

# Themes: Feedback & Assessment

## Statement of Assessment

Regulation 14 states that students must be given a clear statement of how and when each of their courses and programmes is to be assessed.

The **Statement of Assessment** must include: – The assessment methods to be used – The weighting of each assessment component – The timing of each assessment component – The expected learning outcomes for each assessment component – The criteria to be used in assessing each component – The pass mark for each component – The consequences of failure or non-submission of each component – Any other relevant information about the assessment process

## Assessment & Feedback: Your Responsibilities

- Engage appropriately with assessment tasks.
- Proactively seek support if unclear on what is required in an assessment.
- Read, reflect on and act upon the feedback provided.
- Engage with assessments honestly and fairly, upholding academic integrity.

See: Assessment & Feedback Principles & Priorities (744.6 KB PDF)

## Formative Feedback

The primary purpose of feedback is facilitate student learning.

Formative feedback is feedback that is given to students during the learning process to help them improve their understanding and performance. According to Taught Assessment Regulation 15, the provision of formative feedback is guided

by the University's Assessment & Feedback Principles & Priorities (744.6 KB PDF)

Formative tasks – such as **Class Assignments** and **Theme Assignments** – are used specifically to allow the time and space for constructive and developmental feedback to be provided, and for you to reflect on and act upon the feedback. Feedback is more developmental where it is formative (feedforward), offering you more opportunity for learning development. This course aims to increase feedback dialogue with CAT students throughout the assessment process by shifting the balance or emphasis of feedback from the end of the assessment (when you cannot change anything) to earlier in the assessment process to allow you to learn from the feedback and improve your performance.

Please note that peer-led formative feedback is also component used in the course's curriculum design. The course requires (and assesses) full-participation in peer-work if it is set as either a **Class Assignment** or **Theme Assignment**.

You will receive **verbal** formative feedback from your tutors every time you meet for a tutorial.

**Written** formative feedback is given at the end of each Theme in relation to your **Class Assignments** and **Theme Assignments** which are submitted weekly via LEARN.

**Summative Assessment**

**Project Book**

**Summative Submission Requirements**

**Deadline:**

**5th December 2023 by 12:00pm**

## Summative Assessment & Feedback

Summative written feedback on each Learning Outcome with corresponding grades will be given only once the whole course has completed.

The following Summative Assignment is used to assess your course work **summatively**.

### Summative Assignment

#### Standards and criteria for progression

Standard-setting is the process whereby decisions are made about boundaries or 'cut-points' between grades (See Regulation 31.6)

In terms of grading, there are really only four possible outcomes for this course:

- Fail
- **Pass**
- Pass with a Merit
- Pass with a Distinction

To Pass, you will – at very least – have to *successfully* complete all of the **Project Book** work listed below.

Successfully completing the **Project Book** work means providing clear evidence that demonstrates 'what you are doing' to achieve the three learning outcomes.

The three learning outcomes are absolute, they define minimum levels of competence required to pass.

Standard-setting for Merit Pass and Distinction Pass are norm-referenced against the absolute (a pass). Clearly exceeding the minimum levels of competence will help you build a stronger case for awarding a Pass with a Merit or Distinction for the course as a whole.

# Components of Assessment ('Assignments')

## Week 12 Project Book Submission Requirements

**5th December 2023 by 12:00pm**

The Project Book consists of two components:

### a. Theme Assignments (x3)

- One at the end of each Theme. Theme Assignments addresses the theme from a critical perspective.
- *NB: Provided you complete all x3 Theme Assignments you **do not** (re)submit any new work for **Theme Assignments**. This Component of Assessment will already be in Learn and viewable by your two Assessors.*

### b. A body of Art Theory related to a Theme of your choosing. (3,000 words)

- This *must* take the form of an art magazine feature article.
- You must identify which art magazine you are using as your template.
- The feature article must demonstrate critical engagement with a Theme of your own choosing.
- The feature article must engage in 'Concept Engineering'; creating a thematic lens through which to engage with art now.
- You must refer to at least three examples of contemporary art or curatorial practice.
- The examples must be no more than 10 years old (nothing pre-dating 2013).
- Your feature article *must* be illustrated, copy-edited, and appropriately designed.
- Please ensure that the main body of this text does not exceed **3,000 words**.
- The word limit does not include footnotes, bibliography or Figs.

- You must submit this to LEARN Turnitin
- Please ensure that you upload either a **.PDF** or **MS Word doc** that can be easily opened and is not corrupted.

## **Learning Outcomes: Assessment Criteria**

Learning Outcomes 1, 2 and 3 are assessed by the Project Book submission.

**The Learning Outcomes are the assessment criteria for this course.**

All three learning outcomes are equally weighted to derive the overall grade given for the course.

On completion of this course, you will be able to:

1. Demonstrate and present evidence of a high level of scholarly and independent research into contemporary art theories and practices.
2. Demonstrate that you can reflect upon and critically analyse a range of contemporary art theories and practices.
3. Demonstrate the ability to organise, visualise and realise your own responses to contemporary art theory and practice.

## **Arrangements for the moderation of the assessed work**

The grades you give yourself will be carefully considered by two assessors when they write your summative feedback.

Moderation occurs before External Examiners review the operation of the marking and internal moderation process. The form of moderation used is double-marking. (See Regulation 31.1 ) Since this is a 40 Credit Course, it is double-marked. This means that your **final course grade** will be determined by **two** faculty assessors; **neither** assessor will be your course tutor.

## **Feedback Information**

Formative feedback is ongoing. It will take place in 1:1 tutorials, online via LEARN, and in (in some Themes) Miro.

Summative feedback at the start of Semester 2 will address each Learning Outcome relating to the submitted **Project Book**.

## **Summative Assignment Deadline:**

**5th December 2023 by 12:00pm**

## **Submit your Project Book to LEARN Turnitin**

Please ensure that you upload either a **.PDF** or **MS Word doc** that can be easily opened and is not corrupted.