Annex B

DESIGN EDUCATION ADVISORY COMMITTEE AND PILOT PROGRAMMES

Design Education Advisory Committee (DEAC)

The first recommendation of the DERC is to establish a DEAC to strengthen links between IHLs and industry.

The DEAC will comprise key industry leaders from design and non-design sectors, IHL leaders, representatives from public agencies and international thought leaders. It will be another industry touchpoint for IHLs to regularly obtain information about the latest industry trends and emerging skills needed by the industry.

The committee will work with IHLs to provide, among other things:

• Advice on how to better align design education initiatives with industry needs;
• Global perspectives for the benchmarking of IHL’s programmes;
• Overseas networks and resources for curriculum development;
• Additional resources and opportunities for collaboration with industry; and
• Advice on the application of the Skills Framework for Design to sharpen curriculum development.

Pilot Programme: “Let’s Design Together”

Tied to recommendation 2 is “Let’s Design Together” – a transdisciplinary design-learning platform that will be piloted by SP as a semester-long credit-bearing module called the “Transdisciplinary Innovation Project”. The module will bring students from participating schools at SP to solve real-world issues through design-led creative thinking approaches in collaboration with industry partners. With the launch of this programme in the academic year of 2019 in October, SP will be the first polytechnic in Singapore to prototype a transdisciplinary design-learning programme as part of its curriculum.

The first stage of planning will involve getting industry partners to provide design briefs for the students to solve. These partners will also offer industry perspectives, technical expertise, and mentorship for students throughout the course of the project. Students will first learn the theoretical principles of design-led creative thinking. They will then apply these principles to the brief in the process of carrying out field work, research, defining problem statements, ideating, prototyping and presenting their ideas. Students are trained to employ design-led creative thinking to arrive in the form of an engineering or business solution. This process nurtures a creative and growth mindset in students and helps them make a difference to their
communities. It also sharpens their design sensibilities and help them gain a better appreciation of how design can impact their daily lives.

The value of the programme in effectively imparting students with design-led creative thinking skills and other non-design skills can be assessed by gathering feedback from students, facilitators, industry partners and mentors. Findings from the “Let’s Design Together” pilot will be shared with other IHLs to consider incorporating into their core curriculum.

**Pilot Programme: “School of X”**

Supporting recommendation 4, the “School of X” is a real-world open learning platform that will offer opportunities for professionals to learn and practise design-led creative thinking beyond the formal curriculum. Professionals from both private and public sectors will come together through physical and virtual platforms to tackle complex social and economic issues using design-led approaches. Participants will not be formally assessed on how they approach the challenges, but instead will learn from feedback from fellow collaborators and facilitators.

The three main groups of stakeholders involved in this programme are:

i. **Challenge sponsors:** They identify and own the briefs to be worked on, provide background knowledge and subject matter expertise and support the subsequent implementation of outcomes. They will also play an active role in guiding and mentoring participants.

ii. **Design facilitators:** These are typically design practitioners or experts in design thinking. They will guide participants to address the briefs through design-led creative thinking approaches.

iii. **Participants:** These are professionals who are interested in learning about design-led creative thinking approaches or have varying degrees of knowledge in the area pertaining to the design challenge. They can come from different professional backgrounds and contribute to the team’s learning by sharing their unique skillsets with one another.

A curator will also oversee the design challenges from a content and engagement level while coordinating with the stakeholders to form diverse teams with participants from different backgrounds.
Sample iteration of the programme:

<table>
<thead>
<tr>
<th>Challenge sponsors</th>
<th>Design facilitators</th>
<th>Participants</th>
</tr>
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<tbody>
<tr>
<td>A hospital challenges participants to develop a solution to help individuals transition from healthcare institutions back into the community.</td>
<td>The design facilitators for this challenge could be experienced design consultants from the industry or design educators from an IHL. They will guide participants to address the briefs through design-led creative thinking approaches.</td>
<td>Participants will be able to practise their design-led creative thinking skills and generate new ideas to address the hospital challenge. The ideas generated could be further developed and refined by the hospital. Depending on its viability, upon completing the project, participants will create prototypes of solutions which could then be implemented and even scaled.</td>
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This transdisciplinary and experiential approach will not only deepen the acquisition and application of the design-led creative thinking skills but facilitate the transfer of learning to the participating stakeholders’ workplaces. Dsg will develop the framework for the “School of X”, which can be adopted by other organisations to offer their own real-world design learning platforms.
About the Design Education Review Committee
The Design Education Review Committee (DERC) was appointed in 2017 by the Ministry of Communications and Information and was tasked to propose strategies that Institutes of Higher Learning (IHLs) could adopt to strengthen their design education programmes, and to embed design in their non-design education programmes. It comprises two sub-workgroups with more than 30 members from diverse backgrounds, including representatives from the private sector from both design and non-design firms, public sector agencies, and Institutes of Higher Learning.

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