

PROGRAMME STANDARDS: ART AND DESIGN STANDARD PROGRAM: SENI LUKIS DAN SENI REKA

This set of Programme Standards has been prepared to enhance the development of educational programmes in Art and Design and to maintain the quality of graduates. It is hoped that with this document, higher education providers will be able to provide quality education in Art and Design and its related fields.

Standard Program ini disediakan untuk membantu pembangunan program pendidikan dalam bidang seni lukis dan seni reka dan menjaga kualiti graduan. Semoga dokumen ini dapat membantu pemberi pendidikan tinggi menyediakan pendidikan yang berkualiti dalam bidang seni lukis dan seni reka dan bidang yang berkaitan.

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FOREWORD

In its effort to ensure the quality of programmes in institutions of higher learning in Malaysia, the Malaysian Qualifications Agency (MQA) has published various documents such as Malaysian Qualifications Framework (MQF), Code of Practice for Programme Accreditation (COPPA), Code of Practice for Institutional Audit (COPIA), Guidelines to Good Practices (GGP) and Programme Standards (PS). It is important that these quality assurance documents be read together with this document in developing and delivering higher education programmes in Malaysia.

The Programme Standards document outlines sets of characteristics that describe and represent guidelines on the minimum levels of acceptable practices that cover all the nine Malaysian quality assurance areas: programme aims and learning outcomes, curriculum design and delivery, assessment of students, student selection, academic staff, educational resources, programme monitoring and review, leadership, governance and administration, and continual quality improvement. The Programme Standards: Art and Design covers all the education levels: from certificate to doctoral.

This Programme Standards document has been developed by a panel of experts in consultation with various public and private Higher Education Providers (HEPs), relevant government and statutory agencies, professional bodies, related Art and Design industries and students.

This standards do not attempt to give specific characteristics for the programmes, especially for those related to the framing of the curricula and provision of educational resources. This Programme Standards document encourages diversity and allows programme providers to be innovative and to be able to customise their programmes in order to create their own niches, while ensuring they produce graduates that meet the current needs of the profession and ensuring they fulfill their obligations to society. Some examples given in this Programme Standards document, such as the statements of programme aims and learning outcomes, are intended to give clarity to the document; they are not intended to be adopted in a verbatim manner.

I would like to express my appreciation to all the panel members (Appendix 1), the various stakeholders who have given their input, and all the officers from MQA who have contributed to the development of this Programme Standards: Art and Design document.

Thank you.

Dato' Dr. Syed Ahmad Hussein

Chief Executive Officer

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GLOSSARY

Aesthetics	An awareness of beauty, or quality in a work of art, or other manmade or natural form which evokes a sense of elevated awareness in the viewer.
Affective domain	Focuses on the aspect of feelings and attitudes in learning and evaluation.
Appraise / Appraisal / Appraising	The critical analysis of artworks in diverse contexts. It investigates artistic language and expressions directly related to selected concepts, focuses and media areas. Appraising constitutes judgments when ascribing aesthetic values, challenging ideas, investigating meanings, purposes, practices and approaches.
Art	The expression or application of human creative skill and imagination, typically in a visual form. 'Visual' here relates to seeing or sight (visual perception).
Art appreciation	Understanding the meaning of artwork and forming your opinions on it. The understanding of art appreciation can assist an art enthusiast to comprehend artwork.
Art criticism	Discussion or evaluation of visual art.
Artwork	The visual expression of an idea or experience formed with skills through the use of a medium, technique, element of art and principle of design.
Assessment	Integral part of learning, therefore assessment tasks, conditions and criteria must be compatible with outcomes and learning experiences. Assessment can be implemented in a form of formative or summative manner.

Basic creative skills	Thinking, imagination, source of idea.
Cognitive domain	Focuses on the aspect of thinking and knowledge in learning and evaluation.
Contextual understanding	Interrelationship with the things and situation around us / interrelationship with everything that goes around us at any particular time.
Creative	Having the power to create; exerting the act of creation.
Creative skills	The ability to produce new ideas through thinking and imaginative powers.
Creativity	A mental process involving the generation of new ideas or concepts, or new associations between existing ideas or concepts.
Design	Giving attention to aspects of aesthetic, function, planning and technology.
Exit criteria	Evaluation of students' achievements in general, in order to exit from a course. Exit criteria are developed based on the general objectives/ learning outcomes of the course.
Formative assessment	Provide feedback to students and teachers as regard to the continuous achievements in learning.
Innovation	Creating new ideas, new things, new ways.
Media / Medium	The material used by an artist or designer to produce a work of art or design.

Media	Refers to mass media, which includes such printed media as books, magazines, and newspapers; radio; cinema; and such electronic media as television, Web pages, CD-ROMs, DVDs, etc.
Practical skills	The ability to make / do / construct something. The skills include problem solving and handling material and techniques through appropriate processes.
Psychomotor domain	Focuses on the aspect of doing and skills in learning and evaluation.
Summative assessment	Cumulative information on the achievement level at the end of a course of study.
Trends	Patterns of gradual change in a condition, output, or process. General changes or developments.
Visual culture	A field of study that generally includes some combination of cultural studies, art history, critical theory, philosophy and anthropology, by focusing on aspects of culture that rely on visual images.
Visual literacy	The ability to interpret, negotiate, and make meaning from information presented in the form of an image.

ABBREVIATION

1.	CGPA	Cumulative Grade Point Average
2.	COPIA	Code of Practice for Institutional Audit
3.	COPPA	Code of Practice for Programme Accreditation
4.	CPD	Continuous Professional Development
5.	GGP	Guidelines to Good Practices
6.	HEP	Higher Education Provider
7.	MQA	Malaysian Qualifications Agency
8.	MQF	Malaysian Qualifications Framework

INTRODUCTION

1. Development and implementation of the Programme Standards in Art and Design

This Programme Standards is a reference document for all Higher Education Providers (HEPs) that provide Art and Design Programmes in order to assure the quality of their programmes. This document encompasses nine Quality Assurances areas as stated in the Code of Practice for Programme Accreditation (COPPA) and has been elaborated into more specific requirements according to the needs of the programme. It is subdivided into 10 components as follows:

- i. Programme Aims
- ii. Learning Outcomes
- iii. Curriculum Design and Delivery
- iv. Assessment of Student Learning
- v. Student Selection
- vi. Academic Staff
- vii. Educational Resources
- viii. Programme Monitoring and Review
- ix. Leadership, Governance and Administration
- x. Continual Quality Improvement

As a whole, the Programme Standards for Art and Design document describes the different levels of standards leading to the award of individual qualifications, namely Certificate (Malaysian Qualifications Framework, MQF Level 3), Diploma (MQF Level 4), Bachelor's Degree (MQF Level 6), Master's Degree (MQF Level 7) and Doctoral Degree (MQF Level 8).

These standards are designed to encourage diversity of approach within a framework that is compatible with the national human resource requirements and the socio-economic needs. They cannot be seen as a syllabus and no form of prescription is intended in the amount of time devoted to each component or in the order in which the material is presented. HEPs are expected to combine,

teach and assess the subject creatively. The Programme Standards document provides general guidelines on delivery and assessment of programmes, thus enabling identification of vital components of qualifications from Certificate to Doctoral awards.

As the statements within the Programme Standards should be viewed as the minimum requirement, Higher Education Providers are encouraged to go beyond the basic minimum. This document is also intended to be valuable to prospective students, their parents and guardians, employers, professional and regulatory bodies, universities, colleges and schools. Assessors and Auditors are guided by these standards in arriving at their recommendation and conclusions.

The development and implementation of this Programme Standards document is to ensure that the graduates meet the professional requirements and expectations in their respective fields. HEP must take cognisance of the rapidly evolving subject matter and introduce effective and sustainable programme improvement. In doing so, the providers should also ensure that the graduates obtain the necessary skills to function effectively, guided by the following eight significant domains of learning outcomes in MQF:

- i. knowledge
- ii. practical skills
- iii. social skills and responsibilities
- iv. values, attitudes and professionalism
- v. communication, leadership and team skills
- vi. problem solving and scientific skills
- vii. information management and lifelong learning skills
- viii. managerial and entrepreneurial skills

All partnership or collaborative programmes should accommodate, as much as possible, the requirements of these Programme Standards. As the purpose of this Programme Standards document is to provide guidelines in the development and conduct of programmes in the identified fields, it is of paramount importance that this document be read with other quality assurance documents and policies by the Malaysian Qualifications Agency and related agencies. These include, but are not limited, to:

- i. The Malaysian Qualifications Framework (MQF)
- ii. The Code of Practice for Programme Accreditation (COPPA)
- iii. The Code of Practice for Institutional Audit (COPIA)
- iv. Relevant Guidelines to Good Practices (GGP)

2. A Brief Description of the 10 Components of the Programme Standards

Programme Aims

The aims of this programme have been designed to reflect what the programme wants the learner to achieve at all levels of the academic qualification from Certificate, Diploma, Bachelor's, Master's to Doctoral Degrees. The programme aims will be a useful guide and platform for the formation of the curriculum content and assessment standards of a particular academic programme.

Programme Learning Outcomes

The programme learning outcomes are the output that needs to be achieved through the implementation of a particular academic programme. These learning outcomes should cumulatively reflect the eight domains of outcomes which are significant to Malaysia. These programme learning outcomes will, therefore, distinguish the standards and levels of each programme.

Curriculum Design and Delivery

The standards of curriculum design and delivery are based on the programme aims and programme learning outcomes. There are three areas recommended in the main content of the programme:

- i. Fine Art which focuses on aesthetics, concept, meaning and creativity.
- ii. Design which focuses on aesthetics, concept, function, creativity and innovation.
- iii. Art and Design Management and History which focuses on the management and historical aspects of art and design.

Among the recommended techniques of teaching and learning for this programme are Inquiry Learning Model (ILM), Problem Based Learning (PBL) and Integrative Learning (IL).

Assessment of Student Learning

The student assessment component in this manual is helpful in ensuring the aims and eight domains of learning outcomes are met through the teaching and learning of this programme. The assessment techniques should be clear and comprehensive. They must also be valid and reliable as the curriculum content is very complex because it involves both practical and theoretical aspects.

The factors concerning student assessment requirements in this manual are:

- i. Assessment principles and benchmarked standards
- ii. Assessment and the eight domains of programme learning outcomes
- iii. Assessment and assessment objectives
- iv. Suggested assessment task and/or technique
- v. Determining the exit level of achievements and awards
- vi. Method of validity and reliability in test / assessment

Student Selection

There are varying views on the best method of student selection. Whatever the method used, the HEP must be able to defend its consistency (COPPA, 2008).

The approach used for student selection is based on the necessity of a particular academic programme. The entry for a specific programme in Art and Design requires the minimum qualification.

Apart from having the minimum qualification, candidates are also required to attend an interview with a drawing test for the entry of the Diploma and Bachelors Degree programmes. For Postgraduate Degree programmes, candidates are required to attend an interview.

Academic Staff

The quality of the academic staff is one of the most important components in ensuring the quality of higher education (COPPA 2008). In line with this, the academic staff should have a required minimum academic qualification in order to be a lecturer for each academic programme in different levels. The academic staff is also required to be equipped with Continuous Professional Development

(CPD) according to the specialisation needs or involvement in their respective fields of expertise, based on the total number of hours set in a year.

Educational Resources

Adequate educational resources are necessary to support the teaching-learning activities of the programme (COPPA, 2008). This manual gives general guidelines on the minimum requirement of educational resources for all levels from certificate to doctoral degree.

Leadership, Governance and Administration

Good governance reflects good leadership of an academic organization. Therefore it must strive for excellence. It must also provide clear guidelines and directions. In addition, it should build good relationships amongst the different constituents, manage finances and other resources with accountability and forge network with significant stakeholders. Aiming for excellence in research and consultancy is one of the tasks that should be carried out based on collegiality and transparency in order to improve the quality of governance, leadership and administration.

The academic leaders and administrators in the Art and Design programme need to have the appropriate qualification and experience to manage and lead an organization effectively. This manual gives general guidelines on the minimum qualification requirement and the experience needed for an academic leader and administrator in a unit, department and faculty.

Continual Quality Improvement

One major purpose of quality assurance is to promote public confidence. It also serves to ensure the institution stays in line with the ever-changing demands of the industry. Continuous quality assurance in this manual is demonstrated by:

- i. a programme curriculum review
- ii. the appointment of an external reviewer / industrial advisor for a quality assessment process
- iii. linkages with related industry

- iv. a continuous review of industrial attachment practices and records
- v. dialogue sessions with stakeholders
- vi. a development training of the academic staff
- vii. organizing events and presentations by invited speakers (local and international)
- viii. management review

Programme Monitoring and Review

Quality enhancement for programmes needs to be regularly monitored, reviewed and evaluated. This includes the monitoring, reviewing and evaluating of institutional structures, leadership, management, curriculum, teaching and learning, research as well as student progress, employability and performance.

Feedback from multiple sources, for example, students, alumni, academic staff, employers, professional bodies and parents can contribute to the enhancement of the quality of the programme. Feedback can also be obtained from an analysis of students' performance and longitudinal studies.

PROGRAMME AIMS

Aims are described in broad and general statements of teaching intention, encapsulating the general content and direction of a programme.

“A programme’s stated aims reflect what it wants the learner to achieve. It is crucial for these aims to be expressed explicitly and be made known to learners and other stakeholders alike” (COPPA, 2008, pp.10).

A clear and appropriate statement of aims forms an important element in programme design, in quality assurance and in focusing student learning experience. A good formulation of aims enables us to understand more clearly what a programme sets out to achieve.

CERTIFICATE

The programme aims to provide graduates with related fundamental knowledge, basic creative skills, technical skills and entrepreneurship to perform effectively in their specialised areas of Art and Design in support of the creative industry and it also aims towards lifelong learning.

DIPLOMA

The programme aims to provide graduates with related broad-based knowledge, advanced skills, entrepreneurship, creativity and innovation, visual expression and communication in Art and Design to contribute towards the creative industry and it also aims towards lifelong learning.

BACHELOR’S DEGREE

The programme aims to provide graduates with relevant in-depth knowledge, multi skills, critical thinking skills, creativity and innovation in specialised and interdisciplinary areas of studies, contextual understanding, entrepreneurship and professionalism, which contribute towards the creative industry and the visual culture.

MASTER'S DEGREE

The programme aims to provide graduates with related advanced knowledge, skills and professionalism, creativity and innovation, research approach, managerial and entrepreneurial skills in specialised areas of art and design, to deal with the demands of global trends and developments in the field of creative industry and visual culture, to become experts in their fields of specialization.

DOCTORAL DEGREE

The programme aims to provide graduates with the ability to undertake scholarly research to the forefront of their fields and to become renowned experts, who further facilitate the advancement of knowledge and professionalism in creative industry, education and visual culture.

LEARNING OUTCOMES

Learning outcomes are more detailed statements described in explicit terms of learners' achievement and are achievable and assessable upon completion of a period of study.

"The quality of a programme is ultimately assessed by the ability of the learner to carry out their expected roles and responsibilities in society. This requires the programme to have a clear statement of the learning outcomes to be achieved by the learner" (COPPA, 2008, pp.11).

These learning outcomes should cumulatively reflect the eight domains of learning outcomes, which are significant for Malaysia (MQF, 2007, Para 15, pp. 4) and should be applied at the various levels of taxonomy accordingly, in line with national and global developments.

CERTIFICATE

At the end of the programme, graduates will be able to:

- i. demonstrate an understanding of basic knowledge, skills and appreciation in their field of study;
- ii. demonstrate the ability to perform tasks based on instructions;
- iii. use basic tools, media and techniques in problem-solving;
- iv. apply basic entrepreneurship knowledge;
- v. demonstrate teamwork, interpersonal and social skills;
- vi. practise within safety, health and hazard rules and regulations; and
- vii. use information from a variety of sources.

DIPLOMA

At the end of the programme, graduates will be able to:

- i. demonstrate broad-based knowledge and advanced skills in the area of specialisation;
- ii. produce creative and innovative artworks;
- iii. demonstrate an ability to articulate and document work-flow;
- iv. demonstrate an understanding of visual literacy and communication;

- v. demonstrate leadership, teamwork, interpersonal, entrepreneurial and social skills;
- vi. use information from a variety of sources;
- vii. demonstrate professionalism in accordance with ethical and legal principles; and
- viii. apply the skills and principles of lifelong learning in their academic and career development.

BACHELOR'S DEGREE

At the end of the programme, graduates will be able to:

- i. synthesise relevant knowledge and understanding, attributes and skills in effective ways in the contexts of creative and innovative practices;
- ii. apply critical, contextual, historical, conceptual, ethical judgement and disciplines;
- iii. articulate and communicate ideas and information comprehensively in visual, oral and written forms;
- iv. develop skills in research through an analysis of information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation;
- v. demonstrate leadership, teamwork, interpersonal, entrepreneurial and social skills;
- vi. demonstrate professionalism in accordance with ethical and legal principles; and
- vii. apply, consolidate and extend their learning in different contextual frameworks and situations.

MASTER'S DEGREE

At the end of the programme, graduates will be able to:

- i. demonstrate and integrate continuing and advanced knowledge;
- ii. apply in-depth knowledge and skills in new situations and/or in multi-disciplinary contexts;
- iii. develop advanced skills in research methodology, in documentation, description, appraisals and analysis of evidence and problems;

- iv. produce works that are at the forefront of their area of specialization and undertake initiatives for continuing professional development;
- v. design and promote innovative products with an awareness of trends, socio-cultural and industry needs through appropriate research approaches; and
- vi. act and perform effectively with professional ethics to be leaders or managers as well as effective team members through research, creative and innovation activities.

DOCTORAL DEGREE

At the end of the programme, graduates will be able to:

- i. demonstrate advanced scholarship and critical investigation and evaluation skills in their areas of research;
- ii. contribute independent and original ideas that broaden the boundary of knowledge;
- iii. make critical analysis, evaluation and synthesis of new ideas;
- iv. present research findings in accordance with international publication standards;
- v. undertake, supervise and lead further researches professionally and ethically; and
- vi. integrate the impact of academic knowledge into creative industry needs, emerging trends and visual culture.

CURRICULUM DESIGN AND DELIVERY

1. The meaning of curriculum

Taba (1962) defines 'curriculum' as 'a plan of learning'. Saylor et al. (1981) define 'curriculum' as 'a plan for providing sets of learning opportunities for a person to be educated'.

Tanner and Tanner (1978) elaborate on curriculum as 'the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience... for the learners' continuous and wilful growth in person-social competence'.

In general, the curriculum design focuses mostly on the following aspects:

- Educational planning
- Aims and objectives
- Content and topics for learning
- Learning experiences
- Methodology and activities in teaching and learning
- Methods and instruments in assessment

Lecturers are required to prepare the syllabus, scheme of work and lesson plan based on skill level and knowledge complexity for teaching and learning.

2. The curriculum content

The curriculum content of the Art and Design programme can be classified into two main sections:

- i. The practical aspect (art making - doing)
- ii. The theoretical aspect (art appraising - thinking)

The practical aspect includes the process of producing artwork, studio work and course work, and carrying out research. The theoretical aspect includes the history of art, art appreciation and art criticism.

The art making aspect (practical) requires students to solve problems when creating an artwork, and to display artwork that communicates thoughts, feelings, ideas and experiences.

The art appraising aspect (theoretical) requires students to analyse, interpret, evaluate and synthesise information about visual language, expressions, meanings and functions in artwork relevant to the concepts and contexts.

Students must be exposed to a balanced aspect of theory and practice. Students should be able to not only create but also to analyze the meaning and functions of artwork.

There should be a continuum in learning visual art from certificate to diploma and to degree levels. The classification domain and hierarchy level of skills are structured through appropriate curriculum content from basic to intermediate to advanced levels. Learning at the degree level should be global and analytical, thus strengthening the aspect of theory-making and investigation.

Learning at the degree level should provide student with the chance to develop knowledge, understanding and thinking, critical judgement and contextual understanding that is appropriate to the professional. Students are provided with research strategies and independent learning skills for continual academic and professional development in Art and Design.

Major areas in Art and Design

In general, the Programme Standards for Art and Design include three major areas as listed below:

1. Fine Art, which focuses on aesthetics, concept, meaning and creativity.
2. Design, which focuses on aesthetics, concept, function, creativity and innovation.
3. Art and Design Management and History which focuses on management and the historical aspects of art and design.

FINE ART

Art Learning emphasises two main aspects: Making and Appreciation. The concepts of aesthetics, art criticism, beauty, form and creativity are the main pillars for teaching and learning. This enhances students understanding of the meaning of art, that generally means expression of what is beauty in art.

The main disciplines in Fine Art are Drawing, Painting, Sculpture, Printmaking and Ceramics.

DESIGN

Art and Design are interrelated in terms of making and appreciation. Design generally means to give attention to aspects of technology, planning and function. The main programmes in Design include (but are not limited to):

- i. Textile Design
- ii. Fashion Design
- iii. Ceramic Design
- iv. Fine Metal Design
- v. Industrial Design
- vi. Graphic Design
- vii. Creative Multimedia
- viii. Photography
- ix. Printing Technology

The development of Graphic Design areas

Areas in **Graphic Design** originally focused on Illustration, Advertising Design, Packaging, Corporate Identity and Visual Communication.

However, the elements in Graphic Design have developed into new areas that include Animation, Interactive Media and Digital Arts. These new areas are incorporated in digital and electronic technology.

ART AND DESIGN HISTORY AND MANAGEMENT

This topic covers a very broad area comprising of all theoretical aspects of Art and Design academic programme. It can be a combination of several independent areas such as Art History, Design History, Art Appreciation, Art Criticism, Philosophy, Anthropology, Aesthetics, Contextual Studies, Art Management, Design Management.

Art and Design History encompasses specific methods of studying the visual arts, their historical development and stylistics contexts, eg. genre, design, format and style. These studies are often inter-related to all the subjects mentioned above namely aesthetics, art criticism, appreciation, philosophy etc. Design History basically is a study of objects of design in their historical and stylistic contents.

Art and Design Management can also be offered as separate fields of study. Art and Design here means not only traditional forms of artistic expression but also comprise popular and industrial creative expressions.

These areas deal with emergent management practices, exploring the diverging role of curators, art and design managers with respect to new forms of business collaborations. Design management is about strategic management skills which include design, operation, financial, marketing, organization and human resource, innovation and change.

3. Curriculum delivery

Among the recommended techniques of teaching and learning for this programme are the Inquiry Learning Model (ILM), Problem Based Learning (PBL) and Integrative Learning (IL).

The Inquiry Learning Model (ILM) is fundamental to Visual Art. It emphasises the process of investigation as well as the production of an image or object. An inquiry learning model develops students' investigative and thinking skills and contributes to their ability to participate in aesthetic processes. The inquiry learning model includes four processes: researching, developing, resolving and reflecting (QSA, 2007).

The Problem Based Learning (PBL) curriculum helps promote the development of lifelong learning skills in the form of open-minded, reflective, critical and active learning. The PBL model can better facilitate the acquisition of problem-solving, communication, teamwork and interpersonal skills—attributes that are sought after by the related industry (Tan, 2003).

Integrative Learning (IL) emphasises the process of fun learning which focuses on creativity, multiple intelligences, and the global and analytical abilities of students.

4. The curriculum structure in the Art and Design programme

The table below indicates what is meant by ‘Compulsory Module / University Wide’, ‘Common Core / Faculty Wide’, Area of Concentration / Programme Core’ and ‘Option / Elective’.

Compulsory Module / University Wide	Module indicated as compulsory by the Ministry of Higher Education and / or the HEP.
Common Core / Faculty Wide	Common Core / Faculty Wide is used to indicate module specific to the faculty and compulsory to all programmes in the faculty.
Area of Concentration / Programme Core	Area of Concentration / Programme Core is used to indicate the module specific to the field of study constituting the focus of a particular academic programme.
Option / Electives / Minor	The module is not ordered into the curriculum requirements for an area of concentration but is chosen among modules available at the HEP.

CERTIFICATE [MINIMUM: 60 CREDITS]

Module Categories	Percentage (%)	Credits
Compulsory	10 – 15	6 – 9
Common Core	5 – 10	3 – 6
Area of Concentration / Programme Core	65 – 80	39 – 48
Option / Electives / Industrial Training	0 – 15	0 – 9

DIPLOMA [MINIMUM: 90 CREDITS]

Module Categories	Percentage (%)	Credits
Compulsory / University Wide	10 – 15	9 – 14
Common Core / Faculty Wide	5 – 20	4 – 18
Area of Concentration / Programme Core	70 – 75	63 – 68
Option / Electives / Minor	0 – 10	0 – 9
Industrial Training	0 – 5	0 – 4

BACHELOR'S DEGREE [MINIMUM: 120 CREDITS]

Module Categories	Percentage (%)	Credits
Compulsory / University Wide	10 – 15	12 – 18
Common Core / Faculty Wide	5 – 10	6 – 12
Area of Concentration / Programme Core	57 – 65	68 – 78
Option / Electives / Minor	10 – 20	12 – 24
Industrial Training	3 – 5	4 – 6

MASTER'S DEGREE BY COURSEWORK [MINIMUM: 40 CREDITS]

Module Categories	Percentage (%)	Credits
Common Core	5 – 20	2 – 8
*Core	60 – 85	24 – 34
Option / Electives	0 – 15	0 – 6

Based on taught modules.

**Core – studio project and project report (studio based) / Dissertation (theory based)*

MASTER'S DEGREE BY MIXED MODE [MINIMUM: 40 CREDITS]

Research and coursework based programme.

Module Categories	Percentage (%)	Credits
Common Core	5 – 20	2 – 8
Core*	80 – 95	32 – 38

*Combination of research (dissertation) and taught courses

MASTER'S DEGREE BY RESEARCH

Research-based programme.

DOCTORAL DEGREE

Research-based programme.

PROPOSED CURRICULUM CONTENT WEIGHTING

LEVEL	CERTIFICATE	DIPLOMA	BACHELOR
Concept and theory	10 – 20%	20 – 30%	40 – 60%
Humanities / Liberal Studies	15 – 20%	15 – 20%	15 – 25%
Technical and Skills	65 – 75%	50 – 60%	15 – 45%
TOTAL	100%	100%	100%

ASSESSMENT OF STUDENT LEARNING

Overview

The topics concerning student assessment requirements are:

1. Assessment principles and benchmarked standards
2. Assessment and the eight domains of programme learning outcomes
3. Assessment objectives and assessment criteria
4. Suggested assessment task / technique
5. Determining exit level of achievements and awards
6. The Method of validity and reliability in test / assessment

1. Assessment Principles and Benchmarking Standards

The importance of student assessment in an academic programme is as stated below:

“Student assessment is a crucial aspect of quality assurance because it drives student learning. It is one of the most important measures to show the achievement of learning outcomes. The result of assessment is also the basis in awarding qualifications. Hence, methods of student assessment have to be clear, consistent, effective, reliable and in line with current practices and must clearly support the achievement of learning outcomes”

COPPA, 2008, pp.15

COPPA, 2008, (Item 3.1.1 Benchmarking Standards) explains that the assessment principles, methods and practices must be consistent with the eight domains of learning outcomes and programme content. It should also be consistent with the level of knowledge and skills of students by levels of study from certificate to doctoral degree.

- Assessment principles, methods and practices must be aligned with learning outcomes and programme contents.
- The assessment must be consistent with the levels defined in the MQF, the eight domains of learning outcomes and the programme standards.

COPPA, 2008, pp. 16

2. Assessment and the eight domains of programme learning outcomes

The measure of achievement of the eight domains of learning outcomes of a programme (Art and Design) is based on the level of studies with a different emphasis at each level, for example, from a low to more complex and difficult level. These levels are defined by programme aims and learning outcomes. The relationship of student assessment and the eight domains of programme learning outcomes can be described in the following paragraphs.

i. Mastery of body of knowledge (of discipline areas)

Student assessment will determine whether the student has mastered the body of knowledge in the field of specialization.

This body of knowledge may include three main aspects: art making, art investigation and art appreciation. Students at the certificate and diploma levels can be assessed in terms of the strength of their art making and practical skills. At the degree level, students can be assessed in terms of a creative production of art work, their thinking skills and art appreciation. At the graduate level, students are assessed in terms of thinking abilities, critical analysis, creative management, contribution to new knowledge and research quality.

ii. Practical skills

Student assessment will determine whether the students are able to produce practical and effective project work which has elements of creativity and which is of a high standard. This involves the students' use of media, techniques and technologies that incorporate the elements of art and principles of design to produce effective, meaningful and functional works of art. Assessment involves not only the end product but also evaluates the effectiveness of the artwork produced.

iii. Social skills and responsibilities

Student assessment will evaluate whether the students are able to link their art works to public interests. To what extent can students explain the relationship between the artist, the designer, the artwork, the world and the audience?

The students should be able to explain why their artworks are produced and for whom they are targeted. They should also be able to explain how their artworks contribute to the improvement of a system and culture.

iv. Values, attitudes and professionalism

Student assessment will determine whether the students are able to demonstrate good values, attitudes and professionalism as artist and professional designers.

v. Problem solving and scientific skills

Student assessment will determine whether students are able to demonstrate their abilities to solve problems related to works of art. For example, it determines if the students are able to select appropriate materials, techniques, technology and processes to form a complete unit of work. The students should be able to find answers, explanations and effective means of solving problems related to art. They should be able to answer question like: “What is the appropriate form of work?” and “Where and how should the work be displayed?”.

The students will also be assessed on their skills of using more scientific methods, especially their ability to identify and use chemical and visual effects, animation, digital, sound and video techniques, and nanotechnology in their art.

vi. Communication, leadership and team skills

Student assessment will determine whether the students are able to demonstrate communication abilities and skills, leadership qualities and their ability to work in a team. These abilities can be measured through individual project work, team work and group presentations.

vii. Information management and lifelong learning skills

Student assessment will determine whether the students are better able to manage information resources in their production of reference work, assignments and projects.

The students' ability to manage information, and their determination and attitude to find reference work is said to be essential in the concept of lifelong learning skills.

viii. Managerial and entrepreneurial skills

Student assessment will determine whether the students have managerial and entrepreneurship skills. Projects such as exhibitions, sponsorship programmes and product promotions require management and entrepreneurship skills that can be measured. These skills are important to develop the students' potentials as business leaders in the near future. Evaluation needs to measure the extent of entrepreneurship skills that have been acquired in the course of teaching, learning and assessment.

3. Assessment Objectives and Assessment Criteria (for the Modules / Courses)

To evaluate the students' performance of the eight domains of programme learning outcomes stated above, each module should have the Assessment Objectives and Assessment Criteria appropriate to the level of studies either at certificate, diploma, degree or graduate level.

Some examples of the learning objectives that may serve as guidelines for the assessment classification of domains are:

- a) Bloom, 1956 (Cognitive, Psychomotor and Affective)
- b) Anderson (2001). Emphasis is on the assessment to be made to the 'Four Knowledge Dimensions; - Factual, Conceptual, Procedural, and Metacognitive
- c) Cambridge International Examination, 2007 (CIE). Emphasis is on the assessment to be made to:
 - i. Personal Qualities
 - ii. Manipulative, Artistic and Analytical Skills
 - iii. Aesthetic Qualities
 - iv. Critical Knowledge and Understanding
- d) Queensland Studies Authority, 2007 (QSA). Emphasis is on the three aspects of exit criterion:
 - i. Visual Literacy
 - ii. Application
 - iii. Appraising

4. Suggested Assessment Task / Technique

Assessment tasks need to be synchronized with assessment objectives, assessment criteria, and the eight domains of programme learning outcomes.

The method of assessment will depend on the specific requirement of each module. However, the following guidelines have to be considered:

- Summative and formative assessments should be used.
- Knowledge and understanding should be tested through written, oral or other suitable means.
- Practical skills should be tested through practical assessment such as studio projects, individual and group projects.
- Personal quality should be tested through the individual's style, personal identity and confidence, and the individual's quality of inventiveness as well as through other suitable means.

- Candidates are required to pass both the continuous evaluation and the final evaluation (A pass implies that the examiner is satisfied that the candidate has achieved the learning outcomes of a particular course).
- The types of assessment task and technique indicated below are merely examples. Higher Education Providers (HEPs) are encouraged to use a variety of methods and tools appropriate to learning outcomes and competencies. Generally, students are evaluated through:
 - i. Course Work
 - Research project
 - Research proposal
 - Research implementation
 - Research product
 - Research report (Academic writing/ Industrial reports/ Dissertation)
 - Presentation
 - Studio Project / Work
 - Project proposal
 - Visual research, experimentation
 - Final artwork
 - Journal
 - Portfolio
 - Presentation and Exhibition
 - Assignment
 - ii. Examination
 - iii. Research and Thesis (Master's and Doctoral Degree)

iv. Suggested analysis for each level (from Certificate to Doctoral Degree level) is illustrated below:

Qualifications	Continuous Assessment (%)	Final Assessment (%)	Assessment Criteria	Task
Certificate	50-70	30-50	<ul style="list-style-type: none"> • Fundamental knowledge • Basic creative skills • Technical skills 	<ul style="list-style-type: none"> • Practical assessment • Written tests • Portfolio
Diploma	60-70	30-40	<ul style="list-style-type: none"> • Broad-based knowledge • Advanced skills • Creativity and innovation • Visual expression and communication 	<ul style="list-style-type: none"> • Case studies • Industrial reports • Project and portfolio • Practical assessment • Written tests • Presentation

Qualifications	Continuous Assessment (%)	Final Assessment (%)	Assessment Criteria	Task
Bachelor's Degree	40-70	30-60	<ul style="list-style-type: none"> • In-depth knowledge • Critical thinking skills • Technical skills • Creativity and innovation • Contextual understanding • Transferable skills 	<ul style="list-style-type: none"> • Case studies • Final year project and portfolio • Journal / industrial reports • Oral presentation • Practical assessment • Written tests • Exhibition
Master's Degree by Coursework	40-60	40-60	<ul style="list-style-type: none"> • Advanced knowledge and skills • Creativity and innovation • Research approach • Global trend • Expert in the field 	<ul style="list-style-type: none"> • Project paper and oral presentation • Reviews and Critiques • Dissertation / Project report • Exhibition

Qualifications	Continuous Assessment (%)	Final Assessment (%)	Assessment Criteria	Task
Master's Degree by Mixed mode	30-40	60-70	<ul style="list-style-type: none"> • Advanced knowledge and skills • Creativity and innovation • Research approach • Global trend • Expert in the field 	<ul style="list-style-type: none"> • Project paper • Reviews and critiques • Presentation / exhibition • Dissertation
Master's Degree by Research	-	-	<ul style="list-style-type: none"> • Advanced knowledge and skills • Creativity and innovation • Research approach • Global trend • Expert in the field 	<ul style="list-style-type: none"> • Thesis • Viva voce • Presentation paper / seminar
Doctoral Degree	-	-	<ul style="list-style-type: none"> • Scholarly research • Advancement of knowledge • International publication standards 	<ul style="list-style-type: none"> • Thesis • Viva voce

5. Determining exit level of achievements and awards

The students will be awarded a qualification upon the completion of a study in a programme. Therefore, the faculty needs to specify the form of an achievement award as shown in the following example:

Very High Achievement, High Achievement, Sound Achievement, Limited Achievement and Very Limited Achievement (QSA, 2007)

Rubric or mark bands descriptors for a module or course is to be provided so that assessment and marking can be of equivalent standards. These descriptors enable an assessor to standardise his assessment with that of other internal or external assessors / examiners.

6. Method of validity and reliability in test / assessment

Validity and reliability are two important elements in assessment of students. Validity touches the question 'What is measured?'. Whereas reliability discusses 'How precisely is it measured?'.

Reliability in assessment

Reliability is the consistency of measurement. The ability of the assessment to obtain the same score from the same group of student at different administrations, or the score obtained by a same student is similar for the same test which is given twice. This means that the consistency of assessor in marking is important.

Reliability in assessment concerns the extent to which other assessors would reach the same conclusions in marking. This can be ensured in two ways, either by triangulating with other kinds of tasks to ensure that it is the same performance of learning that is being measured, or through process of moderation; to ensure that others would consider the assessment task to be reasonable measures of performance (Morgan, Dunn, Parry and O'Reily, 2004:17).

Validity and reliability in assessment of art and design works

The development of Art and Design projects involves elements of creativity and artistic concepts that are concrete, abstract, unique and complex. Therefore the concept of validity and reliability is very important to be implemented in order to achieve accuracy, logic, fairness and consistency in assessing students' work of art.

Several approaches can contribute to increase validity and reliability in assessment of art and design works and processes.

The linkages between intended learning outcomes, the teaching and learning activities and the assessment tasks will develop valid assessment.

Development of assessment guideline and marking scheme, standardization of marking, having second opinion and moderation process in marking can also contribute in increasing reliability of assessment in art and design.

STUDENT SELECTION

This section of the Programme Standards concerns the recruitment of students into the individual programme of study. In general, the admission policies of a programme need to comply with the prevailing policies of the Ministry of Higher Education (MoHE). “There are varying views on the best method of student selection. Whatever the method used, the Higher Education Provider (HEP) must be able to defend its consistency. The number of students to be admitted to the programme is determined by the capacity of the HEP and the number of qualified applicants. HEP admission and retention policies must not be compromised for the sole purpose of maintaining a desired enrolment. If an HEP operates geographically separated campuses or if the programme is a collaborative one, the selection and assignment of all students must be consistent with national policies” (COPPA, 2008, pp.17).

The benchmarked standards for the selection of students into the Art and Design programmes are provided in the following tables. These standards are in line with the national higher education policies pertaining to minimum student entry requirement. Higher Education Providers (HEP) must take into consideration any specific policies that may apply to their individual institution.

LEVEL	ENTRY REQUIREMENTS
CERTIFICATE	<ol style="list-style-type: none"> 1. Sijil Pelajaran Malaysia (SPM) or its equivalent with a minimum of one credit in any subject with a Pass in Bahasa Melayu; <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 2. Equivalent qualification and / or experience which is recognized by the Senate / institution.

LEVEL	ENTRY REQUIREMENTS
DIPLOMA	<ol style="list-style-type: none"> 1. Sijil Pelajaran Malaysia (SPM) or its equivalent with a minimum of five credits including Bahasa Melayu; <i>OR</i> 2. Sijil Pelajaran Malaysia (SPM) or its equivalent with minimum of three credits with a Pass in Bahasa Melayu and two years of working experience in a related area / field; <i>OR</i> 3. Sijil Pelajaran Malaysia (SPM) or its equivalent with minimum of one credit and a Pass in Bahasa Melayu) and a skill certificate in Art and Design at level 3 Sijil Kemahiran Malaysia (SKM); <i>OR</i> 4. Equivalent qualification and / or experience which is recognized by the Senate / institution. <i>AND</i> A pass in an interview and a drawing test.
BACHELOR'S DEGREE	<ol style="list-style-type: none"> 1. Sijil Tinggi Pelajaran Malaysia (STPM) or its equivalent with a minimum CGPA of 2.00 with a credit in Bahasa Melayu and a pass in English at SPM level; <i>OR</i> 2. A Recognised Diploma or its equivalent with a minimum CGPA of 2.00; <i>OR</i>

LEVEL	ENTRY REQUIREMENTS
	<p>3. A Recognized Matriculation / Foundation or its equivalent with a minimum CGPA of 2.00;</p> <p>OR</p> <p>4. Equivalent qualification and / or experience which is recognized by the Senate / institution.</p> <p>AND</p> <p>Malaysian University English Test (MUET) Band 1.</p> <p>AND</p> <p>A pass in an interview and a drawing test (except for Art and Design Management and History programme).</p>
MASTER'S DEGREE	<p>1. A Recognised Bachelor's Degree in Art and Design or a relevant field or its equivalent, with a minimum CGPA of 2.67;</p> <p>OR</p> <p>2. A Recognised Bachelor's Degree in Art and Design or a relevant field or its equivalent, with a minimum CGPA of 2.00 with three years of working experience in an Art and Design field;</p> <p>OR</p> <p>3. Equivalent qualification and / or experience which is recognized by the Senate / institution;</p> <p>AND</p> <p>4. Candidates are required to submit proposed study plan;</p>

LEVEL	ENTRY REQUIREMENTS
	<p style="text-align: center;"><i>AND</i></p> <p>A Pass in an interview.</p>
<p>DOCTORAL DEGREE</p>	<ol style="list-style-type: none"> 1. A Recognised Master’s Degree preferably in Art and Design or a relevant field; <p style="text-align: center;"><i>OR</i></p> <ol style="list-style-type: none"> 2. Equivalent qualification and / or experience which is recognized by the Senate / institution <p style="text-align: center;"><i>AND</i></p> <ol style="list-style-type: none"> 3. Candidates are required to submit a research proposal; <p style="text-align: center;"><i>AND</i></p> <p>A Pass in an interview.</p>

ACADEMIC STAFF

“The quality of the academic staff is one of the most important components in assuring the quality of higher education and thus every effort must be made to establish proper and effective recruitment, service, development and appraisal policies that are conducive to staff productivity” (COPPA, 2008, pp.21).

RECRUITMENT AND MANAGEMENT

The following sections provide benchmarked requirements for the various levels of the Art and Design qualifications and are divided into two main sections which are Recruitment and Management and Service Development.

The recruitment and management of the staff is crucial in making sure there are sufficient numbers of staff with appropriate qualification to deliver the curriculum effectively. In addition, service development through various training programmes is important to maintain and develop an academic staff that is of quality.

1. TEACHING QUALIFICATION

CERTIFICATE

- i. **A Bachelor’s Degree** in a relevant field;

OR

- ii. **A Diploma** with a minimum of two years of relevant industrial experience or that is professionally certified in a relevant area (*The programme should not employ more than 30% of the staff in this category*);

OR

- iii. Subject expert / specialist recognised by the institution.
 - Overall Staff-Student ratio – 1:20

- Full-time and Part-time faculty – at least 50% full-time of which 30% are with a relevant industry experience
- Laboratory Staff (Technicians and Instructors) to Laboratory ratio – 1:2

DIPLOMA

- A Bachelor's Degree** in a relevant field.

OR

- A Diploma** with a minimum of five years of relevant industrial experience in a relevant area (*The programme should not employ more than 30% of the staff in this category*);

OR

- Subject expertise / specialist recognised by the institution.
 - Overall Staff-Student ratio – 1:20
 - Full-time and Part-time faculty – at least 60% full-time of which 30% are with a relevant industry experience
 - Laboratory Staff (Technicians and Instructors) to Laboratory ratio – 1:2

BACHELOR'S DEGREE

- A Master's Degree** in a related field. 30% of the staff from this category must have a minimum of two years of relevant industrial / work experience or have participation and involvement in their respective field of expertise;

OR

- A Bachelor's Degree** with five years of related work experience in the subject taught. The programme should not employ more than 20% of the staff of this category. For programmes where there is no available staff

or limited staff with masters, the HEP may employ not more than 50% of staff in this category;

OR

- iii. Subject expertise / specialist recognised by the institution.
 - Overall Staff-Student ratio – 1:15
 - Full-time and Part-time teaching faculty – At least 60% full-time
 - Lab Staff (Technicians and Instructors) to Labs ratio – 1:2

MASTER'S DEGREE (*Coursework / Mixed Mode / Research*)

- i. **A Doctoral Degree** in a related field;

OR

- ii. **A Master's Degree** with at least five years of academic experience;

OR

- iii. Subject expertise / specialist recognised by the institution.
 - Overall Staff-Student ratio – 1:10
 - Overall Supervisor-Student ratio – 1:7
 - Full-time and Part-time– At least 60% full-time

DOCTORAL DEGREE

- i. **A Doctoral Degree** with two years of academic experience or equivalent experience in a relevant field;

OR

- ii. **A Master's Degree** with at least 15 years of academic and research experience;

OR

- iii. Subject expertise / specialist recognised by the institution.

- Overall Supervisor-Student ratio – 1:7

2. SERVICE DEVELOPMENT

- i. Continuous Professional Development (CPD) for full-time staff according to their specialisation needs with at least 40 hours of relevant training per year or participation or involvement in their respective field of expertise.
- ii. Basic teaching course for full-time and part-time staff.

EDUCATIONAL RESOURCES

“Adequate educational resources are necessary to support the teaching-learning activities of the programme. These resources include finance, expertise, physical infrastructure, information and communication technology, and research facilities. The physical facilities of a programme are largely guided by the needs of the specific field of study”. (COPPA, 2008, pp.23)

HEPs are required to provide sufficient resources to support teaching and learning in various fields at various qualification levels. These are examples of educational resources for various programmes. The concept of sharing is highly recommended.

FINE ART	
CERTIFICATE	<ul style="list-style-type: none"> • Lecture rooms with sufficient audio-visual facilities • Tutorial rooms • Computer labs / Studio that are well-equipped with appropriate, sufficient and updated software, computers, cabling, projectors, security system and internet access (Optional) • Art Studio [2D and 3D] • Tools, equipment and machinery • Storage space • Workshop [2D and 3D] • Gallery / Exhibition space • Library or Resource Centre with on-line and audio-visual facilities
DIPLOMA AND BACHELOR'S	<p>As above and additional items:</p> <ul style="list-style-type: none"> • Computer labs / Studio that are well-equipped with appropriate, sufficient and updated software, computers, cabling, projectors, security system and internet access • Material Lab • Appropriate rooms that are equipped with the appropriate multimedia facilities for professional presentations, seminars and forums

MASTER'S AND DOCTORAL	As above and additional items: <ul style="list-style-type: none"> • Research or Project Lab • Specialised studio facilities
CERAMIC DESIGN	
CERTIFICATE	<ul style="list-style-type: none"> • Lecture rooms with sufficient audio-visual facilities. • Tutorial rooms • Computer labs / Studio that are well-equipped with appropriate, sufficient and updated software, computers, cabling, projectors, security system and internet access (Optional) • Art Studio • Kiln, glazing, and drying studio • Tools, equipment and machinery • Firing facilities • Storage space • Workshop • Gallery / Exhibition space • Library or Resource Centre with on-line and audio-visual facilities
DIPLOMA AND BACHELOR'S	As above and additional items: <ul style="list-style-type: none"> • Computer labs / Studio that are well-equipped with appropriate, sufficient and updated software, computers, cabling, projectors, security system and internet access • Appropriate rooms that are equipped with the appropriate multimedia facilities for professional presentations, seminars and forums
MASTER'S AND DOCTORAL	As above and additional items: <ul style="list-style-type: none"> • Research or Project Lab • Specialised laboratory, studio and firing facilities

FASHION DESIGN	
CERTIFICATE	<ul style="list-style-type: none"> • Lecture rooms with sufficient audio-visual facilities • Tutorial rooms • Computer labs / Studio that are well-equipped with appropriate, sufficient and updated software, computers, cabling, projectors, security system and internet access • Design studio • Drafting Lab [Pattern-making room] • Sewing Lab • Gallery / Exhibition space • Library or Resource Centre with on-line and audio-visual facilities • Appropriate rooms that are equipped with the appropriate multimedia facilities for professional presentations, seminars and forums
DIPLOMA AND BACHELOR'S	Same as above.
MASTER'S AND DOCTORAL	<p>As above and additional items:</p> <ul style="list-style-type: none"> • Research or Project Lab • Specialized lab and studio facilities

TEXTILE DESIGN	
CERTIFICATE	<ul style="list-style-type: none"> • Lecture rooms with sufficient audio-visual facilities • Tutorial rooms • Computer labs / Studio that are well-equipped with appropriate, sufficient and updated software, computers, cabling, projectors, security system and internet access • Design studio • Batik making facilities / Textile printing facilities • Gallery / Exhibition space • Library or Resource Centre with on-line and audio-visual facilities
DIPLOMA AND BACHELOR'S	<p>As above and additional items:</p> <ul style="list-style-type: none"> • Textile Lab • Looming and weaving facilities • Appropriate rooms that are equipped with the appropriate multimedia facilities for professional presentations, seminars and forums
MASTER'S AND DOCTORAL	<p>As above and additional items:</p> <ul style="list-style-type: none"> • Research or Project Lab • Specialised lab and studio facilities

FINE METAL DESIGN	
CERTIFICATE	<ul style="list-style-type: none"> • Lecture rooms with sufficient audio-visual facilities • Tutorial rooms • Computer labs / Studio that are well-equipped with appropriate, sufficient and updated software, computers, cabling, projectors, security system and internet access • Design Studio • Workshop [metalwork] • Tools, equipment and machinery • Gallery / Exhibition space • Library or Resource Centre with on-line and audio-visual facilities
DIPLOMA AND BACHELOR'S	<p>As above and additional items:</p> <ul style="list-style-type: none"> • Material Lab • Gemmology Lab (Optional) • Appropriate rooms that are equipped with the appropriate multimedia facilities for professional presentations, seminars and forums
MASTER'S AND DOCTORAL	<p>As above and additional items:</p> <ul style="list-style-type: none"> • Research or Project Lab • Specialised lab, studio and production facilities

GRAPHIC DESIGN / VISUAL COMMUNICATION	
CERTIFICATE	<ul style="list-style-type: none"> • Lecture rooms with sufficient audio-visual facilities • Tutorial rooms • Computer labs / Studio that are well-equipped with appropriate, sufficient and updated software, computers, cabling, projectors, security system and internet access • Sufficient access to relevant software and hardware • Gallery / Exhibition space • Library or Resource Centre with on-line and audio-visual facilities
DIPLOMA AND BACHELOR'S	<p>As above and additional items:</p> <ul style="list-style-type: none"> • Photography Studio [Darkroom optional] • Appropriate rooms that are equipped with the appropriate multimedia facilities for professional presentations, seminars and forums
MASTER'S AND DOCTORAL	<p>As above and additional items:</p> <ul style="list-style-type: none"> • Research or Project Lab • Specialised lab, studio and production facilities

INDUSTRIAL DESIGN	
CERTIFICATE	<ul style="list-style-type: none"> • Lecture rooms with sufficient audio-visual facilities • Tutorial rooms • Computer labs / Studio that are well-equipped with appropriate, sufficient and updated software, computers, cabling, projectors, security system and internet access • Design Studio • Workshop equipped with basic tools and machinery • Drafting and model making lab • Gallery / Exhibition space • Library or Resource Centre with on-line and audio-visual facilities
DIPLOMA AND BACHELOR'S	<p>As above and additional items:</p> <ul style="list-style-type: none"> • Testing facilities • Appropriate rooms that are equipped with the appropriate multimedia facilities for professional presentations, seminars and forums
MASTER'S AND DOCTORAL	<p>As above and additional items:</p> <ul style="list-style-type: none"> • Research or Project Lab • Specialised lab, studio and production facilities

PHOTOGRAPHY	
CERTIFICATE	<ul style="list-style-type: none"> • Lecture rooms with sufficient audio-visual facilities • Tutorial rooms • Computer labs / Studio that are well-equipped with appropriate, sufficient and updated software, computers, cabling, projectors, security system and internet access • Photography studio and darkroom • Photography equipment and cameras • Printing facilities • Gallery / Exhibition space • Library or Resource Centre with on-line and audio-visual facilities
DIPLOMA AND BACHELOR'S	<p>As above and additional items:</p> <ul style="list-style-type: none"> • Appropriate rooms that are equipped with the appropriate multimedia facilities for professional presentations, seminars and forums
MASTER'S AND DOCTORAL	<p>As above and additional items:</p> <ul style="list-style-type: none"> • Research or Project Lab • Specialised lab, studio and production facilities

ART AND DESIGN MANAGEMENT AND HISTORY	
BACHELOR'S	<ul style="list-style-type: none"> • Lecture rooms with sufficient audio-visual facilities • Tutorial rooms • Computer labs / Studio that are well-equipped with appropriate, sufficient and updated software, computers, cabling, projectors, security system and internet access • Appropriate rooms that are equipped with the appropriate multimedia facilities for professional presentations, seminars and forums • Gallery / Exhibition space • Library or Resource Centre with on-line and audio-visual facilities
MASTER'S AND DOCTORAL	<p>As above and additional items:</p> <ul style="list-style-type: none"> • Research or Project Lab

PROGRAMME MONITORING AND REVIEW

“Quality enhancement calls for programmes to be regularly monitored, reviewed and evaluated. This includes the monitoring, reviewing and evaluating of institutional structures and processes (administrative structure, leadership and governance, planning and review mechanisms), curriculum components (teaching methodologies, learning outcomes) as well as student progress, employability and performance.

Feedback from multiple sources students, alumni, academic staff, employers, professional bodies, parents assist in enhancing the quality of the programme. Feedback can also be obtained from an analysis of student performance and from longitudinal studies.

Measures of student performances would include the average study duration, assessment scores, passing rate of examinations, success and dropout rates, students’ and alumni’s reports about their learning experience, as well as time spent by students in areas of special interest. Evaluation of student performance in examinations can reveal very useful information. If student selection has been correctly done, a high failure rate in a programme indicates something amiss in the curriculum content, teaching-learning activities or assessment system. The programme committees need to monitor the performance rate in each programme and investigate if the rate is too high or too low.

Student feedback, for example, through questionnaires and representation in programme committees, is useful for identifying specific problems and for continual improvement of the programme.

One method to evaluate programme effectiveness is a longitudinal study of the graduates. The department should have mechanisms for monitoring the performance of its graduates and for obtaining the perceptions of society and employers on the strength and weaknesses of the graduates and to respond appropriately” (COPPA, 2008, pp.27).

LEADERSHIP, GOVERNANCE AND ADMINISTRATION

“There are many ways of administering an educational institution and the methods of management differ between HEPs. Nevertheless, governance that reflects the leadership of an academic organization must emphasise excellence and scholarship. At the departmental level, it is crucial that the leadership provides clear guidelines and direction, builds relationships amongst the different constituents based on collegiality and transparency, manages finances and other resources with accountability, forge partnerships with significant stakeholders in educational delivery, research and consultancy and dedicates itself to academic and scholarly endeavors. Whilst formalized arrangements can protect these relationships, they are best developed by a culture of reciprocity, mutuality and open communication”. (COPPA, 2008, pp.28).

Specific to the level offered at the institution, the programme leadership (e.g., Coordinator, Head or Dean) must fulfill the following qualifications and experience.

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DIPLOMA AND BELOW

1. A Bachelor's Degree in Art and Design or a related field;

OR

2. A Diploma with ten years of relevant experience in Art and Design or a related field.

BACHELOR'S DEGREE

1. A Master's Degree in Art and Design or a related field with a Bachelor's Degree in Art and Design;

OR

2. A Bachelor's Degree in Art and Design with a minimum of three years of working experience in Art and Design or a related field.

MASTER'S DEGREE

1. A Doctoral Degree, with a Bachelor's Degree in Art and Design;

OR

2. A Master's Degree with five years of relevant experience, with a Bachelor's Degree in Art and Design.

DOCTORAL DEGREE

1. A Doctoral Degree with three years of experience in a related area, with at least one qualification in Art and Design;

OR

2. A Master's Degree with five years of relevant experience and an active research and publications background.

CONTINUAL QUALITY IMPROVEMENT (CQI)

“Increasingly, society demands greater accountability from HEPs. Needs are constantly changing because of the advancements in science and technology, and the explosive growth in global knowledge, which are rapidly and widely disseminated. In facing these challenges, HEPs have little choice but to become dynamic learning organisations that need to continually and systematically review and monitor the various issues so as to meet the demands of the constantly changing environment” (COPPA, 2008, pp.30-31).

One major purpose of quality assurance is to promote public confidence. It also serves to ensure that the institution stays in line with the ever-changing demands of the industry.

Continuous quality improvement is demonstrated by, but not limited to:

Items	Elaboration
1. Programme curriculum review, conducted once every 3 – 5 years	<ul style="list-style-type: none"> - An assessment of academic courses should be done in the respective departments after a period of time depending on the needs and volatility of demands. - All HEPs methods need not conform to traditional procedures at the expense of experimenting newer and possibly better ways. It should, however, serve the purpose of programme development.
2. Appointment of external reviewer / industrial adviser for quality assessment processes	<ul style="list-style-type: none"> - There should be interaction between HEPs (internationally and locally) to gauge performances. - An Expert Panel can advise HEPs based on the current demands of the stakeholders and the relevant industry on the academic curriculum, review of examination papers and review of students' portfolios.

Items	Elaboration
3. Linkages with the relevant industry	<ul style="list-style-type: none"> - Industrial attachment provides exposure. - There is better employability for graduates.
4. Continuous review of industrial attachment practices and records	<ul style="list-style-type: none"> - Students / supervisors submit reports during internships. - These monitor students' performance and activities. - Reports serve as records for review purposes.
5. Dialogue sessions with stakeholders	<ul style="list-style-type: none"> - Collect feedback from employers of former students, current students, parents, employees and the counsellor regarding pertinent issues.
6. Training and development of academic staff	<ul style="list-style-type: none"> - Active participation of academic staff at relevant conferences, seminars, exhibition, workshops and professional courses.
7. Organization of events and presentation by invited speakers, local and international	<ul style="list-style-type: none"> - Professionals share current trends and issues, both local and from other geographical regions. - There is exposure and exchange of information for students and academic workforce.
8. Management review	<ul style="list-style-type: none"> - The top management reviews its quality management system, including quality policy and objectives, at planned intervals to make sure existing practice is still suitable. This is done through meetings and internal audits. - Identify areas for improvement and change.

LIST OF PANEL MEMBERS

Malaysian Qualifications Agency would like to thank the following panel members for their support and contribution towards the production of this Document.

No.	Panel Members	Organisation
1.	Mohd Mustafa bin Mohd Ghazali (Professor Dr.) - <i>Chairman</i> -	Universiti Teknologi MARA (UiTM)
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10.	Mohamed Najib Bin Ahmad Dawa (Professor Dato' Dr.)	Akademi Seni Budaya dan Warisan (ASWARA)
11.	Raja Zahabuddin Raja Yaacob (Professor Dato')	Universiti Industri Selangor (Unisel)
12.	Subramaniam a/l Krishnasamy	Jabatan Pengajian Tinggi (JPT)

Appendix 2

BODY OF KNOWLEDGE

The tables below provide samples of Body of Knowledge for Art and Design areas / programmes:

Areas / Academic programmes	Body of Knowledge
Fine Art	<ol style="list-style-type: none">1. Drawing2. Visual Culture3. Painting4. Print Making5. Sculpture6. Ceramics
Fashion Design	<ol style="list-style-type: none">1. Computer-Aided Design (CAD)2. Design3. Drawing and Illustration4. Garment Production5. Visual Culture6. Pattern and Garment Construction7. Textile Studies
Textile Design	<ol style="list-style-type: none">1. Computer-Aided Design (CAD)2. Design3. Drawing and Illustration4. Visual Culture5. Textile Production6. Textile Studies
Fine Metal Design	<ol style="list-style-type: none">1. Computer-Aided Design (CAD)2. Design3. Drawing and Illustration4. Visual Culture

Areas / Academic programmes	Body of Knowledge
	<ol style="list-style-type: none"> 5. Material Studies 6. Process and Production
Ceramic Design	<ol style="list-style-type: none"> 1. Ceramic Production 2. Computer-Aided Design (CAD) 3. Design 4. Drawing and Illustration 5. Visual Culture 6. Material Studies
Photography	<ol style="list-style-type: none"> 1. Digital Video Production 2. Fine Art Photography 3. Visual Culture 4. Lighting 5. Material Studies 6. Photography Production
Printing Technology	<ol style="list-style-type: none"> 1. Binding and Finishing 2. Colour Separation 3. Computer-Aided Design (CAD) 4. Graphic Printing and Production 5. Visual Culture 6. Pre-Press 7. Print Materials
Graphic Design	<ol style="list-style-type: none"> 1. Advertising 2. Computer Graphic 3. Corporate Identity 4. Drawing and Illustration 5. Visual Culture 6. Media and Time-Based Art 7. Packaging 8. Principles of Design 9. Publication Design and Electronic Pre

Areas / Academic programmes	Body of Knowledge
	Press 10. Typography 11. Visual Communication
Industrial Design	1. Computer-Aided Industrial Design 2. Design Management and Product Strategy 3. Drawing 4. Visual Culture 5. Material and Manufacturing Processes 6. Model Making 7. Rendering Techniques 8. Workshop Practice
Art and Design Management and History	1. Basic Marketing and Management 2. Legal Practice in Art and Design 3. Visual Culture 4. Management Theory in Art and Design 5. Planning, Production and Evaluation 6. Research and Development

Examples of possible designations for Art and Design graduates

1. Advertising Consultant
2. Animator
3. Art Director
4. Art Promoters
5. Art Teachers
6. Copywriter
7. Creative Director
8. Curators
9. Design Consultants
10. Design Manager
11. Designer (Graphic, Fashion, Textile, Industrial, Product, Packaging, Multimedia)
12. Entrepreneurs
13. Event Manager
14. Freelance Designers
15. Illustrator
16. Image Consultant
17. Lecturers
18. Photo Editor
19. Photographer / Professional (Fashion, Advertising, Press, Aerial, Underwater, Commercial, Wedding)
20. Product Designer
21. Production Consultants
22. Production Manager
23. Programme Director
24. Videographer
25. Visualiser
26. Web Designer