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RAMMESTUDIEORDNING

Bachelor, kandidat og erhvervskandidat i design



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Rammestudieordning

Designskolen Kolding

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2. Indledning

Denne rammestudieordning for uddannelserne på Designskolen Kolding er udarbejdet efter retningslinjerne i bekendtgørelse nr. 1410 af 12. december 2014 om uddannelser ved de videregående kunstneriske uddannelsesinstitutioner på Uddannelses- og Forskningsministeriets område. Rammestudieordningens bestemmelser dækker samlet bacheloruddannelsen i design, kandidatuddannelsen i design og erhvervskandidatuddannelsen i design med mindre andet specifikt fremgår.

Særligt for bacheloruddannelsen

Uddannelsen, der er en fuldtidsuddannelse, er normeret til 3 studenterårsværk. Et studenterårsværk er en fuldtidsstuderendes arbejde i 1 år. Et studenterårsværk svarer til 60 point i European Credit Transfer System (ECTS). Uddannelsen er således normeret til i alt 180 ECTS point.

Særligt for kandidatuddannelsen

Uddannelsen, der er en fuldtidsuddannelse, er normeret til 2 studenterårsværk. Et studenterårsværk er en fuldtidsstuderendes arbejde i 1 år. Et studenterårsværk svarer til 60 point i European Credit Transfer System (ECTS). Uddannelsen er således normeret til i alt 120 ECTS point.

Særligt for erhvervskandidatuddannelsen

Uddannelsen, der er en 4-årig deltidsuddannelse, er normeret til 2 studenterårsværk. Et studenterårsværk er en fuldtidsstuderendes arbejde i 1 år. Et studenterårsværk svarer til 60 point i European Credit Transfer System (ECTS). Uddannelsen er således normeret til i alt 120 ECTS point.

2.1 Uddannelserne reguleres af følgende love og regler

- Lov nr. 59 af 26. januar 2015 om videregående kunstneriske uddannelsesinstitutioner.
- Lov nr. 583 af 1. juni 2014 om adgangregulering ved videregående uddannelser.
- Bekendtgørelse nr. 1410 af 12. december 2014 om uddannelser ved de videregående kunstneriske uddannelsesinstitutioner på Uddannelses- og Forskningsministeriets område.
- Bekendtgørelse nr. 1526 af 16. december 2013 om eksamen og censur ved de videregående kunstneriske uddannelser under Uddannelses- og Forskningsministeriet.
- Bekendtgørelse nr. 114 af 3. februar 2015 om karakterskala og anden bedømmelse ved uddannelser på Uddannelses- og Forskningsministeriets område (karakterbekendtgørelsen).
- Lov nr. 315 af 5. april 2017 om åben uddannelse (erhvervsrettet voksenuddannelse) m.v.
- Bekendtgørelse nr. 205 af 13. marts 2018 om akkreditering af videregående uddannelsesinstitutioner og godkendelse af videregående uddannelser.

Særligt for bacheloruddannelsen

Bekendtgørelse nr. 107 af 12. februar 2018 om adgang til bacheloruddannelser ved de videregående kunstneriske uddannelsesinstitutioner på Uddannelses- og Forskningsministeriets område.

Særligt for kandidatuddannelsen

Bekendtgørelse nr. 106 af 12. februar 2018 om adgang til kandidatuddannelser ved de videregående kunstneriske uddannelsesinstitutioner på Uddannelses- og Forskningsministeriets område.

Særligt for erhvervskandidatuddannelsen

Bekendtgørelse nr. 1605 af 19. december 2017 om erhvervskandidatuddannelse ved universiteterne og de videregående kunstneriske uddannelser under Uddannelses- og Forskningsministeriet (Erhvervskandidatbekendtgørelsen).

Gældende love og bekendtgørelser er altid tilgængelige på www.retsinfo.dk

2.2 Uddannelsernes navn og dimittendernes titel

Særligt for bacheloruddannelsen

Uddannelsens navn er bachelor i design med efterfølgende angivelse af fagbetegnelse. Dimittenderne fra uddannelsen har ret til at anvende betegnelsen bachelor (BA). På engelsk er betegnelsen Bachelor of Arts (BA) in Design.

Særligt for kandidatuddannelsen og erhvervskandidatuddannelsen

Uddannelsens navn er kandidat i design med efterfølgende angivelse af fagbetegnelse. Dimittenderne fra uddannelsen har ret til at anvende betegnelsen cand.des. (candidatus/candidata designii). På engelsk er betegnelsen Master of Arts (MA) in Design.

3. Uddannelsens formål

Særligt for bacheloruddannelsen

Formålet med bacheloruddannelsen i design er at

- 1) indføre den studerende i et eller flere fagområders videnskabelige og kunstneriske discipliner, herunder fagområdet eller fagområdernes teori og metode, sådan at den studerende opnår en bred faglig viden og kunnen,
- 2) den studerende opnår den faglige viden og de teoretiske og metodiske kvalifikationer og kompetencer, sådan at den studerende bliver i stand til selvstændigt at identificere, formulere og løse komplekse problemstillinger inden for fagområdets eller fagområdernes relevante bestanddele, og
- 3) den studerende opnår grundlag for udøvelse af erhvervsfunktioner og for at kvalificere sig til optagelse på en kandidatuddannelse.

Mål for læringsudbytte

Mål for læringsudbyttet omfatter den viden og forståelse, de færdigheder og de kompetencer, som en uddannet bachelor i design skal opnå under uddannelsen.

Viden og forståelse

- skal have kunstnerisk baseret viden om praksis og metoder samt forskningsbaseret viden om teori inden for relevante dele af fagområdet
- skal kunne forstå og reflektere over kunstnerisk praksis og metode samt relevant videnskabelig teori

Færdigheder

- skal kunne anvende kunstneriske og relevante videnskabelige metoder, redskaber, og udtryksformer samt generelle færdigheder, der knytter sig til beskæftigelse inden for området.
- skal kunne vurdere kunstneriske udfordringer, praktiske og teoretiske problemstillinger samt begrunde og vælge relevante udtryk og løsningsmodeller
- skal kunne formidle kunstneriske udtryk og faglige problemstillinger og løsningsmodeller til fagfæller og ikke-specialister

Kompetencer

- skal kunne håndtere komplekse og udviklingsorienterede situationer i studie- eller arbejdssammenhænge
- skal selvstændigt kunne indgå i fagligt og tværfagligt samarbejde med en professionel tilgang
- skal kunne identificere egne læringsbehov og strukturere egen læring i forskellige læringsmiljøer

Særligt for kandidatuddannelsen og erhvervs kandidatuddannelsen

Formålet med kandidatuddannelsen i design er at

- 1) udbygge den studerendes faglige viden og kunnen og øge de teoretiske og metodiske kvalifikationer og kompetencer samt selvstændigheden i forhold til bachelor niveauet,
- 2) den studerende opnår en faglig fordybelse gennem anvendelse af videregående elementer i fagområdets eller fagområdernes discipliner og metoder, herunder træning i videnskabeligt og kunstnerisk arbejde og metode, der videreudvikler den studerendes kompetence til at bestride mere specialiserede erhvervsfunktioner samt til at deltage i videnskabeligt og kunstnerisk udviklingsarbejde, og
- 3) kvalificere den studerende til videreuddannelse, herunder til ph.d-uddannelse.

Mål for læringsudbytte

Mål for læringsudbyttet omfatter den viden og forståelse, de færdigheder og de kompetencer, som en uddannet kandidat i design skal opnå under uddannelsen.

Viden og forståelse

- skal inden for fagområdet have viden, som på udvalgte områder er baseret på internationalt anerkendt kunstnerisk praksis, kunstnerisk udviklingsvirksomhed og førende forskning inden for relevante fagområder
- skal kunne forstå og reflektere over fagområdets viden samt kunne identificere kunstneriske udfordringer og videnskabelige problemstillinger

Færdigheder

- skal mestre fagområdets kunstneriske metoder, redskaber og udtryksformer og kunne anvende relevante videnskabelige metoder og redskaber, samt mestre generelle færdigheder, der knytter sig til beskæftigelse inden for fagområdet
- skal kunne vurdere og vælge blandt fagområdets kunstneriske metoder og redskaber og videnskabelige teorier, samt på et kunstnerisk eller videnskabeligt grundlag opstille nye udtryk og løsningsmodeller
- skal kunne varetage kunstnerisk formidlingsvirksomhed og diskutere

professionelle og relevante videnskabelige problemstillinger med både fagfæller og ikke-specialister

Kompetencer

- skal kunne styre arbejds- og udviklingssituationer, der er komplekse, uforudsigelige og forudsætter nye løsningsmodeller eller udtryk
- skal selvstændigt kunne igangsætte og gennemføre fagligt og tværfagligt samarbejde og påtage sig professionelt ansvar
- skal selvstændigt kunne tage ansvar for egen faglig udvikling og specialisering

4. Adgangskrav

Designskolen Kolding informerer om de til enhver tid gældende optagelseskriterier og -krav på <https://www.designskolenkolding.dk/>

Særligt for bacheloruddannelsen

Adgang til bacheloruddannelsen sker i henhold til bestemmelserne i adgangsbekendtgørelsen for bacheloruddannelser ved de videregående kunstneriske uddannelsesinstitutioner, særligt § 2 og § 23.

Særligt for kandidatuddannelsen

Adgang til kandidatuddannelsen sker i henhold til bestemmelserne i adgangsbekendtgørelsen for kandidatuddannelser ved de videregående kunstneriske uddannelsesinstitutioner, særligt § 2.

Særligt for erhvervskandidatuddannelsen

Adgang til erhvervskandidatuddannelsen sker i henhold til bestemmelserne i adgangsbekendtgørelsen for kandidatuddannelser ved de videregående kunstneriske uddannelsesinstitutioner, særligt § 2.

Endvidere skal ansøger opfylde én af de to betingelser jf. erhvervskandidatbekendtgørelsen, § 10.

4.1 Retskrav

Særligt for kandidatuddannelsen og erhvervskandidatuddannelsen

En bestået bacheloruddannelse giver ret til optagelse på den kandidatuddannelse, der er den naturlige overbygning af bacheloruddannelsens fagområde eller fagområder, ved samme uddannelsesinstitution i direkte forlængelse af den afsluttede bacheloruddannelse, jf. adgangsbekendtgørelsen, § 10.

4.2 Udvidet ret

Studerende optaget på bacheloruddannelsen ved Designskolen Kolding i 2015 og 2016 er omfattet af en udvidet 2-årig ret om optagelse på kandidatuddannelsen. Dette betyder, at studerende fra årgang 2015 har ret til optagelse indtil 2020 og studerende fra årgang 2016 har ret indtil 2021.

Studerende optaget på bacheloruddannelsen i 2017 og senere er omfattet af det gældende retskrav beskrevet i afsnit 4.1.

5. Uddannelsens struktur

Et studieår består af to semestre; efterårssemestret og forårssemestret. Et semesters fuldtidsstudium er normeret til 30 ECTS-point svarende til en arbejdsbelastning på 825 timer eller 27,5 timer pr. ECTS-point. Et semester udgøres af et antal kurser/uddannelseselementer med et omfang på enten 5, 10, 15, 20, 25 eller 30 ECTS-point. Et modul kan bestå af et uddannelseselement eller en gruppe af uddannelseselementer. Et uddannelseselement skal på Designskolen Kolding forstås som et kursus med egne læringsmål.

Særligt for bacheloruddannelsen

Bacheloruddannelsen i design er en 3-årig fulltidsuddannelse, der er normeret til 180 ECTS-point. Uddannelsen skal være afsluttet senest 4 år efter studiestart fraregnet eventuelle orlovsperioder. DSKD kan dispensere fra denne regel, hvis der foreligger usædvanlige forhold.

Bachelorprojektet gennemføres på 3. år.

Særligt for kandidatuddannelsen

Kandidatuddannelsen i design er en 2-årig fulltidsuddannelse, der er normeret til 120 ECTS-point. Uddannelsen skal være afsluttet senest 3 år efter studiestart fraregnet eventuelle orlovsperioder. DSKD kan dispensere fra denne regel, hvis der foreligger usædvanlige forhold.

Kandidatprojektet afslutter uddannelsen og gennemføres på 4. semester.

Særligt for erhvervskandidatuddannelsen

Erhvervskandidatuddannelsen i design er en 4-årig deltidsuddannelse, der er normeret til 120 ECTS-point. Uddannelsen skal være afsluttet senest 5 år efter studiestart fraregnet eventuelle orlovsperioder. DSKD kan dispensere fra denne regel, hvis der foreligger usædvanlige forhold.

Kandidatprojektet afslutter uddannelsen og gennemføres på 4. år.

6. Undervisning

Uddannelsernes undervisningsaktiviteter skal tilrettelægges, så de bedst muligt understøtter kursusbeskrivelsernes læringsmål. Det skal i denne forbindelse sikres, at undervisning og prøver på hvert enkelt kursus varetages af undervisere med de relevante kvalifikationer indenfor forskning, kunstnerisk udviklingsarbejde og praksis, der er nødvendige i forhold til kursets læringsmål.

Undervisningen skal sætte den studerende i stand til ved prøver at demonstrere opnåelse af uddannelsens kvalifikationer med hensyn til viden og forståelse, færdigheder samt kompetencer, jf. afsnit 3.

Særligt for bacheloruddannelsen

Uddannelsens undervisningsaktiviteter skal understøtte en progression i uddannelsen, så den studerendes kvalifikationer først udvikles separat gennem forskellige undervisningsforløb for gradvist at blive anvendt og integreret inden for rammerne af stadigt mere selvstændige designprojekter med forventning om stigende grad af kompleksitet samt præcision i udførelse og udtryk.

Undervisning og prøver på bacheloruddannelsen foregår som hovedregel på dansk. Enkelte undervisningsaktiviteter kan dog foregå på engelsk lige som der vil forekomme engelsksproget materiale i undervisningen.

På uddannelsens 4. semester foregår undervisning og prøver som hovedregel på engelsk pga. udvekslingsstuderende.

Særligt for kandidatuddannelsen og erhvervskandidatuddannelsen

Uddannelsens undervisningsaktiviteter skal understøtte en progression i uddannelsen, så den studerendes kvalifikationer udvikles gennem anvendelse og integration inden for rammerne af stadigt mere selvstændige designprojekter med forventning om stigende grad af kompleksitet samt præcision i udførelse og udtryk.

Undervisning og prøver på kandidatuddannelsen foregår som hovedregel på engelsk med tilhørende engelsksproget materiale.

Dansksprogede studerende har krav på, at mundtlige prøver aflægges på dansk og skriftlige opgaver udfærdiges på dansk medmindre man indgår i en gruppe med ikke-dansksprogede studerende.

6.1 Undervisningsformer

På DSKD vil den studerende opleve en variation af forskellige undervisningsformer afhængig af bl.a. læringsmål, kursuslængde og underviser. Den studerende vil eksempelvis møde undervisning på store og små hold, gruppearbejde, projektarbejde, værkstedsundervisning og e-læring.

6.2 Pensum og værkreferencer

Ved pensum til et kursus forstås kursusrelevant litteratur inden for forskning, kunstnerisk udviklingsvirksomhed og praksis. Ved værkreferencer til et kursus forstås kursus-

relevante design- og kunstværker, som har opnået status af reference for designfaget. Værkreferencer kan være angivet indirekte f.eks. via henvisning til en filmografi, et kunst- eller designhistorisk værk, mv.

7. Tilmelding til kurser og prøver

Den studerende er automatisk tilmeldt kurserne på det relevante semester med tilhørende prøver. Tilmelding sker uanset om den studerende mangler at bestå kurser fra foregående semestre, og studerende kan kun frameldes kurser, hvis der foreligger usædvanlige forhold, jf. uddannelsesbekendtgørelsen § 6, stk. 4.

Den studerende har i alt 3 forsøg til at bestå en prøve, jf. eksamensbekendtgørelsen § 6, stk. 3. DSKD kan tillade et yderligere forsøg, hvis der foreligger usædvanlige forhold.

7.1 Omprøve

Såfremt en prøve ikke består er den studerende automatisk tilmeldt samme prøve på ny, jf. eksamensbekendtgørelsen § 6, stk. 2. Omprøver for efterårssemestrets kurser ligger i februar, mens omprøver for forårets kurser ligger i august. Består den studerende ikke modulet ved omprøven, er den studerende tilmeldt prøven igen ved næste ordinære prøve.

Der gælder andre regler for bachelorprojekt og kandidatprojekt jf. eksamensbekendtgørelsen § 7 samt afsnit 10.2 og 10.3.

7.2 Sygeprøve

Hvis en studerende på grund af sygdom dokumenteret ved lægeerklæring må udeblive fra en prøve eller er forhindret i rettidigt at aflevere projekter, opgaver, mv., bliver den studerende tilmeldt sygeprøve. Sygeprøver for efterårssemestrets kurser ligger i februar, mens sygeprøver for forårets kurser ligger i august. Består den studerende ikke modulet ved sygeprøven, er den studerende tilmeldt prøven igen ved næste ordinære prøve.

Der gælder andre regler for bachelorprojekt og kandidatprojekt jf. eksamensbekendtgørelsen § 7 samt afsnit 10.2 og 10.3.

Lægeerklæring skal fremsendes til DSKD senest 2 hverdage efter sygemelding. Eventuelle udgifter til lægeerklæring afholdes af den studerende.

8. Oversigt over prøver

Se bilag 01-13 for en oversigt over prøver og deres placering på uddannelserne – herunder også prøveform og bedømmelse.

9. Regler for prøver

9.1 Prøveformer

Uddannelsen skal indeholde en variation af prøveformer, der skal afspejle undervisningens indhold og arbejdsformer. Prøveformen skal tilgodese formålet og kan f.eks. være mundtlig, skriftlig, praktisk, projektorienteret eller en kombination af forskellige prøveformer.

Prøver tilrettelægges ud fra faglige hensyn enten som en individuel prøve eller som en gruppeprøve. Grupper kan bestå af hhv. 2-4 studerende ved programkursuseksamener på kandidaten og 2-3 studerende ved afgangprojekter (BA- og KA-projekt).

Ved kurser som består ved aktiv undervisningsdeltagelse skal studerende deltage i minimum 75 % af undervisningsaktiviteterne. Der kan desuden være krav om mundtlig fremlæggelse og krav til skriftlige afleveringer. Eventuelle krav er beskrevet i undervisningsplanen.

Uanset prøveform skal eksaminator sørge for, at den studerende ud over meddelelsen om prøvens resultat gives konkret faglig feedback på sin præstation. Feedback skal tage udgangspunkt i de relevante læringsmål og kan gives mundtligt og/eller skriftligt.

Prøveform fremgår af den enkelte kursusbeskrivelse og kan ses i bilag 01-13. Særligt for kurser på kandidatuddannelsens første år henvises der desuden til bilag 14.

9.2 Bedømmelse

Formålet med eksamen er at bedømme, i hvilket omfang den studerende opfylder de faglige mål, der er fastsat for uddannelsens uddannelseselementer i studieordningen jf. eksamensbekendtgørelsen § 2.

Prøverne skal tilrettelægges med henblik på at dokumentere graden af målopfyldelse i forhold til væsentlige mål og krav jf. eksamensbekendtgørelsen § 3.

Mindst 1/3 af uddannelsen opgjort i ECTS-point skal bedømmes med ekstern censor efter 7-trinsskalen – herunder altid bachelorprojektet og kandidatprojektet.

Mindst 1/3 af uddannelsen opgjort i ECTS-point skal bedømmes internt efter 7-trinsskalen.

Højest 1/3 af uddannelsen opgjort i ECTS-point må internt bedømmes "Bestået" eller "Ikke bestået".

Ved prøver med ekstern censor foretages bedømmelsen af eksaminator og en beskikket censor fra designuddannelsens censorkorps. Bedømmelser gives efter en drøftelse mellem eksaminator og censor. Er der ikke enighed blandt eksaminator og censor om bedømmelsen, så findes karakteren i henhold til reglerne beskrevet i karakterbekendtgørelsens § 11 og 12.

En prøve er bestået, når karakteren 02 eller derover eller bedømmelsen "bestået" er opnået. En bestået prøve kan ikke tages om.

9.3 Særlige vilkår

Designskolen Kolding tilbyder særlige prøvevilkår til studerende med fysisk eller psykisk funktionsnedsættelse, til studerende med tilsvarende vanskeligheder samt til studerende med et andet modersmål end dansk, når det vurderes, at dette er nødvendigt for at ligestille disse studerende med andre i prøvesituationen. Det er en forudsætning, at der med tilbuddet ikke sker en ændring af prøvens niveau jf. eksamensbekendtgørelsens § 18.

Ansøgninger om særlige prøvevilkår afleveres skriftligt til studieadministrationen med tilhørende dokumentation senest 10 hverdage før prøven og behandles af uddannelseschefen i samråd med studiechefen.

9.4 Mundtlige prøver

Mundtlige prøver er offentlige. Designskolen Kolding kan imidlertid lukke døren for prøven, hvis der foreligger usædvanlige forhold, herunder hvis hensynet til den studerende taler herfor. Voteringen er lukket jf. eksamensbekendtgørelsen § 13 stk. 5. Der må ikke foretages lyd- eller billedoptagelse. Ved mundtlige prøver skal voteringen foregå straks efter den enkelte studerendes prøve er afsluttet og den studerende meddeles sin karakter straks efter voteringen. Den studerende har ret til at få meddelt sin karakter i enenum.

9.5 Skriftlige prøver

Skriftligt arbejde kan bedømmes enten selvstændigt eller som del af et projekt. Det afhænger af prøven og omfanget fremgår af kursusbeskrivelsen.

Omfanget af skriftligt arbejde opgøres altid i normalsider, hvor én normalside defineres som 2.400 anslag inkl. mellemrum. Forside, noter, indholdsfortegnelse, illustrationer, litteraturliste og evt. bilagsmateriale indgår ikke i beregningen af antal normalsider. Indholdet i evt. bilagsmateriale indgår ikke i bedømmelsen.

Ved aflevering af skriftligt arbejde skal antal anslag angives på forsiden.

Ved skriftligt arbejde, der skal bedømmes selvstændigt, skal der ved gruppebesvarelser angives, hvilke dele af besvarelsen det enkelte medlem af gruppen har udarbejdet.

Et gruppefremstillet produkt/løsning/skriftligt arbejde, som danner grundlag for en mundtlig prøve, kan indgå i bedømmelsesgrundlaget uden angivelse af, hvilke elementer den enkelte studerende har udarbejdet, såfremt hver studerende aflægger en individuel mundtlig prøve, jf. eksamensbekendtgørelsen § 12 stk. 4 og § 13 stk. 3.

10. Obligatoriske prøver

10.1 Førsteårsprøven

Særligt for bacheloruddannelsen

En bachelorstuderende skal ved afslutningen af 1. studieår opfylde læringsmålene for viden, færdigheder og kompetencer, som fremgår af studieretningens kursusbeskrivelser tilhørende 1. studieår, jf. bilag 01-05.

Vedrørende prøvens grundlag, forløb og form henvises der til førsteårsprøvens eksamensbestemmelser, bilag 17.

Den studerende skal have bestået 1. studieårs kurser senest ved udgangen af 2. studieår for at kunne fortsætte uddannelsen.

10.2 Bachelorprojekt

Bachelorprojektet placeres på uddannelsens 3. studieår og skal dokumentere den studerendes forståelse af og evne til at reflektere over uddannelsens hovedområder. Opgaveformuleringen for bacheloropgaven formuleres af DSKD eller den studerende. DSKD godkender opgaveformuleringen og fastsætter samtidig en afleveringsfrist for projektet, jf. uddannelsesbekendtgørelsen § 10, stk. 4.

Ved bedømmelsen af bachelorprojektet skal der ud over det faglige indhold også lægges vægt på den studerendes formulerings- og staveevne. Det faglige indhold vægtes dog tungest, jf. eksamensbekendtgørelsen § 36 stk. 2.

Der gives én samlet karakter efter 7-trinsskalalen, og bedømmelsen er med ekstern censur.

Præcise krav og retningslinjer fremgår af kursusbeskrivelse for bachelorprojektet vedlagt som bilag 01-05 samt eksamensbestemmelsen for bachelorprojektet vedlagt som bilag 15.

10.3 Kandidatprojekt

Kandidatprojektet afslutter uddannelsen og skal dokumentere færdigheder i at anvende kunstneriske og/eller videnskabelige teorier og metoder under arbejdet med et fagligt afgrænset emne. DSKD kan dog dispensere fra, at specialet afslutter uddannelsen, når det er begrundet i usædvanlige forhold jf. uddannelsesbekendtgørelsen § 13.

Opgaveformuleringen for kandidatprojektet formuleres af den studerende. Vejlederen godkender opgaveformuleringen for kandidatprojektet og fastsætter samtidig hermed en afleveringsfrist for specialet og en plan for specialevejledning af den studerende jf. uddannelsesbekendtgørelsen § 13, stk. 5.

Hvis den studerende ikke afleverer specialet indenfor den fastsatte frist, godkender DSKD en ændret opgaveformulering, der skal ligge inden for samme emneområde, og fastsætter samtidig en ny afleveringsfrist på 3 måneder. Hvis den studerende ikke afleverer specialet inden for den nye frist, kan den studerende få et tredje forsøg efter samme regler, som

gælder for andet forsøg jf. uddannelsesbekendtgørelsen § 13, stk. 6.

Ved bedømmelsen af kandidatprojektet skal der udover det faglige indhold også lægges vægt på den studerendes formulerings- og staveevne. Det faglige indhold vægtes dog tungest, jf. eksamensbekendtgørelsen § 36, stk. 2. Der gives én samlet karakter efter 7-trinsskalaen, og bedømmelsen er med ekstern censur.

Præcise krav og retningslinjer fremgår af kursusbeskrivelse for kandidatprojektet vedlagt som bilag 06-13.

11. Merit

Den studerende skal efter optagelse på uddannelsen søge Studienævnet om meritoverførsel af studieaktiviteter, som den studerende har bestået ved en dansk eller udenlandsk videregående uddannelsesinstitution inden påbegyndelse af uddannelsen jf. bacheloradgangsbekendtgørelsen § 17 og kandidatadgangsbekendtgørelsen § 4.

Studieaktiviteter, som er gennemført mere end 10 år før optagelse, kan ikke meritoverføres.

Ansøgning om forhåndsmerit i forbindelse med udveksling behandles af Studienævnet jf. *Procedure for international mobilitet* tilgængeligt på DSKDs LMS.

Særligt for bacheloruddannelsen

Der kan maksimalt meritoverføres 120 ECTS-point fra en tidligere uddannelse. Bachelorprojekt kan ikke meritoverføres.

Særligt for kandidatuddannelsen og erhvervs kandidatuddannelsen

Der kan maksimalt meritoverføres 60 ECTS-point fra en tidligere uddannelse. Kandidatprojekt kan ikke meritoverføres.

12. Praktik

Særligt for bacheloruddannelsen

Den studerende skal gennemføre et relevant praktikophold på fuldtid med en varighed på minimum 9 uger. Praktikopholdet er placeret på uddannelsens 3. år og har et omfang på 15 ECTS-point.

Præcise krav og retningslinjer fremgår af kursusbeskrivelse for praktik vedlagt som bilag 01-05.

Processen er beskrevet i DSKDs *Procedure for praktik* tilgængeligt på DSKDs LMS.

13. Udveksling

Særligt for bacheloruddannelsen

Den studerende kan tage på udvekslingsophold hos en dansk eller udenlandsk uddannelsesinstitution i ét semester. Udveksling kan finde sted på uddannelsens 4. semester og har et omfang på 30 ECTS-point. Udveksling forudsætter, at 1. studieårs kurser er bestået.

Processen er beskrevet i DSKDs *Retningslinjer for udveksling* tilgængelig på DSKDs LMS.

14. Orlov

Den studerende har mulighed for at søge om orlov i op til ét år på uddannelsen. Orlov gives kun for et helt år og ikke med tilbagevirkende kraft. Studerende, som er forsinket ét semester i uddannelsen, kan søge om orlov i ét semester, såfremt de ikke tidligere i uddannelsen har fået bevilliget orlov.

Orlov skal bevilges, hvis det er begrundet i barsel, adoption, aftjening af værnepligt eller FN-tjeneste.

Der gives ikke orlov til studier på andre uddannelsesinstitutioner.

Studerende kan i orlovsperioden ikke deltage i undervisning eller i prøver.

Studerende, der vender tilbage til uddannelsen fra orlov, har ikke krav på at gennemføre uddannelsen efter den studieordning, der var gældende, da orloven blev påbegyndt.

Særligt for bacheloruddannelsen

Studerende, som har bestået de 5 første semestre af uddannelsen, kan søge om orlov i ét semester, såfremt de ikke tidligere i uddannelsen har fået bevilliget orlov.

Orlov kan tidligst søges, når 1. studieårs kurser er bestået (60 ECTS-point).

Særligt for kandidatuddannelsen

Studerende, som har bestået de 3 første semestre af uddannelsen, kan søge om orlov i ét semester, såfremt de ikke tidligere i uddannelsen har fået bevilliget orlov.

Orlov kan tidligst søges, når 1. semesters kurser er bestået (30 ECTS-point).

Særligt for erhvervskandidatuddannelsen

Studerende som har bestået de 6 første semestre af uddannelsen kan søge om orlov i ét semester såfremt de ikke tidligere i uddannelsen har fået bevilliget orlov.

Orlov kan tidligst søges, når 1. studieårs kurser er bestået (30 ECTS-point).

15. Studieretnings- og programskift

Det er ikke muligt at skifte mellem bacheloruddannelsens studieretninger eller kandidatuddannelsens programmer.

Hvis usædvanlige forhold gør sig gældende, har den studerende mulighed for at søge dispensation. Dispensationsansøgningen skal være fagligt begrundet og indeholde en portfolio. Den studerende skal have bestået 1. studieårs prøver (60 ECTS-point) på bacheloruddannelsen eller 1. semesters prøver på kandidatuddannelsen (30 ECTS-point) for at kunne søge om dispensation.

Fristen for ansøgning til et efterårssemester er d. 15. juni og til et forårssemester d. 15. december. Ethvert skifte sker med virkning fra et semesters begyndelse, og det er en forudsætning, at der er plads på den modtagende bachelorstudieretning eller det modtagende kandidatprogram.

Ansøgning behandles af uddannelseschefen i samråd med de involverede fagledere/programansvarlige.

16. Dispensation

DSKD kan, når det er begrundet i usædvanlige forhold, dispensere fra de regler i studieordningen, som alene er fastsat af DSKD, jf. uddannelsesbekendtgørelsen § 15, stk. 5.

Ansøgning om dispensation skal indleveres skriftligt til studieadministrationen på DSKD og behandles af Studienævnet.

16.1 Kendetegn for usædvanlige forhold

- forekommer ikke rutinemæssigt
- ligger uden for din egen kontrol

Det må altså ikke være noget, som du kunne have undgået ved almindelig omtanke, som du burde have kunnet forudse eller som på anden måde er "din egen skyld".

16.2 Eksempler på usædvanlige forhold

- Sygdom
- Barsel
- Sygdom eller dødsfald i din nærmeste familie
- Funktionsnedsættelse – eksempelvis dysleksi
- Borgerligt ombud som domsmand eller nævning

16.3 Eksempler på forhold, der ikke betragtes som usædvanlige

- Du har planlagt ferie den dag, hvor du skal til eksamen
- Du har et job ved siden af studiet og kan derfor ikke følge alle de kurser, som din studieordning foreskriver
- Bussen er forsinket den dag, du skal til eksamen
- Bortvisning fra studiet på grund af eksamenssnyd som et usædvanligt forhold.

17. Ophavsrettigheder

DSKD har med respekt for den studerendes ophavsrettigheder ejendomsretten til de resultater eller produkter, der fremkommer i forbindelse med en opgaveløsning, jf. eksamensbekendtgørelsen § 54.

Hvis opgaveforløbet inddrager parter uden for DSKD, herunder virksomheder, institutioner m.v., aftales det forudgående mellem DSKD, den studerende og tredjeparten under respekt af at gældende ophavsretlige regler er berettiget til at anvende de resultater, der fremkommer som led i opgaveforløbet, herunder om eventuelle oplysninger vedrørende tredjepartens forhold, der fremkommer i opgaveløsningerne, må offentliggøres, jf. eksamensbekendtgørelsen § 54, stk. 2.

18. Disciplinære foranstaltninger

Nedenstående regulerer disciplinære foranstaltninger vedrørende den adfærd, som studerende ved DSKD udviser jf.

- § 10, stk. 5, i lov nr. 59 af 26. januar 2015 om videregående kunstneriske uddannelsesinstitutioner,
- § 19 i bekendtgørelse nr. 1526 af 16. december 2013 om eksamen og censur ved de videregående kunstneriske uddannelser,
- § 17, stk. 2 i bekendtgørelse nr. 107 af 12. februar 2018 om adgang til bacheloruddannelser ved universiteterne og de videregående kunstneriske uddannelsesinstitutioner samt
- § 4, stk. 2 i bekendtgørelse nr. 106 af 12. februar 2018 om adgang til kandidatuddannelser ved universiteterne og de videregående kunstneriske uddannelsesinstitutioner.

18.1 Reglernes område

Nærværende regler om disciplinære foranstaltninger vedrører den adfærd (handling og såvel som undladelser), som studerende udviser

- 1) i Designskolen Koldings regi,
- 2) i situationer, der kan sidestilles hermed, samt
- 3) i tilfælde, hvor den studerende er eller burde være klar over, at adfærden kan få indflydelse på Designskolen Koldings funktion.

Som studerende anses alle personer, som er indskrevet ved en uddannelse eller dele heraf ved Designskolen Kolding, herunder ordinært indskrevne studerende, ph.d.-studerende, gæstestuderende m.v., enkeltfagsstuderende og studerende under deltidsuddannelse i øvrigt. Bestemmelserne i 18.4 og 18.5 gælder endvidere for ansøgere til DSKDs bachelor- og kandidatuddannelser.

18.2 Ordensregler

Studerende har pligt til at opføre sig hensynsfuldt og ordentligt over for medstuderende og DSKDs ansatte, således at studerende ikke er til gene for andre eller volder skade på andre eller disses ejendom. Studerende har endvidere pligt til at opføre sig på en sådan måde, at institutionens funktion ikke forstyrres samt tage hensyn til DSKDs ejendom, bygninger og ejendele.

Studerende har pligt til at afholde sig fra at udvise forstyrrende adfærd under en eksamen samt fra at begå handlinger eller undladelser, som udgør eksamenssnyd, eller som medvirker hertil. Ligestillet med en eksamen er i denne forbindelse enhver form for prøve.

Studerende har pligt til at holde sig orienteret om og overholde de regler m.v., der fastsættes af DSKD, eller som gælder for dette eller dets studerende, herunder ordens- og sikkerhedsforskrifter, informationssikkerhedsregler, eksamensregler samt retningslinjer om god skik i akademiske og videnskabsetiske anliggender. Studerende har endvidere pligt til at rette sig efter anvisninger og påbud fra DSKDs ansatte og ledere om overholdelse af sådanne regler m.v.

Den studerende skal på forlangende fremvise studiekort eller andet identifikationsbevis med billede.

18.3 Eksamenssnyd

Som eksamenssnyd anses bl.a.:

- 1) Plagiat i forbindelse med prøver eller plagiat vedrørende aktiviteter, der leder frem til en prøve.
- 2) Tilfælde hvor en studerende før eller under en prøve uretmæssigt skaffer sig hjælp til besvarelse af en opgave.
- 3) Forfalskning af data til brug i en prøvesituation.
- 4) Tilfælde hvor en studerende efter en prøve forsøger at påvirke bedømmelsen eller ændre bedømmelsesgrundlaget, herunder ved at fortsætte med sin besvarelse efter at eksamen er slut.
- 5) Ikke-tilladt samarbejde, herunder samarbejde om løsning af individuelle opgaver.

- 6) Brug af ikke tilladte hjælpemidler, herunder også brug af mobiltelefon og internetadgang.
- 7) Tilsidesættelse af retningslinjer for brug af elektroniske foranstaltninger ved prøver, eksempelvis overvågningssystemer.
- 8) Tilfælde, hvor en studerende lader en anden møde op og udgive sig for at have samme identitet som eksaminanden for herved at deltage i den pågældende prøve på den studerendes vegne.

Plagiering omfatter tilfælde, hvor en skriftlig opgavebesvarelse helt eller delvist fremtræder som produceret af eksaminanden eller eksaminanderne selv, selvom opgavebesvarelsen:

- 1) omfatter identisk eller næsten identisk gengivelse af andres formuleringer eller værker, uden at det gengivne er markeret med anførelsestegn, kursivering, indrykning eller anden tydelig markering med angivelse af kilden,
- 2) omfatter større passager med et ordvalg, der ligger så tæt på et andet værk eller lignende formuleringer m.v., at man ved sammenligning kan se, at passagerne ikke kunne være skrevet uden anvendelse af det andet værk,
- 3) omfatter brug af andres ord eller idéer, uden at disse andre er krediteret på behørig vis, eller
- 4) genbruger tekst og/eller centrale idéer fra egne tidligere bedømte eller publicerede arbejder uden iagttagelse af bestemmelserne i nr. 1 og 3.

Såfremt en skriftlig opgavebesvarelse afleveres af en gruppe, er hvert enkelt medlem af gruppen ansvarlig for, at opgaven i sin helhed ikke indeholder plagiat.

Det anførte gælder tillige, med de nødvendige ændringer, for andre typer af opgavebesvarelser og andre kilder end henholdsvis skriftlige besvarelser og skriftlige kilder.

18.4 Oplysningspligt i forbindelse med ansøgning

Ansøgere til bachelor- og kandidatuddannelser er forpligtede til at oplyse om fagligt relevante forhold til grund for optagelsen, herunder at fremsende dokumentation for beståede uddannelseselementer fra alle tidligere uddannelsesforløb.

18.5 Andre overtrædelser

Studerende er forpligtede til at anvende it og tekniske foranstaltninger under hensyntagen til god skik og brug og i henhold til regler for ansvarlig IT-brug. Som brud på god skik og brug betragtes blandt andet misbrug af it, datahackning, uretmæssig brug af dataprogrammer, ulovlig fildeling, brud på IT-sikkerhed eller brug af student-mail til private formål, der kan have betydning for DSKDs omdømme.

18.6 Procedure og kompetence

Opstår der formodning om, at en studerende har overtrådt bestemmelserne i afsnit 18.2 – 18.5, anmeldes forholdet til den leder, der er ansvarlig for det pågældende lokale eller den pågældende aktivitet eller uddannelse m.v.

Vedrører forholdet en igangværende eksamen, og er der utvivlsomt tale om eksamenssnyd eller forstyrrende adfærd, kan studielederen, den som studielederen bemyndiger hertil, eller bedømmerne i enighed bortvise den studerende fra eksamen, mens den stadig pågår. I sådanne tilfælde vurderes berettigelsen heraf i forbindelse med den efterfølgende afgørelse.

Vedrører anmeldelsen snyd i en opgavebesvarelse, der skal anvendes under en prøve, kan uddannelseschefen udsætte prøven, hvis det ikke er muligt at afklare forholdet inden den fastsatte prøvedato.

Efter modtagelsen af en anmeldelse indkalder den ansvarlige leder den studerende til en samtale til nærmere belysning af sagsforholdet. Den studerende har ret til at møde med en bisidder. Er det ikke muligt at indkalde den studerende til en personlig samtale, anvendes i stedet skriftlig kommunikation.

Er sagens omstændigheder helt ekstraordinære, kan Rektor eller den person, som Rektor bemyndiger hertil, efter anmodning træffe beslutning om, at behandlingen af sagen helt overgår til Rektor.

Hvis den ansvarlige leder efter belysning af sagsforholdet finder anmeldelsen berettiget, skal forholdet indberettes til Rektor, såfremt der er tale om gentagne eller grove overtrædelser af bestemmelserne i 18.2 – 18.5 eller forsøg herpå, og overtrædelserne derfor findes at burde føre til, at den studerende bortvises fra DSKD.

Indberetning skal ske uden unødigt forsinkelse. Med indberetningen skal følge en skriftlig fremstilling af sagen, der omfatter oplysninger, der entydigt identificerer de indberettede personer, samt en kort redegørelse og den foreliggende dokumentation for forholdet. Ved indberetning af prøvesnyd eller overtrædelse af prøveregler i øvrigt, skal det oplyses hvilken prøve, der er tale om. Er der tale om gentagelsestilfælde for én eller flere af de indberettede personer, skal dette oplyses.

Ved indberetning af plagiering skal de plagierede dele markeres med tydelig henvisning til de kilder, der er plagieret fra. Den plagierede tekst skal ligeledes markeres i kildeteksten.

Rektor træffer afgørelse i sagen efter samråd med den/de ansvarlige leder/ledere. Sagen afgøres under iagttagelse af forvaltningslovens regler om bl.a. partshøring, begrundelse samt klagevejledning. I denne forbindelse skal skrivelser til en indberettet studerende udfærdiges på engelsk, hvis den indberettede ikke er fortrolig med dansk, og uddannelsen udbydes som en engelsksproget uddannelse.

18.7 Sanktioner og konsekvenser

Rektor kan på institutionens vegne anmelde kriminelle forhold og kan i forbindelse med afgørelsen af en sag anvende én eller flere af følgende sanktioner i overensstem-

melse med de nærmere bestemmelser herom i afsnit 18.7.1 – 18.7.3:

- 1) Tildeling af en skriftlig eller mundtlig advarsel mod gentagne overtrædelser af reglerne.
- 2) Bortvisning fra en eksamen.
- 3) Helt eller delvist inddragelse af retten til brug af DSKDs IT-systemer i tilfælde af misbrug heraf.

Rektor kan ud over ovennævnte sanktioner bortvise en studerende fra DSKD i overensstemmelse med bestemmelserne herunder.

Konstateres det, at der er foretaget eller forsøgt foretaget plagiering, kan den studerende ikke modtage vejledning i forbindelse med omskrivningen af plagiatet. Uddannelseschefen kan dog dispensere herfra, hvis der foreligger formildende omstændigheder.

Ved overtrædelse af oplysningspligten, jf. afsnit 18.4, har Rektor følgende sanktionsmuligheder:

- 1) Tildeling af advarsel.
- 2) Annullering af karakter for fag, som den studerende uretmæssigt har deltaget i.
- 3) Annullering af optagelse eller indskrivning i hvilken forbindelse Rektor samtidig kan træffe afgørelse om, hvorvidt den pågældende efter en periode på ny vil kunne ansøge om optagelse eller indskrivning på den samme eller på en anden uddannelse ved Designskolen Kolding.

18.7.1 Advarsel

Tildeling af en skriftlig eller mundtlig advarsel kan finde sted, hvor der i det konkrete tilfælde konstateres en mildere overtrædelse af reglerne.

18.7.2 Bortvisning fra eksamen

Bortvisning fra eksamen kan finde sted i tilfælde, hvor der konstateres eksamenssnyd eller overtrædelse af eksamensregler i øvrigt.

Bortvisning kan ske med fremad- eller bagudrettet virkning og indebærer, at den studerende har brugt et prøveforsøg, men ikke får bedømt sin eksamenspræstation, eller får en allerede givet bedømmelse annulleret.

Ved den efterfølgende prøve i samme aktivitet skal den studerende udarbejde en helt ny besvarelse. Uddannelseschefen kan dispensere herfra.

18.7.3 Bortvisning fra uddannelsesinstitutionen

Bortvisning fra institutionen kan finde sted ved grove eller gentagne overtrædelser af reglerne i kapitel 18.2 – 18.5.

Bortvisningen kan være tidsbegrænset eller permanent og kan alt efter forholdets karakter ske med øjeblikkelig virkning.

I bortvisningsperioden er den studerende udelukket fra alle aktiviteter på DSKD, herunder al deltagelse i undervisning og prøver.

En bortvist studerende kan ikke få refunderet eller godskrevet en evt. studieafgift for bortvisningsperioden.

Den studerende kan ikke få forhåndsmerit til eller endelig merit for eventuelle studieaktiviteter, som tænkes gennemført eller er gennemført ved andre uddannelsesinstitutioner i bortvisningsperioden.

Ved afgørelsen af om en given sanktion skal bringes i anvendelse over for en studerende, og i givet fald i hvilket omfang, skal der lægges vægt på overtrædelsens konkrete skadevirkning for DSKD, herunder omverdenens tillid til de eksamener, der aflægges ved DSKD, samt hensynet til bevarelse af respekten for arbejdet på DSKD. Herudover skal der lægges vægt på, om der er givet forudgående advarsler, risikoen for gentagelse samt om DSKDs interesser kan tilgodeses tilstrækkeligt ved en mindre indgribende sanktion.

19. Sagsbehandling

Som udgangspunkt behandles ansøgninger om (forhånds)merit og dispensationer i Studienævnet, mens ansøgninger om orlov behandles af uddannelseschef og studiechef.

20. Klager

Afgørelser truffet i henhold til regler i denne rammestudieordning kan indbringes for Styrelsen for Forskning og Uddannelse, når klagen vedrører retlige spørgsmål. Klagen indgives til Rektor på dk@designskolenkolding.dk senest to uger fra den dag, hvor afgørelsen er meddelt den studerende. Studieadministrationen varetager sagsbehandlingen på vegne af Rektor. Fastholdes afgørelsen, afgiver studieadministrationen på vegne af Rektor en udtalelse, som den studerende får lejlighed til at kommentere indenfor en frist af mindst en uge. Klagen sendes herefter til Styrelsen for Forskning og Uddannelse vedlagt udtalelsen og klagerens eventuelle kommentarer.

21. Studieaktivitet

Den studerende skal være opmærksom på, at der findes flere forskellige krav til studieaktivitet, der bestemmes af forskellige regelsæt. Det ene regelsæt er fastsat af Designskolen Kolding og gælder alle studerende indskrevet på enten bachelor- eller kandidatuddannelse. Det andet regelsæt er fastsat af Styrelsen for Institutioner og Uddannelsesstøtte og gælder for studerende, der også modtager SU.

21.1 Designskolen Koldings studieaktivitetskrav

Studieaktivitetskravet betyder, at du som minimum skal bestå 30 ECTS af de 60 ECTS, der udgør et helt studieår. Kravet er akkumuleret, hvilket vil sige, at du efter 1. studieår skal have optjent mindst 30 ECTS, efter 2. studieår mindst 60 ECTS osv. Se også afsnit 10.1 om *Førsteårsprøven* på bacheloruddannelsen.

21.2 SU og studieaktivitetskrav

Du kan kun få SU, hvis du er studieaktiv. Der er forskellige regler for, hvornår du ikke ses som studieaktiv, alt efter hvornår din uddannelse er begyndt. Er du startet på din uddannelse d. 1. juli 2016 eller senere, er du studieaktiv, så længe du ikke er mere end 6 måneder (svarende til 30 ECTS/et semester) forsinket.

Du kan ikke få SU til selvstudium.

22. Ikrafttrædelse og overgangsbestemmelser

Denne rammestudieordning træder i kraft pr. 1. september 2018 og har virkning for alle studerende, som er og senere bliver indskrevet på uddannelserne og for prøver, som påbegyndes den nævnte dato eller senere. Studieordningerne for henholdsvis bachelor- og kandidatuddannelsen med tilhørende bilag fra 1. september 2016 ophæves med virkning fra den 31. august 2018 og erstattes af denne rammestudieordning med tilhørende bilag.

Dog skal prøver og studieretninger, som er påbegyndt mellem d. 1. september 2016 og d. 31. august 2018, gennemføres i henhold til den tidligere studieordning.



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Kursusbeskrivelser: Accessory Design

Course title Position and Profession	Kurstittel Position og profession
Line of study Accessory Design, 2 nd year	Approved 31.08.18
Level MA	Responsible Josephine Winther
ECTS 20	Course number KA2PP--KME
Exam form Oral	Grading Internal, 7-point grading scale

Course objective

The objective of the course is to enable you, as a graduate student, to reflect upon and recognize your own competencies in preparation for a career as a professional designer. Also, to enable you to identify, execute, communicate and perspective a project in a professional, artistic or scientific context.

Learning outcome

At the examination, the student is expected to:

Knowledge

- have an understanding of his or her own design professional competencies
- demonstrate business acumen

Skills

- set professional goals
- identify a design professional challenge
- communicate a project visually and verbally
- analyse own research results

Competencies

- understand and reflect on selected areas within the profession
- apply relevant design theories, methods and skills
- reflect on the process of the project and identify its strengths and weaknesses
- perspective the project in a professional, artistic or scientific context.

Course title Design Methodology	Kurstittel Designmetodologi
Line of study ID, KD, MO, TE, AC, 2nd year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 5	Course number KF2ST--BUE
Exam form Course participation	Grading Internal, pass/fail

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

In order to receive a passing grade 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

Competencies

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

Examination regulations

If you do not pass the course by class participation, you will be given two attempts at passing through an alternate examination form:

A written assignment of 9 standard pages, that covers the learning outcome for the course.

Please refer to curriculum for further information.

The study administration will forward the alternate assignment to the student, when the course ends.

Course title Career Lab	Kurstitel Karriereværksted
Line of study ID, KD, MO, TE, AC, 2 nd year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 5	Course number KF2KV--BUE
Exam form Course participation	Grading Internal, pass/fail

Course objective

The course consists of strategic career promoting elements for designers, understanding of competencies, communication and business knowledge.

The ability to communicate your competencies and potential in a receiver-oriented manner is vital to ensure that the message is received correctly. This combined with understanding of target-group and practice in variation of your message and the tools supporting the particular message.

Working as a designer it is important to understand how design helps businesses create economic value, which different roles and positions a designer might have in different companies.

The course gives a basic understanding of legal conditions in relation to the design profession, and an introduction into market conditions, rights and employment possibilities.

Learning outcome

At the examination, the student is expected to:

Knowledge

- Have knowledge about IRP
- Have knowledge about how the Danish job market rules and legislations.
- Have knowledge of how designing products/services can create economic growth.

Skills

- Be able to convert your design competences to a wide labour market
- Be able to create a profile on LinkedIn, social media and job portals
- Be able to write target oriented job applications
- Be able to build up a professional CV and a target oriented portfolio
- Be able to communicate your skills and competencies through an elevator pitch

Competences

- As a designer, to know how to fit into the value chains of a given company/ institution
- Be able to target your communication towards a specific target group
- Be able to communicate target oriented value proposition



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Examination regulations

If you do not pass the course by class participation, you will be given two attempts at passing through an alternate examination form:

A written assignment of 9 standard pages, that covers the learning outcome for the course.

Please refer to curriculum for further information.

The study administration will forward the alternate assignment to the student, when the course ends.

Course title MA Project - Written Component	Kursustitel Kandidatprojekt, skriftlig del	
Line of study ID, KD, MO, TE, AC, 2 nd year	Approved 31.08.18	
Level MA	Responsible Eva Kappel and Anne Louise Bang	
ECTS 10 or 20	Course number (10 ECTS) Communication Design: KK2KP--KSE Industrial Design: KI2K--KSE Fashion Design: KM2KP--KSE Textile Design: KT2KA--KSE Accessory Design: KA2K--KSE	Course number (20 ECTS) Communication Design: KK2KPA-KSE Industrial Design: KI2KPA-KSE Fashion Design: KM2KPA-KSE Textile Design: KT2KAA-KSE Accessory Design: KA2KA-KSE
Exam form Written	Grading External, 7-point grading scale	

Course Objective

The MA project (the practical and the theoretical components combined) must document that the student is able to solve complex design-professional problems on a professional international level by using design theory, methods and acquired skills.

In the MA project, the student is able to put his or her entire professional expertise in play. Knowledge, skills and competencies acquired through the specialization has to be demonstrated in the solution of a self-initiated, well-defined and delimited design-professional problem in collaboration with at least one external partner.

The MA project is the student's framework to demonstrate his or her own design-professional potential in a relevant design project.

Learning outcome

The written component of the MA project must demonstrate that the student at a high level

Knowledge

- has an understanding of the scientific methods and theories of the design discipline

Skills

- is able to identify and justify a relevant design-professional challenge
- is able to combine theory and practice
- is able to communicate and discuss a complex design project with colleagues as well as lay people
- is able to reflect on the process and method of the practical part of the Master's project

Competencies

- is able to evaluate and apply the scientific methods and theories of the design discipline in relation to the construction of a design project
- is able to apply the theories of the discipline to solve a relevant problem and put it into perspective

Content

- Identification of relevant project
- Professional objective
- Identification of theoretical angle
- Choice of method
- Research
- Analysis
- Synopsis for the theoretical component
- Linking of theory and practice
- Putting the project in perspective
- Reflection
- English and Danish summary

Examination regulations:

Written assignment – an assignment based on the curriculum of the course.
External examination – 7-point grading scale.
Size of assignment – max. 20 standard pages.

Course title MA Project – Practical Component	Kurstitel Kandidatprojekt, praktisk del	
Line of study KD, ID, MO, TE, AC, 2 nd year	Approved 31.08.18	
Level MA	Responsible Lars Hoff-Lund, Jesper Falck Legaard, Nadine Möllenkamp, Helle Graabæk, Josephine Winther	
ECTS 20 or 10	Course number (10 ECTS) Communication Design: KK2KP--KME Industrial Design: KI2KP--KME Fashion Design: KM2KP--KME Textile Design: KT2KA--KME Accessory Design: KA2KA--KME	Course number (20 ECTS) Communication Design: KK2KPA-KME Industrial Design: KI2KPA-KME Fashion Design: KM2KPA-KME Textile Design: KT2KAA-KME Accessory Design: KA2KAA--KME
Exam form Oral	Assessment External , 7-point grading scale	

Course Objective

The MA project (the practical and the theoretical components combined) must document that the student is able to solve relevant complex design-professional problems on a professional international level by using design theory, methods and acquired skills.

In the MA project, the student is able to put his or her entire professional expertise in play. Knowledge, skills and competencies acquired through the specialization has to be demonstrated in the solution of a self-initiated, well-defined and delimited design-professional problem in collaboration with at least one external partner.

The MA project is the student's framework to demonstrate his or her own design-professional potential in a relevant design project.

Learning outcome

The practical component of the MA 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

Skills

- is able to identify and justify a relevant design-professional challenge
- is able to identify a relevant external partner
- is able to set a complex professional goal
- is able to master the artistic techniques and methods of the design discipline in a professional manner
- is able to communicate and discuss a complex design project with colleagues and lay people



Competencies

- is able to plan and complete the design process from initial idea to execution, implementation and presentation
- is able to organize and manage complex design projects
- 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 solve a relevant challenge in collaboration with one or more companies/organisations
- is able to communicate design competencies in a targeted fashion in a specific context
- is able to demonstrate empathy and an ability to walk in other people's shoes in relation to the project

For students in Communication Design, from the academic year 2016-2017:

All students are expected to have launched their personal non-template based website before the end of the 4th semester, including a presentation of their MA project.



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Kursusbeskrivelser: Kommunikationsdesign

Course title Advanced Knowledge	Kurstitel Avanceret viden
Line of study Communication Design, 2 nd year	Approved 31.08.18
Level MA	Responsible Lars Hoff-Lund
ECTS 20	Course number KK2AV--KME
Exam form Oral	Grading Internal, 7-point grading scale

Course objective

The objective of the course is to convey knowledge to the students from disciplines bordering on the design field, equipping them to enter into fruitful collaboration with professionals from other disciplines. The course could, for example, present knowledge from marketing, business development, anthropology, journalism, sociology, market research and communication as well as areas related to design research.

Learning outcome

At the examination, the student is expected to:

Knowledge

- have an awareness of the context when working on adding value to a design
- have a basic understanding of the emerging areas within design research that are being introduced in the course
- have an understanding of his or her own specific individual profile as a communication designer, and also an ability to communicate, not only broad professional knowledge, but also his or her own specific and unique expertise.

Skills

- have the courage to bring his or her professionalism into play and build on the knowledge offered by other members of the team.

Competencies

work as part of a team and as a communication designer within any cross-disciplinary team

- pitch his or her primary study interests in a digital, visual and exciting presentation that goes beyond What? Why? and How?

Course title Design Methodology	Kurstittel Designmetodologi
Line of study ID, KD, MO, TE, AC, 2nd year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 5	Course number KF2ST--BUE
Exam form Course participation	Grading Internal, pass/fail

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

In order to receive a passing grade 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

Competencies

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

Examination regulations

If you do not pass the course by class participation, you will be given two attempts at passing through an alternate examination form:

A written assignment of 9 standard pages, that covers the learning outcome for the course.

Please refer to curriculum for further information.

The study administration will forward the alternate assignment to the student, when the course ends.

Course title Career Lab	Kurstitel Karriereværksted
Line of study ID, KD, MO, TE, AC, 2 nd year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 5	Course number KF2KV--BUE
Exam form Course participation	Grading Internal, pass/fail

Course objective

The course consists of strategic career promoting elements for designers, understanding of competencies, communication and business knowledge.

The ability to communicate your competencies and potential in a receiver-oriented manner is vital to ensure that the message is received correctly. This combined with understanding of target-group and practice in variation of your message and the tools supporting the particular message.

Working as a designer it is important to understand how design helps businesses create economic value, which different roles and positions a designer might have in different companies.

The course gives a basic understanding of legal conditions in relation to the design profession, and an introduction into market conditions, rights and employment possibilities.

Learning outcome

At the examination, the student is expected to:

Knowledge

- Have knowledge about IRP
- Have knowledge about how the Danish job market rules and legislations.
- Have knowledge of how designing products/services can create economic growth.

Skills

- Be able to convert your design competences to a wide labour market
- Be able to create a profile on LinkedIn, social media and job portals
- Be able to write target oriented job applications
- Be able to build up a professional CV and a target oriented portfolio
- Be able to communicate your skills and competencies through an elevator pitch

Competences

- As a designer, to know how to fit into the value chains of a given company/ institution
- Be able to target your communication towards a specific target group
- Be able to communicate target oriented value proposition



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Examination regulations

If you do not pass the course by class participation, you will be given two attempts at passing through an alternate examination form:

A written assignment of 9 standard pages, that covers the learning outcome for the course.

Please refer to curriculum for further information.

The study administration will forward the alternate assignment to the student, when the course ends.

Course title MA Project - Written Component	Kursustitel Kandidatprojekt, skriftlig del	
Line of study ID, KD, MO, TE, AC, 2 nd year	Approved 31.08.18	
Level MA	Responsible Eva Kappel and Anne Louise Bang	
ECTS 10 or 20	Course number (10 ECTS) Communication Design: KK2KP--KSE Industrial Design: KI2K--KSE Fashion Design: KM2KP--KSE Textile Design: KT2KA--KSE Accessory Design: KA2K--KSE	Course number (20 ECTS) Communication Design: KK2KPA-KSE Industrial Design: KI2KPA-KSE Fashion Design: KM2KPA-KSE Textile Design: KT2KAA-KSE Accessory Design: KA2KA-KSE
Exam form Written	Grading External, 7-point grading scale	

Course Objective

The MA project (the practical and the theoretical components combined) must document that the student is able to solve complex design-professional problems on a professional international level by using design theory, methods and acquired skills.

In the MA project, the student is able to put his or her entire professional expertise in play. Knowledge, skills and competencies acquired through the specialization has to be demonstrated in the solution of a self-initiated, well-defined and delimited design-professional problem in collaboration with at least one external partner.

The MA project is the student's framework to demonstrate his or her own design-professional potential in a relevant design project.

Learning outcome

The written component of the MA project must demonstrate that the student at a high level

Knowledge

- has an understanding of the scientific methods and theories of the design discipline

Skills

- is able to identify and justify a relevant design-professional challenge
- is able to combine theory and practice
- is able to communicate and discuss a complex design project with colleagues as well as lay people
- is able to reflect on the process and method of the practical part of the Master's project

Competencies

- is able to evaluate and apply the scientific methods and theories of the design discipline in relation to the construction of a design project
- is able to apply the theories of the discipline to solve a relevant problem and put it into perspective

Content

- Identification of relevant project
- Professional objective
- Identification of theoretical angle
- Choice of method
- Research
- Analysis
- Synopsis for the theoretical component
- Linking of theory and practice
- Putting the project in perspective
- Reflection
- English and Danish summary

Examination regulations:

Written assignment – an assignment based on the curriculum of the course.
External examination – 7-point grading scale.
Size of assignment – max. 20 standard pages.

Course title MA Project – Practical Component	Kurstitel Kandidatprojekt, praktisk del	
Line of study KD, ID, MO, TE, AC, 2 nd year	Approved 31.08.18	
Level MA	Responsible Lars Hoff-Lund, Jesper Falck Legaard, Nadine Möllenkamp, Helle Graabæk, Josephine Winther	
ECTS 20 or 10	Course number (10 ECTS) Communication Design: KK2KP--KME Industrial Design: KI2KP--KME Fashion Design: KM2KP--KME Textile Design: KT2KA--KME Accessory Design: KA2KA--KME	Course number (20 ECTS) Communication Design: KK2KPA-KME Industrial Design: KI2KPA-KME Fashion Design: KM2KPA-KME Textile Design: KT2KAA-KME Accessory Design: KA2KAA--KME
Exam form Oral	Assessment External , 7-point grading scale	

Course Objective

The MA project (the practical and the theoretical components combined) must document that the student is able to solve relevant complex design-professional problems on a professional international level by using design theory, methods and acquired skills.

In the MA project, the student is able to put his or her entire professional expertise in play. Knowledge, skills and competencies acquired through the specialization has to be demonstrated in the solution of a self-initiated, well-defined and delimited design-professional problem in collaboration with at least one external partner.

The MA project is the student's framework to demonstrate his or her own design-professional potential in a relevant design project.

Learning outcome

The practical component of the MA 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

Skills

- is able to identify and justify a relevant design-professional challenge
- is able to identify a relevant external partner
- is able to set a complex professional goal
- is able to master the artistic techniques and methods of the design discipline in a professional manner
- is able to communicate and discuss a complex design project with colleagues and lay people



Competencies

- is able to plan and complete the design process from initial idea to execution, implementation and presentation
- is able to organize and manage complex design projects
- 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 solve a relevant challenge in collaboration with one or more companies/organisations
- is able to communicate design competencies in a targeted fashion in a specific context
- is able to demonstrate empathy and an ability to walk in other people's shoes in relation to the project

For students in Communication Design, from the academic year 2016-2017:

All students are expected to have launched their personal non-template based website before the end of the 4th semester, including a presentation of their MA project.



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Kursusbeskrivelser: Modedesign

Course title Design Project	Kurstitel Designprojekt
Line of study Fashion Design, 2 nd year	Approved 31.08.18
Level MA	Responsible Nadine Möllenkamp
ECTS 20	Course number KM2DE--KME
Exam form Oral	Assessment Internal, 7-point grading scale

Course Objective

The course objective is for you as a Master student to reflect and uncover your own competencies in relation to your future work as a professional designer. The objective is for you to be able to identify, complete and communicate a project and put it into perspective in a commercial, artistic or scientific context.

Learning outcome

At the examination, the student is expected to:

Knowledge

- have an understanding of own design-professional competencies
- have business understanding

Skills

- be able to set professional goals
- be able to identify a design professional challenge
- be able to communicate a project visually and verbally
- be able to analyse own studies

Competencies

- be able to understand and reflect on selected areas of his or her discipline
- be able to apply relevant design theories, methods and skills
- be able to reflect on the process of a project and identify strengths and weaknesses
- be able to put the project in perspective in relation to a business, artistic or scientific context

Course title Design Methodology	Kurstittel Designmetodologi
Line of study ID, KD, MO, TE, AC, 2nd year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 5	Course number KF2ST--BUE
Exam form Course participation	Grading Internal, pass/fail

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

In order to receive a passing grade 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

Competencies

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

Examination regulations

If you do not pass the course by class participation, you will be given two attempts at passing through an alternate examination form:

A written assignment of 9 standard pages, that covers the learning outcome for the course.

Please refer to curriculum for further information.

The study administration will forward the alternate assignment to the student, when the course ends.

Course title Career Lab	Kurstitel Karriereværksted
Line of study ID, KD, MO, TE, AC, 2 nd year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 5	Course number KF2KV--BUE
Exam form Course participation	Grading Internal, pass/fail

Course objective

The course consists of strategic career promoting elements for designers, understanding of competencies, communication and business knowledge.

The ability to communicate your competencies and potential in a receiver-oriented manner is vital to ensure that the message is received correctly. This combined with understanding of target-group and practice in variation of your message and the tools supporting the particular message.

Working as a designer it is important to understand how design helps businesses create economic value, which different roles and positions a designer might have in different companies.

The course gives a basic understanding of legal conditions in relation to the design profession, and an introduction into market conditions, rights and employment possibilities.

Learning outcome

At the examination, the student is expected to:

Knowledge

- Have knowledge about IRP
- Have knowledge about how the Danish job market rules and legislations.
- Have knowledge of how designing products/services can create economic growth.

Skills

- Be able to convert your design competences to a wide labour market
- Be able to create a profile on LinkedIn, social media and job portals
- Be able to write target oriented job applications
- Be able to build up a professional CV and a target oriented portfolio
- Be able to communicate your skills and competencies through an elevator pitch

Competences

- As a designer, to know how to fit into the value chains of a given company/ institution
- Be able to target your communication towards a specific target group
- Be able to communicate target oriented value proposition



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Examination regulations

If you do not pass the course by class participation, you will be given two attempts at passing through an alternate examination form:

A written assignment of 9 standard pages, that covers the learning outcome for the course.

Please refer to curriculum for further information.

The study administration will forward the alternate assignment to the student, when the course ends.

Course title MA Project - Written Component	Kursustitel Kandidatprojekt, skriftlig del	
Line of study ID, KD, MO, TE, AC, 2 nd year	Approved 31.08.18	
Level MA	Responsible Eva Kappel and Anne Louise Bang	
ECTS 10 or 20	Course number (10 ECTS) Communication Design: KK2KP--KSE Industrial Design: KI2K--KSE Fashion Design: KM2KP--KSE Textile Design: KT2KA--KSE Accessory Design: KA2K--KSE	Course number (20 ECTS) Communication Design: KK2KPA-KSE Industrial Design: KI2KPA-KSE Fashion Design: KM2KPA-KSE Textile Design: KT2KAA-KSE Accessory Design: KA2KA-KSE
Exam form Written	Grading External, 7-point grading scale	

Course Objective

The MA project (the practical and the theoretical components combined) must document that the student is able to solve complex design-professional problems on a professional international level by using design theory, methods and acquired skills.

In the MA project, the student is able to put his or her entire professional expertise in play. Knowledge, skills and competencies acquired through the specialization has to be demonstrated in the solution of a self-initiated, well-defined and delimited design-professional problem in collaboration with at least one external partner.

The MA project is the student's framework to demonstrate his or her own design-professional potential in a relevant design project.

Learning outcome

The written component of the MA project must demonstrate that the student at a high level

Knowledge

- has an understanding of the scientific methods and theories of the design discipline

Skills

- is able to identify and justify a relevant design-professional challenge
- is able to combine theory and practice
- is able to communicate and discuss a complex design project with colleagues as well as lay people
- is able to reflect on the process and method of the practical part of the Master's project

Competencies

- is able to evaluate and apply the scientific methods and theories of the design discipline in relation to the construction of a design project
- is able to apply the theories of the discipline to solve a relevant problem and put it into perspective

Content

- Identification of relevant project
- Professional objective
- Identification of theoretical angle
- Choice of method
- Research
- Analysis
- Synopsis for the theoretical component
- Linking of theory and practice
- Putting the project in perspective
- Reflection
- English and Danish summary

Examination regulations:

Written assignment – an assignment based on the curriculum of the course.
External examination – 7-point grading scale.
Size of assignment – max. 20 standard pages.

Course title MA Project – Practical Component	Kurstitel Kandidatprojekt, praktisk del	
Line of study KD, ID, MO, TE, AC, 2 nd year	Approved 31.08.18	
Level MA	Responsible Lars Hoff-Lund, Jesper Falck Legaard, Nadine Möllenkamp, Helle Graabæk, Josephine Winther	
ECTS 20 or 10	Course number (10 ECTS) Communication Design: KK2KP--KME Industrial Design: KI2KP--KME Fashion Design: KM2KP--KME Textile Design: KT2KA--KME Accessory Design: KA2KA--KME	Course number (20 ECTS) Communication Design: KK2KPA-KME Industrial Design: KI2KPA-KME Fashion Design: KM2KPA-KME Textile Design: KT2KAA-KME Accessory Design: KA2KAA--KME
Exam form Oral	Assessment External , 7-point grading scale	

Course Objective

The MA project (the practical and the theoretical components combined) must document that the student is able to solve relevant complex design-professional problems on a professional international level by using design theory, methods and acquired skills.

In the MA project, the student is able to put his or her entire professional expertise in play. Knowledge, skills and competencies acquired through the specialization has to be demonstrated in the solution of a self-initiated, well-defined and delimited design-professional problem in collaboration with at least one external partner.

The MA project is the student's framework to demonstrate his or her own design-professional potential in a relevant design project.

Learning outcome

The practical component of the MA 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

Skills

- is able to identify and justify a relevant design-professional challenge
- is able to identify a relevant external partner
- is able to set a complex professional goal
- is able to master the artistic techniques and methods of the design discipline in a professional manner
- is able to communicate and discuss a complex design project with colleagues and lay people



Competencies

- is able to plan and complete the design process from initial idea to execution, implementation and presentation
- is able to organize and manage complex design projects
- 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 solve a relevant challenge in collaboration with one or more companies/organisations
- is able to communicate design competencies in a targeted fashion in a specific context
- is able to demonstrate empathy and an ability to walk in other people's shoes in relation to the project

For students in Communication Design, from the academic year 2016-2017:

All students are expected to have launched their personal non-template based website before the end of the 4th semester, including a presentation of their MA project.



design
skolen
kolding

Kursusbeskrivelser: Industrielt Design

Course title Design Project	Kursustitel Designprojekt
Line of study Industrial Design, 2 nd year	Approved 31.08.18
Level MA	Responsible Jesper Falck Legaard
ECTS 20	Course number KI2DE--KME
Exam form Oral	Assessment Internal, 7-point grading scale

Course Objective

The course objective is for you as a Master student to reflect on and uncover your own competencies in relation to your future work as a professional designer. The objective is for you to be able to identify, complete and communicate a project and put it into perspective in a commercial, artistic or scientific context.

Learning outcome

At the examination, the student is expected to:

Knowledge

- have an understanding of own design-professional competencies
- have business understanding

Skills

- be able to set professional goals
- be able to identify a design professional challenge
- be able to communicate a project visually and verbally
- be able to analyse own studies

Competencies

- be able to understand and reflect on selected areas of his or her discipline
- be able to apply relevant design theories, methods and skills
- be able to reflect on the process of a project and identify strengths and weaknesses
- be able to put the project in perspective in relation to a business, artistic or scientific context

Course title Design Methodology	Kurstittel Designmetodologi
Line of study ID, KD, MO, TE, AC, 2nd year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 5	Course number KF2ST--BUE
Exam form Course participation	Grading Internal, pass/fail

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

In order to receive a passing grade 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

Competencies

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

Examination regulations

If you do not pass the course by class participation, you will be given two attempts at passing through an alternate examination form:

A written assignment of 9 standard pages, that covers the learning outcome for the course.

Please refer to curriculum for further information.

The study administration will forward the alternate assignment to the student, when the course ends.

Course title Career Lab	Kurstitel Karriereværksted
Line of study ID, KD, MO, TE, AC, 2 nd year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 5	Course number KF2KV--BUE
Exam form Course participation	Grading Internal, pass/fail

Course objective

The course consists of strategic career promoting elements for designers, understanding of competencies, communication and business knowledge.

The ability to communicate your competencies and potential in a receiver-oriented manner is vital to ensure that the message is received correctly. This combined with understanding of target-group and practice in variation of your message and the tools supporting the particular message.

Working as a designer it is important to understand how design helps businesses create economic value, which different roles and positions a designer might have in different companies.

The course gives a basic understanding of legal conditions in relation to the design profession, and an introduction into market conditions, rights and employment possibilities.

Learning outcome

At the examination, the student is expected to:

Knowledge

- Have knowledge about IRP
- Have knowledge about how the Danish job market rules and legislations.
- Have knowledge of how designing products/services can create economic growth.

Skills

- Be able to convert your design competences to a wide labour market
- Be able to create a profile on LinkedIn, social media and job portals
- Be able to write target oriented job applications
- Be able to build up a professional CV and a target oriented portfolio
- Be able to communicate your skills and competencies through an elevator pitch

Competences

- As a designer, to know how to fit into the value chains of a given company/ institution
- Be able to target your communication towards a specific target group
- Be able to communicate target oriented value proposition



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Examination regulations

If you do not pass the course by class participation, you will be given two attempts at passing through an alternate examination form:

A written assignment of 9 standard pages, that covers the learning outcome for the course.

Please refer to curriculum for further information.

The study administration will forward the alternate assignment to the student, when the course ends.

Course title MA Project - Written Component	Kursustitel Kandidatprojekt, skriftlig del	
Line of study ID, KD, MO, TE, AC, 2 nd year	Approved 31.08.18	
Level MA	Responsible Eva Kappel and Anne Louise Bang	
ECTS 10 or 20	Course number (10 ECTS) Communication Design: KK2KP--KSE Industrial Design: KI2K--KSE Fashion Design: KM2KP--KSE Textile Design: KT2KA--KSE Accessory Design: KA2K--KSE	Course number (20 ECTS) Communication Design: KK2KPA-KSE Industrial Design: KI2KPA-KSE Fashion Design: KM2KPA-KSE Textile Design: KT2KAA-KSE Accessory Design: KA2KA-KSE
Exam form Written	Grading External, 7-point grading scale	

Course Objective

The MA project (the practical and the theoretical components combined) must document that the student is able to solve complex design-professional problems on a professional international level by using design theory, methods and acquired skills.

In the MA project, the student is able to put his or her entire professional expertise in play. Knowledge, skills and competencies acquired through the specialization has to be demonstrated in the solution of a self-initiated, well-defined and delimited design-professional problem in collaboration with at least one external partner.

The MA project is the student's framework to demonstrate his or her own design-professional potential in a relevant design project.

Learning outcome

The written component of the MA project must demonstrate that the student at a high level

Knowledge

- has an understanding of the scientific methods and theories of the design discipline

Skills

- is able to identify and justify a relevant design-professional challenge
- is able to combine theory and practice
- is able to communicate and discuss a complex design project with colleagues as well as lay people
- is able to reflect on the process and method of the practical part of the Master's project

Competencies

- is able to evaluate and apply the scientific methods and theories of the design discipline in relation to the construction of a design project
- is able to apply the theories of the discipline to solve a relevant problem and put it into perspective

Content

- Identification of relevant project
- Professional objective
- Identification of theoretical angle
- Choice of method
- Research
- Analysis
- Synopsis for the theoretical component
- Linking of theory and practice
- Putting the project in perspective
- Reflection
- English and Danish summary

Examination regulations:

Written assignment – an assignment based on the curriculum of the course.
External examination – 7-point grading scale.
Size of assignment – max. 20 standard pages.

Course title MA Project – Practical Component	Kurstitel Kandidatprojekt, praktisk del	
Line of study KD, ID, MO, TE, AC, 2 nd year	Approved 31.08.18	
Level MA	Responsible Lars Hoff-Lund, Jesper Falck Legaard, Nadine Möllenkamp, Helle Graabæk, Josephine Winther	
ECTS 20 or 10	Course number (10 ECTS) Communication Design: KK2KP--KME Industrial Design: KI2KP--KME Fashion Design: KM2KP--KME Textile Design: KT2KA--KME Accessory Design: KA2KA--KME	Course number (20 ECTS) Communication Design: KK2KPA-KME Industrial Design: KI2KPA-KME Fashion Design: KM2KPA-KME Textile Design: KT2KAA-KME Accessory Design: KA2KAA--KME
Exam form Oral	Assessment External , 7-point grading scale	

Course Objective

The MA project (the practical and the theoretical components combined) must document that the student is able to solve relevant complex design-professional problems on a professional international level by using design theory, methods and acquired skills.

In the MA project, the student is able to put his or her entire professional expertise in play. Knowledge, skills and competencies acquired through the specialization has to be demonstrated in the solution of a self-initiated, well-defined and delimited design-professional problem in collaboration with at least one external partner.

The MA project is the student's framework to demonstrate his or her own design-professional potential in a relevant design project.

Learning outcome

The practical component of the MA 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

Skills

- is able to identify and justify a relevant design-professional challenge
- is able to identify a relevant external partner
- is able to set a complex professional goal
- is able to master the artistic techniques and methods of the design discipline in a professional manner
- is able to communicate and discuss a complex design project with colleagues and lay people



Competencies

- is able to plan and complete the design process from initial idea to execution, implementation and presentation
- is able to organize and manage complex design projects
- 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 solve a relevant challenge in collaboration with one or more companies/organisations
- is able to communicate design competencies in a targeted fashion in a specific context
- is able to demonstrate empathy and an ability to walk in other people's shoes in relation to the project

For students in Communication Design, from the academic year 2016-2017:

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Kursusbeskrivelser: Tekstildesign

Course title Design Project	Kursustitel Designprojekt
Line of study Textile Design, 2 nd year	Approved 31.08.18
Level MA	Responsible Helle Graabæk
ECTS 20	Course number KT2DE--KME
Exam form Oral	Assessment Internal, 7-point grading scale

Course Objective

The course objective is for you as a Master student to reflect and uncover your own competencies in relation to your future work as a professional designer. The objective is for you to be able to identify, complete and communicate a project and put it into perspective in a commercial, artistic or scientific context.

Learning outcome

At the examination, the student is expected to:

Knowledge

- have an understanding of own design-professional competencies
- have business understanding

Skills

- be able to set professional goals
- be able to identify a design professional challenge
- be able to communicate a project visually and verbally
- be able to analyse own studies

Competencies

- be able to understand and reflect on selected areas of his or her discipline
- be able to apply relevant design theories, methods and skills
- be able to reflect on the process of a project and identify strengths and weaknesses
- be able to put the project in perspective in relation to a business, artistic or scientific context

Course title Design Methodology	Kurstittel Designmetodologi
Line of study ID, KD, MO, TE, AC, 2nd year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 5	Course number KF2ST--BUE
Exam form Course participation	Grading Internal, pass/fail

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

In order to receive a passing grade 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

Competencies

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

Examination regulations

If you do not pass the course by class participation, you will be given two attempts at passing through an alternate examination form:

A written assignment of 9 standard pages, that covers the learning outcome for the course.

Please refer to curriculum for further information.

The study administration will forward the alternate assignment to the student, when the course ends.

Course title Career Lab	Kurstitel Karriereværksted
Line of study ID, KD, MO, TE, AC, 2 nd year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 5	Course number KF2KV--BUE
Exam form Course participation	Grading Internal, pass/fail

Course objective

The course consists of strategic career promoting elements for designers, understanding of competencies, communication and business knowledge.

The ability to communicate your competencies and potential in a receiver-oriented manner is vital to ensure that the message is received correctly. This combined with understanding of target-group and practice in variation of your message and the tools supporting the particular message.

Working as a designer it is important to understand how design helps businesses create economic value, which different roles and positions a designer might have in different companies.

The course gives a basic understanding of legal conditions in relation to the design profession, and an introduction into market conditions, rights and employment possibilities.

Learning outcome

At the examination, the student is expected to:

Knowledge

- Have knowledge about IRP
- Have knowledge about how the Danish job market rules and legislations.
- Have knowledge of how designing products/services can create economic growth.

Skills

- Be able to convert your design competences to a wide labour market
- Be able to create a profile on LinkedIn, social media and job portals
- Be able to write target oriented job applications
- Be able to build up a professional CV and a target oriented portfolio
- Be able to communicate your skills and competencies through an elevator pitch

Competences

- As a designer, to know how to fit into the value chains of a given company/institution
- Be able to target your communication towards a specific target group
- Be able to communicate target oriented value proposition



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Examination regulations

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A written assignment of 9 standard pages, that covers the learning outcome for the course.

Please refer to curriculum for further information.

The study administration will forward the alternate assignment to the student, when the course ends.

Course title MA Project - Written Component	Kursustitel Kandidatprojekt, skriftlig del	
Line of study ID, KD, MO, TE, AC, 2 nd year	Approved 31.08.18	
Level MA	Responsible Eva Kappel and Anne Louise Bang	
ECTS 10 or 20	Course number (10 ECTS) Communication Design: KK2KP--KSE Industrial Design: KI2K--KSE Fashion Design: KM2KP--KSE Textile Design: KT2KA--KSE Accessory Design: KA2K--KSE	Course number (20 ECTS) Communication Design: KK2KPA-KSE Industrial Design: KI2KPA-KSE Fashion Design: KM2KPA-KSE Textile Design: KT2KAA-KSE Accessory Design: KA2KA-KSE
Exam form Written	Grading External, 7-point grading scale	

Course Objective

The MA project (the practical and the theoretical components combined) must document that the student is able to solve complex design-professional problems on a professional international level by using design theory, methods and acquired skills.

In the MA project, the student is able to put his or her entire professional expertise in play. Knowledge, skills and competencies acquired through the specialization has to be demonstrated in the solution of a self-initiated, well-defined and delimited design-professional problem in collaboration with at least one external partner.

The MA project is the student's framework to demonstrate his or her own design-professional potential in a relevant design project.

Learning outcome

The written component of the MA project must demonstrate that the student at a high level

Knowledge

- has an understanding of the scientific methods and theories of the design discipline

Skills

- is able to identify and justify a relevant design-professional challenge
- is able to combine theory and practice
- is able to communicate and discuss a complex design project with colleagues as well as lay people
- is able to reflect on the process and method of the practical part of the Master's project

Competencies

- is able to evaluate and apply the scientific methods and theories of the design discipline in relation to the construction of a design project
- is able to apply the theories of the discipline to solve a relevant problem and put it into perspective

Content

- Identification of relevant project
- Professional objective
- Identification of theoretical angle
- Choice of method
- Research
- Analysis
- Synopsis for the theoretical component
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Examination regulations:

Written assignment – an assignment based on the curriculum of the course.
External examination – 7-point grading scale.
Size of assignment – max. 20 standard pages.

Course title MA Project – Practical Component	Kurstitel Kandidatprojekt, praktisk del	
Line of study KD, ID, MO, TE, AC, 2 nd year	Approved 31.08.18	
Level MA	Responsible Lars Hoff-Lund, Jesper Falck Legaard, Nadine Möllenkamp, Helle Graabæk, Josephine Winther	
ECTS 20 or 10	Course number (10 ECTS) Communication Design: KK2KP--KME Industrial Design: KI2KP--KME Fashion Design: KM2KP--KME Textile Design: KT2KA--KME Accessory Design: KA2KA--KME	Course number (20 ECTS) Communication Design: KK2KPA-KME Industrial Design: KI2KPA-KME Fashion Design: KM2KPA-KME Textile Design: KT2KAA-KME Accessory Design: KA2KAA--KME
Exam form Oral	Assessment External , 7-point grading scale	

Course Objective

The MA project (the practical and the theoretical components combined) must document that the student is able to solve relevant complex design-professional problems on a professional international level by using design theory, methods and acquired skills.

In the MA project, the student is able to put his or her entire professional expertise in play. Knowledge, skills and competencies acquired through the specialization has to be demonstrated in the solution of a self-initiated, well-defined and delimited design-professional problem in collaboration with at least one external partner.

The MA project is the student's framework to demonstrate his or her own design-professional potential in a relevant design project.

Learning outcome

The practical component of the MA 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

Skills

- is able to identify and justify a relevant design-professional challenge
- is able to identify a relevant external partner
- is able to set a complex professional goal
- is able to master the artistic techniques and methods of the design discipline in a professional manner
- is able to communicate and discuss a complex design project with colleagues and lay people



Competencies

- is able to plan and complete the design process from initial idea to execution, implementation and presentation
- is able to organize and manage complex design projects
- 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 solve a relevant challenge in collaboration with one or more companies/organisations
- is able to communicate design competencies in a targeted fashion in a specific context
- is able to demonstrate empathy and an ability to walk in other people's shoes in relation to the project

For students in Communication Design, from the academic year 2016-2017:

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Kursusbeskrivelser: Design for People

Course title Skills Workshop	Kursustitel Skills Workshop
Line of study People, Planet, Play, 1 st year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 10	Course number KA1SW--BME KI1SW--BME KK1SW--BME KM1SW--BME KT1SW--BME
Exam form Oral	Assessment Internal, pass/fail

Course objective

In order to be able to push the boundaries in idea and design development as well as a means to communicate and collaborate with others, it is crucial for designers from all disciplines to be able to experiment with material and/or immaterial prototypes in the workshops.

This course emphasizes a craft based approach introducing the workshops of the school as places where to think through hands and material. It introduces and expands the students' knowledge of the skills associated with their specific design discipline and gives the students a foundation for developing their future project work.

In the course, the workshop tools & techniques will be introduced on a basic and an advanced level.

Based on, and concurrently with the introductions, the student is expected to develop a design within their specific design field, through applying the introduced techniques.

Learning outcome

At the examination, the student is expected to:

Knowledge

- be able to explain how hands-on experiments, sketching and prototyping can inform a design process
- be able to describe and compare the introduced tools and techniques in relation to their ability to push the student's idea and design development forward

Skills

- be able to use and experiment with the tools and techniques introduced in the subject area through material experiments and/or prototypes.



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Competencies

- be able to use material experiments and/or prototypes to inform idea and design development
- be able to develop a design within the field of the introduced techniques and tools

Course title Situating Social Design	Kursustitel Social design
Line of study People, 1 st year	Approved 31.08.18
Level MA	Responsible Anne Corlin
ECTS 10	Course number PE1SD--KME
Exam form Oral	Assessment Internal, 7-point grading scale

Course objective

Designers are increasingly entering domains of social challenges such as improved working or living conditions. The course introduces to domains where design has a social impact and change and amplifies the student's capability to identify their individual professions in design projects with a social impact or ability to create change.

The course enhances the student's knowledge about the contextual development and expansion of design and the designer's role. It sketches the development of designing 'for' people to designing 'with' people, and discusses the future role of the designer in relation to value creation in society and public and private sectors. The students gain knowledge of different levels of user and stakeholder involvement from user observations to extreme user-involvement to enhance the students' capabilities to navigate in the 'designer – user - stakeholder' interaction.

The course introduces anthropological approaches and core methods and theory about user involvement.

The students will integrate user involvement methods such as user observations and interviews and activate them in a design project with a social agenda.

Learning outcome

At the examination the student is expected to:

Knowledge

- Identify situations where design can have a social impact and be a tool for change
- Discuss their own profession in relation to a design project with a social agenda
- Explain different levels of user and stakeholder involvement in a design project?

Skills

- Organize a user involvement study
- Apply and transfer insights from user involvement into the design project



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Competencies

- Develop a design project based on the identified challenge and user and stakeholder involvement process.
- Argue their role as a designer in the design process

Please also see the examination regulations for the courses on the first year of the Master programme in Appendix 14 of the Curriculum framework.

Course title Empathic equality	Kursustitel Empatisk lighed
Line of study People, 1 st year	Approved 31.08.18
Level MA	Course responsible Anne Corlin
ECTS 10	Course number PE1EL--KME
Exam form Oral	Assessment Internal ,7-point grading scale

Course objective

Design for social innovation sometimes engages with people in challenging situations. People can be placed in either permanent or temporary exposed situations, which calls for new ways of solving complex and delicate issues. The course focuses on empathic design, equality, and ethics.

The students will enter the field of participatory design and reflect on how participatory design methods can support an equal involvement of the user. The students will gain knowledge about regulations around user involvement such as anonymity, and confidence. The students will train their capabilities in participatory design methods. They will develop tools for conducting user observation or user interaction and account for technics, methods, and approaches for putting tools/toolkit into action. Knowledge and skills will be put into practice through participatory project-work within the context of care, health, and wellbeing.

Learning outcome

At the examination the student is expected to:

Knowledge

- Explain the core thoughts in empathic design
- Describe the core of the participatory design approach in a design project

Skills

- Analyse the context and challenge in the contextual setting for the design project
- Show ability to organise the process for the participatory design project

Competencies

- Develop tools/ toolkits, technics, methods, and approach to use in the participatory design project
- Develop a design solution, answering the course brief, based on the participatory design process.

Please also see the examination regulations for the courses on the first year of the Master programme in Appendix 14 of the Curriculum framework.

Course title Deep Skills	Kurstitel Deep Skills
Line of study People, Planet, Play, 1 st year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 10	Course number KA1DS--KME KI1D--KME KK1DS--KME KM1DS--KME KT1DS--KME
Exam form Oral	Assessment Internal – 7-point grading scale

Course objective

The objective of the course is to allow the students to develop and/or broaden their design expertise through the acquisition of new skills in the craft or digital field. The individual student must formulate a direction that supports his/her professional development and career plan

Based on, and in addition to the deepening of skills, the student is expected to develop a design project based on the skills acquired.

Learning outcome

At the examination, the student is expected to:

Knowledge

- be able to explain and determine how the newly acquired deep skills can and will inform and develop his/her design process and projects
- be able to explain how the deep skills will contribute to his/her aspirations within the design field

Skills

- be able to use and investigate the acquired deep skills.

Competencies

- be able to apply the deep skills to expand and develop his/her idea design process and projects
- be able to develop a design within the field of the deep skills and show how this contributes to his/her aspirations within design and potentially to the design field as such

Module title Critical Framing and Design Camp	Modultitel Kritisk rammesætning og designcamp
Line of study People, 1 st year	Approved 18.12.18
Level MA	Responsible Anne Corlin
ECTS 10	Course number PE1CF--KME
Exam form Oral	Assessment External, 7-point grading scale

This module consists of two courses totalling 10 ECTS. Each course has its own objective and learning outcome that is described in the course descriptions below.

Course title Critical Framing	Kursustitel Kritisk rammesætning
Line of study People, 1 st year	Approved 18.12.18
Level MA	Responsible Anne Corlin
ECTS 7,5	Exam regulations See module description

Course objective

The course focuses on design with a critical approach by looking at how things are, and how to work towards how things ought to be. The course focuses on people as both contributors and consumers of society, and integrates and discusses collaborative consumption, and sharing economies in the context of change of behaviour.

The course integrates theory and methods that emphasize the role of design as being activist, critical, speculative and transformative.

The students must translate an identified social challenge into a concrete problem to be addressed by design practice.

The students will enhance their capabilities in framing social challenges as problems to be addressed by design practice and use design as catalyst for change.

Learning outcome

At the examination the student is expected to:

Knowledge

- Explain the core line of thoughts about the role of design in terms of being activist, critical, speculative and transformative.



- Describe collaborative consumption, and shared economies in the change of behaviour.

Skills

- Identify and analyse the identified social challenge
- Organise a design process with a critical approach

Competencies

- Develop a transformative design solution from the framing and analysis of the social challenge.
- Argue the roles of a critical approach in the design project

Course title Design Camp	Kurstitel Design Camp
Line of study People, 1 st year	Approved 18.12.18
Level MA	Responsible Anne Corlin
ECTS 2,5	Exam regulations The Design Camp course requires active participation for more than 75% of the scheduled activities to be able to integrate this course as part of the oral exam. Failure to meet this participation requirement results in an alternate written assignment where the learning outcome should be addressed. The written assignment can have a maximum length of 7 standard pages (please see the study curriculum for details) and the grade will count 25% towards the grade for the whole 10 ECTS module. The written assignment is evaluated by the same censor, who evaluates the course in this module. The study administration will forward the alternate assignment to the student, when the camp ends.

Course objective

It is becoming increasingly clear that we as designers need to create actions and not just ideas. This might be specific products, changes of existing habits and mind-sets, and new ways of communicating challenges and opportunities in the design field. In short, we are the "DOers" of today and tomorrow.

The course centers around Design School Kolding's three strategic focus areas; Play, Sustainability and Social Inclusion. The course is intended to give the student an understanding of the importance of not only creating ideas but also creating actions. The aim being that students will be able to understand how they might advance design solutions through user observations rather than keeping only prejudiced or personal perspectives and ideas as a turning point within a project. This for the benefit of companies, organizations or solutions aiming at solving critical world problems.



Through real-life observations and learning to create future scenarios, the work within the course is to identify and create design solutions in co-work with exterior partners that becomes reality.

Focusing on **one** of the themes Play, Sustainability and Social Inclusion, and based on current observations and future scenarios, students will create specific projects that activate meaningful sustainable changes with user focus as a given precondition. Each year will present a different theme within the three above mentioned.

The student is expected to:

Learning Outcome

Knowledge

- possess basic knowledge about the concept of either Play and Design for Play, Design for Planet or Design for Welfare/People (depending on the theme of the year).

Skills

- be able to identify a relevant design challenge in the area of either Play, Sustainability or Social Inclusion (depending on the theme of the year) in relation to a design professional project in collaboration with fellow design students.
- be able to disseminate his/her design concept visually and verbally at a professional level that the Camp partners understand.
- be able to work with prototyping/sketching tools and analyze these in relation to project objectives.
- be able to reflect on and put into perspective play, sustainability or social inclusion (depending on the theme of the year) potentials of the project within a local, national and international context.
- Train individual and collective entrepreneurial skills in collaboration with external partners

Competencies

- be able to build future scenarios
- be able to enter into an international teamwork utilizing one's professional competences
- be able to apply methods for user and stakeholder involvement in the area of play, sustainability or social inclusion (depending on the theme of the year)
- be able to deliver a complete and innovative design proposal in the form of a relevant prototype
- be able to present the project within the context of a business, an organization and/or an institution

Please also see the examination regulations for the courses on the first year of the Master programme in Appendix 14 of the Curriculum framework.

Course title Collaborating Real Time	Kursustitel Samarbejdsprojekt
Line of study People, 1 st year	Approved 31.08.18
Level MA	Responsible Anne Corlin
ECTS 10	Course number PE1CR--KME
Exam form Oral	Assessment Internal, 7-point grading scale

Course objective

Being able to cope as a professional designer demands not only core design skills but also mastery of complexity and the ability to collaborate. Collaborating Real-time imitates a real-life project, where the students are trained in mastering complexity, dynamics, and collaboration through direct engagement with a company or institution. The students must develop a flexible and responsive attitude to design so that stakeholders can be creatively involved in the development of ideas and proposals.

The students must focus on research through design by use of drawings, models and other visualisation tools to describe, test, debate and develop ideas together with the client- a reciprocal and simultaneous process of understanding a situation by making proposals that are informed by methodical investigations (research through design).

The course will focus on core design skills as well as facilitating workshops and meetings, project management, and collaborative skills.

The students are recommended to work in groups during this course.

Learning outcome

At the examination, the student is expected to:

Knowledge

- Explain core elements in project management and facilitation
- Identify strengths and weaknesses in the collaboration with both client and internal as a group.

Skills

- Visualise, test and debate ideas and activate them in collaboration with a client.
- Analyse the client challenge and formulate a design brief based upon the analysis.
- Facilitate meetings and workshops.

Competencies

- Develop a collaborative project using a research through design approach.
- Evaluate opportunities, challenges, and limitations in the project work



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Please also see the examination regulations for the courses on the first year of the Master programme in Appendix 14 of the Curriculum framework.



design
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Kursusbeskrivelser: Design for Planet

Course title Skills Workshop	Kursustitel Skills Workshop
Line of study People, Planet, Play, 1 st year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 10	Course number KA1SW--BME KI1SW--BME KK1SW--BME KM1SW--BME KT1SW--BME
Exam form Oral	Assessment Internal, pass/fail

Course objective

In order to be able to push the boundaries in idea and design development as well as a means to communicate and collaborate with others, it is crucial for designers from all disciplines to be able to experiment with material and/or immaterial prototypes in the workshops.

This course emphasizes a craft based approach introducing the workshops of the school as places where to think through hands and material. It introduces and expands the students' knowledge of the skills associated with their specific design discipline and gives the students a foundation for developing their future project work.

In the course, the workshop tools & techniques will be introduced on a basic and an advanced level.

Based on, and concurrently with the introductions, the student is expected to develop a design within their specific design field, through applying the introduced techniques.

Learning outcome

At the examination, the student is expected to:

Knowledge

- be able to explain how hands-on experiments, sketching and prototyping can inform a design process
- be able to describe and compare the introduced tools and techniques in relation to their ability to push the student's idea and design development forward

Skills

- be able to use and experiment with the tools and techniques introduced in the subject area through material experiments and/or prototypes.



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Competencies

- be able to use material experiments and/or prototypes to inform idea and design development
- be able to develop a design within the field of the introduced techniques and tools

Course title Learning from the Past	Kursustitel Læring fra fortiden
Line of study Planet, 1 st year	Approved 31.08.18
Level MA	Responsible Ulla Ræbild
ECTS 10	Course number PT1LF--KME
Exam form Oral	Assessment Internal, 7-point grading scale

Course objective

This course addresses how objects, knowledge of and knowhow from past practices can be a rich and valuable source for designers working with sustainability. A main focus in the course is to explore the relation between function, material, aesthetics, technology, production and use. Thereby students build important understandings of how design develops and gain meaning in situated contexts, which is necessary when developing sustainable design concepts for the future.

To inform the design process and uncover sustainability potentials, the course introduces relevant literature and activates two types of explorative methods;

- a) product timelines and
- b) use of inventory studies.

Based on these investigations students develop design concepts with products, services and/or systems furthering sustainability.

Learning outcome

At the examination, the student is expected to fulfil the following goals:

Knowledge

- can describe core aspects of the obligatory course literature
- can explain the methods applied in the project

Skills

- is able to plan, execute and analyse a product timeline for a selected product group
- is able to plan, execute and analyse a use & inventory study related to a selected user group
- is able to organise, interpret and transform the outcome of the research within a design process

Competencies

- is able to evaluate and select research outcome, in terms of sustainability potentials, and identify a relevant future context
- is able to create a novel design concept from research on past practices for a specific context
- is able to realise a design solution based in the concept through design disciplinary means



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Please also see the examination regulations for the courses on the first year of the Master programme in Appendix 14 of the Curriculum framework.

Course title Material Narratives	Kursustitel Materialefortællinger
Line of study Planet, 1 st year	Approved 31.08.18
Level MA	Responsible Ulla Ræbild
ECTS 10	Course number PT1MF--KME
Exam form Oral	Assessment Internal, 7-point grading scale

Course objective

Designers work with materials as a membrane that can translate ideas and concepts in to meaning and values for the user, when the user interacts with the design.

This course addresses materials from a broad holistic perspective, including technical, functional and emotional aspects, in order to emphasise and activate the role of materials in sustainable design. Thereby the course places the material as centre for exploration through a material driven design process.

The course introduces four strategies for working with materials in the context of sustainable design: Slow; Closed Loop; Bio-inspired and Bio-based. It also informs on state of art within analogue and digital technology regarding production and use of materials.

The four strategies will form the outset for the practical design work with materials in the course, leading to new proposals for material driven sustainable design.

Learning outcome

At the examination, the student is expected to fulfil the following goals:

Knowledge

- can explain technical, functional and emotional aspects of materials and their relevance for sustainable design
- can describe and discuss material strategies introduced in the obligatory theory

Skills

- is able to execute and document material driven design experiments and tests within a chosen material strategy
- is able to visually examine and analyse outcome of experiments and make conclusions
- is able to identify and pursue design and sustainability conceptual potentials in the research outcome



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Competencies

- is able to argue and formulate a sustainable design intention for a material driven design process
- is able to select/construct/develop materials for a defined purpose and user context
- is able to create a novel material-driven sustainable design

Please also see the examination regulations for the courses on the first year of the Master programme in Appendix 14 of the Curriculum framework.

Course title Deep Skills	Kurstitel Deep Skills
Line of study People, Planet, Play, 1 st year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 10	Course number KA1DS--KME KI1D--KME KK1DS--KME KM1DS--KME KT1DS--KME
Exam form Oral	Assessment Internal – 7-point grading scale

Course objective

The objective of the course is to allow the students to develop and/or broaden their design expertise through the acquisition of new skills in the craft or digital field. The individual student must formulate a direction that supports his/her professional development and career plan

Based on, and in addition to the deepening of skills, the student is expected to develop a design project based on the skills acquired.

Learning outcome

At the examination, the student is expected to:

Knowledge

- be able to explain and determine how the newly acquired deep skills can and will inform and develop his/her design process and projects
- be able to explain how the deep skills will contribute to his/her aspirations within the design field

Skills

- be able to use and investigate the acquired deep skills.

Competencies

- be able to apply the deep skills to expand and develop his/her idea design process and projects
- be able to develop a design within the field of the deep skills and show how this contributes to his/her aspirations within design and potentially to the design field as such

Course title Preferred Futures	Kursustitel Foretrukne fremtider
Line of study Planet, 1 st year	Approved 31.08.18
Level MA	Responsible Ulla Ræbild
ECTS 10	Course number PT1PF--KME
Exam form Oral	Assessment External, 7-point grading scale

Course objective

A fundamental aspect of designers' work is directed towards the future, as she or he 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 and activates four approaches to design; Speculative Prototyping; Design Fiction; Critical Design and Design Activism. Through future studies research, dialogue with external organisations and own design disciplinary motivations the students identify an issue/problem/question and select and/or develop an approach, by which the challenge can be addressed.

In the design process, students develop tangible/visual/interactive design proposals for a preferred future.

Learning outcome

At the exam, the student is expected to fulfil the following goals:

Knowledge

- can describe and relate the core concepts of speculate prototyping, design fiction, critical design and design activism
- can identify and select sources and literature from future studies that is relevant for the project
- can discuss course literature in relation to design project

Skills

- is able to identify an issue in relation to sustainability that can be influenced, shaped or solved through a speculative/fictional/critical and/or activist design approach
- is able to apply and carry out a speculative/fictional/critical and/or activist approach to a design process



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Competencies

- is able to evaluate and combine personal, design disciplinary and societal motivations within a speculative/fictional/critical and/or activist design project
- is able to use design as a means for installing reflection, new perception and change of behaviour in a specific societal group or culture
- is able to use anticipatory design competences to further awareness in society on sustainable agenda

Please also see the examination regulations for the courses on the first year of the Master programme in Appendix 14 of the Curriculum framework.

Module title Holistic Systems and Design Camp	Modultitel Helhedstænkte systemer og designcamp
Line of study Planet, 1 st year	Approved 18.12.18
Level MA	Responsible Ulla Ræbild
ECTS 10	Course number PT1HA--KME
Exam form Oral	Assessment Internal, 7-point grading scale

This module consists of two courses totalling 10 ECTS. Each course has its own objective and learning outcome that is described in the course descriptions below.

Course title Holistic Systems	Kursustitel Helhedstænkte systemer
Line of study Planet, 1 st year	Approved 18.12.18
Level MA	Responsible Ulla Ræbild
ECTS 7,5	Exam regulations See module description

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 develop holistic design strategies for 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 tools and methods for systems analysis and assessment, will be introduced and applied such as Life Cycle Analysis and Business Model Canvas.

Students will work with real company cases to analyse existing systems, explore potentials and develop new sustainable design driven systems proposals, prototypes and final design products/services/systems.



Learning outcome

At the exam, the student is expected to fulfil the following goals:

Knowledge

- can explain strategies for holistic systems building
- can relate course literature on strategic systems to the design project
- can discuss possible implications/effects of applying the strategies to own design field

Skills

- is able to analyse a complex system in relation to a selected company setting, using the methods and tools applied in the course
- is able to explore and address a sustainability challenge/problem through the application of holistic systems building strategies in a design project

Competencies

- is able to create a systems design proposal that increases the overall sustainability performance within a company context
- is able to develop design products and/or services that can support the system design
- is able to evaluate and argue implications of implementing the systems proposal in terms of sustainable impact

Course title Design Camp	Kurstitel Design Camp
Line of study Planet, 1 st year	Approved 18.12.18
Level MA	Responsible Ulla Ræbild
ECTS 2,5	Exam regulations The Design Camp course requires active participation for more than 75% of the scheduled activities to be able to integrate this course as part of the oral exam. Failure to meet this participation requirement results in an alternate written assignment where the learning outcome should be addressed. The written assignment can have a maximum length of 7 standard pages (please see the study curriculum for details) and the grade will count 25% towards the grade for the whole 10 ECTS module. The written assignment is evaluated by the same censor, who evaluates the course in this module. The study administration will forward the alternate assignment to the student, when the camp ends.

Course objective

It is becoming increasingly clear that we as designers need to create actions and not just ideas. This might be specific products, changes of existing habits and mind-sets, and new ways of communicating challenges and opportunities in the design field. In short, we are the "DOers" of today and tomorrow.



The course centers around Design School Kolding's three strategic focus areas; Play, Sustainability and Social Inclusion. The course is intended to give the student an understanding of the importance of not only creating ideas but also creating actions. The aim being that students will be able to understand how they might advance design solutions through user observations rather than keeping only prejudiced or personal perspectives and ideas as a turning point within a project. This for the benefit of companies, organizations or solutions aiming at solving critical world problems.

Through real-life observations and learning to create future scenarios, the work within the course is to identify and create design solutions in co-work with exterior partners that becomes reality.

Focusing on **one** of the themes Play, Sustainability and Social Inclusion, and based on current observations and future scenarios, students will create specific projects that activate meaningful sustainable changes with user focus as a given precondition. Each year will present a different theme within the three above mentioned.

Learning Outcome

The student is expected to:

Knowledge

- possess basic knowledge about the concept of either Play and Design for Play, Design for Planet or Design for Welfare/People (depending on the theme of the year).

Skills

- be able to identify a relevant design challenge in the area of either Play, Sustainability or Social Inclusion (depending on the theme of the year) in relation to a design professional project in collaboration with fellow design students.
- be able to disseminate his/her design concept visually and verbally at a professional level that the Camp partners understand.
- be able to work with prototyping/sketching tools and analyze these in relation to project objectives.
- be able to reflect on and put into perspective play, sustainability or social inclusion (depending on the theme of the year) potentials of the project within a local, national and international context.
- Train individual and collective entrepreneurial skills in collaboration with external partners

Competencies

- be able to build future scenarios
- be able to enter into an international teamwork utilizing one's professional competences
- be able to apply methods for user and stakeholder involvement in the area of play, sustainability or social inclusion (depending on the theme of the year)
- be able to deliver a complete and innovative design proposal in the form of a relevant prototype



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- be able to present the project within the context of a business, an organization and/or an institution

Please also see the examination regulations for the courses on the first year of the Master programme in Appendix 14 of the Curriculum framework.



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Kursusbeskrivelser: Design for Play

Course title Skills Workshop	Kursustitel Skills Workshop
Line of study People, Planet, Play, 1 st year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 10	Course number KA1SW--BME KI1SW--BME KK1SW--BME KM1SW--BME KT1SW--BME
Exam form Oral	Assessment Internal, pass/fail

Course objective

In order to be able to push the boundaries in idea and design development as well as a means to communicate and collaborate with others, it is crucial for designers from all disciplines to be able to experiment with material and/or immaterial prototypes in the workshops.

This course emphasizes a craft based approach introducing the workshops of the school as places where to think through hands and material. It introduces and expands the students' knowledge of the skills associated with their specific design discipline and gives the students a foundation for developing their future project work.

In the course, the workshop tools & techniques will be introduced on a basic and an advanced level.

Based on, and concurrently with the introductions, the student is expected to develop a design within their specific design field, through applying the introduced techniques.

Learning outcome

At the examination, the student is expected to:

Knowledge

- be able to explain how hands-on experiments, sketching and prototyping can inform a design process
- be able to describe and compare the introduced tools and techniques in relation to their ability to push the student's idea and design development forward

Skills

- be able to use and experiment with the tools and techniques introduced in the subject area through material experiments and/or prototypes.



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Competencies

- be able to use material experiments and/or prototypes to inform idea and design development
- be able to develop a design within the field of the introduced techniques and tools

Course title Designing for Play Experiences	Kurstittel Design for legeoplevelser
Line of study Play, 1 st year	Approved 31.08.18
Level MA	Responsible Helle Marie Skovbjerg
ECTS 10	Course number PY1DL--KME
Exam form Oral	Grading Internal, 7-point grading scale

Course objective

Designing for Play Experiences is a general introduction to the field of play in relation to the design of new products or services that provides play experiences. The course examines different types of play and their unique qualities in order for the students to be able to identify, navigate and utilize different play types in their design work. Furthermore, the course will examine play solution examples from the different competency areas perspectives, such as user, business, material and interaction design.

During the course the student will learn fundamental play theory and develop their analytical skills in terms of understanding play experiences

Learning outcome

At the examination, the student is expected to:

Knowledge

- of fundamental play theory
- of play types and their characteristics
- of play and playful processes for different user groups
- of stakeholders and values for different play domains

Skills

- ability to identify different play types
- ability to analyse play experiences in relation to play theory

Competencies

- ability to explore play situations and describe them analytically by extracting and juxtaposing inherent concepts of play

Please also see the examination regulations for the courses on the first year of the Master programme in Appendix 14 of the Curriculum framework.

Course title Child Centered Design for Play	Kurstitel Børnecentreret design for leg
Line of study Play, 1 st year	Approved 31.08.18
Level MA	Responsible Helle Marie Skovbjerg
ECTS 10	Course number PY1BC---KME
Exam form Oral	Grading Internal, 7-point grading scale

Course objective

Child centered Design for Play focuses on children as being an important and relatively complex user group when designing for play experiences. Children are often the end-user in relation to products and services that provides play experiences. As the mind of children is in some aspects different from that of the adult designer, the course addresses areas such as child development, children's play behavior, child culture and co-creation with children. Furthermore, the course covers methods for designing for and with children.

Learning outcome

At the examination, the student is expected to:

Knowledge

- of fundamental physical, cognitive and social development of children across different age groups
- of children's capabilities in relation to co-creation and testing
- about legal aspect of working with children as users and co-designers

Skills

- ability to facilitate productive tests and co-creation sessions with children
- ability to analyze the implicit developmental qualities related to a given play experience
- understand child culture
- ability to reason about design decisions based on developmental qualities

Competencies

- ability to carry out a child centered design process
- ability to select appropriate design methods

Please also see the examination regulations for the courses on the first year of the Master programme in Appendix 14 of the Curriculum framework.

Course title Deep Skills	Kurstitel Deep Skills
Line of study People, Planet, Play, 1 st year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 10	Course number KA1DS--KME KI1D--KME KK1DS--KME KM1DS--KME KT1DS--KME
Exam form Oral	Assessment Internal – 7-point grading scale

Course objective

The objective of the course is to allow the students to develop and/or broaden their design expertise through the acquisition of new skills in the craft or digital field. The individual student must formulate a direction that supports his/her professional development and career plan

Based on, and in addition to the deepening of skills, the student is expected to develop a design project based on the skills acquired.

Learning outcome

At the examination, the student is expected to:

Knowledge

- be able to explain and determine how the newly acquired deep skills can and will inform and develop his/her design process and projects
- be able to explain how the deep skills will contribute to his/her aspirations within the design field

Skills

- be able to use and investigate the acquired deep skills.

Competencies

- be able to apply the deep skills to expand and develop his/her idea design process and projects
- be able to develop a design within the field of the deep skills and show how this contributes to his/her aspirations within design and potentially to the design field as such

Module title Applied Play and Design Camp	Modultitel Anvendt leg og designcamp
Line of study Play, 1 st year	Approved 18.12.18
Level MA	Responsible Helle Marie Skovbjerg
ECTS 10	Course number PY1AP--KME
Exam form Oral	Assessment External, 7-point grading scale

This module consists of two courses totalling 10 ECTS. Each course has its own objective and learning outcome that is described in the course descriptions below.

Course title Applied Play	Kurstitel Anvendt leg
Line of study Play, 1 st year	Approved 18.12.18
Level MA	Responsible Helle Marie Skovbjerg
ECTS 7,5	Exam regulations See module description

Course objective

Applied Play addresses the field of play as a catalyst for acquiring specific knowledge, skills or new behaviors. As being a field that enjoys a lot of political and economic attention in Denmark, it is important for students to learn how to design for play that i.e. can help to solve challenges in the field of learning, sustainability or healthcare. It is also important to take business considerations into account when creating play solutions – i.e. the stakeholders relevant for different play domains. The course focuses on the wicked design challenge of creating play experience where the play activity itself affords specific learning.

Learning outcome

At the examination the student is expected to:

Knowledge

- of fundamental learning and developmental theory
- about applied play

Skills

- ability to analyze the bridging of play and learning in an applied play experience
- ability to take business considerations into account in creating playful solutions
- ability to create playful design solutions informed by learning theory



Competencies

- ability to design an applied play experience that successfully embeds explicit learning in the play activity itself
- ability to select appropriate technology and materials for design solution

Course title Design Camp	Kurstittel Design Camp
Line of study Play, 1 st year	Approved 18.12.18
Level MA	Responsible Helle Marie Skovbjerg
ECTS 2,5	Exam regulations The Design Camp course requires active participation for more than 75% of the scheduled activities to be able to integrate this course as part of the oral exam. Failure to meet this participation requirement results in an alternate written assignment where the learning outcome should be addressed. The written assignment can have a maximum length of 7 standard pages (please see the study curriculum for details) and the grade will count 25% towards the grade for the whole 10 ECTS module. The written assignment is evaluated by the same censor, who evaluates the course in this module. The study administration will forward the alternate assignment to the student, when the camp ends.

Course objective

It is becoming increasingly clear that we as designers need to create actions and not just ideas. This might be specific products, changes of existing habits and mind-sets, and new ways of communicating challenges and opportunities in the design field. In short, we are the "DOers" of today and tomorrow.

The course centers around Design School Kolding's three strategic focus areas; Play, Sustainability and Social Inclusion. The course is intended to give the student an understanding of the importance of not only creating ideas but also creating actions. The aim being that students will be able to understand how they might advance design solutions through user observations rather than keeping only prejudiced or personal perspectives and ideas as a turning point within a project. This for the benefit of companies, organizations or solutions aiming at solving critical world problems.

Through real-life observations and learning to create future scenarios, the work within the course is to identify and create design solutions in co-work with exterior partners that becomes reality.

Focusing on **one** of the themes Play, Sustainability and Social Inclusion, and based on current observations and future scenarios, students will create specific projects



that activate meaningful sustainable changes with user focus as a given precondition. Each year will present a different theme within the three above mentioned.

Learning Outcome

The student is expected to:

Knowledge

- possess basic knowledge about the concept of either Play and Design for Play, Design for Planet or Design for Welfare/People (depending on the theme of the year).

Skills

- be able to identify a relevant design challenge in the area of either Play, Sustainability or Social Inclusion (depending on the theme of the year) in relation to a design professional project in collaboration with fellow design students.
- be able to disseminate his/her design concept visually and verbally at a professional level that the Camp partners understand.
- be able to work with prototyping/sketching tools and analyze these in relation to project objectives.
- be able to reflect on and put into perspective play, sustainability or social inclusion (depending on the theme of the year) potentials of the project within a local, national and international context.
- Train individual and collective entrepreneurial skills in collaboration with external partners

Competencies

- be able to build future scenarios
- be able to enter into an international teamwork utilizing one's professional competences
- be able to apply methods for user and stakeholder involvement in the area of play, sustainability or social inclusion (depending on the theme of the year)
- be able to deliver a complete and innovative design proposal in the form of a relevant prototype
- be able to present the project within the context of a business, an organization and/or an institution

Please also see the examination regulations for the courses on the first year of the Master programme in Appendix 14 of the Curriculum framework.

Course title Cultures of Play	Kurstitel Legekulturer
Line of study Play, 1 st year	Approved 31.08.18
Level MA	Responsible Helle Marie Skovbjerg
ECTS 10	Course number PY1CP--KME
Exam form Oral	Grading Internal, 7-point grading scale

Course objective

Cultures of Play explores differences in play cultures. The students learn about Danish and Scandinavian play culture and its unique characteristics and qualities. The Danish approach to play and the values embedded in Danish design of play experiences are put in relation to foreign cultures of play in order to identify the potential and the challenges of introducing Danish designs for play experiences internationally. Students will analyze and design culturally informed play solutions.

Learning outcome

At the examination, the student is expected to:

Knowledge

- about Danish play culture
- about the relation between Danish and foreign play cultures

Skills

- ability to relate a designed play experience to play culture
- ability to integrate business or marketing considerations in the design process
- ability to examine, identify and discuss play cultures

Competencies

- ability to design a play experience that embeds properties of (Danish) play culture
- ability to select and apply the appropriate technologies and materials

Please also see the examination regulations for the courses on the first year of the Master programme in Appendix 14 of the Curriculum framework.

Course title Value of Play	Kurstitel Værdien af leg
Line of study Play, 2 nd year	Approved 31.08.18
Level MA	Responsible Helle Marie Skovbjerg
ECTS 10	Course number KP2VL--KSE
Exam form Written	Grading Internal, 7-point grading scale

Course objective

This course focusses on the research approach and investigation of how play creates value. The students use qualitative and/or quantitative academic methods to assess the value of play from a learning perspective (i.e. physical, cognitive, social, creative), an experience perspective (i.e. joy, engagement, iteration) or an organizational perspective (i.e. growth, innovation, profit, collaboration). Regardless of perspective, the students must develop a strong research setup for collecting and analyzing empirical data.

Learning outcome

At the examination, the student is expected to:

Knowledge

- of empirical research approaches
- of methods for collecting empirical data
- of methods for analysing empirical data

Skills

- ability to plan and execute the collection of empirical data
- ability to combine different methods for triangulation of data

Competencies

- ability to position design research in relation to scientific knowledge
- ability to analyse data and disseminate findings in a written academic format

Examination regulations:

Written assignment – an assignment based on the curriculum of the course.

Internal examination – 7-point grading scale

Size of assignment – max. 8 standard pages.

Course title Playful Processes	Kurstitel Legende processer
Line of study Play, 2 nd year	Approved 31.08.18
Level MA	Responsible Helle Marie Skovbjerg
ECTS 15	Course number KP2LG--BME
Exam form Oral	Grading Internal, pass/fail

Course objective

Playful Processes focusses on the effects of introducing play into the processes of companies and organizations. The course explores how elements of play might enhance the practices in order to increase i.e. motivation, collaboration, creativity and innovation. The students collaborate with a company or an organization, investigate their practices, design and introduce a play intervention for this context and document the effect. As the play-intervention is targeting a broad range of users this course address concepts of playfulness for humans in general.

Learning outcome

At the examination, the student is expected to:

Knowledge

- about play in relation to performance
- about relation between play and work
- about designing playful experiences for humans

Skills

- ability to examine a context of practice
- ability to document the effects of introducing play into a given practice

Competencies

- ability to design a play-intervention that addresses an existing practice and improves it
- ability to select a design method suitable for the problem/opportunity being addressed

Course title Career Lab	Kurstitel Karriereværksted
Line of study People, Planet, Play, 2 nd year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 5	Course number KF2KV--BUE
Exam form Course participation	Assessment Internal, pass/fail

Course objective

The course consists of strategic career promoting elements for designers, understanding of competencies, communication and business knowledge.

The ability to communicate your competencies and potential in a receiver-oriented manner is vital to ensure that the message is received correctly. This combined with understanding of target-group and practice in variation of your message and the tools supporting the particular message.

Working as a designer it is important to understand how design helps businesses create economic value, which different roles and positions a designer might have in different companies.

The course gives a basic understanding of legal conditions in relation to the design profession, and an introduction into market conditions, rights and employment possibilities.

Learning outcome

At the examination, the student is expected to:

Knowledge

- Have knowledge about IRP
- Have knowledge about how the Danish job market rules and legislations.
- Have knowledge of how designing products/services can create economic growth.

Skills

- Be able to convert your design competences to a wide labour market
- Be able to create a profile on LinkedIn, social media and job portals
- Be able to write target oriented job applications
- Be able to build up a professional CV and a target oriented portfolio
- Be able to communicate your skills and competencies through an elevator pitch

Competences

- As a designer, to know how to fit into the value chains of a given company/institution
- Be able to target your communication towards a specific target group
- Be able to communicate target oriented value proposition



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Examination regulations

If you do not pass the course by class participation, you will be given two attempts at passing through an alternate examination form:

A written assignment of 9 standard pages, that covers the learning outcome for the course.

Please refer to curriculum for further information.

The study administration will forward the alternate assignment to the student, when the course ends.

Course title Master's Project	Kurstittel Kandidatprojekt
Line of study People, Planet, Play, 2 nd year	Approved 31.08.18
Level MA	Responsible Eva Kappel
ECTS 30	Course number KP2KA--KME
Exam form Oral	Assessment External - 7-point grading scale

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 his or her 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 his or her 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 identify and justify a relevant design-professional challenge
- is able to identify a relevant external partner
- 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

Competencies

- 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 solve a relevant challenge in collaboration with one or more companies/organisations
- 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

Please also see the examination regulations for the Master's Project in Appendix 16 of the Curriculum framework.

Kursus titel Kurser på første og andet semester på KA1 på programmerne (Gælder ikke Skills workshop and Deep skills)	
Line of study People, Planet, Play, 1. år	Approved 18.12.18
Level KA	Responsible Eva Kappel
ECTS 10 ECTS per kursus	

Formål:

De enkelte kurser på kandidatens første år er den studerendes ramme for at demonstrere sit designfaglige potentiale (MO, TE, KD, ID, AC) i et relevant designprojekt rettet mod Design for People, Planet og Play.

Den studerende skal gennem anvendelsen af viden fra designpraksis og kunstnerisk udvikling, og af forskningsbaseret teori inden for relevante dele af fagområdet vise, at vedkommende forstår og kan reflektere over designfaglig praksis, metoder og udvikling samt relevant teori sat i anvendelse i projektet.

Herudover skal den studerende kunne anvende designfaglige færdigheder og relevant videnskabelig metode, redskaber og udtryksformer, der knytter sig til det designfaglige område. Den studerende skal også kunne arbejde både kreativt og systematisk og med et specifikt formål inden for et undersøgelsesfelt, og med en reflekterende, kritisk og diskuterende tilgang.

Omfang og krav:

Kurserne på kandidatens første og andet semester udgør 10 ECTS point hver, svarende til 275 timers arbejdsbelastning pr kursus inkl forberedelse og afsluttende mundtlig eksamen.

Eksamensopgaverne består af et designfagligt projekt (MO, TE, KD, ID, AC) rettet mod Design for People, Planet eller Play, samt en mundtlig fremlæggelse.

Krav til designprojektet:

Den studerende skal som en del af kurset udføre et designprojekt på baggrund af den valgte problemformulering. Projektet skal udfolde teori og metoder introduceret i det enkelte kursus og på en reflekteret og kritisk måde besvare det valgte undersøgelsesfelt.

Herudover skal projektet demonstrere, at den studerende kan anvende designfagets kunstneriske teknikker og metoder med en professionel tilgang og præstere et designprojekt, hvor formsprog og æstetik er på højt kunstnerisk niveau.

Krav til mundtlig del:

Den mundtlige eksamination varer 30 minutter.

Heraf er 10 minutter beregnet til den studerendes fremlæggelse af designprojektet, herunder uddybelse og perspektivering af dette.

Derefter 10 minutters diskussion af undersøgelsesfelt, resultat(er) og konklusion på baggrund af den mundtlige formidling, og designprojekt.

Samlet 10 minutters votering og annoncering.



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Bedømmelse:

Bedømmelsen sker på grundlag af en helhedsvurdering af designprojektet og den mundtlige eksamen – og ud fra de beskrevne læringsmål som nævnt i kursusbeskrivelsen.

Bedømmelsesform (skriftlig eller mundtlig), censur (intern eller ekstern) samt vurdering (7-trin eller bestået-ikke-bestået) fremgår af kursusbeskrivelsen.

Kursus titel KA-projekt	
Line of study Play	Approved 18.12.18
Level KA	Responsible Eva Kappel
ECTS 30 ECTS	

Formål:

Kandidatprojektet er den studerendes ramme for at demonstrere sit designfaglige potentiale i et relevant designprojekt.

Den studerende skal anvende viden, som på udvalgte områder skal være baseret på internationalt anerkendt designfaglig praksis, kunstnerisk udviklingsvirksomhed og førende forskning. Den studerende skal vise, at vedkommende forstår og kan reflektere over fagområdets viden og kan identificere både designfaglige udfordringer og videnskabelige problemstillinger for fagområdet.

Herudover skal den studerende mestre designfaglige metoder, redskaber og udtryksformer, og kunne anvende relevant viden samt kunne vurdere og vælge blandt disse tilgange. Den studerende skal kunne arbejde både kreativt og systematisk og med et specifikt formål inden for et undersøgelsesfelt, og med en reflekterende, kritisk og diskuterende tilgang. Viden og praksis skal kombineres i eksamensprojektet for at løse og styre komplekse designfaglige problemstillinger på et højt niveau. Den studerende skal kunne formidle disse problemstillinger og diskutere designfaglige og videnskabelige problemstillinger med fagfæller og ikke fagfæller.

I kandidatprojektet kan den designstuderende sætte hele sin designfaglighed i spil; sammentænkning af erfaringer fra alle uddannelsens kursusmoduler kan sættes i spil, herunder tværgående og fagrettede teknik- og redskabskurser, tværgående metode- og teorikurser, fagrettede projektfag og praktik. Dette demonstreres gennem et selvstændigt arbejde med et selvinitieret, komplekst, uforudsigeligt designfagligt undersøgelsesfelt, der kræver nye løsningsmodeller og udtryk på højt kunstnerisk og designfagligt niveau - og udføres i samarbejde med mindst én ekstern samarbejdspartner.

Omfang og krav:

Kandidatprojektet udgør 30 ECTS point, svarende til det halve af den studerendes arbejdstid på et år eller 825 times arbejdsbelastning inkl forberedelse og afsluttende mundtlig eksamen.

Projektet er placeret således, at den studerende gives min. 20 uger til udarbejdelsen af projektets praktiske og skriftlige del, inkl forberedelse og afsluttende mundtlig eksamen.

Projektet består af en praktisk del, hvor et designprojekt foldes ud og en skriftlig rapport, der reflekterende og kritisk beskriver designprojektets undersøgelsesfelt herunder formål, motivation, problemformulering og værdiskabelse, samt dokumenterer proces og uddrager viden.



Krav til designprojektet:

Den studerende skal som en del af kandidatprojektet udføre et designprojekt på baggrund af den valgte problemformulering. Projektet skal udføres i samarbejde med en ekstern partner.

Projektet skal demonstrere, at den studerende selvstændigt kan anvende designfagets kunstneriske teknikker og metoder på et professionelt niveau og præstere et nyskabende designprojekt, hvor formsprog og æstetik er på højeste kunstnerisk niveau. Herudover skal designprojektet skabe værdi for den valgte samarbejdspartner og den studerende skal påtage sig et professionelt ansvar for styring og gennemførelse af samarbejdet.

Krav til skriftlig del:

Der forefindes en skabelon, der skal benyttes til udviklingen af den skriftlige rapport. Denne indikerer hovedpunkter, der skal berøres i rapporten fx formål, motivation, problemformulering, redegørelse for værdiskabelse, procesdokumentation og –refleksion, opsamling af viden og konklusion.

Der afleveres maksimalt 25 normalsider ekskl forside, indholdsfortegnelse, litteraturliste og evt. bilag.

Ved bedømmelsen betragtes evt. bilag som dokumentation for indhold i rapporten og indgår ikke i bedømmelsen.

Krav til mundtlig del:

Den mundtlige eksamination varer 60 minutter.

Heraf er 20 minutter beregnet til den studerendes fremlæggelse af kandidatprojektet, herunder uddybelse og perspektivering af dette.

Derefter 20 minutters diskussion af undersøgelsesfelt, resultat(er) og konklusion på baggrund af den mundtlige formidling, designprojekt og den skriftlige rapport.

20 minutters votering og annoncering.

Bedømmelse:

Bedømmelsen sker på en grundlag af en helhedsvurdering af designprojektet, den skriftlige rapport og den mundtlige eksamen – og ud fra de beskrevne læringsmål for kandidatprojektet.

Vurdering sker efter 7-trinsskalaen.