

**Case Study: Support programme for an Art and Design student**

*'Assessment and learning: involving the learner'. LSC funded project.*

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**The context:**

City of Sunderland College is committed to providing appropriate support for learners with learning difficulties to enable them to be successful in their chosen programme of study.

**The challenge:**

The student enrolled to do an Art and Design course in 2008. It was clear from discussions with the student and her parents at enrolment that, despite being a talented artist, she had significant difficulties with many aspects of literacy and numeracy. She also lacked confidence and found it difficult to adapt to new groups and surroundings. Whilst she hadn't been diagnosed as having any specific learning difficulty/disability, she had received a range of support whilst at school including speech therapy and extra help with her literacy and numeracy in smaller groups.

**What we did:**

Following discussions with the student, her parents and members of the course team, the following programme of support was put in place:

- A letter was sent out to her tutors (with the student's consent) informing them of the nature of her difficulties and making a range of suggestions about what they could do to help
- She was given two hours a week of 1:1 support with a Disability Advisor / Specialist Tutor to help develop her literacy and numeracy skills
- She was also provided with two hours a week group support from a subject specialist in her Art and Design classes
- She was referred for an appointment with the College's Educational Psychologist for Examination Access Arrangements (reader and 25% extra time)
- Specific work was done on developing her reading skills, especially her phonological awareness. The Disability Advisor also provided materials (the "Toe

by Toe” reading manual) to her parents for additional practice to be done at home.

- Student was provided with a Dictaphone to help her with her annotations – this meant that she could put her ideas on tape without having to worry about spelling etc.
- Student was shown how to use the assistive technology available at the College (Read and Write Gold and Inspiration) to help with her written work

#### **The outcomes:**

- Tutors would inform the Disability Advisor about any difficulties the student was having in her lessons – these issues could then be taken up in the 1:1 support sessions
- Student was able to raise any difficulties/anxieties she was having with the Disability Advisor who could then follow up these issues
- Student made considerable progress in both literacy and numeracy skills. She also became much more confident about tackling her assignments.

#### **The impact:**

- Student achieved a Distinction\* in her Art and Design course
- She also achieved her Entry Level 3 Maths (having been initially assessed as Entry Level 1/2) and has completed the Entry Level 3 literacy portfolio. She is now doing the Level 1 Literacy course.
- She was awarded the prize for “Outstanding Personal Achievement in Art and Design”

	<p><b>For further information contact:</b></p> <p>Bill Wildish, Disability Advisor / Specialist Tutor (City of Sunderland College)</p> <p>Tel. 0191 5116145</p> <p>Email: <a href="mailto:bill.wildish@citysun.ac.uk">bill.wildish@citysun.ac.uk</a></p>
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