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|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----|
| Module code | SEL521 | Level | 5 |
| Module title | Design: More Than Human | | |
| Status | Elective | | |
| Teaching Period | Autumn/Spring | | |
| Courses on which the module is taught | ALL | | |
| Prerequisite modules | None | | |
| Notional learning hours | 100 | Credit value | 10 |
| | | ECTS Credits | 5 |
| Field trips? | This module includes compulsory study trips and site visits within London. Students are responsible for local travel costs; most exhibition entrance fees and other activities will be covered by the course and communicated with students in advance. | | |
| Additional costs | None | | |
| Content notes | None | | |

1. Module description

In this module, you will explore how human activity shapes both the natural and built environments, and how design and decision-making can support not only people, but the wider web of life. You will expand your perspective beyond a human-centred approach by developing climate literacy, ecological awareness, and an understanding of the ecosystems that we are part of.

Taking inspiration from and examining your natural surroundings, you will identify non-human and environmental stakeholders; the plants, animals, ecosystems and natural processes that are affected by human decisions and actions. You will map interconnected systems, and investigate nature-based strategies that benefit both people and planet.

You will explore ideas inspired by and responding to natural systems to propose responsible and imaginative futures. Through collaborative enquiry, interdisciplinary dialogue and critical reflection, you will be designing a speculative concept (e.g. for a public space, product, or service) that considers nature as a co-designer. This module encourages you to critically reflect on human impact, by adopting a holistic mindset, to explore life-centred approaches that support biodiversity and collective wellbeing.

2. Learning Outcomes

Upon successful completion of this module, you will be able to:

Collaboration (MLO 01)

Collaborate effectively and engage with appropriate networks to co-create solutions to environmental and social challenges.

Interdisciplinary Perspectives (MLO 09)

Investigate and apply perspectives from different disciplines and non-human stakeholders in creating a proposal that takes a nature-based and regenerative approach.

Human and Environmental Impact (MLO 10)

Critically analyse the impact of human activity on people, and the natural and built environments.

3. Learning and teaching methods, and reasonable adjustments

This module takes an active and experiential learning approach which places you at the centre of your own learning journey. Each week you will engage in interactive workshops and seminars where you will explore ecology, ethics, restorative and regenerative practices, whole life cycles and systems mapping. You will research non-human stakeholders, such as plants, animals, ecosystems, and natural processes, and document your evolving relationship with nature, design and wellbeing in a reflective journal.

Collaboration is an important part of the learning process, reflecting the module’s emphasis on interdisciplinary perspectives and shared environmental responsibility. You will work with your peers through group discussions, shared activities, and peer feedback to test ideas, exchange viewpoints, and identify challenges and opportunities for shaping your speculative proposals. These collaborative moments are designed to help you learn from different perspectives and develop your thinking beyond your own discipline.

Field work and site visits across London will give you direct engagement with natural and built environments, encouraging you to observe real-world systems and consider the impact of human activity at different scales. You will also learn from case studies and guest lectures that present a range of professional, interdisciplinary, and environmental viewpoints. These learning experiences, alongside formative feedback, will guide you toward your final assessment and help you demonstrate how you have met the module learning outcomes.

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|----------------------------------------------|-------------|-------------|-------|------------|
| Learning hours | | | | 100 |
| Directed learning | | | | 36 |
| Workshops/ classes/ seminars/ lead events | Supervision | Studio time | Other | |
| 36 | | | | |
| Guided/Self-guided learning | | | | 64 |

Students seeking reasonable adjustments should consult the current Disability Policy:
<https://www.regents.ac.uk/policies>

4. Assessments and weighting, reasonable adjustment, and feedback methods

Assessment component 1: Portfolio (100%)

(Group and Individual Assessment)

Indicative effort: 1200 words or equivalent (Individual Reflection), 10 minutes (Group Presentation)

You will work in a multidisciplinary group to investigate life-centred design and the effects of human impact within a relevant context. Together, your group will develop a concept that you will present as a speculative proposal (e.g. for a public space, product, or service) that considers nature as a co-designer.

In addition to the group presentation, you will complete an individual critical reflection analysing your contribution, the collaborative process, and how your own disciplinary background influenced your understanding of life-centred design and human impact.

Allocation of marks for group work will be specified in the module assignment brief.

Mapping of assessment tasks:

| Assessment components | MLO 01 | MLO 09 | MLO 10 |
|-----------------------|--------|--------|--------|
| Portfolio | X | X | X |

The above assessment component is summative. Students will have the opportunity for formative assessment and feedback before each summative assessment.

5. Indicative resources

- Benyus, J.M. (2002) *Biomimicry: Innovation Inspired by Nature*. New York: HarperCollins.
- Brunn, M.W. and Kallehauge, M.M. (eds.) (2023) *Cave Bureau: The Architect's Studio*. Louisiana Museum of Modern Art: Lars Müller Publishers.
- Chan, C. and Wagstaffe, M. (2023) *Emerging Ecologies: Architecture and the Rise of Environmentalism – A Field Guide*. New York: Museum of Modern Art (MoMA).
- Dobraszczyk, P. (2024) *Botanical Architecture: Plants, Buildings and Us*. London: Reaktion Books.
- Dunne, A. and Raby, F. (2024) *Speculative Everything: Design, Fiction, and Social Dreaming*. Cambridge, MA: MIT Press.
- Hasman, M. (2023) *RIBA Climate Guide*. London: RIBA Publishing.
- Lutz, D. (2022) *The Life-Centred Design Guide*. Damien Lutz Publication.
- Meadows, D.H. and Wright, D. (2009) *Thinking in Systems: A Primer*. London: Earthscan Ltd.
- Rosén, A.P., Salovaara, A., Botero, A. and Søndergaard, M.L.J. (eds.) (2025) *More-Than-Human Design in Practice*. London: Routledge.

Other Resources

Oliver Heath Design and Interface (2022) *Life-Centred Design Guide*. [Online PDF]. Available at: https://www.interface.com/content/dam/interfaceinc/interface/publications/brochures-collateral/global/life-centered-design/LCD%20GUIDE_EN-GB_WEB.pdf