KOLDING SCHOOL OF DESIGN

COURSE DESCRIPTION
SITUATING DESIGN FOR PLAY

Course title Situating Design for Play	**Kursustitel** Situeret design for leg
Exam Code / Course Code PY1DL--BSE / E26PY1DLUV	**Approved** 12.05.26
Level and semester MA1 first semester	**Field of study** Design for Play
ECTS 2,5	**Responsible** Jesper Falck Legaard
Exam form Written assignment	**Assessment** Pass/Fail
Censor Internal	**Extent/duration of exam** A written assignment of 12.000-17.000 characters including spaces 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 exam.

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KOLDING SCHOOL OF DESIGN

COURSE DESCRIPTION
SITUATING DESIGN FOR PLAY

Course objective
Play is a central mode of human engagement with the world and a vital field of inquiry for designers working with experiences and participation. This course introduces students to play as both a lived experience and a design perspective, focusing on how play can be understood, analysed, and situated in specific contexts.

The course combines empirical exploration, theoretical perspectives, and hands-on design work to build an understanding of play design. Through observations, analysis of play situations, and engagement with selected theories on play and playfulness, students will develop analytical perspectives on how play emerges, unfolds, and is framed in relation to people, places, materials, and social relations.

Based on these investigations, students will work in groups to develop, prototype and test a small-scale design for play intervention. The practical design work allows students to translate theoretical and empirical insights into design proposals and reflect on the relationship between design intention, invitation, and participation in play experiences.

A central part of the course is the formulation of individual play design principles that also reflect their design discipline. These principles are developed through reflection on course activities, theory, and design practice, and are intended to support each student in articulating a personal foundation for future work within design for play.

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

Knowledge
- *have knowledge of central theoretical perspectives on play, playfulness, and play design*
- *understand how play can be studied through empirical and analytical approaches*

Skills
- *be able to apply relevant theoretical concepts to analyse play and inform design decisions*
- *be able to formulate and communicate individual play design principles grounded in theory and practice*

Competences
- *be able to translate empirical and theoretical insights into design considerations and interventions*
- *be able to develop, prototype, and test a small-scale design for play intervention*

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KOLDING SCHOOL OF DESIGN

COURSE DESCRIPTION
DESIGN PRACTICE AND PROTOTYPING

Course title Design Practice and Prototyping	**Kursustitel** Designpraksis og prototyper
Exam code / Course code KA1PP--BUE / E26KA1PPUV (Accessory Design) KI1PP--BUE / E26KI1PPUV (Industrial Design) KB1PP--BUE / E26KB1PPUV (Fashion Design) KT1PP--BUE / E26KT1PPUV (Textile Design) KK1PP--BUE / E26KK1PPUV (Communication Design)	**Approved** 21.06.23
Level and semester MA 1st semester	**Field of study** Design for People, Design for Planet, Design for Play
ECTS 7,5	**Responsible** Eva Kappel
Exam form Class participation	**Assessment** Pass/fail In order to pass, the student is required to attend 75% of course lessons and participate actively in class.
Censor Internal	**Reexam** The reexam is an individual oral exam. The duration of the reexam is 30 minutes: 10 minutes for the student's presentation 10 minutes for questions from examiners 10 minutes for deliberation and announcement

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KOLDING SCHOOL OF DESIGN

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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KOLDING SCHOOL OF DESIGN

COURSE DESCRIPTION
PLAY DESIGN FUNDAMENTALS

Course title Play Design Fundamentals	**Kursustitel** Grundlæggende design til leg
Exam code / Course code KP1GL--KME / E26KP1GLUV	**Approved** 06.11.23
Level and semester MA 1st semester	**Field of study** Design for Play
ECTS 15	**Responsible** Jesper Falck Legaard
Exam form Combination exam: Oral defence and design product	**Assessment** 7-point grading scale The exam is an overall evaluation of the presented design product and the oral defence
Censor Internal	**Extent/duration of exam** Individual exam: 40 minutes Group of two students: 65 minutes Group of three students: 90 minutes Group of four students: 115 minutes The time is divided equally between presentation, discussion, and deliberation/announcement.
Group exam The exam can be taken as an individual exam or a group exam with up to four students in a group	

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COURSE DESCRIPTION
PLAY DESIGN FUNDAMENTALS

Course objective
The course introduces students to four archetypical play design domains: Toy Play, Play Spaces, Gameplay and finally Applied Play where the play experience also has some external goal such as learning or behaviour change. Students explore play design practices of these domains through the development of prototypes informed by domain specific play theory and design principles. During the course, students will develop a foundational practice of doing play design across the four domains and the ability to connect play theory and play design practice.

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

Knowledge:
- *possess theoretical and practical knowledge about the four play design domains (toy play, play spaces, gameplay and applied play)*

Skills:
- *be able to utilize domain specific play theory to inform their play design practice*
- *be able to formulate design principles informed by domain relevant theory*

Competences:
- *be able to design for play across the four specified domains*
- *be able to explore and present their play design concepts through low-fidelity and high-fidelity prototypes*

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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COURSE DESCRIPTION
EXPLORING DESIGN PERSPECTIVES

Course title Exploring Design Perspectives	**Kursustitel** Udforskning af designperspektiver
Exam Code / Course Code KF1UP--BUE / E26KF1UPUV	**Approved** 12.05.26
Level and semester MA 1st & 2nd semester	**Field of study** Design for People, Design for Planet, Design for Play
ECTS 7,5	**Responsible** Eva Kappel
Exam form Class participation	**Assessment** Pass/fail In order to pass, the student is required to attend 75% of course lessons and participate actively in class which includes submission of a written assignment of 24.000-36.000 characters. 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.
Censor Internal	**Reexam** The reexam is an individual written assignment of 24.000-36.000 characters including spaces that covers the learning outcome of the course 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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KOLDING SCHOOL OF DESIGN

COURSE DESCRIPTION
EXPLORING DESIGN PERSPECTIVES

Course objective
The course introduces students to key perspectives and opportunities within the professional design field and supports reflection on their motivation and career goals.
The student's design competences from their 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.

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*

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 professional field*
- *be able to use selected theories and tools to examine their own professional point of view and put it into perspective*

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COURSE DESCRIPTION
DESIGN METHODOLOGY

Course title Design Methodology	**Kursustitel** Designmetodologi
Exam code / Course code KF1MT--BSE / F27KF1MTUV	**Approved** 30.08.20
Level and semester MA 2nd semester	**Field of study** Design for People, Design for Planet, Design for Play
ECTS 2,5	**Responsible** Eva Kappel
Exam form Written assignment	**Assessment** Pass/fail
Censor Internal	**Extent/duration of exam** A written assignment of 6000-8000 characters including spaces. 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 exam.
Individual/group exam It is not possible to hand in the written assignment as a group exam.	

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KOLDING SCHOOL OF DESIGN

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
CHILD-CENTERED DESIGN FOR PLAY

Course title Child-Centered Design for Play	**Kursustitel** Børnecentreret design til leg
Exam code / Course code PY1LB--KME / F27PY1LBUV	**Approved** 06.06.23
Level and semester MA 2nd semester	**Field of study** Design for Play
ECTS 15	**Responsible** Jesper Falck Legaard
Exam form Combination exam: Oral defence and design product	**Assessment** 7-point grading scale The exam is an overall evaluation of the presented design product and the oral defence
Censor External	**Extent/duration of exam** Individual exam: 40 minutes Group of two students: 65 minutes Group of three students: 90 minutes Group of four students: 115 minutes The time is divided equally between presentation, discussion, and deliberation/announcement.
Group exam The exam can be taken as an individual exam or a group exam with up to four students in a group	

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COURSE DESCRIPTION
CHILD-CENTERED DESIGN FOR PLAY

Course objective
Child-Centered Design for Play focuses on exploring and understanding the concept of child-centered design and how to work from a child-centered perspective when designing for play. It takes the starting point in the children and their everyday lives to understand how, why and what is relevant to design, seen from the perspective of children. The course addresses areas such as child development, children's play behaviour, child culture and co- creation with children. Furthermore, the course covers tools and methods for designing for and with children.

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

Knowledge:
- *have knowledge about fundamental physical, cognitive and social development of children across different age groups*
- *have knowledge about children's capabilities in relation to co-creation and co-design*
- *have knowledge about legal aspects of working with children as users and co-designers*

Skills:
- *be able to facilitate productive tests and co-creation sessions with children*
- *be able to analyse the implicit developmental qualities related to a given play experience*
- *understand children's everyday life and culture*
- *be able to reason about design decisions based on children's developmental qualities*

Competences:
- *be able to carry out a child-centered design process*
- *be able to select appropriate design methods*

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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COURSE DESCRIPTION
EMPOWERING CHANGE

Course title Empowering Change	**Kursustitel** Styrkelse af forandringsprocesser
Exam code / Course code BF1EM--BSE / F27KF1EMUV	**Approved** 24.09.24
Level and semester MA 2nd semester	**Field of study** Design for People, Design for Planet, Design for Play
ECTS 2,5	**Responsible** Eva Kappel
Exam form Written assignment	**Assessment** Pass/fail
Censor Internal	**Extent/duration of exam** A written assignment of 5500-6500 characters including spaces. 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 exam.
Individual/group exam It is not possible to hand in the written assignment as a group exam.	

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KOLDING SCHOOL OF DESIGN

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
PLAYING WITH FUTURES

Course title Playing with Futures	**Kursustitel** Leg med fremtiden
Exam code / Course code PY1FI--KME / F27PY1FLUV	**Approved** 21.06.23
Level and semester MA 2nd semester	**Field of study** Design for Play
ECTS 7,5	**Responsible** Jesper Falck Legaard
Exam form Combination exam: Oral defence and design product	**Assessment** 7-point grading scale The exam is an overall evaluation of the presented design product and the oral defence
Censor Internal	**Extent/duration of exam** Individual exam: 30 minutes Group of two students: 50 minutes Group of three students: 70 minutes Group of four students: 90 minutes The time is divided equally between presentation, discussion, and deliberation/announcement.
Group exam The exam can be taken as an individual exam or a group exam with up to four students in a group	

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COURSE DESCRIPTION
PLAYING WITH FUTURES

Course objective
In this course, play is utilized as a methodological approach to encourage ethical contemplation and social critique. Through playful speculation, the student challenges our current world and envisions alternative futures. For this purpose, the students are introduced to the fields of critical design and speculative design theory. The course uses design fiction to imagine and construct future scenarios as means of making the change today. However, the critical commentary will rely mostly on high-fidelity prototypes and /or scenarios.

Projects will be evaluated based on how effective the design artefacts are at communicating their social commentary, as well as the imagined world in which it could exist.

The outcome is thus a tangible mode of reflection that has democratic value and play design becomes another way of engaging in important topics that require critical thinking in society.

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

Knowledge:
- *possess knowledge about what is critical, speculative and design fiction*
- *possess knowledge about the ethical considerations of these design fields*
- *possess knowledge about futures studies diagrams and methods*

Skills:
- *be able to create a speculative design project through a design prototype*
- *be able to design a prototype to afford a specific commentary*
- *be able to integrate critical play in their design process and/or outcome*

Competences:
- *be able to imagine and craft 'worlds' and stories*
- *be able to name and discuss the implications of play in the design process*
- *be able to reflect on and argue the relevance and value contribution of the project in a contemporary setting*

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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KOLDING SCHOOL OF DESIGN

COURSE DESCRIPTION
EXPLORING DESIGN PROFESSIONS - INTERNSHIP

Course title Exploring Design Professions - Internship	**Kursustitel** Udforskning af designprofessioner - Praktik
Exam Code / Course Code KF2IN--KSE / E26KF2INUV	**Approved** 12.05.26
Level and semester MA, 3rd semester	**Field of study** Design for People, Design for Planet, Design for Play
ECTS 30	**Responsible** Eva Kappel
Exam form Written assignment	**Assessment** 7-point grading scale
Censor Internal	**Extent/duration of exam** A written assignment in the form of a report of 19.000-24.000 characters including spaces 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 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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KOLDING SCHOOL OF DESIGN

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
- demonstrate knowledge of how to reference and cite literature and sources in a written text

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
- be able to identify and apply relevant theory, hereunder from the Master's programme, in the written report

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
- be able to communicate in writing and visually, how their design practice has evolved during the internship

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COURSE DESCRIPTION
INDIVIDUAL DESIGN PROJECT

Course title Individual Design Project	**Kursustitel** Individuelt designprojekt
Exam code / Course code KF2IP--KME / E26KF2IPUV	**Approved** 05.05.25
Level and semester MA, 3rd semester	**Field of study** Cross-disciplinary
ECTS 30	**Responsible** Eva Kappel
Exam form Combination exam: Oral defence and design product	**Assessment** 7-point grading scale The exam will be an evaluation of the presented design product and the oral defence
Censor Internal	**Extent/duration of exam** 20 minutes for the student's presentation 20 minutes for discussion 20 minutes for deliberation and announcement
Course requirements In order to be registered for the individual design project, the student must document two years of design relevant work experience or have passed a 30 ECTS internship from a design programme. Exemption from this rule can be applied for.	**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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KOLDING SCHOOL OF DESIGN

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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COURSE DESCRIPTION
MASTER'S PROJECT

Course title Master's Project	**Kursustitel** Kandidatprojekt
Exam code / Course code PE2KP--KPE / F27KX2KAUV (People) PT2KP--KPE / F27KX2KAUV (Planet) KP2KA--KPE / F27KX2KAUV (Play)	**Approved** 31.08.18
Level and semester MA 4th semester	**Field of study** Design for People, Design for Planet, Design for Play
ECTS 30	**Responsible** Eva Kappel
Exam form Combination exam: Written assignment, oral defence and design product	**Assessment** 7-point grading scale 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. 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 External	**Extent of the written report** Individual exam: 43.200-60.000 characters including spaces Group of two students: 57.600-90.000 characters including spaces Group of three students: 86.400-120.000 characters including spaces 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. **Duration of the exam** Individual exam: 60 minutes Group of two students: 90 minutes Group of three students: 120 minutes The time is divided equally between presentation, discussion, and deliberation/announcement.
Individual or group exam The maximum number of students in one group is three students either within or across disciplines.	

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KOLDING SCHOOL OF DESIGN

COURSE DESCRIPTION
MASTER'S PROJECT

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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