ASSESSMENTS

ASSESSMENT STRATEGY
The programme’s assessment strategy has been designed to ascertain whether you have achieved the programme learning objectives and reached the required standard for the award of the degree. Assessed assignments are also conceived of as learning opportunities, which build upon each other as well as providing the means of more formal assessment.

Assessments in this programme will reflect best practice to support your understanding of assessment strategies in the context of the arts.

With this in mind, an assessment strategy has been devised in which:

• every assessment is designed to be of use to you and to relate closely to your academic development.

• every assessment is designed to provide information on the ability and progress of you in fulfilling the aims of the programme.

• a range of assessment modes, both formative and summative, are used, assessing both your reflective and analytic oral and written abilities as well as your practical understanding and ability to undertake research and enquiry.

• all compulsory modules are assessed.

• All examination panels will have an appropriate mix of expertise and in the specialist practice(s) of individual candidates

FORMATIVE ASSESSMENT
Formative assessment provides an opportunity for you to improve your learning and gauge how you are progressing without the burden of concern for a final grade or mark. The emphasis on providing good feedback to you enables you to identify strengths, weaknesses and gaps in knowledge. Feedback on participants’ performance is supplied in a number of ways. For example this might include self and peer evaluation opportunities, informal presentations, summaries of strengths and weaknesses across written work to classes as a whole and personalised written feedback on essays.

SUMMATIVE ASSESSMENT
A range of summative assessments can be found in this programme. They are characterised by the need for the application of previously acquired practical skills, a highly developed conceptual and applied knowledge base, a requirement for critical analysis and an appropriate measure of both independent and collaborative work.

MODES OF ASSESSMENT

WRITTEN ASSIGNMENTS
Various written assignments (e.g. review of readings, reflective report, project/research proposal, essay etc.) that range from 1,000-5,000 words are set in Semesters One and Two. You will develop your skills of analysis and comparative study, your ability to reflect on practice and pedagogy, to research, develop and test ideas and your ability to communicate effectively in writing.
SEMINAR PRESENTATIONS
You will use the seminar framework to explore a particular subject discursively with your peer group, with practical demonstrations and audio-visual support. In this way, you will develop the ability to research, analyse and communicate ideas. In addition to the final assessed presentation, there may also be non-assessed presentations which would allow formative assessments to be made. Oral presentations provide participants with the opportunity for self-evaluation, peer and tutor feedback and a platform to share and discuss research ideas and findings. In Semester 1, as an aid to reflect on your preferences as an artist and educator, you will be asked to draw a visual map to represent key influences on your artistic practice and pedagogy for presentation. In Semester 3 you will prepare a presentation, which allows you to communicate your research findings to an invited public audience. This presentation may be a public lecture, a recital lecture or a public masterclass, involving practical demonstration.

PRACTICE BASED ARTS PRESENTATIONS
There are a number of practice-based arts presentations in which you will be engaged. These include a presentation to communicate (using any media) the essence of your current arts practice and pedagogy, a collaborative arts project and a project to present your final research findings. These presentations may take the form of an exhibition, a performance, a screening or other means of representing to your peers and/or an invited audience your arts practice and pedagogy at key points during the programme.

PROJECT PROPOSAL
In your written Project/Research Proposal, you are required to communicate key information regarding the nature of your proposed project, including the aim and objectives, methods, activities, involvement of other people or students, timing, likely resources needed, any issues relating to safety, ethics or rights, how you plan to document the project, how you will assess the project (success or failure), how you envisage using the findings. You will be provided with detailed guidelines to assist you to cover the necessary information.

RESEARCH DISSERTATION
In Semester Three, you will establish your mastery of arts education skills and knowledge by addressing a research question which results in three inter-related outcomes; in a Dissertation of approximately 7000 words, a Practice-based Arts Presentation with a 1000 word statement and a viva., Public lecture or masterclass. You will be required to select a suitable topic in consultation with your lecturers and apply appropriate research methodology to derive conclusions, which will have a direct relevance and impact on the arts education sector. All submissions are subject to discussion with, and agreement by your appointed supervisor. The dissertation and practice-based arts presentation are a major component of the programme of study and should demonstrate your understanding of the inter-relationship between theory and practice. The dissertation must be submitted in hard-bound copies to be archived in the Library.