

Template C4



Programme Specification

Title of Course: *BA (Hons) 3D Design Innovation*

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| Date first produced | 16/08/2024 |
| Date last revised | 11/01/2024 |
| Date of implementation of current version | 16/09/2025 |
| Version number | 2 |
| Faculty | Kingston School of Art |
| School | Design School |
| Department | 3D Design |
| Delivery Institution | |

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

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| Award(s) and Title(s): <i>Up to 10 pathways</i> | BA (Hons) 3D Design Innovation |
| Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i> | Cert (HE) Dip (HE) BA (Ordinary) |
| Course Code <i>For each pathway and mode of delivery</i> | UFDIN1DIN20 |
| UCAS code <i>For each pathway</i> | W240 |

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| Award(s) and Title(s): <i>Up to 10 pathways</i> | BA (Hons) 3D Design Innovation with Professional Placement |
| Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i> | Cert (HE) Dip (HE) BA (Ordinary) |
| Course Code <i>For each pathway and mode of delivery</i> | UFDIN1DIN20 |
| UCAS code <i>For each pathway</i> | W241 |

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| RQF Level for the Final Award: | |
| Awarding Institution: | Kingston University |
| Teaching Institution: | |
| Location: | Knights Park |
| Language of Delivery: | English |
| Modes of Delivery: | Full-time With Professional Placement |
| Available as: | Full field |
| Minimum period of registration: | Full-time - FT: 3 Years Include for all modes of study With Professional Placement - FT with Professional Placement: 4 years |
| Maximum period of registration: | Full-time - FT: 6 Years Include for all modes of study With Professional Placement - FT with Professional Placement: |
| Entry Requirements: | Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our |

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| | <p>courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study. Additionally, all non-UK applicants must meet our English language requirements. Please see our course pages on the Kingston University website for the most up to date entry requirements.</p> |
| Programme Accredited by: | N/A |
| QAA Subject Benchmark Statements: | QAA Benchmark Statement: Art and Design (2019) |
| Approved Variants: | N/A |
| Is this Higher or Degree Apprenticeship course? | |

For Higher or Degree Apprenticeship proposals only

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| Higher or Degree Apprenticeship standard: | N/A |
| Recruitment, Selection and Admission process: | N/A |
| End Point Assessment Organisation(s): | N/A |

SECTION 2: THE COURSE

A. Aims of the Course

It is the aim that this course can only be delivered by Kingston University London within the faculty of Kingston School of Art, and the 3D Design Department. At its core is the Town House Strategy goals of collaboration, innovation, and enterprise while partnering with businesses and communities. 'Thinking Through Digital Making' with physical outputs equips students with the Future Skills required by industry.

- To support students to develop a range of graduate attributes and skills that will enable them to thrive in a professional environment, including relationship building, collaboration, entrepreneurial, and enterprise.
- To enable students to acquire comprehensive knowledge and understanding of research contexts, critical debates, and historical practices by providing an inclusive environment in which to understand and question possibilities within contemporary 3D digital design practice.
- To support students in situating their own practice and ambitions by examining the professional, social, and political context in which 3D digital design currently operates globally.
- To support students to design, undertake, situate, and evaluate research enquiries and project outcomes using a range of methodologies.
- To support the development of creative, imaginative, and innovative responses to challenge-based projects through consultation and iterative prototyping.
- To enable students to critically reflect upon their own practice and analyze that of other practitioners.
- To facilitate an experimental and explorative approach to 3D digital design innovation practice by providing opportunities for students to acquire and apply relevant technical and practice-based research skills and processes.
- To enable students to develop communication skills needed to articulate their ideas and intentions so they can interpret and translate knowledge or experiences into digital and immersive outcomes by considering inclusive practices, audience needs and public impact.

B. Intended Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability

6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

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| Programme Learning Outcomes | | | | | |
|------------------------------------|--|----|---|----|--|
| | Knowledge and Understanding | | Intellectual Skills | | Subject Practical Skills |
| | On completion of the course students will be able to: | | On completion of the course students will be able to | | On completion of the course students will be able to |
| A1 | Demonstrate comprehensive knowledge and understanding of contemporary and historical practice, theoretical discourse, ideas, and debates. | B1 | Undertake informed and sustained research, investigations and/or enquires and critically evaluate their effectiveness. | C1 | Utilise individual approaches to digital prototyping, creative processes, practice-based research methodologies and/or critical making practices. |
| A2 | Demonstrate an understanding of and question boundaries of contemporary 3D digital design discipline and practice. | B2 | Apply theoretical understanding, intellectual reasoning, and ethical positioning to an individual practice | C2 | Produce ambitious and questioning outcomes by developing creative problem solving and critical thinking skills, through experimentation, risk, play and open exploration of creative technologies. |
| A3 | Communicate and articulate critical ideas, reasoning, and intentions effectively and through appropriate presentation skills. | B3 | Respond to a range of challenges with individual creativity, imagination, innovation, and vision. | C3 | Interpret information, narratives, and/or experiences and through inclusive 3D digital design practices and communicate with diverse audiences by utilising digital competency. |
| A4 | Apply an understanding of the professional, social, political, entrepreneurial, and global contexts in which 3D digital design innovation operates to situate own practice and future ambitions. | B4 | Reflect and analyse own achievements and those of others, with a particular emphasis on entrepreneurial and enterprise perspectives, in diverse personal and professional contexts. | C4 | Apply attributes and skills required to operate as a professional, with a focus on entrepreneurial and enterprise practices, including collaboration, consultation, self-advocacy, agency, autonomy, effective communication, relationship building, and project management. |

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2. Digital Competency
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4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

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| Year 1 (Level 4) Teaching Block 1&2 |
| CHS: Materials and Making Themes in Design History 30 Credits |
| Presentation: Start-Up (Navigate) 30 Credits |
| Practice: Thinking Through Making Small 30 Credits |
| Process: Tools of Innovation 1 30 Credits |

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| Year 2 (L Teaching E |
| CHS: Critical Innovation Research and 30 Cre |
| Present Scale-Up 30 Cre |
| Pract Thinking Thro Medium & 30 Cre |
| Proce Tools of Inn 30 Cre |

Full details of each module will be provided in module descriptors and student module guides.

| Level 4 | | | | | | | |
|--|--------------------|---------------------|--------------|-----------------------|-----------------------|------------------|------------------|
| BA (Hons) 3D Design Innovation | | | | | | | |
| Core modules | Module code | Credit Value | Level | Teaching Block | Pre-requisites | Full Time | Part Time |
| Materials and Making: Themes in Design History | HA4102 | 30 | 4 | 1&2 | | 1 | |
| Practice: Thinking Through Making Small | AUG25-08524 | 30 | 4 | 1&2 | | 1 | |
| Presentation: Start-Up (Navigate) | AUG25-08523 | 30 | 4 | 1&2 | | 1 | |
| Process: Tools of Innovation 1 | AUG25-08525 | 30 | 4 | 1&2 | | 1 | |
| Optional Modules | | | | | | | |

Progression to Level 5

Progression to Level 5 requires successful completion of 120 credits.

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in 3D Design Innovation.

| Level 5 | | | | | | | |
|---|--------------------|---------------------|--------------|-----------------------|-----------------------|------------------|------------------|
| BA (Hons) 3D Design Innovation | | | | | | | |
| Core modules | Module code | Credit Value | Level | Teaching Block | Pre-requisites | Full Time | Part Time |
| Critical Issues in Innovation Design: Research and Practice | AUG26-08522 | 30 | 5 | 1&2 | | 1 | |
| Practice: Thinking Through Making Medium & Large | AUG26-08527 | 30 | 5 | 1&2 | | 1 | |
| Presentation: Scale-Up (Explore) | AUG26-08526 | 30 | 5 | 1&2 | | 1 | |
| Process: Tools of Innovation 2 | AUG26-08528 | 30 | 5 | 1&2 | | 1 | |
| Optional Modules | | | | | | | |

Progression to Level 6

Progression to level 6 requires successful completion of 120 credits. This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award or progression to level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in 3D Design Innovation.

| Level 6 | | | | | | | |
|---|--------------------|---------------------|--------------|-----------------------|-----------------------|------------------|------------------|
| BA (Hons) 3D Design Innovation | | | | | | | |
| Core modules | Module code | Credit Value | Level | Teaching Block | Pre-requisites | Full Time | Part Time |
| Independent Research Project in Critical and Historical studies | HA6103 | 30 | 6 | Year long | | 3 | |
| Practice: Personal Vision | AUG27-08530 | 60 | 6 | 1&2 | | 1 | |
| Presentation: Set-Up (Apply) | AUG27-08529 | 30 | 6 | 1&2 | | 1 | |
| Optional Modules | | | | | | | |

Level 6 requires the completion of

Requires successful completion of 120 credits.

Level 7 information

N/A

[BA \(Hons\) 3D Design Innovation with Professional Placement](#)

D. Principles of Teaching, Learning and Assessment

Introduction to BA 3D Design Innovation

BA(Hons) 3D Design Innovation course at Kingston School of Art enables students to explore digital making and prototyping through scalable projects and to be introduced to a wide set of technological skills, while being empowered with entrepreneurial and enterprise ambition.

Students will develop problem-solving skills that can help shape society, human environments to create a better and more sustainable future by placing the planet and human experience at its centre. How a student decides to respond to an existing

community or business problem is open and defined as 'Adventure Learning'. Students will become critical social detectives, developing new sustainable solutions through objects to environments by applying the appropriate digital tools of innovation.

Students will undertake projects aligned with existing world challenges, allowing them to chart their own creative journey: from small scale projects to impactful community initiatives. There is an emphasis on social, environmental, political, and economic concerns of the discipline, providing students with global context and real industry understanding. Critical and Historical Studies will underpin the theoretically approach to practical work, where students learn from the past to inform the present and the future.

Built around our world-leading facilities and expertise, the course encourages learning through digital making, and students have access to Digital Making Workshops to test and prototype using various technologies and fabrication processes, which enable students to thrive in a rapidly changing cultural and technological workplace.

Assessment and Feedback

Programme and Module Learning Outcomes have been developed to reflect the four key fields of learning and teaching within art and design as well as referencing the incremental development of a creative project. The four fields are as follows:

- Research and Analysis
- Experimentation and Practice
- Communication and Presentation
- Personal and Professional Development.

Each module has 4 learning outcomes with each referencing one of the 4 fields of learning and teaching. The three categories of Programme Learning Outcomes (Knowledge and Understanding, Intellectual skills and Subject Practical Skills) have been cross-referenced with these 4 fields to create a matrix. This supports clarity and ensures that students can clearly identify how the learning within modules builds as they progress through the course to achieve the programme learning outcomes.

Students will receive feedback from a variety of sources and in differing formats: tutorials, group discussions, reviews, peer and self-assessments and recorded formative and summative assessment feedback. Feedback on assessment is an essential part of the learning process. It involves tutors providing informative, developmental, and supportive guidance in relation to the learning outcomes. Students are also responsible for engaging with that feedback to improve skills and performance.

Dialogic Assessment

We recognise the inseparability of the maker and their work and therefore take a dialogic approach to learning, teaching, assessment, and feedback. Opportunities to co-construct the curriculum mean students are active participants with agency in their educational experience. The process of assessment performed collaboratively and in dialogue between student and tutor has been developed over several years within the Department of Illustration Animation, its success indicated by consistently positive students' feedback and exemplary NSS and Kingston Student Survey

Results.

A formal formative assessment at the end of teaching block 1 provides feedback and a grade that is indicative of the student's progress so far and should be used to help identify strengths and areas for improvement. At the end of the module students will be asked to submit project work for summative assessment. A 1:1 student-led presentation of assessable work is followed by a constructive and open discussion between tutor/assessor and student, structured around the assessment rubric. Feedback is discussed, feedback documented, and a mark is agreed upon. Students will be supported to develop presentation, oratory, and self-advocacy skills in line with Future Skills.

Group work assessment

BA 3D Design Innovation integrates group work within the curriculum as it provides students with valuable opportunities to develop their teamworking and collaboration skills, and to develop their own awareness of their individual strengths, and the individual contributions that they can make to a collective endeavour. It therefore provides students with opportunities to develop many of the KU Graduate Attributes which are highly valued by employers, including creative problem-solving, empathy, collaboration, adaptability, and self-awareness.

The programme recognises the necessity to ensure that group projects are properly set up and managed to address the challenges of group work and ensure that the benefits are maximised.

BA 3D Design Innovation applies careful consideration to how students' learning from group work is assessed, taking into account the level of study, and relevance to the learning outcomes, to ensure that the benefits of group work are fully realised. Assessment strategies enable students to demonstrate their individual contribution to project work through their evaluation of the collaborative process, developmental work, and critical reflection. This aligns with the literature on group work which states that if the assessment is well designed, and the marking criteria are well-considered, and clearly explained to the students, they are more likely to collaborate well, and to maximise their learning.

Inclusive Curriculum

The programme has been designed using the Kingston University Inclusive Curriculum Framework principles. An inclusive curriculum recognises that our students bring with them a diverse set of learning styles, educational experience, and cultural capital, as well as differing levels of confidence and self-esteem. An inclusive curriculum understands that this diversity is a key strength which provides learning opportunities for all our students and staff. It places the student at the heart of the learning process, recognising that inclusivity does not mean treating everyone the same. 3D Design Innovation embraces this approach through a peer-led learning, collaborative approach to making and discussion groups and seminars. Students will benefit from a variety of different learning and teaching approaches including brief-led project work, workshops that encourage creative experimentation and individual critical reflection, collaborative project briefs that promote peer learning, opportunities to engage with partners external to the discipline, and self-negotiated research driven projects. By providing opportunities for students to co-

create the curriculum, their individual cultural and contextual knowledge is valued. Reading and resources lists include a diverse range of voices with the distinct aim to support our decolonising agenda and include books, films, fiction, articles, and websites to support different learning styles. Invited Industry speakers from diverse cultural and social backgrounds reflect the current diversity of students, as well as the contemporary 3D Innovation Design industry in a range of geographical locations.

Responsible Practice

Contemporary design practice is ideally placed to contribute innovative thinking on the interconnected ecological, social, and economic challenges that our rapidly changing world faces. The course strongly supports the development of sustainable ways of responding to existing and emerging issues. Through critical and experimental interactive narrative practice, students are equipped to contribute to contemporary ecological, social, and political issues positively and innovatively. We use the United Nations Sustainable Development Goals as a framework to develop a multifaceted understanding of sustainability whilst also recognizing the global imperative of de-growth and localism required to achieve sustainable communities.

Co-learning and co-creating form a robust part of the curriculum delivery, enabling students to engage with a range of perspectives and knowledge. This places emphasis on the building of collective and open access resources, both locally and globally. The BA 3D Design Innovation course will inspire students to become citizen designers through studio-based critical discourse, subject specific talks, and experimental design practice that equips them to create outcomes motivated by the ethos of designing for planet.

An ethos of courage and curiosity is fostered on the course to challenge and decentre simplistic modes of exploring and communicating critical issues. This approach is underpinned by reflective thinking and making that recognises the complexity and precariousness of framing individual contributions as problem solving.

Students should be able to express equity, diversity, and inclusion as part of their personal development and apply this through professional practice. Projects will support students in achieving these aims through engagement with local communities, cross-disciplinary collaboration, enterprise, and employability. Students will tackle a range of creative problems that provide opportunities to imagine more sustainable futures for all.

Learning and Teaching

Through tutorials, field trips, lectures, seminars, workshops, written and practice-based projects, students will gain the technical skills, critical tools, knowledge, and confidence needed to contribute to the development of the subject and its practice.

Adventure Learning

Adventure Learning (AL) is an educational approach that integrates existing world conditions, exploration, and technology, fostering interactive and engaging learning environments. This approach involves third-party collaborations, exposing students

to authentic, field-based experiences that extend beyond the confines of traditional studios.

An exciting aspect of Adventure Learning is the open-ended nature of project outcomes. Unlike traditional approaches, there is no predetermined result at the outset, allowing students to creatively shape the output through their unique approaches to the brief. This characteristic not only contributes to personal growth but also builds students' self-confidence, leadership abilities, and resilience. AL encourages proactive problem-solving, preparing students to tackle existing world challenges with a forward-thinking approach.

In this unique learning environment, students collaboratively shape the trajectory of their projects, working closely with colleagues, tutors, and external professionals and organisations. The emphasis on collaboration with industry experts enables students to apply acquired skills and knowledge to their projects and future careers.

AL cultivates engagement, motivation, and active participation among students, promoting hands-on problem-solving and critical thinking. AL address both local and global issues, broadening students' perspectives, fostering awareness of social, environmental, and economic sustainability, and instilling a sense of social responsibility.

Learning and Teaching Activities

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

Lectures - A member of staff or invited guest will provide taught input, often followed up by group discussion to ensure a full understanding and to encourage critical analysis of the material.

Seminars - Seminars normally consist of structured student or staff-led presentations followed by discussion. The seminar is usually based upon a topic which has been previously prepared and circulated. Active participation and quality of presentation and discussion in seminars is expected. Student discussion and critical debate is encouraged.

Reviews - On these occasions a group of students and members of staff and, if appropriate, invited guests from industry will discuss the work of one or more students who are present. Group reviews can take place in studio: teaching/workspace, or, if appropriate, the work to be discussed might be more formally exhibited. Discussion of this kind provides an ideal arena for the realisation of common issues and for the dissemination of ideas. Reviews also provide an invaluable form of self-appraisal, since the student will not only receive individual oral feedback but will indirectly learn by means of the discussion centred upon the work of other members of the group.

Tutorials – These are opportunities to strategically discuss a range of issues relating to individual development and to clarify existing knowledge, to support project initiatives, and to guide and facilitate further independent creative learning and thought. They also provide opportunities for formative assessment where students receive feedback on completed work and feedforward on work in progress.

Demonstration - This often involves the first introduction to a material, technology, process, technique, or equipment not previously experienced by a group of

students. It is intended to make students aware of the potential and characteristics of the 'subject' and it is not intended that every student will necessarily go on to learn and apply the skills or knowledge.

Study Visits - By definition, a study visit will involve travelling to strategic venues of interest which may vary from visits to galleries and museums, to course specific events such as shows, exhibitions, or visits to industry or sites. They form an essential part of the students' learning experience as they provide the opportunity to see examples of design and industry in multiple 'real life' contexts.

Projects - The term 'project' is used in two ways. Set projects consist of a set of objectives and procedures, which are often linked to a given theme or design problem and are designed for a particular group of students. This kind of project usually has a strict deadline. Students also devise their own projects (self-initiated briefs). This kind of project comprises a body of work which reflects the specific interests of the student, and which may be developed over a period of time which is agreed between the individual student and a member of the academic staff.

Capstone Project - A capstone project is designed to be a culminating educational experience for students. It aims to summarise and synthesise all or part of a student's academic career at university. Capstone projects help students to reflect on the knowledge and skills that they have acquired during their degree and learn how to present them to a wider audience including future employers.

Briefing - A briefing takes place to make known and explain specifics of projects; theme, aims & objectives, learning outcomes, timetable etc.

Peer Learning – This is a vital component of teaching and learning practices of the design courses. The work of the course is largely studio based, and thus enables students to take notice of each other's work and discuss issues informally. Peer learning also takes place through other activities such as group reviews and seminars.

Independent Study - It will be recognised that all students engage in forms of independent learning in relation to the broad issues of the subject. Formal tuition will often be based upon the expectation of some level of self-motivated personal development. Independent study and the individual selection of a range of projects, both set and self-initiated, lead to the development of individual portfolios of work in the later stages of the course and for entry into the student's individual choice of career.

The VLE (Virtual Learning Environment) - Canvas is an online environment designed to make the most effective use of a range of virtual teaching and learning tools. The School is involved in the development of online materials to support course, school and faculty content. The aim is to develop a flexible set of virtual resources demonstrating skills, processes, and methods valuable for enhancing creativity and knowledge throughout the Design School. Additionally, the VLE – Canvas – is used to enhance communication, a sense of community and inter-course discussion and debate.

LinkedIn Learning – all courses based in the Kingston School of Art offer students' free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD, and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to

broaden their employability skills in other areas.

Graduate Attributes

Our graduates will not only be 3D digital design problem solvers but will be equipped with the mindset and skills necessary to drive innovation, entrepreneurship, and positive societal impact.

Graduates will demonstrate advanced digital skills encompassing 3D modelling, visualisation, prototyping, and proficiency in industry-standard software. They will exhibit the ability to leverage these skills to create immersive and visually compelling objects, experiences, and environments. Students will use rapid prototyping techniques and iterative design processes to bring design proposals to life.

Students will employ an optimistic storytelling language to effectively communicate their ideas with a focus on positive impact. They will be able to convey narratives that inspire, captivate, and articulate the optimistic future design can create.

While students will be exploring human conditions there is a commitment to put the planet at the centre of their work by developing environmentally conscious practices in their projects. They will demonstrate an awareness of the impact of design on the environment and strive for a better, more sustainable future. Rather than their design proposals solving problems they become gifts to society. Graduates will be acknowledged as responsible designers, understanding the ethical implications of their work.

Graduates will embody an entrepreneurial spirit, and a strategic mindset to develop projects into viable business opportunities. They will demonstrate an understanding of market dynamics, customer and client needs, and the capability to challenge conventions. Their innovative and creative thinking will enable them to drive positive change in traditional business models.

By teaching how to learn graduates will be able to adapt quickly to technological advancements and the ever-changing design industry landscape. During the course students will respond to 'actual' community problems and work in a diverse learning environment and their work will reflect a deep understanding of human experiences, cultural sensitivities, and inclusivity.

Graduates leave with a set of attributes that not only demonstrate technical excellence but also highlight their potential to drive innovation, entrepreneurship, and positive societal change. The program prepares students to become leaders and responsible designers in the evolving landscape of 3D Design.

The University has identified nine attributes it will instil in its future graduates – creative problem solving, digital competency, being enterprising, having a questioning mindset, adaptability, empathy, collaboration, resilience, and self-awareness.

E. Support for Students and their Learning

Students are supported by:

Personal Tutor Scheme

The Personal Tutor Scheme (PTS) is embedded in the course and delivered within the Presentation modules, with every student allocated a personal tutor when they enrol. The personal tutor is distinct from tutors who teach within the modules and technical support tutors. Future Skills graduate attributes will be supported through Personal Tutor meetings.

The Aims of the Personal Tutor Scheme:

- To provide appropriate academic advice and guidance throughout a student's studies by monitoring progress and identifying individual needs.
- To provide a holistic overview and guidance for individual study and the development of personal practice.
- To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching.
- To help to develop a student's ability to be self-reliant and reflective and their ability to use feedback/feed forward to best advantage.

Key Features of the Personal Tutor scheme:

- Personal Tutors will be allocated at the beginning of the academic year.
- The introductory welcome tutorial meeting will occur at the beginning of the academic year. Subsequent tutorials will follow and respond to key stages in the academic year.
- Students will change personal tutor at each year of study.
- One-to-one meetings will vary in length depending on the profile and needs of individual students.

Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:

- To help students to make the transition to graduate level study and understand how to use feedback and feed forward on the course.
- To encourage students to be proactive in making links between their course and their professional and/or academic aspirations
- To explore students' research aspirations
- To help students gain confidence in contributing to, and learning from, constructive.
- To encourage students to become part of a wider disciplinary and/or professional community.
- To help students to prepare for the dynamics of supervision.

Student Support

Students are supported by:

- A Module Leader for each module
- A Year Leader for each year group
- A Course Leader to help students understand the programme structure.
- An academic team who provides support in the studio and through regular weekly drop-in 'office hours'
- A Personal Tutor to provide academic support and refers students to other support within the university as and when needed.
- A Placement Tutor to give general advice on placements.
- Technical support when working within the KSA workshops.
- A designated Course Administrator
- An induction week at the beginning of each new academic session

- Student Voice Committee
- Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site.
- LinkedIn Learning – an online platform offering self-paced software tutorials. Curated sections support students within each module.
- The Academic Success Centre that provides academic skills support for undergraduate and postgraduate students
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- A Student Achievement Officer who provides pastoral support
- Disabled student support
- The Union of Kingston Students
- The Career Centre provides support for students at every stage of their career planning. They support faculties & programmes with specific activities built within the curriculum to scaffold the development of professional attributes, transferable skills, and commercial awareness, combined with co- and extra-curricular support available to all students. Beyond graduation they continue to offer services to graduates as part of the Graduate Career Community which entitles graduates 2 years of support, resources, and activities beyond graduation to support students' successful transition into their professional lives.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

All courses in The Design School equip students with employability skills through the Future Skills modules which deliver the Graduate Attributes, and through engaging directly with industry and external partners and institutions. This is supported in course teaching by the professional and industrial expertise of course teams as well as visiting specialist practitioners.

The 3D Design Innovation course sits within a department that has unique industry partnerships with leading British design agencies. Working directly with, lecturers, the local community, industry partners, and businesses, students can develop their skills through live projects woven into the structure of the curriculum, providing an authentic professional practice experience.

Alongside an innovation focus, the course is designed to empower students with an entrepreneurial and enterprise ambition and will equip them with the skills required to establish their own businesses or to develop social systems/programmes utilising the appropriate digital technologies. A professional attitude is developed and an ability to pursue individual interests within design to cultivate an individual identity by culmination of the course.

The Presentation modules embed collaborative, cross-disciplinary, and live briefs at each level to build student confidence in engaging creatively and professionally with others. Activities and projects help identify specific roles and personal strengths, support self-advocacy, empathy and resilience, and provide professional experience, public facing engagement and networking opportunities.

Project-based learning and live briefs in the curriculum support the development of the Future Skills. Through collaborations with the Careers Centre all students have access to additional resources to support their development both within and outside teaching hours. All students have access to Career Zone, Handshake, and LinkedIn Learning during their studies, as well as the opportunity to book individual support from dedicated Careers Advisors. Resources and support available spans a wide range of professional ambitions to support students wishing to enter industry, freelance, pursue a non-linear career, develop a portfolio career, and more.

Should students wish to undertake a professional placement year, additional resources will be available to support them in securing an appropriate placement. Sourcing and applying for placement(s) equip students for a competitive job application process. The experience of the work placement period enables students to apply their learning in a professional work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to their prior learning, and to evaluate the relationships between academic skills and employers' expectations. Students will be assessed during and at the end of this period, through a portfolio of work, which will be marked as pass/fail.

The department has an excellent reputation for nurturing graduates who go on to be leading practitioners in 3D Design. Students studying 3D Design Innovation BA (Hons) can look forward to a broad range of professional opportunities and creative careers that may include Product Designer, Spatial Designer, Design Consultant, Exhibition Designer, Experience Designer, Production Designer, Futurologist, Creative Technologist, Marketing Consultant, Industrial Design Consultancies, Technology Companies, 3D Modeler and Renderer, Sustainable Design Specialist, Gallery Curator, Interaction Designer, Design Researcher, Digital Designer, Producer, Project Manager, Art Director, Creative Director, Multi-disciplinary Artist, Performer, Educator, Community Outreach Facilitator, Entrepreneur, Innovation and Start-up Companies, Freelance and Self-Employment.

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. Students will be supported by the faculty placement coordinator and the personal tutor.

H. Other sources of information that you may wish to consult

Subject Benchmark Statement: Art and Design (qaa.ac.uk) (2019)

Development of Programme Learning Outcomes in Modules

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

I. Development of Course Learning Outcomes in Modules

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

| Module Code | | Level 4 | | | | Level 5 | | | | Level 6 | | |
|---------------------------|----|---------------|---------------|---------------|--------|---------------|---------------|---------------|---------------|---------------|---------------|--------|
| | | AUG25 - 08523 | AUG25 - 08524 | AUG25 - 08525 | HA4102 | AUG26 - 08522 | AUG26 - 08526 | AUG26 - 08527 | AUG26 - 08528 | AUG27 - 08529 | AUG27 - 08530 | HA6103 |
| Knowledge & Understanding | A1 | | | S | S | | | | | S | | |
| | A2 | | | S | S | | | | S | | | |
| | A3 | | | S | S | S | | | | | | |
| | A4 | S | | | | S | S | | | | | |
| Intellectual Skills | B1 | | S | | S | S | | S | | | | |
| | B2 | | | | S | S | S | | | S | | |
| | B3 | | S | S | | | | | S | S | | |
| | B4 | | S | | | | S | | S | | S | |
| Practical Skills | C1 | S | | S | | | | | S | | S | |
| | C2 | | S | | | | | S | | | S | |

| | | | | | | | | | | | | |
|--|--------|---|--|--|--|--|---|---|--|---|---|--|
| | C 3 | S | | | | | | S | | | S | |
| | C 4 | S | | | | | S | S | | S | | |

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.