

Subject Description Form

Subject Code	ITC3041D
Subject Title	Professional Language Skills and Project Preparation (by Thesis Collection)
Credit Value	4 credits
Level	3
Pre-requisite/ <Co-requisite> / (Exclusion)	(ITC3042T Professional Language Skills and Project Preparation (by Thesis))
Objectives	The subject aims to orient students towards final year project and develop students' ability in generating final year project ideas. The subject also provides students with the knowledge of various kinds of research methodology and helps students in project planning. It specifically reinforces the use of language in project proposal and thesis writing in both Chinese and English.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. Understand the basic kinds of research methods and processes. b. Demonstrate the basic skills required for undertaking an independent design project with research component. c. Apply critical and creative thinking in initiating and writing an achievable design project proposal at undergraduate level. d. Understand the requirements and elements of a project proposal, including structure, format and composition. e. Identify potential design project in respect to its implementation plan, evaluation of limitations and proposal of solutions. f. Develop and apply skills for independent and lifelong learning. g. Plan, organise and produce project proposals in a clear, systematic and persuasive manner. h. Plan, organise and deliver effective oral presentations on project proposals.
Subject Synopsis/ Indicative Syllabus	<p>(I) <u>About the Final Year Project</u></p> <ul style="list-style-type: none"> - Purpose of the final year project - Requirements of final year project - Planning and scheduling of project implementation - Final year project supervisor <p>(II) <u>Conduction Research Project</u></p> <ul style="list-style-type: none"> - Type of research - Selection of a suitable research topic - Literature search and review

	<ul style="list-style-type: none"> - Setting objectives - Data collection - Data analysis - Result interpretation <p>(III) <u>Thesis Composition</u></p> <ul style="list-style-type: none"> - Major part of a thesis - Format requirements and suggestions - Reference styles - Common problems and errors in previous theses <p>(IV) <u>Requirements of Design Project Proposal</u></p> <ul style="list-style-type: none"> - Introduction of proposed topic - Aims & objectives - Literature review related to the proposed topic including but not limited to design process, research methods and techniques previously used, existing similar work, functional aspects, inspirations, motivations, historical, social and economic aspects, marketing aspects, business aspects, environmental implication, etc. - Proposed design project including techniques, methods, inspirations, design process and research methods, and expected outcomes, etc - Foreseeable difficulties and limitations of the proposed study - Evaluation and suggestions <p>(V) <u>Proposal writing</u></p> <ul style="list-style-type: none"> - Writing of project proposal (in English and Chinese) - Writing introductory chapter for a thesis and literature review for an area of studies in appropriate format and style of English - Writing project synopsis in Chinese <p>(VI) <u>Presentation of Project Proposal</u></p> <ul style="list-style-type: none"> - Logical and coherent organisation of presentations - Verbal and non-verbal interaction strategies for persuasive presentations
<p>Teaching/Learning Methodology</p>	<ul style="list-style-type: none"> • Lectures are structured to introduce the basics of carrying out a capstone project; • Instructions are provided through lectures in order to reinforce the use of language in project proposal and thesis writing in both Chinese and English • Tutorials are conducted to reinforce taught subjects and instructions • Assignments are used to reinforce learning and assesses learning progress • This subject is collaboratively developed and delivered by staff from

	ITC, CBS and ELC, and the contributions in terms of assessment methods and contact hours are as follows.																																																
Assessment Methods in Alignment with Intended Learning Outcomes	<p>Students are required to identify the project areas of interests by various means, including consultation with staff in ITC, prepare project proposals in a clear, systematic and persuasive manner, and deliver effective oral presentations (in English and Chinese). Students are also required to submit introductory chapter for a thesis and literature review for an area of studies in appropriate format and style of English, as well as a project synopsis in Chinese.</p> <table border="1" data-bbox="504 831 1497 1310"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="8">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> <th>h</th> </tr> </thead> <tbody> <tr> <td>1. Continuous Assessment by assignment</td> <td>80%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Continuous Assessment by presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="8"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>ELC staff will contribute to assessment of Intended Learning Outcome (g) and (h) by evaluating students' performance in Assessment 1 (e.g. explaining the background to a proposed project and/or reviewing previous studies) and in Assessment 2 (i.e. oral presentation of project proposal). Students' ability to explain a proposed project systematically and persuasively, using appropriate and accurate English, will be assessed in both assessments. Assessment criteria collaboratively developed by staff of ITC and ELC will be used.</p> <p>CBS staff will also contribute to assessment of Intended Learning Outcome (g) and (h) by evaluating students' performance in Assessments 1 and 2. Students' ability to explain a proposed project systematically and persuasively, using appropriate and accurate Chinese, will be assessed in both assessments. Assessment criteria collaboratively developed by staff of ITC and CBS will be</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)								a	b	c	d	e	f	g	h	1. Continuous Assessment by assignment	80%			✓	✓		✓	✓	✓	2. Continuous Assessment by presentation	20%	✓	✓		✓	✓	✓	✓	✓	Total	100%								
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	used.	
Student Study Effort Expected	Class contact:	
	▪ Lecture (ELC/CBS/ITC)	28 Hrs. (ELC: 10 hrs; CBS: 10 hrs; ITC: 8hrs)
	▪ Tutorial/ Seminar (ELC/CBS/ITC)	28 Hrs. (ELC: 10 hrs; CBS: 10 hrs; ITC: 8hrs)
	Other student study effort:	
	▪ Self-study/preparation	85 Hrs.
	▪ Presentation	5 Hrs.
	Total student study effort	146 Hrs.
Reading List and References	<p><u>Essential</u></p> <p><i>Guidelines for the Preparation of Final Year Project</i>, ITC, PolyU.</p> <p><u>Supplementary</u></p> <p>Anderson, A. and Poole, M. (2001). <i>Assignment and Thesis Writing</i>. Milton: John Wiley and Sons, 4th edition.</p> <p>Braddock, S. and O'Mahony, M. (2005). <i>Techno Textiles 2: Revolutionary Fabrics for Fashion and Design</i>. New York: Thames & Hudson.</p> <p>Dane, F.C. (1990). <i>Research Methods</i>. Brooks/Cole Pub. Co.</p> <p>Flynn, J.Z. and Foster, I.M. (2009). <i>Research Methods for the Fashion Industry</i>. New York: Fairchild Books.</p> <p>Hibbert, R. (2004). <i>Textile innovation: interactive, contemporary and traditional materials</i>. London: Line.</p> <p>Lockwood, T. (2009). <i>Design Thinking: Integrating Innovation, Customer Experience and Brand Value</i>. New York: Allworth Press</p> <p>Mallotra, N. (2002). <i>Basic Marketing Research: Applications to Contemporary Issues</i>. Prentice Hall.</p> <p>Silverman, D. (2008). <i>Doing Qualitative Research: A Comprehensive Guide</i>. SAGE Publication.</p>	

Subject Description Form

Subject Code	ITC3042T
Subject Title	Professional Language Skills and Project Preparation (by Thesis)
Credit Value	4 credits
Level	3
Pre-requisite/ <Co-requisite> / (Exclusion)	(ITC3041D Professional Language Skills and Project Preparation (by Thesis Collection))
Objectives	The subject aims to orient students towards final year project and develop students' ability in generating final year project ideas. The subject also provides students with the knowledge of various kinds of research methodology and helps students in project planning. It specifically reinforces the use of language in project proposal and thesis writing in both Chinese and English.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. Understand the basic kinds of research methods and processes. b. Demonstrate the basic skills required for undertaking an independent research project. c. Apply critical and creative thinking in initiating and writing an achievable research project proposal at undergraduate level. d. Understand the requirements and elements of a thesis, including structure, format and composition. e. Identify common problems and errors in previous projects. f. Develop and apply skills for identification of research problem, independent and lifelong learning. g. Plan, organise and produce project proposals in a clear, systematic and persuasive manner. h. Plan, organise and deliver effective oral presentations on project proposals.
Subject Synopsis/ Indicative Syllabus	<p>(I) About the Final Year Project</p> <ul style="list-style-type: none"> - Purpose of the final year project - Requirements of final year project - Planning and scheduling of project implementation - Final year project supervisor <p>(II) Conduction Research Project</p> <ul style="list-style-type: none"> - Type of research - Selection of a suitable research topic - Literature search and review - Setting objectives

	<ul style="list-style-type: none"> - Data collection - Data analysis - Result interpretation <p>(III) Thesis Composition</p> <ul style="list-style-type: none"> - Major part of a thesis - Format requirements and suggestions - Reference styles - Common problems and errors in previous theses <p>(IV) Thesis writing</p> <ul style="list-style-type: none"> - Writing of project proposal (in English and Chinese) - Writing introductory chapter for a thesis and literature review for an area of studies in appropriate format and style of English - Writing project synopsis in Chinese <p>(V) Presentation of Project Proposal</p> <ul style="list-style-type: none"> - Logical and coherent organisation of presentations - Verbal and non-verbal interaction strategies for persuasive presentations 																												
<p>Teaching/Learning Methodology</p>	<ul style="list-style-type: none"> • Lectures are structured to introduce the basics of carrying out a capstone project; • Instructions are provided through lectures in order to reinforce the use of language in project proposal and thesis writing in both Chinese and English • Tutorials are conducted to reinforce taught subjects and instructions • Assignments are used to reinforce learning and assesses learning progress • This subject is collaboratively developed and delivered by staff from ITC, CBS and ELC, and the contributions in terms of assessment methods and contact hours are as follows. 																												
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<p>Students are required to identify the project areas of interests by various means, including consultation with staff in ITC, prepare project proposals in a clear, systematic and persuasive manner, and deliver effective oral presentations (in English and Chinese). Students are also required to submit introductory chapter for a thesis and literature review for an area of studies in appropriate format and style of English, as well as a project synopsis in Chinese.</p> <table border="1" data-bbox="507 1794 1497 1939"> <thead> <tr> <th data-bbox="507 1794 778 1883" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="778 1794 935 1883" rowspan="2">% weighting</th> <th colspan="8" data-bbox="935 1794 1497 1883">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="935 1883 999 1939">a</th> <th data-bbox="999 1883 1062 1939">b</th> <th data-bbox="1062 1883 1126 1939">c</th> <th data-bbox="1126 1883 1190 1939">d</th> <th data-bbox="1190 1883 1254 1939">e</th> <th data-bbox="1254 1883 1318 1939">f</th> <th data-bbox="1318 1883 1382 1939">g</th> <th data-bbox="1382 1883 1497 1939">h</th> </tr> </thead> <tbody> <tr> <td data-bbox="507 1883 778 1939"> </td> <td data-bbox="778 1883 935 1939"> </td> <td data-bbox="935 1883 999 1939"> </td> <td data-bbox="999 1883 1062 1939"> </td> <td data-bbox="1062 1883 1126 1939"> </td> <td data-bbox="1126 1883 1190 1939"> </td> <td data-bbox="1190 1883 1254 1939"> </td> <td data-bbox="1254 1883 1318 1939"> </td> <td data-bbox="1318 1883 1382 1939"> </td> <td data-bbox="1382 1883 1497 1939"> </td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)								a	b	c	d	e	f	g	h										
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	1. Continuous Assessment by assignment	80%			✓	✓		✓	✓	✓
	2. Continuous Assessment by presentation	20%	✓	✓		✓	✓	✓	✓	✓
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	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>ELC staff will contribute to assessment of Intended Learning Outcome (g) and (h) by evaluating students' performance in Assessment 1 (e.g. explaining the background to a proposed project and/or reviewing previous studies) and in Assessment 2 (i.e. oral presentation of project proposal). Students' ability to explain a proposed project systematically and persuasively, using appropriate and accurate English, will be assessed in both assessments. Assessment criteria collaboratively developed by staff of ITC and ELC will be used.</p> <p>CBS staff will also contribute to assessment of Intended Learning Outcome (g) and (h) by evaluating students' performance in Assessments 1 and 2. Students' ability to explain a proposed project systematically and persuasively, using appropriate and accurate Chinese, will be assessed in both assessments. Assessment criteria collaboratively developed by staff of ITC and CBS will be used.</p>									
Student Study Effort Expected	Class contact:									
	▪ Lecture (ELC/CBS/ITC)	28 Hrs. (ELC: 10 hrs; CBS: 10 hrs; ITC: 8hrs)								
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	Total student study effort		146 Hrs.							
Reading List and References	<p><u>Essential</u> <i>Guidelines for the Preparation of Final Year Project, ITC, PolyU.</i></p>									

Supplementary

Anderson, A. and Poole, M. (2001). *Assignment and Thesis Writing*. Milton: John Wiley and Sons, 4th edition.

Braddock, S. and O'Mahony, M. (2005). *Techno Textiles 2: Revolutionary Fabrics for Fashion and Design*. New York: Thames & Hudson.

Bryman, A. and Bell, E. (2003). *Business Research Methods*. The Oxford University Press.

Collis, Jill & Hussey, Roger. (2009). *Business Research: a practical guide for undergraduate & postgraduate students*, 3rd Edition. Palgrave Macmillan.

Cooper, Donald R. & Schindler, Pamela S. (2008). *Business Research Methods*, 10th Edition, McGraw-Hill Irwin.

Dane, F.C. (1990). *Research Methods*. Brooks/Cole Pub. Co.

Flynn, J.Z. and Foster, I.M. (2009). *Research Methods for the Fashion Industry*. New York: Fairchild Books.

Gay, L.R. (1992). *Research Methods for Business and Management*. New York : Maxwell Macmillan International

Hibbert, R. (2004). *Textile innovation: interactive, contemporary and traditional materials*. London: Line.

Lee, Nicholas & Ling, Ian. (2008). *Doing Business Research: a guide to theory and practice*, Sage.

Lyman, O.H. (2010). *An Introduction to Statistical Methods and Data Analysis*. Brooks/Cole Cengage Learning, 6th edition.

Mallotra, N. (2002). *Basic Marketing Research: Applications to Contemporary Issues*. Prentice Hall.

Saunders, M., Lewis, P. and Thornhill, A. (2009). *Research Methods for Business Students*. Harlow, England, New York: Prentice Hall, 5th edition.

Silverman, D. (2008). *Doing Qualitative Research: A Comprehensive Guide*. SAGE Publication.

Zikmund, W.G. (1997). *Business Research Methods*. The Dryden Press, 5th edition.

Subject Description Form

Subject Code	ITC4055D
Subject Title	Final Year Project by Thesis Collection
Credit Value	5 credits
Level	4
Pre-requisite/ <Co-requisite> / (Exclusion)	ITC3041D Professional Language Skills and Project Preparation (by Thesis Collection) (ITC4056T Final Year Project by Thesis)
Objectives	<p>Project base learning is the backbone of teaching and learning activities within the Design Majors; Fashion and Textile Design and Knitwear Design with Technology. It is believed to be the most popular and effective for the design discipline. A design project frees the student to explore the subject matter, experience the design process, experimenting thoughts, working out and searching solutions for essential details so that a good grasp of abstract ideas becomes possible.</p> <p>The Final Year Project is to provide a capstone experience. The essence of Final Year Project is to nurture imaginative ideas and creativity while putting into practice of what has been learnt under a basically independent working environment. Students are encouraged to think independently while mentorship is provided by academic supervisors.</p>
Intended Learning Outcomes	<p>Upon completion of this subject, students will be able to:</p> <ol style="list-style-type: none"> a. Derive and analyse inspirational themes to create fashion products which are aesthetical, functional and relevant to their chosen market. b. Prepare and conduct in-depth fashion research and sourcing independently. c. Effectively manage time and resources to create a collection within the required time frame. d. Present and style design ideas and collections in an effective and professional manner.
Subject Synopsis/ Indicative Syllabus	A Final Year Project resulting in a thesis collection submission is required by the Fashion Design and Knitwear Design and Technology majors. Students are required to submit 3 outfits with a sketchbook which showcases in-depth design research relevant to the collection. As part of the submission, the students are required to display and style their collection of three outfits for a pre-judging for the annual fashion show. (Students who are selected for the fashion show are further required to produce an additional 3 outfits.)

	<p>The fashion collection identifies and analyses professional methods employed by the fashion industry to create coherent fashion collections. This capstone project reinforces students' theoretical understanding of fashion design via practical work as well as to develop new knowledge and experience. Students are expected to execute the entire design process independently; from deriving creative inspiration, design research, design development to production. Students are required to demonstrate the ability to manage time and resources in an efficient manner.</p> <p>The nature of the project encourages students to develop in-depth design research to create innovative fashion collections specific to a market of their choice. Within the execution of the collection, students can integrate and apply their knowledge in theoretical, aesthetical and practical fashion design. Upon completion of the collection, students will have developed critical and creative thinking which will enable them to communicate both effectively and professionally.</p>																																				
Teaching/Learning Methodology	Regular individual/ group consultations between students and the assigned supervisor. As part of the monitoring system, progress reports have to be submitted.																																				
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="507 1081 1493 1395"> <thead> <tr> <th data-bbox="515 1093 823 1227" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="831 1093 975 1227" rowspan="2">% weighting</th> <th colspan="6" data-bbox="983 1093 1485 1171">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="991 1182 1062 1227">a</th> <th data-bbox="1070 1182 1142 1227">b</th> <th data-bbox="1150 1182 1222 1227">c</th> <th data-bbox="1230 1182 1302 1227">d</th> <th data-bbox="1310 1182 1382 1227"></th> <th data-bbox="1390 1182 1477 1227"></th> </tr> </thead> <tbody> <tr> <td data-bbox="515 1238 823 1328">1. Continuous assessment</td> <td data-bbox="831 1238 975 1328">100%</td> <td data-bbox="991 1238 1062 1328">✓</td> <td data-bbox="1070 1238 1142 1328">✓</td> <td data-bbox="1150 1238 1222 1328">✓</td> <td data-bbox="1230 1238 1302 1328">✓</td> <td data-bbox="1310 1238 1382 1328"></td> <td data-bbox="1390 1238 1477 1328"></td> </tr> <tr> <td data-bbox="515 1339 823 1384">Total</td> <td data-bbox="831 1339 975 1384">100%</td> <td colspan="6" data-bbox="983 1339 1485 1384"></td> </tr> </tbody> </table> <p data-bbox="507 1451 1485 1518">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="507 1541 1485 1742">Since the Final Year Project by Thesis Collection course is intended to evaluate the overall understanding for the design majors (Fashion and Textile Design, and Knitwear Design and Technology), continuous assessment will be used. Continuous assessment during development of inspirational themes, in-depth fashion research, sourcing, scheduling and final presentation of the collection.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Continuous assessment	100%	✓	✓	✓	✓			Total	100%						
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Student Study Effort Expected	Class contact:																																				
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	▪ Tutorial/ Studio		Hrs.																																		

	Other student study effort:	
	▪ Assignments	196 Hrs.
	Total student study effort	196 Hrs.
Reading List and References	<p><u>Essential</u> Donofrio-Ferrezza, L.& Hefferen, M. (2008) <i>Designing a Knitwear Collection</i>. New York : Fairchild Books. Faerm,S. (2010) <i>Fashion: Design Course</i>. Hauppauge, N.Y. : Barron's Educational Series Fletcher, K. (2008) <i>Sustainable Fashion and Textiles</i>. London ; Sterling, VA : Earthscan. Hidalgo, M.R.(2010) <i>The Sourcebook of Contemporary Fashion Design</i>. New York : Collins Design. Hidalgo, M.R. (2007) <i>Young Fashion Designers</i>. Koln: Taschen. Lawson, B. (1997) <i>How designers Think: The Design Process Demystified</i>. Oxford: Architectural Press. Tate, S.L (2004) <i>Inside Fashion Design</i>. Upper Saddle River, NJ : Pearson/Prentice Hall. Udale, J. (2008) <i>Textiles and Fashion</i>. Lausanne : AVA Academia.</p> <p><u>Journals</u> Fashion theory Design Journal Design Issues</p> <p><u>Magazines</u> Vogue Elle Numero Harper’s Bazaar Pop</p> <p><u>Websites</u> www.wgsn.com www.stylesight.com</p>	

Subject Description Form

Subject Code	ITC4056T
Subject Title	Final Year Project by Thesis
Credit Value	5 credits
Level	4
Pre-requisite/ <Co-requisite> / (Exclusion)	ITC 3042T Professional Language Skills and Project Preparation (by Thesis) (ITC4055D Final Year Project by Thesis Collection)
Objectives	<p>Project-based learning is essentially incorporated the final year project. Through the Final Year Project the student will attain a high level of intellectual and imaginative development, show marked ability and initiative in his/her knowledge of theories and practical situations in the fashion industry. The challenge represented by the project gives ample opportunities for these qualities to be developed.</p> <p>The Final Year Project is to provide a capstone experience. The essence of Final Year Project is to nurture imaginative ideas and creativity while putting into practice of what has been learnt under a basically independent working environment. Students are encouraged to think independently while mentorship is provided by academic supervisors.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Apply an analytical, critical and creative approach to identify and define a researchable problem which needs to be solved in the fashion business. b. Prepare a research project proposal which contains realistic and preferably strategic objectives, and which clearly outlines the research design and methodology to be followed. c. Successfully undertake and complete the planned project work within the required time frames as required. d. Correctly capture, critically analyse and interpret and write up, in the form of a thesis, the results generated during the project also including the correct conclusions and recommendations.

Subject Synopsis/ Indicative Syllabus	<p>A Final Year Project resulting in a thesis submission is required by the Fashion and Textile Technology, Intimate Apparel, Fashion Marketing and Merchandising and Fashion Retailing majors. The student is required to carry out a piece of academic work independently. A thesis is then written up providing an accurate account of the project for submission.</p> <p>The subject or the contents of the project is completely free for the student to decide depending on his/her interests, academic pursuance or ambitions. The nature of the project can be contributing to advancement of knowledge, problem solving or understanding nature. Originality of the work and academic vigour essentially account for the quality of the Final Year Project. The project work thus requires an in-depth understanding of the subject matter. Analysis of the subject matter is encouraged so that theoretical model or hypothesis is generated and as appropriate tested by experimental or field observations. Depending on the subject of the project analysis of observations of complex systems or situation may be more suitable and empirical solutions may result. These ways are by no means exhaustive but they are some expected common patterns of the Final Year Projects.</p>																														
Teaching/Learning Methodology	<p>Regular individual/ group consultations between students and the assigned supervisor. As part of the monitoring system, progress reports have to be submitted.</p>																														
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Total	100%																														

	recommendations, as well as originality of the work, will be assessed.	
Student Study Effort Expected	Class contact:	
	▪ Lecture	Hrs.
	▪ Tutorial/ Studio	Hrs.
	Other student study effort:	
	▪ Assignments	196 Hrs.
	Total student study effort	196 Hrs.
Reading List and References	<p><u>Essential</u> Anderson, A. and Poole, M. (2001). <i>Assignment and Thesis Writing</i>. Milton: John Wiley and Sons, 4th edition. <i>Guidelines for the Preparation of Final Year Project</i>, ITC, PolyU.</p> <p><u>Supplementary</u> Behrens, L. and Rosen, L.J. (2007). <i>A Sequence of Academic Writing</i>. New York: Pearson Longman, 3rd edition. Cooper, S. and Patton, R. (2007). <i>Writing Logically, Thinking Critically</i>. New York: Pearson Longman, 5th edition. Oliver, P. (2008). <i>Writing Your Thesis</i>. London: SAGE Publication, 2nd edition. Oshima, A. and Hogue, A. (2006). <i>Writing Academic English</i>. White Plains, NY: Pearson Longman, 4th edition.</p>	