**UAL Foundation Diploma in Art and Design**

**Part 1 Tutorial Form**

**Section 1. Students, please fill in this section and email it to your tutor before the tutorial.**

#### **1. Introduction and Welcome (5 minutes)** Warmly greet the student to set a welcoming tone. Frame the purpose of the tutorial:**"Welcome to the part 1 tutorials – I am Rebecca, I teach in Specialist Painting and am your tutor today.**

**This time together is to get to know you better and ensure you feel supported and included as part of our community here as well as to share a little feedback. It is not an assessment of your work so do not worry, I will be writing up our notes as we speak so if I look like I’m not listening, please don't worry, I am!"**

**2. I thought I might ask you to Introduce yourself bySharing a photo that reflects how you're feeling about the course can help me understand where you are right now and how I can support you."**

**Can I ask you to share your photo?**

* Follow-up questions:

**"What about this image reflects how you’re feeling about being part of this course?"**

**"How do you feel connected to the learning community here? Are there any areas where you feel disconnected?"**

If challenges arise, explore how to help them feel more included:
**"What would help you feel more supported or included in the course?"**

**Support**:

* **General Well-being Support**: Encourage students to contact Student Health if they need assistance with well-being (studenthealth@arts.ac.uk).
* **Pastoral Support**: If the student mentions personal challenges, such as mental health or financial issues, direct them to Student Services. For health, mental health, immigration, finance, or chaplaincy, students can receive guidance from Student Services.
* **Academic Support**: If the student needs support with their workflow or their writing.

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| Name: |
| Student ID: |
| Group: |
| Mobile number: |
| **Do you have a job? If so, how many hours a week do you work?** This question is to give you some context about the student for the tutorial.   |
| **How long does it take you to travel in college?**This question is to give you some context about the student for the tutorial. Action: If their work/travel is impacting studies, suggest ways to manage commitments and refer to student support services for further guidance. |
| **Do you have caring responsibilities? "& Do any caregiving responsibilities impact how connected you feel to the course or community?"**If yes, your tutor will talk to you about a [Parenthood and Caring Support Agreement.](https://www.arts.ac.uk/students/student-diversity/student-parent-and-carer-support)The student can set up a [Parenthood and Caring Support Agreement (PCSA)](https://www.arts.ac.uk/__data/assets/pdf_file/0032/414689/Student-parenthood-and-caring-support-guidance_v1a_11.2023.pdf). This gives them support and adjustments (like an ISA does). They do it through contacting Student Health studenthealth@arts.ac.uk   |
| **Do you have a disability or are neurodivergent? Do you have an Individual Support Agreement (ISA) in place?"**If yes, your tutor will talk to you about an [Individual Support Agreement](https://www.arts.ac.uk/students/student-services/disability-and-dyslexia). The student can set up an Individual Support Agreement. This gives them support and adjustments. They do it through contacting disability disability@arts.ac.uk  If they have an ISA please check they are happy with the support or adjustments they are getting, if not signpost them back to disability.  Action: If they have an ISA, check if they’re satisfied with the support provided. If not, direct them to the Disability team (disability@arts.ac.uk).ISA Management: The ISA provides adjustments, so ensure they feel supported. If they need more adjustments, guide them to update their ISA with Disability Services. |
| **Are you care experienced?**If yes, your tutor will talk to you about [support we can offer.](https://www.arts.ac.uk/students/student-services/student-advice-service/support-for-care-leavers) The student can access advice and support through student services. They may be eligible for a bursary and benefits. The contact there is Lisa Daniels l.daniels@arts.ac.uk . If the student is nervous about making contact themselves you can send an introductory email (with the consent of the student). They can also just contact student services and they will be referred to Lisa or an appropriate colleague.   |
| **Are you registered with a GP? (General Practitioner (Doctor))** If no, you can find a doctor here: [Find a GP](https://www.nhs.uk/service-search/find-a-gp)All students should be encouraged to register with a GP.  Action: All students should be encouraged to register with a GP. If they mention a condition affecting their studies, you can refer them to Student Health for guidance. |
| **Is there anything you would like us to know about that affects your ability to study that you’d like us to know?** **You can discuss this with your tutor in the tutorial, only write something here if you feel comfortable to do so. Please don’t include confidential information here.**For health, mental health, chaplaincy, immigration, finance or disability please signpost students to [student services.](https://www.arts.ac.uk/students/student-services)  If the student discloses something that you are concerned about please speak to or contact a Curriculum Lead, Claire McCormack or a [designated safeguarding person (DSP).](https://canvas.arts.ac.uk/sites/explore/SitePage/45879/safeguarding)  If the student gives us any information here please indicate ‘yes’ on the Student Journey Tracker. **Extenuating Circumstances**:If they mention any unforeseeable challenges, inform them about the process to apply for Extenuating Circumstances through the Student Portal under the "My Assessments" tab. For help applying: Contact the college’s EC Claims team: |
| **Have you logged into Workflow and Moodle? Yes / no**Please share your Workflow with the group before the tutorial. Details of how to do this on the [Workflow page of Moodle.](https://moodle.arts.ac.uk/mod/tab/view.php?id=1312284) If no there is [Support and advise on Moodle](https://moodle.arts.ac.uk/mod/tab/view.php?id=1312284)   |
| **Have you completed?**Consent training - yes / no (please delete)If no, please access and complete it here: [Consent Training](https://moodle.arts.ac.uk/mod/page/view.php?id=1200410) Prevent training – yes / no (please delete)If no please access and complete it here: [Prevent Training](https://moodle.arts.ac.uk/mod/tab/view.php?id=1209927#tab67727) Library Induction – yes / no (please delete)If no, find this on Moodle under [Help with Studying: Academic Support, Language Support, Library, Digital Learning](https://moodle.arts.ac.uk/course/view.php?id=84294)If they have not completed these please ask them to do it. There are links on the form.     |

**Section 2. To be filled in by the tutor**

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| Tutor name |
| Frame attendance discussions around engagement:**"How has your attendance been? Do you feel engaged with the course content and community?"**Action: Check their attendance on the Student Journey Tracker. If their attendance has been low, explore possible barriers (e.g., illness, tech issues) and offer support.**Attendance****Your attendance % is** Please check the student’s attendance on the Student Journey Tracker and discuss with the student. Please keep in mind the student may have had issues with illness or the technology so please take an inquisitive approach. Pre-Degree students are expected to attend every scheduled session and have been required to maintain an attendance percentage of a minimum of 85%. If the student has an IELTS under 6 please check that they are attending language development class. If they have not been attending please encourage them to attend.   |
| **Pathway Preference Indication****"Have you thought about which pathway you might prefer? This isn't binding, but it helps with planning."**Action: Record their preferences on the Student Journey Tracker.Please discuss specialism preferences and indicate these on the Student Journey Tracker (don’t indicate on this form). **This is an indication and not the final choice.**Please ask the student for an indication of their pathway preferences. Please note this is not binding and will just be used for planning purposes.   Please mark this on the Student Journey Tracker.  Students are asked to pick one from each column

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| --- | --- | --- | --- |
| Column 1 | Column 2 | Column 3 | Column 4 |
| Film & Animation  | Sculpture  | Illustration  | Fashion & Textiles |
| Graphic Design  | Jewellery & Accessories | Architecture & Spatial Design |  |
| Product Design  | Design for Theatre, Screen & Performance  | Fashion Communication |  |
| Drawing & Conceptual Practice | 4D & Photography  | Painting  |  |

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**Part 1 Work Feedback**

The feedback should be a concise summary of your conversation. Please give the student a balance of feedback for strengths and achievements and areas for improvement in both your conversation and in the written feedback. The tone should be positive and supportive.

You should aim to write around 200 words total for both sections.

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| **Strengths and achievements** Provide feedback with emphasis on belonging:**"You’ve shown real strength in [highlight strength]. How can we build on that to help you feel more connected and confident moving forward?"** |
| **Areas for improvement** For areas of improvement:**"What could we put in place to help you feel more included in this aspect of the course?"** |
| **Risk of Referral**:**"This is just a way to help you see where you can improve before assessment. It’s not punitive and won’t affect your final assessment. Let’s talk about what actions we can take to move forward."****What is the student’s risk of referral? Please indicate with an X.** **Please indicate what action is needed to pass the unit in the areas for improvement section.** How this works for the student  This is a tool to indicate to the student their progress as they approach assessment. It should be used to give them a sense of how they are doing and if they are at high or medium risk of referral what they need to do to pass the unit (in the areas for improvement section). The tone should be positive and supportive and not punitive in this conversation. It should be made clear to the student this has no impact on their assessment.  How this works for the staff Please indicate the referral risk on the Student Journey Tracker. This information will be used to give us a general overview of progress on the course and as the course progresses to see the overall trajectory of a student’s progress. We know a lot can change between tutorial and assessment points and we will not be comparing risk of referral levels with referral outcomes to see if the risk of referral prediction was ‘correct’.   |
| High | Medium  | Low |
| Do you recommend the student see Academic Support? Yes / noDetails on Moodle under [Help with Studying: Academic Support, Language Support, Library, Digital Learning.](https://moodle.arts.ac.uk/course/view.php?id=84294)  |

#### **Wrap-up and Next Steps (2 minutes)** Reinforce the student's value and belonging:

#### **"I’m really glad we had this time to talk. You’re an important part of our community this year, and we want to ensure you feel supported moving forward."**

Confirm any action items or referrals:
**"Please reach out if you need help with [specific support], and we are always here to support you."**

**Next Steps**: Encourage the student to:

Attend any relevant support sessions.

Complete any required trainings (e.g., Consent Training, Prevent Training, Library Induction).

Contact support services for any additional help.

This is a record of the tutorial conversation. If you have any questions or concerns about the form please contact the tutor by email.

Assessment criteria for Part 1

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| **Descriptors** |  | **Grade standard** |
| **Fail (R)** | **Satisfactory Pass** | **Good Pass** | **Excellent Pass** |
| **Context** Understanding and application of subject knowledge, and underlying principles  | **Insufficien**t understanding of subject knowledge and underlying principles.Context lacks clarity in aims and purpose. | Relevant and **satisfactory** understanding of subject context is used appropriately to make judgments, articulate aims and clarify purpose. | Relevant and **good** understanding of subject context is used appropriately to make judgments, articulate aims and clarify purpose. | Relevant and **excellent** understanding of subject context is used appropriately to make judgments, articulate aims and clarify purpose. |
| **Research**Identification and investigation of varied primary and secondary visual, academic, ethical and cultural sources  | **Insufficient** evidence presented of how research is used to inform and develop ideas.  | Relevant information has been gathered, documented and used in the development of ideas to a **satisfactory** standard. | Relevant information has been gathered, documented and used in the development of ideas and is of a **good** standard.  | Relevant information has been gathered, documented and used in the development of ideas, and is of an **excellent** standard. |
| **Development of Creative Practice**Skills to enable the realisation of ideas, appropriate to creative practice.  | **Insufficien**t skills development and processes are explored or demonstrated.Judgement and execution of techniques is poor and fails to communicate creative practice. | Relevant processes, skills and knowledge are applied to develop and realise ideas, showing a **satisfactory** command of varied techniques.   | Relevant processes, skills and knowledge are applied to develop and realise ideas, showing a **good** command of varied techniques.   | Relevant processes, skills and knowledge are applied to develop and realise ideas, showing an **excellent** command of varied techniques.   |
| **Problem Solving** Solve problems and adapt to unforeseen challenges in the realisation of creative practice | **Insufficient** engagement with seeking alternative approaches to solving problems Insufficient evidence of testing and impact. | Relevant and **satisfactory** understanding and exploration of alternative ideas and processes to identify and resolve practical and theoretical problems within creative practice.  | Relevant and **good** understanding and exploration of alternative ideas and processes to identify and resolve practical and theoretical problems within creative practice. | Relevant and **excellent** understanding and exploration of alternative ideas and processes to identify and resolve practical and theoretical problems within creative practice. |
| **Planning, progress and production**Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment. | **Insufficient** purpose or active reflection and planning.**Insufficient** self-direction, subject engagement and evaluation against aims. | **Satisfactory** application of relevant, meaningful and active planning and reflection, against aims. **Satisfactory** evidence of self-direction, subject engagement and commitment to the task or tasks. | **Good** application of relevant, meaningful and active planning and reflection, against aims. **Good** evidence of self-direction, subject engagement and commitment to the task or tasks. | **Excellent** application of relevant, meaningful and active planning and reflection, against aims. **Excellent** evidence of self-direction, subject engagement and commitment to the task or tasks. |
| **Evaluation and Reflection**Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills.  | **Insufficient** evidence of ongoing and summative critical reflection and evaluation used to develop ideas and practice, and reflect on decision making. | A **satisfactory** standard of relevant and valid, ongoing and summative critical reflection and evaluation informs learning, and communicates decision making and the development of ideas.Realistic evaluation of own practice used effectively to identify and communicate progress to a **satisfactory** standard. | A **good** standard of relevant and valid, ongoing and summative critical reflection and evaluation informs learning, and communicates decision making and the development of ideas.Realistic evaluation of own practice used effectively to identify and communicate progress to a **good** standard. | An **excellent** standard of relevant and valid, ongoing and summative critical reflection and evaluation informs learning, and communicates decision making and the development of ideas.Realistic evaluation of own practice used effectively to identify and communicate progress to an **excellent** standard. |
| **Communicating and Presenting a Creative practice.**Communicating and presenting a creative, individual or collaborative personal practice. | **Insufficient** or ineffective communication and presentation of ideas. | **Satisfactory** evidence of relevant and effective communication, with sufficient clarity, organisation and consistency inpresenting ideas appropriate to the intended audience. | **Good** evidence of relevant and effective communication, with sufficient clarity, organisation and consistency inpresenting ideas appropriate to the intended audience. | **Excellent** evidence of relevant and effective communication, with sufficient clarity, organisation and consistency inpresenting ideas appropriate to the intended audience. |