

**Programme Specification**

**Title of Course: Foundation Diploma in Design**

**Date Specification Produced: March 2015**

**Date Specification Last Revised: August 2018**

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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | **Foundation Diploma in Design**  |
| **Awarding Institution:** | **Kingston University** |
| **Teaching Institution:** | **Indian Institute of Art and Design, New Delhi**  |
| **Location:** | **IIAD at Okhla Centre** |
| **Programme Accredited by:** | **n/a** |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The Foundation course will prepare students for a smooth transition into their chosen field of specialization and study at undergraduate level. The course is structured to maximise the progressive development of the individual’s intellectual and creative potential and to advance the ability to develop and resolve creative ideas both independently and within the dynamic of a group.

Design education providers in India need to develop and support the next generation of designers for the national emerging economic and societal needs. Currently in India, high school education does not support art and design. Some of the more elite schools are offering these subjects but they are rare and very low in numbers. Students, who wish to pursue Art and Design education often have no or very limited visual literacy or drawing skills. In this context the foundation level programme must consider not only the development of fundamental design skills and knowledge but also the teaching and learning strategies employed. This transition from classroom-based, teacher-directed learning to a studio-based supported learning environment is evident in the programme and the teaching and learning strategies employed at IIAD.

The one-year of foundation course at IIAD will be taught within a creative hard working but supportive atmosphere helping each student to develop his or her full potential in design learning appropriate to the level of study. The main purpose of the course is to ‘bridge the gap’ between High School and Degree course, and prepare them for the demands of undergraduate learning.

The students will develop a broad spectrum of skills and knowledge in a structured manner to understand design vocabulary and will be exposed to a variety of techniques, methods, materials and technologies (including e-tools) for use in design practice.

1. **Aims of the Programme**
* To prepare students for undergraduate level studies in design.
* To enable the development of a range of creative and professional skills relevant to design learning.
* To encourage creativity through experimentation and exploration.
* To enable the students to develop the capacity for independent learning.
* To provide exposure to a wide variety of techniques, methods and materials for design practice.
* To enable the student to begin to develop an awareness of the contemporary visual world within cultural, social and commercial contexts.
* To encourage personal development through critical reflection.
* To develop a collegiate ethos.
1. **Intended Learning Outcomes**

Although there are no QAA subject benchmarks for Level 3, the programme learning outcomes are referenced to the UK Quality Code for Higher Education, in particular the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

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| **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 | Show a basic awareness of information gathered from a broad range of sources. | B1 | Reflect critically on the development of their practice. | C1 | Apply a range of visual and textual communication processes. |
| A2 | Demonstrate a basic understanding of creative design development processes.  | B2 | Identify and select relevant information for their own design practice. | C2 | Demonstrate individual direction in design practice. |
| A3 | Evidence an initial awareness of social culture and commercial context. | B3 | Develop the capacity for independent learning. | C3 | Produce creative work through experimentation and exploration. |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow

students to develop a range of Key Skills as follows:

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| **Key Skills** |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the Foundation programme are:

* 10+2 from any of the central/state recognised higher secondary education board or equivalent.
* All applicants will be invited for interview upon successful completion of the iDAT (Indian institute of art and design test) test. Interviewees are required to present a personal portfolio of work.
* All the students applying for IIAD may not have an IELTS score but will be eligible if they have a minimum of 70% and above in English language in class 10th or 50% or above in class 12th from a central/state recognised higher secondary education board or equivalent. Students who do not meet the above criteria need a score of 5.5 overall with a minimum of 5.0 in each element of the British Council IELTS Academic English Test.
1. **Programme Structure**

This programme is offered as a full field in full-time mode, and leads to the award of Foundation Diploma in Design.

**E1. Professional and Statutory Regulatory Bodies**

None

**E2. Work-based learning, including sandwich programmes**

None

**E3. Outline Programme Structure**

The course is made up of four modules (inclusive of communication and presentation skills) each worth 30 credits. Typically a student must complete 120 credits to attain the award. The programme is part of the University’s Undergraduate Regulations (UR). All students will be provided with the Course Handbook. Full details will be provided in module descriptors and module guides.

In Teaching Block 1, students will be taught fundamental knowledge and skills with subsequent exploration guided by experienced and supportive staff. In Teaching Block 2, students will be encouraged to apply the knowledge gained in Teaching Block 1 through a series of contextual practical studio briefs, workshops and problem solving projects. This culminates in a pathway specific design context and capstone project. Students will be taught five days a week and work both independently and in small studio groups led by a subject-specific tutor.

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|  **Level 3 (all core)** |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
|  Visual Skills | II3001 | 30 | 3 | 1 & 2 |
|  Material Transformation | II3002 | 30 | 3 | 1 & 2 |
| Design Projects | II3003 | 30 | 3 | 1 & 2 |
| Design Environment | II3004 | 30 | 3 | 1 & 2 |

1. **Teaching, Learning and Assessment**

IIAD promotes and sustains a distinctive pattern of teaching and learning practices. Teaching and learning strategies have developed in close relation to the design subjects, disciplines and the creative industries. The ways in which students develop knowledge and understanding of their subject is equally distinct, with emphasis being placed on the management of studio-based practical design projects.

The distinct aims of each module are reflected in the assignments undertaken by the student. The assignments are assessed in relation to the module learning outcomes. Students are strongly encouraged to develop their own individual creative approach, supported by the following teaching practices:

* Analysis of the project brief, research and insight gathering.
* Strategies to stimulate creative thinking, idea generation and the design process.
* Guided workshops to enable creative material usage, experimentation and manipulation
* Guided workshops to enable the use of digital and analogue communication and presentation tools
* Seminars, tutorials and crits to support students’ ability to communicate verbally with confidence.
* Project reviews and crits to promote peer discussion and debate.
* Lectures to impart general design and subject specific knowledge to stimulate debate.
* 1:1 tutorials to encourage critical self-reflection in relation to future sustainable design practice.

The continual and iterative nature of the design process requires a structured process of feed-forward and formative assessment feedback through scheduled reviews and group critiques. Summative assessment of the modules occurs at the end of teaching block 2 when formal feedback is provided.

The delivery of modules will be by means of lectures, seminars, workshops, group critique, individual tutorials, demonstrations, projects, briefings, study visits, peer learning, and independent learning and study skills.

* ***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 structured student or staff-led presentations followed by discussion. The seminar is usually based upon a topic, which 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 guests from industry 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 alternatively 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 project initiatives, and to guide and facilitate further independent 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 material, technology, process, technique or equipment not previously experienced by a group of students. It is intended to make students aware of the potential and characteristics of the ‘subject’ and 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 travelling to strategic venues of interest which 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 student’s learning experience as they provide the opportunity to see examples of design and industry in multiple ‘real life’ contexts.
* ***Projects*** – The term ‘project’ is used in two ways. Set projects consist of a set of objectives and procedures, which are often linked to a given theme or design problem and are designed for a particular group of students. This kind of project usually has a strict deadline. Students also devise their own projects (self-initiated briefs). This kind of project comprises a body of work which reflects the specific interests of the student and which may be developed over a period of time, which isagreed between theindividual student and a member of the academic staff.
* ***Log Book* –** A systematic daily record of observation, exploration and project progress. It is a tool to aid idea generation as well as research, insight gathering and documentation of tutor and peer feedback.
* ***Essay*** – a short literary composition on a particular theme or subject, usually in prose and generally analytic, speculative, or interpretative.
* ***Report* –** A structured research report where student is assimilating and synthesising knowledge through the critical review of the work of others and own work.
* ***Reflective Journal*** – A personal, critical account of the student’s work both in progress and upon completion. This encourages students to practise informally their writing skills, reflecting on their inspirations, references, source images, texts etc within the context of the design industry.
* ***Capstone Project* –** A capstone project is the final pathway project where students enter into the individual choice of career. It is designed to be a culminating educational experience of Foundation Diploma. It aims to help students to reflect on the knowledge and skills that they have acquired during the Foundation phase.
* ***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 the design courses. The work of the course is largely studio-based, and thus enables students to take notice of each other’s work and discuss issues informally. Peer learning also takes place through other activities such as group crits and seminars.
* ***Independent Study*** – It will be recognised that all students engage in forms of independent learning in relation to the broad issues of the subject. Formal tuition will often be based upon the expectation of some level of self-motivated personal development. Independent study and the individual selection of a range of projects, both set and self-initiated, lead to the development of individual portfolios of work in the later stages of their one year level 3 study and for entry into the student’s individual choice of BA (Hons) degree programme.
* ***Research 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 courses teaching and learning processes. Knowledge and understanding of research skills and techniques are implicit in the design process and as such permeate the course. Key modules in level 3 introduce, practise and then explore research methodologies in relation to the contexts of design.
* **Accessibility and Inclusiveness –** The course has been designed to remove unnecessary barriers to access for students from protected groups. The School acknowledges that a 'one-size-fits-all' model does not work for our students, whose differing backgrounds, learning journeys and aspirations challenge us to provide a student experience that equips them to succeed.

**ASSESSMENT**

Assessment is both formative and summative. 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. Summative assessment is intended to identify what has been learned (assessment of learning) and therefore assessed marks 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.

1. **Support for Students and their Learning**

The Personal Tutor Scheme

 Aims of the Personal Tutor Scheme:

1. To provide appropriate academic advice and guidance throughout a student’s studies by monitoring progress and identifying individual needs.
2. To provide a holistic overview and guidance for individual study and the development of personal practice.
3. To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching.
4. 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 IIAD Personal Tutor scheme:

* Personal Tutors will be allocated at the beginning of the academic year and remain throughout the course.
* 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.
* One-to-one meetings.

Students are supported by:

**Studio Structure**

All courses within the Indian Institute of Art & Design 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 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 provides an integral resource to support studio learning. They are an extension of the studio space but equipped with particular, specialist facilities.  The workshops are a primary means of facilitating connections with external partners.

**Infrastructure**

Students are supported by:

* A dedicated Course Leader
* Module Leaders
* Course Co-ordinator
* Student Support Coordinator
* Academic skills support
* Staff/Student Consultative Committee (SSCC)
* Board of Study (BOS)
* Annual Monitoring
* Information on Scholarships and Bursaries
* Support for students with specific learning needs
* Institute Careers and Employability Co-ordinator
* Information Services, including the Learning Resources Centre
* Personal Tutor Scheme
1. **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
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers
1. **Employability Statement**

Although the primary purpose of the course is to enable further study, students will acquire some basic skills and attributes suitable for employment in the creative sector.

The Indian Institute of Art & Design addresses 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 the academic staff as well as visiting specialist practitioners.

1. **Approved Variants from the Undergraduate and Postgraduate Regulations**

None.

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

**IIAD website**

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

**Course page on IIAD website**

http://www.iiad.edu.in/design-courses-foundation

**Kingston University website**

<http://www.kingston.ac.uk/>

**Development of Programme Learning Outcomes in Modules**

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

|  | **Level 3** |
| --- | --- |
|  | **Module Code** | II3001 | II3002 | II3003 | II3004 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 |  |  | S | S |
| A2 | S |  | S |  |
| A3 |  |  | S | S |
| **Intellectual Skills** | B1 | S |  |  | S |
| B2 |  |  | S | S |
| B3 | S | S | S | S |
| **Practical Skills** | C1 | S |  | S | S |
| C2 | S | S | S |  |
| C3 | S | S | 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**.

**COURSE DIAGRAM**

**Level 3**

**Teaching Block 1 Teaching Block 2**

**Technical Annex**

Design Environment

II3004 30

Design Projects

II3003 30

Media Transformation

II3002 30

Visual Skills

II3001 30

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| **Final Award(s):** | Foundation Diploma in Design |
| **Intermediate Award(s):** | n/a |
| **Minimum period of registration:** | 1 year |
| **Maximum period of registration:** | 2 years |
| **FHEQ Level for the Final Award:** | Foundation Diploma Level 3 |
| **QAA Subject Benchmark:** | None |
| **Modes of Delivery:** | Full time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Design  |
| **UCAS Code:** | N/A |
| **Course/Route Code:** | FFFDN1FDN01 |