

ASSESSMENTS

ASSESSMENT STRATEGY

Learning outcomes provide a focus for appropriate formative and summative assessments. You will be assessed throughout the level of study both formatively and summatively against the learning outcomes and assessment criteria. Formative assessment takes place through formal and informal feedback. Summative assessment is the formal process of assessment at the end of each level that is carried out by a team of Internal Examiners, with External Examiners verifying a fair and transparent process.

FORMATIVE ASSESSMENT

Formative Assessment is designed to provide learners with feedback on progress and development but does not contribute towards the overall assessment.

The programme conducts a formative feedback session regularly to monitor students' progress. This comes in the form of small group tutorials or individual consultations with supervisors for students in all academic levels. Formalised formative feedback sessions are scheduled across all levels. The students are inducted at the start of the semester and these sessions include critique reviews and works-in-progress exhibitions. Lecturers will discuss monitoring academic development and progress reports with each student. All formative feedback forms will show an indicative mark and include notes and comments for students' perusal. The forms are available on the learning portal for students.

SUMMATIVE ASSESSMENT

Summative assessment measures achievement or failure in respect of a learner's performance in relation to the learning outcomes of the programme of study.

Summative assessments are usually designed as exhibitions or portfolio review sessions. Students will be briefed in advance and will be advised on assessment requirements and criteria for submitting work. Each portfolio or exhibition will show a compilation of all semesters' projects and in-class assignments. Students will also archive the creative process journal showcasing all development work. An assessment debrief will be conducted after assessments to conclude the assessment process in order for students to evaluate the assessment outcomes and improvements.

CONTINUOUS ASSESSMENT

Continuous Assessment aims to provide you with more information about the progress of your academic performance.

This type of summative assessment is designed to assess your developing abilities in terms of engagement, participation, preparation and involvement in your learning adventure. It is to be undertaken by your tutors, at key points indicated to you in advance – either through module guides or at project briefings - and in respect of clearly articulated criteria set out in the handbook, which may include commitment to process, understanding of practice, development of practical and collaborative skills and the ability to reflect upon practice. You will receive Formative Feedback after each assignment to enable you to conduct self-assessment, whilst you chart your own learning progress.

MODES OF ASSESSMENT

CREATIVE PROCESS JOURNAL

You will be required to form your Creative Process Journal every semester. This will become a visual and textual record of your creative evolution as a thinker and designer. In this way, you learn to describe, analyse, reflect and evaluate your own knowledge, experience and process. A wide range of media to articulate the creative process, including e.g. image, text, interactive media or sound may be used. Self-evaluation and peer-evaluation are encouraged to develop critical awareness of the creative process.

RESEARCH PORTFOLIO OR PRACTICE-BASED/STUDIO ASSIGNMENTS

A portfolio may contain written material such as objective descriptions, constructive evaluations, copies of seminar reports and examples of written material together with visual and aural material, design work, video and photographic records that demonstrate the ability to appropriately research the chosen area. Practical assignments allow you to explore different areas. Practice-based realised assignments are hands-on and allow you to be creative and resourceful within the scope of limited resources and time. Timelines and accuracy become key cornerstones of assessment. They are important programme components as they enable you to develop and extend your understanding of professional practice.

WRITTEN ASSIGNMENTS

Written assignments set in Level 1 and 2 are designed to develop skills of analysis and comparative study, the ability to research, develop and test ideas and communicate effectively in writing. Written assignments will push you to generate answers rather than select them, demonstrate the knowledge within broad limits and demonstrate originality and creativity in a topic.

In Level 3, you will use the skills acquired in Level 2 and 3 for the Design Research Methods and Design Research Essay modules, where you are required to submit a design research essay.

SEMINAR PRESENTATIONS

Seminar Presentations provides the opportunity for you to explore, examine and discuss subjects with your peers. They are designed to develop your ability to research, analyse and communicate ideas.

PRACTICAL PRESENTATION

This category includes sessions with a peer audience in order to present a specific aspect of the curriculum. Exhibition modes will be used normally for practical studio modules.