

## Template C4



# Programme Specification

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

Date first produced	01/03/2016
Date last revised	08/07/2025
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Version number	7
Faculty	Kingston School of Art
Cross-disciplinary	
School	Design School
Department	Fashion
Delivery Institution	Teamwork Education Private Limited (Indian Institute of Art and Design), India

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

Award(s) and Title(s):	BA (Hons) Fashion Design
Exit Award(s) and Title(s):	Cert (HE) Dip (HE) BA (Ordinary)
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	N/A

Awarding Institution:	Kingston University
Teaching Institution:	Teamwork Education Private Limited (Indian Institute of Art and Design), India
Location:	IIAD at Okhla, New Delhi, India
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 3 years
Maximum period of registration:	Full-time - 6 years
Entry requirements	<p>The minimum entry qualifications for the programme are:</p> <ul style="list-style-type: none"> <li>• Foundation Diploma in Design from IIAD Or</li> <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>
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	<b>N/A</b>

Approved Variants:	None.
Is this Higher or Degree Apprenticeship course?	No

## **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. Programme Learning Outcomes**

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

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	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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### C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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

### D. Outline Programme Structure

The programme structure is common to all three courses, reflecting 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. This commonality engenders the development of interdisciplinary learning. The emphasis is on project-based learning. This allows, firstly, creating an atmosphere where staff and student embark on projects of enquiry as collaborators and active agents. Secondly, it reiterates the idea that knowledge is intellectually rigorous and provides an open-ended environment to students. At the same time, the students are provided with opportunities to develop their specialist skills, reflecting their chosen discipline, through course-specific projects. The curricular structure and education strategies immerse students within a holistic experience of the different design disciplines domains of their choosing.

The programme is offered as a full field in full-time mode, and leads to the award of **BA (Hons) Fashion Design**; BA (Hons) Communication Design; BA (Hons) Interior Architecture & Design.

Entry is normally at Level 4 or equivalent qualification (see section D). Transfer from a similar programme (RPL) is possible depending upon the strength of the portfolio and the performance in the interview. Intake is normally in August.

#### E1. Professional and Statutory Regulatory Bodies

Not applicable.

#### E2. Work-based learning

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.

### **E3. 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 (2x30 credits and 1x60 credits).



## **Level 4**

At Level 4 the emphasis is on the articulating, analyzing, interpreting and understanding the embodied knowledge of the students with respect to questions of design. Through each of four modules that make up this level, students are encouraged to turn their implicit knowledge into an explicit and general form. Also important at this level is a preliminary introduction of students to disciplinary/trans contextual forms of knowledge. A further point of note at this level is that while the projects in this level focus on the articulation, understanding, interpretation of their embodied knowledges, they are also geared to help students develop and engage with graphic, tactile, visual, analytical and conceptual skills.

Curriculum areas include:

- Introduction to contemporary debates on context across various disciplinary areas such as history, anthropology, design, etc.
- Interrelationship between context and design
- Research methods and analysis techniques, Design as negotiation and meaning making; through practical project work – research, observation, documentation, idea generation, concept development, proposition, iteration, evaluation, and communication.
- Engagement with context, realization and personal and professional development.
- Documentation and communication techniques. Materials and materiality and their relationship to design realization.
- Practical workshop and studio-based iteration in a design context.
- Exploration of the creative use of materials and technologies.
- Virtual methods of design realization.
- Health and safety, Ethicality, Criticality, Entrepreneuriality, Professionalism and Professional culture

## **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			
PERSONAL AND PROFESSIONAL DEVELOPMENT 1	II4004	30	4	1&2			
PROCESS 1	II4002	30	4	1&2			
Realisation 1	II4009	30	4	1&2			

Exit Awards at Level 4

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 Fashion Design; Communication Design; Interior Architecture & Design.

Having articulated their embodied knowledges and with a preliminary exposure to disciplinary forms of knowledges, the four modules of Level 5 immerse students through various projects and assignments into a process of mediating between their articulations of knowledges and already existing forms of articulated disciplinary knowledges. Here the project based studio style of learning takes especial prominence as students engage with the practices and ideas of their chosen field through increasingly challenging projects.

Curriculum areas include:

- Translation of literal and figurative contexts within design process and realization.
- Critical analysis and articulation of context and design. Design as translation, grafting, palimpsest; because-of vs. in-order-to as design.
- Design problematic.
- Immersion into materials and manufacturing processes.
- Practical development of workshop and studio-based model making techniques in a design context.
- Virtual methods of design realization. Ethics, Critical thinking
- Networking, leadership, team working
- Developing design practice models
- Practice logistics

<b>Level 5</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 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			

#### Exit Awards at 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 Fashion Design; Communication Design; Interior Architecture & Design.

## Level 6

The final level (Level 6) of the programme is divided into two stages comprising 60 credits each. In the first phase, students continue their efforts at translating and mediating knowledge but with a transition towards developing their own designs philosophies and practice. This essentially works as a preparation for the remaining 60 credits of Level 6, where students work on a capstone project. This project which signals a culmination of their learning in the course. Here the advanced level student has to suitably demonstrate his/her own ability to take on the role akin to that of a professional practitioner. As a final project, the said student thus chooses and initiates a particular project. In this project the advanced student will suitably demonstrate their own design ability, their situatedness in chosen contexts, their ability to critically evaluate these through design but also develop essential skills of running a successful design practice.

Curriculum areas include:

- Translation of literal and figurative contexts within design process and realization.
- Critical analysis and articulation of context and design. Critical self-reflection on previous design projects and experiences, leading to a skills/aspirations/knowledge and understanding audit.
- Self-initiated investigation and research of Major Design Project theme/s and field of study acknowledging context, need and objective.
- Considered investigation and application of materials, technologies and processes throughout the development, realisation and presentation.
- Self-directed testing and production of project development iterations.
- Critical self-reflection on the Personal Design Project development process and outcome.
- Practice related documentary development.
- Exit strategy, research into employment opportunities and or opportunities for further study.

Level 6							
BA (Hons) Fashion Design							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
CONTEXT 3	II6001	30	6	1			
MAJOR DESIGN PROJECT	II6003	60	6	2			

PERSONAL AND PROFESSIONA L DEVELOPMEN T 3	II6002	30	6	1			
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Exit Awards at Level 6

Level 6 requires the completion of all modules.

## E. Teaching, Learning and Assessment

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 **Fashion Design**; Communication Design; Interior Architecture & Design.

### Level 5

Having articulated their embodied knowledges and with a preliminary exposure to disciplinary forms of knowledges, the four modules of Level 5 immerse students through various projects and assignments into a process of mediating between their articulations of knowledges and already existing forms of articulated disciplinary knowledges. Here the project based studio style of learning takes especial prominence as students engage with the practices and ideas of their chosen field through increasingly challenging projects.

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- Translation of literal and figurative contexts within design process and realization.
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- Design problematic.
- Immersion into materials and manufacturing processes.
- Practical development of workshop and studio-based model making techniques in a design context.
- Virtual methods of design realization. Ethics, Critical thinking
- Networking, leadership, team working
- Developing design practice models
- Practice logistics

Compulsory Modules	Module Code	Credit Value	Level	Teaching Block
Context 2	II5001	30	5	1&2
Process 2	II5002	30	5	1&2

Design Realisation 2	II5003	30	5	1&2
Personal & Professional Development 2	II5004	30	5	1&2

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 **Fashion Design**; Communication Design; Interior Architecture & Design.

### **Level 6**

The final level (Level 6) of the programme is divided into two stages comprising 60 credits each. In the first phase, students continue their efforts at translating and mediating knowledge but with a transition towards developing their own designs philosophies and practice. This essentially works as a preparation for the remaining 60 credits of Level 6, where students work on a capstone project. This project which signals a culmination of their learning in the course. Here the advanced level student has to suitably demonstrate his/her own ability to take on the role akin to that of a professional practitioner. As a final project, the said student thus chooses and initiates a particular project. In this project the advanced student will suitably demonstrate their own design ability, their situatedness in chosen contexts, their ability to critically evaluate these through design but also develop essential skills of running a successful design practice.

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- Self-initiated investigation and research of Major Design Project theme/s and field of study acknowledging context, need and objective.
- Considered investigation and application of materials, technologies and processes throughout the development, realisation and presentation.
- Self-directed testing and production of project development iterations.
- Critical self-reflection on the Personal Design Project development process and outcome.
- Practice related documentary development.
- Exit strategy, research into employment opportunities and or opportunities for further study.

Compulsory Modules	Module Code	Credit Value	Level	Teaching Block
Context 3	II6001	30	6	1
Personal & Professional Development 3	II6002	30	6	1
Major Design Project	II6003	60	6	2

Level 6 requires the completion of all modules.

### **A. 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 reaffirm 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 Fashion 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 take 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.

## F. 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

### **G. 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

## H. External Reference Points

External reference points which have informed the design of the course:

- PSRB standards
- QAA Subject benchmarks
- Apprenticeship standards
- Other subject or industry standards

Please delete or edit as required, for example if the course is not an Apprenticeship then delete 'Apprenticeship standards'.

## I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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		
		II4001	II4004	II4002	II4009	II5001	II5003	II5002	II5004	II6001	II6003	II6002
Knowledge & Understanding	A4			S	S		S	S				S
	A3									S	S	
	A2					S		S				
	A1		S									
Intellectual Skills	B4									S		
	B3									S	S	S
	B1	S					S					
	B2			S	S		S		S			S
Practical Skills	C3			S	S		S					S
	C2							S				
	C1				S						S	

	C 4						S				S	
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**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

#### **Additional Information**