

6.1 Module 1 Title XXXX						
6.1.1 Headline Information about the Module						
<i>The following table MUST be used to provide headline information about each module. Some repetition of material presented earlier is called for in the following sections here to aid presentation.</i>						
Module Title: XXXXX XXXXX						
NFQ Level	Semester	Stage	Module Code	Module Credits	Credit Unit	
7,8 or 9	1/2/3	6	XXXXXX	10	ECTS	
FACT Department		Department of XXXXXXXXX				
Parent Programme(s)		PGDIP/MA/MSC in XXXXX <i>the plural arises if there are embedded programmes to be validated</i>				
Entry Requirements		Learners must have achieved the module or stage learning outcomes for XXXXX or equivalent. <i>(statement of knowledge, skill and competence)</i>				
Pre-requisite Modules		Module Name 1				
		Module Name 2				
		Module Name 3				
		Module Name 4				
Co-requisite Modules		Module Name 1				
		Module Name 2				
		Module Name 3				
		Module Name 4				
Capstone Module		Yes	X	No	X <i>(indicate if Module is a Capstone Module)</i>	
Learning Modes		FT/PT/Online/Blended (delete as appropriate)				
Duration		One Academic Term, one day per week x 15weeks, 3 days pw x 4 weeks etc etc				
Average Contact pw		XXX is average Contact hours pw over duration of Module				
Maximum number of Learners per centre		15/25/40/50 etc etc				
Module-specific physical resources and support required per centre (or instance of the module)		One Classroom / Studio / Lecture Theatre for XX hrs pw with a capacity of XX				
		Computer Lab / Technical Workshop / Photo Studio etc etc for XX hrs pw				
		Library Access for XX hrs pw				
Specification of the qualifications and experience required of Staff		Qualified to at least or equivalent <i>(academic, pedagogical and professional/occupational qualifications)</i> and with a relevant Third Level Teaching and Learning qualification and/or equivalent relevant and comparable Professional experience. <i>(staff includes all lecturers or workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</i>				

Analysis of required learning effort for Module 1 XXXX XXXXX											
Effort while in contact with staff <i>(much of this table must also be presented in the programme schedule—take care to ensure consistency)</i>											
Classroom, Lectures and practical demonstrations		Mentoring & small-group tutoring		Other <i>Specify Activity</i>		Directed e-learning (hours)	Independent learning (hours)	Other hours	Other hours	Other hours	Total effort (hours)
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner			Tutorial / Clinics	Technical Workshops	Other hours	
24	1:XX	5		2		4	80	.5	4.5		120

Distribution of Assessment (within this Module)					
Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Other (inc. detail)	Total
60%	20%		20%		100%

6.1.1 Module Aims and Objectives	
6.1.2 Global Aims and Objectives	<i>The aim of this Module is to enable the learner to develop xxxxx and refine their..... The objective is ensure students use appropriate tools and methodologies are applied towards the refinement and application of the design strategy for the major project.</i>
6.1.3 Minimum Intended Module Learning Outcomes	<p><i>On successful completion of this module, the learner will be able to;</i></p> <ol style="list-style-type: none"> 1. Insert Learning Outcome One xxxxxxxxxxxx x 2. Insert Learning Outcome Two xxxxxxxxxxxx x 3. Insert Learning Outcome Three xxxxxxxxxxxx x 4. Insert Learning Outcome Four xxxxxxxxxxxx x 5. Insert Learning Outcome Five xxxxxxxxxxxx x
6.1.4 Rationale for Inclusion of the Module in the Programme and its contribution to the overall IPLOs	<i>This module enables the learner to demonstrate their skills/ knowledge and competencies in XXXXXX. The module learning outcomes complement and support a substantial number of other modules at this Stage and therefore contribute significantly to the Learner achieving the Intended Programme Learning Outcomes. This Module's learning outcomes (insert Title) specifically align with the following IPLOs: XXX / XXX/ XXX</i>

<p>6.1.5 Information Provided to Learners about the Module</p>	<p>Explain how the module is supported and presented to the learners eg. Principal of a nominated Module Leader as a principal point of contact; how we communicate and engage with Learners through any promotional material, briefing papers, online/blackboard, lesson plans, assessment strategies/schedules, assessment rubrics, reading lists and in learner handbooks / module handbooks.</p>
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<p>6.1.6 Module Content, Organisation and Structure</p>	<p><i>This will be a substantial part of the module description. The presentation below and information in this introductory paragraph should be sufficiently detailed for evaluation of the suitability of the content in light of the MIMLOs and the entry requirements. It must systematically describe how learners are formed. All applicable modes of teaching and learning should be addressed. It must also be sufficiently detailed to ensure that any two suitably qualified staff who are assigned to teach the module will deliver it reasonably consistently. Please refer to Lesson Plans, Indicative Deliverables, and Assessment strategy.</i></p>
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Semester / Week no.	Priority Topics / Classroom Activity / Student Activity	Modes of Learning and Self-Directed Study Strategies
2/1	Project Briefing, Course Introduction and Project Analysis	Lecture, Workshop, Discussion
2/1 thru 2/2	Introduction to XXXX and XXXXX	Workshop, Lab, Demonstration
X/X thru X/X	Field Research in XXXX	Self-Directed Field work
X/X	Formative Assessment and Peer Review	Review, Critique, Tutorial
X/X	Summative Assessment and Peer Review	Review, Critique, Tutorial

<p>6.1.7 Module Teaching and Learning Strategy <i>(including Formative Assessment)</i></p>	<p>Teaching and Learning on all modules is “multi-modal” and ensures that learners are exposed to a variety of teaching methods and learning strategies. Learners will attend scheduled lectures during timetabled hours; attend and participate in external activities; participate in group discussions and seminars; participate in practical demonstrations and presentations; and will be allocated sufficient independent study and practise time for individual and group projects/learning.</p> <p>Specific Methods for this module include the use and integration of;</p> <ul style="list-style-type: none"> - Seminar and Reading groups - Lab/studio work - Workshops - Integrated VLE activities and exams - Fieldwork - Practical and written Assignments - Online Video / Webinars - Visiting and Guest Lecturers
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<p>6.1.7 <i>continued.</i> Module Teaching and Learning Strategy <i>(including Formative Assessment)</i></p>	<p>A range of assessment strategies provides staff with a “toolkit of assessment” for the overall programme and each discrete module. In the context of this module the summative and formative assessments may use the following available strategies; <i>Literature review, research reports, discussion forums, learning journals, design journals, evaluation reports, projects plans, problems specifications, feasibility studies and risk assessments.</i></p> <p>This Module is predominantly Continuous Assessment (60%) supported by a Minor Practical Project (20%) and a short Written Exam (20%) <i>Indicative assignments for CA are as follows:</i></p> <ul style="list-style-type: none"> – Professional studio practices (10%) – Communicating design development (10%) – Communicating research outcomes, insights and design strategies through presentations. (10%) – XXXX Theory (10%) – Presentation of Preliminary research and design concepts and strategy.. <p><i>See 6.1.13 for detailed breakdown of Module Assessment Strategy.</i></p> <p>Studio Based activity is structured and supported by a Module Leader (Lecturer) core Lecturing Staff, Tutor Demonstrators & Technical Support Staff.</p>
<p>6.1.8 Work-Based Learning & Practice-Placement</p>	<p>Please provide information on any placements or “on-the job” learning that is formally supported; accredited; and wholly integrated into the module design of the programme</p>
<p>6.1.9 E-Learning</p>	<p>Learners make extensive use of Blackboard the Institute’s VLE. The VLE is used to disseminate briefing papers, project / course resources, reading lists and references. Formative assessment and performance monitoring and support is also provided through the VLE.</p> <p>All Learners have full access to IADT’s online library and digital research resources. Additionally Lynda.com and other proprietary online learning tools/ supports (eg. Adobe tutorials) are used extensively during the project element of this module.</p>
<p>6.1.10 Module Physical Resource Requirements</p>	<p>Outline the supported physical resource requirements expressed as a ratio of learners participating (meaning the module will only be offered when these are in place). Refer to criterion 17.7.</p> <p>Address resource-learner ratio.</p>

<p>6.1.11 Reading Lists</p>	<p>Essential and Recommended Reading</p> <p>Duarte, Nancy. <i>Resonate: Present Visual Stories That Transform Audiences</i>. Hoboken, N.J: Wiley, 2010. Print.</p> <p>IDEO. <i>IDEO Method Cards: 51 Ways to Inspire Design</i>. William Stout, 2003. Print.</p> <p>Osterwalder, Alexander, Pigneur, Yves, Bernarda, Greg & Smith Alan. 2014. <i>Value Proposition Design</i>.</p> <p>Lynch, Kevin. 1960 <i>The Image of the City</i>. MIT Press. Cambridge, Massachusetts, USA and London, England.</p> <p>Bachelard, G. 1964. <i>The Poetics of Space</i>. The Orion Press Inc.</p> <p>Meadows, Donella H., and Diana Wright. <i>Thinking in Systems: A Primer</i>. White River Junction, VT: Chelsea Green Pub., 2008. Print.</p> <p>Secondary and Supplementary Reading</p> <p>Stickdorn, Marc, and Jakob Schneider. <i>THIS IS SERVICE DESIGN THINKING: Basics, Tools, Cases</i>. N.p.: n.p., n.d. Print.</p> <p>Polaine, Andy, Lavrans Løvlie, and Ben Reason. <i>Service Design: From Insight to Implementation</i>. 1st edition. Brooklyn, NY: Rosenfeld Media, 2013. Print.</p>
<p>Other information and learning resources.</p>	<p>Simon Sinek: <i>How Great Leaders Inspire Action</i>. N.p. Film.</p> <p>www.Website #1.org</p> <p>www.Website #2.org</p> <p>www.Website #3.org</p> <p>www.Website #4.org</p>
<p>6.1.12 Specifications for Module Staffing Requirements</p> <p><i>Note: Having regard to the information already provided in 6.1.1, specify any further details on qualifications (professional, pedagogical and academic) and experience requirements refer to criterion 17.6.</i></p> <p><i>Address staff-learner ratio.</i></p>	<p>In each instance the Module delivery outlined in 6.1.6. will be undertaken by a Lecturer or Associate Lecturer with, at minimum, a recognised Level 8 qualification, or equivalent, in the relevant discipline – eg. BA (Hons) in Basketweaving; or in a cognate subject area – eg. BA (Hons) in Pencil-Paring. In the majority of instances lecturing staff (AL & L) have Masters / Doctoral qualification. In addition, this programme requires that all staff have a recognised professional membership from XXXXXX. At a minimum 80% of staff on this module will have a recognised third level teaching qualification (L9).</p> <p>Learners also benefit from extensive technical support, industry input/engagements and the full complement of Student Support Services available at IADT. <i>See Appendix XX</i></p>

¹ Etymology notwithstanding, this is taken to apply to the theory and practice of education and training

<p>6.1.13 Module Summative Assessment Strategy</p>	<p>Note the definition of assessment strategy. Explain the strategy. In setting out the strategy include an explanation of how assessment tasks that form part of the strategy are classified using the following standard categories as used in the programme schedule and module summary.</p> <ul style="list-style-type: none"> – Continuous assessment – Supervised project – Proctored practical examination – Proctored written examination
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<p><i>Indicative Breakdown of Summative Assessment</i></p>	<p>Element</p>	<p>Weighting</p>	<p>Description</p>	<p>LO(s) assessed</p>	<p>Deadline/WK#</p>
	<p>#1</p>	<p>10%</p>	<p>Practical Project proposal and schematic. Presented as a PDF and generated using Adobe Creative Suite. Marking Criteria as per Brief see Appendix XX</p>	<p>MLO #1, #2 PLO #4</p>	<p>WK1, Date XX/XX</p>

<p>6.1.14 Sample Assessment Materials</p>	<p>See Appendix XX – add all Assessment materials to an appendix but provide an overview here and more extensive insights in Appendix XX .</p> <p>Provide an overview of assessment strategy, criteria, deliverables / activities (critique, seminar, exam, project submission etc). Example of one indicative brief that describes nature of learning achieved and how it aligns with and meets selected Module Learning Outcomes and Programme Learning Outcomes. If marking criteria are provided to learners please provide breakdown per deliverable or per LO.</p> <p>If verbal presentations are required indicate time, tools and supports provided.</p>
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Appendix 1_ For Faculty, Department and HR use only.

Analysis of required learning effort for Module 1 XXXX XXXXX											
Effort while in contact with staff <i>(much of this table must also be presented in the programme schedule—take care to ensure consistency)</i>											
Classroom, Lectures and practical demonstrations		Mentoring & small-group tutoring		Other <i>Specify Activity</i>		Directed e-learning (hours)	Independent learning (hours)	Other hours	Other hours	Other hours	Total effort (hours)
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours for Assessment	Minimum ratio teacher / learner			Tutorial / Clinics	Technical Workshops	Other hours	
24	1:XX	5		2		4	80	.5	4.5		120

Analysis of Module Hours for Module 1 XXXX XXXXX											
Indicative Contact per student (excl. Independent Study)											
Classroom, Lectures and practical demonstrations		Mentoring & small-group tutoring		Other <i>Specify Activity</i>		Directed e-learning (hours)	Independent learning (hours)	Other hours	Other hours	Other hours	Total Contact hours
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours for Assessment	Minimum ratio teacher / learner			Tutorial / Clinics	Technical Workshops	Other hours	
24		5		2		4	Excl.	.5	4.5		40

Actual Teaching Hours Required to meet Minimum Indicative Contact of 40hrs											
Classroom, Lectures and practical demonstrations		Mentoring & small-group tutoring		Other <i>Specify Activity</i>		Directed e-learning (hours)	Independent learning (hours)	Other hours	Other hours	Other hours	Total Actual hours
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours for Assessment	Minimum ratio teacher / learner			Tutorial / Clinics	Technical Workshops	Other hours	
48 ^a		30 ^b		8 ^c		4	Excl.	15 ^d	13.5 ^e		118.5
											Variance
											78.5

Notes on Variance

Minimum number of Students is 30, specialist aspects require split delivery see notes below;

(a) Module learning and activity rotates through two learning spaces (Art Studio and Print Studio). Co-delivery of module requires Lecturer and Tutor Demonstrator across 2 x split groups of 15 students.

(b) Weekly Seminars and small tutor groups for 6 x thematic groups of 5 students each.

(c) Summative and Formative Assessment with 2 staff evaluating student submissions.

(d) Formative Assessment feedback and advice clinic 30mins per student.

(e) Technical Workshops in advanced Print Studio 3 x Split groups of 10 students.