Template C4

Kingston University London

Programme Specification

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

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Version number	11
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 Communication
Exit Award(s) and Title(s):	CertHE BA Fashion Communication DipHE
Course Code *For each pathway and mode of delivery*	UFFCO1FCO21
UCAS code *For each pathway*	P993

Awarding Institution:	Kingston University
Teaching Institution:	Teamwork Education Private Limited (Indian Institute of Art and Design), India
Location:	IIAD, 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 - 2
Maximum period of registration:	Full-time - 6
Entry requirements	The minimum entry qualifications for the programme are: ● Recognised Senior Secondary (XII Standard CBSE) certificate or equivalent ● Equivalent 1 year Foundation Diploma from other recognised Institutes (Qualified applicants will be selected according to their performance in the personal interview and portfolio review). ● Students whose prior education has not been in the English Medium will require an IELTS score of 6.0 or equivalent.
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	n/a
Approved Variants:	n/a
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

1. To provide students with a multidisciplinary, intellectually rigorous and open-ended environment where they can charter their own trajectory, thereby reproducing themselves as critical and reflexive practitioners.
2. To develop and nurture students' curiosity about the global fashion ecosystem and its media landscape through the critical evaluation of diverse contexts.
3. To provide students with opportunities to develop and deliver outcomes that demonstrate the synthesis of acquired knowledge, skills, and abilities.
4. To enable students to formulate insights that underpin the defining of new ideas and opportunities for fashion media and communication.
5. To enhance students' personal and professional attributes through challenges and opportunities to explore their resilience and professionalism.
6. To equip students with the skills and attributes required for future professional careers, and the ability to contribute to the development of the industries in which they will work

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 On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A1	Demonstrate an in-depth understanding of the terrain of Fashion media and communication, gained through interpretive and immersive methods. (Professional)	B1	Develop an intellectual framework that transcends binary modes of thinking (such as right / wrong, theory / practice, thinking / doing or making). (Thoughtful & Resilient)	C1	Demonstrate advanced level of practical understanding and technical competency in using conventional as well as new and emerging tools of communication, technologies, and agile processes appropriate to the practice of their choosing. (Professional & Proactive)
A2	Demonstrate a critical understanding of the relationships between multiple contexts within which Fashion and its communication is situated. These include but are not limited to theory, technology, ideology, history, politics, culture, identity and economics. (Globally Aware)	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)	C2	Demonstrate proficiency in planning, developing and critically appraising creative content and communication tactics & strategies, in response to a given context. (Professional & Resilient)
A3	Demonstrate an awareness of contemporary issues (local and global) and the impact of fashion media and communication on culture, society, and the environment. (Globally Aware & Resilient)	B3	Possess a professional level of individual creativity, vision, personal expression, and intellectual ability to practise successfully in the Fashion Media and Communication industry.	C3	Demonstrate skills necessary to critically evaluate, realise and coherently communicate ideas using appropriate media and formats. (Thoughtful & Creative)

			(Creative and Proactive)		
A4	Demonstrate an understanding of research and critical analysis for the development of communication tactics and solutions within a professional, contextual, and ethical framework. (Thoughtful)	B4	Demonstrate the ability to recognise the cultural, conceptual, and professional contexts relevant to the understanding and evaluation of their practice. (Globally Aware & Thoughtful)	C4	Apply a range of professional skills and project management methodologies and processes in Fashion media and communication. (Proactive)

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

LEVEL 4 Teaching Block I & II	**LEVEL 5** Teaching Block I & II	**LEVEL 6** Teaching Block I & II
Context 1 30 Credits	**Context 2** 30 Credits	**Context 3** 30 Credits
Process 1 30 Credits	**Process 2** 30 Credits	**Personal & Professional Development 3** 30 Credits
Realisation 1 30 Credits	**Realisation 2** 30 Credits	**Major Project** 60 Credits
Personal & Professional Development 1 30 Credits	**Personal & Professional Development 2** 30 Credits	

Full details of each module will be provided in module descriptors and project details on IIAD's Learning Management System (Canvas).

The programme structure is rooted within realms of Context, Process, Realisation and Personal & Professional Development. In accordance with all courses at IIAD, this course also adopts project-based learning wherein staff and students embark on projects of inquiry as

collaborators and active agents of knowledge creation. The curricular structure and teaching-learning strategies immerse students within a holistic experience of the discipline. The course provides students with opportunities to develop their specialist skills, reflecting on project experiences. At the same time, the curriculum maintains an alignment with other undergraduate courses at IIAD to enable interdisciplinary learning.

Level 4 (Year-1)
Articulating and Interpreting embodied knowledge

At Level 4 the emphasis is on articulating, analysing, interpreting, and understanding the embodied knowledge of the students with respect to questions of Fashion Media and Communication industry. Through each of the 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 to the disciplinary as well as trans-contextual forms of knowledge. Further, the projects in this level are geared to help students develop and engage with visual, textual, tactile, and conceptual skills.

Curriculum areas include:
- Introduction to context across various disciplinary areas such as history, anthropology, design, etc.
- Interrelationship between multiple contexts that are integral to fashion and its communication
- Tools, techniques, and processes of inquiry (collect, sort, edit and assimilate information from a variety of sources), idea generation, concept development, proposition, iteration, evaluation, as well as visualisation and communication of creative ideas.
- Engagement with practical workshop - Exploring and experimenting with a variety of communication technology, media, and platforms (traditional & digital)
- Engagement basic communication processes.
- How to prepare a project log and reflective log.
- Introduction to professional development and planning
- Professional skills such as time management, team-working, as well as communication and Presentation skills, tools, and techniques.

Level 4: Compulsory modules	Module Code	Credit Value	Level	Teaching Block
Context 1	TBC	30	4	1&2
Process 1	TBC	30	4	1&2
Realisation 1	TBC	30	4	1&2
Personal & Professional Development 1	TBC	30	4	1&2

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 Communication.**

Level 5 (Year-2)
Shift to translating and mediating the articulated knowledge

Having assimilated their embodied knowledge with the preliminary exposure to disciplinary forms of knowledge during Level-4, the four modules of this level help students substantiate and articulate this acquired knowledge and understanding further by engaging with increased complexity and interdisciplinarity. Project based learning takes special prominence in the level as students collect and synthesise information to inform understanding and application. Further this level builds student's ability to analyse their own techniques, methods, processes and outcomes. During this level the student's evolving professional identity begins to take form through active engagement with the industry.

Curriculum areas include:

- Interface of fashion, its business and communication.
- Principles of branding, marketing, media communication and fashion trend forecasting.
- Cultural and contemporary fashion narratives.
- Critical analysis.
- Risk taking and learning from failure as an integral part of creative process
- Evidence based approaches to derive narratives and develop communication tactics in response to a given situation, as well as measure their impact.
- Conceptual, aesthetic, structural and commercial issues relevant to realisation of communication ideas.
- Creative application of communication media and technologies; exposure to Hybrid media systems.
- Engagement with industry context through Live Projects.
- Inter-disciplinarity
- Project management, collaborations, and logistics
- Professional Networking and Portfolio development

Level 5: Compulsory Modules	Module Code	Credit Value	Level	Teaching Block
Context 2	TBC	30	5	1&2
Process 2	TBC	30	5	1&2
Design Realisation 2	TBC	30	5	1&2
Personal & Professional Development 2	TBC	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.

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 Communication**

Level 6 (Year-3)
Focus on reflexivity and synthesising the transformed self.

In the final level of the programme students continue their efforts at translating and mediating knowledge but with a transition towards developing their own philosophies and practice. Engagement with professional context and practices through professional employment and social enterprise provides students with the opportunity to apply as well as test their acquired knowledge and skills in a workplace environment. The Major Project of 60 credits, signals a culmination of their learning in the course. Here at an advanced level, a student has to suitably demonstrate his/her own ability to take on the role akin to that of a professional practitioner. Students get an opportunity to demonstrate their situatedness in chosen contexts as well as essential skills required for establishing a successful professional practice.

Curriculum areas include:
- Contemporary issues, concerns, and debates within the realm of fashion media and communication.
- Fashion media and communication as a tool to respond to contemporary issues, and influence future environments, society, and world
- Research Methods & Academic Writing
- Introduction to Culture-Entrepreneurship
- Self-initiated, substantial investigation acknowledging context, to formulate proposition for Major Project.
- Self-directed conception, development, and realisation of a communication project.
- Critical self-reflection leading to a skills / aspirations / knowledge & understanding audit.
- Professional practices, principles, roles, and responsibilities within an industry set-up.
- Practice related documentation
- Exit strategy, exploring employment opportunities and or opportunities for further study.

Level 6: Compulsory Modules	Module Code	Credit Value	Level	Teaching Block
Context 3	TBC	30	6	1 & 2
Personal & Professional Development 3	TBC	30	6	1 & 2
Major Project	TBC	60	6	1 & 2

Level 6 requires the completion of all modules equating to 360 credits.

BA (Hons) Fashion Communication

Level 4							
BA (Hons) Fashion Communication							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Fashion Communication: Context 1	II4005	30	4	TY13	None	1	
Fashion Communication: Design Realisation 1	II4010	30	4	TY13	None	1	
Fashion Communication: PERSONAL AND PROFESSIONAL DEVELOPMENT 1	II4008	30	4	TY13	None	1	

Fashion Communication: PROCESS 1	II4006	30	4	TY13	None	1	

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 Communication.**

Level 5							
BA (Hons) Fashion Communication							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Fashion Communication: Context 2	II5005	30	5	Ty13	None	2	
Fashion Communication: Personal & Professional Development 2	II5008	30	5	TY13	None	2	
Fashion Communication: Process 2	II5006	30	5	Ty13	None	2	
Fashion Communication: Realisation 2	II5009	30	5	TY13	None	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.
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 Communication**

Level 6							
BA (Hons) Fashion Communication							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Fashion Communication: CONTEXT 3	II6005	30	6	TY13	None	3	

Fashion Communication: MAJOR DESIGN PROJECT	II6009	60	6	TY13	None	3	
Fashion Communication: PERSONAL AND PROFESSIONAL DEVELOPMENT 3	II6008	30	6	TY13	None	3	

Exit Awards at Level 6

Level 6 requires the completion of all modules equating to 360 credits.

E. Teaching, Learning and Assessment

The Institute promotes and sustains a distinctive pattern of teaching and learning practices developed in consonance with the philosophies of 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 creative expression is rooted within questions of Context, Processes, Realization and Personal & Professional Development and makes developing interdisciplinary classes and highlighting the affinities that the different creative disciplines have.
- The third is the emphasis on **project-based learning** which creates, on the one hand, an atmosphere where faculty and students embark on projects of inquiry 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 fourth is how the **levels** have been designed where the progression begins from self-assimilated knowledge, moves into "others" and then into professional oneself.

Learning-Teaching Strategies
The delivery of each module is divided into "Scheduled Teaching-Learning" activities and "Guided Independent Study". The breakdown of these Teaching-Learning hours is available in Module Descriptors.

The **scheduled teaching-learning** includes lectures, demonstrations, briefings, workshops, seminars, critique, study/field visits, master-classes, etc. A vital component of teaching-learning in the course is **peer-learning**- the studio-based learning enables students to take notice of each other's work and discuss progress and issues informally.

A significant amount of learning is designated as '**Guided Independent Study**' which is part of the self-managed time a student spends in the course. Guidance for how to use and manage this component of study for each module will be provided by the tutors. Independent learning is also incrementally phased in the program with students becoming more and more self-dependent in their learning as they make their way up the levels.

Following are the prominent teaching-learning strategies and activities used in the course:

- **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.

- **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.

- **Briefing** - A briefing takes place to inform, explain and discuss specifics of projects; theme, aims & objectives, learning outcomes, process deliverables, timetable etc. They will also explain what students are required to produce and present for assessment and clarify the assessment criteria.

- **Workshops -** This is a time-bound learning activity designed to teach students specific practical skills, techniques, or concepts through hands-on activities during which students collaborate in small groups to explore, identify and/or solve a problem.

- **Seminars** - Normally consist of a structured discussion that may be student- or staff-led presentations followed by discussion. It 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.

- **Review** - *Commonly known as 'Crits'*. On these occasions an individual student or 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. 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, 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 on-going projects, to clarify existing knowledge, and to guide and facilitate personal & professional development as well as individual creative inquiry and thought relating to the discipline. They also provide opportunities for formative assessment where students receive feedback on completed work and feed forward on work in progress.

- **Field / Study Visits** - By definition, a study visit will involve travelling 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 exposure to industry practices in multiple 'real life' contexts. Field visits may also be necessary for investigation / research related to a specific project or assignment.

- **Peer Learning** - Learning *with* and *from* peers is integral to the course. Students observe the creative process as well as outcomes of their peers from the same level as well as those from different levels, thus creating opportunities for horizontal (social) learning. Peer learning will also take place through other activities such as group projects, peer review & assessment, group crits and seminars. Students will continuously collaborate to work on research as well as creative projects, and present,

discuss and defend their ideas as well as work to their peers thus enhancing their communication and critical analysis skills.

- **Guided Independent Study** - A significant amount of students' learning is designated as 'Guided Independent Study' which is part of the self-managed time a student spends in the course. Although this component falls outside the scheduled teaching-learning hours, i.e. it is not officially timetabled, its role in a students' learning is significant as it carries forward the learning from the timetables hours, as well as helps prepare for the scheduled learning activities, towards attainment of the learning outcome. Guided Independent Study will include completing coursework, team & group work, tutoring & mentoring activities (one:one and in small groups), development & practice of key skills, personal development activities and preparing for assessments. To help students plan their time a simple guide will be provided, and some specific activities will be assigned, but it is also expected that students engage in self-organised learning.

Assessment Strategy

Assessment in the course is both formative and summative.

- Primarily, **formative assessment** is intended to help students to learn (assessment for learning). Scheduled at the mid-point of the module, i.e. usually at the end of Teaching Block-1, it provides opportunities for students to identify their strengths and weaknesses, and focus on areas they need to work on and improve.
- **Summative assessment,** scheduled on conclusion of the module, i.e at the end of Teaching-Block-2 / Academic year, is intended to identify what has been learned (assessment of learning). Therefore, this assessment counts towards the final evaluation and 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 that will be used in the course include:

- **Project Log:** Project Log is a day-to-day record of all project tasks maintained by a student to capture his/her process in a project. Depending on the nature of the project brief, project log may include some or all the following aspects of a project: investigation / analysis / idea generation / concept development & evaluation / realisation of outcomes. It is a useful tool for managing and tracking progress in a project. Project log, though an informal record, must be organised.
- **Reflective Log** is a series of reflective notings made during and at the end of every project, to thoughtfully consider an experience, situation, or topic, and demonstrate that you can think beyond what you are being told. Students will keep a log, reflecting on their actions (including all correspondence and meeting notes), effectiveness and the match between hope and expectations and realities and events. A good part of the log will be designed to identify and seek support for future or remedial skills development. Maintaining a reflective log is a useful method 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. Based on the student's individuality and learning style, a reflective log may be maintained in the form of written notes, visual organisers, audio/video recordings, web-blog, etc. It should be organised, and illustrate a student's evolving opinions, views, and standpoints, based on experiences in the course.
- **Portfolio** is a curated collection of a student's work that shows his/her approach, process, and outcomes, capturing his/her evolving professional identity. Based on the

student's individuality and professional requirement, the portfolio may be in the form of a document / webpage / blog / social media page / etc. (or combination of multiple formats). Besides being used for academic assessments and evaluation, it is an important professional document that will be used for interface with the industry.

- **Media Pack** is an organised collation of all visual / media outcomes produced by a student in a project or in a module.
- **Presentations** are opportunities for students to explain, discuss and defend their thoughts, process as well as outcomes related to projects or a subject matter in a structured manner using appropriate vocabulary, suitably supported by visuals. These can be made live in a classroom / studio setting or may be a recorded video presentation. Presentations are aimed to prepare students for the real-world practice of the industry.
- **Essay** is a short formal piece of writing dealing with a single subject demonstrating a student's comprehensive understanding about the assigned topic. It typically gives the author's own argument and/or viewpoint using selected research evidence.
- **Case Study** is an in-depth and systematic study of a case within a real-world context, focusing on a particular concept(s) or principle(s) or phenomenon relating to curriculum content.
- A **literature review** is an investigation, evaluation, and discussion of the published information in a particular subject area.
- **Research Paper** is an expanded essay that presents own interpretation or evaluation or argument about a subject matter / chosen topic, as formulated through a formal and structured inquiry. In an essay, one presents everything that they personally know and think about a subject. A research paper builds upon what one knows about the subject and makes a deliberate attempt to find out what experts know. A research paper involves surveying a field of knowledge in an orderly and focused manner to find the best possible information in that field.
- **Report** is a comprehensive record of a project or substantial investigation / research / or experience, prepared usually at the end of the project / research / experience. It should be well-structured and professionally presented, suitable for both academic and industry audiences.
- A written report must be appropriately supported by visuals (images, sketches, data-visualisation, visual / media outcomes)
- A visual report serves the same purpose, except that it uses visuals and imagery (sourced and/or self-created) as the primary medium of communication. The use of text is minimal and supports the visual narrative.
- When the report records the experience of a project, it must demonstrate all the important aspects of the process of arriving at an effective solution, in sufficient detail.

F. Support for Students and their Learning

Staff Structure
The staff support structure maps to the studio system. Course leaders coordinate all levels and studios within a course. The Institute employs permanent staff members to lead levels 4, 5 and 6 who provide a consistent point of student contact - they are referred to as Level Leaders. 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. Level Leaders work together with staff teams (incorporating Module Leaders) and adjunct faculty to deliver the appropriate learning 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.

The Personal Tutor Scheme

The purpose of the Personal Tutor Scheme is to provide an effective and consistent support mechanism for the students to enable them to perform to their best in academics and improve their overall experience at IIAD.

The role of the Personal Tutor (PT) is distinct from that of Module tutor / Project mentor as well as that of counsellors or well-being advisors. PTs provide holistic guidance on academic matters, learning habits and behaviours, learner engagement and career aspirations, throughout the entire course of study. Personal Tutors have important working relationships with the Course Team including relevant Module / Project tutors, Level Leaders, and the Course Leader, and with Academic Success Centre Tutor(s), the Careers Services cell, Student Service Officers as well as Program Administrators, as part of a holistic student support network.

Within the course, Personal Tutor interactions are embedded into the Personal and Professional development modules at all the three levels.

Aims of the Personal Tutor Scheme at IIAD are:
- To build rapport between staff and students and contribute to personalising students' experience at IIAD
- To provide appropriate academic advice and guidance throughout a student's period of study by monitoring their progress and helping to identify individual needs for study as well as the development of personal practice.
- To foster a close and engaged academic relationship with students and advise and refer students to other Institutional services as appropriate
- To help to develop students' ability to be self-reliant and self-reflective and their ability to use feedback to best advantage

PTs support students in the following 3 areas of their development:
1. **Academic Progress:** This includes answering students' questions about the course; demystifying institutional processes; help students understand the expectations of their course, assessment processes and requirements; refer students to relevant tutors for subject-specific learning; advice on research/project topic choices; holistically discuss their academic progress & goals, and assessment feedback, and put an action plan together for improvement.
2. **Personal and Professional Development:** This includes raising students' awareness of development opportunities available to them; encourage and support students in development of 'soft' skills, employability skills and transferable competencies; help students maintain a Personal Development Plan (PDP), working with students on career pathways and encourage regular engagement with the Careers Services Cell.
3. **Student Well-being and Engagement:** This includes ensuring that their tutees are engaging in a range of support activities and structures as appropriate to their needs; Signposting students towards further specialist support or guidance, including but not limited to counselling mental wellness support, identifying students at risk of non-continuation and making the appropriate interventions; advising students on how to access information and advice about non-academic matters, as well as signposting relevant policies and procedures as required.

Following is the minimum expectations of contacts between students and Personal Tutors:
- **Level 4: *Settling in and building confidence***

- Teaching Block 1: minimum of three one-to-one or small group meetings.
  The first meeting should be as early as possible – preferably in Induction Week but, in any case, within the first two weeks of Teaching Block 1.
- Teaching Block 2: minimum of 2 face to face meetings (may be group or one-to-one).
- **Level 5:** *Stepping it up' and broadening horizons*
- Welcome back and planning meeting, one-to-one.
- End of teaching block 1: email contact
- **Level 6:** *Maximising success and moving on*
- Welcome back and planning meeting, one-to-one.
- End of teaching block 1: email contact

Additionally, at the end of every academic year, where possible, PTs will make contact with their tutees to wish them well and offer advice on academic performance and how best to prepare for the next year of study and/or retakes.

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 an educational 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.

Labs & Workshops

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 specialist facilities/ technical support for all programmes. Discipline specific workshops support the student's material exploration and technical requirements. Students have access to Digital Media Labs for specialist use and provide special software in the key fields of computer aided design, photography, and video editing both for teaching purposes and as "open-access".

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.

LinkedIn Learning

All students at IIAD are provided with membership of LinkedIn Learning. Students will receive guidance on specific learnings aligned to the course and level that they can gain through video courses on LinkedIn Learning as part of their Guided Independent Study. Additionally, students can also enrol for other courses relevant for developing key skills required for modules, as well as for their personal and professional development.

Learning Management System- Canvas

All teaching-learning and assessments in all courses at IIAD is organised over Canvas as a Learning Management System. Students can access their learning plans, resources, submissions, and assessments on this platform.

Other

The Institute adopts an infrastructure of learning support beyond the immediacy of academic courses. These broadly include:
- Academic Registry

- Student Services Office with a dedicated Administrator
- Career Services Division
- Wellness Support

G. Ensuring and Enhancing the Quality of the Course

The Institute has several methods for evaluating and improving the quality and standards of its provision. These include:
- External examiners
- Staff Student Consultative Committee (SSCC) and Boards of study (BoS)
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaire (MEQs), NSS
- Moderation policies
- Professionally active and academically qualified staff
- Staff links with industry and organisations
- Feedback from employers and industry partners
- Feedback from the advisory board

H. External Reference Points

External reference points which have informed the design of the course:
- *QAA Subject benchmarks*

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		
		II4005	II4006	II4008	II4010	II5008	II5009	II5005	II5006	II6008	II6009	II6005
	A1											
	A2											S

Knowledge & Understanding	A3								S			
	A4			S							S	
Intellectual Skills	B1										S	
	B2					S						
	B3				S							
	B4											
Practical Skills	C1											
	C2											
	C3											
	C4											

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