

## Template C4



# Programme Specification

**Title of Course:** *MA Sustainable Design*

<b>Date first produced</b>	01/11/2012
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<b>Faculty</b>	Kingston School of Art
<b>School</b>	Design School
<b>Department</b>	3D Design
<b>Delivery Institution</b>	Kingston University

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

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	MA Sustainable Design
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Postgraduate Certificate Postgraduate Diploma
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	PPSDE1SDE01 PFSDE1SDE01
<b>UCAS code</b> <i>For each pathway</i>	

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	MA Sustainable Design With Professional Placement
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	
<b>UCAS code</b> <i>For each pathway</i>	

<b>RQF Level for the Final Award:</b>	Masters
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University
<b>Location:</b>	Department of 3D Design, The Design School, Kingston School of Art, Knights Park
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Part-time Full-time With Professional Placement
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Part-time - 2 Full-time - 1 With Professional Placement - 2
<b>Maximum period of registration:</b>	Part-time - 4 Full-time - 2 With Professional Placement - 3

<b>Entry Requirements:</b>	<p>The minimum entry qualifications for the programme are:</p> <p>A good BA (Hons) degree or equivalent qualification in graphic design or a related subject, such as moving image, graphic communication, illustration, 3D design, advertising, photography, packaging, computer-related design, architecture or fine art.</p> <p>Applicants with relevant experience but not necessarily the qualifications or disciplinary background identified above, and who demonstrate the necessary skills and intellectual achievement needed to undertake the course will also be considered.</p> <p>A portfolio of design / creative work – ideally showing thoughtful work across several fields or disciplines (strong and original ideas are more important than perfect realisation or execution).</p> <p>A portfolio of design / creative work – ideally showing thoughtful work across several fields or disciplines (strong and original ideas are more important than perfect realisation or execution).</p> <p>A minimum IELTS score of 6.5, TOEFL 88 or equivalent is required for those for whom English is not their first language. Applicants from one of the recognised Majority English Speaking Countries (MESCs) do not need to meet these requirements.</p> <p>Recognition of Prior learning: Applicants with prior qualifications and learning may be exempt from appropriate parts of a course in accordance with the University's policy for the recognition of prior certificated learning (RPCL) and prior experiential learning (RPEL).</p>
<b>Programme Accredited by:</b>	<b>N/A</b>
<b>QAA Subject Benchmark Statements:</b>	N/A
<b>Approved Variants:</b>	None.
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

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

## SECTION 2: THE COURSE

### A. Aims of the Course

- Equip designers from any field and other creative specialists with the knowledge, awareness and capabilities to redirect their practice towards progressive sustainability and social agendas
- Encourage critical thinking about the social and ecological agendas addressed by the course, and the potential roles for design and designers in serving those agendas
- Encourage students to take an active lead in exploring their own design-focused agendas with a view to finding and reinforcing their own critical voices in relation to the wider social and ecological agendas which the course addresses.
- The 2-year programme with integrated placement(s) also provides students with an opportunity to enhance their professional skills, preparing them for higher levels of employment, further study and lifelong learning.

### B. Intended Learning Outcomes

The programme outcomes are referenced to the UK Quality Code for Higher Education, including the QAA Master's Degree Characteristics 2020 and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), with an awareness of the undergraduate subject benchmarks for Art and Design, and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas, specifically in relation to the course's focus on progressive sustainability and social agendas.

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 the ['Sector Recognised Standards in England'](#) (OFS 2022).

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
A3	Demonstrate understanding of the varied roles of design and the designer in addressing social- and sustainability-led agendas	B4	Demonstrate a self-critical and reflective approach to their own work, in terms of ideology, method and outcome	C4	Engage effectively and sensitively with the audiences of design research and design interventions
A2	Exhibit critical awareness of the holistic context for, and sometimes contested nature of, topics covered in the course	B2	Synthesize multiple perspectives on a particular topic or issue into a coherent theoretical and methodological position	C3	Utilise and integrate material from a variety of primary and secondary research sources
A1	Demonstrate an ability to evaluate and deploy a range of complex arguments around topics covered in the course	B1	Identify the most pertinent aspects of a real-world topic or issue to which it may be appropriate to respond	C2	Undertake focused and sustained research, incorporating critical analysis and evaluation
		B3	Critically appraise traditional and current approaches to design practice and research, and demonstrate understanding of the relationship between theory and practice ('praxis')	C1	Demonstrate capabilities in problem-finding and the appropriate application of design process, in discipline-specific and interdisciplinary contexts
				C5	Demonstrate professional skills (including self-presentation, communication, interpersonal/teamwork, research and information literacy, numeracy, time-management and project-planning, management and leadership skills, and ethical practice).

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

### C. Outline Programme Structure

This programme is offered as a full field in full-time, part-time and 'with professional placement' modes, and leads to the award of the MA Sustainable Design. Entry is at level 7 with Degree or equivalent qualifications (See section D). Intake is normally in September of each year.

The course is part of the University's Postgraduate Regulations (PR) and The Design School Postgraduate Framework.

The MA Sustainable Design is made up of five modules that are assigned to three phases referred to as Teaching Blocks (TB) all at Level 7. Phases are progressively more challenging as students progress through the field. Each Teaching Block is normally made up of 2 modules each worth 30 credits with the exception of the Major Project in TB3, which is worth 60 credits. Typically, full-time students should complete 60 credits at the end of each TB. The course is delivered full-time over one year, and part-time over two years. All students will be provided with the University regulations and course handbook.

Students on the 2-year programme (with integrated placement) must complete all modules by the end of TB3 and then work in their placement(s) for a maximum of 12 months. The student should confirm that their placement opportunity is available by the end of the preceding teaching block, and the course team will confirm whether this is acceptable within two weeks. Students on placement(s) must complete a portfolio assessment which includes a reflection on how they have applied the skills they have developed during the previous year, within a professional working environment.

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

### MA Sustainable Design

Level 7							
MA Sustainable Design							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Creative Futures	DE7301	30	7	2		1	2

Design for Social Innovation	DE750 2	30	7	1		1	2
Designing Research	DE730 0	30	7	1		1	1
Professional Placement (Design)	WP700 1	120	7	1, 2, 3 (Yr 2)			
Sustainable Design Principles, Perspectives & Practices	DE750 1	30	7	2		1	1
The Major Project	DE730 2	60	7	3		1	2
<b>Optional Modules</b>							

## MA Sustainable Design With Professional Placement

### D. Principles of Teaching, Learning and Assessment

The Design school promotes and sustains a distinctive pattern of teaching and learning practices. Teaching and learning strategies have developed in close relation to the design subjects, disciplines and the creative industries. The ways in which students develop knowledge and understanding of their subject is equally distinct, with a strong emphasis being placed on the management of increasingly complex studio based practical design projects. Although the nature of the design project is that of a holistic design experience the aims of the modules are distinct in the practical project undertaken by the student and as such are assessed individually and collectively in relation to the modules aims.

Students are strongly encouraged to develop their own informed and creative approach, taking into account contemporary research, current industry and design practices. This is achieved through the teaching philosophy in the School, which highlights the importance of knowledge of the contemporary and future design context and through awareness of the forces and issues that influence society and industry to meet the needs of present and future generations.

In addition, students are strongly encouraged to develop their own informed and creative approach, taking into account contemporary research, current industry and design practices and 'future gazing'. This is achieved through the teaching philosophy in the School, which highlights the importance of knowledge of the contemporary and future design context and through awareness of the forces and issues that influence society and industry to meet the needs of present and future generations.

The teaching and learning of practical design projects incorporates:

- Analysis of the project brief, research and insight gathering in to the 'theme' or objective and subsequent problem finding for problem solving.
- Analysis of context.
- Tools and strategies for Design thinking and the Design process.
- The promotion of workshop practices and creative material usage and manipulation.
- Teaching communication and presentation tools and techniques.
- Teaching digital tools for design and realisation
- Tutorials, lectures, seminars and workshops
- Developing students' ability to confidently communicate orally



- Project reviews and critiques to promote peer project discussion and debate.
- Encouraging within students' self-reflection and self-criticism in relation to a sustainable design practice.

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/work space, if appropriate, the work to be discussed might alternatively be more formally exhibited as at the end of DE7300. 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** - Opportunities to strategically discuss a range of issues relating to individual development and to clarify existing knowledge, to support project initiatives, and to guide and facilitate further independent creative learning and thought. They also provide opportunities for formative assessment where students receive feedback on completed work and feed forward on work in progress.
- **Demonstration** - This often involves the first introduction to a material, technology, process, technique or equipment not previously experienced by a group of students. It is intended to make students aware of the potential and characteristics of the 'subject' and it is not intended that every student will necessarily go on to learn and apply the skills or knowledge.
- **Study Visits** - By definition, a study visit will involve travelling to strategic venues of interest which may vary from visits to galleries and museums or to course specific events such as shows, exhibitions, or visits to industry or sites. They form an essential part of the 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** - 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/Canvas** - is an online environment that aims 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 seeks 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.

### **Assessment**

Assessment is both summative and formative. Primarily, summative assessment is intended to identify what has been learned (assessment of learning) and therefore assessed mark counts towards the module grade awarded. Formative assessment is intended to help students to learn (assessment for learning) and provides opportunities for students to identify their strengths and weaknesses, and focus on areas they need to work on and improve. The assessment strategy and criteria are clearly described in every written brief and mapped appropriately to the module learning outcomes. The assessment criteria are generally additionally communicated verbally at each project briefing.

## **E. Support for Students and their Learning**

### **The Personal Tutor Scheme**

#### **Aims of the Design School Personal Tutor Scheme**

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

#### **Key Features of the Design School 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 keep the same personal tutor throughout their year/s of study.

- One-to-one meetings will vary in length depending on the profile and needs of individual students.

The Design School employs permanent staff members to lead level 7. The permanent nature of the staff affords them substantial and visible presence for students and as such is designed to be supportive and helpful. Teaching and learning within the course is enhanced through the strategic use of HPL staff with project related skills, knowledge and expertise. Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:

#### **Level 7**

- To help students to make the transition to Masters level study and understand how to use feedback on the postgraduate 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 peer review
- To encourage students to become part of a wider disciplinary and/or professional community
- To help students to prepare for the dynamics of supervision

Students are supported by:

- A Module leader for each module
- A Course Director to help students understand the programme structure
- Personal Tutors to provide academic and personal support
- A Placement Tutor to give general advice on placements
- Technical support to advise students on IT and the use of software
- A designated programme administrator
- An induction week at the beginning of each new academic session
- Staff Student Consultative 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
- A substantial 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
- Support for students with disabilities
- The Union of Kingston Students
- Careers and Employability Services Team who will provide support for students prior to undertaking work placement(s)
- Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments

In addition students are supported by:

#### **Studio Structure**

All courses within the Design School place the studio at the heart of the learning support experience. The studio is both a physical environment and a design education ethos. It affirms course and student identity with each course owning its own dedicated studio space(s), and each course its own studio within this. The typical developmental curriculum journey from principles to processes to practices may be mapped to individual studio experiences. The

studio provides a natural and readily available environment for peer-to-peer learning and group work. It also accommodates 1:1 contact and individual learning. A strategic programme of lectures, seminars and workshops supports the studio learning experience.

### **Workshop Structure**

The diverse range of Faculty workshop spaces provides an integral resource to support studio learning. They are an extension of the studio space but equipped with particular, specialist facilities. The workshops are a primary means of facilitating connections with external partners.

### **Staff Structure**

The staff support structure maps to the studio system. Course directors coordinate all levels and studios within a course. For postgraduate this is a single level and studio and for undergraduate three levels and corresponding studios. Modules have Module Leaders and undergraduate courses have individual Level Leaders who provide a consistent point of student contact. They are operational figureheads who work together with staff teams and Hourly Paid Lecturers [HPLs] (incorporating Module Leaders) to deliver the appropriate learning and teaching experience. Staff mediate this experience across each level or stage of a course, moving from an explicit to implicit role in students' development, enabling students to learn how to learn and become more progressively independent. Dedicated technicians provide workshop space learning support in conjunction with the academic staff teams.

### **Infrastructure**

The School adopts an infrastructure of learning support means beyond the immediacy of academic courses. These broadly divide into key mechanisms (course facing eg. NSS) and enhancement opportunities (student facing eg. Erasmus), including:

- Up-to-date knowledge of relevant University systems and procedures
- Student Support Office
- NUS (National Union of Students)
- Mentoring Scheme
- RPCL (Recognition of Prior Certificated Learning) / RPEL (Recognition of Prior Experiential Learning) processes
- Postgraduate Survey
- SSCC (Staff Student Consultative Committee)
- BOS (Board of Study)
- Annual Monitoring
- Erasmus Exchange programmes
- Information on Scholarships and Bursaries
- Alumni and Graduate Experience
- Coordinating Personal Tutor Scheme

The integrated work placement is primarily reliant on independent activity on the part of the student, with some support from their tutor. During the period of the placement(s) students will be supervised (online) by a tutor who, if possible, will visit during the placement. Depending on the location of the placement, meetings might take place face-to-face or via platforms such as Microsoft Teams. The placement module will make use of the Virtual Learning Environment (VLE) Canvas for communication and dissemination of information between students and staff as well as making online learning materials available.

## **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
- Boards of Study with student representation
- Annual Monitoring and Enhancement

- Periodic review undertaken at subject level
- Student evaluation including MEQs (Module Evaluation Questionnaires) and a Postgraduate Survey
- Moderation policies
- Feedback from employers

## **G. Employability and work-based learning**

All courses in The Design School address the issue of employability through engaging directly with industry and external partners and institutions. This is supported in course teaching by the professional and industrial expertise of course teams as well as visiting specialist practitioners. This ethos of professionalism is planned and delivered through the course curriculum so that students are effectively equipped for the world of work on their graduation from the course.

On completion of the course, students will have completed a capstone project or dissertation, and constructed a strategic portfolio. The capstone project helps the students reflect on the knowledge and skills they have acquired during their course. In conjunction with the portfolio students are required to develop an appreciation of the knowledge, skills and understanding sector employers require and present and demonstrate them accordingly.

More specifically, modules within the MA Sustainable Design course structure are intended to address the changing interdisciplinarity nature of professional design practice, and the emerging global workplace: DE7301 Creative Futures (TB2), for example.

The course provides a programme of professional lectures and site visits in module DE7501 Sustainable Design Principles, Perspectives and Practices.

Where relevant and practical, the course works in collaboration with outside organisations and businesses. Recent 'live' projects have been undertaken with social design agencies ThinkPublic and Uscreates; the Design Council; Greengaged; and the Sorrell Foundation.

Students are also supported in seeking and completing internships with relevant organisations during the course. Recent examples include the RSA, Innovation Unit and Uscreates.

Students are encouraged to work in association with an external partner or organisation for the module DE7302 Major Project (TB3). This ensures that projects have real-world relevance and application, and provides valuable experience of real-world collaboration. These collaborations provide real-world experience that aids graduates from the course in seeking relevant employment as socially- or sustainability-led design-based professionals, for example in social design and social innovation agencies, sustainability-oriented charities, and sustainability-oriented corporate roles.

External design competitions are also offered within the delivery of the course - for example the London Mayor's Low Carbon Prize 2012 (won by a team of students from the course) - as activities intended to provide opportunities for those students who wish to allow an additional focus to their portfolio: DE7301 Creative Futures (TB2).

The 2 year integrated work placement programme is designed to provide students with enhanced opportunities for securing professional employment at the end of their degree, providing skills and experience that employers are looking for in their work force. These are supported by the services of the Careers and Employability Services team, providing drop-in

and scheduled events to support students in the preparation of CVs, applications, and preparation for interviews and assessment centres.

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

Work placement is an integral part of the 2-year programme and students will receive support from the award winning Careers and Employability Services team.

While it is the responsibility of individual students to secure appropriate placements, the Careers and Employability Services team offer each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. Sourcing and applying for placement(s) gives students the opportunity to experience a competitive job application process.

The experience of the work placement period enables students to apply their learning in the 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.

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

**QAA Master's Degree Characteristics 2015**

[http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981\\_10](http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10)

**Course page**

<https://www.kingston.ac.uk/postgraduate-course/sustainable-design-ma/>

**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 7					
	WP7001	DE7302	DE7301	DE7501	DE7300	DE7502
Knowledge & Understanding A3		S	S	S	S	S

	A2		S	S	S	S	S
	A1		S	S	S	S	S
<b>Intellectual Skills</b>	B4		S	S	S	S	S
	B2		S	S	S	S	S
	B1		S	S	S	S	S
	B3		S	S	S	S	S
<b>Practical Skills</b>	C4		S	S		S	S
	C3		S	S		S	S
	C2		S	S		S	S
	C1		S	S		S	S
	C5	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.**