

1 ASSESSMENT

1.1 Rationale and Principles

The assessment scheme is designed and structured to be an integral part of the curricula of the Programmes in order to review and evaluate student development, direction, and attainment in terms of the stated aims and objectives of the Programmes.

In addition, the scheme is designed to inform and assist students with regards to their academic development.

These principles and concerns that underpin the Programmes are explained below, together with the general features of the Assessment Scheme to which they give rise.

The students will learn the fundamentals of how to approach and develop the design processes in a systematic way through assessments and projects.

The College has in place mechanisms to ensure that standards of Programmes/Courses match international standards. This includes internal moderation, Academic and Examination board, dissertation advisory panel and reviews by external examiners.

1.2 Criteria of Assessment

In reviewing student performance at the end of each semester, the assessors will naturally refer to the aims and objectives of specific projects and/or other assignments.

The general framework for assessment criteria is derived from the general schemes of aims and objectives of the Programmes as a whole.

The general criteria of assessment at all stages of the Programmes in all their design and theoretical aspects are as follows:

1.2.1 Problem Solving

The extent to which the solution for a given problem has been resolved by due investigation, analysis, selection, and synthesis of relevant material.

1.2.2 Creativity

The extent to which imagination, creativity, and lateral thinking have been brought to bear upon given design problems.

1.2.3 Aesthetic Awareness

The extent to which aesthetic sensitivity and judgment is apparent in the work.

1.2.4 Individuality and Originality

The extent to which students have utilized personal interests, aptitudes, and abilities that reflect individual personality characteristics and initiative.

1.2.5 Critical Awareness

The extent to which students have demonstrated, through expression in visual, verbal, and/or written language, a mature and critical awareness of the work done.

1.2.6 Development

The extent to which students, through consistent application, have extended their perceptions of, and abilities in, their chosen specialization, and to which they can initiate research, develop hypotheses, and draw conclusions.

1.2.7 Communication

The extent to which students have been able to articulate clearly in verbal and written forms, ideas, feelings, and responses about design.

1.2.8 Programme Knowledge and Society

The extent to which students have the capacity to comprehend theories and concepts of the respective Programmes, and to which they understand the role of the designer in society at large.

1.2.9 Professionalism

The extent to which students demonstrate professional awareness in terms of social and legal responsibilities, procedures, and ethical codes in the practice of design.

The extent to which they demonstrate the expertise to practise as designers through the study of professional practice, office management, and the organization of work and finance.

1.2.10 Technical Skills

The extent to which students demonstrate technical awareness through knowledge of, and facility with, materials and processes, and through expertise in recognised conventions.

All the above criteria will be taken into account, particularly at the final project assessment. Within specific projects or assignments undertaken, specific criteria may be selected, or given more weight, according to the project's pre-stated objectives.

These will be made clear to students in advance as part of the written project briefing.

2 TEACHER STUDENT RATIO

2.1 Teacher Student ratio for lecturers 1:40

2.2 Teacher Student ration for academic classes 1:25

3 DELIVERY METHODS

3.1 Teaching and Learning Strategies

Whilst the traditional forms of lecturing, seminars, and workshops contribute to an awareness of the respective academic programmes, the principle modus operandi, particularly in practical project work, is through independent study by the student, with tutorial guidance and advice.

A major concern is to develop powers of discrimination and judgment, to discourage reliance on the formulaic, and to nourish individuality. The process of dialogue between staff and student is therefore much less formal than in many other disciplines.

The primary objective is for each student, through advice and negotiation, to discover and develop the motivational forces, the interests, and the aptitudes that suit the individual for a

professional role in what is a very broad professional arena, which in turn will utilize talent which may be highly specialized, or very general.

It is therefore essential that a student is exposed to a broad range of views and experiences in order that the learning process may elicit, sometimes over a prolonged period, appropriate routes for a person to take, particularly in the later stages of the Programme.

The major methods utilized in this process are summarized below:

3.1.1 Practical projects

Practical problem-solving projects constitute a large proportion of the time in the Programme. Each project is designed with specific (and stated) learning objectives which determine the eventual criteria of assessment.

During the first two years of study, group projects are the norm, with project briefs devised by the staff and delivered, in a written form, to the students. These group projects, however, are formulated to encourage and facilitate individuality.

At the third year of study, students are required to formulate briefs, through negotiation with tutors. These are very much geared to the individual and designed to develop the personal abilities discovered in the first two years of studies (equivalent to Advanced Diploma level).

3.1.2 Critiques

At interim periods, and at the end of each project, critiques are conducted.

These are designed to facilitate discussion and qualitative evaluations of each individual's approach and achievement in the context of pre-determined objectives.

3.1.3 Seminars

These enable students to publicly air views and address issues embraced in the concomitant theoretical, practical, historical, societal, and cultural aspects of the type of study covered by the Programme.

3.1.4 Tutorials

With its emphasis on individuality, both formal and ad-hoc tutorial discussions are used extensively.

The close rapport between staff and students, achieved through an ongoing relationship developed over the duration of the Programme, facilitates trust, confidence, and discussion that embraces both academic and pastoral guidance.

In less formal situations, outside of any specific project or other aspect of study, the student and staff member are able to discuss personal aspirations and aptitudes, thus directing the student through the formal framework of the curriculum.

This close relationship enables staff to deal with student problems of a personal nature. However, reference to a professional counsellor is made, if necessary, to develop the insight appropriate to career advice and professional contacts.

3.1.5 Lectures

Administered by full-time and adjunct lecturers and guest speakers, lectures are given to larger groups of students. Whilst most lectures will relate to the formal Programme curriculum, eminent visiting speakers will deliver topics of general or specific areas of interest.

3.1.6 Workshops

This is a component designed to provide hands-on experience of technical processes, rather than the longer problem-solving nature of projects.

3.1.7 Local/Overseas Field Trip and Industry Visits

Visits to exhibitions, industrial organizations, and professional studios are designed to extend students' knowledge and appreciation of the principles, procedures, and practices of the relevant industry.

Local/Overseas field trips are also arranged by academic staff to enhance students' learning. Several skills, including practical and social skills, can be learned during field trips.

3.1.8 Industrial Attachment / Industry and Community Engagement

Certain students are exposed to the professional workspace for a period of six to ten weeks. This exposure enables the student to identify future areas of employment interests, and to prepare for the realities, in a professional context, in the marketplace.

In the event Industrial Attachment is not available, students will be assigned the Industry and Community Engagement module. In this module, students are required to use their design knowledge and skills in industry-focused and/or community-based projects.

3.1.9 Competition / Industry Collaboration

Participating in competitions is a valuable learning experience for students to benchmark their own standards against other students from other institutions.

Industry collaboration is to develop and expand a framework of Industrial Partnership between the College and the Company to collaborate on mutually beneficial projects and events. This is a valuable experience for students to showcase their projects' creativity and innovation.