

## Template C4



# Programme Specification

**Title of Course:** *BA (Hons) Communication Design*

<b>Date first produced</b>	01/03/2016
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<b>Version number</b>	6
<b>Faculty</b>	Kingston School of Art
<b>School</b>	Design School
<b>Department</b>	Fashion
<b>Delivery Institution</b>	Indian Institute of Art and Design (IIAD)

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BA (Hons) Communication Design
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Cert (HE) BA (Ordinary) Dip (HE)
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	
<b>UCAS code</b> <i>For each pathway</i>	N/A

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BA (Hons) Fashion Design
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Cert (HE) BA (Ordinary) Dip (HE)
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	
<b>UCAS code</b> <i>For each pathway</i>	

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BA (Hons) Interior Architecture & Design
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Cert (HE) BA (Ordinary) Dip (HE)
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	
<b>UCAS code</b> <i>For each pathway</i>	

<b>RQF Level for the Final Award:</b>	Honours
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Indian Institute of Art and Design (IIAD)
<b>Location:</b>	IIAD at Okhla, New Delhi, India
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Full-time

<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Full-time - 3 years
<b>Maximum period of registration:</b>	Full-time - 6 years
<b>Entry Requirements:</b>	<p>The minimum entry qualifications for the programme are</p> <ul style="list-style-type: none"> <li>• Foundation Diploma in Design from IIAD</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Equivalent Foundation Diploma from other recognised Institutes (Qualified applicants will be selected according to their performance in the personal interview and portfolio review).</li> <li>• Students whose prior education has not been in the English Medium will require an IELTS score of 6.0 or equivalent.</li> </ul>
<b>Programme Accredited by:</b>	N/A
<b>QAA Subject Benchmark Statements:</b>	Art & Design
<b>Approved Variants:</b>	None.
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	N/A
<b>Recruitment, Selection and Admission process:</b>	N/A
<b>End Point Assessment Organisation(s):</b>	N/A

## SECTION 2: THE COURSE

### A. Aims of the Course

The main aims of the programme are:

- To prepare students for sustainable professional employment in the design industries.
- To foster an understanding of Design as forms of meaning making situated within questions of technology, ideology, history, politics, culture, identity, and, importantly, economics.
- To foster an environment wherein Design is seen not as finite, autonomous pre-given domain but rather a terrain that emerges through constantly interpretative acts of negotiation, production, and presentation by multiple agents at work.
- To provide an intellectual framework to students that eschews binary modes of thinking that constantly opposes experts to laymen, education to practice, entrepreneuriality to criticality, theory to practicality; thinking to doing/making and so on.
- To provide students with a multidisciplinary, intellectually rigorous and open-ended environment where they can chart their own trajectories thereby reproducing themselves as critical and self-reflexive design practitioners.
- To enable students to develop specialist skills and knowledges which are specific to their chosen discipline.

### B. Intended Learning Outcomes

The programme outcomes are referenced to the UK Quality Code for Higher Education, including the QAA subject benchmarks for Art & Design, the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. They have also been referenced to the Kingston University's Graduate Attributes, which are identified in brackets. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following area

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

Programme Learning Outcomes					
	<b>Knowledge and Understanding</b>		<b>Intellectual Skills</b>		<b>Subject Practical Skills</b>
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A4	Demonstrate the development of problem solving skills through research, explorations, critical analysis, and subsequent development of creative solutions within a professional, contextual and ethical framework with team skills. (Professional)	B4	Demonstrate the ability to recognise the cultural, conceptual and professional contexts relevant to the evaluation and understanding of their work. (Thoughtful)	C3	Demonstrate individual creativity, inventiveness, personal expression and technical competence, using the practical skills necessary to critically evaluate, realise and coherently communicate ideas in appropriate media suitable for portfolio. (Creative)
A3	Express an understanding of the national and international contexts of design practices. (Globally Aware)	B3	Possess a professional level of individual creativity, vision, personal expression and intellectual ability to enable students to practise successfully in design. (Creative and Proactive)	C2	Demonstrate an advanced understanding of new and future methods, materials, agile processes and technologies, appropriate to the chosen discipline. (Resilient)
A2	Demonstrate a critical understanding of the relationships between multiple contexts within which design is situated. These include but are not limited to theory, technology, ideology, history, politics, culture, identity and economics. (Globally Aware)	B1	Develop an intellectual framework, which eschews binary modes of thinking, and instead engages with a learner-centric philosophy. (Thoughtful)	C1	Demonstrate entrepreneurialism with an advanced level of practical understanding and technical competence (whether in traditional or digital technology in design) to enable them to practice successfully in the profession. (Proactive)
A1	Demonstrate the ability to engage with the terrain of design and design specialisms through interpretative and immersive methods. (Thoughtful)	B2	Develop their own personal position with regard to the practice at large, and demonstrate an ability to merge seamlessly into the practice of their choosing with confidence. (Resilient)	C4	Demonstrate a critical understanding of specialist design practices impact on culture, society and the environment, including an appropriate knowledge of the

					application of materials and processes. (Proactive)
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In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### C. Outline Programme Structure

Each level is made up of four modules, which total up to 120 credits at each level (4×30 credit modules each). Level 4 has 4 modules and each module is of 30 credits. Level 5 has 4 modules each of 30 credits. Level 6 has 3 modules (2×30 credits and 1×60 credits).

#### BA (Hons) Communication Design

<b>Level 4</b>							
<b>BA (Hons) Communication Design</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
CONTEXT 1	II4001	30	4	1&2			
DESIGN REALIZATION 1	II4003	30	4	1&2			
PERSONAL AND PROFESSIONAL DEVELOPMENT 1	II4004	30	4	1&2			
PROCESS 1	II4002	30	4	1&2			
<b>Optional Modules</b>							

#### Progression to Level 5

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Communication Design; Fashion Design; Interior Architecture & Design.

#### **Level 5**

<b>BA (Hons) Communication Design</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
CONTEXT 2	II5001	30	5	1&2			
DESIGN REALIZATION 2	II5003	30	5	1&2			
PERSONAL AND PROFESSIONAL DEVELOPMENT 2	II5004	30	5	1&2			
PROCESS 2	II5002	30	5	1&2			
<b>Optional Modules</b>							

### Progression to Level 6

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above. The outstanding 30 credits from Level 5 can be trailed into Level 6 and must be passed before consideration for an award or progression to Level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 240 credits are eligible for the award of Diploma of Higher Education in Communication Design; Fashion Design; Interior Architecture & Design.

<b>Level 6</b>							
<b>BA (Hons) Communication Design</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
CONTEXT 3	II6001	30	6	1			
MAJOR DESIGN PROJECT	II6003	60	6	2			
PERSONAL AND PROFESSIONAL DEVELOPMENT 3	II6002	30	6	1			
<b>Optional Modules</b>							

Level 6 requires the completion of

Level 6 requires the completion of all modules.

Level 7 information

N/A

### BA (Hons) Fashion Design

<b>Level 4</b>							
<b>BA (Hons) Fashion Design</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>



CONTEXT 1	II4001	30	4	1+2		0	0
DESIGN REALIZATION 1	II4003	30	4	1+2		0	0
PERSONAL AND PROFESSIONAL DEVELOPMENT 1	II4004	30	4	1+2		0	0
PROCESS 1	II4002	30	4	1+2		0	0
<b>Optional Modules</b>							

### Progression to Level 5

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above. The outstanding 30 credits from Level 5 can be trailed into Level 6 and must be passed before consideration for an award or progression to Level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 240 credits are eligible for the award of Diploma of Higher Education in Communication Design; Fashion Design; Interior Architecture & Design.

<b>Level 5</b>							
<b>BA (Hons) Fashion Design</b>							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
CONTEXT 2	II5001	30	5	1+2		0	0
DESIGN REALIZATION 2	II5003	30	5	1+2		0	0
PERSONAL AND PROFESSIONAL DEVELOPMENT 2	II5004	30	5	1+2		0	0
PROCESS 2	II5002	30	5	1+2		0	0
<b>Optional Modules</b>							

<b>Level 6</b>							
<b>BA (Hons) Fashion Design</b>							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
CONTEXT 3	II6001	30	6	1		0	0
MAJOR DESIGN PROJECT	II6003	60	6	2		0	0
PERSONAL AND PROFESSIONAL DEVELOPMENT 3	II6002	30	6	1		0	0
<b>Optional Modules</b>							

Level 6 requires the completion of

Level 6 requires the completion of all modules.

## BA (Hons) Interior Architecture & Design

Level 4							
BA (Hons) Interior Architecture & Design							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
CONTEXT 1	II4001	30	4	1+2		0	0
DESIGN REALIZATION 1	II4003	30	4	1+2		0	0
PERSONAL AND PROFESSIONAL DEVELOPMENT 1	II4004	30	4	1+2		0	0
PROCESS 1	II4002	30	4	1+2		0	0
<b>Optional Modules</b>							

Level 5							
BA (Hons) Interior Architecture & Design							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
CONTEXT 2	II5001	30	5	1+2		0	0
DESIGN REALIZATION 2	II5003	30	5	1+2		0	0
PERSONAL AND PROFESSIONAL DEVELOPMENT 2	II5004	30	5	1+2		0	0
PROCESS 2	II5002	30	5	1+2		0	0
<b>Optional Modules</b>							

Level 6							
BA (Hons) Interior Architecture & Design							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
CONTEXT 3	II6001	30	6	1+2		0	0
MAJOR DESIGN PROJECT	II6003	60	6	1+2		0	0
PERSONAL AND PROFESSIONAL DEVELOPMENT 3	II6002	30	6	1+2		0	0
<b>Optional Modules</b>							

### D. Principles of Teaching, Learning and Assessment

The Institute promotes and sustains a distinctive pattern of teaching and learning practices. Both have been developed in consonance with the philosophies of design and education that the Institute holds as well as the reality of the creative industries in India today. These have been concretized in the programme through four different yet related strategies. The first of these is the studio system, which is designed to affirm student identity and accommodate

different learning trajectories by encouraging peer learning, group work, as well as active collaborations between faculty and students of the programmes.

The second is the common module system, which reaffirms the belief that irrespective of disciplinary specificities any act of design is always rooted within questions of Context, Design Processes, Design realization and Personal/professional Development and makes developing interdisciplinary classes and highlighting the affinities that the different design disciplines have.

The third is how the levels have been designed where the progression is circular allowing a movement of learning and teaching to begin from the self, move into “others” and then back into oneself.

The fourth and final is the emphasis on project based learning which creates, on the one hand, an atmosphere where faculty and student embark on projects of enquiry as collaborators and active agents. On the other hand, it reiterates the idea that knowledge is fundamentally always in the making and emerges through enquiry rather than a corpus that is readymade for application.

The teaching and learning strategy incorporates

- Briefings for the discussion, analysis and evaluation of the project brief, research and insight gathering into the ‘theme’ or objective and subsequent problem finding for problem solving.
- Demonstrations of tools and strategies for concept and idea generation
- Lectures promoting the analysis of context.
- The teaching of communication and presentation tools and techniques.
- The teaching of tools for design and realisation
- Technical skills workshops
- Field trips and site visits
- Seminars for the development of students’ ability to confidently communicate visually and orally
- Project reviews and crits to promote peer project discussion and debate
- Tutorials for the encouragement of critical self-reflection within students in relation to a sustainable design practice.

All of the above approaches will be used on each degree, but the extent to which each approach is used may vary across levels and across the three courses. Students will need to be initiated into their new professional field and will need tools and techniques not only to understand but also to communicate their ideas. As they progress to higher levels, the students will move further into in-depth learning of tools and techniques to solve design issues.

Demonstrations of tools, technical skills workshops, communication and presentation skills, self-reflection project reviews and crits, and peer project discussions will be offered on a regular basis as part of the module delivery throughout the Level 4.

In Levels 5 and 6, the same will be supported by lectures to promote the analysis and evaluation of context, research on strategies for concept for design solution.

Field trips and site visits, project reviews and crits, and discussions and debates will be a constant through levels 4, 5 & 6 in the Communication Design course.

The iterative nature of the design process requires continual formative feedback / feed forward through studio tutorials and interim review with formative assessment. Summative assessment in levels 4, 5 and part 1 of Level 6 occurs at the end of the module and written summative feedback is provided following review of the submitted/presented project work. Summative assessment of the second part of Level 6 modules occurs at the end of Teaching Block 2 through the submission and exhibition of appropriate project work - portfolio, personal design project, and individual research project. The Major Design Project is a capstone project that represents a culmination of the students’ prior programme learning and positions them for their future ambitions.

The Institute will use studio-based learning to focus on learning through action in a personalised way. The Institute will provide a safe environment for students to develop their own ideas and techniques.

Further to studio based learning, the delivery of modules will also include lectures, seminars, workshops, group critique, individual tutorials, demonstrations, project-briefings, study visits, peer-learning activities, and independent study.

- Lectures - A member of staff or invited guest will provide taught input, often followed up by group discussion to ensure a full understanding and to encourage critical analysis of the material.
- Seminars - Seminars normally consist of a structured discussion that may be student- or staff-led presentations followed by discussion. The seminar is usually based upon a topic that has been previously prepared and circulated. Active participation and quality of presentation and discussion in seminars is expected. Student discussion and critical debate is encouraged.
- Group Critique - Commonly known as Group 'Crits'. On these occasions a group of students and members of staff and, if appropriate, invited industry guests will discuss the work of one or more students who are present. Group crits can take place in studios or students' work place, if appropriate; the work to be discussed might be more formally exhibited.
- Discussion of this kind provides an ideal arena for the realisation of common issues and for the dissemination of ideas. Crits also provide an invaluable form of self-appraisal, since the student will not only receive individual oral feedback, but will indirectly learn by means of the discussion centred upon the work of other members of the group. Additionally group crits provide opportunities for 'feed-forward' in relation to project aims, programme aims and student outcomes.
- Tutorials - Opportunities to strategically discuss a range of issues relating to individual development and to clarify existing knowledge, to support essay and project initiatives, and to guide and facilitate further independent and creative learning and thought. They also provide opportunities for formative assessment where students receive feedback on completed work and feed forward on work in progress.
- Demonstration - This often involves the first introduction to a process, technique or equipment not previously experienced to a group of students. It is intended to make students aware of the potential and characteristics of equipment and skills. It is not intended that every student will necessarily go on to learn and apply the skills or knowledge.
- Study Visits - By definition, a study visit will involve traveling to strategic venues of interest that may vary from visits to galleries and museums or to course specific events such as shows, exhibitions, or visits to industry or sites. They form an essential part of the students learning experience as they provide the opportunity to see examples of design and industry in multiple 'real life' contexts.
- Briefing - A briefing takes place to make known and explain specifics of projects; theme, aims & objectives, learning outcomes, timetable etc.
- Peer Learning - A vital component of teaching and learning practices of this design course. The work of the course is largely studio based, and thus enables students to take notice of each other's work and discuss progress and issues informally. Peer learning will also takes place through other activity such as group crits and seminars.
- Independent Study - By independent learning the institute means the following: - Each module is divided into contact and non-contact hours with faculty. The independent study comprises the non-contact hours. Independent learning as we see it is also incrementally phased in the programme with students becoming more and more self-dependent in their learning as they make their way up the levels.

We also understand independent learning as being qualitatively different from contact hours with the faculty, in the sense that here the students take a leading role in the learning process.

Research/Professional Practice Informed Teaching - Research informed teaching operates throughout the course, with research active and professionally engaged staff integrating and contributing their current and on-going knowledge in the development of the programme, the curriculum, the modules and the course's teaching and learning processes. Knowledge and understanding of research skills and techniques are implicit in the design process and as such permeate the course.

### **ASSESSMENT**

Assessment is both summative and formative. Primarily, summative assessment is intended to identify what has been learned (assessment of learning) and therefore assessed mark counts towards the module grade awarded. Formative assessment is intended to help students to learn (assessment for learning) and provides opportunities for students to identify their strengths and weaknesses, and focus on areas they need to work on and improve. The work is marked and feedback given, but the mark does not count towards the module grade awarded. The assessment strategy and criteria are clearly described in every written brief and mapped appropriately to the module learning outcomes. The assessment criteria are generally additionally communicated verbally at each project briefing.

Modes of Assessment include:

- Reflective Log is a thoughtful consideration of an experience, situation, or topic, both positive and negative, which results in an outcome of a changed perspective. Reflective thinking and recording it, can improve the quality of design practice.

It is a useful document to think about what is learned on any given day and record specific experiences or events which have the potential to change one's practice approach in the future. One may then need to revisit this at a later date to evaluate and evidence any change in practice as relevant.

- Research Paper A research paper is an expanded essay that presents your own interpretation or evaluation or argument. When you write an essay, you use everything that you personally know and have thought about a subject. When you write a research paper you build upon what you know about the subject and make a deliberate attempt to find out what experts know. A research paper involves surveying a field of knowledge in order to find the best possible information in that field and that survey can be orderly and focused.
- Project Outcomes are the realization of the course works, defined in the project briefs. Students engage with practical design briefs, research and design development work, and making various presentations and portfolios, which demonstrate development and improvement. These are formatively assessed with feedback and feed forward provided in crits and in project reviews throughout the module. Project work is submitted and summatively assessed at the end of the module.
- Major Design Project – The self-initiated project is designed to be a culminating educational experience for students. It aims to summarise and synthesise all or part of a student's academic career at university. Major design project helps students to reflect on the knowledge and skills that they have acquired during their degree and learn how to present them to a wider audience including future employers.

## **E. Support for Students and their Learning**

### **The Personal Tutor Scheme**

Aims of the Institute's Personal Tutor Scheme:

- To provide appropriate academic advice and guidance throughout a student's studies by monitoring progress and identifying individual needs.
- To provide a holistic overview and guidance for individual study and the development of personal practice.
- To provide a formalised structure for the on-going process of formative feedback and personal development embedded in studio culture and teaching.
- To help to develop a student's ability to be self-reliant and reflective and their ability to use feedback/feed forward to best advantage.

Key Features of the Institute's Personal Tutor scheme:

- Personal Tutors will be allocated at the beginning of the academic year.
- The introductory/welcome tutorial meeting will occur at the beginning of the academic year. Subsequent tutorials will follow and respond to key/stages in the academic year.
- Students will keep the same personal tutor throughout each year: level 4, 5, 6.
- One-to-one meetings will vary in length depending on the profile and needs of individual students.

The Institute employs permanent staff members to lead levels 4, 5 and 6. The permanent nature of the staff affords them substantial and visible presence for students across all levels and as such is designed to be supportive and helpful. Teaching and learning within the course is enhanced through the strategic use of Adjunct Faculty staff with project-related skills, knowledge and expertise. Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:

Level 4:

- Teaching block 1: minimum of 3 1:1 meetings
- Teaching block 2: minimum of 2 face-to-face meetings (may be group or 1:1)

Level 5:

- Welcome back and year planning meeting, 1:1
- End of teaching block 1: email contact or 1:1
- End of teaching block 2 email or 1:1

Level 6:

- Welcome back and year planning meeting, 1:1
- End of teaching block 1: email contact or 1:1
- End of teaching block 2 email or 1:1

Students are supported by:

#### Studio Structure

All courses within IIAD place the studio at the heart of the learning support experience. The studio is both a physical environment and a design education ethos. It affirms course and student identity with each course owning its own dedicated studio space(s) and each course level (undergraduate) its own studio within this. The studio provides a natural and readily available environment for peer-to-peer learning and group work. It also accommodates 1:1 contact and individual learning. A strategic programme of lectures, seminars and workshops supports the studio learning experience.

#### Workshop Structure

The diverse range of workshop spaces provide an integral resource to support studio learning. They are in addition to the studio space and are equipped with particular, specialist facilities/technical support for all programmes. Discipline specific workshops support the students material exploration and technical requirements.

#### Staff Structure

The staff support structure maps to the studio system. Course leaders coordinate all levels and studios within a course. Undergraduate courses have individual level leaders who provide a consistent point of student contact. They are operational figureheads who work together with staff teams and adjunct faculty (incorporating Module Leaders) to deliver the appropriate learning and teaching experience. Staff mediate this experience across each level or stage of a course, moving from an explicit to implicit role in students' development, enabling students to learn how to learn and become more progressively independent. Dedicated technical

instructors provide workshop space learning support in conjunction with the academic staff teams.

#### Student exhibitions and end-of- year shows

Shows and exhibitions are conceived to enable students to demonstrate critical self-selection and creative ambition in relation to a strategically acknowledged graduate or professional audience or sector. At the end of Level 6 it reflects the individual student's highest achievement at the completion of the course.

#### Infrastructure

The Institute adopts an infrastructure of learning support means beyond the immediacy of academic courses. These broadly divide into key mechanisms and enhancement opportunities, including:

- Student Office with a dedicated Administrator
- Non-Academic Student Support Counsellor
- RPL (Recognition of Prior Learning) processes
- Staff/Student Consultative Committee (SSCC)
- Board of Study (BOS)
- Information on Scholarships
- Language Support for local students
- Information Services, including the Library Resources

### **F. Ensuring and Enhancing the Quality of the Course**

The Institute and Kingston University have several methods for evaluating and improving the quality and standards of their provision. These include:

- External Examiners
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including MEQs (Module Evaluation Questionnaires), Level Surveys and the NSS
- Moderation policies
- Feedback from employers
- Professionally active and academically qualified staff
- Staff links with industry and organisations
- Feedback from the advisory board
- Feedback from industry through internships
- Annual staff appraisals to identify staff development/training opportunities
- Liaison Officer

### **G. Employability and work-based learning**

All courses in The Institute address the issue of employability through engaging directly with industry and external partners and institutions. This is supported in course teaching by the professional and industrial expertise of course teams as well as visiting specialist practitioners.

This ethos of professionalism is planned and delivered through the course curriculum at all levels, especially through the Personal and Professional Development modules in all three levels. The module focuses on developing the selfhood of students; helping students transform themselves into reflexive, rigorous, ethical and entrepreneurial professionals introducing them

to business practices, contractual obligations/responsibilities and forums helping them to understand and develop their own forms of working. The students will present themselves in the industry as professionals, having learned to create a mature portfolio, with soft skills necessary for the same. Confidence building and social media presence will be part of the training imparted in the module.

Delivery of employability is also staged and structured via student progression through and across course levels so that students are effectively equipped for the world of work on their graduation from the course. As a result of our courses active engagement with employability at all levels, our graduates would go on to a varied range of internships and destinations across the creative industries. Graduates of the Design course will have completed a capstone project and constructed a strategic portfolio.

This commitment to sustainable employability is delivered by each course in a number of ways, including:

- 'Live' briefs
- Professional and Student Shows
- Field trips and site visits: Field trips are closely aligned to course objectives.
- Presentation / portfolio skills (verbal and visual)
- Group projects / peer learning
- Guidance on Time management
- Projects promoting Entrepreneurship
- CV writing
- Symposia
- Projects involving research into employment opportunities

#### **PDP: Personal Development Plan**

The personal development plan is embedded in the Personal and Professional Development modules that run across all levels of the programme.

**Level 4:** Reflection upon experience is central to both academic learning and professional development. Level 4 provides support and focus on the development of learners' self-awareness, patterns and habits of learning, and their study, organization, self-management, self-promotion and communication skills. Level 4 plays an important role in setting students up for their course and supporting them to develop increasingly independent approaches to learning.

**Level 5:** Builds on Level 4, to enable students to reflect upon their own learning, performance and achievement, and to plan for their professional, educational and career development. Students will be required to negotiate and develop their own personal and professional development plan, which will build on the Level 4 learning plan and reflective journal.

**Level 6:** Builds on levels 4 and 5, to enable students to critically examine and develop their own professional development or "output" plan, so that they are prepared for the transition to work and/or further study. The focus of Level 6 is on professional development and realisation.

#### ***Work-based learning, including sandwich courses and higher or degree apprenticeships***

Though work placements/industry internships are non-credited, they are actively encouraged. It is the responsibility of individual students to source and secure such placements during the breaks between levels. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

#### **H. Other sources of information that you may wish to consult**



## QAA Subject Statements

Art & Design

[http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781\\_16](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16)

**Indian Institute of Art and Design website**

<https://www.iiad.edu.in/>

**Kingston University website**

<https://www.kingston.ac.uk/undergraduate/>

### I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4				Level 5				Level 6		
		II4004	II4002	II4003	II4001	II5004	II5002	II5001	II5003	II6002	II6001	II6003
Knowledge & Understanding	A4		S	S			S		S	S		
	A3										S	
	A2						S	S				
	A1	S										
Intellectual Skills	B4										S	
	B3								S	S		
	B1				S			S				
	B2		S	S		S		S	S			
Practical Skills	C3		S	S				S	S			
	C2						S					
	C1			S								
	C4							S				

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.