Validation of Postgraduate Diploma

Postgraduate Diploma in Science in Human Centered AI Technologies

Response of Programme Development Panel to Actions proposed by Validation Panel

School of Enterprise Computing and Digital Transformation

[6 June 2023]

This document contains the response of the programme development to the actions proposed by the validation panel in their report following the June 6 2023 validation meeting.

Firstly, the Programme development team would like to thank the panel for their attention to the proposal and the constructiveness and quality of their feedback.

The responses of the programme development team are in italics following the action points raised by the panel.

Actions Required by School

The following actions are to be carried out by the School:

1. The panel welcomes the adaptation of the programme to address the requirements of a slightly less technical audience than the audience for the related Masters programme. However, the panel notes an imbalance whereby one target audience has an option to pursue a Masters without the option of a postgraduate diploma, and the other audience has the option of pursuing a postgraduate diploma but not a Masters (unless they take additional modules). While recognising that this programme was initially developed to meet the requirements of the Human Capital Initiative funding call, the School should give consideration over the coming academic year to looking holistically at the suite of related programmes (current and future) in human-centred artificial intelligence and proposing for validation a unified model that provides all students with comparable opportunities, perhaps as part of a single, streamed programme. This should not prevent the implementation of the currently proposed postgraduate diploma, but rather assist with its future evolution.

Response

Agreed. The School is evolving its postgraduate provision to align with its strategic vision and mission as agreed within the faculty of Computing, Digital and Data. It has consulted widely with stakeholders and is working having an appropriate range of programmes at Masters level with entry and exit points which facilitate learners with a broad interest in deep Tech for transformation and the entry points/ exit points will be rationalised for facilitate this in broader context.

2. The School should give consideration to alternative titles that more clearly distinguish between the proposed programme and the existing Masters programme. The appending of the term "Technologies" may not be sufficient for students and employers to fully

understand the difference between the strongly technical focus of the Masters programme and the focus of the Postgraduate Diploma on the application of technology in enterprises.

The programme team met to discuss this and has considered a number of options none of which were considered satisfactory. In the short term the programme team will use the proposed title while ensuring course literature is clear about the intent of the programme. In the context of point 1 about the programme board will consider the range of title to ensure clarity of offering.

3. The student handbook requires a detailed section on progression from the Postgraduate Diploma to a Masters qualification. Currently, the handbook identifies that progression opportunities are available but it does not describe the need for additional modules to be taken, recognising the distinction between the newly proposed modules and the modules on the Masters programme.

Agreed. Done.

4. The student handbook should clearly set out the schedule for the programme in terms of what modules are offered in each semester. Care must be taken to ensure that students are not expected to take more than 30 ECTS credits of modules in a given semester.

Agreed. Done.

5. The student handbook should include the overall assessment schedule for the programme, showing what forms of assessment are used for each module. Consideration should be given to how academic integrity will be assured given the selection of assessment methods.

Agreed. This will be done over the summer.

6. A section should be added to the student handbook that describes the overall approach to learning and teaching for both the part-time and the full-time programme. The School's description of the programme as hybrid and blended needs to be fully explained so that students are informed about how they will participate in the programme. Reference should be made to the TU Dublin modalities in authoring this section.

Agreed, this will be done over the summer.

7. Reference is made in the documentation to work placement, in relation to the Artificial Intelligence Technology project module. Further information is required on how this placement will be implemented and managed, with details required on the responsibilities of each of the stakeholders: the student, TU Dublin and the employer.

These references are being removed. Students may complete their projects at the promises of an industry partner but this is not a typical placement.

8. The language entry requirement for the programme needs to be explicitly stated to reflect TU Dublin policy.

Agreed. Done.

9. The module descriptors in Akari should be updated so that the hours listed are the total hours for the module rather than the hours per week, and the indicative weeks for assessment are the submission rather than the release weeks. It is noted that there is a difference in contact hours between the part-time and full-time programme. The panel understand why this is the case and will clarify the TU Dublin policy on this matter.

Agreed. Will be done over summer 2023.

10. The module learning outcomes in the Artificial Intelligence Technologies module should be rewritten to align with good practice and TU Dublin policy. Support will be available via the Head of Learning Development, if required, and via the following resources on the Academic Affairs (LTA) website: LTA Resources and Guides and Curriculum Management & Constructive Alignment.

Agreed, is being done over the next days.

11. The module overview for the Business Technology Strategy and Data Analytics modules to more accurately reflect the depth of learning that will be experience by the student.

Agreed. is being done over the next days.