



## Programme Validation Report

### *Postgraduate Diploma in Arts in Digital Design*

<b>Version of Report</b>	<b>Author</b>	<b>Date</b>
Final	AQA - Michael Keane	01/05/2024

<b>Approval</b>	<b>Date</b>
Programme Proposal approved by Faculty Board	20/06/2023
Programme Proposal approved by University Programmes Board	27/06/2023
Programme approved by Faculty Board	Click or tap to enter a date.
Programme approved by University Programmes Board	Click or tap to enter a date.

#### Section A - Programme Details

Title	Postgraduate Diploma in Arts in Digital Design
NFQ Level	9
ECTS Credits	60
Mode of delivery	Part-time <input type="checkbox"/> Full-time <input checked="" type="checkbox"/>
Duration	Part-time: Full-time: 1 Year
Mode of provision	Face-to-Face <input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Online <input type="checkbox"/>
Classification of award	Distinction, Merit, Pass
Discipline Programmes Board	Media
Faculty Board	Faculty of Arts & Humanities
Schools involved in delivery	School of Media
Delivery location	Blanchardstown Campus
Collaborative Partner (where applicable)	N/A
Date of Commencement	2024-25

**Section B - Awards**

Award Title	Postgraduate Diploma in Arts in Digital Design
NFQ Level	9
Award Class	Major
ECTS Credits	60
Classification of award	Distinction, Merit, Pass
Award (1) Title	Postgraduate Certificate in Arts in Digital Design
Exit/Embedded	Exit <input checked="" type="checkbox"/> Embedded <input type="checkbox"/>
NFQ Level	9
Award Class	Minor
ECTS Credits	30
Classification of award	N/A

**Section C - Programme Derogations (if required)**

<i>Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board</i>	
N/A	
Date of University Programmes Board Approval	Click or tap to enter a date.

**Section D Validation Process**

Please tick the process that was followed:

Validation Panel <input checked="" type="checkbox"/>	AQEC Meeting <input type="checkbox"/>	AQEC Sub-Group <input type="checkbox"/>
Date: 7 <sup>th</sup> December 2023	Date:	Date:

## Panel Members

Name	Role	Affiliation
Dr Muireann O Keeffe	Chair	Head of Learning Development, Faculty of Arts & Humanities.
Dr Nigel Vahey	Internal Assessor	School of Social Sciences, Law & Education.
Louise Reddy	Internal Assessor	School of Art & Design.
Dr El Putnam	External Assessor	Assistant Professor, Media Studies, NUI Maynooth.
Leanne Carroll	External Assessor	Senior Design Manager, Microsoft Ireland.
Michael Keane	Academic Quality Advisor	Academic Affairs.

**Section E - Programme Evaluation**

Governance & Management		
<i>Is the programme designed in accordance with the University's Strategic Plan, Educational Model and Quality Framework?</i>	Yes ✓	No □
<p>Strategic Plan – Pillar – People: The strategic plan highlights a commitment to ‘Creating Pathways for All’ (p9). This programme contributes specifically to this strategic goal. Funded under the HCI pillar 1 call, the programme provides an opportunity for lifelong learning opportunities delivered in an accessible and flexible manner. The HCI call is a national strategic call which is focused on graduate conversion and the meeting of labour market needs. The programme addresses the 2022 ‘Harnessing Digital – the Digital Ireland Framework’ report in providing Higher Education digital skills provision and assisting in increasing life-long learning. The aims of the HCI programme are congruent with our university strategic goal to be ‘in the top decile nationally and will be the largest provider of lifelong learning for industry &amp; the professions’ (p11).</p> <p>Strategic Plan – Pillar – Planet: The strategic plan highlights our commitment to becoming a leader and a voice for sustainability through the development of responsible global citizens and the tackling of global challenges. The proposed program contributes directly to this aim through the education of next generation digital designers who are of utmost importance in relation to people, the planet, and sustainability. Digital design plays a crucial role in creating environmentally friendly products and services that minimise resource consumption and waste generation. Additionally, digital design promotes inclusivity by developing user-friendly interfaces and accessible platforms that cater to diverse needs. Furthermore, it enables the optimisation of processes and systems, increasing efficiency and reducing potential environmental impact. By embracing sustainable design principles, digital designers contribute to a more equitable and sustainable future, enhancing the lives of citizens and preserving the well-being of our planet.</p> <p>Strategic Plan – Pillar – Partnership: Industry collaboration will be deeply embedded in the design and delivery of this programme. The programme places a significant emphasis on real-world digital design projects and case studies. Learners will experience a series of industry-led digital design sprints facilitated by project ‘clients’. Sprints will focus on the planning, scoping, development, implementation, and management of digital design solutions using real-world methodologies and technologies. Learners will also benefit from a series of industry delivered workshops. Workshops will be delivered through our existing partnerships with several leading digital design practitioners and agencies and will cover a range of digital design topics and case studies.</p> <p>Quality Framework: As evidenced within the submission documentation the programme design is in accordance with the Quality Framework.</p> <p>Educational Model: Developed with industry, the participation of industry in this new programme is a vital component of the learner experience. The programme integrates an industry seminar series across two academic semesters which brings professional expertise directly into the classroom. Industry focused workshops tackle important design thinking, UX, interaction, and service design issues. Finally, industry collaboration from Irish design companies and practitioners will play an important role in the supervision of the learners’ projects.</p>		

<i>Will the proposed strategies for programme management and quality assurance ensure that the programme is well managed and continuously enhanced and is in accordance with the University's Quality Framework?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Programme management and quality assurance was evident to the panel through the submission documentation and in discussion with the programme team at the validation panel meeting.		

Awards Standards		
<i>Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<i>Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Programme learning outcomes for each award were clearly mapped to the proposed level of the award on the NFQ in accordance with applicable award standards. However, the panel was of the opinion that the module learning outcomes and assessment descriptors could be further enhanced to more appropriately align to NFQ Level 09 making the assessment for learning and assessment as learning more explicit. See condition 2.		
<i>Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Having reviewed the syllabi and assessment methods as proposed the panel was of the opinion that learners would be capable of attaining the standards of knowledge, skill or competence relevant for the award.		
<i>Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Evidence provided within the submission documentation that the development team consulted a range of skills reports which highlight the need for Digital Design graduates.</p> <p>These included:</p> <ul style="list-style-type: none"> <li>▪ The Digital Ireland Framework (2022)</li> <li>▪ National Skills Strategy 2025</li> <li>▪ National Skills Bulletin (2022)</li> <li>▪ World Economic Forum Future of Jobs Report (2022)</li> <li>▪ EU Report Analysis of shortage and surplus occupations (2020)</li> <li>▪ Deloitte Digital Media Trends (2022)</li> <li>▪ DIGITAL 2022 Global Overview Report (2022)</li> <li>▪ EMEA Digital Media Sector Report (2022)</li> </ul> <p>The design team also leveraged long standing relationships with several digital design agencies and professionals who have all contributed to the programme development.</p>		

<i>Has the programme been benchmarked against similar programmes nationally and internationally?</i>	Yes ✓	No <input type="checkbox"/>
Based on analysis provided within the submission documentation this programme addresses a notable shortfall in the number of Digital Design specific programmes available in Irish Higher Education.		
<i>Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
N/A		

Programme Design		
<i>Is the programme design informed by current development in the discipline and associated subject areas, having taken into consideration current trends, stakeholder feedback and market analysis?</i>	Yes ✓	No <input type="checkbox"/>
The panel found that a comprehensive research/consultation effort was undertaken with stakeholders to validate the need for, and the preferred structure and characteristics of the proposed programme.		
<i>Will there be opportunities for students to input into curriculum design decisions in the future?</i>	Yes ✓	No <input type="checkbox"/>
The TU Dublin Quality Assurance & Enhancement policies and procedures for all TU Dublin programmes include both a student feedback mechanism for individual modules and a requirement for student representation at all boards and committees governing the programme. Supports are also made available to both staff and students regarding ways in which the Student Voice can be used at all stages of programme design. <a href="https://www.tudublin.ie/explore/about-the-university/academic-affairs/our-student-voice/">https://www.tudublin.ie/explore/about-the-university/academic-affairs/our-student-voice/</a> .		
<i>Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?</i>	Yes ✓	No <input type="checkbox"/>
<i>Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?</i>	Yes ✓	No <input type="checkbox"/>
Evident within the module syllabi and through discussion with the programme team the panel was informed of the logical progression of learning and development as a student progresses from module to module. The panel found the programme to have an underlying unifying theme with modules bonded by linkages being either implicit or explicit. It was also clear to the panel how the standards of knowledge, skill and competence evolve throughout each of the individual modules of this programme.		

<i>Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?</i>	Yes ✓	No <input type="checkbox"/>
The panel was informed by the programme design team of the use of industry to facilitate student access to real world briefs and guest lectures. The panel recommended that external engagement be made more explicit where these are incorporated within the assessment and teaching and learning strategies for the programme. See recommendation 4.		
<i>If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context &amp; Programme Context) been fully completed and submitted to the Panel?</i>	Yes ✓	No <input type="checkbox"/>
<i>Is the required programme and module information provided in the correct format?</i>	Yes ✓	No <input type="checkbox"/>

Learning, Teaching & Assessment		
<i>Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?</i>	Yes ✓	No <input type="checkbox"/>
<i>Does the assessment strategy provide an appropriate mix of assessment types that will enable students to demonstrate that they have met the module and programme learning outcomes?</i>	Yes ✓	No <input type="checkbox"/>
The panel concurred that the mix of assessment types was appropriate and that the assessment criteria and events as described within the submission documentation and through discussion at the panel meeting will enable students to demonstrate that they have met the module and programme learning outcomes. However, the panel requested for further clarity to be provided in relation to the schedule of assessments, penalties for late submission of assessments, and reassessment opportunities and for same to be clearly articulated within the module syllabi. See condition 1.		
<i>Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?</i>	Yes ✓	No <input type="checkbox"/>
<i>Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?</i>	Yes ✓	No <input type="checkbox"/>
Evident within the assessment section of the module syllabi and tables mapping the module learning outcomes to the programme learning outcomes as provided within the submission documentation.		

<i>Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?</i>	Yes ✓	No <input type="checkbox"/>
<i>Do the teaching and assessment methods consider the diversity of the student cohort?</i>	Yes ✓	No <input type="checkbox"/>

Student Supports & Learning Environment		
<i>Are there sufficient and appropriate resources (e.g. human, financial and physical) to support the proposed programme aims and objectives, to deliver the programme as specified?</i>	Yes ✓	No <input type="checkbox"/>
In addition to the resources listed within the submission documentation the panel recommended that students be provided with access to industry standard design software such as Figma. See recommendation 5.		
<i>Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?</i>	Yes ✓	No <input type="checkbox"/>
<i>Are there appropriate arrangements in place to support the student experience and to monitor student performance?</i>	Yes ✓	No <input type="checkbox"/>
<i>Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?</i>	Yes ✓	No <input type="checkbox"/>
<i>Do the student supports and learning environment cater for equality, diversity and inclusivity of students?</i>	Yes ✓	No <input type="checkbox"/>
<i>Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?</i>	Yes ✓	No <input type="checkbox"/>
<i>Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
N/A		

Collaborative Provision (if applicable)		
<i>Are the roles and responsibilities of each partner clearly defined?</i>		
N/A		

<i>In the case of Joint or Multiple Awards, has due diligence on capacity of partner institution meeting the QA-QE requirements for the programme been undertaken?</i>		
N/A		

### Section F - Overall Recommendation

1.	<b>Recommend approval of programme as submitted, without amendment</b>	<input type="checkbox"/>
2.	<p><b>Recommend approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration.</b></p> <p><b>Note:</b> recommendations are attached where it is considered that the programme would benefit from particular changes, or from a review of certain aspects of the programme over a period of time, with changes made if required. While recommendations are advisory in nature, there is an expectation that all recommendations are responded to appropriately and acted upon as appropriate.</p>	<input type="checkbox"/>
3.	<p><b>Recommend approval of programme subject to the fulfilment of conditions. Recommendations for consideration may also be attached.</b></p> <p><b>Note:</b> conditions are attached where it is agreed that changes must be made to the programme / programme documentation prior to the commencement of the programme. Conditions must be set where issues are identified that relate directly to academic standards or to University regulations or procedures. It should be clear what is required in order to meet the conditions.</p> <p>A new programme cannot go forward to Faculty Board for consideration/approval unless a response to the Validation Report is submitted with revised programme documentation and the Academic Quality Enhancement Committee is satisfied that all conditions are met.</p>	<input checked="" type="checkbox"/>
4.	<b>Do not recommend approval of programme.</b>	<input type="checkbox"/>

#### Areas for commendation

1.	The panel commended the programme design team on their energy, synergy, enthusiasm and willingness to engage in deliberations.
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<b>Conditions of Approval</b>	
1.	<p><b>Assessment</b> Remove the assessment threshold of 40% as listed for every assessment event within each module. Clearly articulate the repeat assessment opportunity for each module. Provide an indicative week for each assessment event for each of the modules. Clearly articulate penalties for late submission of assessment deliverables.</p>
2.	<p><b>Level 09 learning</b> Enhance the module learning outcomes and assessment descriptors to more appropriately align to NFQ Level 09 making the assessment for learning and assessment as learning more explicit.</p>

<b>Recommendations</b>	
1.	<p><b>EDI, UDL and Sustainability</b> Make more explicit the principles of EDI, UDL and Sustainability throughout the module descriptors.</p>
2.	<p><b>Assessment</b> Provide further detail within module assessment event descriptors to more clearly articulate integrative assessment across modules and make more explicit the volume of group interaction/assessment.</p>
3.	<p><b>Portfolios</b> Consider formalising and embedding a student portfolio across all modules of the programme.</p>
4.	<p><b>External engagement</b> Reference where applicable the use of industry to facilitate student access to real world briefs and guest lectures and make explicit where these are incorporated within the assessment and teaching and learning strategies for the programme.</p>
5.	<p><b>Software</b> Provide students with access to industry standard design software such as Figma.</p>

6.	Exit Award  Rewrite Programme Learning Outcome 6 to be less future focused and more measurable in the now.
7.	Review the module reading lists from the viewpoint of increasing diversity.

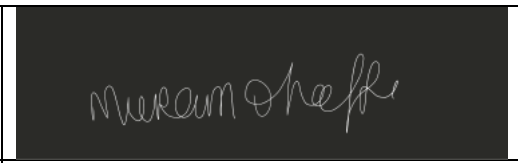
<b>Other matters to be brought to the attention of Faculty Board and/or University Programmes Board</b>
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N/A
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### Section G - Approvals

<b>Validation Report</b>
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This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson.
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Chairperson:	
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Signed:	Date: 12/12/2023
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<b>School Response</b>
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The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.
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Head of School:	Caroline O' Sullivan
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Signed:	
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Date: 01/05/2024
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<b>Faculty Board</b>
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The report and response have been approved by Faculty Board
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Vice-Dean for Education:	
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Signed:	Date: Click or tap to enter a date.
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<b>University Programmes Board (Programmes of 30 ECTS or great)</b>
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The report and response have been approved by the University Programmes Board
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Registrar:	
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Signed:	Date: Click or tap to enter a date.
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# Response to Programme Validation

Postgraduate Diploma in Arts in Digital Design

**School of Media**  
Faculty of Arts and Humanities  
Technological University Dublin



## **Contents**

1	Conditions and recommendations.....	3
2	Listing of Updated Modules .....	12

# 1 Conditions and recommendations

The members of the academic board for the proposed programme thank the panel for their commitment and valuable insights offered at the validation meeting on December 7<sup>th</sup> 2023. This document provides an overview of our response to the conditions and recommendations as set out in the panels validation report which was received on December 12<sup>th</sup> 2023.

## Conditions

- 1. Assessment:** *Remove the assessment threshold of 40% as listed for every assessment event within each module. Clearly articulate the repeat assessment opportunity for each module. Provide an indicative week for each assessment event for each of the modules. Clearly articulate penalties for late submission of assessment deliverables.*

- The following modules have had their assessment thresholds adjusted as per condition.

DMED H5003	Visual Design Fundamentals
DMED H5004	User Experience Design
DMED H5005	Interaction Design
DMED H5001	Design Thinking
DMED H5002	Design Research
DMED H5006	Design Leadership

Updated repeat arrangement descriptions have been defined for all modules. The module reassessment will be consistent for all sittings insofar as it will be 100% coursework based, making use of modified briefs based on first sitting assessments.

- All modules now have indicative weeks added to assessment descriptions
- Penalties for late submissions will be clearly outlined in the course handbook and adhere to the established norms for assessment submissions within the discipline. The following penalties are standardized across all Creative Digital

Media programs on the Blanchardstown campus, effective from the 2023/2024 academic year, and are documented in all current course handbooks.

*Students are expected to submit assignments by the stated deadline. In situations where students are unable to complete the work in time due to illness or other valid reasons (valid reasons are set out in the Extenuating Circumstances form) the lecturer may be in a position to accept and grade work submitted late if it is accompanied by a completed Extenuating Circumstances (EC1) form along with supporting documentation. Medical exemptions would not normally apply for more than ten days after the deadline and in all cases the documentation must be submitted within this time period. The Extenuating Circumstances form is available from the student information desk.*

*Otherwise, students who submit work late can expect to be subject to the following penalties:*

- 1 day late - Graded out of 90% of the total marks for the assignment
- 2 days late - Graded out of 80% of the total marks for the assignment
- 3 days late - Graded out of 70% of the total marks for the assignment
- 4 days late - Graded out of 60% of the total marks for the assignment
- 5 days late - Graded out of 50% of the total marks for the assignment
- >5 days late - Graded out of 40% of the total marks for the assignment

*Please note that whether late work is accepted at all is at the discretion of the lecturer and there will be situations (particularly towards the end of the Semester) when they will not be able to grade work that is submitted past the deadline.*

*Submission guidelines will normally be stated within the assessment brief. Non-conformance with submission guidelines may also attract a penalty at the discretion of the module leader.*

## **2. Level 09 learning: Enhance the module learning outcomes ...**

### **Design Leadership Module - Learning Outcomes Update**

Instead of "planning" the requirement for reflection on how design scaling practices can be applied by the learner in their own practice is required: "Reflect on how various leadership strategies and scaling approaches can impact on your professional practice"

Instead of "outlining" skills and competences required to develop high-performing teams, critical evaluation of the strategies proposed in the module is explicate:

*"Critically evaluate the effectiveness of design leadership strategies and practices, required to develop high-performing digital design teams"*

#### **Design Thinking Module - Learning Outcomes Update**

"Critically evaluate the principles and theoretical foundations of Design Thinking and its practical application in solving complex problems."

"Recommend and facilitate effective teamwork and decision-making in collaborative settings with complex groups and audiences."

"Examine the role of equality, diversity, and inclusion in the Design Thinking process where diverse perspectives are acknowledged, respected, and leveraged to enhance innovation and problem-solving."

#### **User Experience Design Module - Learning outcomes updated**

Instead of "Employing advanced techniques" for conducting user testing and improving design solutions, learner will now "Evaluate" insights derived from user feedback and use the reflective process to iterate and improve their initial design proposals: *"Evaluate user insights and critique to iterate and improve design solutions"*

Instead of "Demonstrate a comprehensive understanding of UX design foundations, principles and processes", learners will now "Apply and compare UX design foundations, principles and processes"

#### **Visual Design Fundamentals - Learning outcomes updated**

Instead of "Demonstrate an understanding of elements and principles of visual design" the outcome is updated to read "Apply elements and principles of visual design in design projects"

#### **Interaction Design - Learning outcomes updated**

Instead of "Demonstrate a comprehensive understanding of interaction design principles, for all types of user interfaces (GUI, VUI, Gesture), and apply this knowledge to design effective and human-centred interactive systems", the outcome is updated to read "Apply interaction design principles to design effective and human-centred

interactive systems utilising a variety of possible user interface types (e.g. GUI, VUI, Gesture)”

#### **Design Research Module - Learning outcomes updated**

Instead of “Demonstrate an understanding of the strategic value of research in driving the design and development of successful products, services, and innovations” the outcome is updated to read “Synthesise the strategic value of research in driving the design and development of successful products, services, and innovations.”

### **3. Level 09 learning: *Enhance the assessment descriptors making the assessment for learning and assessment as learning more explicit.***

#### **Design Thinking Module - Assessment Update**

Following practical group work, learners will now reflect on the practical application of Design Thinking methods and use these reflections and learnings to develop an implementation plan in their own organisational content professional practice:

*“Through an organisational implementation guide or plan, learners introduce and provide recommendations for applying a Design Thinking mindset in a corporate, community or civic setting...”*

#### **Design Research Module - Assessment Update**

Insights derived from reflection and feedback have been more specifically required from learners in the assessment project component: *“Following feedback and reflection, learners will execute a design research study using a combination of appropriate qualitative and/or quantitative research methods”*

#### **User Experience Design Module - Assessment Update**

After completing a project which applies a user experience design process, the second assessment component has been defined as a “Review” whereby students reflect upon and evaluate insights derived from user research, and use these insights to improve their initial design solutions: *“Evaluation: Learners will engage in a comprehensive user testing review that involves planning and executing usability testing for an interactive prototype. Learners will create a detailed user testing plan, conduct user testing sessions analyse the user testing data, identify usability issues, and implement design iterations to improve the interactive prototype...”*



### **Design Leadership Module - Assessment Update**

Reflection on previous assessment components is required for the subsequent plan for implementing a design ops plan in the context of the learner's organisation or practice: "Through reflection on the plan and strategy, you will develop and present an approach that scales design practice and incorporates ethical design considerations, including tools and frameworks for the design team and other stakeholders in the organization to use"

Formative feedback, peer feedback and critique is made more explicit along with the requirement for reflective practice: "Following formative feedback from instructors, mentors, and peers you will reflect on your plan and on lessons you can bring forward into your leadership practice"

## Recommendations

1. **EDI, UDL and Sustainability: *Make more explicit the principles of EDI, UDL and Sustainability throughout the module descriptors.***

### **Design Thinking Module – Learning Outcome Update**

A learning outcome directly related to EDI has been defined:

*"Examine the role of **equality, diversity, and inclusion** in the Design Thinking process where diverse perspectives are acknowledged, respected, and leveraged to enhance innovation and problem-solving"*

### **Design Thinking Module – Learning Outcome Update**

Sustainability has been more explicitly referenced in the following learning outcome update: *"Evaluate the effectiveness, feasibility, and sustainability of design solutions through critical analysis, reflection, critique, and testing"*

### **Design Thinking Module – Assessment Update**

Learners are required to reflect upon the role of EDI in the Design Thinking process in an implementation plan for an organisation: *"...They recommend collaborative best practices and decision-making techniques, emphasising the role of Equality, Diversity, and Inclusion (EDI) in the Design Thinking process"*

### **Design Research Module - Assessment Update**

The research planning component makes more explicit the requirement for learners to reflect on and to mitigate against their own bias in research planning: *"Design Research Project Proposal: Learners will develop and justify a research project proposal that aligns with stakeholder strategic objectives and demonstrates their ability to define research objectives, formulate research questions, select appropriate research methods, mitigate against bias, and address ethical considerations"*

2. **Assessment: *Provide further detail within module assessment event descriptors to more clearly articulate integrative assessment across modules and make more explicit the volume of group interaction/assessment.***

### **Design Thinking – Assessment Update**

The first assessment has explicitly specified as a Groupwork assessment type:

**"Group Work:** *Learners identify and apply appropriate research tools and methods to develop an in-depth understanding of stakeholder needs and challenges through human-centred investigation. They develop and refine design solutions through collaborative ideation and rapid prototyping and evaluate the effectiveness, feasibility, and sustainability of design solutions through critical analysis, reflection, critique, and testing."*

**Design Thinking and User Experience Design Modules – Learning & Teaching Update**

The Teaching and Learning Methods of the Design Thinking and User Experience Design module descriptors have been updated to reflect integrative assessment:

*"Assessment for the module is suitable for integration with complementary modules, or with an external business, community or civic sponsor"*

- 3. Portfolios: Consider formalising and embedding a student portfolio across all modules of the programme.**

**Design Thinking and User Experience Design Modules – Learning & Teaching Update**

Assessment for each module includes components that can be presented as a case study in an online portfolio on an out-of-the-box web publishing platform. This has been made more explicit in the Teaching and Learning Methods section of the Design Thinking and User Experience Design module descriptors:

*"Assessment outputs may be suitable for inclusion in a digital design portfolio"*

The programme team will also recommend that all students make use of a portfolio in the assembly of a body of work which may be used post programme completion in any application for employment or further study.

- 4. External engagement: Reference where applicable the use of industry to facilitate student access to real world briefs and guest lectures and make explicit where these are incorporated within the assessment and teaching and learning strategies for the programme.**

### **Design Thinking Module - Assessment Update**

Working with a corporate, community or civic partner has been explicitly defined in the Design Thinking assessment: *"Through an organisational implementation guide or plan, learners introduce and provide recommendations for applying a Design Thinking mindset in a corporate, community or civic setting"*

### **Design Thinking and User Experience Design Modules – Learning & Teaching Update**

The Teaching and Learning Methods of the Design Thinking and User Experience Design module descriptors have been updated to reflect the incorporation of real-world briefs: *"Assessment for the module is suitable for integration with complementary modules, or with an external business, community or civic sponsor"*

#### **5. Software: Provide students with access to industry standard design software such as Figma.**

The Creative Digital Media programs on our campus leverage a diverse array of industry-standard software. Among the commonly used digital design packages are the Adobe suite, Miro, Figma, Adobe XD, and Balsamiq. Additionally, we are currently conducting evaluations of FlowMapp and Proto.io as we prepare for the upcoming academic year of 2024/2025.

Our program team is dedicated to staying at the forefront of technological advancements, regularly engaging in evaluations of tools and consultations with design practitioners. This commitment ensures that our graduates depart with a comprehensive understanding of the essential industry-standard software packages.

#### **6. Exit Award: Rewrite Programme Learning Outcome 6 to be less future focused and more measurable in the now.**

**Original Outcome:** *The ability to undertake continuing professional development necessary to maintain and enhance competence in own area of design practice.*

**Amended Outcome:** *Demonstrate an ability to self-evaluate and take responsibility for continuing academic/professional development*

The proposed amended outcome is based on QQI generic major award standards for level 09 outcomes in the category of 'Competence – learning to learn'

See: <https://www.qqi.ie/sites/default/files/2021-12/generic-major-awards-qqi-awards-standards.pdf>

**7. Reading lists: Review the module reading lists from the viewpoint of increasing diversity.**

The programme team have reviewed reading lists for all modules and made the following additions:

***Design Research Module - Reading List Update***

Recommended: Linda Tuhiwai Smith. (2022), Decolonizing Methodologies Research and Indigenous Peoples, Bloomsbury Academic.

Supplementary: Tiina Seppälä, Melanie Sarantou, Satu Miettinen. (2021), Arts-based Methods for Decolonising Participatory Research, Routledge.

***Design Leadership Module - Reading List Update***

Recommended: Buolamwini J. (2023), Unmasking AI: My Mission to Protect What Is Human in a World of Machines, Random House.

Recommended: Costanza-Chock, S. (2020), Design Justice: Community-Led Practices to Build the Worlds We Need, MIT Press.

***Design Thinking Module - Reading List Update***

Recommended: Kat Holmes. (2020), Mismatch How Inclusion Shapes Design, MIT Press.

Supplementary: Annie Jean-Baptiste. (2020), Building For Everyone, John Wiley & Sons.

***User Experience Design Module - Reading list update***

Recommended: Regine M. Gilbert. (2019), Inclusive Design for a Digital World, Apress.

Supplemental: Sarah Horton, Whitney Quesenbery. (2014), A Web for Everyone, Rosenfeld Media.

## **2 Listing of Updated Modules**

An updated book of modules will accompany this document. All modules have been updated and submitted to quality office via AKARI