



Academic Quality Framework

Graduate Attributes

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1. Context

- 1.1 TU Dublin's Strategic Plan signals an intention to prepare TU Dublin graduates to be well-rounded, independent thinkers and lifelong learners, with an aptitude to adapt to a changing world and to employment roles that are constantly evolving, with some as yet unknown. Integral to this is a new and dynamic education model that will inform curriculum design, and the attainment of generic outcomes, independent of disciplinary knowledge.
- 1.2 This document sets out TU Dublin's three *Graduate Attributes*.

2. Purpose

- 2.1 *Graduate Attributes* are defined differently by each Higher Education (HE) provider. These generally include components that relate to the mastery of subject-specific knowledge, attitude or stance towards the world, study skills, digital literacies and other 21st Century skills. It is intended that the new TU Dublin *Graduate Attributes* will articulate the skills, qualities and capabilities developed and enriched through all our academic programmes and extracurricular activities, learning and work experiences. It is further intended that they encapsulate what shall be distinctive to TU Dublin graduates, setting them apart from graduates of other HE institutions.
- 2.2 The purpose of this document is to provide an overview of each of TU Dublin's *Graduate Attributes*, encompassing a definition, strategic alignment, background and programme integration for each.

3. Scope

It is intended that each TU Dublin programme will have a graduate profile that explicitly describes the intended capabilities of its graduates. This profile will encompass both the over-arching *Graduate Attributes*, as well as the discipline-/profession-specific knowledge and competencies expected of graduates of the University. Embedding these into quality assurance and enhancement processes and procedures will facilitate programme teams in using Quality Framework guidance to map out where students will have an opportunity to develop, practice, obtain feedback, and be assessed to achieve the attributes across whole programme and/or associated co-curricular opportunities.

4. Graduate Attribute 1: People

Digitally capable, life-long learners: Graduates who are empowered to adapt and thrive in an ever-changing digitally connected world.

2.1 Definition

Digitally capable life-long learners are defined as those who have developed the skills, literacies, competencies and attitudes necessary to live, learn and work in a digital society and who, having graduated, understand the importance of continually engaging in the ongoing self-motivated development of their digital capabilities from both personal and professional perspectives.

2.2 Strategic Alignment

Aligns with TU Dublin’s Strategic Priority PE1:01 “*producing the most sought-after digitally-literate graduates*”.

2.3 Context

Given the rapid digitalisation of living and working environments, the development of digital capabilities will be key to both their academic success and their employability as future graduates of TU Dublin. The University is committed to providing students with the opportunities to develop such capabilities. The [TU Dublin Digital Capabilities Framework for Students](#) sets out the skills, literacies, competencies and attitudes identified as being important for development over the time at the University. The six categories of capabilities include: Digital Functional Skills; Critical Use of Digital Information; Creative Digital Production; Digital Participation; Digital Learning and Development; and Digital Wellbeing.

2.4 Embedding Digital Capabilities into Academic Programmes

Programme and discipline teams will be encouraged to identify digital capabilities priorities for development during each stage of a programme of study. Digital capability mapping across modules will ensure that each capability is addressed during an academic year of study. The digital capabilities should be aligned to the module learning outcomes of each module. Signposted opportunities to develop digital capabilities can be provided through learning activities and authentic formative assessments, created using a digital-by-design approach. Module leaders will be issued with descriptions of each capability, accompanied by guidelines on the building of digital-by-design learning activities to support them in embedding digital capabilities into programmes. The [TU Dublin Digital Capabilities Framework for Students](#), along

with a short description of each capability, will also be made available to students who may wish to further develop their digital capabilities through extra-curricular activities or additional self-study.

5. Graduate Attribute 2: Planet

Sustainability-focused, global citizens: Graduates who are socially engaged and responsible graduates leading the sustainability and equity agendas with passion, purpose and resilience.

5.1 Definition

Sustainability-focused, global citizens are graduates who have developed the key competencies of ‘embodying sustainability values’, ‘embracing complexity in sustainability’, ‘envisioning sustainable futures’ and ‘acting for sustainability’ to address the Sustainability Development Goals (SDGs).

5.2 Strategic Alignment

Aligns with TU Dublin’s Strategic Priority PL2 “Creating responsible global citizens” who are described as “A new generation of graduates leading the sustainability agenda with passion and purpose” (PL2:01).

5.3 Context

The 17 United Nations Sustainable Development Goals (SDGs) aim, among other targets, to improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve biodiversity. The TU Dublin Strategic Plan has set out that sustainability-related learning outcomes will be embedded in each programme.

5.4 Embedding Sustainability into Academic Programmes

It is envisaged that Faculties and Schools will be supported in the progressive integration of sustainability learning outcomes through resources, tools and supports provided by the University Sustainability Team. This will enable graduates acquire knowledge and key competencies to address the SDGs, as defined by Green Comp, European Sustainability Competence Framework.

6. Graduate Attribute 3: Partnership

Collaborative, real-world problem solvers: Graduates who are equipped with the skills and abilities to respond proactively and effectively to future challenges

6.1 Definition

Collaborative, real-world problem solvers are graduates who have the ability to frame and solve problems in a logical manner, by interpreting and evaluating evidence presented in a variety of media, identify relevant assumptions, arguments and perspectives, make judgements and implement potential solutions.

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6.2 Strategic Alignment

This aligns with TU Dublin's Strategic Priority PE1:03 "preparing people to confidently tackle the challengesof tomorrow's world, today".

6.3 Context

Education faces a challenge of preparing students for the future, in a world where uncertainty and change are the only constants. Therefore, graduates will require higher-order cognitive, social, and emotional skills, as well as the technological capacity to frame and innovatively solve emergent challenges, in authentic ways. The ability of graduates to manage themselves, work effectively and efficaciously with others, as well as demonstrating critical thinking skills, will be key to their future successes, both at personal levels and in their respective professions.

6.4 Embedding Strategies for Collaboration and Problem-Solving into Academic Programmes

It is envisaged that programme teams will progressively integrate and support collaborative problem solving across programmes with authentic activities to enable the development of capabilities that transfer effectively from university to the world of work. Programme teams will apply the [TU Dublin Authentic Assessment Framework](#) to guide and map their module assessments across their programme. It is envisaged that students will be given the opportunity to work both individually and in groups on contemporary discipline related problems and cognitively challenging tasks. They will also be accorded the opportunity to work in team environments to solve problems, taking on different roles, and providing and receiving feedback from different sources.

Students will have access to an online emotional intelligence tools, frameworks for reflection, and critical thinking questions to help deepen their learning, improve self-awareness, and develop the capacity to judge and enhance their own learning.