KOLDING SCHOOL OF DESIGN

# COURSE DESCRIPTION
## EXPLORING DESIGN PERSPECTIVES

| | |
|---|---|
| **Course title**<br>Exploring Design Perspectives | **Kursustitel**<br>Udforskning af designperspektiver |
| **Course number**<br>E25KF1UDUV | **Approved**<br>22.08.23 |
| **Level and semester**<br>MA 1st & 2nd semester | **Field of study**<br>Design for People, Design for Planet, Design for Play |
| **ECTS**<br>10 | **Responsible**<br>Eva Kappel |
| **Exam form**<br>Class participation | **Assessment**<br>Pass/fail<br><br>In order to pass, the student is required to attend 75% of course lessons and participate actively in class which includes submission of two written assignments |
| **Censor**<br>Internal | **Reexam**<br>The reexam is an individual written assignment of 24.000-36.000 characters including spaces that covers the learning outcome of the course<br><br>The cover page, notes, table of contents, illustrations and other picture material, bibliography, and any annexed material are not included in the character count. Captions are included in the character count, though. |



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# COURSE DESCRIPTION
## EXPLORING DESIGN PERSPECTIVES

**Course objective**
The aim of the course is to introduce the students to the future perspectives of the content unfolded in the Master's studies, and facilitate an exploration of the student's motivation and goals in relation to that. The student's competences from the past and the motivation of the present are mapped to create and support the aspirations within Design for People, Planet or Play in the future.

During the course, the students will work on identifying their own professional values, preferences and possible job roles in relation to their specific field or niche of design.
Finally, the course will focus on communicating the student's professional point of view, verbally, visually and in writing.

The course contains two written assignments in which the students use relevant literature to analyze and put their own professional field into perspective.

**Learning outcome**
At the examination, the student is expected to:

Knowledge:
- *have insight into the facets of the specialization ((Design for People, Planet or Play) and be able to reflect on their own professional point of view and potential*
- *have knowledge about selected design theories within creativity and creative processes*

Skills:
- *be able to map their own competences and build a scenario of where/how they see themselves working in the future*
- *be able to formulate a professional direction as a designer in writing, and be able to reflect on their own professional point of view and potential*

Competences:
- *be able to relate their own competences to needs and expectations from the outside world*
- *be able to use selected theories to examine their own professional point of view and put it into perspective*



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# COURSE DESCRIPTION
## DESIGN PRACTICE AND PROTOTYPING

| | |
|---|---|
| **Course title**<br>Design Practice and Prototyping | **Kursustitel**<br>Designpraksis og prototyper |
| **Course number**<br>E25KA1PPUV (Accessory Design)<br>E25KI1PPUV (Industrial Design)<br>E25KB1PPUV (Fashion Design)<br>E25KT1PPUV (Textile Design)<br>E25KK1PPUV (Communication Design) | **Approved**<br>21.06.23 |
| **Level and semester**<br>MA 1st semester | **Field of study**<br>Design for People, Design for Planet, Design for Play |
| **ECTS**<br>7,5 | **Responsible**<br>Eva Kappel |
| **Exam form**<br>Class participation | **Assessment**<br>Pass/fail<br><br>In order to pass, the student is required to attend 75% of course lessons and participate actively in class. |
| **Censor**<br>Internal | **Reexam**<br>The reexam is an individual oral exam. The duration of the reexam is 30 minutes:<br><br>10 minutes for the student's presentation<br>10 minutes for questions from examiners<br>10 minutes for deliberation and announcement |



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# COURSE DESCRIPTION
## DESIGN PRACTICE AND PROTOTYPING

**Course objective**
The course focuses on the prototype as a carrier of aesthetic and sensual aspects of design. As a designer, it is important to be aware of the prototype as a communication tool for the designer and other stakeholders.

The prototype has many different purposes and possibilities of use in a development process which calls for different designs and degrees of completion. For example, the level of skill will vary from the first quick mock-ups to the finished realisation models. Likewise, the design of the prototype will depend on the field of investigation for the specific test, e.g., material, shape, colour, function, construction, scale.

In the course, the students will be introduced to the subject areas' different ways of producing and discussing prototypes and be introduced to the associated workshops.

There will be activities that support the reflection on how the individual student can best communicate their designs with the skills and competences they have available. In addition, the course will expand the students' professional repertoire within prototyping and encourage them to form a strategy for their future acquisition of skills.

**Learning outcome**
At the examination, the student is expected to:

Knowledge:
- *understand the prototype as a central carrier of the communication of the aesthetic and sensory aspects of design*
- *have an understanding that prototypes can have different purposes and possibilities of use in a development process*

Skills:
- *be able to use relevant techniques and tools from the field*
- *be able to develop and select techniques and tools for prototyping that are in accordance with the mediating purpose*

Competences:
- *be able to reflect on one's repertoire of prototypes and how they can be used in the future*



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# COURSE DESCRIPTION
TRANSFORMING PRACTICES

| | |
|---|---|
| **Course title**<br>Transforming Practices | **Kursustitel**<br>Transformering af praksisser |
| **Course number**<br>E25PT1TPUV | **Approved**<br>06.06.23 |
| **Level and semester**<br>MA 1st semester | **Field of study**<br>Design for Planet |
| **ECTS**<br>15 | **Responsible**<br>Karen Marie Hasling |
| **Exam form**<br>Combination exam:<br>Oral defence and design product | **Assessment**<br>7-point grading scale<br><br>The exam is an overall evaluation of the presented design product and the oral defence |
| **Censor**<br>Internal | **Extent/duration of exam**<br>Individual exam: 40 minutes<br>Group of two students: 65 minutes<br>Group of three students: 90 minutes<br>Group of four students: 115 minutes |
| **Group exam**<br>The exam can be taken as an individual exam or a group exam with up to four students in a group | **Prerequisite**<br>As a mandatory prerequisite for participation in the oral exam, students must deliver a project description within the framing of the course. |



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# COURSE DESCRIPTION
TRANSFORMING PRACTICES

**Course objective**
A fundamental aspect of designing is directed towards the future, as the designer anticipates the needs and potentials of tomorrow. However, when working for a sustainable future, it can be important for designers to expand the reach of this anticipatory competence and influence and/or shape the future itself.

For this purpose, the course introduces practice theory, user studies and speculative methods as approaches to engaging with and transforming practices: Practices which may include all actors, for example, practices of designing, practices of using, practices of manufacturing, etc. The focus of the course is to explore how modes of practices relate, such as the relationship between function, material, aesthetics, technology, production and use. Thereby, students build important understandings of how design develops and gains meaning in situated contexts, which is necessary when designing for the future.

Exploring past and present practices, the course addresses objects and know-how as a rich and valuable source for designers working with future practices of sustainability. Based on these explorations, students develop design proposals and unfold accordant exemplary products and/or services relating to practices furthering sustainability.

**Learning outcome**
At the examination, the student is expected to:

Knowledge:
- *be able to describe core concepts of slow movement, practice theory, material and speculative methods*
- *be able to identify and select sources and literature within user studies that are relevant to the design project*
- *be able to discuss course literature in relation to design project*

Skills:
- *be able to analyse and visualise the development of a product or practice over time*
- *be able to plan, execute and analyse a study of use practice related to a selected user group*
- *be able to evaluate research outcomes, in terms of selected sustainability potentials, and identify a relevant context*

Competences:
- *be able to evaluate and combine individual, design disciplinary and societal motivations within a design project on transforming practices*
- *Be able to create a novel design concept from research on past practices for a specific context using design disciplinary means for dissemination and communication*

**Generic learning outcome**
In addition to the above-mentioned course-specific learning outcomes, the student is also expected to:

- *use and communicate knowledge, skills and/or methods from the subject area (Communication Design, Accessory Design, Industrial Design, Fashion Design or Textile Design) as a lever for relevant prototypes and solutions within the design challenge*



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**COURSE DESCRIPTION**
TRANSFORMING PRACTICES

- *be able to translate design experiments – regardless of the outcome – into learning and development of their own design practice*
- *be able to present own research and project through an oral and visual presentation, that both explains what, why and how, and contains a reflection on the process and the concrete learning along the way*
- *be able to argue own role as a designer in the design process*



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# COURSE DESCRIPTION
DESIGN METHODOLOGY

| | |
|---|---|
| **Course title**<br>Design Methodology | **Kursustitel**<br>Designmetodologi |
| **Course number**<br>F26KF1MEUV | **Approved**<br>30.08.20 |
| **Level and semester**<br>MA 2nd semester | **Field of study**<br>Design for People, Design for Planet, Design for Play |
| **ECTS**<br>2,5 | **Responsible**<br>Eva Kappel |
| **Exam form**<br>Class participation | **Assessment**<br>Pass/fail<br><br>In order to pass, the student is required to attend 75% of course lessons and participate actively in class. |
| **Censor**<br>Internal | **Reexam**<br>The reexam is an individual written assignment of 16.800-24.000 characters including spaces that covers the learning outcome of the course.<br><br>The cover page, notes, table of contents, illustrations and other picture material, bibliography, and any annexed material are not included in the character count. Captions are included in the character count, though. |



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# COURSE DESCRIPTION
DESIGN METHODOLOGY

**Course objective**
The course objective is to give the students a thorough introduction to design methodology in a historic perspective and make the students able to understand and put theories, discussions and main directions in the field into perspective as well as reflect on their own practice.

**Learning outcome**
At the examination, the student is expected to:

Knowledge:
- *have knowledge about and be able to discuss design methodology in a historic perspective*
- *be familiar with key design methodological theories*

Skills:
- *be able to explain the concept design methodology*
- *be able to apply design methodological theories*

Competences:
- *be able to reflect on design methodology in relation to his or her own practice*



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# COURSE DESCRIPTION
MATERIAL NARRATIVES

| | |
|---|---|
| **Course title**<br>Material Narratives | **Kursustitel**<br>Materialefortæller |
| **Course number**<br>F26PT1FMUV | **Approved**<br>21.06.23 |
| **Level and semester**<br>MA 2nd semester | **Field of study**<br>Design for Planet |
| **ECTS**<br>15 | **Responsible**<br>Karen Marie Hasling |
| **Exam form**<br>Combination exam:<br>Oral defence and design product | **Assessment**<br>7-point grading scale<br><br>The exam is an overall evaluation of the presented design product and the oral defence |
| **Censor**<br>External | **Extent/duration of exam**<br>Individual exam: 40 minutes<br>Group of two students: 65 minutes<br>Group of three students: 90 minutes<br>Group of four students: 115 minutes |
| **Group exam**<br>The exam can be taken as an individual exam or a group exam with up to four students in a group | **Prerequisite**<br>As a mandatory prerequisite for participation in the oral exam, students must deliver a project description within the framing of the course. |



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# COURSE DESCRIPTION
MATERIAL NARRATIVES

**Course objective**
Designers work with materials as a membrane that can translate ideas and concepts in to meaning and values for users when a user interacts with a material-based design solution. In parallel, materials, as resources, take part in larger networks that inform and influence material-related considerations in design processes.

This course addresses materials from a broad and holistic perspective, to emphasise and activate the role of materials in design for sustainability. Thereby the course places the material as centre for exploration and experimentation.

The objective of the course is to strengthen understanding and awareness of the multiplicity of possible material engagements and involvements in design. This is throughout the course explored through the interconnected perspectives: Material Culture, Material Experience, Material Systems and Material Making.

In the course, students are encouraged to explore and create material narratives in analogue as well as digital formats through engagement with one or more materials or resources.

**Learning outcome**
At the examination, the student is expected to be able to:

Knowledge:
- *understand relations between materials and design for sustainability*

Skills:
- *building on a disciplinary framing, execute and document material focused research and experiments within the four perspectives, Material Culture, Material Experience, Material Systems and Material Making*
- *examine and analyse outcomes of investigations and experiments and make conclusions*
- *identify and pursue design for sustainability conceptual potentials in the research outcome*

Competences:
- *argue for and formulate a design for sustainability intention for a material focused design process within a disciplinary framing*
- *develop narratives of, with and around materials for a defined purpose and context of use*
- *create a material focused design proposal based on sustainability principles within a disciplinary framing*

**Generic learning outcome**
In addition to the above-mentioned course-specific learning outcomes, the student is also expected to:

- *use and communicate knowledge, skills and/or methods from the subject area (Communication Design, Accessory Design, Industrial Design, Fashion Design or Textile Design) as a lever for relevant prototypes and solutions within the design challenge*
- *be able to translate design experiments – regardless of the outcome – into learning and development of their own design practice*



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**COURSE DESCRIPTION**
MATERIAL NARRATIVES

- *be able to present own research and project through an oral and visual presentation, that both explains what, why and how, and contains a reflection on the process and the concrete learning along the way*
- *be able to argue own role as a designer in the design process*



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# COURSE DESCRIPTION
EMPOWERING CHANGE

| | |
|---|---|
| **Course title**<br>Empowering Change | **Kursustitel**<br>Styrkelse af forandringsprocesser |
| **Course number**<br>F26KF1ECUV | **Approved**<br>24.09.24 |
| **Level and semester**<br>MA 2nd semester | **Field of study**<br>Design for People, Design for Planet, Design for Play |
| **ECTS**<br>2,5 | **Responsible**<br>Eva Kappel |
| **Exam form**<br>Class participation | **Assessment**<br>Pass/fail<br><br>In order to pass, the student is required to attend 75% of course lessons and participate actively in class. |
| **Censor**<br>Internal | **Reexam**<br>The reexam is an individual written assignment of 16.800-24.000 characters including spaces that covers the learning outcome of the course.<br><br>The cover page, notes, table of contents, illustrations and other picture material, bibliography, and any annexed material are not included in the character count. Captions are included in the character count, though. |



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# COURSE DESCRIPTION
EMPOWERING CHANGE

**Course objective**
It is becoming increasingly clear that we as designers need to create first action and change rather than merely ideas, concepts, and products. A significant and expanding part of work life for designers today is the ability to plan and facilitate design processes, often in cross-disciplinary teams, rather than only being able to create products. Such processes might lead to a specific idea, solution, intervention, change of existing habits, mindsets, and practices, or new ways of communicating challenges and opportunities in and to the world. In short, we are the "DOers" of today and tomorrow.

The course builds on the 'Design Methodology' course. It aims to give the student an understanding of how prominent, contemporary design methodologies can aid the student in creating new ideas that can empower viable change in the relevant contexts – business, daily life, institutional, public, etc.

The students' work in the course involves real-life scenarios, often presented as a design brief formulated by a collaborating organization/s. Combining these scenarios with design methodological ways of thinking and designing, the students must identify relevant challenges and take steps towards robust design solutions in collaboration with the external partnering organization/s. Process planning and facilitation are closely connected to project management, and the course will touch upon project management on a smaller scale.

**Learning outcome**
At the examination, the student is expected to be able to:

Knowledge:
- *condense how designers can create the first steps towards change in and with organizations, grounded in real-life scenarios and current design methodologies*
- *identify project management tools on a smaller scale*

Skills:
- *interpret a real-life scenario, identify a specific design challenge, and plan a framework for approaching this challenge*
- *carry out a design process, focusing on empowering change, and ongoingly disseminate progress and outcome visually, materially, and/or verbally*

Competences:
- *apply relevant methodologies and methods for the involvement of stakeholders, key concepts, existing and new knowledge etc. in the design process*
- *deliver an innovative design proposal in the form of, for instance, a relevant early and rapid prototype to a partnering organization*



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# COURSE DESCRIPTION
HOLISTIC SYSTEMS

| | |
|---|---|
| **Course title**<br>Holistic Systems | **Kursustitel**<br>Helhedstænkte systemer |
| **Course number**<br>F26PT1SHUV | **Approved**<br>06.06.23 |
| **Level and semester**<br>MA 2nd semester | **Field of study**<br>Design for Planet |
| **ECTS**<br>7,5 | **Responsible**<br>Karen Marie Hasling |
| **Exam form**<br>Combination exam:<br>Oral defence and design product | **Assessment**<br>7-point grading scale<br><br>The exam is an overall evaluation of the presented design product and the oral defence |
| **Censor**<br>Internal | **Extent/duration of exam**<br>Individual exam: 30 minutes<br>Group of two students: 50 minutes<br>Group of three students: 70 minutes<br>Group of four students: 90 minutes |
| **Group exam**<br>The exam can be taken as an individual exam or a group exam with up to four students in a group | **Prerequisite**<br>As a mandatory prerequisite for participation in the oral exam, students must deliver a project description within the framing of the course. |



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# COURSE DESCRIPTION
HOLISTIC SYSTEMS

**Course objective**
Central to creating sustainable impact is to work holistically with the use of resources. As design is developed and used within material, technological, economic and human systems, designers need to understand production, communication, consumption and disposal on a systems level in order to frame and develop holistic design strategies for e.g., prolonging lifespan, optimising use and managing waste.

This course introduces to and activates core strategies for holistic systems building: circular, service, and sharing systems. Furthermore, a number of key models, tools and methods for systems analysis and assessment will be introduced and applied such as The Butterfly Diagram, Business Model Canvas, life cycle mapping and stakeholder involvement.

Students will work with real company/organizational cases to analyse existing systems, explore potentials and develop new design driven sustainable systems proposals, supported by product and/or service concepts informed by design experiments.

**Learning outcome**
At the examination, the student is expected to:

Knowledge:
- *be able to explain models, tools and methods for holistic systems building*
- *be able to relate course literature on strategic systems to the design project*
- *be able to discuss possible implications/effects of applying the holistic design strategies*

Skills:
- *be able to analyse a complex system in relation to a selected company/organisational setting, using models, methods and tools applied in the course*
- *be able to identify and frame a relevant design proposal towards systemic transformation informed by various stakeholders*
- *be able to explore and address a sustainability challenge/problem through the application of holistic systems building strategies in a design project*

Competences:
- *be able to create a system design proposal that increases the overall sustainability performance within a company/organizational context*
- *be able to develop products and/or service concepts that can support the system design*
- *be able to evaluate and argue implications of implementing the systems proposal in terms of sustainable impact*

**Generic learning outcome**
In addition to the above-mentioned course-specific learning outcomes, the student is also expected to:

- *use and communicate knowledge, skills and/or methods from the subject area (Communication Design, Accessory Design, Industrial Design, Fashion Design or Textile Design) as a lever for relevant prototypes and solutions within the design challenge*



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**COURSE DESCRIPTION**
HOLISTIC SYSTEMS

- *be able to translate design experiments – regardless of the outcome – into learning and development of their own design practice*
- *be able to present own research and project through an oral and visual presentation, that both explains what, why and how, and contains a reflection on the process and the concrete learning along the way*
- *be able to argue own role as a designer in the design process*



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# COURSE DESCRIPTION
## EXPLORING DESIGN PROFESSIONS - INTERNSHIP

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|---|---|
| **Course title**<br>Exploring Design Professions - Internship | **Kursustitel**<br>Udforskning af designprofessioner - Praktik |
| **Course number**<br>E25KF2PPUV | **Approved**<br>05.05.25 |
| **Level and semester**<br>MA, 3rd semester | **Field of study**<br>Design for People, Design for Planet, Design for Play |
| **ECTS**<br>30 | **Responsible**<br>Eva Kappel |
| **Exam form**<br>Written assignment | **Assessment**<br>7-point grading scale |
| **Censor**<br>Internal | **Extent/duration of exam**<br>A written assignment in the form of a report of 19.000-24.000 characters including spaces<br><br>The cover page, notes, table of contents, illustrations and other picture material, bibliography, and any annexed material are not included in the character count. Captions are included in the character count, though.<br>The content of any annexed material is not considered in the assessment of the written exam. |

**Prerequisite**
Participation in a minimum of 50% of the three supervisions and the four writing workshop days
(online option for all seven activities)



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# COURSE DESCRIPTION
## EXPLORING DESIGN PROFESSIONS - INTERNSHIP

**Course objective**
The purpose of the internship is to provide students with the opportunity to explore, refine, re-invent and develop design practices.

This is done by immersing students in professional environments where they engage with real-world challenges and collaborate with design professionals, and/or other professions to give students invaluable hands-on experience in the diverse and dynamic field of design. At the same time, the internship allows them to apply and explore their acquired design knowledge, skills, and competencies in practice. Through practical exposure, professional development, and real-world application of design skills, they are expected to expand and deepen their skillsets within professional design settings, ultimately strengthening their growth as emerging professionals.

In addition to cultivating their individual practice, students are also expected to reflect on the actual and potential impact of incorporating the unique perspectives of Design for People, Design for Planet, or Design for Play within the internship organization. This includes considering how these perspectives can contribute to developing, changing, or adjusting contemporary design practice.
The impact - actual as well as potential - may vary across a spectrum, from small incremental changes within the organisation to more radical transformations.

**Learning outcome**
At the examination, the student is expected to:

Knowledge
- be able to explain how existing practice works
- be able to explain and describe the possible types of economic, social, cultural and environmental values that the contemporary design practice contributes

Skills
- be able to assess, choose and use the relevant tools and methods for having (potential) impact in the host organisation
- be able to explain the (potential) impact of incorporating the unique perspectives of Design for People, Design for Planet, or Design for Play within a professional context

Competences
- demonstrate enhanced proficiency in applying design principles, methodologies, and techniques within a professional context
- cultivate a mindset by identifying opportunities for design-driven innovation, embracing critical experimentation and thinking, and embracing a proactive approach to problem-solving



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# COURSE DESCRIPTION
INDIVIDUAL DESIGN PROJECT

| | |
|---|---|
| **Course title**<br>Individual Design Project | **Kursustitel**<br>Individuelt designprojekt |
| **Course number**<br>E25KF2IPUV | **Approved**<br>05.05.25 |
| **Level and semester**<br>MA, 3rd semester | **Field of study**<br>Cross-disciplinary |
| **ECTS**<br>30 | **Responsible**<br>Eva Kappel |
| **Exam form**<br>Combination exam:<br>Oral defence and design product | **Assessment**<br>7-point grading scale<br>The exam will be an evaluation of the presented design product and the oral defence |
| **Censor**<br>Internal | **Extent/duration of exam**<br>20 minutes for the student's presentation<br>20 minutes for discussion<br>20 minutes for deliberation and announcement |

**Prerequisite**
In connection with the formulation of the individual design project, the student must prepare a project description that must be approved by the supervisor. The student must submit the project description within a deadline set by the study administration in order to gain access to the oral exam.



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# COURSE DESCRIPTION
## INDIVIDUAL DESIGN PROJECT

**Course objective**
The individually planned design project provides students with the opportunity to develop and strengthen their knowledge, skills, and/or competencies by carrying out a self-formulated, focused specialisation project.

As part of the project, students are expected to define a well-framed and clearly delimited field of inquiry based on their academic foundation, existing competencies, and professional development goals. The project must include the development of one or more designs, communicated through prototypes. There is no requirement regarding the degree of completion.

Students should plan and execute a focused project aligned with their framework. Additionally, they are expected to identify and engage with relevant professionals or experts who can contribute with valuable knowledge and insights to the project. Beyond acquiring specific knowledge, this process aims to build an understanding of the broader context in which the project is situated.

The project is framed and carried out with individual supervision. A project description must outline the scope, and it is the supervisor's responsibility to ensure that the project workload aligns with the allocated ECTS credits.

**Learning outcome**
At the examination, the student is expected to demonstrate:

Knowledge
- *the ability to build upon previously acquired knowledge and reflect on their own ambitions for professional development*
- the ability to *identify relevant professional practitioners or companies that can contribute to and expand their ambition for specialization*
- *the ability to identify relevant theories and methods that support the self-formulated project*

Skills
- *the ability to set an academically ambitious goal based on existing competencies and further develop it with input from relevant professional practitioners and/or experts*
- the ability to apply relevant theories and methods that support the self-formulated project
- *the ability to identify a relevant design-related challenge, define a field of inquiry, and manage the timeline of a self-formulated project to ensure a high academic outcome*

Competences
- *the ability to identify, describe, and execute a self-formulated project in alignment with their professional development goals*
- *the ability to reflect on the strengths and weaknesses of the project and assess how it has contributed to their own academic and professional development*
- *The ability to contextualise the project within a professional, artistic, or scientific framework and to consider how the acquired competencies can be applied in the remainder of the education and/or in future professional practice*



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KOLDING SCHOOL OF DESIGN

# COURSE DESCRIPTION
MASTER'S PROJECT

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| **Course title**<br>Master's Project | **Kursustitel**<br>Kandidatprojekt |
| **Course number**<br>F26KX2KAUV | **Approved**<br>31.08.18 |
| **Level and semester**<br>MA 4th semester | **Field of study**<br>Design for People, Design for Planet, Design for Play |
| **ECTS**<br>30 | **Responsible**<br>Eva Kappel |
| **Exam form**<br>Combination exam:<br>Written assignment, oral defence and design product | **Assessment**<br>7-point grading scale<br><br>The Master´s project will be assessed as an overall evaluation of the written assignment, the presented design product and the oral defence. The three elements will be evaluated equally.<br><br>When assessing the Master's project, the student's writing and spelling skills are also assessed in addition to the academic content. However, most weight is put on the academic content, cf. the examination order. |
| **Censor**<br>External | **Extent of the written report**<br>Individual exam: 43.200-60.000 characters including spaces<br>Group of two students: 57.600-90.000 characters including spaces<br>Group of three students: 86.400-120.000 characters including spaces<br><br>The cover page, notes, table of contents, illustrations and other picture material, bibliography, and any annexed material are not included in the character count. Captions are included in the character count, though. The content of any annexed material is not considered in the assessment of the written report.<br><br>**Duration of the exam**<br>Individual exam: 60 minutes<br>Group of two students: 90 minutes<br>Group of three students: 120 minutes |
| **Individual or group exam**<br>The maximum number of students in one group is three students either within or across disciplines. | |



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**Course objective**
The Master's project must document that the student is able to solve relevant and complex design-professional problems on a professional international level by using design theory, methods and acquired skills.
In the Master's project, the student is able to put their entire professional expertise in play. Knowledge, skills and competencies acquired through the specialisation are demonstrated in the solution of a self-initiated, well-defined and delimited design-professional problem in collaboration with at least one external partner.
The Master's project is the student's framework to demonstrate their own design-professional potential in a relevant design project.

**Learning outcome**
The Master's project must demonstrate that the student at a high level:

Knowledge:
- *has business understanding*
- *has digital knowledge*
- *has an understanding of own design-professional competencies*
- *has an understanding of the scientific methods and theories of the design discipline*

Skills:
- *is able to to identify and justify a relevant design-professional challenge*
- *is able to identify a relevant external part*
- *is able to set complex professional goals*
- *is able to master the artistic techniques and methods of the design discipline in a professional manner*
- *is able to reflect on the process and methods of the Master's project*
- *is able to communicate and discuss a complex design project with colleagues and lay people*

Competences:
- *is able to plan, manage and complete the design process from initial idea to execution, implementation and presentation (oral and visual)*
- *is able to demonstrate a novel design project where idiom and aesthetics are at the highest artistic level*
- *is able to put a design project into perspective in relation to an international context*
- *is able to demonstrate an understanding of the user(s) in relation to the project*
- *is able to apply the theories of the discipline to solve a relevant problem and put it into perspective*

**Generic learning outcome**
In addition to the above-mentioned course-specific learning outcomes, the student is also expected to:

- *use and communicate knowledge, skills and/or methods from the subject area (Communication Design, Accessory Design, Industrial Design, Fashion Design or Textile Design) as a lever for relevant prototypes and solutions within the design challenge*
- *be able to translate design experiments – regardless of the outcome – into learning and development of their own design practice*
- *be able to present own research and project through an oral and visual presentation, that both explains what, why and how, and contains a reflection on the process and the concrete learning along the way*
- *be able to argue own role as a designer in the design process*



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