

Student's Details

Final grades of programme

B B A

Student's name: Andrew Cameron

Date of birth: 29/5/1995

SWAP Programme Details

Programme name: Access to Humanities

College: Glasgow Example College

SWAP tutor's name: Alice Dalrymple

SWAP Programme all units complete (Yes / No)

**If not completed, please advise of number if units completed.
Mitigating factors can be specified on the final page of the profile.**

Preparation for HE: Achieved ✓

Specific individual factors for profile, e.g. key worker, child care, caring responsibilities

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Student's progression

(Please provide both University and course)

Firm: University of Strathclyde – Politics (AAA)

Insurance: GCU – Social Sciences (ABB)

SWAPWest student profile humanities

Session 2021 - 2022

This Profile offers a summary of student's performance during his or her SWAP Access Programme. If you have any questions about the profile, please contact the SWAP office at the details below. Its purposes are:

- To offer the SWAP student an opportunity to review progress and to allow him/her to make informed choices about progressing to University
- To provide guidance and information for Admissions staff
- To ensure all factors affecting a student as a result of the COVID 19 emergency are recorded.

The Profile provides:

- Details about the student and the SWAP programme studied
- Details of programme components successfully completed
- An assessment of the student's academic performance and potential in the three key areas adjudged as relevant to the Higher Education course to which the student intends to proceed
- Information on the student's personal qualities and abilities

The Student Profile form should be considered on an ongoing basis from the return of students from the easter break. It should be completed by the SWAP programme tutor, following consultation with colleagues who have taught the student, and the outcome of this consultation should be discussed with the student. In addition, if individual circumstances require, evidence can be added by the SWAP Director and an university partner. It is desirable that the contents of this reference are fully shared with the individual being profiled.

SWAPWest Student Profiles should be returned electronically by the SWAP programme tutor to:

Email: swapwest@scottishwideraccess.org by 17th June 2022

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Student Performance

This section covers three key areas which have been agreed as being relevant to the particular area of intended study. The features which are likely to characterise performance at each level are summarised below. The tasks to which the statements refer should be at a level of sophistication which are suitable preparation for the Higher Education course into which the student wishes to proceed.

Key Area

1. Ability to handle text (including comprehension, critical analysis and retention)
2. Fluency of expression (both written and oral)
3. Overall performance

A: Very able overall performance, suggests degree level work will be well within the capabilities of this student.

Features which may characterise this typical performance:

- Clear understanding of tasks set
- Clear and thorough preparation/organisation in tackling tasks
- Focused solutions/analysis/criticism which draws upon knowledge and understanding from a range of areas
- Critical evaluation of approach to tasks

B: Able overall performance suggests degree level work should be within the capabilities of this student.

Features which may characterise this typical performance:

- Substantial understanding of tasks set
- Competent approach to the preparation/organisation needed to tackle tasks
- Acceptable solution to/adequate analysis of problems set
- Competent handling of material
- Ability to evaluate approach to task:

C: Overall performance suggests degree level work may be within the capabilities of this student. Higher National level work may be more appropriate

Features which may characterise this typical performance:

- Understanding of task may be variable
- Quality of work is occasionally below standard
- Tasks are not always executed in most appropriate manner
- Key elements are not always given due importance
- Sometimes requires additional direction

Unclassified; please specify

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Further Comments

Engagement with College

Andrew engaged very well in all learning activities and maintained excellent attendance on the course. Andrew kept the Guidance tutor informed of any issues affecting him on the course.

Participation in Group Learning / Relationship with others:

Andrew interacted well in all group learning activities and developed good relationships with other students on the course.

Development of Independence of Study:

Andrew showed a high degree of personal initiative in seeking out additional reading and study materials from his tutors. He organised weekly study sessions with a handful of likeminded classmates.

Responsiveness to Learning Opportunity:

Andrew was highly responsive to every opportunity presented to him throughout the year, often engaging in additional reading beyond the set texts.

Application to Study:

Took responsibility for own learning early on. Consistently met deadlines and submitted work of a good standard.

Attendance:

95% attendance overall.

Commitment and Motivation:

Prior to enrolment, Andrew had worked for more than ten years as a health-and-safety officer for a large transportation company. He left that position and took on a part-time job as a delivery driver so that he could work fewer hours more flexibly, in order to put his college work first. He worked steadily and consistently all year.

Programme tutor's signature: Alice Dalrymple Date: 13 June 2022

Please provide all evidence of factors that have affected student performance throughout the SWAP year

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Remember all issues big or small will be taken into consideration

Where relevant, provide context to give evidence of learning throughout the programme and evidence of potential for studying at higher level.

Where relevant, provide evidence of where a student has or has the potential to develop to be a successful learner.

Highlight any additional transition activity, such as summer school, induction materials completed.

Where relevant, SWAP and university will provide additional evidence of commitment to study.

EXAMPLE