Has failed GCSE's twice now.
GCSE English	G	Has passed mocks and receiving support.
Other Qual.	Art & Design - B Geography - D Science - E Humanities - D Physical Ed - C	Is attending functional skills and receiving LSA support during lessons.
Current Grade	Pass	Target Grade — Merit
Learning Strategies	The severe Dyslexia is having an impact on (D's) self-esteem; during practical sessions where (D) evidenced a strong result, ensure that this is recognised through positive reinforcement. When possible, produce clear and readable hand-outs; discuss LO's with (D).	

Name	Learner (E)	
Preferred Name	Learner (E)	

Medical	X	Emotional		Learning Diff	X
Mobility		Assistive Tech		Risk Assess	
Exam Notes		Exam Ext	X	ECHP	X

Aspect	Starting Points	Learner Progress
GCSE Maths	C	N/A
GCSE English	D	Achieved positive feedback from tutor.
Other Qual.	Film Studies - B Photography - D Science - E Geography - D I.T. - C	During independent study sessions, (E) is sitting in with the Media students to learn more about film.
Current Grade	Pass	Target Grade — Merit
Learning Strategies	Under the physiological level of Maslow's hierarchy of needs, ensure that the environment is supportive of (E's) fatigue. A reasonable adjustment can be made to the sessions timing to accommodate an extra break, if required. Signal card system in place for notification.	

	Name	Learner (H)
	Preferred Name	Learner (H)

Medical	X	Emotional	X	Learning Diff	
Mobility		Assistive Tech		Risk Assess	
Exam Notes		Exam Ext		ECHP	X

Aspect	Starting Points	Learner Progress
GCSE Maths	C	N/A
GCSE English	E	Is responding to creative story telling.
Other Qual.	Art & Design - B Geography - D Science - E Spanish - D Physical Ed - C	Achieved a Merit in Level 2 'Media Studies'.
Current Grade	Merit	Target Grade	Distinction

Learning Strategies	A safe place has been designated for (H) for when their condition affects their perceived safety and wellbeing. The room is known by all relevant teaching staff and first aiders; it is not lockable. Responds well to texts handouts, with colour coded/highlighted sections.

	Name	Learner (Z)
	Preferred Name	Learner (Z)

Medical	X	Emotional		Learning Diff	
Mobility		Assistive Tech		Risk Assess	
Exam Notes		Exam Ext		ECHP	

Aspect	Starting Points	Learner Progress
GCSE Maths	N/A	N/A
GCSE English	N/A	Is developing their vocabulary in discussions.
Other Qual.	Photography - TBA Technology - TBA Science - TBA Humanities - TBA French - TBA	Notes provided from the school indicate that (Z) is achieving very well in all subjects
Current Grade	N/A	Target Grade	Merit

Learning Strategies	Learner (A) has been assigned as a 'study buddy' to foster a stronger social interaction. Avoid exclusion by guiding the discussion and employing the ball/questioning technique. As (Z) is only attending theory, recap prior sessions to contextualise the topic.