

ASSESSMENTS

Assessment is an integral part of the learning process, and will be formative and diagnostic as well as summative and evaluative, providing feedback to students wherever appropriate.

Formative Assessment

Diagnostic and formative assessment provides opportunities for students to improve their learning and gauge how they are progressing without the burden of concern of a final grade or mark. The emphasis on providing good feedback to students enables them to identify strengths, weaknesses and gaps in knowledge. Feedback on students' performance is supplied in a number of ways. For example, this includes self and peer assessment 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 are used. They are characterised by the need for the application of previously acquired practical knowledge, a highly developed knowledge base, a requirement for critical analysis and an appropriate measure of both independent and collaborative work. The recorded percentage mark for these assessments contributes to the final degree classification.

Assessment strategies have been designed to ascertain whether the student has achieved the relevant learning objectives and reached the required standard for the award. Assessed assignments are also conceived as learning opportunities, which build upon each other as well as providing the means of more formal assessment. With this in mind, assessment strategies have been devised in which:

- every assessment is designed to be of use to the students and to relate closely to her/his academic development.
- every assessment is designed to provide information on the ability and progress of the student in fulfilling the aims of the programme.
- a range of assessment modes, both formative and summative, are used, assessing both the student's reflective and analytic oral and written abilities as well as her/his practical understanding, creative and collaborative skills and ability to undertake research and enquiry.
- all modules are assessed. Every module is assessed by more than one method.

MODES OF ASSESSMENTS

Continuous assessment of practical coursework

This is undertaken by tutors, at key points agreed in advance with the student, or in the case of collaborative work, a student group, and to clearly articulated criteria including commitment to process, understanding of practice, development of technical and conceptual skills and the ability to reflect upon practice. Students will be encouraged to research and to test and develop theory from practice.

Logbook / Reflective Journal / E-Journal

A number of modules require students to keep a series of logbooks, reflective journals or e-journals, which will build into a record of their project, performance and production work. Each logbook, reflective journals or e-journal will be an important record of independently specific experiences and discoveries and may draw upon the reflections of the previous logbook. In this way, the student learns to critically reflect upon and articulate their own knowledge, experience and process and uses an aspect of qualitative research practice in order to do this. Students will be expected to use a range of appropriate means of recording the critical evaluation of and reflection on the work. In addition the range might include written, visual and audio media.

Research Portfolio

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 of the student to appropriately research their chosen area.

Written Assignments and Essays

A range of written assignments is set in Levels One and Two. Students will develop their skills of analysis and comparative study, their ability to research, develop and test ideas and their ability to communicate effectively in writing. In Level Three students will use these skills in a major research project. All submission proposals must be negotiated and agreed with the supervising tutor.

Seminar Presentation

The student will use the seminar framework to explore discursively, with practical demonstration and audio visual support, a particular subject with their peer group. In this way students will develop the ability to research, analyse and communicate ideas.

Practical Presentation

Certain modules will require students to prepare presentations to a peer audience in order to share the findings of specific areas of research and/or to demonstrate aspects of their work. Students will be encouraged to use a wide range of presentational media and techniques in such presentations.

Quiz

Quizzes will reinforce and emphasize key learning points that have been made during the semester. At the discretion of the lecturer, a quiz may also include a few questions based on the required reading for that particular course. A Quiz for a theory class, for example, may include some questions that require students to view a few clips screened at the time of the quiz so that students can provide a short answer based on the clips shown.

Collaborative Projects (Group Work)

The creative industries often require people to be able to work together in teams as projects are developed and managed. This programme requires students to participate in groups for the learning of content and as a generic skill. Students are assessed in two ways:

- participation in the group and process of the group
- content covered in the group project and the final product of the group

Peer assessment

Peer and self-assessment is an essential aspect of the programme. Peer assessment implies that persons of equal power and status assess each others' work. Providing students with opportunities to participate in peer assessment can enable students to become more reflective about what is 'good' and 'why it is good' and vice versa. In addition to students taking responsibility for their learning they are required to develop criteria by which work is assessed and thus providing students with scope to learn about their own work and others more deeply.

Self-assessment

As the title implies self-assessment is concerned with assessing aspects of ones own performance. The skills that students gain by being able to self-assess are critical for becoming a full and active member of the creative industries. It is essential that students are able to diagnose, remediate, consolidate their own learning, participate in a life long learning agenda, review achievements, promote self knowledge and understanding and to be able to move on from ones current position towards long-term learning.

Class Participation

Students are expected to attend all scheduled classes and are required and encouraged to contribute to class discussion. Participation is the key to a lively class. Class participation provides the opportunity to practice speaking and develop persuasive skills, as well as the ability to listen. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. Emphasis is laid on the quality of one's contributions to the class discussion, not the number of times one speaks.