

# Programme Specification for Franchise of a BA (Hons) Transport Design



This document specifies the BA (Hons) degree in Transport Design as a 3+0 franchised degree programme from Staffordshire University (SU), UK to be delivered by Asia Pacific Institute of Information Technology (APIIT) which is part of the APIIT Education Group.

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# 1. Vision, Mission and Goals of Asia Pacific Institute of Information Technology (APIIT)

The Vision, Mission and Goals (VMG) of APIIT are as follows:

| For internal use only |  | Our promise: We enhance Lifelong Career Opportunities  |
|-----------------------|--|--|
| Term                  | Definition <sup>1</sup>  | APIIT is committed:  |
| Vision                | The aspirations of the organisation.   | <b>“To be a “best-in-class” Institution providing 3+0 Staffordshire University Degree Programmes and home grown Foundation and Diploma programmes to meet the needs of an international market for affordable, high-quality programmes designed to achieve strong employability<sup>2</sup>”</b>   |
| Mission               | Overriding purpose in line with the value and expectations of the stakeholders. Answers the question: what business are we in? | <ul style="list-style-type: none"> <li>• Provide internationally recognised academic qualifications backed by strong internal and external quality assurance and compliance with MQA</li> <li>• To develop employable professional graduates.</li> <li>• A strong emphasis on staff development at all levels</li> <li>• A learning environment designed to support individual and collective learning through effective teaching and independent learning.</li> <li>• Integrity, honesty, respect for others and the environment in all activities</li> </ul>   |
| Goals                 | General statement of aims or purpose   | <ul style="list-style-type: none"> <li>• To be a leading regional centre of excellence with strong recognition within local and international markets based on the existing reputation of APIIT and SU in these markets.</li> <li>• Embed creativity<sup>3</sup>, innovation and technology<sup>4</sup> into the curriculum and delivery of our programmes</li> <li>• Support and complement the policies of the Government of Malaysia by providing opportunities to acquire an academic qualification through higher learning; regardless of nationality, race, sex, religion or ethnic origin.</li> <li>• Contribute to the goal of making Malaysia a developed nation and centre for education.</li> </ul> |
| Strategic Objectives  | Long term direction incorporating more precise statement of the goal   | <p>To:</p> <ul style="list-style-type: none"> <li>• Deliver programmes that improve graduate employability by providing them with the necessary knowledge and skills for now and into the future.</li> <li>• Be continuously well informed by being involved in research, development and scholarship.</li> <li>• Encourage debate and innovation through research and scholarship; combining the power of people and technology to improve the way we learn and work.</li> <li>• Offer high quality facilities and educational experience.</li> <li>• Provide an enjoyable environment to learn and study.</li> </ul>   |

APIIT has collaborated with Staffordshire University (SU) since 1994. In 2004 APIIT became a University college and so began to phase out the franchised degrees offered in conjunction with SU. However, using a separate license owned by APIIT it is now proposed to offer a range of new franchise 3+0 programmes with SU which builds on the long standing partnerships. This is in line with the VMG above.

<sup>1</sup> Source: Johnson G E & Scholes K, *Exploring Corporate Strategy* Prentice Hall, 2004

<sup>2</sup> Defined as: Preparing people for work today and in the future. We will prepare students for employment by developing their team working abilities, communication and English language skills, professional approach and life long learning capability. Our programmes and student learning will balance the academic & practical aspects of work and study and will develop innovative and multi disciplinary approaches. We will also create a professional, ethical, and environmentally friendly environment in which research, development, commercialisation and practical scholarship are valued to further support the career opportunities for our students and all staff

<sup>3</sup> Defined as “The application of ideas that are new, regardless of whether the new ideas are embodied in (goods), processes or services, or in work organisation, management or marketing systems” Department of Further Education, Employment, Science and Technology, Australia <http://www.innovation.sa.gov.au/sti/pages/gloss>

<sup>4</sup> The use of a new technology, item, or process to change what goods and services are provided, the way they are produced, or the way they are distributed.” Canadian Foundation for Economic Education <http://mvp.cfee.org/en/glossary.html>

The core themes running through all of the development of APIIT are:



## 2. Aims, Objectives and Learning Outcomes of the Programmes

### 2.1 Programme Aims

The aims of the Programme are:

1. To provide a comprehensive education in the area of specialism: Transport Design, through the exploration of an integrated range of theoretical and practical approaches to their study.
2. To equip graduates with an inter-disciplinary knowledge of contemporary design / area of specialism, to include innovation, new product development (NPD), branding and design management, in conjunction with BA Advertising and Brand management at Level 4. All of the awards involved, recognise the importance of key generic design skills such as understanding the design process, research, trends and market awareness.
3. To introduce teamworking skills, as an important part of the design process, and it is crucial that students have experience of working in and managing teams. Several modules require teamworking. Pre selected teams are established by the teaching staff or student group according to the requirements of the module descriptor and or project brief. These teams will liaise to manage all aspects of the project, meet regularly to undertake research, concept development and final presentation.
4. In conjunction with industry at key stages of the award, to prepare students with a balance of flexible intellectual, practical and personal skills that will equip them for a wide range of employment in related industries or further study.
5. To provide a programme that reflects the breadth of the transport industry, and encourages students to explore their creativity through a wide range of projects both conceptual and realistic.
6. To equips students with a broad range of transferable and specialist skills working on interior and exterior proposals for land, sea and air transport.

The following maps the aims of the Programme with the Programme Standards for Art & Design (MQA) in compliance with the example given in Page 56 of that document.

| Programme Standard   | SU/APIIT Programme Aims   |
|--|---|
| The Programme aims to provide graduates with:  |   |
| Synthesise relevant knowledge and understanding, attributes and skills in effective ways in the contexts of creative and innovative practices; | <p>To provide a comprehensive education in the area of specialism: Transport Design, through the exploration of an integrated range of theoretical and practical approaches to their study.</p> <p>To equip graduates with an inter-disciplinary knowledge of contemporary design / area of specialism, to include innovation, new product development (NPD), branding and design management, in conjunction with BA Advertising and Brand management at Level 4. All of the awards involved, recognise the importance of key generic</p> |

|  |  |
|--|--|
|  | design skills such as understanding the design process, research, trends and market awareness.   |
| Apply critical, contextual, historical, conceptual, ethical judgment and disciplines;<br><br>Articulate and communicate ideas and information comprehensively in visual, oral and written forms;   | In conjunction with industry at key stages of the award, to prepare students with a balance of flexible intellectual, practical and personal skills that will equip them for a wide range of employment in related industries or further study.  |
| Demonstrate leadership, teamwork, interpersonal, entrepreneurial and social skills;<br><br>Demonstrate professionalism in accordance with ethical and legal principles; and<br><br>Apply, consolidate and extend their learning in different contextual frameworks and situations. | To introduce teamworking skills, as an important part of the design process, and it is crucial that students have experience of working in and managing teams. Several modules require teamworking. Pre selected teams are established by the teaching staff or student group according to the requirements of the module descriptor and or project brief. These teams will liaise to manage all aspects of the project, meet regularly to undertake research, concept development and final presentation. |

## ***2.2 Programme Learning Outcomes***

At the end of your studies you should be able to:

|  |
|--|
| <p><b>Knowledge &amp; Understanding</b></p> <p>Knowledge and understanding of the key aspects of Transport Design , including the acquisition of coherent and detailed knowledge of particular contemporary practices and their historical, theoretical, cultural and professional contexts.</p> |
| <p><b>Learning</b></p> <p>An understanding of the personal incremental learning process, and the ability to acquire, evaluate and apply new knowledge in the pursuit of professional practice in Transport Design through a self-initiated goal.</p>   |
| <p><b>Enquiry</b></p> <p>The selection and use of appropriate research methods for future work, in relation to Transport Design in the exploration and development of an individually defined response to a design brief.</p>  |
| <p><b>Analysis</b></p> <p>The critical analysis of practice and products with reference to current major debates, and the identification of a personal position within contemporary <b>Transport Design</b> contexts.</p>  |
| <p><b>Problem Solving</b></p> <p>The ability to identify and anticipate problems, to explore alternative possibilities and to apply the most appropriate solution through <b>Transport Design</b>.</p>   |
| <p><b>Communication</b></p> <p>The communication of information, ideas, problems and solutions to specialist and non-specialist audiences through spoken, visual and written means in relation to <b>Transport Design</b>.</p>   |

**Application**

The theoretical and practical application of independent learning, enquiry and analysis in the design, development and resolution of a **Transport Design** project

**Reflection**

The use of critical evaluation and reflection about practical and contextual issues, resulting in the ability to exercise autonomy, initiative and self-direction in preparation for professional life.

**Visual Analysis**

The ability to analyse visual elements appropriately, creatively and professionally, and to apply and integrate this in the development of **Transport Design** practice

**Working With Others**

The ability to work with other people, accepting responsibility and recognising individual strengths and weaknesses, so that outcomes can be successfully achieved in the use and application of **Transport Design**



### 3. Mapping of Vision, Mission and Goals (VMG) and the Programme Aims

The following maps the aims of the Programme against the VMG.

| Programme Aims  | Key elements of APIIT's VMG   |
|---|---|
| 1. To provide a comprehensive education in the area of specialism of Transport Design through the exploration of an integrated range of theoretical and practical approaches to their study.  | High-quality programmes designed to achieve strong employability  |
| 2. To introduce teamworking skills, as an important part of the design process, and it is crucial that students have experience of working in and managing teams. Several modules require teamworking. Pre selected teams are established by the teaching staff or student group according to the requirements of the module descriptor and or project brief. These teams will liaise to manage all aspects of the project, meet regularly to undertake research, concept development and final presentation. | Integrity, honesty, respect for others and the environment in all activities.<br><br>Encourage debate and innovation through research and scholarship; combining the power of people and technology to improve the way we learn and work. |
| 3. To equip graduates with an inter-disciplinary knowledge of contemporary design / area of specialism, to include innovation, new product development (NPD), branding and design management, in conjunction with BA Advertising and Brand management at Level 4. All of the awards involved, recognise the importance of key generic design skills such as understanding the design process, research, trends and market awareness.  | Embed creativity, innovation and technology into the curriculum and delivery of our programmes  |
| 4. In conjunction with industry at key stages of the award, to prepare students with a balance of flexible intellectual, practical and personal skills that will equip them for a wide range of employment in related industries or further study.  | Deliver programmes that improve graduate employability by providing them with the necessary knowledge and skills for now and into the future.   |
| 5. To provide a programme that reflects the breadth of the transport industry, and encourages students to explore their creativity through a wide range of projects both conceptual and realistic.<br><br>6. To equip students with a broad range of transferable and specialist skills working on interior and exterior proposals for land, sea and air transport.   | Develop employable professional graduates   |

## 4. Mapping of Programme Learning Outcomes and MQF Learning Outcomes Domains

All APIIT Programmes identify learning outcomes according to the categories below and also each module, as well as identifying the Learning Outcomes in the MQF which are addressed, also lists the learning and employability skills to be introduced, and/or developed and assessed. The table below identifies the SU learning outcomes, learning skills and employability skills and maps these against the MQF learning outcomes domains. It also identifies the SU Graduate attributes and maps these against the APIIT employability skills.

| Generic Learning Outcomes Domains                   |  | Learning Skills  | Employability Skills   | SU Generic Graduate attributes  |
|---|--|--|--|---|
| Malaysian Qualifications Framework                  | SU                                     |  |  |   |
| Knowledge   | Knowledge and understanding            | Critical thinking & analysis                             | Knowledge<br>Subject defined skills<br>Critical thinking   | <b>Discipline Expertise:</b> Have an understanding of the forefront of knowledge in their chosen field  |
| Practical skills                                    | Application                            |  | Techniques<br>Research<br>Academic Writing skills<br>Taking tests  |   |
| Social skills and responsibilities                  |  | Self & cultural awareness                                | Enthusiasm<br>Self and cultural awareness<br>Global awareness  | <b>Global Citizenship:</b> Have an understanding of global issues and of their place in a globalised economy  |
| Values, attitudes and professionalism               |  |  | Reflection<br>Ethical<br>Personal manner and appearance<br>Timeliness and punctuality<br>Integrity<br>Trustworthiness                  | <b>Professionalism:</b> Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial (and see below)   |
| Communications, leadership and team skills          | Communication                          | Communication<br>Team working                            | Verbal<br>Writing<br>English language<br>Presentational<br>Team working<br>Motivating others<br>Empathy<br>Assertiveness<br>Leadership | <b>Communication and Teamwork:</b><br>Be a effective communicator and presenter and able to interact appropriately with a range of colleagues<br>Have developed the skills of independence of thought and (when appropriate) social interaction through teamwork  |
| Problem solving skills                              | Enquiry<br>Analysis<br>Problem solving | Effective problem solving<br>Creativity & innovation     | Enquiry<br>Analytical<br>Problem solving<br>Creativity<br>Innovation<br>Ingenuity<br>Imagination                                       | <b>Reflective and Critical Learner:</b><br>Have the ability to carry out inquiry-based learning and critical analysis<br>Be a problem solver and creator of opportunities<br><b>Lifelong Learning:</b><br>Be technologically, digitally and information literate<br>Be able to apply to a range of life experiences to facilitate life-long learning and life-long success. |
| Information management and lifelong learning skills | Learning                               | ICT skills<br>Learning<br>Numeracy & quantitative skills | ICT<br>Numeracy<br>Learning<br>Independent work and autonomy<br>Personal development   |   |
| Managerial and entrepreneurial skills               | Reflection                             | Self management  | Adaptability<br>Managerial and supervisory<br>Audience focus<br>Self management<br>Drive to achieve                                    | <b>Professionalism:</b> Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial   |

The following maps the Programme Learning Outcomes and *Generic SU graduate attributes* applicable to all SU Programmes with the MQF domains.

| MQF Domain                                 | SU Programme Learning Outcomes   |
|--|--|
| Knowledge                                  | <p><i>Generic SU graduate attribute:</i><br/> <b>Discipline Expertise:</b> Have an understanding of the forefront of knowledge in their chosen field</p> <p><b>Knowledge &amp; Understanding</b><br/> Knowledge and understanding of the key aspects of Transport Design , including the acquisition of coherent and detailed knowledge of particular contemporary practices and their historical, theoretical, cultural and professional contexts</p>   |
| Practical skills                           | <p><b>Application</b><br/> The theoretical and practical application of independent learning, enquiry and analysis in the design, development and resolution of a Transport Design project</p>   |
| Social skills and responsibilities         | <p><i>Generic SU graduate attribute:</i><br/> <b>Global Citizenship:</b> Have an understanding of global issues and of their place in a globalised economy</p>   |
| Values, attitudes and professionalism      | <p><i>Generic SU graduate attribute:</i><br/> <b>Professionalism:</b> Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial</p>  |
| Communications, leadership and team skills | <p><i>Generic SU graduate attribute:</i><br/> <b>Communication and Teamwork:</b><br/> Be a effective communicator and presenter and able to interact appropriately with a range of colleagues Have developed the skills of independence of thought and (when appropriate) social interaction through teamwork</p> <p><b>Communication</b><br/> Demonstrate an advanced standard of competence in a range of communication skills; and deployment of communication media for a variety of audiences.</p> <p><b>Working With Others</b><br/> The ability to work with other people, accepting responsibility and recognising individual strengths and weaknesses, so that outcomes can be successfully achieved in the use and application of <b>Transport Design</b></p>  |
| Problem solving skills                     | <p><i>Generic SU graduate attribute:</i><br/> <b>Reflective and Critical Learner:</b><br/> Have the ability to carry out inquiry-based learning and critical analysis<br/> Be a problem solver and creator of opportunities</p> <p><b>Enquiry</b><br/> The selection and use of appropriate research methods for future work, in relation to Transport Design in the exploration and development of an individually defined response to a design brief.</p> <p><b>Analysis</b><br/> The critical analysis of practice and products with reference to current major debates, and the identification of a personal position within contemporary Transport Design contexts</p> <p><b>Visual Analysis</b><br/> The ability to analyse visual elements appropriately, creatively and professionally, and to apply and integrate this in the development of <b>Transport Design</b> practice</p> <p><b>Problem Solving</b><br/> The ability to identify and anticipate problems, to explore alternative possibilities and to apply the most appropriate solution through Transport Design.</p> |

|   |  |
|---|--|
| Information management and lifelong learning skills | <p><i>Generic SU graduate attribute:</i></p> <p><b>Lifelong Learning:</b><br/>Be technologically, digitally and information literate. Be able to apply to a range of life experiences to facilitate life-long learning and life-long success.</p> <p><b>Learning</b><br/>An understanding of the personal incremental learning process, and the ability to acquire, evaluate and apply new knowledge in the pursuit of professional practice in Transport Design through a self-initiated goal</p> |
| Managerial and entrepreneurial skills               | <p><i>Generic SU graduate attribute:</i></p> <p><b>Professionalism:</b> Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial</p> <p><b>Reflection</b><br/>The use of critical evaluation and reflection about practical and contextual issues, resulting in the ability to exercise autonomy, initiative and self-direction in preparation for professional life</p>  |

The following maps the above LOs against those of the Programme Standard for Art & Design

| Programme Standard learning Outcomes   | APIIT Learning Outcomes   |
|--|---|
| Synthesise relevant knowledge and understanding, attributes and skills in effective ways in the contexts of creative and innovative practices; | <p><b>Knowledge &amp; Understanding</b><br/>Demonstrate a systematic understanding of key aspects of digital effects in film making, acquisition of data for the creation of visual effect shots, advanced 3D modelling, texturing, rendering and compositing, scripting of visual effects, digital animation, as well as development of coherent and detailed knowledge of equipment usage, capability and techniques.</p> |
| Apply critical, contextual, historical, conceptual, ethical judgment and disciplines.  | Demonstrate a systematic understanding of key aspects of digital effects in transport design, acquisition of data for the creation of visual effect shots, advanced 3D modelling, texturing, rendering and compositing, scripting of visual effects, digital animation, as well as development of coherent and detailed knowledge of equipment usage, capability and techniques.  |
| Demonstrate leadership, teamwork, interpersonal, entrepreneurial and social skills;  | <p><b>Global Citizenship</b><br/>Have an understanding of global issues and of their place in a globalised economy</p>  |
| Apply, consolidate and extend their learning in different contextual frameworks and situations.  | <p><b>Lifelong learning:</b><br/>Be technologically, digitally and information literate. Be able to apply to a range of life experiences to facilitate life-long learning and life-long success.</p> <p><b>Learning:</b><br/>Demonstrate an understanding of the context of knowledge acquired</p>  |
| Articulate and communicate ideas and information comprehensively in visual, oral and written forms   | <p><b>Communication and Teamwork:</b><br/>Be a effective communicator and presenter and able to interact appropriately with a range of colleagues. Have developed the skills of independence of thought and (when</p>   |

|  |  |
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|  | <p>appropriate) social interaction through teamwork.</p> <p><b>Communication</b><br/>Communicate interpersonally either in the form of written oral expression in a professional manner to a variety of audiences.</p>   |
| Use analytical and critical thinking skills in problem-solving   | <p><b>Reflective and Critical Learner:</b><br/>Be a problem solver and creator of opportunities</p> <p><b>Enquiry:</b><br/>Demonstrate a professional approach to research through seeking data, theory and statistics</p> <p><b>Analysis</b><br/>Demonstrate the ability to analyse a problem through critical thinking and constructive argument backed by data or research.</p> <p><b>Problem Solving</b><br/>Develop the skills necessary to understand and analyse a problem in order to create a complete technology and creative solution</p> |
| Use lifelong learning principles and skills to effectively respond and adapt to industry needs and emerging trends   | <p><b>Lifelong Learning</b><br/>Be technologically, digitally and information literate. Be able to apply to a range of life experiences to facilitate life-long learning and life-long success.</p> <p><b>Learning</b><br/>Demonstrate an understand of the context of knowledge acquired</p>  |
| Demonstrate professionalism in accordance with ethical and legal principles;   | <p><b>Professionalism</b><br/>Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial</p> <p><b>Reflection</b><br/>Manage learning, exercise initiative, personal responsibility and demonstrate the learning abilities, qualities and transferable skills necessary for employment or further academic or professional training</p>   |
| Develop skills in research through an analysis of information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation | <p>Have the ability to carry out inquiry-based learning and critical analysis</p> <p>Apply critical reasoning and argument to show the ability to apply concepts in different contexts</p>   |

## 5. Measurement of the Programme Learning Outcomes

The Learning Outcomes specified for the Programme are each measured in the modules which combine to make up the curriculum for the Programme. Each Module Descriptor identifies the Learning Outcomes for the module and maps these against the MQF Learning Outcome domains. Each Module Descriptor also identifies the employability (transferable) skills which are either introduced or developed and whether or not they are assessed in the module.

The following table maps the module Learning Outcomes against the MQF Learning Outcomes domains and the employability skills. The Domains and skills have already been mapped to the APIIT learning Outcomes in Section 4 herein.

Thus as the modules collectively address the Learning Outcomes and skills for the programme it is the task of the assessments in each module to measure the attainment of each LO. This is done by identifying which assessment tests the attainment of each LO which is verified by the external examiner(s) for each module assessment.

Table 1: Mapping of Modules Learning Outcomes to MQF Learning Outcome Domains

| Module Code | Module  | Learning Outcomes |      |      |      |      |      |      |      |
|-------------|---|-------------------|------|------|------|------|------|------|------|
|             |   | MQF1              | MQF2 | MQF3 | MQF4 | MQF5 | MQF6 | MQF7 | MQF8 |
| CE00681-4   | Design Technologies - Surface Modelling         | ✓                 | ✓    |      | ✓    |      | ✓    | ✓    |      |
| AM50172-4   | Industrial Design: History and Context          | ✓                 | ✓    |      | ✓    | ✓    |      | ✓    |      |
| AM50333-4   | Industrial Design: Style & Substance            | ✓                 | ✓    |      |      |      | ✓    | ✓    | ✓    |
| AM50184-4   | Trends and Visual Thinking                      | ✓                 | ✓    | ✓    |      |      | ✓    |      |      |
| AM50189-4a  | Core Skills I                                   | ✓                 | ✓    |      | ✓    |      |      | ✓    |      |
| AM50189-4b  | Core Skills II                                  | ✓                 | ✓    |      | ✓    |      |      | ✓    |      |
| AM50210-4a  | Course Introduction I                           | ✓                 | ✓    |      | ✓    | ✓    |      | ✓    |      |
| AM50210-4b  | Course Introduction II                          | ✓                 | ✓    |      | ✓    | ✓    |      | ✓    |      |
| CE01078-5   | Advanced Design Technologies (Surface)          | ✓                 | ✓    |      |      |      | ✓    | ✓    |      |
| AM50317-5   | Automotive Modelling                            | ✓                 | ✓    |      |      |      | ✓    |      |      |
| AM50198-5   | Automotive Presentation Skills                  | ✓                 | ✓    |      | ✓    | ✓    |      |      | ✓    |
| CE00414-5   | Digital Clay                                    | ✓                 | ✓    |      | ✓    | ✓    |      | ✓    |      |
| AM50351-5a  | Ergonomics & Design I                           | ✓                 | ✓    |      |      | ✓    | ✓    | ✓    |      |
| AM50351-5b  | Ergonomics & Design II                          | ✓                 | ✓    |      |      | ✓    | ✓    | ✓    |      |
| AM50368-5   | Lighting Concepts                               | ✓                 | ✓    |      |      | ✓    | ✓    |      |      |
| AM50370-5   | Transport Design Concepts                       | ✓                 | ✓    | ✓    |      |      | ✓    |      | ✓    |
| CE00411-5   | Transport Technology                            | ✓                 | ✓    |      | ✓    |      | ✓    |      | ✓    |
| AM50369-6   | Design Futures for Product and Transport Design | ✓                 | ✓    |      | ✓    |      |      | ✓    | ✓    |
| AM50209-6   | Design Project Context                          | ✓                 | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| AM50365-6   | Professional Project 1                          | ✓                 | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| AM50367-6   | Professional Project 2                          | ✓                 | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| CE00711-6a  | Digital Styling Project I                       | ✓                 | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| CE00711-6b  | Digital Styling Project II                      | ✓                 | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |

## 6. Employability

The BA(Hons) in Transport Design aims to produce graduates who are reflective and critical learners, with a global perspective, and who are prepared for the world of work. This is achieved through a number of measures:

- Across all levels of the degrees and across all design modules, we aim to provide our graduates with **discipline expertise**. We instill a critical knowledge of the discipline that is underpinned by the experience, research and scholarship of the academic staff and which strives to reflect the key environmental issues that affect the world in which we live.
- As part of our commitment to ensuring that Product Design graduates demonstrate **professionalism**, we aim to produce graduates who are equipped to enter the world of work and are **enterprising** or **entrepreneurial** by nature. We use tutorial modules, practical work, field work, projects and professional practice, to develop and refine the transferable skills (and the confidence and proficiencies that such skills endow) that create graduates with the abilities that employers seek.
- In order to capitalise on the knowledge and understanding that the degree aims to develop, **effective communication** and an ability to work in teams and with diverse stakeholders, are seen as essential attributes of our graduates. The development of communication, **presentation** and **team working** skills lie at the heart of the degree and are nurtured from first principles to a high level of proficiency in many of the modules
- Employers also value **independence of thought** and a **creative** ability to find solutions. The degree in Product Design enables students to take ownership of their learning – whether individually or in groups – and encourages independence of thought and **problem-solving** across a spectrum of activities.

These are essential attributes of the **critical**, **reflective** and **life-long learners** that Staffordshire graduates are expected to become. Throughout the three years of the degree, students are encouraged to develop their understanding through critical reflection; to question different views and perspectives and to use both their generic and specialist skills to recognize and resolve problems.

Our exciting Transport Design Programme provides all the skills necessary to work in both consultancies and manufacturing companies, whether they are automotive or within a wider field of transport. Graduates are working worldwide in a variety of industries and companies including BMW, Ford and Leyland Trucks. Other graduates are working in the related fields of marketing, computer games design, model making, graphic design and teaching.

During the Programme students are introduced to the key attributes of entrepreneurship, enterprise and employability. Through a structured and integrated approach and visits to design consultancies a real insight is gained into what is required in industry and gives important networking opportunities. Alongside this, live projects and visiting lecturers further reinforce this

Practicing car designers from industry will visit the studio, offering insights and criticism, teaching varied design skills, and ensuring graduates are aware and up to speed with current industry practice. The design studio is run to mirror a real consultancy, with staff in the role of design managers.



## 7 Teaching, Learning and Assessment

### 7.1 *Teaching and Learning*

The broad emphasis of the **teaching and learning strategy** is on exploring creativity and practice through research, theory and studio projects. A variety of methods are used to **assess** students' learning and progression, as outlined below, but they are all designed to reinforce the strategy of integrating the intellectual and experiential processes of learning in a creative environment.

#### **Interdisciplinary working**

Students will be introduced to inter-disciplinary working. Themes and issues dealt with at this introductory level are also common across the programme. Students will approach assessed projects from their specialist subject and will begin to experience negotiation and project management through cross-team practice. All students will experience practical work in each level, typically in the form of practice-based resolutions to assessment briefs where creative applications emerge as a result of research and proposals within several Modules.

A wide range of teaching methods is employed across the programme emerging from the teaching team's experience in Professional Studies within Product Design, Design Management and Advertising & Brand Management, guided by the Level Outcomes summarised earlier and informed by the following overarching principles: Structured accumulation of knowledge, understanding, critical awareness and creative thinking.

- Integration of theory and practice. Wherever possible the connection is made directly between understanding the theoretical basis of each aspect of a communication problem and its application and communication in practice. This assimilation of intellectual and skills-based learning supports a problem solving, applied and collaborative approach to study.
- Progression towards independent learning and the ability to self-manage project work. Teaching at Level C is organised on the principle of diagnosing i) the student's ambitions for the course and ii) their strengths and weaknesses. Through the introduction of PDP students are introduced to an ethos that promotes reflexive learning, building upwards from this initial diagnosis. This careful introduction to what is likely to be an unfamiliar approach to learning for most necessitates relatively high staff/student contact time in Level 4 compared to 5 and 6. Modules in Level 4 foster more independent project orientated modes of study, but with substantial staff support. This prepares the students for the final year in which the expectation is that they will manage their study time yet more independently – with continued support and supervision.
- Building students' confidence in their powers of communication. This is an extension of the reflexive approach to learning identified in the preceding paragraph. Through each level students are exposed, a step at a time, to increasingly complex challenges to their ability to communicate their ideas, whether through a presentation of research findings to their peers, public debate or written academic argument or, when dealing with a practical brief, communicating creative concepts and ideas to a client or peer group. Students then complete the cycle of learning by reviewing and evaluating what they have produced, incorporating responses from their peers and tutors, and synthesising that feedback before progressing to the next stage.

The **Modules** will often be based on a brief set by the Programme or module leader or an external agency or company. Commonly there will be a starting point - a brief, a project introduction, or specified area of investigation - set against the intended outcomes detailed in the module descriptor

and activities that promote relevant learning and facilitate assessment of those outcomes - with a common end point, usually in the form of an individual or group presentation of work for assessment. In this kind of learning model the focus is on the creative and research process which students follow to satisfy the requirements of the module.

The range of teaching **methods** fall into the following loose categories:

- **Studio Teaching** takes place in dedicated studios and is a practice highly valued by students on creative courses. It is felt that this practice contributes substantially to their independence as learners
- **Lectures** and/or presentations by members of academic staff or visitors from outside the University.
- **Seminars** or discussion groups set up to discuss issues arising from lectures or from work in progress by the group members. These can involve presentations by individual students to the group, which may be assessed for content and delivery.
- **Group Critiques** occur mid-way or at the end of projects or modules. Students present their work to the group of staff and students for discussion, for assessment purposes or to review progress. Active participation in critiques is encouraged and is a valuable opportunity to develop confidence in presentation and communication skills.
- **Teamworking** is an important part of the design process and it is important that students have experience of working in and managing teams. Several modules require teamworking. Pre selected teams are established by the teaching staff or student group according to the requirements of the module descriptor and or project brief. These teams will liaise to manage all aspects of the project, meet regularly to undertake research, concept development and final presentation.
- **Tutorials** are set up to enable individuals to discuss their work with members of staff. These can also involve groups of staff and students, with the objectives of encouraging analysis and reflection and providing feedback on progress. Tutorials function as strong elements of formative assessment.
- **Technical demonstrations** of technical processes by staff or technician instructors. These defined units of technical instruction will most often be described as “workshops”.
- **Educational Study visits** take place in design consultancies, cities, cultural centres, exhibitions and conferences, and introduce students to industry contacts and working practices.
- **Independent Study** is essential in developing and sustaining a professional approach to work and students are expected to use all of the allocated learning time for work/ practice/ research in all modules. Self motivation and time management skills are an important part of the student education and experience and this independent practice forms the basis for on-going student learning.

## 7.2 Assessment

The Learning Outcomes form the **structure** around which the assessment of modules is built. The University has designated 8 generic Learning Outcomes for all undergraduate awards and allowed for up to two further to be specified for each award. For the Product Design and Transport Design awards, as with other awards from the field of Art and Design two award specific outcomes are included: *Visual Analysis* and *Working with Others*. The award team see this as a significant additional marker of highly significant transferable skills that employers inside and outside the Design Industry and other Creative Industries look for when recruiting graduates (this information has been gleaned from discussions with industry practitioners we are linked to as a team).

Assessment of **Level Outcomes** is organised across the award so that each of the 10 **Level Outcomes** can be tested at least once within the modules at **Levels 4, 5 and 6**. Module grades are achieved through **summative assessment strategies**, which use a variety of modes that are designed to be exploratory and experiential and to reflect the process of accumulating the ranges of knowledge,

skills and understanding through the award. The integrated approach to teaching outlined above favours a continuous process of assessment, as opposed to exam based assessment. The main purpose of exams is to test knowledge, understanding and, to some extent analysis, but the award team is confident that these outcomes are tested more effectively overall through the range of coursework and presentation tasks set through the award. Formative and summative assessment of the learning outcomes identified for this award is an effective method, as long as the processes of tutor feedback and student self-evaluation are well supported.

Most modules carry single assessment tasks/activities, based on the submission of coursework, the nature of which is determined by the project/s or assignment/s set within the module, but which may consist of any one or a combination of the following components:

- Workbooks or logs, documenting the process of generating, developing and resolving thoughts and ideas and demonstrating the influence of research on practical work
- Studio concept development boards and portfolios
- Research files, documenting the gathering, sorting and presentation of research material
- Creative output professionally presented in the format required by the assignment, project or brief
- An essay or report, written according to given guidelines as to word count and illustrated as required by the assignment
- The script for a seminar presentation, and the presentation itself
- Coursework carried out in response to assignments, project briefs or self initiated proposals, and presented in forms appropriate to professional practice, allows students to demonstrate the acquisition of learning outcomes through a variety of strategies.

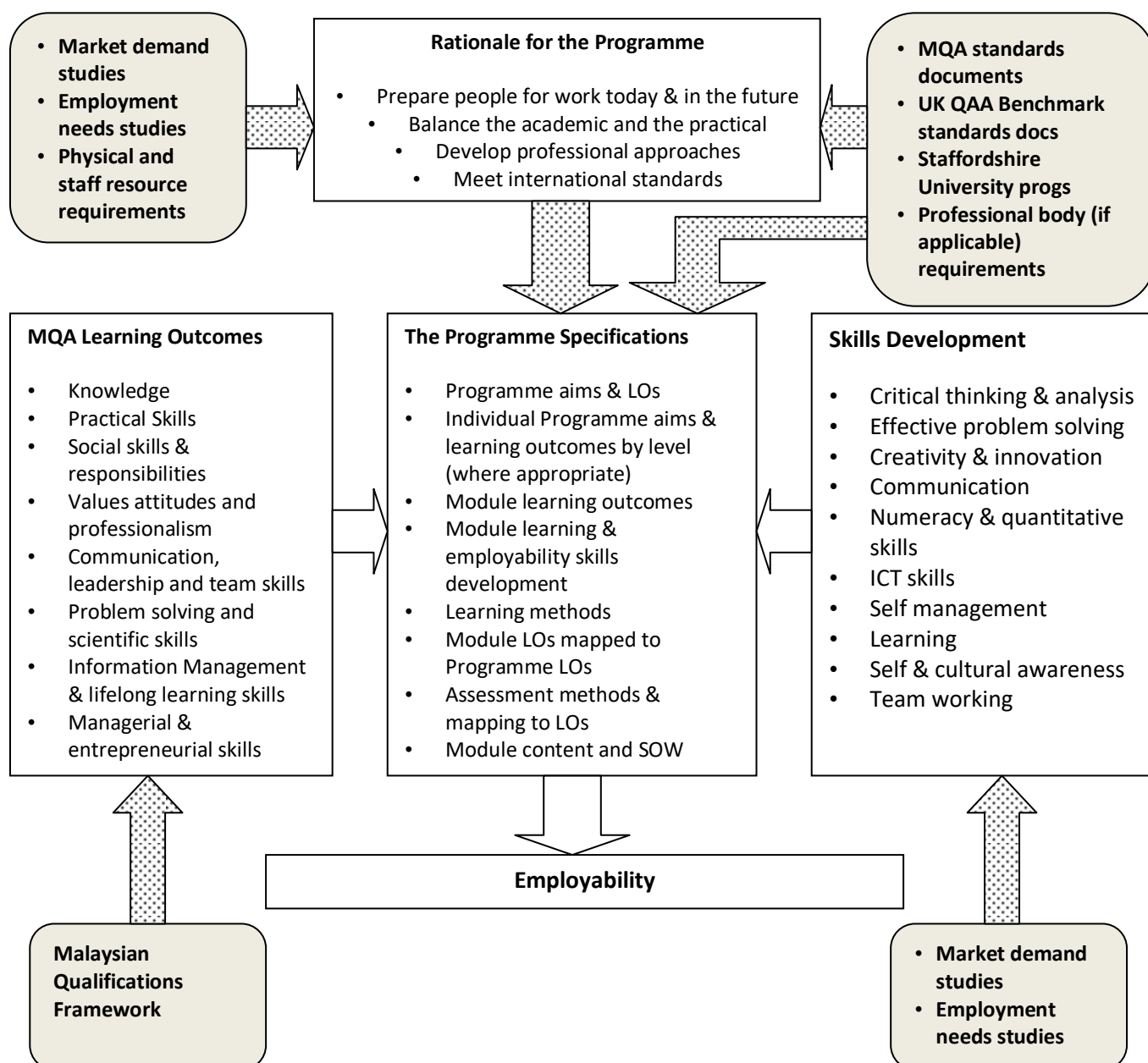
**Formative assessment** is normally carried out in tutorial and critique situations (either one on one, in peer groups or studio working teams) and can be provided to the student orally with a written record then kept by either the student or tutor. This can be produced as a result of peer group or self assessment exercises where the reflective process can result in the drawing up of an action plan. In more formally scheduled academic tutorials, these are recorded on an academic tutorial record form, completed and agreed by both student and tutor with one copy of the form retained by the student.

**Summative assessment** takes place at the end of a module where written feedback and indicative grade point are provided. The feedback forms directly link the assessment tasks and student performance to the identified learning outcomes and it is intended that this feedback will be provided within two weeks of the assessment wherever possible.

## 8 The Process for Development of the Curriculum

The process of development is based on a clear rationale which applies to all programmes and is designed to ensure that all Programmes comply with the APIIT VMG, especially in relation to international standards and the development of employable graduates.

The process begins with consideration of market demand and employment needs. The degrees available from Staffordshire University (SU) for franchise have been studied against these demands and the physical and staffing resources required to deliver them. The SU programmes have been mapped against the QAA subject benchmark statements by SU and subsequently against the MQA standards by APIIT. The following diagram illustrates the process adopted to develop new programmes.



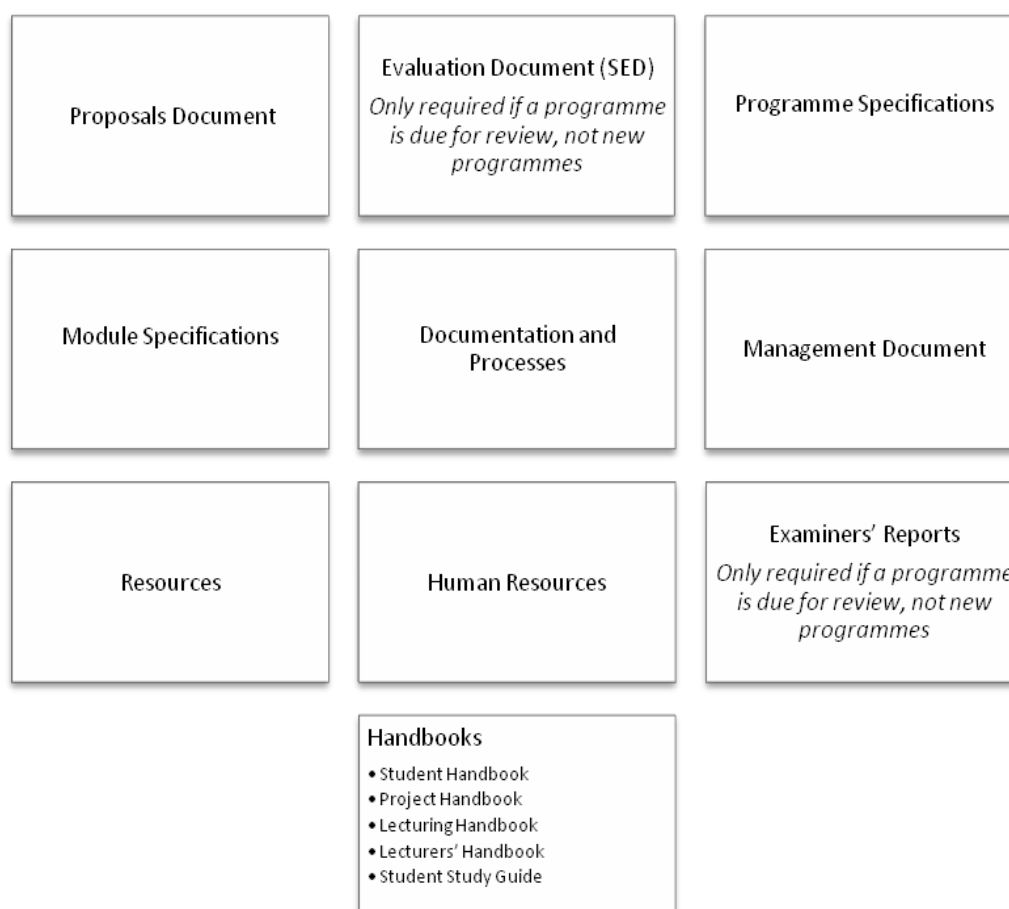
Once the programme has been developed and the Programme specifications, as described above, have been completed then the following are submitted to the Quality Partner Staffordshire University (SU) for their consideration through the conduct of a Validation. Validation is the process adopted by most UK universities to ensure that a proposed programme is appropriate for the academic level and discipline and can be delivered to an appropriate standard. It involves consideration of the Programme by an academic panel comprising SU senior staff and academic staff from the discipline under consideration as well as external panel members who are from the same discipline in other Universities. The conduct of Quality Assurance including validations at all British Universities is subject to periodic audit by the UK Quality Assurance Agency QAA).

The Validation Panel meet with representatives from APIIT to consider the proposals following which a report identifying any further requirements is produced. A second stage then takes place at the APIIT campus and the Validation Panel meet staff and students as well as inspecting resources and considers the APIIT response to the first stage Panel report.

Following the visit a report is submitted by the Validation Panel identifying commendations, conditions and requirements. Conditions must be satisfied before the programme can be delivered, requirements must be satisfied by the date specified by the Validation Panel.

Once the feedback from the Validation has been received any necessary improvements are made to the proposals before they are submitted to MQA.

The documentation submitted for validation is as follows:



| Semester structure |                       |                          |                            |                            |                      | Total credits |
|--------------------|-----------------------|--------------------------|----------------------------|----------------------------|----------------------|---------------|
| Year 1: Level 4    | Course Introduction I | Core Skills I AM50189-4a | Industrial Design: History | Trends and Visual Thinking | MQA U 2 Professional | 19            |

## 9 Curriculum Content and Structure

The overall structure of the degrees to be franchised is determined by the SU Programme Specifications, as is the credit requirement to achieve a degree and the regulations governing the delivery and award of the degree. However to enable accreditation by the Malaysian Qualifications Agency (MQA) the degrees also comply with the Malaysian Qualifications Framework (MQF). This requires that students complete a minimum of 120 credits for the award of a degree over a minimum of 3 years with no more than 2.5 semesters per year. Each credit requires 40 learning hours, giving a total learning time of 4,800 hours. All students must study compulsory General Studies modules which are shown in the following curriculum structure.

Thus the delivery of degrees in APIIT will be within the following structure to meet the above. Each module is 4 credits, or 160 learning hours.

The levels of the programme map the UK Qualifications Framework because the students will be awarded a UK degree on completion. In this Framework Level 4 is equivalent to the standard expected of the first year of a normal full time degree programme, level 5 is equivalent to the second year and level 6 is the final, normally, third year. In Malaysia the degree corresponds to MQF Level 6.

Each full semester is 16 weeks of contact and independent learning time followed by 2 weeks assessment, and thus the overall learning time is 108 weeks. The average learning time per week of time in the University is therefore 46 hours.

The Programme Standard for Curriculum Design and Delivery (MQA 2011) states that best practice is for teaching learning weeks per year of 36 to 40, here is proposed 36. The MQA required credit is maximum of 20 for full semesters, the maximum here is 19.

|   |  |  |  |  |  |           |
|---|--|--|--|--|--|-----------|
| Semester 1                              | AM50210-4a<br>4 Credits  | 4 Credits  | and Context<br>AM50172-4<br>4 Credits  | AM50184-4<br>4 Credits   | Development Skills<br>CE5201<br>3 Credits  |           |
| Semester 2                              | Course Introduction II<br>AM50210-4b<br>4 Credits  | Core Skills II<br>AM50189-4b<br>4 Credits                | Industrial Design: Style & Substance<br>AM50333-4<br>4 Credits                             | Design Technologies - Surface Modelling<br>CE00681-4<br>Or<br>Intro to Graphics Design<br>AM50068-4<br>4 Credits | MQA U 1A<br>Ethnic Relations: Local students<br>Malaysian Studies: Foreign students<br>3 credits | 19        |
| Year 2: Level 5<br>Semester 1           | Advanced Design Technologies (Surface)<br>CE01078-5<br>4 Credits   | Digital Clay<br>CE00414-5<br>4 Credits                   | Ergonomics & Design<br>AM50107-5<br>Or Advertising and Packaging<br>AM50028-5<br>4 Credits | Transport Design Concepts<br>AM50370-5<br>4 Credits  | MQA U 1B Islamic & Asian Civilisation: Local students<br>BM: Foreign students<br>3 credits       | 19        |
| MQA U4 Co Curricular module (6 Credits) |  |  |  |  |  | 6         |
| Semester 2                              | Automotive Modelling<br>AM50317-5<br>4 Credits   | Automotive Presentation Skills<br>AM50198-5<br>4 Credits | Transport Technology<br>CE00411-5<br>4 Credits   | Lighting Concepts<br>AM50368-5 or Digital and Experiential<br>AM50359-5<br>4 Credits                             | MQA U 3<br>Malaysian Development<br>3 MQA credits  | 19        |
|   | Internship (10 credits)<br>A required period of attachment of 10 weeks<br>OR<br>Industrial Training Portfolio 10 credits |  |  |  |  | 10        |
| Year 3: Level 6 Semester 1              | Design Futures for Product and Transport Design<br>AM50369-6<br>4 Credits  | Digital Styling Project I<br>CE00711-6a<br>5 Credits     | Professional Project 1 AM50365-6<br>8 Credits  |  |  | 17        |
| Semester 2                              | Design Project Context<br>AM50209-6<br>4 Credits   | Digital Styling Project II<br>CE00711-6b<br>5 Credits    | Professional Project 2 AM50365-6<br>8 Credits  |  |  | 17        |
|   |  |  |  |  | TOTAL Credit   | 126       |
|   |  |  |  |  | Total Learning   | 5,040 hrs |

| Components                    | Programme Standard Proposed Credits | SU/APIIT credits in the curriculum map above |
|-------------------------------|-------------------------------------|--|
| Compulsory Modules:           | 12 – 18                             | 18   |
| Common Core Modules:          | 6 - 12                              | 12   |
| Discipline core modules:      | 68 – 78                             | 74   |
| Elective Modules:             | 12 - 24                             | 12   |
| Industry Training: 10 Credits | 4 - 6                               | 10   |

## 10. Assessment

### 10.1 Module Assessment

The following is written in a style to enable it to be easily comprehended by student and for inclusion in the Student Handbook.

You will be assessed in every module for which you enrol. You may be required to undertake more than one element of assessment for a module, and you will be given information on what is expected of you at the start of the module. The assessment will be linked to the teaching and learning methods of the module and will be designed to test your achievement of the module's learning outcomes. A range of assessment methods may be used including formal examinations, class tests, essays, projects and case studies. All assessment must be treated with equal gravity and you must attempt all elements.

#### 10.1.1 Module Results

You will be given a result for your performance in each module. Your result will be determined by considering your performance in relation to the relevant assessment criteria. The assessment criteria will be closely linked to the learning outcomes of the module and will be included within the handbook for each module.

Where there are two or more elements of assessment within a module, the overall result for the module will be determined according to the weighting of each assessment. However, you will be required to achieve a specified minimum mark in each element of assessment in order to achieve an overall pass in the module. If you fail to achieve the specified minimum in an element of assessment you will be required to undertake further assessment.

The University uses a Grade Point scale to record your overall module results, as detailed below:

| Overall Grade Points for modules and percentage equivalents | Associated honours classification   |
|---|---|
| 13-15 (70-100%)   | First class   |
| 10-12 (60-69%)  | Second class (upper division)   |
| 7-9 (50-59%)  | Second class (lower division)   |
| 4-6 (40-49%)  | Third Class   |
| 3 (30-39%)  | Fail grade which may be compensated   |
| 2 (20-29%)  | Fail grade which cannot be compensated and, in modules with multiple assessments, the minimum grade that has to be achieved for each assessment.                            |
| 0-1 (0-19%)   | Fail grades which cannot be compensated and in modules with multiple assessment, any assessment with a 0 or 1 grade would have to be reattempted to pass the module overall |
| N   | <b>Fail due to non-submission which cannot be compensated. No further attempt allowed</b>   |

Some awards within the modular frameworks may have more rigorous requirements in relation to compensation due to Professional Body accreditation Information on this will be provided in the award handbook for such awards.

For some awards, modules will be graded Pass or Fail only. Where this is the case, details will be provided in your award handbook.



If you are judged to have satisfied the module assessment criteria at threshold level, you will be awarded at least a Grade Point 4 (pass) for the module. You will not be permitted a further attempt at any element of assessment for which you have been awarded a pass grade in order to improve your grade, unless a claim for extenuating circumstances is upheld.

### 10.1.2 Compensation

Compensation is the awarding of credits for a failed module if you have demonstrated elsewhere in your modules your ability to satisfy the learning outcomes of your award level.

In certain circumstances, the Assessment Board may recommend to the Award Board that you should not be required to undertake further assessment of a failed element of assessment, but that the failure should be compensated.

The Award Board has discretion to award the credits for a module in which a compensatable fail (ie GP 3 has been reported). The result will be recorded as 4C, but the original grade point will be used in calculating classification.

An overall grade point of 0, 1 or 2 or N (a non-submission) for an undergraduate module may not be compensated.

It should be noted that some awards within the University are accredited by a professional body. These professional bodies may have regulations which supersede those of the University in terms of compensation. The Award Board will take account of any such regulations in considering whether to compensate a failed module.

**A maximum of 30 credits may be awarded a compensated pass at each of Award Levels 4, 5 and 6.** Partial compensation of a module (ie awarding some, but not all, of the credits associated with a module) is not allowed. Where more than 30 credits have been failed, no compensation may be applied.

In operating this compensation, you must have passed a minimum of 90 Level 6 credits.

The Award Board has the discretion to determine whether or not to award a Compensated Pass using the criteria outlined in this section. No more than 30 credits at any one award Level can be awarded a Compensated Pass. The Level 6 Award Board may award a Compensated Pass to module failures remaining at lower levels, provided that the total number of credits compensated in the award overall does not exceed 90 and the original Grade Point was 3 or above.

### 10.1.3 Module Failure

If you have failed to satisfy the assessment criteria of the module, you will be awarded a **fail grade** (Grade Points 3, 2, 1 or 0. If you have failed to submit any assessment for the module, you will be given a **Grade Point N** (Fail due to non-submission) for the element(s) of that module and you will only be allowed a further attempt at that element(s) of the module at the discretion of the appropriate Board.

The credits for all modules, including failed modules, must be obtained in order for you to qualify for your chosen award and this can be done in one of the ways described below, which will be decided by the Award Board, acting on recommendations from the Assessment Boards.

### 10.1.4 Referral, Replacement and Retake

If the Assessment Board has reported a Non-Compensatable Fail, or if the Award Board decides not to award you credits by compensation then you will be required to undergo further assessment on the subject matter covered by the module. This is in order to satisfy the Boards that you are capable of meeting the appropriate learning outcomes and is known as “referral”. The form of assessment will be determined by the Award Board, on the recommendation of the Assessment Board, as will the deadline for submission/period of the examination.

The Award Board may decide that along with a form of assessment you need to attend the classes for the module again. This may be because the module is laboratory based, or requires specialist equipment or because your performance indicates that you would benefit from attendance. In such cases, where your timetable does not prevent you from attending, attendance is compulsory. If you are not required to attend, you will normally be required to attempt the re-assessment before the beginning of the next academic year. You must make yourself available to undertake such assessment as the Award Board requires at this time. If you do not meet the referral requirements determined by the Award Board at the time prescribed by the Award Board you will be deemed to have failed the module at that attempt.

The maximum mark awarded for a successfully completed referred element of assessment is a Grade Point 4. If your module comprises more than one element of assessment and the Award Board refers you in one or more elements, the referred element(s) will be recorded at a maximum of Grade Point 4; those elements not subject to referral will retain their original mark. The overall module grade will be suffixed R.

If you have failed an Option module, you may choose not to undertake the further assessment required by the Award Board, but to replace the failed module with another of the same or greater credits

#### **If you made an attempt at your assessments at the first attempt:**

You will only be guaranteed an opportunity to attempt a referral(s) once IF, and only if, you have made an attempt at the assessment(s) on the first occasion unless a claim for Extenuating Circumstances has been successful. If you fail to achieve a satisfactory performance in your referral attempt and are not awarded a compensated pass then the module result will be deemed a Fail. You may, however, at the discretion of the Examination Board, be able to retake the module (ie have a third attempt), except in circumstances where a GP N has been recorded for both the original attempt and the referral. In such cases, you will not be allowed to retake the module. Retaking a module means that you will have to undertake any failed elements of assessment attached to the module. The maximum mark for a retaken module is Grade Point 4. The suffix K will be used to indicate that it is a retaken module. Retaken modules carry no reassessment entitlement. A module may be retaken on one occasion only. Award Boards will not normally grant retakes for more than 30 credits (or one module greater than 30 credits) in a level.

#### **If you did not make an attempt at your assessments at the first attempt:**

If you do not submit work or attend assessments at the first attempt, that guarantee of a referral is lost and the appropriate Board will decide whether or not to allow you a referral. In making its decision, the Board may take account of your engagement with that module.

If the Board does allow you a referral(s) and you do not take the referral(s) at the time notified to you by your Faculty/School, no further referral opportunity will be given to you and you may fail the award.

Option modules which have been awarded a Fail (i.e. where no reassessment entitlement remains) may be replaced or retaken as previously described where this is possible. However, if you have exhausted all referral/retake opportunities for all modules in a specific option group, then you will not be able to meet the requirements of your chosen award and will not be permitted to continue on that award.

Core modules cannot be replaced. If you are awarded a Fail for a Core module then you will not be able to meet the requirements of your chosen award and will not be permitted to continue on that award. You will not be allowed to reapply to study the same award in the future as you will already have failed the core modules. If you pass the core modules but fail the overall award, these modules may be used towards a different award for which they are core or option modules.

In all cases, if you are allowed a referral(s), the referral(s) must be taken at the next referral opportunity, as determined by the Award Board. It is your responsibility to make sure that you know when you are required to resit.

## ***10.2 Extenuating Circumstances***

If you feel that any unforeseen and unavoidable circumstances (e.g. illness) have affected your ability to gain or demonstrate your knowledge or capabilities in one or more modules you should submit an Extenuating Circumstances form giving full details of the circumstances and supporting evidence for your claim.

If, having submitted a claim for extenuating circumstances, your claim is upheld, the Assessment Board will note where Extenuating Circumstances have been upheld and, where appropriate, recommend to the Award Board a date for (re)submission of the assessment.

If you are given a pass mark for the assessment component(s) for which extenuating circumstances have been upheld, you will be given the opportunity either to accept the grade achieved or submit for further assessment in that module (or components of that module) which you had claimed had been affected by extenuating circumstances.

If you decide to submit for further assessment in the module (or components of that module) which were upheld to have been affected by extenuating circumstances, and you obtain a higher grade than the original grade, the higher grade will be recorded. If you obtain a lower grade than the original grade, the original grade will be recorded.

If you have had your claim for extenuating circumstances upheld against a number of modules (or components of modules) you must decide which modules (or components on modules), if any, you wish to submit for further assessment.

You must make that decision by informing your home Faculty/School, within ten working days of the decision of the relevant examination board being notified to you, in writing, which module(s) (or components of module(s)) you have decided to submit for further assessment. A proforma for such purposes is available from your Faculty/School Office.

If you do not return the proforma within the ten working days specified, your home Faculty/School will assume that you do not wish to submit for further assessment. It is therefore your responsibility to abide by this deadline.

## ***10.3 The Conferment of Awards***

### **10.3.1 Eligibility for your Award**

Once you reach the end of your award the Award Board for your award will consider whether you have met all the learning outcomes and the credit requirements for successful completion of the award (see also sections on module enrolment and student workload). If you have met the requirements the Award Board will grant you that award.

If you have enrolled for an Honours Degree programme and met the requirements for completion of your award then the Award Board will consider awarding your degree with Honours. Honours are classified as follows:

- First Class Honours
- Second Class Honours (Upper Division)
- Second Class Honours (Lower Division)
- Third Class Honours

If you have not met the conditions for Honours you may be referred in some of your modules. At this point the Award Board may decide to set a ceiling on the maximum Honours classification available to you, once you have completed successfully those referrals and any retakes or replacements. The maximum degree classification you receive will not be lower than the base class as calculated once referrals have been completed successfully. The Award Board may also wish to consider you for the award of an Ordinary Degree.

If you have no referral, retake or replacement module opportunities remaining, the Award Board will consider your eligibility for the award of an Ordinary Degree.

### **10.3.2 The Determination of Honours Classification**

#### **Stage 1 - Your Overall Score**

In determining your degree classification the Award Board will consider your performance in all modules at both Levels 5 and 6 (excluding any Additional modules) studied at any stage of your award. Please note that this refers to the level of the modules and not the year/level of the award you are studying.

Having checked that you have passed all the modules and satisfied all the requirements of your award the Award Board will consider your overall score in Level 5 and 6 modules.

This overall score will be determined by taking into account all your Level 5 module results and giving them a 30% weighting, and all your Level 6 module results and giving them a 70% weighting. The size of multiple modules will also be taken into account by counting the grade point achieved in a 15 credit module once, in a 30 credit module twice, in a 45 credit module three times and so on.

Where compensation is awarded by a Level 6 Award Board (to either Level 5 or Level 6 modules) the original Grade Point achieved will contribute to the overall score.

In summary then:

Overall Score = 30% of average grade points per 15 credits at Level 5 + 70% of average grade points per 15 credits at Level 6.

For students who have been admitted to the University at Award Level 6 (and have not studied any credits at Level 5 at this University) the overall score will normally be 100% of the average grade point per 15 credits at Level 6. Any available academic history may, at the discretion of the Award Board, be considered where appropriate.

If you have been awarded credit through the Accreditation of Prior (Experiential) Learning (AP(E)L) scheme, these modules will be recorded on your profile as Grade Point 4E and this grade will not be taken into account when calculating your average grade point for classification purposes.

Your overall score will determine your “base” classification as follows:

| Overall Score  | Base Classification                 |
|----------------|-------------------------------------|
| 13.0 or higher | First Class Honours                 |
| 10.0 to 12.99  | Upper Second Class Honours          |
| 7.0 to 9.9     | Lower Second Class Honours          |
| 4.0 to 6.99    | Third Class Honours                 |
| 3.99 or below  | See regulations on Ordinary Degrees |

If you have met the requirements for your award you will be awarded at least your “base” classification.

If you have achieved at least 90 Level 6 credits in a class higher than the base, the Award Board will award you one class higher than the base.

### **Stage 2 - Consideration of your Level 6 Results**

Finally the Award Board will consider whether your performance in modules at Level 6 (your profile) suggests that you should be awarded a higher classification than the “base” indicated by your overall score.

If you have:

Achieved at least a Grade Point 4 in all Level 6 modules;

And Achieved at least 60 Level 6 Credits in a class higher than the base

the Award Board has discretion to consider you for the award of one classification higher than base if you have at least 60 credits in a class higher than your base classification.

In operating this discretion the Award Board will also consider:

- The number of Level 6 credits you have studied
- Your Overall Grade Point Average
- Your Grade Point Average in your best 60 Level 6 credits
- Where your overall score lies within the classification band
- Any claims for Extenuating Circumstances that have been upheld

The Award Board will not consider such factors as:

- Your personality and personal relationships
- Any judgement about your potential ability (i.e. not realised in your assessment results)
- Any intentions you may have to progress to post-graduate study or employment requiring a certain Honours classification
- Attendance

If any Level 6 credits have been compensated then you will be awarded your base classification only.

## **10.4 General Regulations**

### **10.4.1 Attendance**

Attendance is required at all teaching sessions for the modules for which you have enrolled. Sessions include all tutor-led activities such as lectures, seminars, tutorials and presentations. “Sessions” should not be interpreted as “weeks”. For small group sessions (sessions which involve a sub-set of the whole module cohort) you must attend the sessions to which you have been assigned.

If you are absent from a module(s) or programme of study on four consecutive occasions in a semester, including lectures, tutorials, seminars and laboratory based classes for reason other than personal illness without written approval you may be deemed to have withdrawn from the module(s) or programme of study and your registration on that module(s) or programme of studies cancelled. You may be excluded from further teaching, denied access to examinations and refused the opportunity to submit assessment for the module or award. You will therefore need to seek permission to start again on the same module (or a replacement where applicable).

All students are also required to maintain an attendance of 80% in each module and will be sent a letter advising of poor attendance after 3 and 6 absences from a module. APIIT will also monitor attendance of foreign students to ensure their attendance meets the minimum requirements of the Malaysian immigration other such authorities.

### **10.4.2 Breaches of Assessment Regulations - Academic Dishonesty**

Cheating and/or plagiarism of any kind will not be tolerated and will be dealt with very seriously. Cheating is defined as any attempt to complete an examination or assessment by unfair means. Plagiarism is defined as submitting the work of others as your own without appropriate referencing and citation for the purposes of satisfying assessment requirements. Plagiarism also includes allowing your work to be copied by another student.

### **10.4.3 Submission and Late Submission of Coursework**

You must submit all pieces of assessment required for each module on or before the submission date for each piece of assessment. Failure to do so may result in failure of the module overall. The submission date will be specified for each piece of assessment for each module. It is your responsibility to make sure you know when your submission dates are and to comply with them.

Failure to meet this deadline will be treated as a non-submission and a Grade Point 0 will be awarded for that component. The only exceptions to these rules apply where a valid claim for extenuating circumstances can be made.

### **10.4.4 Appeals Against an Examination Board Decision**

You may request that any assessment be rescrutinised after the final results are confirmed by the Award Board. You may not appeal against academic judgment but if you believe a material error has been made you may ask for a review of the Examination board decision.

You may also request a review if there is evidence supporting extenuating circumstances which was not available at the time of the Examination Board decision.

## 10.5 Mapping of Assessments

| Module Code | Module  | Portfolio | Essay | Assignment |
|-------------|---|-----------|-------|------------|
| CE00681-4   | Design Technologies - Surface Modelling         |           |       | ✓          |
| AM50172-4   | Industrial Design: History and Context          |           | ✓     |            |
| AM50333-4   | Industrial Design: Style & Substance            | ✓         |       |            |
| AM50184-4   | Trends and Visual Thinking                      | ✓         |       |            |
| AM50189-4a  | Core Skills I                                   | ✓         |       |            |
| AM50189-4b  | Core Skills II                                  | ✓         |       |            |
| AM50210-4a  | Course Introduction I                           |           |       | ✓          |
| AM50210-4b  | Course Introduction II                          |           |       | ✓          |
| CE01078-5   | Advanced Design Technologies (Surface)          |           |       | ✓          |
| AM50317-5   | Automotive Modelling                            |           |       | ✓          |
| AM50198-5   | Automotive Presentation Skills                  | ✓         |       |            |
| CE00414-5   | Digital Clay                                    |           | ✓     |            |
| AM50351-5a  | Ergonomics & Design I                           |           | ✓     |            |
| AM50351-5b  | Ergonomics & Design II                          |           |       | ✓          |
| AM50368-5   | Lighting Concepts                               |           |       | ✓          |
| AM50370-5   | Transport Design Concepts                       |           |       | ✓          |
| CE00411-5   | Transport Technology                            |           | ✓     |            |
| AM50369-6   | Design Futures for Product and Transport Design |           |       | ✓          |
| AM50209-6   | Design Project Context                          |           | ✓     |            |
| AM50365-6   | Professional Project 1                          |           |       | ✓          |
| AM50366-6   | Professional Project 2                          |           |       | ✓          |
| AM50367-6a  | Professional Project 2 I                        |           |       | ✓          |
| AM50367-6b  | Professional Project 2 II                       |           |       | ✓          |
| CE00711-6a  | Digital Styling Project I                       |           |       | ✓          |
| CE00711-6b  | Digital Styling Project II                      |           |       | ✓          |



## 11 Entry Requirements

Entry into the Programmes will be via one of the following routes:

### Route 1: Entry to level 4 Degree

- 2 Principal passes at STPM Level and 4 credit passes at SPM,
- 2 Passes at “A” Levels and 4 Grade C Passes at O Levels/GCSE, or
- The APIIT Foundation or equivalent
- A Qualification accepted by SU as equivalent to the above

**All students must demonstrate that they have met the equivalent of IELTS 6 either through formal English language assessment or through success in prior study at “A” level or equivalent in English.**

Additionally students entering the Journalism degrees will be required to have an IELTS of 7.5 or equivalent

### Route 2: Direct Entry to Level 5 Degree

- Successful completion of the relevant APIIT Diploma, or
- Successful completion of study in another recognised institution with academic credits equivalent to level 4 of an honours degree in relevant subjects

## 12. Module Descriptors

### 12.1 List of Modules

#### Level 4

|            |   |
|------------|---|
| AM50189-4a | Core Skills I                           |
| AM50189-4b | Core Skills II                          |
| AM50210-4a | Course Introduction I                   |
| AM50210-4b | Course Introduction II                  |
| CE00681-4  | Design Technologies - Surface Modelling |
| AM50172-4  | Industrial Design: History and Context  |
| AM50333-4  | Industrial Design: Style & Substance    |
| AM50184-4  | Trends and Visual Thinking              |

#### Level 5

|           |  |
|-----------|--|
| CE01078-5 | Advanced Design Technologies (Surface) |
| AM50317-5 | Automotive Modelling                   |
| AM50198-5 | Automotive Presentation Skills         |
| CE00414-5 | Digital Clay                           |
| AM50107-5 | Ergonomics & Design                    |
| AM50368-5 | Lighting Concepts                      |
| AM50370-5 | Transport Design Concepts              |
| CE00411-5 | Transport Technology                   |
| AM50359-5 | Digital & Experiential                 |
| AM50028-5 | Advertising & Packaging                |

#### Level 6

|            |   |
|------------|---|
| AM50369-6  | Design Futures for Product and Transport Design |
| AM50209-6  | Design Project Context                          |
| CE00711-6a | Digital Styling Project I                       |
| CE00711-6b | Digital Styling Project II                      |
| AM50365-6  | Professional Project 1                          |
| AM50367-6  | Professional Project 2                          |

### 12.2 Module Descriptors by Level

Please refer to the module file.