

ROYAL COLLEGE OF ART MA FINAL EXAMINATION FORM INFORMATION EXPERIENCE DESIGN

EXAMINATION DATE

DAY 15	MONTH 06	YEAR 2016
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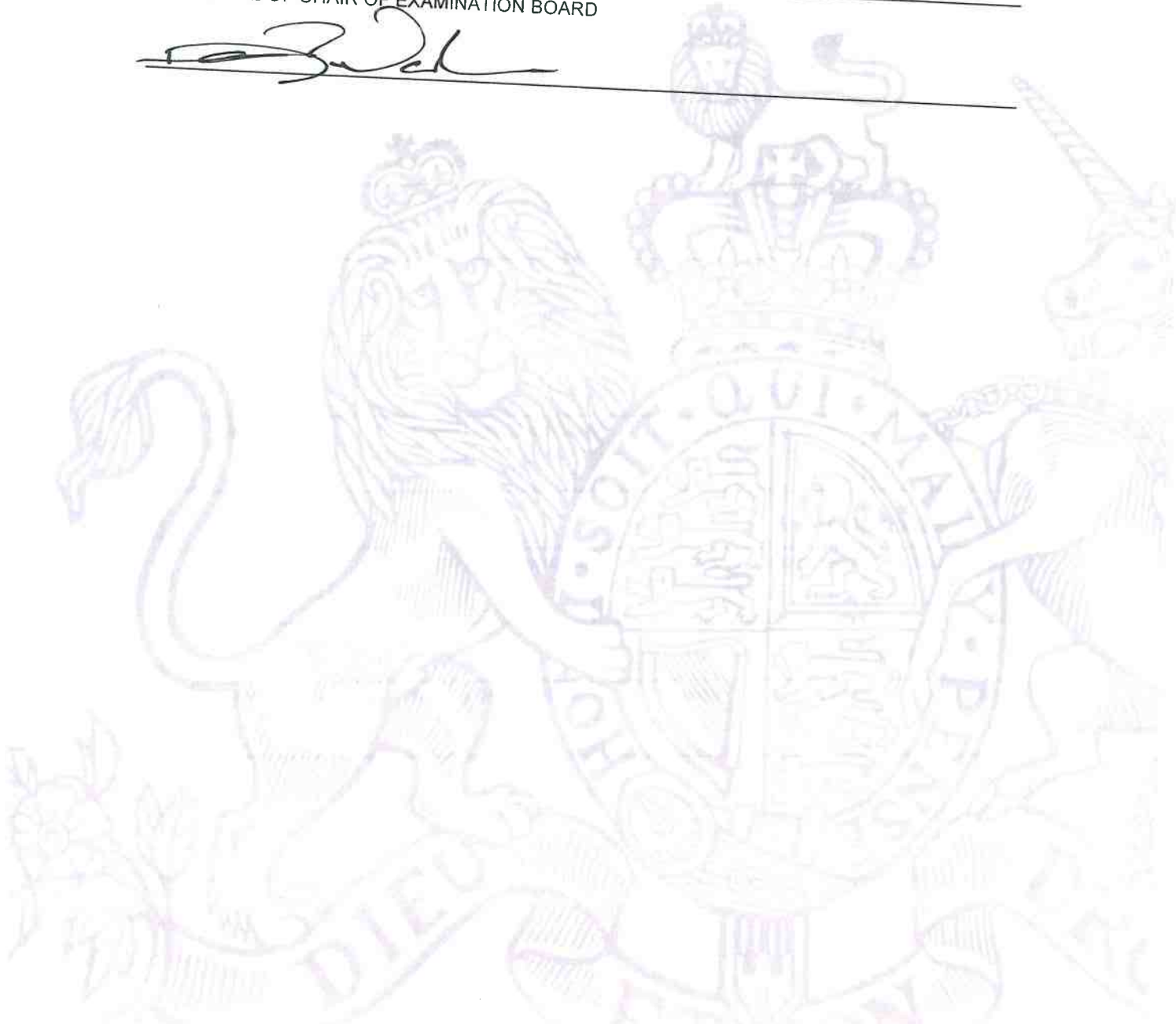
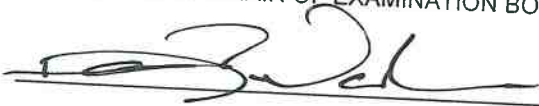
NAME OF STUDENT

Shobhan Shah

DISSERTATION RESULT

Pass

SIGNATURE OF CHAIR OF EXAMINATION BOARD



ASSESSMENT OF KEY ATTRIBUTES AND LEARNING OUTCOMES AT FINAL EXAMINATION OF INFORMATION EXPERIENCE DESIGN MA STUDENTS

- Referring to the Learning Outcomes for Information Experience Design MA Students, provide an assessment and optional comment on the student's abilities and achievements in each area listed below.
- For clarification of the terms *excellent*, *very good*, *good*, *satisfactory*, *poor* and *very poor* see LEVEL DESCRIPTORS FOR USE IN ASSESSMENT OF KEY AND OTHER ATTRIBUTES AT INTERIM AND FINAL EXAMINATION OF STUDIO-BASED MA STUDENTS (SHEET A).

KEY ATTRIBUTES

The ability to produce work at an advanced level i.e which is at or near the forefront of the discipline and demonstrates a creative, imaginative, innovative and individual response to a challenging self-set or external brief

EXCELLENT √	VERY GOOD	GOOD	SATISFACTORY	POOR	VERY POOR
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The ability to articulate clearly (by oral, written and/or graphical means) the intentions of the work produced and the approaches, knowledge, skills and reasoning employed in its production

EXCELLENT √	VERY GOOD	GOOD	SATISFACTORY	POOR	VERY POOR
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PROGRAMME LEARNING OUTCOMES

INTELLECTUAL ENGAGEMENT

EXCELLENT	VERY GOOD √	GOOD	SATISFACTORY	POOR	VERY POOR
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TECHNICAL SKILLS

EXCELLENT √	VERY GOOD	GOOD	SATISFACTORY	POOR	VERY POOR
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PROFESSIONALISM

EXCELLENT √	VERY GOOD	GOOD	SATISFACTORY	POOR	VERY POOR
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A FOR USE IN ASSESSMENT OF KEY ATTRIBUTES AND LEARNING OUTCOMES AT INTERIM AND FINAL EXAMINATION OF STUDIO-BASED MA STUDENTS

EXCELLENT

In this area, the student's attributes are exceptional – at a level that might be expected of a postgraduate artist or designer who is fully and successfully engaged in advanced practice. The student's achievements and ability in this area will certainly enhance his/her potential to succeed in professional life and make an important contribution to his/her discipline and profession.

VERY GOOD

In this area, the student's attributes are impressive – at a level that might be expected of a postgraduate artist or designer who is already engaged in advanced practice. The student's achievements and ability in this area will enhance his/her potential to succeed in professional life and make a valuable contribution to his/her discipline and profession.

GOOD

In this area, the student's attributes are clearly appropriate for a postgraduate artist or designer going on to professional practice at an advanced level. There is room for development but the student recognises this and clearly demonstrates both the potential and the motivation to achieve more. With some continuing development, the student's achievements and ability in this area are likely to help him/her to succeed in professional life and make a valuable contribution to his/her discipline and profession.

SATISFACTORY

In this area, the student's attributes are appropriate for a postgraduate artist or designer going on to professional practice at an advanced level but there is significant room for development. The student recognises this and demonstrates the potential and/or motivation to achieve more. Providing there is continuing development, the student's achievements and ability in this area are likely to help him/her to succeed in professional life and make a valuable contribution to his/her discipline and profession.

POOR

In this area, the student's attributes are at a lower level than would be expected of a postgraduate artist or designer intending to go on to professional practice at an advanced level. This is an area of weakness that clearly needs attention. So far the student has failed to recognise this adequately and/or demonstrated some lack of potential and/or motivation to develop in this area. The student's progress as a practising professional is likely to be hindered unless he/she attains a higher level of achievement in this area through continuing study and/or professional development.

VERY POOR

In this area, the student's attributes are inadequate for a postgraduate artist or designer intending to go on to professional practice at an advanced level. This is a clear area of weakness in the student's profile. The student has failed to recognise this and/or demonstrated little or no potential and/or motivation to develop in this area. The student's progress as a practising professional is very likely to be hindered by this weakness.

OVERALL ASSESSMENT AT FINAL EXAMINATION OF INFORMATION EXPERIENCE DESIGN MA STUDENTS

- Provide an assessment of the student's abilities and achievements overall based on the profile established on the previous page.
- For clarification of the terms *excellent*, *very good*, *good*, *satisfactory*, *poor* and *very poor* see LEVEL DESCRIPTORS FOR USE IN OVERALL ASSESSMENT AT FINAL EXAMINATION OF STUDIO-BASED MA STUDENTS (SHEET B)
- It is optional to provide a comment where the recommendation is *pass* but it is good practice to do so as students generally welcome feedback.
- Where the recommendation is *referral*, it is essential to provide an explanation of why the Board has made this decision and a clear account of what the student will be expected to do, and by when, to retrieve the situation.
- Where the recommendation is *fail* it is essential to provide a full explanation.

OVERALL ASSESSMENT

EXCELLENT √	VERY GOOD	GOOD	SATISFACTORY	POOR	VERY POOR
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RECOMMENDATION OF EXAM BOARD

PASS √	REFERRAL	FAIL
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COMMENT (please type)

Shobhan has demonstrated the ability to produce work at an advanced level, i.e. which is at or near the forefront of the discipline, and demonstrates an ability to make a creative, imaginative, innovative and individual response to a challenging self-set brief. In this area, his attributes are exceptional – at a level that might be expected of a postgraduate artist or designer who is fully and **successfully** engaged in advanced **practice**. Shobhan's achievements and ability in this area will certainly enhance his potential to succeed in professional life, and make an important contribution to his discipline and profession.

Shobhan is very articulate in communicating the intentions of his work verbally and visually, and the approaches, **knowledge**, skills and reasoning employed in its production. His exam presentation was particularly notable for its use of performance.

Shobhan's intellectual engagement is, on the whole, very good. He can identify principles and methodologies - drawing from storytelling, problem solving, and technological **innovation** - that enhance how he meets contemporary information experience design challenges. He demonstrates a clear **understanding** of how to create meaning across an experience through channels, movements and degrees of engagement. He can translate abstract issues into tangible design proposals, grounding projects within real-world social, cultural, **technological**, and economic issues. He has engaged in intellectual and creative research in order to develop self-awareness, and to contextualise his work. He has **demonstrated** some **knowledge** of current and previous work related to his approach, and where his work is positioned within a larger design context. He demonstrates a particular sensitivity to the social, cultural and ethical impact of different technologies on human behaviour and relationships. His dissertation and **communication** overall can be sometimes muddled as he clings tightly to his own ideas, even against expert opinions against **them**.

Technical skills have been consistently excellent. He has engaged with emerging technologies from functional, **aesthetic**, commercial and critical perspectives, including **conversational/information** generative systems. He employs the **necessary** skills for communicating and testing ideas through appropriate media, and can identify and exploit the **aesthetic** and functional possibilities of different technologies; he is stronger on the functional aspects than the aesthetic ones.

Shobhan is unfailingly professional and has good work **experience** already. He has developed a rigorous individual design approach that relates to the design context within which he wishes to practice. He has developed particularly imaginative and meaningful ways of involving people in the design process. He always presents his work clearly and engagingly, in ways that are appropriate to the audience. He has **demonstrated** an ability to work as part of a team in different roles and contexts. He had synthesised his intellectual understanding with technical skills, so that he is articulate - both visually and verbally - in presenting this understanding. He will no doubt **contribute** new developments, confidently and imaginatively, in information experience design.

B FOR USE IN OVERALL ASSESSMENT AT FINAL EXAMINATION OF STUDIO-BASED MA STUDENTS

EXCELLENT

The student's attributes overall are exceptional – at a level that might be expected of a postgraduate artist or designer fully and successfully engaged in advance practice. He/she has an extremely impressive range of qualities and strengths and clearly recognises any minor weaknesses in his/her profile. He/she is highly motivated and certainly has the ability to continue to develop independently as a reflective practitioner after graduation. His/her overall level of ability and particular qualities suggest an exceptionally high level of potential to succeed in professional practice and to make an important, innovative contribution to his/her discipline and profession.

VERY GOOD

The student's attributes overall are impressive – at a level that might be expected of a postgraduate artist or designer already engaged in advance practice. He/she has many areas of strength and recognises the few weaknesses in his/her profile. He/she clearly has the motivation and the ability to continue to develop independently as a reflective practitioner after graduation. His/her overall level of ability and particular qualities suggest a high level of potential to succeed in professional practice and to make a significant, innovative contribution to his/her discipline and profession.

GOOD

The student's attributes overall are clearly appropriate for a postgraduate artist or designer going on to professional practice at an advanced level. He/she has some particular and important areas of strength but there is also room for development in some areas. He/she recognises these strengths and weaknesses and has the motivation and the ability to continue to develop independently as a reflective practitioner after graduation. With continued development, he/she is clearly capable of succeeding in professional practice and making a significant, innovative contribution to his/her discipline and profession.

SATISFACTORY

The student's attributes overall are appropriate for a postgraduate artist or designer going on to professional practice at an advanced level. There are areas of strength but also some weaknesses. In general, he/she recognises these strengths and weaknesses and has shown the potential to develop and the motivation to do so. He/she will need to continue to develop in areas of weakness beyond graduation and may need a modest level of support and guidance in this process. With continued development, he/she should be able to make a significant and innovative contribution to his/her discipline and profession.

POOR

The student's attributes overall are not quite at the level to be expected of a postgraduate artist or designer going on to professional practice at an advanced level. There are areas of strength but also some important weaknesses. So far, he/she has not adequately recognised weaknesses and/or been motivated enough to address them. However, with continued development, there is the potential to retrieve the situation. The student is likely to need some support and guidance (and up to 3 months full-time focused activity) to attain the overall level and range of attributes necessary. In the longer term the student will need to engage seriously with the process of continuing personal and professional development in order to make a significant and innovative contribution to his/her discipline and profession.

VERY POOR

The student's attributes overall are inadequate for a postgraduate artist or designer intending to engage in professional practice at an advanced level. There are areas of serious weakness and what strengths the student has are inadequate to balance these weaknesses. He/she has shown little or no ability to recognise these weaknesses and/or little or no motivation to develop. He/she does not have the potential to retrieve the situation within 3 months of full-time focused activity, even with support and guidance.

LEARNING OUTCOMES FOR MA STUDENTS (INFORMATION EXPERIENCE DESIGN)

KEY ATTRIBUTES

(as evidenced in your work and in discussion/presentation of your work)

Having completed a Master of Arts programme at the RCA, you should be able to:

1. Produce work at an advanced level i.e. which is at or near the forefront of your discipline and demonstrates your ability to make a creative, imaginative, innovative and individual response to a challenging self-set or external brief.
2. Articulate clearly (by oral, written and/or visual means) the intentions of the work you produce and the approaches, knowledge, skills and reasoning you have employed in its production.

INTELLECTUAL ENGAGEMENT

(as evidenced in discussion/presentation of your work and the work of others)

Having completed the MA Information Experience Design programme at the RCA, you should be able to:

- A1. Identify principles and methodologies - drawing from storytelling, problem solving, and technological innovation - that enhance how he or she meets contemporary information experience design challenges.
- A2. Demonstrate a clear understanding of how to create meaning across an experience through channels, movements and degrees of engagement.
- A3. Translate abstract issues into tangible design proposals, grounding projects with real-world social, cultural, technological, and economic issues.
- A4. Engage in intellectual and creative research in order to develop self-awareness, and to contextualise his or her work.
- A5. Demonstrate knowledge of current and previous work related to his or her approach, and where his or her work is positioned within a larger design context.
- A6. Demonstrate sensitivity to the social, cultural and ethical impact of different technologies on human behaviour and relationships.

TECHNICAL SKILLS

(as evidenced in your work)

Having completed the MA Information Experience Design programme at the RCA, you should be able to:

- B1. Engage with emerging technologies from functional, aesthetic, commercial and critical perspectives, including conversational/information generative systems.
- B2. Employ the necessary skills for communicating and testing ideas through appropriate media.
- B3. Identify and exploit the aesthetic and functional possibilities of different technologies.

PROFESSIONALISM

(as evidenced in your approach to your studies and your participation in the life of your programme and the College)

Having completed the MA Information Experience Design programme at the RCA, you should be able to:

- C1. Develop an individual design approach that relates to the context (industry design studio, public service, research laboratory etc.) within which he or she wishes to practice.
- C2. Develop imaginative and meaningful ways of involving people in the design process.
- C3. Present work clearly and engagingly, in ways that are appropriate to the audience.
- C4. Demonstrate an ability to work as part of a team in different roles and contexts.
- C5. Synthesise his or her intellectual understanding with their technical skills, so that they are articulate - both visually and verbally - in presenting this understanding.
- C6. Contribute new developments, confidently and imaginatively, in information experience design.



Royal College of Art

Postgraduate Art and Design

ROYAL COLLEGE OF ART
KENSINGTON GORE
LONDON
SW7 2EU

T: +44 (0)20 7590 4444
F: +44 (0)20 7590 4500
E: info@rca.ac.uk
W: www.rca.ac.uk