Capture/Curate: Designing a Student Process Toolkit

Institution: University of the Arts London

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Discipline / subject: Art and Design: Graphic Communication

Academic level: First year undergraduate

Our innovation:

We developed a toolkit for students to support the documentation of experiential learning, by recording and representing process work involved to enhance student support around assessment submission. It was created in response to the importance of factors beyond final outcomes in UAL's Assessment Criteria. The criteria favours developmental factors such as 'process', 'enquiry' and 'knowledge'. This means for students to meet the assessment learning outcomes; they would have to understand how evidence the factors that underpin their final outcomes.
A conceptual framework that was built around a two-phase model of first 'capturing' and then 'curating' process workings. Students illustrate their own process maps or diagrams to demonstrate to tutors their understanding of how the learning outcomes provide a structure for their learning journey.

How we measured efficacy:

Key outcomes include evidence of an increase in attainment for underrepresented groups in attainment data. A greater understanding of the pedagogic approach to outcome-based learning and the value of process itself as outcome is evidenced in student diagrams. The legacy of clearer constructive alignment is seen in reflective quotes.

Additional links or resources:

Slides accompanying this can be found here: https://www.arts.ac.uk/?a=425737

UAL's Teaching and Learning Exchange resources on assessment can be found here: https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/resources/academic-enhancement-resources/