

ARCH Graduate Attributes

The world isn't the same place it was five years ago. Education in the 21st century is no longer simply just about grades. It is more about the learning process and the collection of experiences that shape each student, as well as the ability to translate and apply them into a real-world context.

Design and the creative industries are now seeking graduates who not only possess creative and critical thinking, and in-depth knowledge of their respective fields, but are also able to offer practical solutions and adapt to different environments. The future belongs to those who are equipped with future skills.

At ARCH, our teaching and learning philosophy is centred on equipping students with "future ready", skills and knowledge. We see potential in all our students, and as educators, we aspire to prepare our students for the future by equipping them with skills that help them to thrive locally, nationally and globally, in a variety of contexts. We value employability as a key constituent that prepares graduates to become creative entrepreneurial leaders who are engaged members of society, demonstrating initiative and lifelong habits of learning and individual development.

Our aim is to challenge the conventional undergraduate and postgraduate education by incorporating world-class education with engaging and holistic learning experiences that equip students with greater knowledge, essential experiences, and life skills.

ARCH's pedagogy focuses on developing holistically-balanced graduates, achieved through enhanced curriculum, expanded industry collaborations and experiential learning programmes. We are thus able to transform our students into well-rounded individuals equipped with critical skills to get them ahead in the real world.

ARCH's graduate attributes outline the set of competencies that are designed throughout every students' learning experience at ARCH. Our curricular and co-curricular activities cultivate professional and personal attributes and capabilities amongst our graduates, equipping them with

the tools to carve a successful future for themselves. Our graduate attributes reflect a combination of knowledge, skills and capabilities (attitudes and values) that result in capable people who will be effective in their chosen occupation. Therefore, our graduates will be:

1 Excellent

Be professionally knowledgeable, collaborative, and have professional integrity and self-awareness

2 Responsive

Be adept, communicate clearly, articulately and effectively, and be capable, flexible and work-ready

3 Contextually grounded

Be innovative and entrepreneurial, globally-minded, traditionally knowledgeable and have a holistic mindset

4 Cognitive aware

Demonstrate attitudes and values, skills and knowledge in design thinking and action



UG Degree Differentiators

B.DES	B.A	B.VOC
Programme	Programme	Programme
4 Year Bachelor Degree Course from University of Rajasthan.	International Degree Course with (3+1) Year Concept, 3 Years at ARCH in India and Final Year with a collaborating International Institution for Completing Degree	3 Year Degree Course from Rajasthan ILD Skills University. The Course offers exit options after each year with awards of Diploma, Advanced Diploma and finally Degree at the end of the course.
Curriculum	Curriculum	Curriculum
Studio is the centre of the curriculum and all other subjects are aligned with the studio	Balance between theory and skills	Skills-based learning is the centre of the curriculum
The Course focuses Primarily on Concept building, design projects, theoretical and practical elements of design and studio learning. Skills development is an integral part.	Mapped with International Curriculum offered by Pearson BTEC for Level 5 Higher National Diploma (HND)	Course focuses on skills development and is aligned with hands on training.
Advanced philosophical elements of design and designing	Design projects are both theoretical and practical elements of design practice	Skills acquisition and practical elements of design area
Involves significant abstraction and critical thinking	Deeper philosophical elements of design and designing	Only foundational philosophical elements of design and designing
Design research is a core element of curriculum	Involves abstraction, reflection and critical thinking	40% is general education and 60% is skills education
Teaching	Teaching	Teaching
Approach is more toward research and exploration within studio-based learning	Approach is more toward problem-solving in design	Approach is more toward skill development and production process in design
Studio is not only a space but a way of learning – exploration and experimentation are core elements throughout the learning process	Equal balance is on learning theory and application of skills, where exploration and experimentation is embedded in learning processes with a focus on design process	Focus on 'hands-on' learning in projects and industry integrated training throughout the learning process