

Template C4



Programme Specification

Title of Course: *BA (Hons) Interaction design*

Date first produced	16/08/2024
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Version number	2
Faculty	Kingston School of Art
School	Design School
Department	Illustration Animation
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

Award(s) and Title(s): <i>Up to 10 pathways</i>	BA (Hons) Interaction design
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Cert (HE) BA (Ordinary) Dip (HE)
Course Code <i>For each pathway and mode of delivery</i>	UFIND1IND20
UCAS code <i>For each pathway</i>	W280

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	
Location:	Knights Park
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	Full field
Minimum period of registration:	Full-time - 3 Years
Maximum period of registration:	Full-time - 6 years
Entry Requirements:	<p>Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our 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.</p> <p>Additionally, all non-UK applicants must meet our English language requirements.</p> <p>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:	Subject Benchmark Statement: Art and Design (qaa.ac.uk) (2019)
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

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

BA(Hons) Interaction Design is built around human experience and takes a human-centred approach to interactive storytelling and immersive experience design. Our students draw upon world-leading facilities and expertise through the Digital Making Workshops and Immersive Lab, alongside physical fabrication and presentation methods, to create and design interactions and experiences that explore urgent issues and experimental ideas through innovative technologies, creative responses, and critical speculative practices. By engaging with the most pressing societal issues, students will be supported in deepening creative and critical thinking through contextual studies, contemporary philosophy and decolonial design.

- 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 and project management.
- 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 interaction design practice.
- To support students in situating their own practice and ambitions by examining the professional, social, and political context in which interaction 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 enable students' diversity to be recognised and valued through a range of learning opportunities.
- To facilitate an experimental and explorative approach to interaction design 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 interactive 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).

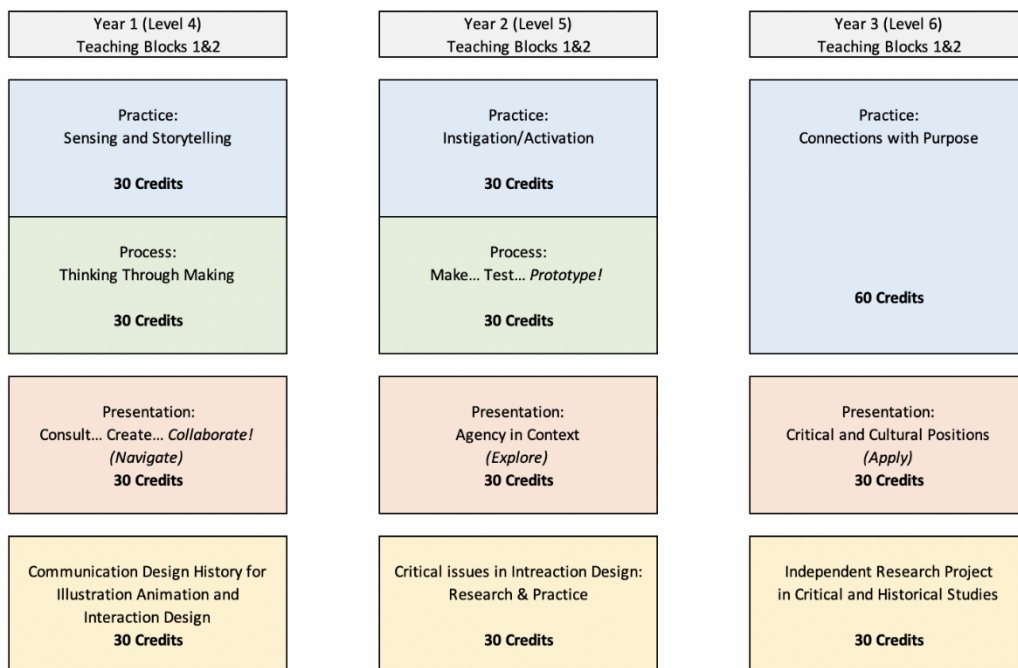
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Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students 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 prototyping, creative processes, practice-based research methodologies and/or critical making practices.
A2	Apply understanding of and question parameters of contemporary interaction 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 practice, 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	Produce creative solutions in response to a range of challenges with individual creativity, imagination, innovation and vision.	C3	Interpret information, narratives, and/or experiences and through inclusive interaction design practices and communicate with diverse audiences.
A4	Apply an understanding of the professional, social, political, and global contexts in which interaction design operates to situate own practice and future ambitions.	B4	Reflect and analyse own achievements and those of others in diverse personal and professional contexts.	C4	Apply attributes and skills required to operate as a professional, including collaboration, consultation, self-advocacy, agency, autonomy, effective communication, relationship building, and project management.

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



BA (Hons) Interaction design

Level 4							
BA (Hons) Interaction design							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Communication Design History for Illustration Animation and Interaction Design	IA4010	30	4	ACYR	none	1	

Practice: Sensing & Storytelling	IA4007	30	4	Year long	None	1	
Presentation: Consult... Create... Collaborate!	IA4009	30	4	Year long	None	1	
Process: Thinking Through Making	IA4008	30	4	Year long	None	1	
Optional Modules							

Progression to Level 5

All level 4 modules are core.

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 Interaction Design.

Level 5							
BA (Hons) Interaction design							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Critical Issues in Interaction Design: Research & Practice	IA5012	30	5	Year long	None	2	
Practice: Instigation/Activation	IA5009	30	5	Year long	None	2	
Presentation: Agency in Context	IA5011	30	5	Year long	None	2	
Process: Make... Test... Prototype!	IA5010	30	5	Year long	None	2	
Optional Modules							

Progression to Level 6

All level 5 modules are core.

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 Interaction Design.

Level 6							
BA (Hons) Interaction design							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time

Independent Research Project in Critical and Historical studies	HA610 3	30	6	Year long		3	
Practice: Connections with Purpose	IA6005	60	6	Year long		3	
Presentation: Critical and Cultural Positions	IA6006	30	6	Year long	None	3	
Optional Modules							

Level 6 requires the completion of

All level 6 modules are core.

Award of BA (Hons) requires successful completion of 120 credits.

D. Principles of Teaching, Learning and Assessment

Introduction to BA Interaction Design

BA(Hons) Interaction Design is built around human experience and takes a human-centred approach to interactive storytelling and immersive experience design. Our students draw upon world-leading facilities and expertise through the Digital Making Workshops and Immersive Lab, alongside physical fabrication and presentation methods, to create and design interactions and experiences that explore urgent issues and experimental ideas through innovative technologies, creative responses, and critical speculative practices. By engaging with the most pressing societal issues, students will be supported in deepening creative and critical thinking through contextual studies, contemporary philosophy and decolonial design.

A diverse range of approaches will support students to generate and develop their own set of new and experimental practices through both digital and analogue forms. These include interactive narrative and games design, extended reality and virtual production, trans-media storytelling and immersive experiences, creative participation and workshop design, physical fabrication and creative computing. The course embeds a broad range of approaches to Interaction Design in supporting flexibility to deal with technological developments and portfolio careers. Learning through making is encouraged and students have access to all workshops and fabrication facilities to develop and prototype their ideas.

The course supports a deep understanding of individual and collective practice through set briefs, self-initiated and group work assignments. Students develop self-awareness and the ability to identify and advocate professional strengths through critical discourse and peer-to-peer interaction. Interdisciplinary collaborations and live projects with creative industries offer valuable professional experience through realising projects in context and applying skills in 'real-world' situations. Staff practitioners and alumni networks offer insight and contact with national and international opportunities through professional talks, studio visits and work placement.

The Department of Illustration Animation has an excellent reputation for nurturing graduates who go on to be leading practitioners within their field. Students from Interaction Design benefit from being an integral course within this community, and through our close relationships within KSA and the wider University. We support new opportunities and growth

within the discipline through collaboration and the cross-pollination of ideas, processes, and methods.

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.

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. Interaction Design 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 [insert discipline] industry in a range of geographical locations.

Responsible Practice

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.

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.

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/work space, 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. No additional costs will be incurred by students for field trips if they are part of the curriculum or affect submissions.

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. Students are supported through guided independent study with a breakdown of hours and additional resources to support and enhance learning. This is found through the 'Succeeding in This Module' page in Canvas.

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.

E. Support for Students and their Learning

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 their Graduate Support Package which entitles graduates 2 years of support, resources, and activities beyond graduation to support students' successful transition into their professional lives.

Personal Tutor Scheme

The Personal Tutor Scheme (PTS) is embedded in 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.

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 advise students in relation to personal development planning, helping them with their Personal Development Plan and Curriculum Vitae,

- 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 postgraduate 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

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), level surveys and the National Student Survey (NSS)
- 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.

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.

Holistic personal and professional development is a key aspect of BA Interaction Design. 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. These include 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. Students studying BA (Hons) Interaction Design can look forward to a broad range of professional opportunities and creative careers that include Interaction Designer, Exhibition Designer, Experience Designer, Production Designer, Design Researcher, Digital Designer, Producer, Project Manager, Art Director, Creative Director, Immersive Storyteller, Illustrator, Animator, Graphic Designer, Games Designer, Artist, Performer, Educator, Creative Participation Facilitator.

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.

Should students wish to undertake the Work 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.

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

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

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		
	IA4007	IA4008	IA4009	IA4010	IA5012	IA5009	IA5011	IA5010	IA6006	IA6005	HA6103

Knowledge & Understanding	A1				S	S		S		S		S
	A2		S	S				S	S			
	A3				S	S				S	S	
	A4				S	S				S		
Intellectual Skills	B1	S		S	S	S						
	B2				S	S				S		S
	B3	S	S						S			
	B4		S		S	S			S			
Practical Skills	C1		S				S		S		S	
	C2	S					S					
	C3			S			S	S				
	C4	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.