

I have structured my AR Plan into a Schedule.

into Flipped Scaffolding methodology, introduction of soft skills passport and Padlet journalling of these skills and describing will nurture these STEM soft skills more effectively as they spend more time on task at home, learning at their own pace.

I have structured my course so in little steps - or as I call stage -, they acknowledge the importance of STEM soft skills for career growth, identify which ones they possess and lack through in-class and homework and develop metacognition to develop these soft skills further by embedding in the course and into their daily work until culminating into the formative assessment and final presentation at the end of the ARP Cycle.

Stages and Evaluations	September Week 4	October Week 1	October Week 2	October Week 3	October Week 4	November Week 1	November Week 2	November Week 3	November Week 4	December Week 1	December Week 2	December Week 3
1- Awakening Stage	Tutor: Mini Workshop on Soft Skills and introduction of in-class project	Students: Present what soft skills they will tackle in their in-class project										
2- Acknowledgment Stage			Students to work on their projects. To identify and explain what soft skills they are using, they will use Padlet Journalling, Soft Skills Passport and Reflective Blogging. Tutor to deliver the curriculum through flipped scaffolding class methodology, mentioning of soft skills and reminding the students of their above tasks.									
3- Reflection and Discovery Stages + Conclusion										Formative Assessment, Final In-Class Presentation and ARP Workshop		

1. Awakening Stage: in this stage, students are introduced to the idea of what STEM soft skills are and the need to develop them for career development.

- **Tutor:** 1- **Introduce the in-class project and Padlet journalling** to keep their progress. 2- In a **mini workshop**, I introduce STEM soft skills and how they use **Soft Skills Passport** to track their weekly usage of Soft Skills.

- **Students:** prepare and present their virtual environment concept, research and personal learning goal where they identify the soft and hard skills they aim to develop throughout the course and project.

2. Acknowledgement and Identification Stage: Students reflect weekly on their soft skill development. I will be implementing the flipped scaffolding class and be monitoring their engagement with the subject throughout the period and using certain tactics in case students start ignoring or forgetting engaging with soft skills development i.e. sending Teams' text reminders and ask them to fill the Passport during class.

- **Tutor:** I state in my classes a few soft skills important for certain tasks and **prompt them** to use the Padlet Journaling, Soft Skills Passport and also about writing their reflective Blog for Formative Assessment. All my classes will be delivered as **scaffolded flipped classroom model**.
- **Students:** use **Padlet Journaling** to track their in-class project and **Soft Skills Passport** and **Reflective Blog** to further comment on their progress in using soft skills in any of the learning taking place in the MA Course.

3. Reflection Stage: They think in hindsight which skills they have ended up harnessing more. I will evaluate whether my intervention has been successful in 2 crucial dates: formative assessment and students' final presentation of their in-class project.

- **Tutor:** I will perform a Formative Assessment by reading their reflective blogs and check whether soft skills development is already embedded in their mindsets and will actively find their identification of the soft skills in their final presentations for confirmation.
- **Students:** they will be preparing for summative assessment and the final presentations proving how soft skills usage happened during production. These are key activities that will make them reflect how they go about developing their soft skills and how they are nurtured during work.

4. Discovery Stage and Conclusion: the two-hour workshop will be the time I will collect formal data and gather responses for my ARP through

- questionnaires,
- observations of group and individual activities,
- class discussions,
- field notes of the workshop and
- documentation analysis of their Padlet notes produced during individual and group activities

In addition, I will confirm and ask any findings during stages 1,2 and 3 above. As a conclusion and wrap up activity, I will enlighten the students more regarding what soft skills the VFX industry and UAL are seeking when evaluating their work. This is to give the students the opportunity to further reflect on the theme and embed in their minds how important the matter is.