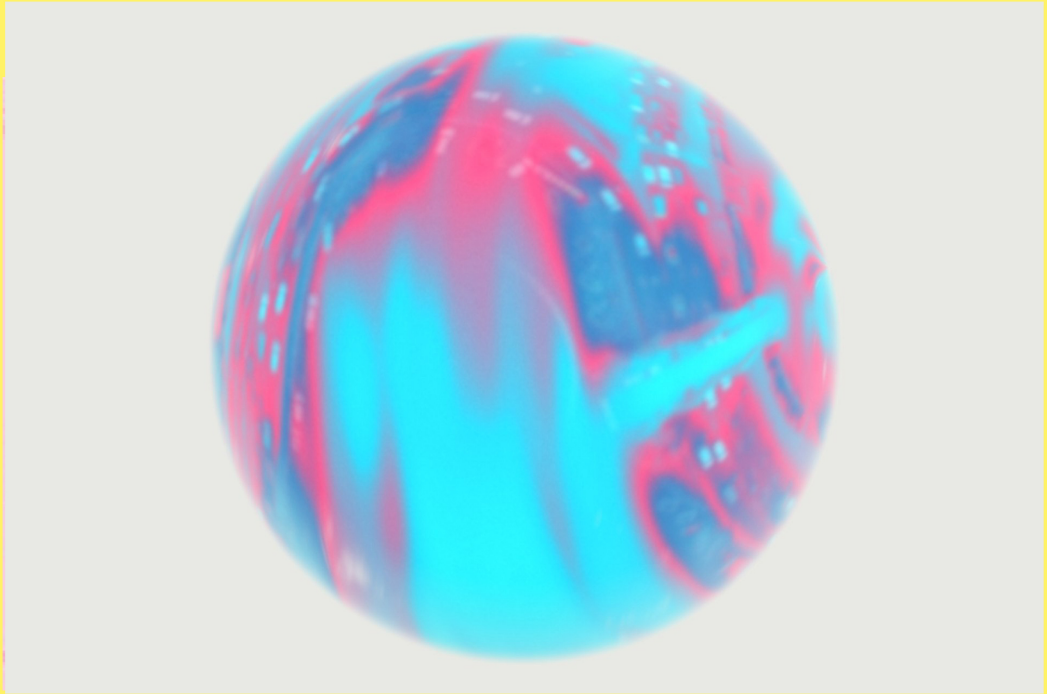
ual: central saint martins

MA REGENERATIVE DESIGN



APPROVED

MA Regenerative Design

Awarding Body	University of the Arts London
College	Central Saint Martins
School	M School
Programme	CSM Jewellery, Textiles and Materials (L029)
Course AOS Code	CSMMARGDH01
FHEQ Level	Level 7 Masters
Course Credits	180
Mode	Extended Full Time
Method	Online
Duration of Course	2 years
Teaching Weeks	60 weeks
Valid From	2025/26
Collaboration	N/A
UAL Subject Classification	3D Design and Product Design, Architecture and Spatial and Interior Design, Communication and Graphic Design, Accessories, Footwear and Jewellery, Fashion Design, Textiles and Materials
PSRB	N/A
Work placement offered	N/A
Course Entry Requirements	**The standard entry requirements for this course are as follows:** • An honours degree in a relevant design subject area • **Or** an equivalent EU/international qualification

	• **And** normally at least one year of professional experience. **AP(E)L – Accreditation of Prior (Experiential) Learning** Exceptionally applicants who do not meet these course entry requirements may still be considered. The course team will consider each application that demonstrates additional strengths and alternative evidence. This might, for example, be demonstrated by: • Related academic or work experience • The quality of the personal statement • A strong academic or other professional reference • **Or** a combination of these factors. Each application will be considered on its own merit but we cannot guarantee an offer in each case. **English language requirements** IELTS level 6.5 or above, with at least 5.5 in reading, writing, listening and speaking (please check our main English language requirements webpage).
Selection Criteria	We select applicants according to potential and current ability in the following areas: • Personal and professional aspirations are compatible with the aims and objectives of MA Regenerative Design (Motivational letter/Video task) • Evidence of your ecological and civic commitment to planet justice and social equity (both as a designer and as a citizen of Earth) (Motivational letter/Video) • Strong creative design and technical skills, excellent visual presentation and communication skills and a clear ability to develop self-directed creative briefs (Motivational letter/Video) • The ability to discuss your portfolio demonstrating a critical perspective of your work with a clear understanding of your design context and an engagement with global and local issues that affect your industry/craft practice (Motivational

	letter/Video) • A commitment to experiment and explore new creative avenues, new schools of thoughts and the ability to engage with a range of online learning tools and learning materials (Motivational letter/Video) You may be invited to an interview following our review of your application. Interviews are only arranged on the basis that the motivational letter and the video demonstrate the applicant's ability to skillfully generate and communicate strong design concepts and well-considered informed design outputs. We are looking for people who are mature in thinking, experienced various levels of design practice, are ecologically-driven and personally committed to use their creative skillsets to develop an ethical, holistic and design-led regenerative project bespoke to their own region.

Awards and Percentage of Scheduled Learning

Year 1

Awards	Credits
Postgraduate Certificate (Exit Only)	60

Year 2

Awards	Credits
Postgraduate Diploma (Exit Only)	120
Master of Arts	180

Scheduled Learning Split by Level	
Level 7	14%
Total Scheduled Learning Split	**14%**

Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

Aim/Outcome	Description
Aim	To enable students to develop a high level of creative, critical and reflective abilities to integrate living systems thinking and deep ecology principles in the development of a holistic regenerative design practice at the service of planetary health.
Aim	To guide and support students to develop a well-resolved, rigorously documented, self-directed and locally-specific design project that follows principles of regenerative design and includes criteria for a long-term eco-cultural legacy.
Outcome	Students will acquire a high level of eco-literacy and a deep understanding of how to integrate key tenets from the natural sciences (ecology and living systems) and the humanities (anthropology and economics) in the creative process to implement a holistic regenerative design proposal in their home region.
Outcome	Students will develop the ability to critically and systematically situate their locally-specific regenerative design practice within the context of global emergencies (climate shift, biodiversity collapse, decolonisation, eco-social justice).
Outcome	Students will develop a resolved and well-documented creative portfolio of regenerative design and a bespoke network of multi-species communities relevant to their locally-specific biosphere and area of design practice.
Outcome	Students will acquire high level abilities in terms of: listening and observation skills, empathy and creative experimentation, community building and collaborative engagement and communication skills, multi-species thinking, informed decision making in identifying, framing, and solving problems with a living system thinking approach.
Outcome	Students will expand their knowledge and become proficient in combining online digital learning with site-specific analogue tools and creative processes that are best suited to the development of their design project.

	Distinctive Features
1	**A living systems approach to design**: students will learn how to adopt living system thinking in their practice and how to integrate learnings from the natural sciences and the humanities to design at the service of the regeneration of earth systems and communities.
2	**Situated learning**: A place-based approach to design. Online and ultra-local: students from diverse design backgrounds are embedded within their home biosphere, whether rural or urban, to develop a locally-specific regenerative design project and a bespoke community of practice.
3	**Action research**: A non-anthropocentric approach to design: students will learn to design for a more than human world via an individual, localised and bespoke action research project that integrates multi-species thinking.
4	**Interdisciplinary course team**: The core course team consists of a designer (course leader), an ecologist (0.4) and an anthropologist (0.2).
5	**Ethical and holistic principles**: A strong focus on holistic and ethical skillsets to work with ecological restoration principles, indigenous knowledges and local communities.

Course Detail

In the context of a fast-accelerating climate and biodiversity emergency, sustainable design is not enough (Wahl). Over the past few decades, the integration of environmental considerations in the design process has focused on strategies such as more efficient use of natural resources (i.e. zero waste design) or the reduction of our environmental impact (i.e. using less toxic materials, carbon-neutral design).

Regenerative Design goes beyond sustainability and actively contributes to restore and replenish what human activities have radically deteriorated. From intensive agriculture, to expanding mega cities, energy production, design and manufacture, global economics and finance systems, the majority of human endeavours manifests a worldview in which the natural world is understood as a resource to be exploited. Designers materialise their creative vision by specifying and orchestrating transformative processes and materials which, renewables or not come from Earth. As such they carry a large responsibility when it comes to climate and biodiversity impact. With a fast-expanding human population, one million species at risk of extinction, and a looming global climate shift, we need to transition towards a new culture of repair. Regenerative Design is a rising discipline that incorporates principles of deep ecology and living system thinking (Naess, Capra, Reed), regenerative cultures (Wahl), circular design (Webster, Ellen MacArthur Foundation), autonomous design (Escobar) and a fundamental understanding of planetary health to develop new creative propositions that can help restore our biodiversity, climate and empower communities through design. Instead of perpetuating an anthropocentric mindset which leads to the depletion of our underlying life-support systems, regenerative design goes beyond sustainable and circular design principles to actively promote a multi-species approach where human and non-human species co-habit holistically.

This course proposes to engage with an online community of designers who will be studying from their local contexts to develop an action research project in regenerative design and actively contribute to holistically restore their local biosphere taking into account endemic cultures, indigenous voices and socio-cultural tenets as appropriate. Students will come from a range of craft and design backgrounds (fashion, textiles, product, social, service, architecture, craft...) and will learn how to revisit their respective creative practice via a regenerative lens whether they live in a rural or urban context.

Fundamentally the course aims to enable students to adopt living systems principles for the development of holistic and regenerative design proposals.

Design questions addressed through the teaching and curriculum content include:

- How can design participate as nature (Wahl, Naess)? How does multi-species thinking manifest in design? How do we design products, services or systems for a more-than-human world?
- How do we translate permaculture principles into life-enhancing design proposals at the service of planetary health?
- How do we design to restore our biodiversity and climate whilst empowering local communities and protecting endangered crafts?
- How do we integrate and respect indigenous knowledge and ways of life in the design agenda?
- Can regenerative design be a pivotal agent of change for an interconnected decarbonisation, decolonisation and de-extinction agenda?
- What can design learn from cultural anthropology and indigenous knowledges to adopt new locally and culturally-specific regenerative models across creative disciplines.

Course Units

The course is fully online and builds on an integrated mode of learning where the knowledge acquired in one unit provides the foundation for the learning in the next unit with a total of four units over two academic years.

The first unit is ‘front-loaded’ in terms of formal teaching as it forms the foundational platform for the rest of the course. As the units progress, the proportion of self-directed and independent study will increase and formal teaching time will be reduced. This is to provide you with space to become confident in developing an individual and creative approach to regenerative design.

During the units diverse workshops are facilitated to bring students together to exchange and share knowledge and help build and sustain an enriching online community and network of practice.

Unit two is designed as a collaborative elective unit to broaden access to the wider students’ postgraduate community via interdisciplinary group work addressing theme-based global challenges.

Unit 3 and 4 are dedicated to the development and realisation of an individual regenerative design project located in your home region.

Unit 1: Design for Life

A Living Systems Approach to Design

In order to reach beyond the limitations and pitfalls of sustainable design, we need to facilitate a paradigm shift in how, what and why we design. Informed by deep ecology principles (Naess), living system thinking (Capra, Reed, Escobar) and scenarios for regenerative cultures, this unit will deconstruct prior learning and challenge students to re-evaluate their design practice with radical new lenses that embody living systems thinking and place biodiversity, climate, cultural and socio-economic equity, and indigenous wisdom at the heart of their creative process.

By integrating knowledge, tools and methodologies from the fields of ecology and cultural anthropology, this unit will enable students to build the foundations to create holistic and regenerative design outputs.

The unit will start with a 3-day induction workshop to build an online cohort dynamic, share and exchange cultural values, design contexts and backgrounds and introduce the course ethos as well as provide key induction sessions.

The core of the unit is constituted of a series of short design exercises combined with lectures, knowledge gathering and mapping seminars, group critiques, and workshops. Various knowledge exercises will provide a creative canvas for students to experiment with new knowledge informed by: planetary boundaries, permaculture, circular and regenerative systems, biodiversity, climate research and science-based targets, nature conservation and rewilding, international frameworks and governance (UN SDGs, COPs), cultural anthropology, decolonisation and indigenous knowledge, holism, and ethics of care.

At the end of this unit students will submit an annotated portfolio of experimental design work that shows critical reflection and positioning; an annotated bibliography and glossary, a self-assessment and an oral presentation.

This unit is cross-referenced with

UN SDGs: all.

UAL Creative attributes framework:

1 - Making things happen: Proactivity, Agility

3 - Life-wide learning: Curiosity, Self-efficacity, Resilience

Unit 2: The Collaborative Unit

Building collaborative practices to address planetary challenges

This unit provides opportunities for interdisciplinary research and cross-course creative practices in relation to global challenges and spans the College's programmes. The unit offers a range of thematic, experimental and applied approaches, which establish a robust framework for developing creative practices across the College in relation to knowledge sharing / exchange and our wider social purpose(s).

The aims of this unit are to explore the potential of collaborative practice and equip you with the ability to apply interdisciplinary approaches through collective agency. It supports you in building communities of practice across the College, drawing on interdisciplinary expertise and group working methods from a breadth of disciplines. The unit explores how relational and networked-based practices can create positive impact, based on a shared concern for a specific place or community of humans and non-humans, to create common and shared well-being.

You will be encouraged to develop interdisciplinary and collaborative skills, a practice-led approach that directly addresses specific global challenges and considers their social, political and ethical dimensions. You will need to evidence your ability to question norms, practices and opinions; to reflect on your own values, perceptions and actions; and to take a position in the wider discourse.

Unit delivery will include teaching and learning in cross-course groups to enable a deeper level of debate and peer critique. You will be asked to collectively explore, debate and (re)define your practice to establish the nature of the cross-course collaboration and how you will work together to produce an agreed set of project outcomes. Cross-course groups will meet regularly to discuss their projects in an independent self-directed manner.

This unit is cross-referenced with:

UN SDGs: a selection of SDGs as identified in the design brief.

UAL Creative attributes framework:

1 - Making things happen: Proactivity, Enterprise, Agility

2 - Showcasing abilities and accomplishments with others: Communication, Connectivity, Storytelling

Unit 3: Design For And With Your Local Biosphere

Place-based action research

In this unit students will research, develop and frame an individual regenerative design brief related to their local biosphere via an action research project. They will use living system thinking tools to frame a pertinent research question, establish a relevant network of potential collaborators, and develop bespoke ecological and cultural surveys and observations as well as experimental design work.

This unit will include lectures and workshops on ecological, anthropological and design research tools and ethics that inform the development of a situated practice designed to promote reciprocal eco-cultural abundance.

Regular tutorial support will enable students to discuss their progress and develop a bespoke approach to regenerative principles informed by their local context. At the end of this unit students will present their research proposal, situate their action research (including rationale, research methodology and stakeholder cartography) and map out the regenerative blueprint for their design practice in terms of biodiversity, climate and communities.

For the final summative assessment, students will submit an annotated design portfolio which includes design brief, field work and film research, prototypes (as appropriate) and final design outputs, a bibliography and relevant documentation (surveys, interviews, analysis...), a legacy forecast, as well as a self-assessment and an oral presentation.

This unit is cross-referenced with

UN SDGs: as identified by the students

UAL Creative attributes framework:

1 - Making things happen: Proactivity, Enterprise, Agility

2 - Showcasing abilities and accomplishments with others: Communication, Connectivity, Storytelling

3 - Life-wide learning: Curiosity, Self-efficacity, Resilience

Unit 4: Design for Regenerative Futures

Regenerative design development and conclusions, critical evaluation and legacy forecast

In this concluding unit students will use the research and outcomes produced in unit three as a platform to develop a well resolved final regenerative design project. They will also evaluate and forecast the holistic impact and regenerative legacy of their project in terms bio-cultural abundance and reciprocity. This unit will start with a design workshop looking into the diverse directionalities of the regenerative design proposal.

Students will also be introduced to foresight techniques to develop an informed and situated legacy forecast for their regenerative design proposal.

At the end of this unit students will submit a design portfolio, an analytical critical report, a short film and a project presentation at an online public symposium. This presentation will include a project legacy roadmap, a critical evaluation, and a short video to communicate the project.

This unit is cross-referenced with

UN SDGs: as identified by the students

UAL Creative attributes framework:

1 - Making things happen: Proactivity, Enterprise, Agility

2 - Showcasing abilities and accomplishments with others: Communication, Connectivity, Storytelling

3 - Life-wide learning: Curiosity, Self-efficacity, Resilience

Important note concerning academic progression through your course: If you are required to retake a unit you will need to cease further study on the course until you have passed the unit concerned. Once you have successfully passed this unit, you will be able to proceed onto the next unit. Retaking a unit might require you to take time out of study, which could affect other things such as student loans or the visa status for international students.

CSM Academic Support is delivered by a team of academics and practitioners working alongside your course to help you progress and achieve your maximum potential as a student. Academic Support can help you to develop your skills in different areas, including critical thinking, research and writing, time management, presentations and working independently and collaboratively. These may be

offered as part of your timetabled classes or as bookable tutorials and workshops.

Mode of Study

MA Regenerative Design is offered in extended full-time mode which runs for 60 weeks over two academic years delivered fully online. You will be expected to commit 30 hours per week to study, which includes teaching time and independent study.

The course has been designed in this way to enable you to pursue studies, while also undertaking part-time employment, internships or care responsibilities.

Credit and award requirements

The course is credit-rated at 180 credits.

On successfully completing the course, you will gain a Master of Arts (MA degree).

Under the Framework for Higher Education Qualifications, an MA is Level 7. All units must be passed in order to achieve the MA but the classification of the award is derived from the mark for the final unit only.

If you are unable to continue on the course, a Postgraduate Certificate (PG Cert) will normally be offered following the successful completion of 60 credits, or a Postgraduate Diploma (PG Dip) following the successful completion of 120 credits

Learning and Teaching Methods

All the formal teaching including formative and summative assessments are delivered online (using UAL platforms such as moodle, miro, panopto) and include: lectures, design workshops, technical skill workshops, tutorials, group critiques and self-directed independent study. However some aspects of learning will be site-specific to the students' geographical location as they will be conducting design research, fieldwork and self-directed study in their home region. Activities such as ecological survey, data gathering, design prototyping and sampling, documentation of research may require analogue and site specific learning modes.

There will be a strong emphasis on using a diverse range of digital tools to support and sustain continuous online learning and community building (Moodle, Padlet, Miro, Teams).

In addition to the UAL Creative Attributes Framework cross referenced in unit descriptions, formative assessments will encourage skills such as risk-taking, independent enquiry, effective negotiation skills, as well as critical, ecological and

civic engagement. We also recognise that empathy and the ability to listen are key attributes when developing meaningful relationships with community stakeholders, with each other, and with other species.

Each unit will include a briefing at the start and a debrief at the end to reaffirm what was learnt in the unit and how it will inform the following unit.

Below are the UAL technical requirement for courses delivered online:

- Laptop or desktop computer, running Windows 10 or later operating system or OSX 10.13 or later operating system (Please check for operating system updates. While you can participate in most sessions and access material using a mobile platform, we recommend using a computer to do it, especially for assessments)
- Microphone, speakers and headphones
- Webcam (optional)
- An up-to-date browser, Chrome or Firefox are recommended, with cookies and JavaScript enabled
- Wi-Fi access
- Simple gear (phone/camera) for audio-visual documentation

The underlying pedagogy of the course will take into consideration staff and students well-being and balance online learning with offline creative and self-directed modes of study.

Assessment Methods

This course will integrate formative and summative assessments in each unit, all assessment will be online with dates and deadlines published in GMT or BST time.

Assessment will include online document submission and online presentations. Students will be allocated assessment times best suited to their timezone.

Formative assessment will include individual tutorials, group critiques, peer assessment and self-assessment. The self-assessment will ask students to assess their work against the unit learning outcomes as well as reflecting on their performance in terms of the creative attributes and assessment criteria.

For unit 2, each member of the group will contribute to the final presentation for the summative assessment set by the learning outcomes of the briefing.

All units must be passed to achieve the MA but the classification of the award is

derived from the mark for the final 60 credit unit only.

Students will be introduced to the assessment methods, deadlines, extenuating circumstance and digital format submission requirements at the beginning of the course and again at the beginning of each unit.

Reference Points

This course is designed to fit higher education qualification, level 7 on the FHEQ and will cross reference UN SDGs.

UAL Framework for Embedding the Principles for Climate, Racial and Social Justice

The course aims and unit learning outcomes will be informed by the recommended benchmark descriptors as quoted below:

(See p.28, FHEQ https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14;)

'Master's degrees are awarded to students who have demonstrated:

- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- Conceptual understanding that enables the student: - to evaluate critically current research and advanced scholarship in the discipline - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

- Continue to advance their knowledge and understanding, and to develop new skills to a high level.

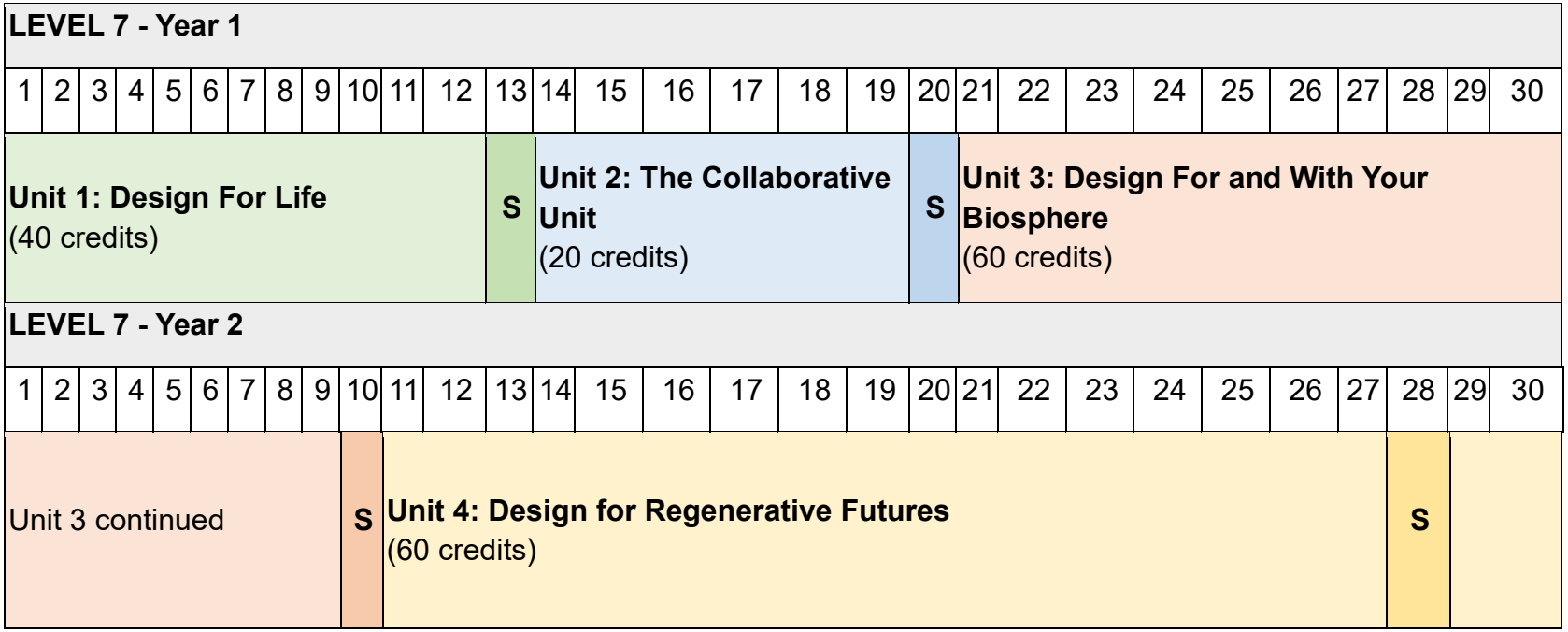
And holders will have:

- The qualities and transferable skills necessary for employment requiring:
- The exercise of initiative and personal responsibility
- Decision-making in complex and unpredictable situations
- The independent learning ability required for continuing professional development.'

Course Diagram

MA Regenerative Design – PLEASE NOTE DUE TO VACATION DATES, SPECIFIC DELIVERY WEEKS MAY CHANGE.

S=summative assessment



The University will use all reasonable endeavours to provide the Course and the services described in this Output. There may be occasions whereby the University needs to add, remove or alter content in relation to your Course as may be appropriate for example the latest requirements of a commissioning or accrediting body, or in response to student feedback, or to comply with applicable law or due to circumstances beyond its control. The University aim to inform you of any changes as soon as is reasonably practicable