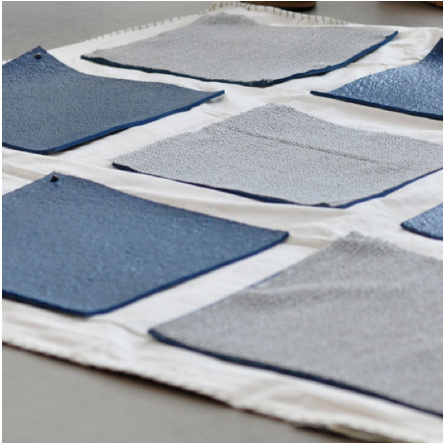# IT Product Design Curriculum

University of Southern Denmark, Department of Design and Communication & IT University West
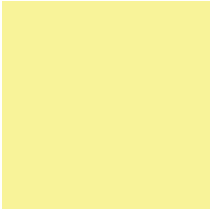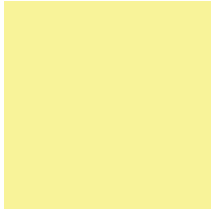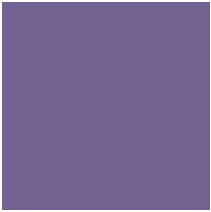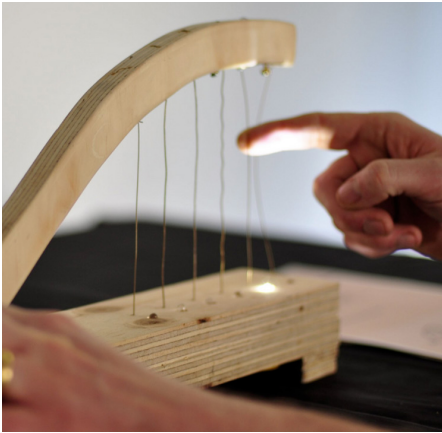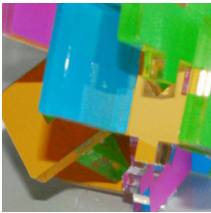
IT Product Design
Master Programme

Valid from
01.09.2015

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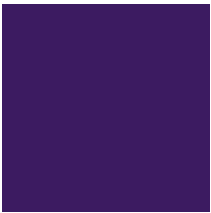
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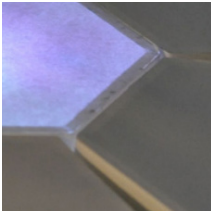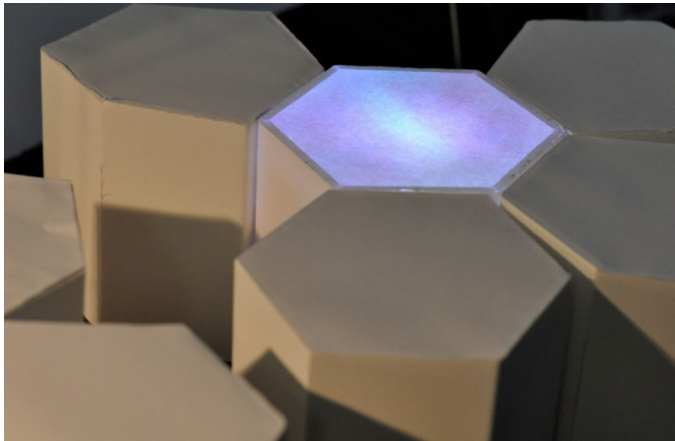
Contents

Chapter 1 A Cross-Disciplinary Programme

IT Product Design is a two-year master programme offered by the University of Southern Denmark in Kolding. It is established under the IT-University West; a collaboration between three universities in the western part of Denmark.
The Department of Design and Communication is responsible for the programme under the auspices of the Study Board for Information and Communication Studies, University of Southern Denmark. The total course-load of the master programme is 120 ECTS (European Credit Transfer System) points, equivalent to a full-time student's workload over the course of 2 years. Upon completion, this programme awards candidates the degree of Master of Science (MSc) in Information Technology (Product Design). In Danish the degree is cand.it. i produktdesign (candidates/candidata informationis technologiae).

Job Functions

The purpose of this master programme is to educate designers who can work in multidisciplinary teams that develop interactive IT products and services for private and public organisations. The programme is taught in collaboration with Department of Entrepreneurship and Relationship Management, Faculty of Business and Social Science. Graduates will be able to take on different professional roles:

A. Design Anthropologist (or business anthropologist, design ethnographer, design researcher). Employed in user experience departments in larger organizations or in specialized design consultancies to study users and customers and provide market data for R&D functions.

B. User Innovator Employed with marketing departments to innovate strategies for user/customer relations, to engage lead-users, to establish business models for novel product and service concepts, and to test new offerings with users and customers.
C. Service Design. Employed in user experience or marketing departments to develop new services with user involvement. Would also take responsibility for user studies and evaluation.

*D. Interaction Designer (*or User Experience Designer). Employed in design departments and user experience departments of larger organizations or in design consultancies to develop interactive products, wearable devices, healthcare products, user interfaces and interactive services.

E. User-Centred Engineer (or usability engineer). Employed in R&D departments in large and small organizations to develop user-friendly products and services. Would in smaller companies also take responsibility for user studies and user evaluation.

Overview of bachelor degrees and corresponding job functions

Anthropology → → Design Anthropology
Business → → User Innovation
Communication → → Service Design
Design → → Interaction Design
Engineering → → User Centred Engineering
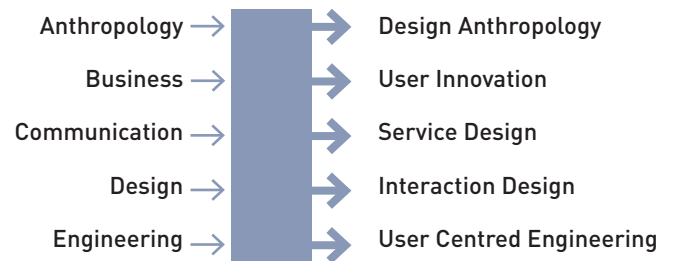
when completing the master of IT Product Design.

IT Product Design prepares graduates for product management and innovation leadership functions in their later careers. The programme also qualifies candidates to enter a PhD programme to pursue a research and education career.

The IT Product Design programme admits students with a range of relevant Bachelor's degrees. Faculty ensures a balanced uptake of disciplines in each class to ensure a truely cross-disciplinary education.

Students have the opportunity to choose between two study specializations. This choice is made after completion of the first semester.

Participatory Innovation

Participatory Innovation educates students in how to critically understand and facilitate a product and service innovation process in a complex social context with a range of stakeholders, such as users, technicians, private manufacturers, service providers, public organizations, consultancies etc. The specialisation investigates how multi-stakeholder engagement that includes private and public interests from a policy, commercial, an organisational perspective can provide radical new solutions. The curriculum also emphasises material skill building and experiments exploiting how design materials can support collaboration and change among many stakeholders.

Embodied Design

Embodied Design provides competencies in designing products and services on, for, or in close interaction with the human body. The specialisation explores how radical new materials and the proliferation of wearable devices are creating new possibilities for design in fields such as healthcare, industry, entertainment, sports etc. The curriculum also explores the investigating and facilitating of different stakeholder perspectives in design processes that give equal emphasis to minds and bodies.

The programme is organised as a full-time education, and requires students to contribute with time and energy equivalent to that of a full-time job. The programme is based on project work in a design studio. Students learn through completing projects in teams or individually. Theory is introduced both during the projects and in independent lectures and seminars throughout the semesters. Projects are organised in themes, but the actual topics within each theme are largely left for the students themselves to decide.

During completion of the Master Programme the student will acquire the qualifications to:

Knowledge

Understand the theories relating to the development of innovative IT products and services (and their use practices) in the contexts of private and public stakeholder interests. This knowledge is based on the highest international research within the fields of User Innovation, Interaction Design, Design Anthropology and others.
Understand and, on a scientific basis, reflect on the knowledge of the fields of IT Product Design and be able to identify scientific challenges.

Skills

Master the scientific methods of designing user interaction for product interfaces and services based on analysis and critical reflection of stakeholder interests and user empathy.
Facilitate collaboration between people with different stakes in an organisation using materials and conversation tools designed for the situation.
Access and select from among the scientific theories, methods, tools and general skills of IT Product Design and to set up new models of analysis and problem solving on a scientific basis.
Communicate research-based knowledge and discuss professional and scientific issues with both academic peers and non-specialists, and thereby contribute to the continuous development of theories, methods, and technologies in the research fields of IT Product Design.

Competences

Organise development situations that are complex, unpredictable and require new solutions, and pilot them in an organisation.
Independently establish collaboration between professional disciplines within design teams, and with stakeholders outside the development organisation - users in particular.
Take responsibility for one's own professional development and specialisation.

Chapter 2 Studio-Based Education

The master programme consists of a number of courses assessed one by one and a master thesis. Each course has an ECTS point figure indicating the weight of the course in the total programme. The equivalent of a one-year full-time workload is 60 ECTS. The required credit to complete the IT Product Design programme is 120 ECTS. The programme is divided into four semesters, each with its own rhythm to train a diversity of work practices:

1st   Design Research Horizons: The first semester provides an outlook towards state-of-the-art research avenues through a series of intense projects.

2nd   Prototyping and Participatory Practices: The second semester builds a professional practice through design studio activities, a major innovation project and disciplinary apprenticeships.

3rd   Research Organisation: The third semester deepens the competence of cross-disciplinary design organisation and establishes design research competence in preparation for the thesis work. The third semester can also be spent abroad as an exchange student at one of the University of Southern Denmark's partner universities.

4th   Master Thesis: The final semester brings all the competencies together in a rounded academic thesis.

After the first two semesters of study, students are encouraged to complete a summer intern with a company or research institution, or to pursue a research task of their own.

The progression throughout the education is summarized in the qualification matrix on the following page. It describes how the nine generic qualification goals of Knowledge, Skills and Compentencies (top row) are achieved through the courses of the education (left column).

Sep   **Feb**   **Jun**

Exploring Design (4-5 experimental projects) (15 ECTS)

Design skills (5 ECTS)

Values and Ethics (5 ECTS)

Design Specialisation A (5 ECTS)

1st semester

Wearable Technologies (10 ECTS)

Collaborative Technologies (10 ECTS)

Multi-Stakeholder Innovation (10 ECTS)

Professional Apprenticeship (10 ECTS)

2nd semester

In-Company Project (elective) (15 ECTS)

Social Design (HUM /10 ECTS)

Critical Reflection (5 ECTS)

Interaction Research (5 ECTS)

Phenomenology and Pragmatics (5 ECTS)

Design Specialisation B (5 ECTS)

3rd semester

Graduate Thesis (30 ECTS)

4th semester

	Knowledge		Skills	
	Theories of IT Product Design	Reflect Scientifically	Design User Interaction	Facilitate Stakeholder Conversation
1st Semester Design Research Horizons				
Exploring Design – 15 ECTS	Understand the fundamental concepts of interaction, design process, and user participation	Reflect on fundametal concepts of explorative design research	Design fundamental product interaction	Design conversation tools that enable stakeholder participation
Values and Ethics – 5 ECTS	Understand the concepts of value(s) and ethics in the design of technological artefacts and services	Reflect on ethics in technological development	Address ethical issues in the design and development of design solutions	
Design Skills – 5 ECTS			Design human interactions with materials, products or systems	
Design Specialisation A – 5 ECTS	(depending on the area of specialisation)			
2nd Semester Prototyping and Participatory Practices				
Wearable Technologies – 10 ECTS	Understand frameworks and theories of designing for and with the human body		Use prototyping effectively throughout a design process to assess the capacity of the human body	
Collaborative Technologies – 10 ECTS	Understand frameworks, theories of designing for collaboration and other multi-user experiences		Use prototyping effectively throughout the design process to assess the potential of technology to support collaboration	
Multi-Stakeholder Innovation – 10 ECTS	Understand theories of user involvement in innovation, stakeholder engagement and organisational change dynamics, as well as anthropological frameworks of situated practices	Reflect on the role of provocation and reframing in design		Facilitate conversations about innovation among employees, users and other stakeholders
Professional Apprenticeship – 10 ECTS	(depending on elective)		(depending on elective)	
3rd Semester Research Organisation				
Social Design – 10 ECTS	Understand theories of public organisational change and the political nature of multi-stakeholder interaction	Reflect on fundamental concepts of societal interventions		Initiate and facilitate conversations between diverse stakeholders within social innovation
Critical Reflection – 5 ECTS	Understand theoretical backgrounds informing development of professional roles	Understand interpretive frameworks for examining professional knowledge		
Interaction Research – 5 ECTS	Understand the theoretical and methodological bases of research-oriented design	Analyse and critically treat data gathered within a design project, drawing scientifically grounded conclusions		Develop and deploy collaborative activities in a design context
Phenomenology and Pragmatics – 5 ECTS	Understand theoretical conceptualizations of consciousness, experience and life world and of the contextual dependency of meaning	Perform systematic reflection on consciousness, experience, meaning, context and design		
Design Specialisation B – 5 ECTS	(depending on the area of specialisation)		Design human interactions with materials products or systems	
In-Company Project (elective) 15 ECTS	Understand the fundamentals of organisational, financial, social and work-related issues of the company	Reflect on the scientific issues that have arisen during the project work at the company	Design interaction on a professional level	Facilitate collaboration with employees across different occupational, educational and knowledge backgrounds
4th Semester Master Thesis				
Thesis – 30 ECTS	Contribute to new knowledge within the field of Interaction Design, Design Anthropology or Participatory Innovation.	Argue scientifically for design research findings grounded in state-of-the-art literature and empirical data.	(depending on theme)	

Competencies				
Select Appropriate Methods	Communicate Research-based Knowledge	Organise Development	Establish Interdisciplinary Collaboration	Develop Own Professional Specialisation
1st Semester Design Research Horizons				
	Communicate basic research dilemmas and findings			Understand the role of reflection in the development of professional work practice and choose appropriate reflection formats for a team
	Communicate in scientific writing	Respond proactively in bringing ethical values to design		Demonstrate professional codes of ethics in relation to design practice
Select appropriate techniques for multidisciplinary design work by drawing on an essential set of design skills				
Experiment with new design methods to expand the personal toolbox			Establish interdisciplinary collaboration among peers	Work independently with developing a competence of own choice
2nd Semester Prototyping and Participatory Practices				
Apply appropropriate design methods to support the design of interactive embodied products		Organise a design process with body actions and experiences at the core, e.g. theatre and design choreography		
Apply and document appropriate design methods to support effective design of multi-user interactive environments, artefacts or interventions			Design and evaluation of interactive collaborative prototypes	
Choose and apply appropriate methods for user studies, making sense and co-creation		Involve conceptual perspectives about social and organisational practices	Organise innovation projects with user and stakeholder participation	Reflect on own role in the interaction between actors
(depending on elective)			(depending on elective)	
3rd Semester Research Organisation				
Choose and apply methods for engaging relevant stakeholders on the basis of user insight within a particular field of action				Make design decisions that reflect social responsibility
Observe and analyse work practice in an (industrial) organisation	Communicate in advanced scientific writing			Master a set of learning goals to improve design practices through assessment of methods
	Communicate in advanced scientific writing	Organise and carry out a knowledge-generating design project in a specific context		
Master a set of learning tools to improve design and/or organisational practices through assessment of methods	Communicate in advanced scientific writing	Observe and analyse a participatory, collaborative situation and/or embodied design from a pragmatic and phenomenological perspective		Understand interpretive frameworks for reflecting upon personal design and innovation experiences
Experiment with new design methods to expand the personal toolbox			Establish interdisciplinary collaboration among peers	Set learning goals and organise activities that support the development of personal competencies
Analyse and assess, on a scientific basis, the company's choice of method to solve problems encountered				Reflect critically on own development in terms of IT Product Design practice
4th Semester Master Thesis				
			(depending on theme)	

Exploring Design   15 ECTS Fall

Innovative design practitioners require exposure to the state-of-the-art developments in design research. This course offers short, intense researcher-driven projects at the forefront of current scientific research.

Learning Outcomes: – (Knowledge) Understand the fundamental concepts of interaction, design process, and user participation. Reflect on fundamental concepts of explorative design research. – (Skills) Design fundamental product interaction. Design conversation tools that enable stakeholder participation. Communicate basic research dilemmas and findings. – (Competencies) Understand the role of reflection in the development of professional work practice and choose appropriate reflection formats for a team.

Contents: Through project work the students explore different perspectives of IT Product Design relating to process (What is the focus of current research in design and design methods? E.g. video ethnography, business modelling) and relating to product (What are the prevailing themes in IT Product research? E.g. tangible interaction, critical design, service design). The contents will vary from year to year, depending on the current research thrust at the Mads Clausen Institute.

Structure: The course consists of 4-5 mini-projects that introduce current research themes, each of 2-3 weeks duration. Each project is organised in collaboration with one or more company partners and has a concrete product goal: In teams students create a method, an analysis, a conversation tool, or a product concept. The projects will introduce a variety of theories, working methods and presentation formats. Project work is supported by seminars, literature, discussions, tutoring, and design crits. The projects will be organised by those researchers and PhD students who work within each theme.

Prerequisites: Same as programme admission.

Assessment: 7-point grading scale based on a portfolio exam, external co-examiner. The portfolio exam is an individual presentation of each student's achievements and competence development during the course. To enter the exam, all mini-projects must be completed satisfactorily.

Values and Ethics   5 ECTS Fall

The aim of this course is to help students reflect on values in design.

Learning Outcomes: – (Knowledge) Understand the concepts of value(s) and ethics in the design of technological artefacts and services. Reflect on ethics in technological development. – (Skills) Address ethical issues in the design and development of design solutions. Communicate in scientific writing. – (Competences) Respond proactively in bringing ethical values to design. Demonstrate professional codes of ethics in relation to design practice.

Contents: The student will develop critical thinking skills, which will enable the student to reflect proactively, informed and in touch with the broader spectrum of social and moral issues, which are related to the design of computer technology and artefacts.

Structure: Lectures and class discussions, e-learning, etc.

Prerequisites: Same as programme admission.

Assessment: 7-point grading scale based on an essay, internal co-examiner.

Design Skills 5 ECTS Fall

To make cross-disciplinary collaboration work, a basic level of skills from all disciplines are necessary to bridge differences and generate mutual respect.

Learning Outcomes:– *(*Skills) Design human interactions with materials, products or systems. Select appropriate techniques for multidisciplinary design work by drawing on an essential set of design skills.

Contents: Practical education in idea sketching, graphical IT tools for layout and illustration, video recording and editing, model making with cardboard/foam/wood/metal, programming, written communication, process facilitation etc.

Structure: 20 half-day workshops with hands-on exercises training practical skills. Students with strong skills in one area will support the progress of other students in that field. Once the workshop programme is complete, the students produce a test-piece, which demonstrates the skills learned.

Prerequisites: Same as programme admission.

Assessment: Pass/ fail based on design crit of the individual test piece, internal co-examiner. A precondition for entering exam is regular attendance of the workshops (min. 90 %).

Design Specialisation A 5 ECTS Fall

The balance between collaborative and independent inquiry is an important professional ability. This course provides an opportunity for students to adapt the curriculum to individual requirements. For 1st year students this is a way of building professional relations to 2nd year students and learning from peers.

Learning Outcomes: – (Knowledge) Will depend on the area of specialisation. – (Skills) Experiment with new design methods to expand the personal toolbox. – (Competencies for 1st year students) Establish interdisciplinary collaboration among peers. Work independently with developing a competence of own choice.

Contents: Students have the opportunity to study a theme of their own choice under supervision. The course includes three activities: (1) Planning of the course program (theme, learning goal, literature, deliverables, plan, participants, supervisor). (2) Study and project work within the selected design specialisation, e.g. vision based design, scenario development, experience modelling, creative methods. (3) Organising a presentation in the form of a design show or seminar.

Structure: Three week full-day assignment including literature study, project work, seminars and presentations. 1st and 2nd year students participate in mixed teams. Students are encouraged to involve a member of faculty as research advisor.

Prerequisites: Same as programme admission.

Assessment: Pass/ fail based on design crit, internal co-examiner.

Wearable Technologies 10 ECTS Spring

The physical boundaries between humans and technology are increasingly interweaving and blurring: technology can be physically separated from the body, be a part of the body, or serve as extensions of the body.

Learning Outcomes: – (Knowledge) Understand frameworks and theories of designing for and with the human body. – (Skills) Use prototyping effectively throughout a design process to assess the capacity of the human body. Apply appropriate design methods to support the design of interactive embodied products. – (Competences) Organise a design process with body actions and experiences at the core, e.g. theatre and design choreography.

Contents: This specialisation will focus on the conception and design of interactive wearable technology prototypes that sense bodily action or processes to enrich human capabilities. Such technologies may be designed for use in fields such as welfare, communication, personal and social expression, or theatre.

Structure: Lectures and design studio activities.

Prerequisites: It is a prerequisite that the student has passed all mandatory courses on the first semester of the study programme.

Assessment: 7-point grading scale based on design crit of an interactive prototype and documentation of design process, user involvement, prototype testing and reflection, external co-examiner.

Collaborative Technologies 10 ECTS Spring

Technologies can often create barriers to interpersonal contact, and understanding. But they also offer great opportunities to initiate and support people to work, rest and play together.

Learning Outcomes: – (Knowledge) Understand of frameworks, theories of designing for collaboration and other multi-user experiences. – (Skills) Use prototyping effectively throughout the design process to assess the potential of technology to support collaboration. Apply and document appropriate design methods to support effective design of multi-user interactive environments, artefacts or interventions. – (Competences) Design and evaluation of interactive collaborative prototypes.

Contents: This specialisationfocuses on designing and evaluating new responsive environments and interactive artefacts that spark, enable or critique collaboration between two or more people.

Structure: Lectures and design studio activities.

Prerequisites: It is a prerequisite that the student has passed all mandatory courses on the first semester of the study programme.

Assessment: 7-point grading scale based on design crit of an interactive prototype and documentation of design process, user involvement, prototype testing and reflection, external co-examiner.

Multi-Stakeholder Innovation 10 ECTS Spring

This approach to innovation requires attention to and critical reflections upon the various assumptions about organisations, users, knowledge and change involved in innovation practices.

Learning Outcomes: – (Knowledge) Understand theories of user involvement in innovation and stakeholder engagement. Familiarity with anthropological frameworks and concepts for understanding situated perspectives and practices of users and organisations, and gain sight into organisational change dynamics. Reflect on the role of provocation and reframing in design. – (Skills) Facilitate conversations about innovation among employees, users and other stakeholders. Choose and apply appropriate methods for user studies, making sense and co-creation. – (Competences) Involve conceptual perspectives about social and organisational practices. Organise innovation projects with user and stakeholder participation. Reflect on own role in the interaction between actors.

Contents: Innovation is inherently multidisciplinary. Understanding innovation as an activity involving many stakeholders call for an integrated approach that cuts across different disciplines and theories concerned with the understanding and involvement of organisations, users and other stakeholders in innovation.

Structure: Lectures and class discussions, field activities, etc.

Prerequisites: It is a prerequisite that the student has passed all mandatory courses on the first semester of the study programme.

Assessment: 7-point grading scale based on project report and oral examination, internal co-examiner.

Professional Apprenticeship 10 ECTS Spring

The course gives students an opportunity to immerse in a research area, of which they have interest in. In close collaboration with researchers the students become engaged in work that help them become aware of their professional identity.

Learning Outcomes: (Knowledge) The student will acquire knowledge, which enables him or her to understand specific research practices and theories on state-of-the-art within the specific research area. - (Skills) The student should be able to select and apply research methods within the respective field of interest, reflect scientifically upon own work practices, and communicate research findings through academic writing. - (Competences) The student should be able to develop own critical reflective practice and independently develop own future professional identity in either academia or an organisational context.

Contents: Depending on the apprenticeship.

Structure: Lectures, field and studio activities depending on the apprenticeship.

Prerequisites: It is a student responsibility to write a motivational letter with the aim of doing an apprenticeship with one of the researchers or a research group.

Assessment: Internal examination with co-examiner, essay or research paper assessed as pass/fail.

Social Design   10 ECTS Fall

Social Design is concerned with improving human well-being and livelihood through the use of design insight.

Learning Outcomes: – (Knowledge) Understand theories of public organisational change and the political nature of multi-stakeholder interaction. Reflect on fundamental concepts of societal interventions. – (Skills) Initiate and facilitate conversations between diverse stakeholders within social innovation. Choose and apply methods for engaging relevant stakeholders on the basis of user insight within a particular field of action. – (Competences) Make design decisions that reflect social responsibility.

Contents: Key stakeholders for this course sit within the public sector, and the student will need to navigate the political area of negotiation between different interests. The course will be built around themes found to be relevant for citizen groups, including patients, social clients, concerned family members and loved ones, and others that will be identified during the research. In this integrated approach to innovation, themes may be highly complex and the role of design and designer calls for reflection about the value-add and appropriateness of contribution.

Structure: Lectures and class discussions etc.

Prerequisites: It is a prerequisite that the student has passed all mandatory courses on the previous semesters of the study programme.

Assessment: 7-point grading scale based on project report and oral examination, external co-examiner.

Critical Reflection   5 ECTS Fall

Critical reflection is widely acknowledged as essential to professional development and practice, and therefore an important part of professional education.

Learning Outcomes: – (Knowledge) Understand theoretical backgrounds informing development of professional roles. Understand interpretive frameworks for examining professional knowledge. – (Skills) Observe and analyse work practice in an (industrial) organisation. Communicate in advanced scientific writing. – (Competencies) Master a set of learning tools to improve design practices through assessment of methods.

Contents: Based on a summer internship or other organisational activity, students are challenged to critically reflect on their experience and knowledge traditions. A variety of interpretive frameworks are offered to examine personal, interpersonal, contextual issues related to forms and domains of professional knowledge.

Structure: Individual assignments and group seminars to support interpretation, analysis, writing, presentation of empirical materials and theoretical resources.

Prerequisites: Same as programme admission.

Assessment: 7-point grading scale based on an essay in scientific paper format and oral examination, external co-examiner.

Interaction Research   5 ECTS Fall

Solid interaction research skills and the ability to communicate project results are crucial for both developing interactive products and new design methods.

Learning Outcomes: – (Knowledge) Understand the theoretical and methodological bases of research-oriented design. Analyse and critically treat data gathered within a design project, drawing scientifically grounded conclusions. – (Skills) Develop and deploy collaborative activities in a design context. Communicate in advanced scientific writing. – (Competences) Organise and carry out a knowledge-generating design project in a specific context.

Contents: Design research paradigms, data collection and analysis methods, validity and scientific argumentation. As a result of this research, students can clearly define and delimit their thesis project.

Structure: Individual work including literature research, user research, concept mapping. Seminars with student's presentations and discussions, essay writing.

Prerequisites: It is a prerequisite that the student has passed all mandatory courses on the previous semesters of the study programme.

Assessment: 7-point grading scale based on an essay, internal co-examiner.

Phenomenology and Pragmatics   5 ECTS Fall

Human experiences, consciousness, and contexts are both major drivers behind design and innovation and crucial factors affecting the outcome of any IT Product development endeavor.

Learning Outcomes: – (Knowledge) Understand theoretical conceptualisations of consciousness, experience and life world and of the contextual dependency of meaning. Perform systematic reflection on consciousness, experience, meaning, context and design. – (Skills) Master a set of learning tools to improve design and/or organisational practices through assessment of methods. Communicate in advanced scientific writing. – (Competences) Observe and analyse a participatory, collaborative situation and/or embodied design from a pragmatic and phenomenological perspective. Understand interpretive frameworks for reflecting upon personal design and innovation experiences.

Contents: This course brings together perspectives from phenomenology and pragmatics to generate fresh perspectives on professional challenges and opportunities. Phenomenology is the philosophical inquiry into the relationship between consciousness, experience, and life world. Pragmatics is the study of the interrelation between context, words and actions in the creation of meaning.

Structure: Lectures and class discussions, as well as individual assignments and group seminars to support interpretation, analysis, writing, presentation of empirical materials and theoretical resources.

Prerequisites: It is a prerequisite that the student has passed all mandatory courses on the previous semesters of the study programme.

Assessment: Pass/fail based on an individual portfolio consisting of a selection of class assignments handed in during the semester. The student makes the selection, based on selection criteria supplied by the teacher. To enter the exam, all assignments must be handed in, internal co-examiner.

Design Specialisation B   5 ECTS Fall

The balance between collaborative and independent inquiry is an important professional ability. This course provides an opportunity for students to adapt the curriculum to individual requirements. For 2nd year students this is an opportunity to develop an area of specialism related to thesis investigations, and possibly involve first-year students in the effort.

Learning Outcomes: – (Knowledge) Will depend on the area of specialisation. – (Skills) Design human interactions with materials, products or systems. Experiment with new design methods to expand the personal toolbox. – (Competencies for 2nd year students) Establish interdisciplinary collaboration among peers. Set learning goals and organise activities that support the development of personal competencies.

Contents: Students have the opportunity to study a theme of their own choice under supervision. The course includes three activities: (1) Planning of the course program (theme, learning goal, literature, deliverables, plan, participants, supervisor). (2) Study and project work within the selected design specialisation, e.g. vision based design, scenario development, experience modelling, creative methods. (3) Organising a presentation in the form of a design show or seminar.

Structure: Three week full-day assignment including literature study, project work, seminars and presentations. 1st and 2nd year students participate in mixed teams. Students are encouraged to involve a member of faculty as research advisor.

Prerequisites: Same as programme admission.

Assessment: Pass/ fail based on design crit, internal co-examiner.

In-Company Project (elective)   15 ECTS Fall

The objective of the in-company period is to provide the student with knowledge and understanding of methods, processes and design practices within an organisational context.

Learning Outcomes: – (Knowledge) Understand the fundamentals of organisational, financial, social and work-related issues of the company. Reflect on the scientific issues that have arisen during the project work at the company. – (Skills) Design interaction on a professional level. Facilitate collaboration with employees across different occupational, educational and knowledge backgrounds. Analyse and assess, on a scientific basis, the company's choice of method to solve problems encountered. – (Competences) Reflect critically on own development in terms of IT Product Design practice.

Contents: It is the responsibility of the student to arrange the In-Company Project with a company. The company needs to offer the student active participation in project(s) with tasks relevant to the IT Product Design programme. The student must have a work-desk available on the company premises, and the company must be able to offer the student a supervisor (on masters degree level) for the entire period.

The company and the student will enter into an agreement, which will be approved by the programme responsible. The agreement must include a description of the project(s) and tasks, which the students must undertake during the in-company period, drawn up by the student in cooperation with the academic supervisor and the company.

Structure: During the in-company period the student will work on tasks and projects relevant to the IT Product Design programme. The in-company period is as a rule an individual study activity.

Prerequisites: It is a prerequisite that the student has passed all mandatory courses on the previous semesters of the study programme. The In-Company Project will only be approved, if it does not cause delays in your studies.

Assessment: 7-point grading scale based on an overall assessment of the student report, the company statement, and an oral examination, external co-examiner.

Thesis   30 ECTS Spring or Fall

In the work with the thesis the student establish and complete an extensive research project and reflect the work in scientific writing.

Learning Outcomes: – (Knowledge) Contribute to new knowledge within the fields of Interaction Design, Design Anthropology or Participatory Innovation. Argue scientifically for design research findings grounded in state-of-the-art literature and empirical data. – (Skills) Depending on theme. – (Competencies) Depending on theme.

Contents: The students decide in dialog with course tutors on the theme for their thesis. A tutor is appointed as personal advisor for each student. The thesis must – in a suitable balance - document the student's ability to (1) design IT products, (2) create new knowledge through design research, and (3) influence the work practices and attitudes in a design organisation. The contents and quality of the thesis must approach professional state-of-the-art level on design, research, or organisational development, depending upon the chosen focus.

Structure: The thesis is initiated on the basis of a thesis statement, which describes the focus, relevance, method and scope. The thesis theme must be approved by the Head of Studies.

Thesis work is individual or completed in pairs of two students. During the work with the thesis the students will do peer reviews.

Prerequisites: To start working on the thesis the student needs to have passed exams equivalent to 75 ECTS.

Assessment: 7-point grading scale based on thesis and oral exam, external co-examiner.

Chapter 3 Rules and Regulations

1.1 An important method of this education is the cross-disciplinary interaction between students with different acad

> Chapter 3 Rules and Regulations is under revision due to the move of this education from the Fcaulty of Engineering to the Fcaulty of Humanities please refer to the webpage:
>
> http://www.sdu.dk/en/information_til/studerende_ved_sdu/din_uddannelse/kandidat/it_produktudvikling

education and multimedia) provided they have an acceptable level of Research Methodology.

1.2 A balanced uptake of students with A, B, C, D, E backgrounds is enforced to ensure the necessary cross-disciplinary environment.

1.3 Students are admitted each year based on a motivated application, samples of creative work, and an interview. You must document your English skills in one of the following ways: 1) TOEFL test with a score of min. 575/230/88 2) IELTS test with a score of min. 6.5 3) CAE with a minimum result of C or the CPE.

1.4 Based on an individual assessment, the programme may accept applicants without a formal Bachelor's degree, if they have equivalent academic qualifications.

1.5 Maximum duration of programme: A student must have completed the Master's programme within three years of commencing the programme. These periods do not include any periods of granted leave.

1.6 In order to remain enrolled on the programme the student has to participate actively in the courses offered. If the student fails to pass any examinations within a coherent period of at least one year, the student's enrolment will be cancelled.

1.7 If warranted by extraordinary circumstances, the Academic Study Board may grant dispensation from the special enrolment provisions.

2.1 The purpose of examination is to assess whether, and to what extent, the qualifications attained by the student are consistent with the learning objectives established in the Danish Ministerial Order on Bachelor and Master's (Candidatus) Programmes at Universities (the University Programme Order, the Curriculum, and the respective semester guides.

2.2 The IT Product Design programme includes the following types of exams:

Oral Exam Oral exams are typically prepared presentations based on project reports, essays, or literature. They train the student's ability to focus on the essential and communicate a complex message. Oral exams are public, unless the students under examination refuse public attendance or unless projects have been carried out under a non-disclosure agreement with e.g. a company.

Design Crit Design critiques are sessions in which students present their design results for open discussion and evaluation in class. Through design crits the students learn to accept and give critique of design results rather than design process. Students also train to prepare material suitable for communication (e.g. prototypes, posters, videos). Crits are not open to public, but guests may be invited pending on teachers' acceptance.

Portfolio Exam Students are encouraged to establish and maintain a presentable collection of their personal work achievements. The portfolio exam is a 15 min presentation of this collection to teachers and examiners, simulating a job interview in the industry. The students select which media they prefer and decide on the format of the presentation (room arrangement, activities, teacher roles etc.).

Project report A project report trains the student in documenting results and process of a design project. For design projects, the report will typically include edited video recordings of relevant user studies, scenarios etc. and product mock-ups or prototypes. The course sets a page-limit per student for the report. Unless a specific page format is given, a standard page has 2100 characters.

Essay Essays train reflection and discussion of a particular theme based on references to literature, practical experiments, observations etc. The course sets a page-limit per student for the essay. Unless a specific page format is given, a standard page has 2100 characters.

2.3 All exams are individual. Group reports may serve as the basis for individual assessment only when it is clearly indicated which member of the group has contributed with what content. Group reports may serve as a basis for a subsequent individual exam.

§3 Individual examinations and group examinations

3.1 Examinations are arranged as individual or group examinations.

3.2 The basis for assessment is always individual, and individual grades are given.

3.3 The module description specifies the maximum number of students who can participate in a group examination. It will not be possible to choose an individual examination instead of a group examination.

§4 External and Internal Examiners

4.1 The exams are graded either externally or internally. Exams are assessed by the teacher(s) of each course in cooperation with internal or external examiners. External examiners are experts from outside the University appointed by the Danish Agency for Higher Education from the Danish Corps of External Examiners for Engineering Education. Internal examiners are teacher(s) from the University of Southern Denmark.

4.2 At least one third of the total course credit of the programme must be graded with external examiners, including the master thesis.

§5 Grading

5.1 Exams are graded using either marks of the Danish 7-scale or a Pass/Fail assessment. The table below will be applied to convert Danish marks into the international ECTS grading system.

5.2 No more than one third of the master programme's total ECTS points may be assessed using the 'pass/fail' marks, not including credits of transfer from other universities. The master thesis is always graded using the 7-point grading scale.

5.3 Results of an exam assessment are made available to students no later than 1 month after the exam (the month of July not included).

7-scale	ECTS	Grading system
12	A	EXCELLENT – outstanding performance with only minor errors
10	B	VERY GOOD – above the average standing but with some errors
7	C	GOOD – generally sound work with a number of notable errors
4	D	SATISFACTORY – fair but with significant shortcomings
02	E	SUFFICIENT – performance meets the minimal criteria
00	Fx	FAIL – some more work required before the credit can be awarded
-3	F	FAIL – considerable further work is required

§6 Spelling and Writing Ability

6.1 All courses are taught in English and the examination language is English. Language proficiency and spelling are part of the assessment criteria for exams.

6.2 The Academic Study Board may grant dispensation from the above spelling and wording requirements for students who can document that they suffer from a relevant, specific impairment (such as dyslexia).

§7 Passed Courses

7.1 Exams are passed when the assessment 'pass' or the grade 02 or higher is achieved. Once an exam or a course has been passed it cannot be retaken.

7.2 The study programme is concluded with the achievement of grade 02 or higher in all exams assessed using the 7-point grading scale and a pass in all exams marked as either pass or fail.

7.3 All exams must be passed to complete the programme.

8.1 A passed examination cannot be retaken.

8.2 A student has three attempts to pass an examination. If warranted by extraordinary circumstances, the Academic Study Board may grant additional examination attempts. The question of academic ability cannot be considered in assessing whether or not such extraordinary circumstances exist. Supplementary courses in connection with Master's programmes constitute an exception to this rule as the student has only one examination attempt where supplementary activities are concerned.

8.3 A student whose tuition attendance is to be assessed for the second time may demand an examination instead. Tuition attendance associated with practical exercises, however, cannot be replaced by an examination.

§9 Special Examination Conditions

9.1 Students with physical or mental impairments may apply to the Academic Study Board to be granted special examination conditions. The Academic Study Board will accommodate the request if this is found necessary in order to place such students on an equal footing with others during the examination. It is a condition that the alteration does not imply a change of the level of examination. The application must be submitted vis SPOC.

9.2 The degree certificate will not contain any information about special examination conditions.

§10 Exam admission and Recording

10.1 Oral exams are as a rule open to the public, unless the University chooses to restrict admission due to particular circumstances. Such circumstances include:
- consideration for individual students
- students' intellectual property rights to project results
- confidential knowledge from third parties, like companies and organisations.

10.2 The use of sound and image recordings during an examination is not allowed, unless such recordings are part of the examination procedure. If so, such recordings will be made by the university.

§11 Examination Irregularities

11.1 Disciplinary action will be taken against a student who:
· unlawfully seeks or offers help with the completion of an examination paper, or
· brings non-allowed examination aids to an examination, or

· passes the work of another off as his/her own, or
· cites his/her own previously evaluated work without adding proper references, or
· is otherwise found guilty of cheating at the examination
Cf. the University of Southern Denmark's rules on this matter.

11.2 Disciplinary action can also be taken against any student who acts in an interruptive manner during an examination

11.3 Should a student discover errors defects in an examination, the student must contact the evaluators (for oral examinations) or the invigilators (for written examinations).

§12 The Master Thesis

12.1 The master thesis is equivalent to 30 ECTS points and is an

Course	ECTS	Exam Type	Examiner	Grading
1 Semester Horizon				
Exploring Design	15	Portfolio exam	External	7-scale
Values and Ethics	5	Essay	Internal	7-scale
Design Skills	5	Design crit of test piece	Internal	Pass/fail
Design Specialisation A	5	Design crit	Internal	Pass/fail
2 Semester Practice				
Wearable Technologies	10	Design crit of electronic prototype	External	7-scale
Collaborative Technologies	10	Design crit of collaboration tool	External	7-scale
Multi-Stakeholder Innovation	10	Project report and oral exam	Internal	7-scale
Apprenticeship Electives	10	(varies)	Internal	7-scale
3 Semester Research				
Social Design	10	Project report and oral exam	External	7-scale
Critical Reflection	5	Essay	External	7-scale
Interaction Research	5	Essay	Internal	7-scale
Phenomenology and Pragmatics	5	Portfolio	Internal	Pass/fail
Design Specialisation B	5	Design crit	Internal	Pass/fail
In-Company Project	15	Essay and oral exam	External	7-scale
4 Semester Thesis				
Thesis	30	Thesis and oral exam	External	7-scale

independently written assignment which concludes the Master Programme. In special circumstances, the Academic Study Board may dispense with the rule that the thesis concludes the Master's programme.

12.2 The thesis must document the student's competences in using scientific theory and methodology in the work with a clearly defined academic subject. The subject of the thesis must be agreed with an academic supervisor.

12.3 To enter the thesis work, students need a minimum of 75 ECTS.

12.4 A 30 ECTS thesis must be completed in the course of four months. As a rule, the starting date and deadline for submission of the thesis are the first workday in September, and the month of January, respectively, for theses to be completed in the autumn semester, and the first workday in February, and the month of June, respectively for theses to be completed in the spring semester. In extraordinary circumstances, the Academic Study Board may grant dispensation from the above dates/ deadlines

12.5 The Contract for the Master's thesis must be approved by the academic supervisor, the programme co-ordinator and the director of studies.

12.6 An approved Contract for the Master's thesis cannot be cancelled.

12.7 The deadline for submission of the thesis is binding. If the student fails to submit the thesis report within the set deadline, the deadline will be extended by three months, and the formulation of the assignment will be extended by additional deliverables corresponding to three months' work within the original subject area. The deadline can be extended by a further three months, subject to the same conditions. Every time a deadline for submission is exceeded, this will be registered as a used examination attempt.

12.8 Should a student not pass his/her Thesis examination, the student is to submit a Contract Supplement for Thesis within a fortnight from the date, the examination has been held. The Contract Supplement for Thesis gives the student three months to improve the original thesis. Thereafter, a re-examination will be held.

12.9 If warranted by extraordinary circumstances, the Academic Study Board may grant dispensation from the deadline for submission of the thesis.

12.10 The Master thesis is written in English, and must include a 1-page summary in English, that will be part of the assessment.

§13 Course and Exam Registration

13.1 Students must register for the courses by using the digital Student Self-Service system, https://sso.sdu.dk.

13.2 Each semester, students are obliged to register for tuition in courses included in the relevant stage of study, corresponding to new 30 ECTS points. New ECTS points are subjects in which the student has not yet attempted an examination. Registration must take place irrespective of whether the student still needs to pass subjects from previous semesters.

13.3 The registration periods are in the month of May for tuition during the autumn semester and in the month of December for tuition during the spring semester. The registration periods are announced on the home page of the SDU, as well as per mail to the student's SDU-mail address. It is the student's responsibility to keep abreast of the time-limits for registration.

13.4 Registration for a course or an elective course automatically implies registering for tuition and the accompanying ordinary examination and the second examination attempt (re-examination). Registration for elective courses as well as for compulsory courses is binding. Should a student register for courses exceeding 30 new ECTS points, she/he is bound by the registration and the registration cannot be withdrawn. Registration for both compulsory and optional subjects is binding, with the exception of 13.5.

13.5 Students may swap electives within the first two weeks of the start of each semester, provided they have not used examination attempts in the electives in question.

13.6 It is the student's responsibility to register for a 3rd examination attempt, if the student has not passed the first two attempts. Registration for the 3rd examination attempt must be done by the student by using the digital Student Self-Service system, https://sso.sdu.dk, in the registration period prior to the semester, in which the course is offered. The student must register for the third examination attempt no later than when the course is offered for the final time.

13.7 The university registers those students who have not met the registration deadline for tuition in subjects included in the relevant stages of study equivalent to 30 ECTS points before the start of the semester. This registration is binding on the student and includes optional subjects, if applicable.

13.8 It is the student's responsibility to check his/her course registrations at the start of each semester.

13.9 The university is not obliged to let a student attend courses beyond the level required to complete the study programme.

13.10 In cases where it is a prerequisite for registering for a subject that previous courses have been taken and passed, the university will automatically register a student who has not passed the prerequisite course for the next ordinary

examination in the prerequisite course. The examination attempt in the prerequisite course must be conducted before the examination in the subsequent course is conducted. Withdrawal from the examination in the prerequisite course is not permitted unless the Academic Study Board has granted dispensation from this rule due to extraordinary circumstances.

§14 Exception from registering for 30 ECTS points per semester

14.1 The Academic Study Board may withdraw a student from one or more courses if:

1. the student is studying under an elite sports scheme, or if there are extraordinary conditions, including functional impairment, and where the student would not be able to complete his/her studies within the prescribed period of study, or

2. registering for a course or a course element requires a previous course or course element to have been completed and passed, and where it would be of major inconvenience or a danger for others that tuition in the later course or course element begins before the prerequisite course has been passed.

14.2 If the student is granted dispensation to withdraw from one or more courses during an academic year, the subject(s) will be included in the calculation of ECTS points in the following academic year.

§15 Withdrawal from Exams

15.1 Withdrawing from an examination (1st and 2nd examination attempt) is not permitted and will be considered a failed examination attempt if the student fails to take the examination unless the Academic Study Board grants dispensation for withdrawal from one or more courses. A dispensation can only be granted if there are exceptional circumstances – see article 16.1. The university may automatically register a student for a new examination attempt at the same time.

15.2 Withdrawal from a 3rd examination attempt must be done by using https://spoc.sdu.dk by semester start and no later than 31 August for courses offered in the autumn semester or 31 January for courses offered in the spring semester, respectively. Withdrawal from an examination on the third attempt must be completed on https://spoc.sdu.dk.

§16 Illness and Examinations

16.1 If a student becomes ill and the illness prevents him or her taking an examination, he or she must immediately consult a doctor no later than the date of the examination. The student must send a medical certificate documenting the illness to the examination office as soon as possible. The student must pay for the medical certificate. The student will be withdrawn from the examination and the withdrawal will not count as an examination attempt.

16.2 If the student falls ill during the examination, he or she must personally consult a physician immediately after leaving the examination room – i.e. on the same day. The student must send a medical certificate documenting the illness to the examination office as soon as possible. The student must pay for the medical certificate. The student's performance at the examination will not be assessed, and the examination will not count as an examination attempt.

§17 Re-examination

17.1 Ordinary examinations will be held immediately at the end of the course leading up to the examination.

17.2 Re-examinations will be held during the same examination term as the ordinary examination. The examination period for the autumn semester is 2 January – 28/29 February and for the spring semester 1 June – 31 August.

The university will automatically register students who did not pass the ordinary examination and students who have been prevented from attending the examination due to illness or other unforeseen circumstances for re-examination.

17.3 Students cannot withdraw from automatic registration for re-examination and it will count as a failed examination attempt if the student does not take the examination unless the Academic Study Board has granted dispensation from this rule due to extraordinary circumstances.

17.4 The Academic Study Board may grant dispensation from the rules on automatic registration for re-examination in connection with failure to fulfil the examination requirements if the Academic Study Board believes that it is unlikely that the student will be able to fulfil the examination requirements before the re-examination is held. The student will automatically be registered for a new examination attempt at the same time.

17.5 Re-examination may take a different form of examination or assessment than the ordinary examination. The form of examination for the Bachelor project, however, cannot be changed.

17.6 If the student failed to pass or failed to attend a re-examination held during the same examination term as the ordinary examination, the student must be given the opportunity to attend the next ordinary examination.

§18 General Exemptions

18.1 Warranted by extraordinary circumstances, the Academic Study Board may grant dispensation from those provisions of the Curriculum which have been laid down exclusively by the institution.

18.2 Any applications for exemptions from the rules of the curriculum must state reasons and have relevant documentation attached.

§19 Course Credit Transfer

19.1 Based on an assessment of the academic qualifications of a student, the Academic Study Board may allow credits to be transferred from a previous higher education programme in Denmark or abroad. The possibility of credit transfers will always depend on the Academic Study Board's assessment of the equivalence between the relevant programme components. Course elements which have been passed will only entitle the student to credit transfers in cases where such elements are at the same level as the study programme the student is enrolled in.

19.2 Maximum two thirds of the credits of a Master degree can be transferred from courses passed in other countries than Denmark.

19.3 A Master Thesis can only entitle the student to one title. Once a student has obtained a title the Master Thesis cannot be transferred as credit to a different education.

19.4 Course elements whose contents coincide with the contents of constituent course elements of the study programme in question or with any already passed course elements in the present study programme cannot be approved as elective courses or entitle to credit transfers as elective courses in the study programme. Elective courses include all course elements approved by the Academic Study Board and that are not compulsory in the study programme in which the student is enrolled.

19.5 Transfer of study credits with grades is possible only when the previously passed study activity was graded in accordance with the 7-point grading scale, and when there is equivalence between the previously passed study activity passed and the study activity being substituted. Such equivalence must exist both in terms of the technical contents and in terms of the scope of the activity, as measured in ECTS points.

19.6 The student must apply for credit transfer for course elements passed from all previous study programmes at Master level immediately after enrolling in the programme in question

19.7 It is possible to apply for transfer between related Master educations within the institution. The application should be a

addressed to the Student Service – Admission and Counselling.

§20 Pre-approved Credit Transfers

20.1 Students who wish to take course elements at another institute of higher education in Denmark or abroad as part of their study programme can apply to the Academic Study Board for pre-approved credit transfers for planned course elements.

20.2 Students must forward documentation for study activities they have passed to the Academic Study Board in order to obtain pre-approved credit transfers.

20.3 Students must re-apply for pre-approved credit transfers if they cannot attend one or more of the course elements for which they have obtained pre-approved credit transfers.

§21 Complaint Procedure

21.1 Complaints regarding examination: The student is entitled to complain about an examination or other evaluation that is a constituent part of the examination. Complaints may be procedural (i.e. concerning whether the matter has been handled in accordance with applicable law and general principles of administrative law), or may relate to the basis of examination, the procedure and/or the assessment of the examination and must be submitted by the student to the university no later than 14 days after publication of the examination result. The complaint must be in writing and must be reasoned. The complaint must be submitted via http://www.sdu.dk/en/information_til/studerende_ved_sdu/din_uddannelse/kandidat/it_produktudvikling. The university will decide on the complaint based on the assessors' professional opinion and the complainant's comments on the result. The decision may offer a reassessment or a re-examination, or may find against the complainant. A re-assessment or re-examination could result in a lower grade.

21.2 Complaints regarding procedural matters: The student is entitled to file a procedural complaint (i.e. concerning whether the matter has been handled in accordance with applicable law and general principles of administrative law) against the university's decisions, including decisions made by the Study Board. Procedural complaints may be submitted to the Danish Agency for Higher Education. The complaint must be submitted to the University no later than 14 days after the student has been notified of the contested result. The complaint must be in writing and must be reasoned. The complaint must be addressed to the secretariat of the Academic Study Board at the Faculty of Engineering and sent to studienaevn@tek.sdu.dk.

21.3 Complaints about credit transfers and pre-approved credit

transfers: Complaints about the refusal or partial refusal of pre-approved credit transfers or credit transfers for Danish or foreign course elements that have been passed can be submitted to a credit transfer complaints board in accordance with the rules on complaints boards for decisions regarding credit transfers for university programmes (the ministerial order on credit transfer complaints boards).

22.4 Complaints about the refusal or partial refusal of pre-approved credit transfers or credit transfers for Danish or foreign course elements that have been passed can be submitted to the Qualifications Board in accordance with the rules in the Act on the Danish Assessment of Foreign Qualifications, etc.

§22 Legal Basis

22.1 This curriculum is organised according to the following Executive Orders issued by the Danish Ministry of Education:

· Executive Order No 261 of 18 March 2015 on the Act concerning universities (the University Act);

· Executive Order No 258 of 18 March 2015 on Admission and Enrolment on master programmes at universities (the Executive Order on Access);

· Executive Order No 1520 of 16 December 2013 on bachelor and master's (candidatus) programmes at universities (the Executive Order on Study Programmes)

· Executive Order No 670 of 19 June 2014 on Examinations and Grading (the Examination Executive Order); and

· Executive Order No 114 of 3 February 2015 on grading scales and other forms of assessment within the area of the Ministry of Higher Education and Science (the Grading Executive Order).

§23 Validity

23.1 This curriculum applies to students, who begin their master programme at the Faculty of Engineering from 2015 and onwards. The students presently enrolled will be transferred to this curriculum.

23.2 This curriculum was approved by the Director of Studies and the Academic Study Board of the Faculty of Engineering, for entry into force on December 13 2013.
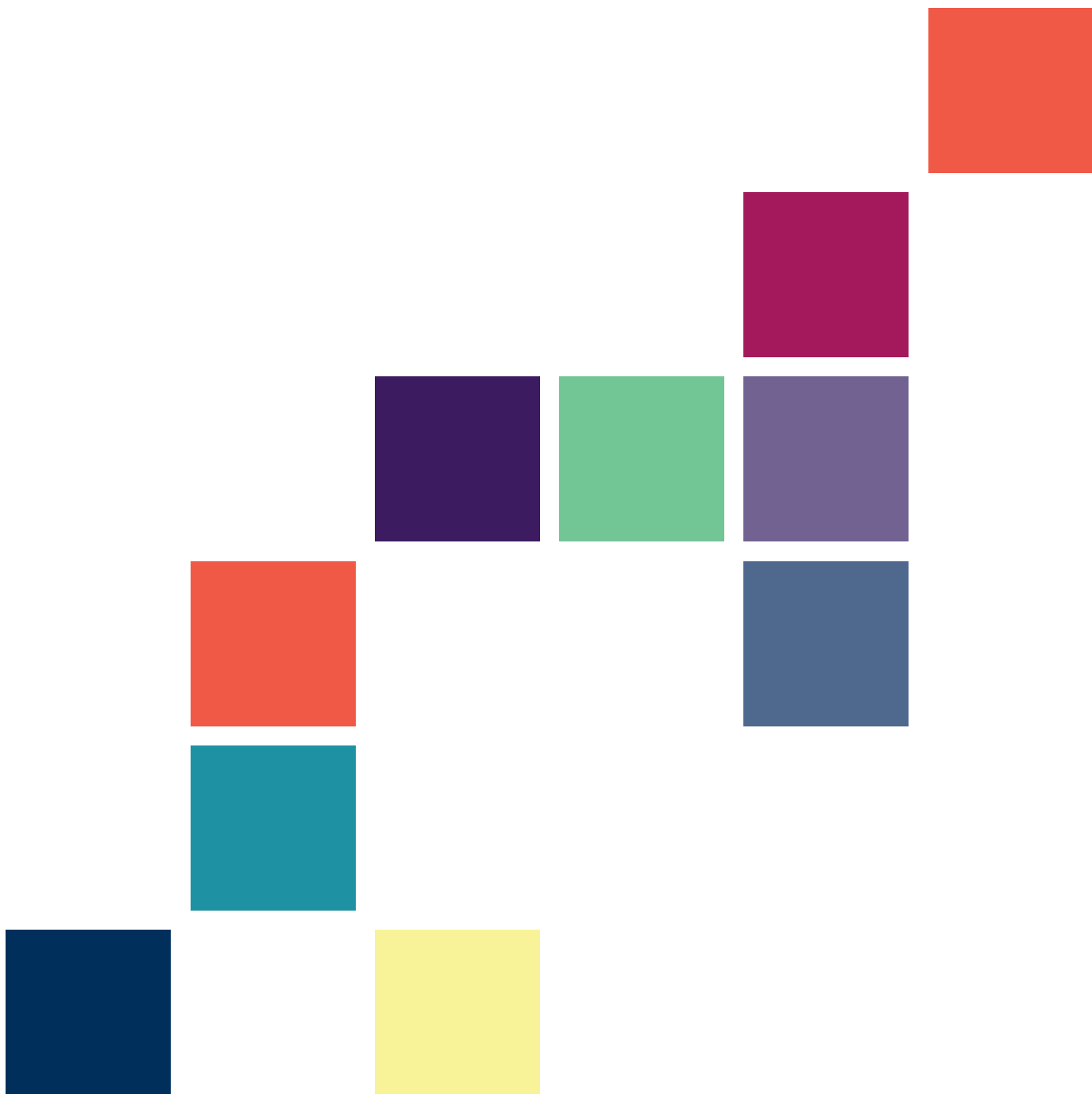
23.3 Amendments were approved by the Director of Studies on behalf of the Dean of the Faculty of Engineering and the Academic Study Board at the Faculty of Engineering on November 19, 2015.

This curriculum is under revision as the programme has transferred to the Faculty of Humanities. For the current set of rules, please check the website of this Faculty.

Course	Exam Code
1 Semester Horizon	
Exploring Design	NA EXPL
Values and Ethics	VALU
Design Skills	NA SKIL
Design Specialisation A	NA SPEA
2 Semester Practice	
Wearable Technologies	WTEC
Collaborative Technologies	CTEC
Multi-Stakeholder Innovation	MSTI
Proffesional Apprenticeship	PROSAPP
Complexity of Innovation Leadership (elective)	CIL
Human Computer Interaction (elective)	ID HCI1
User Centred Design (elective)	NA UCD1
Design Anthropology (elective)	ANTRO
3 Semester Research	
Social Design	SODE
Critical Reflection	NA CRIT
Interaction Research	NA IRES
Phenomenology and Pragmatics	PHEN
Design Specialisation B	NA SPEB
In-Company Project (elective)	INCO (New code)
4 Semester Thesis	
Thesis	NA THES