HEA Arts & Humanities conference workshop
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ONE STEP BEYOND: exploring assessment for learning in the creative arts
Session outline

• Assessment and feedback challenges in art and design
• UCA student experiences of assessment and feedback
• Conditions assessment supports student learning
• Models of assessment for assessing creative work
• UCA approaches to assessment and feedback.
What are the challenges with assessment and feedback in art and design?
Assessment and feedback in art and design

‘There remains varied interpretations and understandings, held by students and academics, on what is feedback, how feedback is defined and how this can inform learning’. (Blair, 2009)
Assessment and feedback challenges at UCA
Assessment and feedback challenges at UCA

‘My tutors sometimes give contradictory feedback. This can be useful to help you develop your own view on what may or may not work, rather than relying on theirs. For some, this is also confusing.’

‘Feedback can be somewhat vague at times. You need to ask questions further to clarify’
Assessment and feedback challenges at UCA

‘Our tutor will say great, love it and then two weeks later in another formative review, another tutor says scrap it...I am really confused now and don’t know how to develop my work...’
What conditions are needed for assessment to support student learning?
Assessment and feedback scenarios in art and design

10 minutes to discuss and 5 minutes to present idea
Alternative Assessments
Flexible assessment and feedback methods using technology


Orr, S. (forthcoming) ‘We kind of try to merge our own experience with the objectivity of the criteria’: The role of connoisseurship and tacit practice in undergraduate fine art assessment, Art, Design and Communication in Higher Education.


