

19

Glorious years in
Design Education

 **ARCH**
Design • Business • Research

INTERNATIONAL DEGREE
B.A/M.A/B.Des/M.Des in Design

19 Glorious years in Design Education



1. With Prof. Annick Schramme and Unesco Chair for Culture Milena Dragicevic Sestic at ENCATC Conference, Brussels
2. ARCH Team receiving full Membership Certificate at CUMULUS Conference, Denmark
3. Clare McTurk, Principal Lecturer at MFI, UK conducting a Master Class
4. Prof. Ian King & Prof. Annick Schramme at International Cultural Governance workshop organised by ARCH in India
5. Paul Homes, Academic Lead, Edinburgh Napier University with Benoy Thoompunkal
6. ADman Prahlad Kakkar & MFI Head of Internationalization Jane Ledbury at Convocation

7. International Jewellery Blogger Katerina Perez for a Master class at ARCH
8. Faculty & students of ARCH & Perth College, UHI, in a UKIERI Project visit to Scotland
9. Ariel Pollock, Director of the North India Office, U.S. Mission, at ARCH campus
10. Archana Surana with Marco Mossinkoff at the IFFTI Conference in Florence, Italy
11. Faculty Members from École Boulle & École Duperré at ARCH Campus
12. Srinivasa Srinivasan, President, WDO at ARCH Campus
13. Conrad Turner, Head Cultural Affairs, U.S. embassy, on his visit to Arch



INDEX

ARCH PERSPECTIVE	4
AFFILIATION	5
INTRODUCTION	6
PROGRAMME PURPOSE AND OBJECTIVES	8
PROGRAMME STRUCTURE	12
FASHION DESIGN	16
INTERIOR DESIGN	20
PRODUCT DESIGN	24
GRAPHIC DESIGN	28
AIIED GUIDELINES	32

FROM THE DIRECTOR'S DESK

Founder & Director
Archana Surana

ARCH has been at the nucleus of innovative design-centric interactions and activities since its inception in 2000. We are a 19-year-old institution, and we take pride in our community of problem-solvers and thought leaders; prolific minds who made us what we are today. Our emphasis is not only on the quality of education but also on the development of necessary skills and the integration of entrepreneurship in our curriculum. The ARCH ecosystem provides its inhabitants with the freedom to experiment, to challenge, to debate, to think differently, while creating design professionals of the future, with the awareness to contribute towards society in a meaningful way.

Having started its delivery of Pearson Level 5 HND in 2013, ARCH is presently accredited to deliver Six BTEC Level 5 HND qualifications in Art and Design in the new RQF structure.

Pearson is the largest awarding body in the UK for academic, vocational and work-related qualifications, and the largest education company worldwide. Pearson International is headquartered in London with offices across Europe, Asia and South America.

The BTEC Level 5 HND qualifications embedded in these courses are equivalent to the first 2 years of graduation in UK Universities and abroad.

With its inbuilt flexibility, ARCH students can progress directly into the 3rd year of a graduation course abroad and gain a Level 6 'top up' degree in one year, from any of more than 100 Pearson listed universities around the world in the US, Canada, New Zealand, South Africa, Mauritius and Institutions in the UK and Europe. After successful completion of the Level 5 HND courses, progression is possible to global Universities and Colleges who have an agreement with ARCH.

We are confident that your time at ARCH will be enjoyable and rewarding, providing you with knowledge and experience that will prove hugely beneficial in your future academic, personal and professional careers. We also wish you a wonderful and creative learning journey and student life at ARCH.

FACULTY OF INTERNATIONAL STUDIES IN ART & DESIGN

The Faculty of International studies offers **Pearson BTEC HND level 5** which leads to a guaranteed progression for a **Bachelor of Arts (Art & Design Degree)** from Foreign Higher Educational Institutions of design.

Study in the 3+1+1 system, with the BTEC HND level 5 embedded in the first 3 years at ARCH, which includes a **Foundation in Art & Design**, and with the last (4th) year reserved for progression to study abroad to culminate in the Level 6 Top Up degree. In 5th Year student can complete Master's Degree (optional) too.

Design Degree from **Top Global Universities**, in a **cost effective** education system.

Integrated learning through **lectures, workshops and studio practices** by full-time and visiting **International Faculty Members**.

International Exposure with Opportunities for **International Summer Schools** in UK & Europe and **International Internship & Placement** opportunities.


International Joint Projects with Foreign Universities.

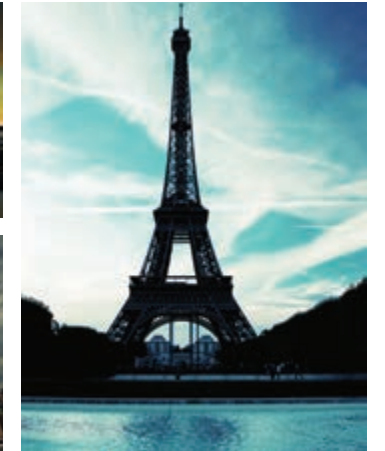
Option for **3 + 1 + 1 Yrs (HND+B.A.+M.A.)**

INTERNATIONAL DEGREE COURSES

BA in Design / MA in Design

BTEC HND in

 Fashion Design Interior Design
Product Design Graphic Design



INTRODUCTION

BTEC (Business and Technical Education Council) is one of the world's most successful and preferred applied learning brands, engaging students in practical, interpersonal and thinking skills, for more than 30 years.

BTECs are skill based qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employer needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as principal qualifications at Levels 4 and 5.

When redesigning the Pearson BTEC Higher National qualifications in Art and Design, Pearson collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. They also worked closely with the relevant professional bodies, to ensure alignment with recognised professional standards.

There is now a greater emphasis on employer engagement and work readiness. The new BTEC Higher National qualifications in Art and Design are designed to reflect this increasing need for high quality professionals. This BTEC Level 4 and Level 5 courses provides skills, knowledge and understanding what employers look for. Moreover, the Level 5 HND offers progression routes to Level 6 to any of the Pearson accredited University.

THE STUDENT VOICE

Students are heart and soul of our College, so we envisaged their feedback while developing this qualification. They were involved in writing groups, sought feedback, and added their voices and views to those of other stakeholders.

The result, is qualifications that will meet the needs and expectations of students worldwide.

WHY CHOOSE PEARSON BTEC HIGHER NATIONALS?

Pearson BTEC Higher Nationals are designed to help students secure the knowledge skills and behaviours needed to succeed in the workplace. They represent the latest in professional standards and provide opportunities for students to develop behaviours for



Image Courtesy - Middlesex university, London, UK

work, for example by undertaking a group project, or responding to a client brief. A student may even achieve exemption from professional or vendor qualifications, or student membership of selected professional bodies, to boost their journey to professional competence. At the same time the BTEC Higher Nationals are intended to keep doors open for future study abroad. So if a student wishes to progress further in their education after their level 5 study they do this by allowing space for the development of higher education study skills, such as the ability to research and proceed for specialization. Clear alignment of level of demand with the Framework for Higher Education qualification descriptors at level 4 and 5 means that students wishing to progress to level 6 study should feel better prepared. The BTEC Higher Nationals Diplomas address these various requirements by providing:

- A range of general and specialist units, both core and optional, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans.
- Fully revised content that is closely aligned with the current day need of employers, professional bodies, vendors and higher education for a skilled future workforce.
- The opportunity to develop transferable skills useful for work and for higher education, including research skills, the ability to meet deadlines and communication skills.
- Assessments and projects chosen to help students progress to the next stage (this means some are set by the centre to meet local needs, while others are set by Pearson).
- An approach to demand at level 4 and 5 which is aligned with the Framework for Higher Education Qualifications (FHEQ).
- Support for student and tutors including Schemes of Work and Example Assessment Briefs

HN GLOBAL

Pearson BTEC Higher Nationals are supported by a specially designed range of digital resources, to ensure that tutors and students have the best possible experience during their course. These are available from the HN Global website www.highernationals.com

With HN Global, tutors can access programme specifications which contain useful information on programme planning and quality assurance processes. Tutors can also view Schemes of Work and Example Assessment Briefs, helping them create meaningful courses and assessments. HN Global also allows tutors to create and annotate reading lists for their students and also keep up-to-date on the latest news regarding HN programmes.

KEY FEATURES

Pearson BTEC Higher National qualifications in Art and Design offer:

- A stimulating and challenging programme of study that will be both engaging and memorable for students.
- The essential subject knowledge that students need to progress successfully into further study and the world of work.
- Refreshed content that is closely aligned with Professional Body, vendor, employer and higher education needs.
- Assessments that consider cognitive skills (what students know) along with effective and applied skills (how they behave and what they can do, respectively).
- Unit-specific grading and Pearson-set assignments. A diverse approach to assessment that supports progression to Level 6 and also allows centres to offer assessment relevant to the local economy, thereby accommodating and enhancing different learning styles.
- Quality assurance measures to ensure that all stakeholders (e.g. professional bodies) vendors, universities, businesses, colleges and students) can feel confident in the integrity and value of the qualifications.

- A qualification designed to meet the needs and expectations of students aspiring to work in an international creative industries environment.

QUALIFICATION FRAMEWORKS

Pearson BTEC Higher National qualifications are designated higher education qualifications in the UK. They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).

COLLABORATIVE DEVELOPMENT

Students completing their BTEC Higher Nationals in Art can aspire for an employment opportunity or progress to a final year at university. Therefore Pearson developed these qualifications in close collaboration with experts from professional bodies, vendors, businesses and universities, and with the providers who will be delivering the qualifications. Universities, further education tutors, employers, vendors, Professional bodies representatives and other individuals contributed their time and expertise to develop these new qualifications. See list below:

- Fashion Retail Academy
- University of the Arts London
- Leeds Beckett University
- Belfast Metropolitan College
- Design Business Association
- National Society for Education in Art and Design
- BWA Design
- Dublin Institute of Technology
- Southampton Solent University
- Creative and Cultural Skills
- Canterbury College
- Together Design

PROGRAMME PURPOSE AND OBJECTIVES

PURPOSE OF THE BTEC HIGHER NATIONALS IN ART AND DESIGN

Develop students as professional, self-reflecting individuals able to meet the demands of employers in the creative industries sector and adapt to a constantly changing world. The qualifications aims to widen access to higher education and enhance the career prospects of those who undertake them.

This qualification have been designed to meet the needs of the contemporary creative industries. This dynamic and rapidly changing sector of the global economy covers a wide range of subjects, including those of art and design. The pathways of this qualification are intended to provide students with opportunities to explore the creative industries through a focused curriculum that prepares them for further degree-level studies or working in the industry.



Image Courtesy - École Boulle and École Duperré, Paris, France

OBJECTIVES OF THE BTEC HIGHER NATIONALS IN ART AND DESIGN

The objectives of the BTEC Higher Nationals in Art and Design are as follows:

- To equip students with art and design skills, knowledge and the understanding necessary to achieve high performance in the global creative industries sector.
- To support students to develop their capacity for creative thinking and to recognise its value in the creative industries and beyond.
- To provide students with the skills to communicate their ideas and creative output through visual, written and oral presentation.
- To provide education and training for a range of careers in creative industries, including Graphic Design, Photography, Fashion, Textiles, Product Design, Interior Design, and Arts Practice.
- To provide students with an understanding of the way technologies are transforming the creative industries, and prepare them to work with these technologies.
- To provide insight and understanding into diversity of roles within the creative industries, recognising the importance of collaboration at all levels.
- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.
- To provide opportunities for students to enter or progress in employment in creative industries, or progress to higher education qualifications; such as an Honours degree in art and design subjects or a related area.
- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives.
- To support students to understand the local, regional and global context of creative industries and for those students with a global outlook, to aspire to international career pathways.
- To provide students with opportunities to address contemporary issues facing the industry, and society at large; with particular emphasis on sustainability and the environment, recognising

the role that creative industries play in addressing these issues.

- To provide opportunities for students to achieve vendor accredited certifications.
- To allow flexibility of study and to meet local or specialist needs.
- To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations.
- To provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the industry.

We meet these objectives by:

- Providing a thorough grounding in Art and Design principles at Level 4, within general areas of specialisation, that lead the student to a range of specialist progression pathways at Level 5 relating to individual professions within the creative industries sector.



- Enabling progression to a university degree by supporting the development of appropriate academic study skills and personal development planning.
- Enabling progression to further professional qualifications in specific creative industries areas by mapping to units in a range of vendor accredited certificates.



WHO IS THIS QUALIFICATION FOR?

The BTEC Higher National qualifications in Art and Design are aimed at students wanting to continue their education through applied learning. Higher Nationals provide a wide-ranging study of the creative industries sector and are designed for students who wish to pursue or advance their career in creative industries. In addition to the knowledge, understanding and skills that underpin the study of the creative industries sector, Pearson BTEC Higher Nationals in Art and Design give students experience of the breadth and depth of the sector that will prepare them for further study or training.

AIMS OF THE LEVEL 5 BTEC HIGHER NATIONAL DIPLOMA (HND) IN ART AND DESIGN

The Level 5 BTEC Higher National Diploma in Art and Design offers students 'specialist pathways' designed to support progression into relevant occupational areas or on to degree-level study. These pathways are linked to Professional bodies standards and vendor accredited certification (where appropriate) and can provide professional status and progression to direct employment.

The Level 5 BTEC Higher National Diploma offers the following specialist pathways for students who wish to concentrate on a particular aspect of Art and Design:

Fashion Design
Product Design

Interior Design
Graphic Design

Holders of the Level 5 Higher National Diploma will have developed a sound understanding of the principles in their 'specialist pathway' of study and will have learned to apply those principles more extensively. They will have learned to evaluate the appropriateness of different approaches to solving problems. They will be able to perform effectively in their chosen field and will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

WHAT COULD THESE QUALIFICATIONS LEAD TO?

The Level 5 BTEC Higher National Diploma provides a solid grounding in art and design, and allows students to specialise by committing to specific career paths and progression routes to degree-level study. In addition, the qualifications may provide links to industry-related and employer-supported apprenticeship schemes that can provide further opportunities for enhanced employability.

On successful completion of the Level 5 BTEC Higher National Diploma, students can develop their careers in the creative industries sector through:

- entering employment
- continuing existing employment
- linking with the appropriate vendor accredited certificates
- committing to Continuing Professional Development (CPD)
- progressing to university

For those students wishing to continue their education, the BTEC Higher Nationals in Art and Design have been designed to ensure that curriculum is clearly aligned with the FHEQ and QAA benchmarks for the subject. This means that students completing the HND (Level 5) will have studied their subject at Level 4 and Level 5. By ensuring alignment with the higher education level. Descriptors, the qualification aims to provide students with the best opportunity to continue their education at the appropriate level. The focus on specialist pathways, provides students with a clear set of skills and goals for further study or entering employment. Students complete a BTEC Higher National in Art and Design may find work in:



- | | |
|--------------------------|-----------------------------|
| • Graphic Design Studios | • Retail Merchandising |
| • Print Production | • Product Design Firms |
| • Web Design Studios | • Interior Design Practices |
| • Photography Studios | • Architectural Practices |
| • Design Agencies | • Artist Studios |
| • Advertising Agencies | • Fashion Management Firms |
| • Fashion Design Studios | • Pattern Cutting Studios |
| • Branding Agencies | • Publishing Companies |

HOW HIGHER NATIONALS IN ART AND DESIGN PROVIDE BOTH TRANSFERABLE EMPLOYABILITY SKILLS AND ACADEMIC STUDY SKILLS

Students need both relevant qualifications and employability skills to enhance their career prospects and contribute to their personal development. Pearson BTEC Higher National Art and Design qualifications embed the development of key skills throughout the programme; attributes and strengths required by 21st century employers.

Where employability skills are referred to in this specification, this generally refers to skills in five main categories:

- Cognitive and problem-solving skills: critical thinking, approaching nonroutine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.
- Intra-personal skills: self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising.
- Interpersonal skills: effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.
- Commercial skills: sector awareness, sales, marketing / promotion, budget management / monitoring, Business skills: awareness of types of companies, company formation, invoicing, calculating fees, business management. Pearson Example Assessment Briefs make recommendations for a range of real or simulated assessment activities, for example, group work where appropriate, to encourage development of collaborative and interpersonal skills or a solution focused case study to provide the opportunity to develop cognitive skills. There are specific requirements for the assessment of these skills, as relevant, within the assessment grids for each unit. Example Assessment Briefs are for guidance and support only and can be customised and amended according to localised needs and requirements. All assignments must still be moderated as per the internal verification process.

Students can also benefit from opportunities for deeper learning, where they are able to make connections between units and select areas of interest for detailed study. In this way BTEC Higher Nationals provide a vocational context in which students can develop the knowledge and academic study skills required for progression to university degree courses, including:

- Active Research Skills
- Effective Writing Skills
- Analytical Skills
- Critical Thinking
- Creative Problem-Solving
- Decision-Making
- Team Building
- Exam Preparation Skills

- Digital Literacy
- Competence in assessment methods used in higher education to support you in developing these skills in your students, we have developed a map of Higher Education relevant transferable and academic study skills, available in appendices.

USE OF ENGLISH WITHIN THE CURRICULUM

Those working within the creative industries cannot rely, solely, on their technical and creative skills and must ensure they develop all relevant employability skills to increase opportunities. For example, they will be required to communicate appropriately with



stakeholders throughout their career, so the ability to use English in a professional context is an essential employability skill that must be developed at all levels of study.

Development of essential English skills are embedded throughout these qualifications in accordance with industry requirements and below are some examples of how these skills are developed in the BTEC Higher National curriculum:

- written reports
- formal presentations
- informal conversations
- use of professional, sector specific language

ENGLISH LANGUAGE REQUIREMENTS

In order for students to be successful on Pearson BTEC Higher National qualifications which are both taught and assessed in English, it is critical that they have an appropriate level of English language skills.

All centres delivering the new Pearson BTEC Higher National qualifications ensure that all students who are non-native English speakers and who have not undertaken their final two years of schooling in English, can demonstrate capability in English at a standard equivalent to the levels identified below, before being recruited to the programme where the programme is both taught and assessed in English:

- **Common European Framework of Reference (CEFR) level B2**
- **PTE 51**
- **IELTS 5.5; Reading and Writing must be at 5.5 or equivalent.**

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

STUDENT EMPLOYABILITY

All BTEC Higher Nationals have been designed and developed with consideration of National Occupational Standards, where relevant. Employability skills such as team working and project management as well as practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable students to develop a portfolio of evidence demonstrating the breadth of their skills and knowledge in a way that equips them for employment.



Image Courtesy - Teesside University, UK



Image Courtesy - Manchester Metropolitan University



Image Courtesy - Edinburgh Napier University



Image Courtesy - University of Northampton, UK

PROGRAMME STRUCTURE

UNITS, CREDITS, TOTAL QUALIFICATION TIME (TQT) AND GUIDED LEARNING (GL)

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years.

BTEC Higher Nationals consist of core units, specialist units and optional units:

- Core units are mandatory
- Specialist units are designed to provide a specific occupational focus to the qualification.

All units are usually 15 credits in value, or a multiple of 5 credits. These units have been designed from a learning time perspective, and are expressed in terms of Unit Learning Hours (ULH).

- Unit Learning Hours (ULH) represent the total hours that a student needs to achieve the required learning outcomes, for a given Unit.
- Total Qualification Time (TQT) is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

ULH contribute to the overall Total Qualification Time (TQT). TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a 150 Unit Learning Hours (ULH); including 60 hours of Guided Learning.

Total Qualification Time (TQT) Higher National Diploma (HND) = 2,400 hours

Examples of activities which can contribute to Total Qualification Time include:

- Guided learning
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

Guided Learning (GL) is defined as the time when a tutor is present to give specific guidance towards the learning and aims of the completion of the programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Total Guided Learning (GL) Higher National Diploma (HND) = 960 hours

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time
- All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.



INTERNATIONAL EDUCATIONAL DEVELOPMENT LINKS

Universities in UK, Europe, North America



Middlesex University



Teesside University



Northampton University



University of the Highlands and Islands



Manchester Fashion Institute



stockholms Tillskärarakademi



Ecole Duperre



Ecole Boulle



Edinburgh Napier

INTERNATIONAL MEMBERSHIP



Cumulus is the International Association of Top leveled Universities & Colleges of Art, Design & Media, formed to serve Art and Design education and research. It currently consists of 257 members from 54 countries. ARCH is a full-time Member of Cumulus



IFFTI forms the apex body of leading International Fashion Education Institutions, coming together to meaningfully help each other in upgrading their courses, assist in bringing about professionalism in the structure and operation of the industry in their countries, and contribute towards the establishment of a framework of cooperation and collaboration. ARCH is a full member of IFFTI.



ARCH holds membership of WDO as part of its strategy to progress in International Industry Oriented Design Education. The WDO provides an International platform to over 50 member nations to express and share views related to Design & Development based on the sustainable goals chalked out by the United Nations.



ARCH is a member of the Hong Kong Research Institute of Textiles and Apparel (HKRITA). The key role of HKRITA is to foster research, development and technology transfer in the textiles and clothing industry since Hong Kong is the world's second-largest clothing and apparel exporter after mainland China.

INTERNATIONAL PROJECTS

UK INDIA EDUCATION RESEARCH INITIATIVE (UKIERI)

ARCH & Perth College, UHI, Scotland, have jointly received a 45,000 GBP, UKIERI 2012 grant for Institutional Capacity Building Administered through the British Council, the grant funded activities and planned implementation of a 2 year project titled "Communication and Application of Design to Promote Mutual Creative & Cultural Industries."



FASHION COLLOQUIA 2013, LONDON COLLEGE OF FASHION UNIVERSITY OF THE ARTS, LONDON

ARCH presented a concept paper titled "Innovation in Development of Indigenous Eco-Crafts for High Fashion Global Market" that discussed how the shift from synthetic dyes to natural dyes can provide sustainable livelihood solutions to vulnerable craft communities of the world and improve local economies by reducing the environmental impact of harmful chemical dyes. ARCH will be hosting Fashion Colloquia in the year 2019.



NWFC NON WESTERN FASHION CONFERENCE 4TH EDITION, ANTWERP

NWFC 2016, held at the University of Antwerp, Belgium, explored the contribution of small and medium fashion companies towards the sustainable development of their local communities.



INTERNATIONAL CULTURAL GOVERNANCE 2017 PROJECT

ARCH hosted an International Cultural Governance workshop in India as a part of a 9 country tour with ENCATC under the leadership of Prof. Annick Schramme & Prof. Ian King. Government of Rajasthan pitched in with ARCH, the organizing host institution in India, to the International Cultural Governance 2017 project. ARCH facilitated & coordinated the bringing together of key people involved in the challenges of managing arts and cultural organizations in India.



COLLABORATIVE PROJECT BETWEEN ARCH AND MANCHESTER FASHION INSTITUTE

ARCH & Manchester Fashion Institute, UK collaborate to provide a global Design experience to the students. The group of students in UK are connected with ARCH students to study global market trends and develop collections.



BUYER-SELLER PROJECT WITH SAXION UNIVERSITY, NETHERLANDS

ARCH students & faculty in collaboration with Saxion University, entered into a buyer-seller agreement. The objective of this project was to give the students of both universities the opportunity to learn how to work on a buying plan, improve their communication skills and to gain international exposure.





FASHION DESIGN

INDUSTRY OVERVIEW

A report on the Indian Fashion Industry recently stated that this Industry can increase from its net worth of Rs 200 crore to Rs 1,000 crore in the next five to ten years. Currently, the worldwide market for designer wear is \$35 billion, with 9% growth rate. And the Indian fashion industry is creating hardly 0.1% of the international industry's net worth.

In an analysis of ASSOCHAM on "Indian Fashion Industry", it was further revealed that the Indian fashion industry accounts for barely 0.2 % of the international industry's net worth. Currently the market for designer wear

is worth Rs 1,62,900 crore and growing at 9.5 % every year.

Since the last decade the Indian fashion industry has moved from an embryonic stage to a blossoming take-off. Fashion designers have contributed immensely to the spread of fashion as a driving force, both among Indian consumers and select segments of Western markets. India can now boast dozens of leading fashion designers, who can match any European fashion designer in their concepts, styles and designs.

India is today recognised as one of the best sourcing destinations for garments, textiles, accessories and finish: it provides a perfect blend of fashion, designs, quality, patterns, textures, colors and finish.

Rajasthan is known the world over for its printed and dyed fabric for the fashion garment industry. Rajasthani prints of Bagru and Sanganer; hand-woven Kota Doria and Khadi in the form of garments, made-ups and textiles have found global fame and recognition. According to the National Skill Development Corporation, the availability of designing and merchandising skills would be crucial for increasing share in export markets and tapping the potential in new markets.

PROGRAMME CONTENT

B.A FASHION DESIGN

In this programme, learners gain knowledge and understanding of the creative potential of fashion-related materials and construction methods and are encouraged to explore widely appropriate manufacturing processes and finishing techniques.

Students are equipped with the knowledge, attitude and skills to give shape to their creative ideas and to provide a coherent, creative and professional portfolio of work. The programme develops a high-level of competence in controlling the creative process from the birth of the concept to realisation, with a wholistic perspective of the product development process right up to the 'consumer'.

Learners are introduced to a range of techniques and methods, to produce designer samples to a professional standard. Tutorials enable learners to select and apply the most suitable methods for garment manufacture and will support learners in the development of a unique capsule collection from their own designs and patterns.

The student is provided opportunities to gain live experience through industry interaction and live projects to learn and adopt best professional practices. The building of interpersonal skills, confidence and competence with oral presentation is encouraged. Learners work individually, with group critiques included to encourage enquiry, debate and evaluation.

In the 3+1+1 delivery, after the successful completion of Three years at ARCH, the final International degree year (Level 6) is undertaken with a study abroad opportunity at a university/institution with which ARCH or PEARSON has an agreement. Student can also complete M.A degree in one year from abroad.

Fashion Industry Market Size

Rs.22,300 crores by 2021

Indian Fashion Accessory Market

15,557 crores, growing at 18-19%

CAREER OPPORTUNITIES

Fashion design with design studios, costume designers, export houses, retail and fashion houses, independent design consultants, creative pattern makers, fashion illustrators, fashion photographers, fashion editor, journalist, fashion critic, fashion blogger, trend and forecast analyst, fashion stylists and coordinators, brand manager, product developers in design merchandising, fashion merchandisers, automobile interior design, quality control manager, design strategist with NGOs (engaging in design intervention and sustenance of traditional skills), academician etc.

A fashion designer is a versatile and creative professional who can eventually diversify into other design professions based on a specific interest or specialisation.

ON COMPLETION, YOU WILL RECEIVE

- Bachelor of Arts B.A/M.A from a foreign university with whom ARCH/PEARSON has an agreement.
- Pearson BTEC HND Level 5
- ARCH UG Level Diploma

COURSE CURRICULUM

FASHION DESIGN BTEC HND



YEAR 1

Common Foundation Studies in Art & Design

The Foundation Studies Programme is common to all BTEC programmes in design for undergraduates. The preparatory course aims to develop within students the aesthetic and social sense and sensibilities that go beyond learning the skills and techniques of a discipline. The content helps to evolve design perception, enrich conceptual thinking, understand design processes, and prepares one to challenge their own preconceptions through critical understanding and exploration of new ideas towards developing eventual solutions.

Elements & Principles of Design/ Contextual Studies/ Visual Communication and Representation Techniques (Nature Drawing / Human Figure Drawing/ Object Drawing/ Geometry/ Perspective Drawing/ Isometric Drawing/ Orthographic Drawing)/ Basic Photography/ Basic Material Studies/ Experiments in 3D Geometry/ Computer Fundamentals/ Ideas Generation and Development/ Techniques & Processes/ Design Process/ Professional Development/ Individual Project (Pearson-set)

Contextual Studies

- Discuss the social, historical and cultural context of key art and design movements, theories and practices.
- Analyse a specific work of art or design related to own area of specialisation.
- Use primary and secondary research methods to investigate an area of practice, with consideration of research ethics .
- Present research findings, through written work, visually and orally.

Techniques & Processes

- Evaluate a given brief to identify stakeholder requirements and areas for investigation and research.
- Explore concepts, materials and processes through experimentation and testing.
- Present a body of work that includes evidence of development process, as well as final outcomes.
- Assess own process and outcomes, based on reflection and feedback of others.

Professional Development

- Explore the creative industries professions, through research into historic and contemporary precedents.
- Discuss personal career goals in relation to the range of roles and subjects in the creative industries.
- Define personal development plans; highlighting areas to support specific career goals and general skills.
- Critically reflect on the achievement of personal development goals and plan for the future.

Individual Project (Pearson-set)

- Examine specialist area of creative practice within historical and contemporary contexts.
- Develop art and design solutions, through an iterative development process, in response to a given brief.
- Present an art and design solution, including a portfolio of development work, in response to a given brief.
- Evaluate work in relation to an identified area of specialisation in the creative industries.

YEAR 2

Critical Study in Art and Design

- Understand the historical evolution and visual characteristics of the work of artists and designers.
- Understand and apply appropriate methods of research and analysis
- Be able to apply the influences of historical, contemporary and contextual factors to own practice.
- Be able to synthesise research and present a professional and personal written study.

Computer Aided Design (CAD)

- Discuss the role of CAD in different contexts and its influence on design and manufacturing processes in areas of specialist practice.
- Use 2D & 3D CAD software to produce visualisations and technical drawings.

- Present drawings and renderings, for a given project, produced using CAD software.
- Evaluate the way in which CAD software may integrate into production processes.

Fashion & Textiles Practices

- Explore specialist areas of fashion and textiles practice; through historical and contemporary precedent research.
- Produce a collection of two- and three-dimensional samples using different fabrics, materials and processes in response to a brief.
- Develop a range of fashion and textiles outcomes in response to a given brief.
- Evaluate a fashion & textile range in relation to a marketing strategy.

Pattern Cutting & Garment Making

- Research the properties and characteristics of fabrics and fibres, in the production of garments, through historic and contemporary precedents.
- Create a pattern, based on body measurements, using industry standard signs and symbols, in response to a given brief.
- Create toiles and final garments; demonstrating the safe use of equipment and relevant health and safety regulations.
- Produce a finished garment, evaluate and carry out quality checks.

Fashion Collection

- Investigate trends, through contextual research, to inform the strategy for a fashion collection.
- Communicate a fashion collection strategy, based on research and experimentation.
- Present a fashion collection, identifying areas for further development and best practice.

Professional Practice

- Review own skills and abilities in support of future employment or self-employment.
- Investigate business structures, legal frameworks and legislation to construct a business plan.
- Develop material to support future employment or self-employment.
- Present own skills, abilities and work to an employer or client.

Applied Practice Collaborative Project (Pearson-set)

- Evaluate own and group skills, in support of a collaborative team.
- Plan and manage a collaborative project, based on a Pearson-set theme.
- Present collaborative project outcomes, highlighting own contributions.
- Critically evaluate own work, and the work of others in a collaborative project.

YEAR 3

Advanced Fashion Studies

- Develop a strategy for a capsule collection; supported by market and contextual research, in response to a brief.
- Create patterns for a capsule collection, based on initial designs and working drawings .
- Produce a capsule collection using production techniques and processes.
- Present a collection of fashion design toiles and final garments.

Styling

- Discuss the role and responsibilities of the stylist within the historical and contemporary creative industries.
- Analyse images to determine editorial, branding or marketing approach.
- Develop an editorial, branding or marketing strategy in relation to a given product.
- Present a portfolio of styled images, in support of an editorial, marketing or branding strategy.

Branding and Identity

- Discuss the role of branding and identity through analysis of historical and contemporary contextual research.
- Evaluate a given brand to determine core values, mission and audience.
- Develop a style guide/branding guidelines for a given brand.
- Present a range of promotional material, using branding guidelines, in support of a given brand.

Creative Entrepreneurship

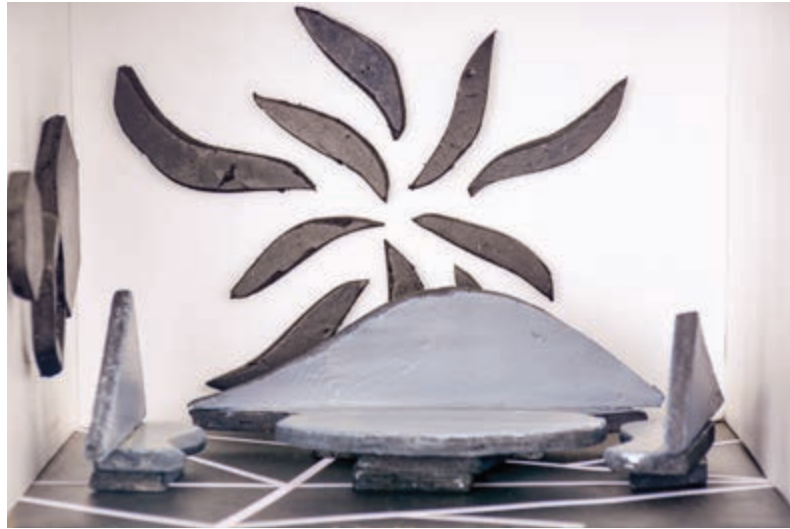
- Explore a creative opportunity, based on own skills and knowledge.
- Assess the viability of a creative opportunity, through analysis of market research.
- Present a business plan, for a creative venture, to a panel of potential stakeholders.
- Evaluate the business plan, for a creative venture, based on stakeholder feedback and reflection.

YEAR 4 - B.A Degree Level 6

YEAR 5 - M.A Degree Level 7

- International Degree Study Abroad Programme.

Note : The contents and sequence of delivery are subject to change as per industry needs.



INTERIOR DESIGN

INDUSTRY OVERVIEW

Rapid urbanisation in metro cities such as Delhi, Mumbai, Ahmedabad, Bangalore, Chennai, Kolkata, Hyderabad and Pune, has dramatically changed the Indian lifestyle, and ignited the need for conceptual interior design. There is also significant growth in the income and socio-economic status of people in India, and this includes home owners.

The housing and retail industries in India have emerged as the most dynamic and fast paced industrial sectors with several big players

entering into the market. In India, the vast middle class and almost untapped retail industry are the key forces of attraction for global retail giants waiting to enter new markets. This attraction has stimulated the growth of the retail industry which is growing at a faster rate.

The construction industry, which accounts for approximately 11% of the GDP, has an estimated investment of US \$500 billion, and is growing at around 34% annually. The Indian retail industry is the fifth largest in the world, and contributes about 22% of the GDP and generates 8% of employment in the country today. It is expected to grow 25 per cent annually, to be worth US\$ 175- 200 billion by 2016.

Heritage properties and other hospitality properties have began demanding a great amount of inputs in the creation of dreams. The key factor driving the demand for Interior Design is the growth & expansion of housing & commercial development in both the major and smaller cities in India. Rising income levels are leading to a demand for creative individuals to support the vision of the Incredible India Campaign. Thus there is an increase in demand for Interior space visualisers and designers to plan & create attractive, practical & desirable spaces for living, display and commercial activity.

PROGRAMME CONTENT B.A INTERIOR DESIGN

The Bachelor of Arts in Interior Design programme at ARCH nourishes minds with a spirit of inquiry, sensitivity and responsibility, inculcating professionalism, design excellence, ethics and critical appraisal. The course fulfills the ascending levels of subject complexity in a progressive manner. It links intensive core-specific courses in interior design with a strong liberal arts component.

Learners are encouraged to develop an understanding of design development processes and research methods appropriate to interior design practice.

Besides familiarising themselves with aesthetic principles, learners develop technical skills essential for creating and planning interior spaces. Studio classes develop competence in space planning, drawing to communicate ideas, orthographic drawing, CAD where appropriate, making specifications, model making, photography, video etc.

Learners gain an understanding of contemporary professional practice through lectures and assignments delivered by practising architects and designers, and other professionals and guest speakers. Visits to design studios and appropriate industrial sites and architectural sites and professional studios contribute towards contextualising theoretical studies.

ARCH maintains close links with architects, designers and other professionals in order to benefit learners in building work experience and for future employment. After the successful completion of two years at ARCH Jaipur Campus, the final year (level 6) degree year is undertaken as an International Degree with a study abroad opportunity at a university/institution with which ARCH or PEARSON has an agreement.

CAREER OPPORTUNITIES

There are innumerable career opportunities for working with established Interior Designers and Architectural firms as well as large builders; Working as Specialists or Consultants for Exhibition Designers, Museum Designers, Graphic Designers, and Freelance Designers; working for Retailers, Super Markets, Emporiums, Advertising Agencies, Visual Merchandisers, etc. Entrepreneurial enthusiasts can set up their own Interior Design Firm or even an Event Management company or Production Design House.

ON COMPLETION, YOU WILL RECEIVE

- Bachelor of Arts B.A/Master of Arts M.A from a foreign university with whom ARCH/PEARSON has an agreement.
- Pearson BTEC HND Level 5
- ARCH UG Level Diploma

**Current workforce of 4.11 million (2013)
is expected to increase to ~ 11.3 million by 2022**



YEAR 1

Common Foundation Studies in Art & Design

The Foundation Studies Programme is common to all BTEC programmes in design for undergraduates. The preparatory course aims to develop within students the aesthetic and social sense and sensibilities that go beyond learning the skills and techniques of a discipline. The content helps to evolve design perception, enrich conceptual thinking, understand design processes, and prepares one to challenge their own preconceptions through critical understanding and exploration of new ideas towards developing eventual solutions.

Elements & Principles of Design/ *Contextual Studies*/ Visual Communication and Representation Techniques (Nature Drawing / Human Figure Drawing/ Object Drawing/ Geometry/ Perspective Drawing/ Isometric Drawing/ Orthographic Drawing)/ Basic Photography/ Basic Material Studies/ Experiments in 3D Geometry/ Computer Fundamentals/ Ideas Generation and Development/ *Techniques & Processes*/ Design Process/ *Professional Development*/ *Individual Project (Pearson-set)*

Contextual Studies

- Discuss the social, historical and cultural context of key art and design movements, theories and practices.
- Analyse a specific work of art or design related to own area of specialism.
- Use primary and secondary research methods to investigate an area of practice, with consideration of research ethics .
- Present research findings, through written work, visually and orally.
- Examine specialist area of creative practice within historical and contemporary contexts.

Techniques & Processes

- Evaluate a given brief to identify stakeholder requirements and areas for investigation and research.
- Explore concepts, materials and processes through experimentation and testing.
- Present a body of work that includes evidence of development process, as well as final outcomes.
- Assess own process and outcomes, based on reflection and feedback of others.

Professional Development

- Explore the creative industries professions, through research into historic and contemporary precedents.
- Discuss personal career goals in relation to the range of roles and subjects in the creative industries.
- Define personal development plans; highlighting areas to support specific career goals and general skills.
- Critically reflect on the achievement of personal development goals and plan for the future.

Individual Project (Pearson-set)

- Develop art and design solutions, through an iterative development process, in response to a given brief.
- Present an art and design solution, including a portfolio of development work, in response to a given brief.
- Evaluate work in relation to an identified area of specialisation in the creative industries.

YEAR 2

Critical Study in Art and Design

- Understand the historical evolution and visual characteristics of the work of artists and designers.
- Understand and apply appropriate methods of research and analysis
- Be able to apply the influences of historical, contemporary and contextual factors to own practice.
- Be able to synthesise research and present a professional and personal written study.

3D Practices

- Explore work of 3D practitioners through research into historic and contemporary contexts.
- Investigate 3D materials, techniques and processes to produce work; in response to a brief.
- Present 3D outcomes through display and interaction.
- Evaluate outcomes and working practices to inform future development.

Computer Aided Design (CAD)

- Discuss the role of CAD in different contexts and its influence on design and manufacturing processes in areas of specialist practice.
- Use 2D and 3D CAD software to produce visualisations and technical drawings.
- Present drawings and renderings, for a given project, produced using CAD software.
- Evaluate the way in which CAD software may integrate into production processes.

Materials & Structures

- Explore the use of materials and structure in specific art and design contexts
- Evaluate material properties through research and testing
- Select materials for a given art and design project, based on research and testing
- Present a material strategy, in response to a brief, for a given art and design project.

Visual Merchandising

- Discuss visual merchandising through historic and contemporary precedents.
- Evaluate an identified brand or product to determine the context for a visual merchandising strategy.
- Develop a visual merchandising strategy based on market research.
- Present a visual merchandising strategy for a given product/brand.

Professional Practice

- Review own skills and abilities in support of future employment or self-employment.
- Investigate business structures, legal frameworks and legislation to construct a business plan.
- Develop material to support future employment or self-employment.
- Present own skills, abilities and work to an employer or client.

Applied Practice Collaborative Project (Pearson-set)

- Evaluate own and group skills, in support of a collaborative team.
- Plan and manage a collaborative project, based on a Pearson-set theme.
- Present collaborative project outcomes, highlighting own contributions.
- Critically evaluate own work, and the work of others in a collaborative project.

YEAR 3

Advanced Interior Design Studies

- Explore interior design through historical and contemporary precedents.
- Evaluate the needs of different types of interiors.
- Present finished design proposals for a given interior context.
- Develop technical documentation for the construction and installation of interior design outcomes.

Styling

- Discuss the role and responsibilities of the stylist within the historical and contemporary creative industries.
- Analyse images to determine editorial, branding or marketing approach.
- Develop an editorial, branding or marketing strategy in relation to a given product.
- Present a portfolio of styled images, in support of an editorial, marketing or branding strategy.

Project Management

- Compare project management theories, practices and standards, identifying their appropriateness for different types of project.
- Discuss the roles of the major stakeholders in an art & design project and how their needs are managed by the project management team.
- Specify the attributes and competencies of a project manager in leading a complex art & design project.
- Develop a project strategy plan that defines the key policies, procedures and priorities for a complex art & design project.

Creative Entrepreneurship

- Explore a creative opportunity, based on own skills and knowledge.
- Assess the viability of a creative opportunity, through analysis of market research.
- Present a business plan, for a creative venture, to a panel of potential stakeholders.
- Evaluate the business plan, for a creative venture, based on stakeholder feedback and reflection.

YEAR 4 - B.A Degree Level 6

YEAR 5 - M.A Degree Level 7

- International Degree Study Abroad Programme

Note : The contents and sequence of delivery are subject to change as per industry needs.



PRODUCT DESIGN

INDUSTRY OVERVIEW

Product Design courses at ARCH range from crafts and accessories, to furniture. In the Indian product industry, there is a fine balance of the application of mechanisation and hand-crafted skills, the latter giving each produced artefact a unique quality and value. The industry now thrives in the export arena, and designers who are articulate and aware of world tastes and trends are in great demand to understand the buyer and their needs and hence must be able

to deliver appropriate design concepts and solutions.

Craft and accessories is a product industry which generates significant employment; products have an endless variety of uses. The product designers' role is not only designing but developing a strategy for developing the economy with new ranges of utility handmade and machine-made products suitable for contemporary lifestyles.

The course aims to develop core competence in the basic skills and understanding of the process and principles governing the design and manufacturing of craft-based product design promotes the crafts of India as uniquely placed for innovative integration into contemporary design practice. It also has a valuable input in relation to design collections and range development in craft products to support fashion and lifestyle trends.

The course will challenge students to unfold the best way "Design" can create a socially responsible, ethical, sustainable and profitable outcome. The course caters to a three-fold approach of product, system and its user, making the whole learning approach more user-centric. Product designers conceptualise and evaluate ideas, to produce tangible inventions. A product designer's role is to combine science, art and technology to deliver user-friendly products. During the course, you will gain the professional skills to communicate your ideas with confidence to the industry.

PROGRAMME CONTENT

B.A PRODUCT DESIGN

The Bachelor of Arts in Product Design has a specific focus on an innovative integration with Indian Crafts and contemporary design practice. The curriculum focuses on all stages and activities involved in the creation of a new product, controlling the creative process from inception to realisation – from design concept to completion. Students are encouraged to develop an understanding of how products include the attitudes of designers, craftsmen, makers and end-users influence the appearance and function of design solutions and outcomes.

Students are encouraged to challenge conventions and to question the roles of form, function, culture, context and concept in relation to materials, techniques and processes. To achieve personalised creative solutions and to reflect on their own distinctive approach to design, learners are guided to independently research and experiment with media, materials and practical techniques to develop an understanding of a wide range of appropriate materials, manufacturing and finishing techniques and processes, alongside the traditional methods used in craft.

'Live projects' guided by real life industry briefs are brought into the classroom and implemented where possible so that learners have an understanding of the relationship between the client, designer and craftsman/ producer/ manufacturer. Learners are helped to understand the role and responsibilities of the designer-maker in a commercial context, including one-off and batch/ mass production and develop the ability to communicate three-dimensional ideas effectively to clients and craftsmen. After the successful completion of two years at ARCH Jaipur Campus, the final year (level 6) degree year is undertaken as an International Degree with a study abroad opportunity at a university/institution with which ARCH or PEARSON has an agreement.

The handloom & handicraft sector is expected to grow to 17.79 million by 2022

CAREER OPPORTUNITIES

Product designers, craft-based product designers, design managers, product development managers, designers of costume jewellery, leather goods, giftware, tableware, watches, interior products, bags, footwear and handicraft, sourcing consultants, visual merchandisers, toy designers, bespoke products.

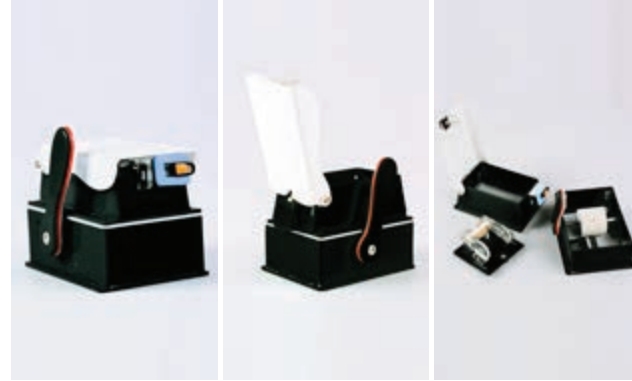


ON COMPLETION, YOU WILL RECEIVE

- Bachelor of Arts (BA)/Master of Arts (MA) from a foreign university with whom ARCH/PEARSON has an agreement.
- Pearson BTEC HND Level 5
- ARCH UG Level Diploma

COURSE CURRICULUM

PRODUCT DESIGN BTEC HND



YEAR 1

Common Foundation Studies in Art & Design

The Foundation Studies Programme is common to all BTEC programmes in design for undergraduates. The preparatory course aims to develop within students the aesthetic and social sense and sensibilities that go beyond learning the skills and techniques of a discipline. The content helps to evolve design perception, enrich conceptual thinking, understand design processes, and prepares one to challenge their own preconceptions through critical understanding and exploration of new ideas towards developing eventual solutions.

Elements & Principles of Design/ *Contextual Studies*/ Visual Communication and Representation Techniques (Nature Drawing / Human Figure Drawing/ Object Drawing/ Geometry/ Perspective Drawing/ Isometric Drawing/ Orthographic Drawing)/ Basic Photography/ Basic Material Studies/ Experiments in 3D Geometry/ Computer Fundamentals/ Ideas Generation and Development/ *Techniques & Processes*/ Design Process/ *Professional Development*/ *Individual Project (Pearson-set)*

Contextual Studies

- Discuss the social, historical and cultural context of key art and design movements, theories and practices.
- Analyse a specific work of art or design related to own area of specialism.
- Use primary and secondary research methods to investigate an area of practice, with consideration of research ethics .
- Present research findings, through written work, visually and orally.

Techniques & Processes

- Evaluate work in relation to an identified area of specialism in the creative industries.
- Evaluate a given brief to identify stakeholder requirements and areas for investigation and research.
- Explore concepts, materials and processes through experimentation and testing.
- Present a body of work that includes evidence of development process, as well as final outcomes.
- Assess own process and outcomes, based on reflection and feedback of others.

Professional Development

- Explore the creative industries professions, through research into historic and contemporary precedent.
- Discuss personal career goals in relation to the range of roles and subjects in the creative industries.
- Define personal development plans; highlighting areas to support specific career goals and general skills.
- Critically reflect on the achievement of personal development goals and plan for the future.

Individual Project (Pearson-set)

- Examine specialist area of creative practice within historical and contemporary contexts.
- Develop art and design solutions, through an iterative development process, in response to a given brief.
- Present an art and design solution, including a portfolio of development work, in response to a given brief.

YEAR 2

Critical Study in Art and Design

- Understand the historical evolution and visual characteristics of the work of artists and designers.
- Understand and apply appropriate methods of research and analysis
- Be able to apply the influences of historical, contemporary and contextual factors to own practice.
- Be able to synthesise research and present a professional and personal written study.

3D Practices

- Explore work of 3D practitioners through research into historic and contemporary contexts.
- Investigate 3D materials, techniques and processes to produce work; in response to a brief.
- Present 3D outcomes through display and interaction.
- Evaluate outcomes and working practices to inform future development.

Computer Aided Design (CAD)

- Discuss the role of CAD in different contexts and its influence on design and manufacturing processes in areas of specialist practice.
- Use 2D and 3D CAD software to produce visualisations and technical drawings.
- Present drawings and renderings, for a given project, produced using CAD software.
- Evaluate the way in which CAD software may integrate into production processes.

Materials & Structures

- Explore the use of materials and structure in specific art and design contexts.
- Evaluate material properties through research and testing.
- Select materials for a given art and design project, based on research and testing.
- Present a material strategy, in response to a brief, for a given art and design project.

Ceramic & Glass

- Evaluate contemporary and historic precedents through contextual research into ceramic & glass.
- Explore materials, processes and conventions through the production of ceramic & glass samples.
- Develop a design proposal for ceramic & glass artefacts, based on research and experimentation, in response to a brief.
- Present a collection of finished ceramic & glass artefacts, in response to a brief.

Professional Practice

- Review own skills and abilities in support of future employment or self-employment.
- Investigate business structures, legal frameworks and legislation to construct a business plan.
- Develop material to support future employment or self-employment.
- Present own skills, abilities and work to an employer or client.

Applied Practice Collaborative Project (Pearson-set)

- Evaluate own and group skills, in support of a collaborative team.
- Plan and manage a collaborative project, based on a Pearson-set theme.
- Present collaborative project outcomes, highlighting own contributions.
- Critically evaluate own work, and the work of others in a collaborative project.

YEAR 3

Advanced Product Design Studies

- Develop a strategic design approach; responding to design constraints and requirements, in relation to a brief.
- Illustrate the connections between product design and manufacturing in relation to a design strategy.
- Produce design prototypes, through analysis and testing, in support of a design strategy.
- Present development work and final product design proposal in response to a brief.

Styling

- Discuss the role and responsibilities of the stylist within the historical and contemporary creative industries."
- Analyse images to determine the editorial, branding or marketing approach.
- Develop an editorial, branding or marketing strategy in relation to a given product.
- Present a portfolio of styled images, in support of an editorial, marketing or branding strategy.

Branding and Identity

- Discuss the role of branding and identity through analysis of historical and contemporary contextual research.
- Evaluate a given brand to determine core values, mission and audience.
- Develop a style guide/branding guidelines for a given brand.
- Present a range of promotional material, using branding guidelines, in support of a given brand.

Creative Entrepreneurship

- Explore a creative opportunity, based on own skills and knowledge.
- Assess the viability of a creative opportunity, through analysis of market research.
- Present a business plan, for a creative venture, to a panel of potential stakeholders.

Evaluate the business plan, for a creative venture, based on stakeholder feedback and reflection.

YEAR 4 - B.A Degree Level 6

YEAR 5 - MA Degree Level 7

- International Degree Study Abroad Programme

Note : The contents and sequence of delivery are subject to change as per industry needs.

GRAPHIC DESIGN



GRAPHIC DESIGN

future development.

While the industry has grown over the last few years, it holds an even greater potential in terms of its impact on the Indian economy, through its direct contributions to employment, skills development as well as supporting a number of high-value ancillary industries. Applied and visual arts are also critical for enhancing key high-value industries such as cultural tourism, and improving India's cultural attractiveness and distinguishing its cultural identity.

The applied arts industry is a rapidly growing one. According to statistics, about half of art directors were self-employed in 2014, while 15% worked in advertising or public relations. Labour statistics projected an 8% increase in job opportunities in the field 2024.

Thanks to a global understanding of applied arts, the industry thrives well in the export arena and designers who are articulate and aware of world tastes and trends are in great demand to understand the buyer and their needs and be able to deliver appropriate design concepts and solutions.

INDUSTRY OVERVIEW

The Indian visual and applied arts market was estimated at around INR 14.6 billion in 2017. Arts – visual and applied - and culture continue to be resilient in India and globally.

Growing recognition of the applied arts over the past decade, driven by the success of an array of the creative industries, creative enterprise, artists and businesses has brought fresh attention to India and has laid a strong foundations for the economics of the applied and visual arts industry and its

PROGRAMME CONTENT B.A GRAPHIC DESIGN

In the Bachelor of Arts in Graphic Design, students explore historical and contemporary graphic contexts to develop understanding of how visual language is used to communicate with an intended audience, purchaser or user. They develop skills and understanding of the way in which aesthetic, social and cultural values underpin visual communication and their use by commercial visual communication.

Where possible, projects combine the analysis of others' use of visual language with practical and experimental work, and the resultant extracted meanings and methods are used to encourage learners to develop and apply analytical skills at a suitable level. Students are encouraged to identify the purpose of their communication, the meaning, message or information they wish to convey and the characteristics of their target audience and apply their skill and understanding of visual language to effectively communicate meaning to the intended audience.

In so doing, learners are encouraged to develop their own personal style and create visually interesting graphic work in a range of styles, produce independent visual material that is free of restraints of a defined communications task, and then adapt the work to perform a communication task.

Critiques of work and peer review provide a forum for considering the application of principles to practical work. After the successful completion of two years at ARCH Jaipur Campus, the final year (level 6) degree year is undertaken as an International Degree with a study abroad opportunity at a university/institution with which ARCH or PEARSON has an agreement.

**Industry Currently employs 0.4 million workforce in 2013
which is expected to reach 1.3 million by 2022**

CAREER OPPORTUNITIES

Graduates will engage with the industry in roles of Graphic and written Content developer for various Design Firms; Freelance Writers, Journalists, Reporters, Researchers, Trend Analysts, Curators; Copywriters, Columnists; Illustrator for Book Publishers, Newspapers, Lifestyle Magazines, Research Firms or Public Relations Firms; Graphic Artist, Visualiser, Art Director, Graphic Communicator for Media and Communication.

ON COMPLETION, YOU WILL RECEIVE

- Bachelor of Arts (BA)/Master of Arts (MA) from a foreign university with whom ARCH/PEARSON has an agreement.
- Pearson BTEC HND Level 5
- ARCH UG Level Diploma

COURSE CURRICULUM

GRAPHIC DESIGN BTEC HND



YEAR 1

Common Foundation Studies in Art & Design

The Foundation Studies Programme is common to all BTEC programmes in design for undergraduates. The preparatory course aims to develop within students the aesthetic and social sense and sensibilities that go beyond learning the skills and techniques of a discipline. The content helps to evolve design perception, enrich conceptual thinking, understand design processes, and prepares one to challenge their own preconceptions through critical understanding and exploration of new ideas towards developing eventual solutions.

Elements & Principles of Design/ *Contextual Studies*/ Visual Communication and Representation Techniques (Nature Drawing / Human Figure Drawing/ Object Drawing/ Geometry/ Perspective Drawing/ Isometric Drawing/ Orthographic Drawing)/ Basic Photography/ Basic Material Studies/ Experiments in 3D Geometry/ Computer Fundamentals/ Ideas Generation and Development/ *Techniques & Processes*/ Design Process/ *Professional Development*/ *Individual Project (Pearson-set)*

Contextual Studies

- Critically reflect on the achievement of personal development goals and plan for the future.
- Discuss the social, historical and cultural context of key art and design movements, theories and practices.
- Analyse a specific work of art or design related to own area of specialism.
- Use primary and secondary research methods to investigate an area of practice, with consideration of research ethics .
- Present research findings, through written work, visually and orally.

Techniques & Processes

- Evaluate a given brief to identify stakeholder requirements and areas for investigation and research.
- Explore concepts, materials and processes through experimentation and testing.
- Present a body of work that includes evidence of development process, as well as final outcomes.
- Assess own process and outcomes, based on reflection and feedback of others.

Professional Development

- Explore the creative industries professions, through research into historic and contemporary precedent.
- Discuss personal career goals in relation to the range of roles and subjects in the creative industries.
- Define personal development plans; highlighting areas to support specific career goals and general skills.

Individual Project (Pearson-set)

- Examine specialist area of creative practice within historical and contemporary contexts.
- Develop art and design solutions, through an iterative development process, in response to a given brief.
- Present an art and design solution, including a portfolio of development work, in response to a given brief.
- Evaluate work in relation to an identified area of specialism in the creative industries.

YEAR 2

Critical Study in Art and Design

- Understand the historical evolution and visual characteristics of the work of artists and designers.
- Understand and apply appropriate methods of research and analysis.
- Be able to apply the influences of historical, contemporary and contextual factors to own practice.
- Be able to synthesise research and present a professional and personal written study.

Typography

- Investigate the application of typographic practice in print and digital workflows.
- Explore typographic technologies and processes in specific contexts.
- Apply typographic principles and processes in meeting a brief.
- Present finished typographic outputs, for print and digital workflows.

Graphic Design Practices

- Apply research techniques to establish an awareness of context, related to a graphic design problem.
- Develop a graphic design brief, to meet client needs in a given context.
- Explore alternative solutions to a graphic design brief.
- Present a final graphic design solution to a client.

Packaging Design

- Explain how the functions of packaging impact on its design, with reference to historical and contemporary precedent.
- Evaluate the requirements for packaging in response to a brief.
- Develop packaging prototypes in support of a given product.
- Present a product packaging strategy for a given product.

Visual Narratives

- Analyse how visual narratives are used across a range of media to tell stories.
- Explore the codes and conventions relevant to visual narratives.
- Present a visual narrative to an identified audience.
- Evaluate the effectiveness of storytelling in a visual narrative.

Professional Practice

- Review own skills and abilities in support of future employment or selfemployment.
- Investigate business structures, legal frameworks and legislation to construct a business plan.
- Develop material to support future employment or self-employment.
- Present own skills, abilities and work to an employer or client.

YEAR 3

Applied Practice Collaborative Project (Pearson-set)

- Evaluate own and group skills, in support of a collaborative team.
- Plan and manage a collaborative project, based on a Pearson-set theme.
- Present collaborative project outcomes, highlighting own contributions.
- Critically evaluate own work, and the work of others in a collaborative project.

Advanced Graphic Design Studies

- Investigate the relationship between design development, final output and use.

- Develop a graphic design proposal, based on client requirements and design constraints, in response to a brief.
- Produce graphic design prototypes, based on research and analysis, in support of a design strategy.
- Present a body of graphic design work, including development and design solutions, in response to a brief.

Web Design

- Discuss the purposes of digital content delivery systems and key UI features.
- Write code to create and style interactive digital content prototypes, in response to a brief.
- Optimise, validate, and organise digital content for delivery via the Internet.
- Evaluate digital content presented through a web browser.

Branding and Identity

- Discuss the role of branding and identity through analysis of historical and contemporary contextual research.
- Evaluate a given brand to determine core values, mission and audience.
- Develop a style guide/branding guidelines for a given brand.
- Present a range of promotional material, using branding guidelines, in support of a given brand.

Creative Entrepreneurship

- Explore a creative opportunity, based on own skills and knowledge.
- Assess the viability of a creative opportunity, through analysis of market research.
- Present a business plan, for a creative venture, to a panel of potential stakeholders.
- Evaluate the business plan, for a creative venture, based on stakeholder feedback and reflection.

YEAR 4 - B.A Degree Level 6

YEAR 5 - M.A Degree Level 7

- International Degree Study Abroad Programme

Note : The contents and sequence of delivery are subject to change as per industry needs.

Admission Guideline

ARCH College of Design & Business conducts AIEED (All India Entrance Examination for Design) for Undergraduate & Postgraduate courses in Design. AIEED tests the creativity, design sensitivity & aesthetic sense of students seeking careers in the various fields of design. It also tests the logical reasoning & problem-solving aptitude of the student. ARCH invites application for courses mentioned AIEED 2019 towards its Undergraduate & Postgraduate courses for the Academic Year 2019-20.

UNDERGRADUATE (UG) INTERNATIONAL DEGREE COURSES

Bachelors of Arts (B. A)

BTEC HND in:

Fashion Design

Interior Design

Product Design

Graphic Design



Accredited to
Pearson BTEC

ELIGIBILITY CRITERIA		
Course	Qualification	Marks Required
Under Graduate	<ul style="list-style-type: none"> Students who have Appeared for/ Cleared Class 10+2 (CBSE/ICSE/IB/ State Board/NIOS or equivalent as per UGC Guidelines) are eligible to write AIEED Exam. Class 10+1 Students can also write AIEED 2019. Qualifying students will be eligible for direct admission in the academic year 2020 after clearing the 3rd & last stage of the exam (as described below). PTE (Pearson Test of English (Academics) or IELTS Exam to be cleared within 1 year of course commencement for progression to UK University 	50% or Above

TEST FORMAT (UG Courses)

STAGE I General Aptitude Test (GAT)

MODE: ONLINE
Duration: 2 hours
Choose any one Time Slot:
10:00 am to 12:00 Noon
1:00 pm to 3:00 pm
4:00 pm to 6:00 pm

STAGE II Creative Aptitude Test (CAT)

MODE: ONLINE
Duration: 3 hours
Choose any one Time Slot:
10:00 am to 1:00 pm
2:00 pm to 5:00 pm
6:00 pm to 9:00 pm

STAGE III - INTERACTION & INTRODUCTION TO YOURSELF (Video, Portfolio & Interaction)

STEPS:

- Make a VIDEO of YOURSELF while answering the given questionnaire.
- Use a cellphone camera, or any other camera available, to take a video.

- You can speak in English or Hindi, whichever is comfortable for you.
- Upload images of your Portfolio + the Video of Yourself to Google Drive and share with admission@archedu.org
- Personal Interaction will be scheduled after receiving the Video & Portfolio. Student can appear for same either Online (Skype) or at ARCH Campus

RESULT DECLARATION

After successfully completing the AIEED process, students shall be provided with the Result through Email and Selection Letter sent on their Postal Address provided while applying for AIEED

Admission would be confirmed after deposition of fees and document verification as per the dates mentioned in selection letter.

SELECTION CRITERIA (UG & PG)

The selection of candidates is strictly merit based. The cumulative performance in all parameters mentioned below will be considered for the final selection of candidates.

- Performance in past education & verification of documents
- AIEED exam result (combining all stages of examination)

APPLYING FOR AIEED

- Keep Soft copy of Colour Photograph along with 10th, 12th Mark sheet ready while applying. Students need to upload

the above-mentioned photographs and documents in the application form. Candidates appearing for the class 12th exam can also apply and submit mark sheets later.

- Visit www.archedu.org or www.aieed.com and register by filling the AIEED application form.
- On successful competition of application and payment of Application fee an automated EMAIL and SMS confirmation will be sent on registered contact number and email add.
- Choose a suitable time and date for appearing for GAT and CAT.
- Please note a maximum of 3 days gap is available between GAT & CAT
- Student can appear for AIEED from place of their choice (Home or Cyber Cafe).
- Date of GAT or CAT once selected cannot be changed without valid reason.
- Student needs to appear for the Personal Interaction on the given date and time.

HOW TO MAKE PAYMENT for Application Form

The application fee is INR 3000/- only, which can be paid by choosing any of the following options.

- Pay either using Debit/Credit Card & use our Online Payment Gateway if you wish to make Online payment
- Demand Draft: The demand draft mentioning your name and phone number at the back, drawn in favour of "ARCH Educational Society" payable at

Jaipur is to be sent to ARCH College of Design & Business, Plot. No 9, Govind Marg, Malviya Nagar, Jaipur 302017.

PS: Students who wish to pay via DD need to enclose a printout of filled application form + 2 photographs of self + copies of qualification mark sheets of 10th, 12th.

3. Payment in Bank of India branch Students paying through Bank of India are required to submit the scanned copy of the receipt and personal details (name, course, phone number) on admission@archedu.org for reference.

The bank details are as follows

BANK OF INDIA
M.I. Road Branch, Jaipur
Payable to ARCH Educational Society, Jaipur
A/C No. 660020100003311
RTGS/IFSC Code - BKID0006600
PAN No. AAAAA1934C

4. CASH: Application form can be purchased from ARCH campus, Jaipur by paying Rs. 3000 in Cash & fill and submit the same.

Once we receive a completed application form with payment, an auto-generated email will be sent to the student, mentioning your successful completion of application and payment.

HOW TO TAKE THE AIEED EXAM

Refer to Test Format for UG & PG Courses For any more information or query you can write to admission@archedu.org or call on **09414070678**



#ADESIGNTHINKER

ARCH College of Design & Business
9, Govind Marg, Malviya Nagar Inst. Area
Malviya Nagar, Jaipur-17

Toll Free :1800 3070 0626
Phone : 9414070678