Post Graduate Certificate in Academic Practice 2020-21

MODULE 2

Curriculum Design, Evaluation & Assessment (Learning Architect)

A REFLECTIVE ESSAY ON EVALUATION AND DEVELOPMENT OF A MODULE: CONSTRUCTIVE ALIGNMENT

Manasee Kakkad

Faculty Id: 303800547

Learning Set: Jiddu K

Pearl Academy, Mumbai

The following essay is a critical analysis of a module in PG Interior Design and styling curriculum being currently delivered at Pearl Academy. The essay evaluates the module on basis of literature on curriculum development. It further analyses and critiques the module intent, teaching-learning activities along the assessment tasks. The essay also proposes recommendations to the said module to align the structure of learning to the teaching & assessment strategies.

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1. Introduction

Over the years we have witnessed education systems evolve in multiple ways. “For too long, pedagogical practices were teacher-centered, with no real concern for the student or what he was expected to do.” (Livingstone, 2014, p. 19). Most of us have been a part of this education system in one way or the other from being a receiver (student), or a facilitator (teacher). Biggs & Tang, 2011, states how the turn of the century has had dramatic changes in higher education. They further add how “student diversity and a higher rate of participation have altered the modes of delivery and the mission of higher education.” Students are now looking at higher education to support and enhance their employability prospects. They come with clear focused expectations from the course and its delivery. “This has led to a major push towards teaching on professional and vocational programs.” (Biggs & Tang, 2011). Owing to this educators and institutions are constantly reviewing curriculum and updating methods of teaching and learning to maximize teaching effectiveness.

Traditionally teachers planned their teaching based on, what content needs to be covered and what teaching activities will support the delivery of the content. This made the teacher the center point of the classroom, with perhaps no focus on the student. The effectiveness of this method was left to the student's capacity to absorb the content and the use of low cognitive skills to complete the tasks. This possibly created an environment leading to a surface approach[1] in learning. Educators have long pressed for the need to eliminate surface approaches in favor of encouraging deep approaches[2] to learning. (Ramsden, 2003; Biggs & Tang, 2011).

To encourage a deep approach to learning, there is a necessity to shift the focus on the students. As stated by Tyler (1949, p. 63) “Learning takes place through the active behavior of the student: it is what he does that he learns, not what the teacher does.” This has led educational institutes to explore and adapt to multiple practices that are student-centered. One such practice is “Outcome-based teaching-learning (OBTL)[3]. OBTL is a student-centered instruction model that emphasizes student performance through outcomes. Outcomes are defined as statements that indicate what the students are expected to be able to do at the end of the module.

The PGCAP “boot camp 2” helped give a deeper understanding of teaching based on learning outcomes and the process followed by Pearl Academy to develop and design its courses. It furthermore introduced the concept of constructive alignment. Designed by John Biggs (1996), constructive alignment is an OBTL approach that aligns teaching and learning activities to the intended learning outcome. Livingstone, (2014, p. 18) recommends constructive alignment as “not only the answer to this student diversity but is also the way to respond to the growing concern of 21st-century learning and teaching.”

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[1] **Surface Approach:** Involves simply 'scraping the surface' of the material being studied, without carrying out any deep processing of the material. **“**The surface approach arises from an intention to get the task out of the way with minimum trouble, while appearing to meet course requirements.” (Biggs & Tang, 2011, p. 24)

[2] **Deep approach:** A deep approach to learning concentrates on the meaning of what is learned. “The deep approach arises from a felt need to engage the task appropriately and meaningfully, so the student tries to use the most appropriate cognitive activities for handling it.” (Biggs & Tang, 2011, p. 26)

[3] **Outcome-based teaching-learning (OBTL) :** “Outcomes-based Teaching and Learning (OBTL) is a curriculum design framework to teaching and learning that helps focus on “first identifying the intended outcomes or goals of a module or programme and then aligning teaching, learning, and assessment to maximise the likelihood that students achieve those outcomes.”

1.1 Constructive Alignment

As discussed good education system should ensure all aspects of teaching, learning and assessment support a deep approach in learning. Constructive alignment (CA) is such a system. 'Constructive alignment' has two parts to it as illustrated in Fig 1

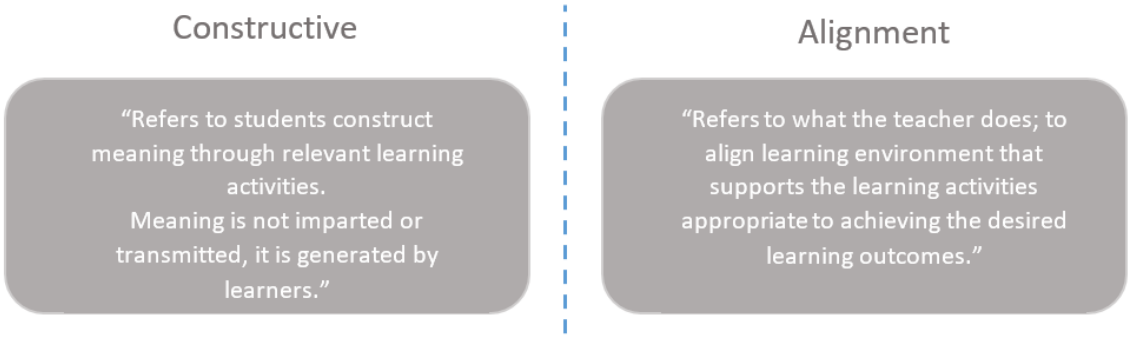

Fig 1 Two aspects of Constructive alignment Adapted from Biggs & Tang (2011)

Articulated by Biggs (1996), the basics of CA was formulated by Tyler (1949) and elaborated by Shuell (1986, p. 429) as*, "If students are to learn **desired outcomes** in a **reasonably effective manner**, then the teacher's fundamental task is to **get students to engage in learning activities** that are likely to result in their achieving those outcomes ...It is helpful to remember that **what the student does** is more important in determining what is learned than what the teacher does."*

The basic model of constructive alignment suggests an association between three key aspects; desired outcomes, teaching methods, and assessment tasks. (Illustrated in Fig 2)

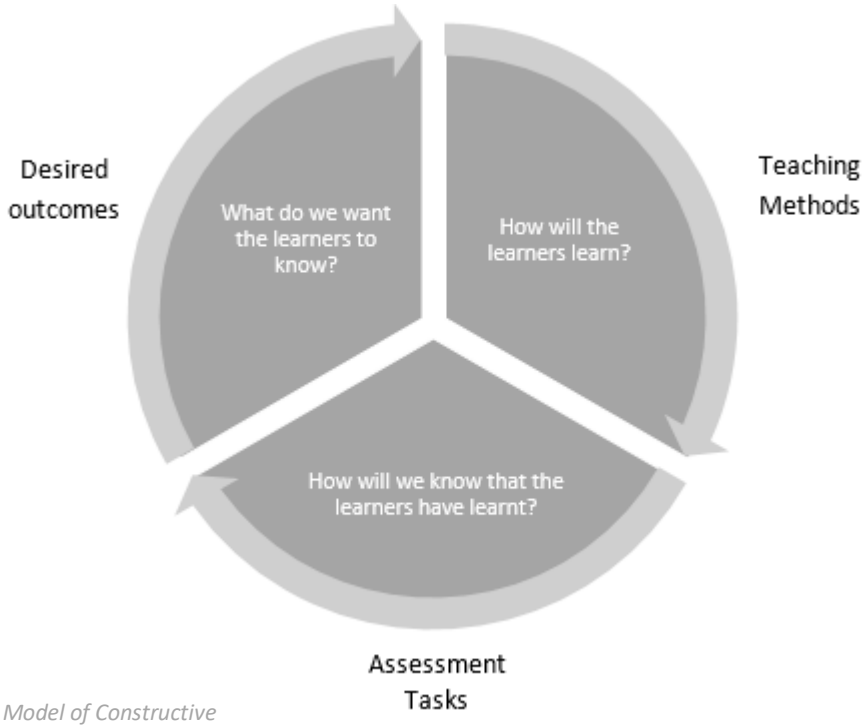

Fig 2 Basic Model of Constructive Alignment. Adapted from Biggs (1996)

Thereby constructive alignment works on developing teaching and learning activities, and assessment tasks, that directly address learning outcomes more often referred to as "intended learning outcomes

(ILOs)"[4]. This requires class activities to be specifically planned to generate actions that can lead students to achieve the learning outcomes, which traditional class lectures, tutorials, and examinations may not help to achieve.

Constructive Alignment can furthermore be considered as an "approach to **curriculum design** that optimizes the conditions for learning, where the teaching activities of the teacher and the learning activities of the student are both directed towards the same goal." (Livingstone, 2014, p. 23).

1.2 Curriculum Design and Module Development

The curriculum is an umbrella term signifying the totality of the learning experience. More specifically, "Curriculum can refer to the total structure of ideas and activities developed by an educational institution to meet the learning needs of students and to achieve desired educational aims." (Rowntree, 1981). The key components of a curriculum are the goals and objectives, content, method, and evaluation system. Viewing the benefits of OBTL, many educators start the curriculum design planning with the intended learning outcomes and work backward. While the intention is to work with what the students need to achieve at the end of the module, multiple factors influence the eventual learning outcomes. (Fig 3)

Fig 3. Basic Factors determining the Module learning outcomes. (self drawn)

Given the above, it is evident that there are varying factors that directly affect the learning outcome and indirectly impact the constructive alignment thereafter. To maintain consistency in module development, Moon (2003) developed a crucial tool to check the design of the module. Called the "basic map of module development" (Moon, 2005), it is a valuable model for confirming the relationships and workflow processes in developing linked learning outcomes, assessment criteria, and learning strategies. (Annexure 9)

The model in itself embeds constructive alignments where it aligns assessment tasks and teaching strategy to learning outcomes. (see Fig 4). Additionally, "A teaching strategy, on this model, is seen

[4]**Intended learning outcomes (ILOs) :** "Intended learning outcomes,commonly shortened to learning outcomes, are used to express what it is expected that students should be able to do at the end of the learning period" (Kennedy, 2006, p. 18). Detailed listing of particular knowledge, skills and attributes that learners are to achieve throughout the process. (Livingstone, 2014, p. 20)

as being designed with assessment processes, providing the support necessary to enable the students to be successful in attaining the threshold indicated in assessment criteria." (Moon, n.d., p. 3)

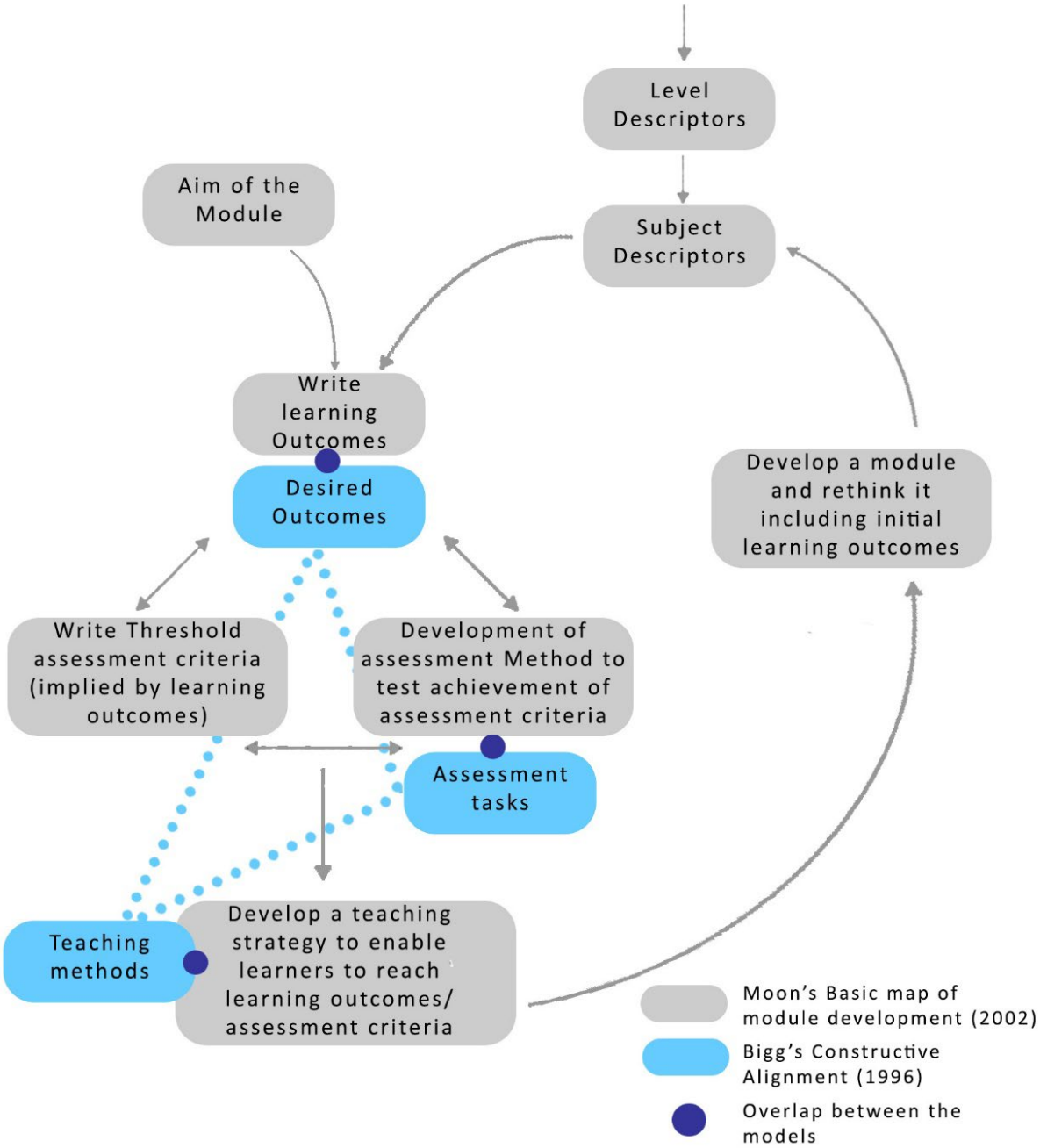

Fig 4. Biggs (1996) Constructive Alignment embedded in Moon's (2002) Basic map of module development

The above model not only helps develop or design a module but also serves as a great tool to analyze and assess an existing module with a clear rationale to suggest changes. The following essay uses this framework to reflect on a module currently run in the PG Interior Design and Styling course at Pearl Academy. The essay aims to reflect upon, analyze and critique the module design, learning outcomes, and its alignment within the larger framework of course design.

2. PG Interior Design and Styling

This Post Graduate course in Interior Design & Styling (PGIDS) is a two-year course split into four semesters. "The pathway explores the interactions between people and their cultures, emotions, and activities through various social functions of living, working, resting, and playing." (Pearl Academy, 2019). On successful completion of the two-year PG program, a student is awarded a Post Graduate Professional Diploma from Pearl Academy.

2.1 The course

Open to students across all fields of graduation the PGIDS course "has been designed to impart a conceptual and technical understanding of the subjects and also the industry-specific skillset required for long term success." (Pearl Academy, 2019). The course is a part of Pearl Academy's Interior Design vertical which falls under the School of Design. Currently, run across its 4 campuses (Bangalore, Delhi, Jaipur, and Mumbai) the course is validated by Istituto Europeo di Design, Milan.

The course follows a simple structure (Fig 5) of 4 modules per semester. Each semester displays a fine balance of studio, theory, and skill-based modules. As students progress into higher semesters teaching content moves from simple design processes to complex processes addressing large scale projects. The teaching and learning approach focuses on the "integration of technical, functional, theoretical, materials, aesthetics, and creative processes of design, with a strong emphasis on critical thinking, independent learning, and both social and ecological consciousness." (Pearl Academy, 2019).

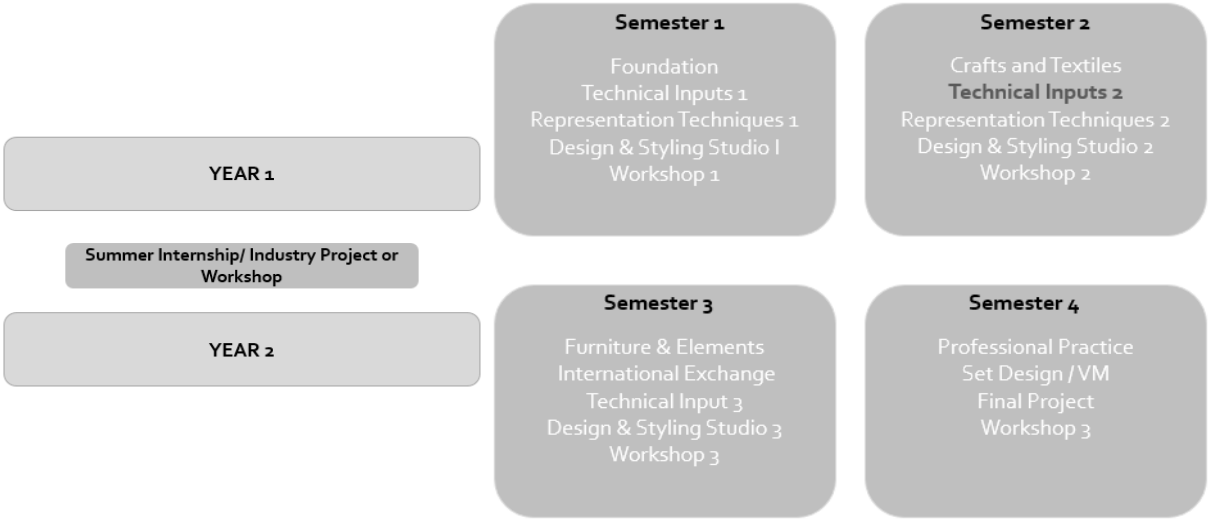

Fig 5. PG Interior Design and Styling Course Structure, Adapted from PGIDS contextual Document (Pearl Academy, 2019). *Refer Annexure 1*

2.2 The learners

Considering this is a PG-level course, the average age of the learner varies between 22-26 years old. Traditionally the course has seen a mixed group of students of varying age groups coming from a wide range of social, economic, and academic backgrounds. The students are generally mature and focused. They come with clear expectations and wish to apply the learning immediately in their professional

life upon completion of the course. In the Course committee meets (CCM)[5] it has been discussed basis observation that students take a deep interest in the modules and activities that have industry connect and hands-on activity in them. PGIDS are also has seen larger student involvement in multiple design competitions and industry collaborative events. It is evident that the students are self-motivated and use the platform to build and foster their industry network and can open employability options in the future.

2.3 The Module

The module chosen for evaluation is Technical inputs 2 (refer to fig 5 for placement within course structure). This is a core module to the PG Interior Design and Styling course (year 1 semester 2). "The module aims to develop an advanced understanding of the construction techniques, materials, and finishes related to the Interior Design & Styling Industry and application of this understanding in residential/commercial spaces." (Pearl Academy, 2019). The module predominantly focuses on the technical aspects of the profession and helps build critical knowledge towards Interior design and its execution.

While, I have been involved in discussions leading to the preparation of Module descriptors; the module outline, module learning outcomes, teaching strategy, and assessment criteria have been written by my senior colleagues. I have taught this module independently across both mediums online and Face to face at the Mumbai campus and hence have direct experience with delivery and assessment for the module across two consecutive years. This has given me a fair experience and adequate data to analyze the module, its assessment, and student experience.

Reflection on the module

Being a technical module involving details and specifications it is not always greeted with excitement as a design-based module. The module has two parts to it, class-based theory and field/industry visits. The students are enthusiastic about field visits and getting hands-on experience, which was particularly challenging when we ran the module online due to the ongoing pandemic. The module is preceded by Technical Inputs 1(semester 1) and followed by Technical inputs 3 (semester 3), thereby making it a vital link between semester 1 and semester 3. (see Annexure 6)

Additionally, the module is crucial from an industry and employment perspective. In the past two years, technical work done by the students' has received encouraging feedback from the external examiners[6] (Annexure 7 and 8). The examiners have continuously stressed the importance of technical work within the student portfolios and have been delighted to see the same well achieved by the students (Annexure 7). Their interaction with the students stated how "Technical drawing skills are developed and very well appreciated by the students". They further added the need for "continuous technical support which is very helpful to the students, and how student projects demonstrate the same as well achieved" (Annexure 8)

While the feedback states the success of the module, the process of being a reflective practitioner encourages timely reflection to help enhance and elevate the quality of teaching and learning. Moon

[5] **Course Committee Meets (CCM) :** Course Committee Meeting is conducted twice a semester led by the course leader and attended by students, academic governance, and student development and support representative. This is an open forum for students to; expresses concerns and give feedback towards the course. (Pearl Academy, 2020)

[6] **External examiners :** External examiners are academicians or industry professionals appointed by the institute. Their key functions are to contribute to the assurance of the standards of awards and to ensure that students are treated fairly in the assessment process.

(2005) suggests how "evaluation can help reinstate the reliability of data and defined techniques" to further enrich a successful system. Considering the same, it was worthwhile to evaluate this module to help identify best practices and explore possibilities to further boost the module delivery and outcome.

3. Module Evaluation

Module evaluation is not a linear process and is influenced by multiple factors and documents as seen in Ch. 1.2. The Chapter already identified **"Constructive Alignment (Bigg's 1996) embedded in Moon's (2002) Basic map of module developmen**t" as the core framework under which the module will be evaluated.

Additionally, every institute has its set of core documents and best practices, "Such practices, which are evolved internally by the institution lead to improvements in any one aspect of its functioning – academic, administrative or organizational". (Pearl Academy, 2020).

Few such resources that influence module designs at Pearl Academy are listed below.

Pearl Academy Document/ Best practices	
Graduate Profiles/ Graduate attributes	Graduate profiles are descriptions of attributes, or knowledge, skills, and attitudes, which a university community intends its graduates will develop through theirs. "Graduate outcomes guide the design of the intended learning outcomes for the program and its constituent courses." (Biggs & Tang, 2011, p. 11)
Contextual document	A key document that presents the course case with rationale, principle aim, special features, and course description.
Module Outline	A crisp document that summarises key information about the module which includes module title, credit value, aims, intended learning outcomes, and assessment methods.
Module Descriptor	An elaborated version of the module outline that highlights and details the assessment and grading along with a detailed lesson plan
Feedback form & rubrics	Feedback form is a student facing document issues to students helping them understand their evaluation towards an assessment. Feedbacks are generally accompanied by a rubric. A rubric is a set of criteria used for assessing a particular type of work or performance
External Examiners Report	External Examiners reports and feedback
Validators Report	Validators Examiners reports and feedback
Course Committee Meetings (CCM)	Course Committee Meeting is conducted twice a semester led by the course leader and attended by students, academic governance, and student development and support representative. This is an open forum for students to expresses concerns and gives feedback towards the course.
Course Team Meeting (CTM)	Course Team Meeting is conducted once a year led by course leaders and attended by the entire course team. The meeting evaluates the academic year went by and the plan of action for the coming year. Crucial team discussions basis on examiners' reports and strategy for the coming academic year are discussed.

Fig 6. Institutional documents and practices that influence the design of the module (Pearl Academy, 2020)

The module evaluation will refer to the above multiple institutional documents and practices that influence the design of the module starting with the module aim.

3.1 Module Aim

"The aim of a module or program is a broad general statement of the teaching intention, i.e. it indicates what the teacher intends to cover in a block of learning. " (Kennedy, 2006, p. 22). According to Moon, (2005, p. 17) "an aim intends to be written in terms of the teaching intentions or the management of the learning".The aim thereby sets the tone for the module to be developed. It is also essential that the aim for the module aligns itself to the larger course aim.

"An aim can be a statement of **general teaching intention** and **coverage**, as well as indicating the **content of the module** and **its relationship** to other learning or the whole program" (Moon, 2005, p. 63)

The aim described in the module outline (refer to Annexure 2) and module descriptor (refer Annexure 3) is as follows :

Module Aim	**Dissecting current aim**
"Developing an understanding of materials and finishes; construction processes & methods required in interiors and Representation by drawings are the focus of the module. Students will learn about interior construction components and their details. They will develop a critical appreciation of construction techniques, principles, processes, and procedures. Students will manipulate materials and finishes for interiors and understand applicable construction techniques and methods. They will learn methods and techniques of representation in interior construction."	**General teaching intention (What)** Developing an understanding of materials and finishes; construction processes & methods required in interiors Representation by drawings **Coverage (How)** Students will learn about interior construction components and their details. Students will develop a critical appreciation of construction techniques, principles, processes, and procedures Students will manipulate materials and finishes for interiors and understand applicable construction techniques and methods. They will learn methods and techniques of representation in interior construction. **Content of module and its relationship (Why)** A direct statement is missing

Additionally, Moon (2005, p. 63) states that "Aims do not need to be long statements, and they should certainly take up less space on any form of module description than the learning outcome statements."

On observations, it is noticed the aim is long, descriptive, and partially repetitive. It also covers an extensive list of elements on how the intent will be achieved but lacks an understanding of justifying the aim (why) to the course content. Additionally, the language used to communicate lacks simplicity, which might leave the reader confused.

Based on understanding and analysis, the module aim is recommended as below,

Module Aim	**Recommended aim**
"Developing an understanding of materials and finishes; construction processes & methods required in interiors and Representation by drawings are the focus of the module. Students will learn about interior construction components and their details. They will develop a critical appreciation of construction techniques, principles, processes, and procedures. Students will manipulate materials and finishes for interiors and understand applicable construction techniques and methods. They	**The module aims to develop an understanding towards critical appreciation of advanced materials, finishes, and construction processes followed in interior design. It will further equip students to manipulate materials and finishes and apply these learnings towards the right representation of applicable construction drawings and techniques.**

will learn methods and techniques of representation in interior construction.“	

To conclude the aim was shortened, simplified, and structured to answer the why, what, and how of the module and set the stage for learning outcome to follow. As Moon (2005, p. 50) states that “the role of the aim in module development is to provide direction and orientation in terms of content for the writing of learning outcomes”.

3.2 Intended Learning outcomes

As mentioned earlier, the intended learning outcomes describe the attributes and capabilities that students should be able to display upon completion of the course, they must indicate the behavior of the learner that is to be tested and focus on what the students will learn, rather than on how the instructor will structure their learning (Ramsden, 2003). The Council of Europe (2002) adds that “the principal question asked of the student or the graduate will therefore no longer be “what did you do to obtain your degree?” but rather “**what can you do now that you have obtained your degree?”.** This makes “learning outcomes one of the essential building blocks for transparent higher education systems and qualifications” (Adam, 2004, p. 3)

Fig. 3 (pg.6) illustrates the factors that determine and influence the intended learning outcomes. For a successful course design, the intended learning outcomes (Module learning outcomes - MLO in this case) should be derived from the level descriptors[7](semester learning outcome) and course learning outcomes (CLO). CLO’s have their origin in the Academy's Graduate attributes (Annexure 11). The module Outline (Annexure 2) already shows the mapping of CLO to MLO. The same has been collated in the table, with key links highlighted (see annexure 4). The PG Interior Design and Styling course also follow an IREPE[8] system of grading. Annexure 4 shows existing IREEP alignment to the MLO’s

It is evident as seen in annexure 4 that there is a clear connection between the CLO’s and MLO’s, thereby confirming that the module learning outcomes are aligned and mapped to the overall outcomes of the course.

Anatomy of learning outcome

We are well aware that “Learning outcomes are statements of what is expected that the student will be able to do as a result of a learning activity.” (Jenkins & Unwin, 2001). Since they directly indicate what the student is expected, it is important to not only frame them right but ensure they communicate the right intent. According to Moon (2005) “a well-written learning outcome is likely containing the following three components” specified in Fig 7.

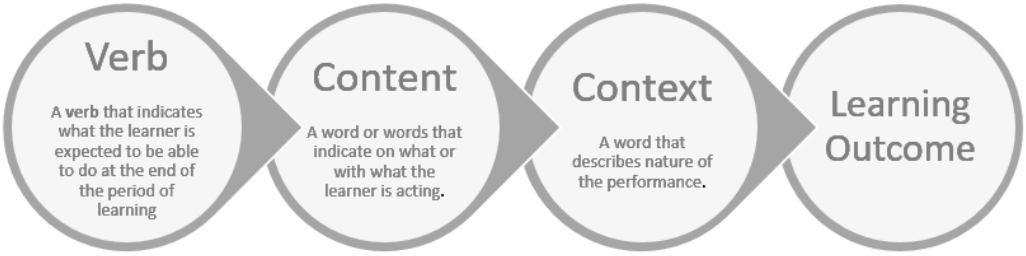

Fig 7. The components and language of learning outcomes Adapted from Moon (2005, p. 54)

[7] **Level descriptors**: are generic statements describing the characteristics and context of learning expected at each level against which learning outcomes and assessment criteria can be reviewed in order to develop modules and assign credit at the appropriate level. (Gosling & Moon, 2001)

[8] **IREPE:** The grading rubric is aligned to the criteria of **I**deation, **R**esearch, **E**xecution, **P**resentation and **E**ngagement.

Furthermore, Benjamin Bloom[9] has further simplified the task of writing a learning outcome. Bloom's most famous contribution to education was, what is now commonly referred to as Bloom's taxonomy (Bloom, et al., 1956) (see annexure 10 for a detailed understanding of the taxonomy). "The taxonomy describes how we build upon our former learning to develop more complex levels of understanding." (Kennedy, 2006, p. 26). It is essential to align the learning outcomes to the level of understanding that the learner is expected to achieve. The student performance can be assessed by incorporating the right "verb" while writing the learning outcome.

The following table identifies the anatomy of existing learning outcomes as per Moon(2002) and the application of Bloom's taxonomy to help identify at what level of the cognitive domain the components of learning are taking place.

Criteria	**MLO**	**The verb indicates what the learner has to do.**	**The words that indicate on what or with what the learner is acting.**	**The words that describe the nature of the performance.**	**Level of the cognitive domain as per "Bloom's Taxonomy"**	**Observations**
Research	Evaluate, analyze and reflect on the functions and application of technology/construction, materials, finishes their uses/application for horizontal and vertical surfaces; study and collate market trends and availability issues related to the interior design and styling industry	Evaluate, Analyze Reflect	On the functions and application of technology/construction, materials finishes their uses/application for horizontal and vertical surfaces	collate market trends and availability issues	Evaluate Analyze	Addresses two levels of cognitive domains (analyze and evaluate) Multiple verbs used in LO The Lo is long and a few elements are repeated. There are two distinct learning outcomes clubbed in one.
Execution	Plan, source, select, use and manage data and appropriate technology and technical concepts/construction techniques relevant to the interior design and styling industry, whilst demonstrating awareness of current and new technologies, construction, materials, procedures, and processes within the interior design and styling field	Plan, Source, Select Manage	Data and appropriate technology and technical concepts/construction techniques relevant to the interior design and styling industry,	demonstrating awareness	Understand	Multiple verbs are used in LO, which needs to be simplified. The LO is long and a few elements are repeated which can be clubbed into one for simple communication. Considering this to be a PG-level course, a higher level of cognitive skills within the "understand" domain can be considered.

[9] **Benjamin Bloom** (1913 – 1999): "American educational psychologist, who made significant contributions to the classification of educational objectives and the theory of mastery learning" (New world Encyclopedia contributors, 2016)

Presentation	Communicate and articulate information clearly and effectively and demonstrate proficiency in presenting data/working drawings and technical information related to the given brief	Communicate Articulate	Presenting data/working drawings and technical information	clearly effectively, demonstrate proficiency	Application	The LO is long and few elements are repeated which can be clubbed into one for simple communication. .
Engagement	Study, learn, and practice work ethics and values associated with professionals in the industry, while working cooperatively and collaboratively in a team or independently in all situations	Learn Practice	Work ethics and values associated with professionals in the industry	cooperatively collaboratively in a team or independently	Knowledge/ Remember	The LO is long and few elements are repeated which can be clubbed into one for simple communication Study and learn are low cognitive skills verb within the Domain of application. Considering this is a PG level course replacing the same with high cognitive skill verb can be considered

On basis of the of study and analysis, it is observed that,

1. The set learning outcomes and long and have more than one verb, Gosling and Moon (2001, p. 20) strongly advise on "keep learning outcomes simple, normally use only one sentence with one verb in each outcome and avoid unnecessary jargon. Occasionally more than one sentence may be used for clarity."The learning outcomes are not only long but also have multiple verbs. This can lead to a lack of clarity amongst the readers.
2. The range of verbs used in the learning outcomes shows an application across five domains of "Bloom's Taxonomy" (1956), (remember, apply, understand, analyze and evaluate). Being a technical module (theory-based) and running at semester 2, justifies the missing highest order of cognitive skill (create).
3. The learning outcome of research caters to two domains of cognitive skills which can be simplified to align with the course contextural document (2019) which states "Semester 2 develops further understanding, knowledge, and skills required for interior design and styling. Students need to establish the importance of visualizing, conceptualizing, and realizing design ideation through a process of exploration and experimentation."

Working with the above observations and analysis the following changes are recommended to the existing learning outcomes.

Original Module learning outcomes	**Observations**	**Suggested Level of the cognitive domain as per "Bloom's Taxonomy"**	**Recommended module learning outcomes**
Evaluate, analyze and reflect on the functions and application of technology/construction, materials, finishes their uses/application for horizontal and vertical surfaces; study and collate market trends and availability issues related to the interior design and styling industry *(Research)*	Addresses two verbs of higher cognitive domains (analyze and evaluate). But the LO Hints towards studying and collating data as well Multiple verbs used in LO The Lo is long and a few elements are repeated. There are two distinct learning outcomes clubbed in one.	Analyze Understand	1. Analyse and reflect on treatments of interior surfaces (materials, finishes, technology, and constructional details) 2. Study market trends to collate information towards advanced material application in interior design
Plan, source, select, use and manage data and appropriate technology and technical concepts/construction techniques relevant to the interior design and styling industry, whilst demonstrating awareness of current and new technologies, construction, materials, procedures, and processes within the interior design and styling field *(Execution)*	Multiple verbs are used in LO, which needs to be simplified. The LO is long and a few elements are repeated which can be clubbed into one for simple communication. Considering this to be a PG-level course, a higher level of cognitive skills within the "understand" domain can be considered.	Apply	Identify and apply appropriate technical concepts whilst demonstrating awareness of practical aspects of interior design. (new technologies, construction details, materials, and processes)
Communicate and articulate information clearly and effectively and demonstrate proficiency in presenting data/working drawings and technical information related to the given brief *(Presentation)*	The LO is long and few elements are repeated which can be clubbed into one for simple communication.	Apply	Communicate and articulate data efficiently to effectively demonstrate proficiency in presenting working drawings and technical information
Study, learn, and practice work ethics and values associated with professionals in the industry, while working cooperatively and collaboratively in a team or independently in all situations. *(Engagement)*	The LO is long and few elements are repeated which can be clubbed into one for simple communication Study and learn are low cognitive skills verb within the Domain of application. Considering this is a PG level course replacing the same with high cognitive skill verb can be considered	Knowledge/ Remember	Work cooperatively and collaboratively as an individual or member of a group to Identify and practice work ethics, values associated with professionals in the industry.

3.3 Teaching-Learning and Assessment task (TLA).

As per Toohey (1999), the best way to help students realize how they attain learning outcomes is by evidently setting out the assessment techniques and the assessment criteria. This needs to be well supported by the teaching and learning activities that direct students towards achieving the learning outcomes. This configuration is crucial for "constructive alignment", "connection between teaching, assessment and learning outcomes helps to make the overall learning experience more transparent and meaningful for students" (Kennedy, 2006, p. 58). Ramsden (2003) adds "From our students' point of view, assessment always defines the actual curriculum". This is well illustrated by Biggs (2003b) in Fig 8

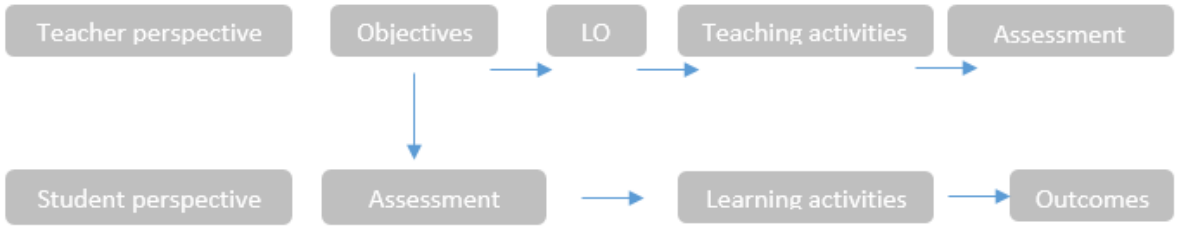

Fig 8. "Different representations of teacher and student perspectives (Biggs , 2003b, p. 3)

Considering the two perspectives (teacher and student), it is important to note that students "will learn what they think they will be assessed on, not what may be on the curriculum or even what has been covered in lectures" (Kennedy, 2006, p. 60). To reinstate this and get a deeper understanding of a student perspective, a focus group discussion was conducted amongst students who have finished the module. (Annexure 12). The feedback from the students led me to look at the assessment task within the module descriptor.

The module outline (Annexure 2) for technical inputs, defines 2 clear tasks with specific learning outcomes aligned to them. Based on student inputs and further analysis, it was observed that the language and composition of the assessment task did not completely align with the learning outcomes. The table below dissects the assessment task as per stated LO.

Original assessment task	**Alignment to LO**	**Observation and student feedback**
Assignment 1 (weightage 60%) **Lo assessed (LO1; LO3; LO4)** Material & Market Research & Exploration Diary During the module, you will go through various exercises as classwork and homework to understand the application of the topics covered in the class. Compile all the Classroom exercises + Homework exercises and information collected through a market survey in terms of materials, finishes, interior components, and building services along with their details in the Market Research and Exploration diary.	General information Shows reference to Lo 3 – presentation	The final assessment task which accounts for 60% of the module shows no alignment to LO4 of engagement. This is a core LO that is derived from CLO and needs a clear indication in the assessment task. The student feedback on the module mentioned "how they overlooked the LO as they had no specific task against it which would determine their grade." (Annexure 12) Additionally, the description under the LO1 of research is only based on understanding, while the LO stresses analyzing the data. This was also mentioned by the students

(Can be Mixed medium). Include photographs and reflections from industry/site visits also in the diary. The diary can be divided into three segments/sections i.e: **Material and finishes:** This section will explore the properties of materials/finishes (through color, texture modulations, and pattern evolution) for interiors, their manipulation, and application. **Construction Study**: Interior Components: This section will include your understanding of the construction and finishing of various types of false ceiling, partition, paneling, and decorative wall treatments. Awareness of the fixing details of the Hardware, fixtures, and fittings. Understanding of acoustics and sound insulation materials. Understanding components of Interior landscape styling. Building Services: This section will include your understanding of the plumbing for wet areas and lighting – (types of light fixtures and fittings, luminaries, and their appropriate selection).	Shows reference to LO 1 research	saying "how they only directed the research to collate data and did not feel encouraged to analyze the same", (Annexure 12)
Assignment 2 (weightage 40%) **Lo assessed (LO1; LO2; LO3)** Working drawing for Design and Styling studio 2 A compiled document that contains working drawings of the restaurant project completed in the Design and Styling Studio II module, which includes 1. Furniture layout with door, window, and furniture schedule, 2. Sectional Elevations with details of finishes. 3.Reflected Ceiling Plan and section with lighting schedule. 4. Flooring plan with material specification 5. Wet area dimensioned drawing. Material Board: Materials used (physical and digital samples) in the design project II	Shows partial reference to LO 3 presentation. The task expectation is generic and can be looked upon as a list of deliverables. It misses establishing a direct link to Lo's	While as a tutor, we are well aware that the task might holistically cover LO1 LO2. The student feedback clearly stated that they lacked awareness towards the fact that the drawings should 1. Display a wide range of material selection for surfacing (LO1) 2. Display awareness of current and new technologies, construction, materials, procedures, and processes (Lo2)

The student feedback in the focus group and reflective practice was a key point to identify the missing loops in an otherwise smooth-running course. It is crucial now to modify and elaborate the assessment task as per the learning outcome. Since the LO's are the common links between the teacher and student, Biggs and Tang (2011) suggest the assessment and teaching-learning activities align to the verb in the learning outcome.

Based on observation, research, and student feedback, and the table recommends teaching and learning activities along with revised assessment tasks that can align with the learning outcomes.

	Intended Learning Outcomes	**Teaching Strategy**	**Form of learning**	**Learner Activity**	**Assessment Task**
Assignment 1 Material & Market Research & Exploration Diary	**LO1** Evaluate, analyze and reflect on the functions and application of technology/construction, materials, finishes their uses/application for horizontal and vertical surfaces; study and collate market trends and availability issues related to the interior design and styling industry (Research)	Market visits to study and collate data (excursion) Interaction with industry professionals (seminar / master class) Interactive class presentations (lecture)	Experiential learning Practical knowledge building Presentation skills Reception of selected content	Collect and document and analyze data from market visits. Research and analyze the data basis class presentation and industry interactions Develop journal/ diary showing the application of materials on interior surfaces	Compilation of class activities and self-directed research work in a logbook and visual logs
	LO 3- Communicate and articulate information clearly and effectively and demonstrate proficiency in presenting data/working drawings and technical information related to the given brief (Presentation)	Interactive class presentations (lecture) Tutorials Sharing and discussing exemplars (demonstration)	Reception of selected content Elaboration Preset knowledge application	Engage to understand class content Interact to review work Discussion and debates	Rightly present and compile a document using using mixed media (process and outcomes)
	LO4 - Study, learn and practice work ethics and values associated with professionals in the industry while working cooperatively and collaboratively in a team or independently in all situations (Engagement	Observation-based learning Guest talk with industry professionals (seminar) . Interaction with skilled workers (interaction and demonstration)	Experiential learning Practical knowledge building	Collect and document and analyze data from market visits Research and analyze the data basis class presentation and industry interactions	Presentation on industry observation Reflective short essay on ethics and industry value observed.

		Case study based teaching (task-based teaching)	Procedural knowledge	Summarizing data shared	
Assignment 2 Working Drawings and Material Board (Design & Styling Studio -2 module)	**LO1** Evaluate, analyze and reflect on the functions and application of technology/construction, materials, finishes their uses/application for horizontal and vertical surfaces; study and collate market trends and availability issues related to the interior design and styling industry (Research)	Market visits on materials for Interior surfaces (excursion) Meeting industry professionals talking about restaurant design (seminar) Interactive class presentation and discussion (discussion and debates)	Experiential learning Practical knowledge building Presentation skills Reception of selected content	Research, explore and collate data relevant to the project Engage to understand class content Reflect, elaborate and self identify	Identity and present application of technology and material in your project
	LO 2 Plan, source, select, use, and manage data and appropriate technology and technical concepts/construction techniques relevant to the interior design and styling industry, whilst demonstrating awareness of current and new technologies, construction, materials, procedures, and processes within the interior design and styling field (Execution)	Lectures and videos on technical drawings, technologies and construction (lectures and tutorials)	Reception of selected content Preset knowledge application	Engage to understand class content. Work on to case studies and exemplars Develop technical presentation boards	Display and justify the selection of material and constructional techniques for the project (technical drawings/ sketches and boards)
	LO 3- Communicate and articulate information clearly and effectively and demonstrate proficiency in presenting data/working drawings and technical information related to the given brief (Presentation)	Class presentation on exemplars Lectures on presenting data/working drawings and technical	Reception of selected content Preset knowledge application	Engage, observe and apply class content and relate to individual projects	Short class activities to confirm learning Progressive class work of technical drawings Portfolio compilation of technical drawings

3.4 Assessment criteria

"An assessment criterion, in general terms, is a statement that prescribes with greater precision than a learning outcome, the quality of performance that will show that the student has reached a particular standard" (Moon, 2005, p. 84). One of the student feedback (annexure 12) mentioned how they look more closely at assessment criteria than they do on learning outcomes. Achieving higher grades is often a good motivation to work on assessment tasks. Hence it is essential to have well-written assessment criteria that clearly state expectations but also drive students to achieve them.

The two commonly used terms for assessment criteria in higher education are "Threshold assessment criterion"[10] and "Grade assessment criterion"[11]. While the threshold criteria are the basic demarcation between a pass and fail, there could be multiple grade assessment criteria for different grade brands.

The PG course in Pearl academy follows an IREEP grading rubric that is aligned to the criteria of Ideation, Research, Execution, Presentation, and Engagement. The rubric is aligned to learning outcomes which are highlighted in the assessment task (See module descriptor Annexure 3). The PG rubric (Annexure 5) is written at the threshold level and expands towards grade assessment criteria aligning to various grade bands. The current rubric that is followed for PG courses has a set of generalized assessment criteria for a particular year, irrespective of the module and the assessment task. Moon (2005, p. 53) stresses how "Learning outcomes should be closely related to assessment criteria." For successful student achievement. On close observation, it can be noted that the alignment to the IREEP grade system comes as a strong connection to help link the learning outcome to the grading rubrics (an example of LO1 (research) with the subsequent grading criteria is shown below).

	Learning Outcomes	**DISTINCTION (70 or above)**	**FIRST CLASS (60-69)**	**SECOND CLASS (50-59)**	**FAIL (below50)**
Research	**LO 1** Evaluate, analyze and reflect on the functions and application of technology/construction, materials, finishes their uses/application for horizontal and vertical surfaces; study and collate market trends and availability issues related to the interior design and styling industry	Strong evidence of extensive and appropriate reading and study beyond the prescribed range, ability to critically evaluate/synthesize/analyze information, interpret and infer, the good ability for extending to further work.	Work evidence thorough and appropriate reading and study within the prescribed range, with an ability to reasonably evaluate/synthesize/ analyze information, interpret and infer, reasonable ability for extending to further work.	Work shows satisfactory reading and study within the prescribed range, and a basic ability to evaluate/ synthesize/ analyze /interpret and infer information, limited ability to articulate further work.	Work shows little evidence of reading and study within the prescribed range, unable to synthesize/evaluate/ analyze/interpret/Infer information.

Refer Annexure 5 for Full assessment rubric and its alignment to learning outcome.

While the learning outcomes fairly align with the grading criteria, the said module has 2 assessment tasks each carrying a different weightage. Additionally, depending upon the assessment task and its impact within the larger aim of the course, each LO carries upon itself a certain specific weight.

[10] **Threshold assessment criterion: "**A standard of performance that a learner must reach in order to demonstrate the achievement of a specified element of learning." (Moon, 2005, p. 84)

[11] **Grade assessment criterion: "**A specified standard of performance that the learner must reach in order to be allocated a particular grade within a hierarchy of grades" (Moon, 2005, p. 84)

Assessing and applying the weightage for each LO has been a challenge for the course team. The LO weightage application is generally discussed amongst module leaders and course teams based on multiple discussions and debates during the course team meetings. An example of the split of weightages for this module is shown below.

	Assignment weightage	**Ideation**	**Research**	**Execution**	**Presentation**	**Engagement**
Assignment 1	60%	NA	40	NA	30	30
Assignment 2	40%	NA	30	40	30	NA

The above system does manage to get a fair amount of agility in the generic rubric. All assignments need not value the LO's equally for a particular task, this can give the course team scope to highlight and focus on the key LO's while the other LO's support the assessment.

For a student to successfully finish the assessment task and achieve a good grade, communication of the assessment criteria is extremely crucial. Ramsden (2003) points that "clear expectations of the students of what is required of them are vitally important part of effective learning." Hence practices of sharing feedback forms with the rubric and module descriptors that define the assessment task and aligned learning outcomes are extremely constructive. It might be worthwhile to consider if the module descriptor can accommodate the grading weightages towards each learning outcome to ensure complete clarity and transparency in assessment criteria.

4. Reflections and Conclusion

The module Technical inputs 2, is well placed within the PG curriculum. The overall module delivery and assessment have displayed their benefits to students and industry needs. The PG Interior Design and styling course has a solid structure, where the course outcomes are well aligned to the semester and learning outcomes. This made the application of constructive alignment for the module evaluation much simpler. Based on the module evaluation, below are some reflections that could enhance the module design,

1. The aim of the module could be slightly modified to establish a direct rationale of the module content to the course.
2. The Module learning outcomes are currently long and have multiple verbs associated. This could confuse the reader. The LO's could be reworded, to make them accessible to the students and easier to test whether or not the student has achieved it (Moon, 2005).
3. The assessment task could be articulated to ensure the learning outcomes are not only well incorporated but also communicated to the students (Annexure 12).
4. Application of weightages to LO (as seen in the grading rubrics) could be made available to the students with the assessment task.

"Learning and teaching are appreciably connected, the two phenomena – learning and teaching – are inextricably intertwined that it is impossible to imagine one without the other." (Livingstone, 2014, p. 27). Getting student feedback to understand learning was a crucial takeaway from this evaluation. The feedback served as a vital tool to help work on stronger alignment of the module and proved how it held the key for successful module delivery.

As we adapt and move towards "student-centered education" consistent evaluation of learning is essential for successful teaching. This is where learning outcomes are vital. Kennedy (2006), states that learning outcomes playes a key role in "transparency of qualifications and qualification frameworks and also in contributing crucial implementation of the various action lines."

The module evaluation has helped reflect on the teaching practices and the activities that are conducted in class. The logical development of the module with regards to outcomes, teaching-learning activities, and assessment has given me a framework to be confident about "**what I teach; how I teach,** and **why I teach**." As stated by Biggs "When there is alignment between what we want, how we teach and how we assess, teaching is likely to be much more effective" (Biggs , 2003a). In my larger aim to be an effective educator, I hope to bank on the process of reflective practice and constructive alignment to play a crucial role over and over again to strengthen my approach and teaching practice.

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Annexures

Annexure 1: Contextual document

To protect the Copywrite and confidentiality the annexure shows only relevant screenshots from the Contextual Document: **Version no: PA01072019**. The full document can be made available as per re

1	**Overview**
1.1	**About Pearl Academy:** Since 1995, Pearl Academy (formerly Pearl Academy of Fashion), Delhi has been renowned as the pioneer in the field of education related to Design, Fashion, Business. New establishments at Jaipur, Chennai, Noida and Mumbai were validated as additional delegated centers in 2005, 2007, 2012 and 2014 respectively. The Pearl Academy (PA) is a premier institute, which stared in 1993. Today, it is one of the major education provider institutes in the private sector for fashion, design, management and media in India. The institute provides education at par with well-acclaimed national and international creative schools. The philosophy of the academy is to be market-oriented and employability-driven. Most of the courses are standardized and validated by foreign universities to provide standardized teaching and learning approaches.
1.2	**Rationale, Market and Overview of the Course:** 1. Interior Design & Styling Industry is very dynamic and is growing at a very fast pace in India. Interior designing and decoration in India are getting popular with a lot of people opting for the services of trained interior designers for their houses / offices, etc. Reason can also be attributed to the changing definitions of homes and modern residential houses, which now symbolize more with the personalities of their owners. Interior design is also gaining popularity among workplaces and is being considered as a science helping to reduce stress and fatigue thereby increasing productivity. The services provided by interior stylists and designer cover a wide range of areas and include interior styling services, furniture and furnishings, facilities design, residential commercial, retail, hospitality space design as well as Styling. A large number of leading global brands are eyeing to enter Indian market .The changing market conditions have bolstered the demand of highly competent Interior professionals who can take up key positions as Interiors Designers, Stylists, Set Designers, Event Managers Sourcing managers, Visual Merchandisers and other related areas. 2. Industry feedback indicated that there is a need of Design Stylist with the growing demand in Interior & Interior Styling industry. This absence of a single focused Design and Styling course as well as industry demand, resulted in the introduction of Two-year Post Graduate course in Interior Design & Styling. Interior Design & Styling is a rapidly growing field in the Interiors and Styling industry. 3. Through Post Graduate course, Pearl Academy is trying to enable a larger number of aspirants to join Interior Design and Styling field for taking advantage of the enormous career opportunities existing in this fast-growing sector. 4. With the growing demand for professional education at the graduate level, there was a need to introduce a course for a wide student base at postgraduate level, encompassing broad areas of Interior Design and Styling. The course has been designed to impart conceptual and technical understanding of the subjects and also the industry specific skill set required for long term success. The course provides progressive skill applications; relevant and extended work experience through projects; and eventual pursuance of an area of focus. 5. This course spans two consecutive years of learning and application. Group work is an intrinsic part of the learning process. And by the end of the course, the learning and teaching strategies enable you not just to create aesthetically pleasing Interiors but also to constructively critique your own work as well as work of others.

<table>
<tr><td>1.3</td><td>Principle Aim of the Course:
The principal aims of this course are:
a. To provide holistic learning to the students through a process driven blend of theoretical, practical hands on experience to function and strategize as a consummate design professional who can render services to the Interiors Design & Styling industry.
b. To offer a learning scheme with key focus on design thinking and innovation through Conceptualization, Ideation, Research, Exploration, and Application.
c. To develop research and analytical abilities to understand the design industry along with the business environment and to develop a personal style and value based professional competencies
d. To produce employable graduates who are well balanced in their knowledge and skills in Theory, Design, Technical, and Communication aspects of interior design and styling
e. To produce professionals who exhibit independence, resourcefulness, and responsibility and team-working skills in a variety of space-design scenarios in local as well as global contexts.</td></tr>
<tr><td>1.4</td><td>Special Features of the Course:
a. To provide a broad intake of graduates from any discipline to imbibe an integrated approach to design and technical knowledge of Interior Design and Styling with a thorough understanding of the design and styling market
b. To gain live experience through industry interaction and exposure, practical and experiential learning in order to gain professional practices & skills.
c. To develop a holistic perspective of the Interior Design Development process from concept to consumer.
d. Quality assurance through internal and external examiners to enhance TLA strategy.</td></tr>
<tr><td>1.4</td><td>Academic Model
<table><tr><td>Year 1</td><td>Post Graduate Diploma in Interior Design & Styling</td></tr><tr><td>Year 2</td><td>Post Graduate Professional Diploma in Interior Design & Styling</td></tr></table></td></tr>
<tr><td>1.5</td><td>Industry Linkages
• Student gets unique opportunity to participate in Exhibitions, displays and competitions and fairs to demonstrate their creative skills to the industry.
• Industry interaction and internship engagement gives them an opportunity to develop design and style for a particular client.
• Regular interaction with the industry though industry lectures helps them to get connected with the industry.
• Experienced and renowned practitioners from the field have been appointed as external experts to share their expertise and orient the learners to the creative profession</td></tr>
<tr><td>1.6</td><td>Employability
As employed professionals, the graduates will enter into such positions as:
As employed professionals, they will enter into such positions as:</td></tr>
</table>

2.	**2 YEAR POST GRADUATE PROFESSIONAL DIPLOMA IN INTERIOR DESIGN &STYLING**	
2.1	The 2-Year Post-Graduate Diploma in Interior design & Styling is spread across 4 semesters and provides in-depth knowledge of the Interior Design & Styling Processes. Participants of this course are exposed to professional competencies and training. They develop a deep understanding of Interior Spaces, aesthetical, theoretical and technical aspects of Interior Design and Styling instilled through a rigorous and a holistic learning approach.	
2.2	**Course Learning Outcomes (CLO's)** The course outcomes have been updated and re-designed as per Higher Education standards. We have made use of feedback and recommendations from students, external examiners, verifiers and experts from industry and academia for the course review and design.	
	CLO 1	Apply in-depth and thorough understanding and knowledge of technical and conceptual ideas of space, form, structure, materials, technical processes and aesthetic sensibilities and human comfort to provide meaningful solutions for Interior Design and Styling industry (Ideation).
	CLO 2	Critically evaluate, analyze and synthesize conceptual knowledge of the technical, theoretical and aesthetical aspects, materials and your end uses in Interior design and styling industry to demonstrate sound and deep understanding of creative approach through apt visual and market research (Research).
	CLO 3	Independently plan, manage, source, select and use data and appropriate technology relevant to Interior Design and Styling whilst demonstrating awareness of new and emerging technologies, theories/ products and processes within the field in a reflective and conclusive manner. (Execution)
	CLO 4	Communicate complex or contentious information clearly and effectively to specialists and non-specialists demonstrating proficiency in professional presentations(manual/digital) and the ability to work with creative skills & presentation technology.(Presentation)
	CLO 5	Study, learn and practice work ethics and values associated with a creative professional in the industry, while working cooperatively and collaboratively in a team or independently in all situations. (Engagement)

4. Semester 2	
4.1	**Approach** In this semester, the students are exposed to wide-ranging aspects of Theory, Design Exploration, Technical & Communication skills. This knowledge will enable the students to further apply this knowledge to design and style complex spaces. Semester 2 develops further understanding, knowledge and skills required for interior design and styling. Students need to establish the importance of visualizing, conceptualizing and realizing design ideation through a process of exploration and experimentation.
4.2	**Learning Outcomes of Semester 2** At the end of the second semester, a student in the PG Diploma Course in Interior Design & Styling should be able to:
LO1	Apply critical, comprehensive and practiced understanding of theoretical, technical and conceptual principles & processes /procedures and concepts of Interior design and styling to develop design strategies and solutions for a larger scale of commercial projects. (Ideation)
LO2	Evaluate, analyze and apply conceptual knowledge of the functions and aesthetic aspects of design theories and solutions, materials and technology and their end uses; historical and

	contemporary issues related to global and local scenarios; consumer requirements; and quality standards in professional practice within the chosen specialism. (Research)
LO3	Plan, manage, source, select and use data appropriate technology/ theory and concepts relevant to the field of Interior Design and Styling, whilst demonstrating awareness of current technologies, products and processes within the field through reflective practice. (Execution)
LO4	Communicate complex information clearly and effectively to specialists and non-specialists demonstrating proficiency in visualizing, presenting concepts /designs/explorations professionally and the ability to work with creative skills & presentation technology, using manual and/or digital media (Presentation).
LO5	Study, learn and practice work ethics and values associated with professionals in the industry, while working cooperatively and collaboratively in a team or independently in all situations. (Engagement)
4.3	**Learning Objectives and Related Modules**
	The modules for this semester are: **Design Exploration II; Technical Inputs II, Representation Techniques II, and Design & Styling Studio II.** The Design & Styling Studio II module aims to develop a deeper and more detailed understanding of design competencies and skills required in the Interior Design and Styling industry. The Technical Input II module(which is a continuation of Technical Input I module of semester one) engages the student to understand processes/methods of construction involved in Interior Design and Styling industry and their application to design spaces aesthetically and constructively. Similarly, the **Representation Techniques** II is a continuation from Semester I and involves advanced tools and techniques for Design Communication & Representation. Design Exploration II module provides an opportunity to explore crafts in the context of Interiors. General mode of delivery is **studio-based**, along with **research, experimentation and practical learning** through classroom contact learning and virtual platforms using the dedicated institution learning management system. Therefore, greater emphasis will be laid on application of knowledge thus gained in design and styling projects. The students shall be provided with industry exposure through **industry visits & market surveys etc**. Experts from the industry are regularly invited for discussions/lectures on specific topics and bring about awareness in the state of art technology. Teaching methods will evolve in this semester to propel students towards greater independence and enable them to embrace the self-study mode & research methods, the foundation for which is dealt with in Semester one.

8	**TEACHING, LEARNING AND ASSESSMENT STRATEGIES** Strategies for learning, teaching, and assessment will be designed to encourage autonomy, flexibility, confidence, and independence of the learner.
8.1	**Academics- Pearl Total Learning System**
	Learners Journey at Pearl will include professional as well as personal development. Following defined courses and collaborations which will help students to achieve the heights in life: • Edge Courses for Success- Special Skills for tomorrows leader • Industry Integrated Circuit- From Start to Finish • Global Learning Project- Internationality for Each student • Career Mentoring- 360°preparedness
8.2	**Learning Strategy** The learning strategy combines contact learning **through face to face classroom interaction and the online virtual platform (both synchronous and asynchronous)**, with independent learning. From start, students will be encouraged to become responsible for own learning. For this purpose, every Subject is designed with identification of suitable contact hours and independent hours, befitting the level of curriculum at which it occurs.
8.3	**Teaching Strategy and Methods** The teaching strategy will adapt to the learning strategy as described above. It will evolve from year to year as a student gains knowledge as well as disciplinary maturity, upgrading in methodology to motivate the student to undertake self-responsibility for learning. . At all the years learning will be facilitated through F2F and virtual learning Platforms.
8.4	**Assessment Strategy**

	A range of assessment methods will be used as appropriate to the problems and challenges set in the subjects, and will be marked against a set rubric which is mapped against the learning outcomes. The work assessed varies in submission outcomes, they include • Capstone / Final design Project / dissertation • Case Studies and Scenarios Test / Quiz / Exam • Essay/Report / extended writing • Online discussion Forum • Design Presentation • Subject Folio • Log/ Scrap Book/Photo Journal/ Process Diary • Creative Blog The Design Vertical achieves consistency across modalities by insisting on the primacy of the student learning portal for both on campus and online cohorts. Not only does this helps achieve consistency across modalities, but also encourages success between modalities and a blended/mixed mode of study. The course is subject to regular review as per the Domus/ Validating University moderation policy and the annual course review plan. The approach to assessment combines **formative assessment** with **summative assessment**. **Formative assessment** is aimed at evaluating the student's ability to absorb and imbibe the learning in the form of knowledge, understanding and skills, during the progression of a Subject. It will be used to facilitate the student's learning growth and to mirror to the student strengths and weaknesses from a developmental perspective. Markings, if any, will be purely indicative in nature and will not have any bearing on the summative assessment. **Summative assessment** is aimed at evaluating the achievement of learning outcomes. The number of summative assessments to be administered will be open to the tutors of a Subject. **Written feedback** will be provided for the student's understanding, as well as for record of progression through a Subject after each formative and summative assessment is completed.

Annexure 2: Module outline

Module code	**PGIDSTI02**
Module name	**Technical Inputs II**

SECTION 1 – GENERAL INFORMATION

1.1 Award	Pearl Basic Diploma in Interior Design & Styling (Year 1)			
1.2 Core or elective Module	Core			
1.3 Module Credit Value	14			
1.4 Student Workload	**Duration: 16 (week)**	**F2F: 80 (Hrs)**	**Blended: 16 (Hrs)**	**Independent: 44 (Hrs)**
1.5 Delivery mode	Blended			

SECTION 2 – ACADEMIC DETAILS

2.1 Module Descriptor

Developing an understanding of materials and finishes; construction processes & methods required in interiors and Representation by drawings are the focus of the module. Students will learn about interior construction components and their details. They will develop critical appreciation of construction techniques,principles, processes and procedures. Students will manipulate materials and finishes for interiors and understand applicable construction techniques and methods. They will learn methods and techniques of representation in interior construction.

2.2 Module Content :

No	**The following is indicative of the content of the module:**
1	**UNIT I: Material and finishes:** Explore properties of materials/finishes for interiors, their manipulation and application. Critical appreciation of visual quality of advance materials in terms of finishes through colour, texture modulations and pattern evolution. Material research and sourcing including thermal insulation materials as well as sustainable, recyclable, and reusable materials. Manipulation of materials and finishes based on their unique characteristic properties. Understanding components of Interior landscape styling.
2	**UNIT 2: Interior Components**: Understand construction of various types of false ceiling, partition, paneling and decorative wall-treatments. Awareness of Junctions of materials & surfaces for interiors spaces and styling structures. Introduction to Hardware, fixtures and fittings. Develop awareness of acoustics and sound in interior spaces.
3	**UNIT 3: Building Services:** Develop an understanding of basic plumbing for wet areas, electrical services and Lighting -types of light fixtures and fittings, luminaries and their appropriate selection.
4	**UNIT 4: Working Drawings** : For Design & Styling Studio II Project, make dimensioned Layouts and Sectional Elevations , Flooring, RCP and lighting, Electrical drawings as well as Schematic drawings for wet areas.

2.3 Learning Outcomes:

Learning Outcomes describe what you should know and be able to do by the end of the module:	**Mapping to Course LO's**

1	**LO 1 -** Evaluate, analyze and reflect on the functions and application of technology/construction, materials, finishes their uses/application for horizontal and vertical surfaces; study and collate market trends and availability issues related to the interior design and styling industry (Research)	**CL0 2**
2	**LO 2 -** Plan, source, select, use and manage data and appropriate technology and technical concepts/construction techniques relevant to interior design and styling industry, whilst demonstrating awareness of current and new technologies, construction, materials, procedures and processes within the interior design and styling field (Execution)	**CL0 3**
3	**LO 3-** Communicate and articulate information clearly and effectively and demonstrate proficiency in presenting data/working drawings and technical information related to the given brief (Presentation)	**CL0 4**
4	**LO4 -** Study, learn and practice work ethics and values associated with professionals in the industry, while working cooperatively and collaboratively in a team or independently in all situations (Engagement)	**CL0 5**

2.4 Assessment Tasks

NO	**Tool/ Type**	**Description**	**Weightage**	**LO's assessed**
1	Material & Construction Studies.	**Material & Market Research & Exploration Diary** – is a working document, where all the research on material (data and information, classification of materials, sourcing), is documented. It can be written, visual and might include samples and a Market Survey. A compiled Diary recording manipulation of Materials chosen for study. **Reflective notes** – Understanding of Interior Components, Hardware & fittings based on class understanding; class and online exercises, and market/ site visits.	60%	1,3,4
2	Technical details of Project	**Set of Working Drawings** - A compiled document that contains working drawings for the design project of the Design and Styling Studio II module, including dimensioned plans, sectional elevations, RCP, flooring and wet area dimensioned drawing. **Material Board** : Materials used (physical and digital samples) for design project.	40%	1,2,3

Further Information:
Students would be assessed on their progressive learning demonstrated through various tools and techniques. The detail of assessment is given in Assignment Brief.

2.5 Indicative learning resources

Texts:

1. Neufert, E., Neufert, P. and Kister, J. 2012. Architects' data. Chichester, West Sussex, UK: Wiley-Blackwell.
2. McKay, J.K. 1990. Building construction. London: Longman Group.
3. Preiser, W. 2001.Universal design handbook. New York: McGraw-Hill
4. Gordon, G. 2003. Interior lighting for designers. 4th ed. Hoboken: J. Wiley.
5. Winchip, S. 2007. Sustainable design for interior environments. Fairchild Publications.

Journals and magazines:

- Not Applicable

Policies and Procedures, and related application forms, are available via the college website

Annexure 3: Module Descriptor

Technical Inputs II

PG Interior Design and Styling, Semester 02, Feb – June, 2021
Module : **PGIDSTI02, Technical inputs II**
Duration : 18 Weeks/14 credits (Contact Hours 80, Independent Hours 60)
Module Leader : Manasee Kakkad
Module Tutor : Manasee Kakkad
Description:

Developing an understanding of materials and finishes; construction processes & methods required in interiors and Representation by drawings are the focus of the module. Students will learn about interior construction components and their details. They will develop critical appreciation of construction techniques, principles, processes and procedures. Students will manipulate materials and finishes for interiors and understand applicable construction techniques and methods. They will learn methods and techniques of representation in interior construction.

Learning Outcomes:

1. **LO 1 -** Evaluate, analyze and reflect on the functions and application of technology/construction, materials, finishes their uses/application for horizontal and vertical surfaces; study and collate market trends and availability issues related to the interior design and styling industry (Research)
2. **LO 2 -** Plan, source, select, use and manage data and appropriate technology and technical concepts/construction techniques relevant to interior design and styling industry, whilst demonstrating awareness of current and new technologies, construction, materials, procedures and processes within the interior design and styling field (Execution)
3. **LO 3-** Communicate and articulate information clearly and effectively and demonstrate proficiency in presenting data/working drawings and technical information related to the given brief (Presentation)
4. **LO4 -** Study, learn and practice work ethics and values associated with professionals in the industry, while working cooperatively and collaboratively in a team or independently in all situations (Engagement)

Weekly Plan

Week 2	• Explore properties of materials/finishes for interiors (both horizontal and vertical surfaces), their manipulation and application along with critical appreciation of visual quality of advance materials in terms of finishes through color, texture modulations and pattern evolution.

Week 3 - 4	• Basic understanding of the range of Hardware fixtures and fittings used in door/windows, furniture and interior spaces. • Basic understanding of junctions and joineries of combination of two to three materials. • Basic understanding of construction of partition and paneling along with developing awareness of acoustics and sound insulation in interior spaces.
Week 5-6	• Understand the fundamental construction of false ceiling and their types along with finishing details
Week 7-8	• Basic understanding of the components of the staircases and their Types.
Week 9	• Understanding the basic components and design elements of Interior Landscape styling
Week 10 - 11	• Develop basic understanding of lighting in terms of types of light fixtures, fittings, luminaries and their appropriate selection. • Develop fundamental understanding of basic plumbing and its application in the interior with respect to flooring/cladding materials, the details of fixtures/ fitting and finishes etc.
Week 12	• Analyze the technicalities and necessary details required for the construction of a working drawing of a toilet mentioning Flooring/cladding materials, the details of toilet fixtures/ fitting etc.
Week 13 – 15	• **Working Drawings** : Developing the working drawings for the design project of the Design and Styling Studio II module, which covers Layout plan with Dimensions and door-Window Schedule, Furniture Schedule, Sectional Elevations , Flooring plan , RCP and lighting plan and wet area dimensioned drawing
Week 16 - 20	• **Working Drawings** : Developing the working drawings for the design project of the Design and Styling Studio II module, which covers Layout plan with dimensions ,door-Window Schedule, Furniture Schedule, Sectional Elevations , Flooring plan , RCP and lighting plan and wet area dimensioned drawing • **Material Board:** Developing Material board of the materials used (physical and digital samples) for design project • **Assignment 2 – Submission**

Assessments

	Due Date	Deliverables/ Assessment	Component %
Assignment 1	Week 17; 19h May, 2021	Material & Market Research & Exploration Diary	60%
Assignment 2	Week 20 : 10th June, 2021	Set of Working Drawings and Material Board (Design & Styling Studio -2 module)	40%

Assignment 1: Material & Market Research & Exploration Diary

Learning Outcomes being assessed: e.g. - LO (1, 3, 4)

Details:

During the module you will go through various exercises as class work and home work to understand the application of the topics covered in the class. Compile all the Class room exercises + Homework exercises and information collected through market survey in terms of materials, finishes, interior components and building services along with their details in the Market Research and Exploration diary.(Can be Mixed medium). Include photographs and reflections from industry/site visits also in the diary. The diary can be divided into three segments/sections i.e:

1. **Material and finishes:** This section will explore the properties of materials/finishes (through color, texture modulations and pattern evolution) for interiors, their manipulation and application.
2. **Construction Study:**
    a. **Interior Components:** This section will include your understanding on construction and finishing of various types of false ceiling, partition, paneling , and decorative wall treatments. Awareness of the fixing details of the Hardware, fixtures, and fittings. Understanding of acoustics and sound insulation materials. Understanding components of Interior landscape styling.
    b. **Building Services:** This section will include your understanding of the plumbing for wet areas and lighting – (types of light fixtures and fittings, luminaries, and their appropriate selection).

Technical specifications: A Material & Market Research & Exploration Diary, Sketchbook, coloured pens, Laptop, model making material and samples/brochures/catalogues of interior material from the market.

Page Break

Resource List:

- Interior material and surfaces – The complete guide hardcover -2005, by Helen Bowers.
- Gordon, G. 2003. Interior Lighting for Designers. 4th ed. Hoboken: J. Wiley.
- Kilmer, R. and Kilmer, O. 2011. Construction Drawings and Details for Interiors: Basic Skills. Wiley.
- Ching, F D, 1996. Architecture: Form, Space & Order. 2nd Edition, New York: Van Nostrand Reinhold
- Binggeli, C. 2013. Materials for Interior Environments. John Wiley & Sons.
- Ching, F. D., and Binggeli, C. 2012. Interior Design Illustrated. John Wiley & Sons, 1987.
- Punmia,B.C,2008.Building Construction.10TH edition, Laxmi publications.
- Neufert, E., Neufert, P. and Kister, J. 2012. Architects' Data. Chichester, West Sussex, UK: Wiley-Blackwell.

- **Deliverables/ submission requirement**:

- **Material & Market Research & Exploration Diary –** is a working document, where all the classroom exercises, homework exercises and research/reflections on the materials, finishes, interior components and building services is documented. The medium of presentation can be mixed media.

Date of submission: Week 12; 15th April, 2021

Assignment 2: Set of Working Drawings and material board

Learning Outcomes being assessed: e.g. - LO (1, 2, 3)

Details: The assignment comprises of making working drawings of the restaurant project done in the Interior Design and Styling Studio II module, which includes furniture layout with door, window and furniture schedule, Elevations with details of finishes, ceiling plan with lighting fixtures, Flooring plan with material specification and wet area detail drawing.

Technical specifications: Hardcopy A3 size well-formatted document printed to scale specified.
Resource List: Access to Library, Laptops.
Deliverables/ submission requirement:

A compiled document that contains working drawings of the restaurant project completed in the Design and Styling Studio II module, which includes 1. Furniture layout with door, window and furniture schedule, 2. Sectional Elevations with details of finishes. 3 .Reflected Ceiling Plan and section with lighting schedule. 4. Flooring plan with material specification 5. Wet area dimensioned drawing.

Material Board: Materials used (physical and digital samples) in the design project II.
Date of submission: Week 20; 10th June, 2021

Assessment Policies and Procedures

Deadlines: It is your responsibility to organize your time effectively in order to meet deadlines. If you are absent from class when a brief is delivered, it is your responsibility to obtain a copy of the brief from the lecturer, and the original deadline for the project will remain unless an extension has been approved.

If you have a problem – special situation

If you have any problems with the module or the work, see the respective module tutor or module leader as soon as possible. They may be able to help, and sooner a problem is identified, the easier it will be to sort out. If you are ill or have other special situations, which might affect your ability to meet deadline, your assessment will be evaluated as per the rules in Student Hand Book. So, it is strongly recommended that you read the Student Hand Book very carefully and satisfy your queries, if any, by asking course Leader. In case of any non-academic issues, you are encouraged to meet the Student Counsellor at Student Development and Support (SDS).

In case of academic misconduct and other issues refer to Student Handbook.

Annexure 4: Mapping of ILO to Course and semester learning outcomes

Mapping of intended learning outcome to Course and semester learning outcome.

Criteria	Course learning outcomes	Semester 2 Learning Outcome	Module learning outcomes
Ideation	Apply in-depth and thorough understanding and knowledge of technical and conceptual ideas of space, form, structure, materials, technical processes and aesthetic sensibilities, and human comfort to provide meaningful solutions for Interior Design and Styling industry	Apply critical, comprehensive, and practiced understanding of theoretical, technical, and conceptual principles & processes /procedures and concepts of Interior design and styling to develop design strategies and solutions for a larger scale of commercial projects.	NA
Research	Critically **evaluate, analyze** and synthesize **conceptual knowledge** of the technical, theoretical, and **aesthetical aspects, materials** and your end uses in the Interior design and styling industry to demonstrate **sound and deep understanding of creative approach through apt visual and market research**	**Evaluate, analyze** and apply **conceptual knowledge** of the functions and **aesthetic aspects** of design theories and solutions, **materials and technology** and their end-use; historical and contemporary issues related to **global and local scenarios**; consumer requirements; and quality standards in professional practice **within the chosen specialism**.	**Evaluate, analyze** and reflect on the functions and **application of technology/construction, materials**, finishes their uses/application for horizontal and vertical surfaces; study and collate **market trends** and availability issues related to the **interior design and styling industry**
Execution	Independently **plan, manage, source, select and use data and appropriate technology** relevant to Interior Design and Styling **whilst demonstrating awareness of new and emerging technologies, theories/ products, and processes within the field in a reflective and conclusive manner**	**Plan, manage, source, select and use data appropriate technology**/ theory and concepts relevant to the field of Interior Design and Styling, **whilst demonstrating awareness of current technologies, products, and processes within the field through reflective practice.**	**Plan, source, select, use and manage data and appropriate technology** and technical concepts/construction techniques relevant to the interior design and styling industry, **whilst demonstrating awareness of current and new technologies, construction, materials, procedures, and processes within the interior design and styling field**
Presentation	**Communicate complex** or contentious **information clearly and effectively to specialists and non-specialists demonstrating proficiency** in professional presentations(manual/digital) and the **ability to work with creative skills & presentation technology**	**Communicate complex information** clearly and effectively **to specialists and non-specialists demonstrating proficiency in visualizing, presenting** concepts /designs/explorations professionally and the **ability to work with creative skills & presentation technology**, using manual and/or digital media	**Communicate** and articulate **information clearly and effectively and demonstrate proficiency in presenting** data/working **drawings and technical information** related to the given brief
Engagement	**Study, learn, and practice work ethics and values associated with a creative professional in the industry while working cooperatively and collaboratively in a team or independently in all situations.**	**Study, learn, and practice work ethics and values associated with professionals in the industry, while working cooperatively and collaboratively in a team or independently in all situations.**	**Study, learn, and practice work ethics and values associated with professionals in the industry while working cooperatively and collaboratively in a team or independently in all situations**

Annexure 5: Assessment rubrics

	Learning Outcomes Note: Kindly use the criteria applicable as per the module. Eg- For Skill base modules may be Ideation and Research are not applicable then put the LO in the most suitable criteria and change the % of the Criteria **DO NOT DELETE ANY LO**	**DISTINCTION (70 or above)**	**FIRST CLASS (60-69)**	**SECOND CLASS (50-59)**	**FAIL (below 50)**	**% of Each Criteria** Note: Change the % as per the importance in the module	**Max Mark 100** Note: Give numerical value against each criteria
Ideation	Reproduce from Module Descriptor	Work evidences a fully developed and extended understanding of concepts and theoretical framework of the subject of study.	Work contains evidence of in-depth knowledge and mature understanding of concepts and theoretical framework of the subject of study.	Work evidences basic knowledge and demonstrates satisfactory understanding of concepts and theoretical framework of the subject of study.	Work demonstrates little knowledge and understanding of concepts and theoretical framework of the subject of study		
Research	Evaluate, analyze and reflect on the functions and application of technology/construction , materials, finishes their uses/application for horizontal and vertical surfaces; study and collate market trends and availability issues related to the interior design and styling industry	Strong evidence of extensive and appropriate reading and study beyond the prescribed range, ability to critically evaluate/synthesize /analyze information, interpret and infer, good ability for extending to further work.	Work evidences thorough and appropriate reading and study within the prescribed range, with an ability to reasonably evaluate/synthesize/analyze information, interpret and infer, reasonable ability for extending to further work.	Work shows satisfactory reading and study within the prescribed range, and a basic ability to evaluate/ synthesize/ analyze /interpret and infer information, limited ability to articulate further work.	Work shows little evidence of reading and study within the prescribed range, unable to synthesize/evaluate / analyze/interpret/ Infer information.		
Execution	Plan, source, select, use and manage data and appropriate technology and technical concepts/construction techniques relevant to the interior design and styling industry, whilst demonstrating awareness of current and new technologies, construction, materials, procedures, and	Work evidences exceptional and mature attributes, competencies and practices commensurate with resource management, time management, achievement of plan of work, completion of deliverables.	Work fully evidences attributes, competencies and practices commensurate with resource management, time management, achievement of plan of work,	Work satisfies basic attributes, competencies and practices commensurate with resource management, time management, achievement of plan of work, completion of deliverables.	Work does not demonstrate attributes, competencies and practices commensurate with resource management, time management, achievement of plan of work, completion of deliverables.		

	processes within the interior design and styling field		completion of deliverables.				
Engagement	Study, learn and practice work ethics and values associated with professionals in the industry, while working cooperatively and collaboratively in a team or independently in all situations	Strong evidence of self-motivated and self-initiated application, high order of class attendance as mandated, high order of team work and spirit; high degree of responsibility, displays highest degrees of professional attitude and aptitude.	Good evidence of self-motivation and self-initiation for application on the better part, reasonable order of team work and class attendance, able to work well with some persuasion and counselling, displays reasonable degree of professional attitude and aptitude.	Satisfactory evidence of self-motivation and self-initiation, irregular class attendance, mixed propensity for team work, requires persuasion and counselling from time to time, just about displays attributes of professional attitude and aptitude.	Lacks motivation and initiative, regularly absent from class, evades team work, unprofessional attitude, and requires constant persuasion and counselling.		
Presentation	Communicate and articulate information clearly and effectively and demonstrate proficiency in presenting data/working drawings and technical information related to the given brief	Exceptional ability to coherently communicate orally, textually, graphically beyond taught means/tools, give well-reasoned arguments, defend work done.	Able to make coherent communication in oral, textual, graphic terms with taught areas/tools only, able to put up limited defense of own work.	Satisfactory ability to make coherent oral/textual/graphic communication with taught means/tools, very limited range of arguments and defense of work.	Incoherent communication in oral/textual/graphic terms, unable to exercise taught means/tools, unable to argue and defend.		

Annexure 6: Positioning of the module

Technical Inputs 1 (14 credits) 140 hours 80 contact hours 16 online/ tutorial 44 independent	**Technical Inputs 2** (14 credits) 140 hours 80 contact hours 16 online/ tutorial 44 independent	**Technical Inputs 3** (14 credits) 140 hours 80 contact hours 16 online/ tutorial 44 independent
Semester 1	**Semester 2**	**Semester 3**
Introduction to materials and finishes and processes required for their application is the focus of the module. Students will learn about basic building components and interior construction components. They will develop a basic understanding of construction techniques, principles, and processes. Students will explore materials and finishes for interiors and understand applicable construction techniques and methods.	Developing an understanding of materials and finishes; construction processes & methods required in interiors and Representation by drawings are the focus of the module. Students will learn about interior construction components and their details. They will develop a critical appreciation of construction techniques, principles, processes, and procedures. Students will manipulate materials and finishes for interiors and understand applicable construction techniques and methods. They will learn methods and techniques of representation in interior construction.	In this module, students will develop an advanced understanding of technical processes and service systems/construction methods. The module focuses on construction and service systems for complex interior environments of commercial nature and integration of technical knowledge with Design Project.
Basic / introductory level	**Intermediate level**	**Advanced level**

Annexure 7: Examiners report 2018-19

To protect the Copywrite and confidentiality the annexure shows only relevant screenshots from the Examiners report 2018-19. The full document can be made available as per request

SECTION D: ACTION TAKEN ON POINTS RAISED IN PREVIOUS REPORTS			
		YES/NO	COMMENTS
D.1	Had proper consideration been given to any recommendation made by you or by the previous External Examiner in last session's report?	Yes	All the faculty members gave consideration to the recommendation made in the last session, and each campus demonstrated its progress and improvement.
D.2	[New External Examiners only] Did you have access to any reports from previous relevant external examiners	-	-
D.3	Did you receive a response from the course team to points raised in the previous report	Yes	The action taken on points raised in previous reports was clearly explained during the session between External Examiners and faculty.
D.4	Have any outstanding issues relating to points in the previous report been resolved?	YES Please see the comment	[Noida] Significant improvement in terms of the technical drawings, rendering images, and graphic representation was seen. Well balanced between the technical skills and concept creation. [New Delhi] The student works were more elaborated and clearly presented. [Jaipur] The number of students was very little compared to the previous year, a slight hesitation seemed in the students work in terms of the technical drawings and representation. [Mumbai] Good level of graphic representation and technical skills has been demonstrated as usual. It is remarkable that even after the change of the course leader, the faculty could manage to keep the good level of the students work.

SECTION D: ACTION TAKEN ON POINTS RAISED IN PREVIOUS REPORTS			
		YES/NO	COMMENTS
D.1	Had proper consideration been given to any recommendation made by you or by the previous External Examiner in last session's report?	Yes	Very much! I had particularly emphasised on having more technical drawings - Detailed drawings & working drawings and was delighted to see that most of the students have achieved that. The NOIDA centre was the best in this followed by Mumbai Jaipur & then Delhi
D.2	[New External Examiners only] Did you have access to any reports from previous relevant external examiners	NA	I was there last year also
D.3	Did you receive a response from the course team to points raised in the previous report	Yes	The. Course team had taken the suggestions and had shown us how they have implemented them
D.4	Have any outstanding issues relating to points in the previous report been resolved?	Yes	

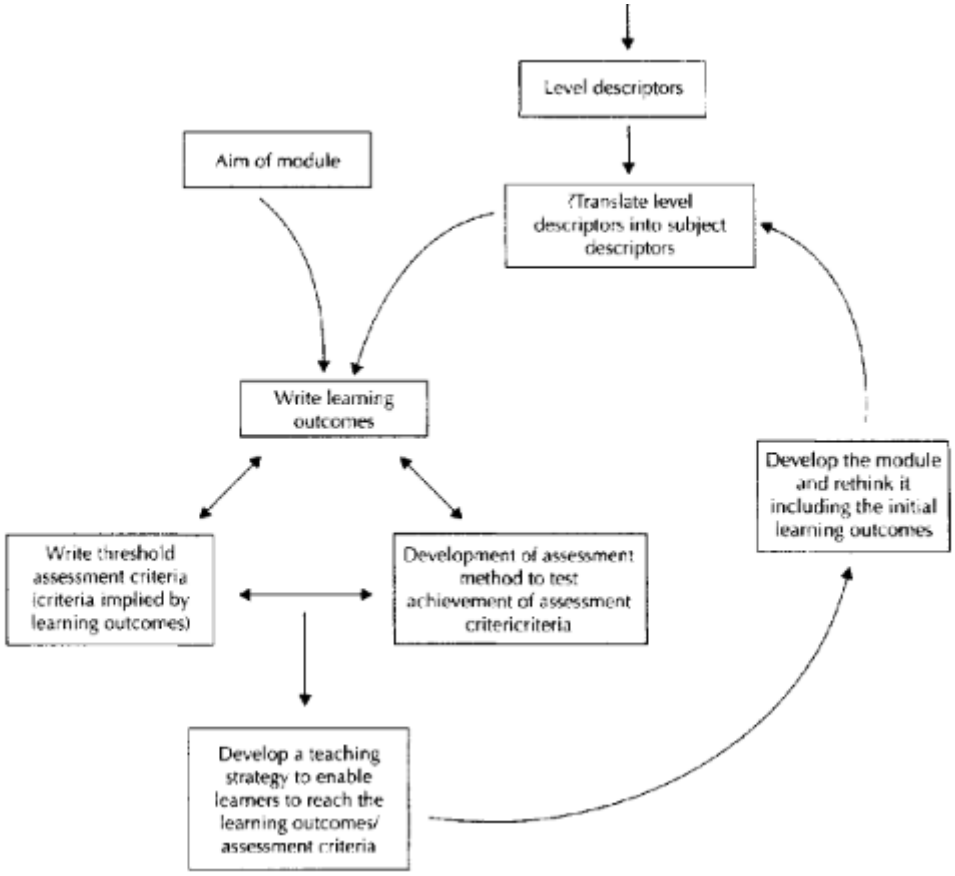
Annexure 8: Examiners report 2019-2020

To protect the Copywrite and confidentiality the annexure shows only relevant screenshots from the Examiners report 2019-20. The full document can be made available as per request

SECTION D: ACTION TAKEN ON POINTS RAISED IN PREVIOUS REPORTS			
		YES/NO	COMMENTS
D. 1	Had proper consideration been given to any recommendation made by you or by the previous External Examiner in last session's report?	Yes	All the faculty members gave consideration to the recommendation made in the last session, and each campus demonstrated its progress and improvement.
D. 2	New External Examiners only] Did you have access to any reports from previous relevant external examiners	Yes	I had received all the needed material.
D. 3	Did you receive a response from the course team to points raised in the previous report	Yes	The action taken on points raised in previous reports was clearly explained during the session between External Examiners and faculty.
D. 4	Have any outstanding issues relating to points in the previous report been resolved?	YES Please see the commen t	**[New Delhi]** The student works were well developed and presented. Meaningful improvement in terms of the technical drawings and visual representation was seen. A very fine balance has been noticed between technical skills and concept creation. **[Jaipur]** The students' work seemed very well-organized. Still, a hesitation in the students works in terms of the visual communication of their projects. **[Mumbai]** Good level of graphic representation and technical skills has been demonstrated as usual. More focus on the concept development is necessary for all campuses.

SECTION C: QUALITY OF LEARNING			
		YES/NO	COMMENTS
C.1	Did the assessment design and tasks relate well to the learning outcomes and enable students to demonstrate achievement of the outcomes?	YES Please see the comment	The student work has been improved much. The gap between the results and the learning outcomes seems to be improved. Technical drawing skills are developed and very well appreciated by the students. The continuous technical support is very helpful to the students, and their projects demonstrate well the achievement. However, the concept development skill needs to be tackled better through special lectures from global projects for building a ''design vocabulary'' always surround by the importance of the user.
C.2	Did you find evidence of constructive formative feedback to guide students in subsequent assignments and to inform them clearly of the strengths and shortcomings of their work, in relationship to the learning outcomes?	YES Please see the comment	The comments given in the constructive and formative feedback are very useful and concrete in every campus. They are encouraging, and clearly saying what the students should do in the next step.
			[Mumbai] _Very balanced and complete projects in terms of, technical drawings, and concept creation. _Very interesting the fact that students, in most of the projects, develop also brand identities for communicating at best the character of their projects.

Annexure 9: Basic Map of Module Developments



The Basic map of module development (Moon, 2005, p. 51)

Developed by Moon (2002), "The map applies to the structures of modules and of short courses, or to any block of learning that has a set of learning outcomes that are assessed at the end of the block. It can apply to modules as they are usually defined in higher education, or it could apply to a course. In following the sequence of the model, we will be making a distinction between the processes of the basic development of the module (from now on, letting 'module' account for 'course' as well) and grading. The implication of this is that the map is concerned with student achievement at the threshold, and for the moment it does not take account of the addition of a grading system above the threshold. It is simpler to view grading as a process that is added to basic development. The map can be considered an ideal sequence, and as such it provides a rationale for the links between level, learning outcomes, assessment criteria, assessment, and teaching methodologies. It has a particularly important role as a tool for checking the whole design for consistency once the initial development is completed." (Moon, 2005, pp. 15,16)

Annexure 10: Bloom's Taxonomy

"Bloom (1956) proposed that our thinking can be divided into six increasingly complex levels from the simple recall of facts at the lowest level to evaluation at the highest level." (Kennedy, 2006, p. 27), as illustrated below.

Fig a. Original sequences of Bloom's Taxonomy (1956).Source : Kennedy (2006, p. 27)

The original sequence of cognitive skills was Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation (Fig a)

The framework was slightly revised in 2001 by Lorin Anderson and David Krathwohl, calling it the revised Bloom's Taxonomy or "A Taxonomy for Teaching, Learning, and Assessment." The noteworthy change was removing "synthesis " and adding "Create" at the highest level (see Fig. b). "Creation being at the highest level, the implication is that it's the most complex or demanding cognitive skill–or at least represents a kind of pinnacle for cognitive tasks" (Heick, 2018)

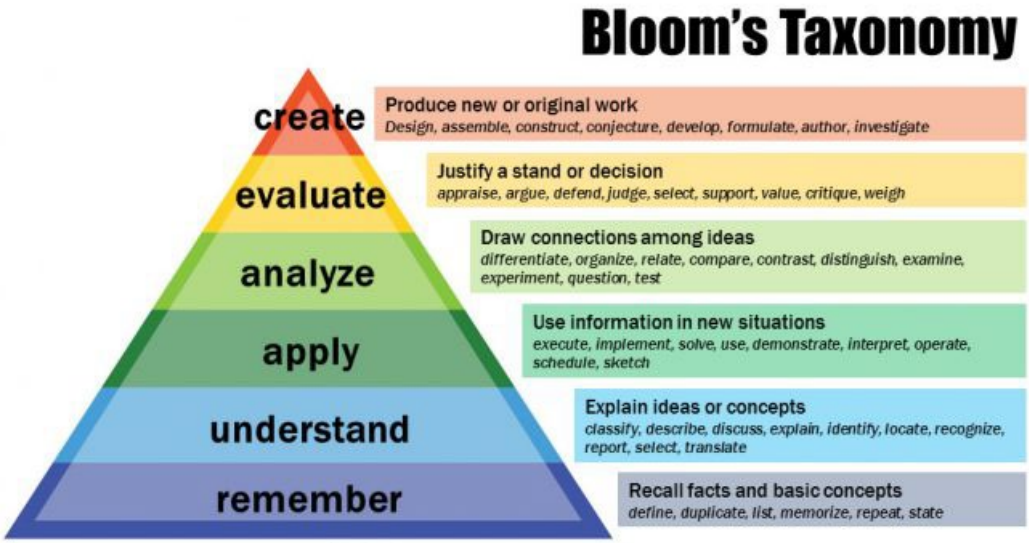


Fig b. Revised Bloom's Taxonomy, Anderson and David (2001); credit: Vanderbilt University Center for Teaching

Annexure 11: Mapping of Pearl Graduate Attributes to Course Learning Outcome

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Pearl Graduate Attributes
Extensive knowledge of the discipline Informed respect for the chosen values and ethics of the profession
Confident oral as well as written expression and communication Skilled in analysis and problem-solving
Skilled in visualization Proficient in contemporary technology and software
Capable of critical thought, rational enquiry and self-directed learning Able to work in a planned manner with sound time management
Able to work collaboratively Agile, open and intellectually curious

Course learning outcomes
Apply in-depth and thorough understanding and knowledge of technical and conceptual ideas of space, form, structure, materials, technical processes and aesthetic sensibilities and human comfort to provide meaningful solutions for Interior Design and Styling industry (Ideation).
Critically evaluate, analyze and synthesize conceptual knowledge of the technical, theoretical and aesthetical aspects, materials and your end uses in Interior design and styling industry to demonstrate sound and deep understanding of creative approach through apt visual and market research (Research).
Independently plan, manage, source, select and use data and appropriate technology relevant to Interior Design and Styling whilst demonstrating awareness of new and emerging technologies, theories/ products and processes within the field in a reflective and conclusive manner. (Execution)
Communicate complex or contentious information clearly and effectively to specialists and non-specialists demonstrating proficiency in professional presentations(manual/digital) and the ability to work with creative skills & presentation technology.(Presentation
Study, learn and practice work ethics and values associated with a creative professional in the industry, while working cooperatively and collaboratively in a team or independently in all situations. (Engagement)

Annexure 12: Keynotes from student focus group discussion

To get an insight on the student feedback, a focus group discussion was conducted with the students who have completed the module

Number of students : 12

Date : 1 04 21

Methodology :Group discussion/ debate

A total of 12 students attended the focus group discussion conducted via zoom.

The discussion focussed on the following key questions.

1. What was your experience with the module
2. Your understanding of learning outcomes?
   The lo's were read out to the students and asked if they felt they had achieved the same?
3. Challenges they faced while working on the assessment tasks
4. Experience with teaching and learning activities. This was followed by if the TLA helped/guide them to finish the task.

The discussion pointed some very interesting points. Highlights of the same are mentioned below

1. **What was your experience with the module**
   Interesting module
   We got an insight into technical drawings
   Materials details were well explained
   We would have liked more industry talks and field visits
   We would have liked F2F classes.
   The module helped to understand the importance of construction and technical drawings
2. **Your understanding of learning outcomes?**
   The question needs me to address learning outcome to them again and run them through a module descriptor. They were briefly explained about the role of learning outcome
   This question received a mixed feedback.
   Most students said they associate the module descriptor with the task.
   3 admitted of only looking at assessment task.
   The questions led to most debating on how they view the task as what is expected of them.
   The four learning outcomes were read to them and asked how do u align yourself with what you have learned.
   Again leading to mixed feedback, those being
   We didn't look at LO
   The engagement LO for assignment 1, was never considered. "I overlooked the LO and I still am not sure what am I expected to know. The values and ethics in the profession is something I am not sure if am equipped with"

Our market study and industry visits were only directed to research material and to collate data. I don't think I analyzed the data as you mentioned in the learning outcome. Might have done it differently if I had to analyze reflect and maybe even propose
For assignment 2 (on reading Lo's) the student said, the assessment task gave us a list of drawings which we worked on as per inputs and class discussion. We could have focussed on highlighting sourcing selecting materials, show a wide range of material selection for surfacing, showthe awareness of current and new technologies, construction, materials,
A student also pointed out they had already done it but didn't incorporate it in the drawings as it was never a requirement.

3. **Challenges they faced while working on the assessment tasks**
   None really
   The class activities were smooth and helped us easily get the assignment finished
   One student pointed how this was the only assignment for the entire class which was submitted a day before deadline
   Not touchin or get hands on experience towards materials was challenging.
   Th apce of the module was good and really didn't stres us

4. **Experience about teaching anf learning activities. This was followed by if the TLA helped / guide them to finish the task.**
   This was a unanimous yes, but the class admitted on feeling they missed out on f2f classes and industry visits.
   But claimed they still are confident and have a great understanding of technical drawings