


Fine Art Development Day

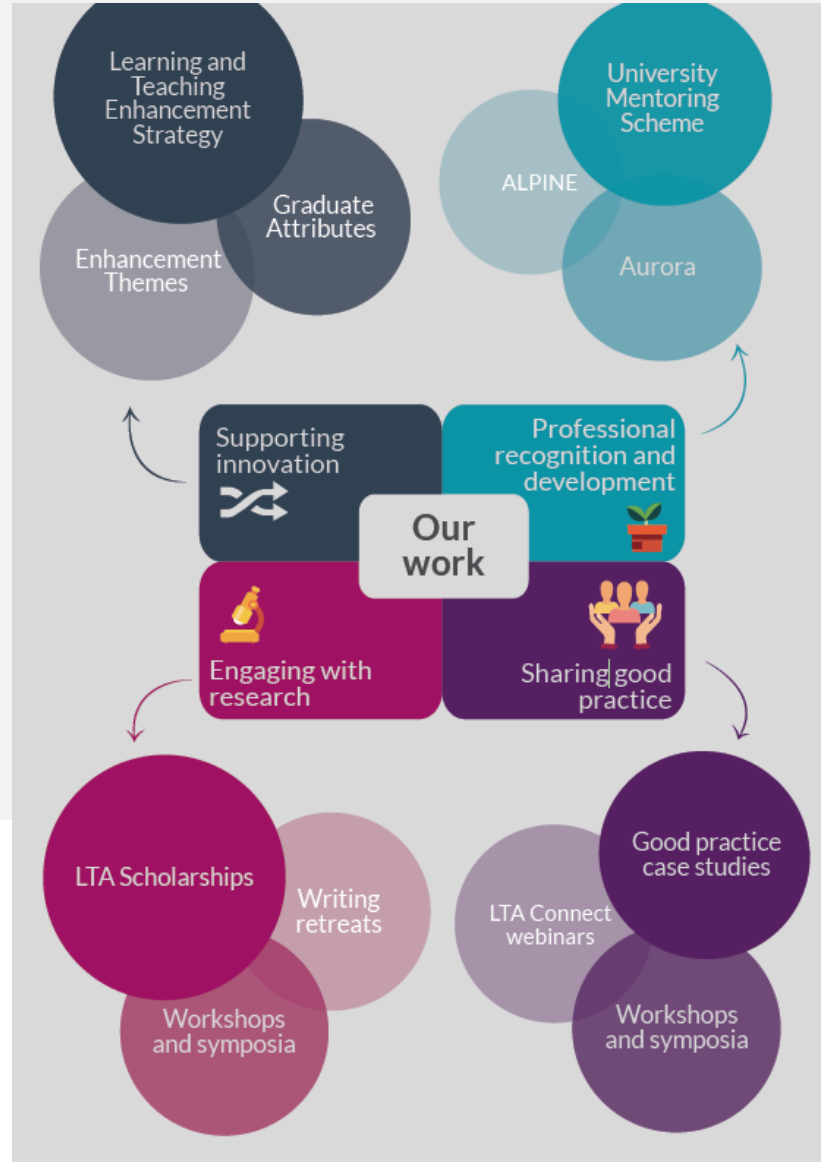
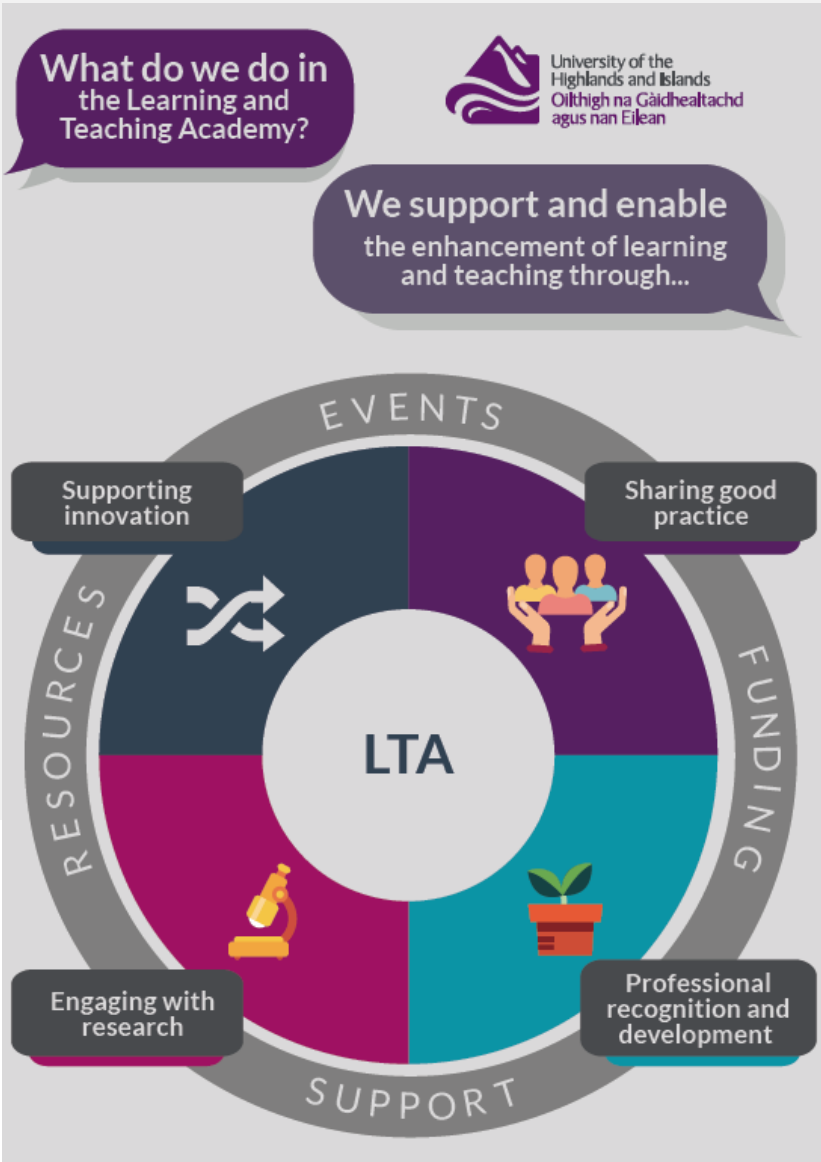
22 April 2020



Aims of the session

To agree a programme-wide approach to 'networked benchmarking'

1. To agree what we mean by networked benchmarking
 2. To discuss its purpose and value
 3. To discuss practical implementation
 4. To agree actions and next steps
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Exploring the Learning and Teaching Academy

1. Defining networked benchmarking

For practical/portfolio modules only...

- Providing all teaching staff on the module...
- and all students studying on the module...
- access to...
 - digitised versions (created by students) of the practical work...
 - The grades given for this work
 - Comments and feedback supplementing these grades
- for the purpose of...
 - Staff: Benchmarking their own marking practices
 - Staff: NOT in order to 'moderate' or renegotiate grades
 - Students: Benchmarking their work against others
 - Students: Deepening understanding the assessment criteria

2. Purpose and value

Pros

- Connection to remote colleagues
- Enhance students' learning
- Share staff experience/learn from others

Cons

- Additional workload in undertaking moderation
- Additional workload in training students to compile digital artefacts

Underlying principles

- No moderation
 - Fair and manageable workload
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LTES values

Assessment and feedback for learning: Assessment practice will be rich and varied, and place an emphasis on students undertaking forms of assessment that present relevant learning opportunities. Formative assessment and feedback should allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their studies.

Providing a connected learning experience: We will create opportunities within and through the curriculum for students to engage and learn with peers inside and across cohorts, to engage with the professional and scholarly communities to which they belong or will come to join, and to engage within wider learning communities locally and beyond

Learning for employment: We will engage our students in learning activities and experiences that reflect and replicate how they will work and collaborate in the vocation, profession, or field they are preparing for. As a student progresses through their chosen unit, module or programme, they will engage in activities that will help them to further transition into the working environment.



3. Practical implementation



Training/info for students

Professional practice module

Forge resource

Updating of module descriptors

Assessment briefs



Timing



Digital artefact

Video/slideshow

Pdf

...



How it is shared

Brightspace

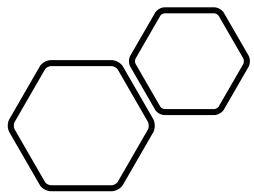
Email

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4. Actions and next steps

- HF to circulate notes from today



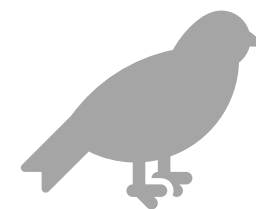
Thank you



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