

## Work Package 2: Characterising the TU Dublin Transformative Education Framework.

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The Transform EDU WP2 co-creation of a new University curriculum framework focussed on the recognition of the rich curricular and co-curricular learning experiences required to foster transformative learning and employability skills that would both exemplify and distinguish a TU Dublin Graduate. An associated postgraduate/MPhil project characterised effective transformative learning and employability skills development processes by conducting an exploratory review of current, and desired, across TU Dublin educational practices. Recognising that a single approach to employability may not suit all taught academic programmes, new Institutional Employment and Discipline Specific Employment Guidelines were used to help identify gaps and the need for any additional supports within programme provision.

The WP outcomes: the [TU Dublin Curriculum Framework or ‘Shapers’](#) have been informed by the examination of local, national and international best practice and policy, as well as the scholarly literature and consultation with all key stakeholders. This work also helped to consolidate relevant emergent outputs from a number of internally and externally funded projects. These included the TU Dublin Teaching Fellowship design of a Collaborative Curriculum Reimagining and Enhancement Aiming to Transform Education project ([CoCREATE](#)) and the HEA funded IMPACT project, T&L for student success Synergies projects. Resultant WP 2 outcomes have implications for Transform-EDU WP5 Student-Centred QE Processes and Procedures for Transformative Learning and WP6 Transformative Student Record. Associated [curriculum design tools](#) and prototype curriculum framework evaluation outputs and have subsequently fed into the [2021 TU Dublin CINNTE report](#) for the IUA and the development of the new [TU Dublin educational model](#). A number of projects are now in place to recognise ‘[the student voice](#)’ within curriculum design and the rich learning that happens outside the formal curriculum, e.g., [STLR](#) and [LEAD](#).

Objectives	Key Achievements
Characterising the TU Dublin Transformative Education Framework	A series of <b>eight raising awareness sessions attracting over 250 staff and students</b> were organised across all three University campuses. These sessions focussed on LTA strategies that could be used to formally recognise the development of graduate attributes/employability skills through curricular and co-curricular activities. Sessions were designed to encourage the exchange of experiences and creation of shared knowledge.
• Awareness raising	Alignment between WP 2 and TU Dublin <a href="#">CoCREATE</a> : Collaborative Curriculum Reimagining and Enhancement Aiming to Transform Education Teaching Fellowship Linking to the National Forum for the enhancement of Teaching and Learning funded IMPACT project, <b>twelve pan-<a href="#">University Communities of Practice</a></b> were subsequently established.
• Data Gathering	In total, project <b>data was collected from almost 1000 stakeholders (668 staff, 272 students and 4 external partners) during Sept/Dec 2019</b> . These included: <b>Two data immersion sessions</b> comprising invited senior academic and professional services staff were facilitated.  <b>Weekly consultation opportunities over a period of four months</b> involved informal drop-in sessions across all three campuses, Targeted subject disciplinary workshops with each College board and ‘data gathering (online and on campus) project nests’ with staff, and UG/PG students.

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	<p>CoCREATE project: <b>five programmes were analysed</b> - two each from City Campus and Blanchardstown, one from Tallaght. Four Undergraduate and one Postgraduate.</p> <p><b>Exploratory sessions</b> gathered data in relation to what to keep, what to drop and what to enhance within our curriculum as well as the identification of transversal skills that can characterise a distinctive TU Dublin graduate. A <b>Review of Scholarly literature was completed</b>: Six major themes were determined and approximately 150 sources reviewed. Web searches were also undertaken, focusing on institutions similar to TU Dublin and their published curriculum frameworks or educational strategies</p>
<ul style="list-style-type: none"><li>• Examination of programmes: MPhil research project</li></ul>	<p>With a view to the production of outputs that inform a new curriculum design process a research study was completed: <i>An exploratory case study towards understanding teaching practice and enhancing transformative learning and graduate employability at TU Dublin.</i></p>
<ul style="list-style-type: none"><li>• Curriculum recommendations from literature review</li></ul>	<p><b>Purposeful selection of level 8 undergraduate programmes was performed.</b> Employability skills were based on comparison of TU Dublin graduates, Tenets of transformative learning, Careers EDGE skills and STE competences</p>
<ul style="list-style-type: none"><li>• Review of Institutional, National and International policies</li></ul>	<p><b>A sample of 25 Dublin and national policy documents, eleven national and international documents, and fourteen institutional documents were reviewed.</b> Analysis of the documentation related to the Quality of the learner experience: the many pathways and technologies contributing to the overall learner experience with blended learning and 'praxis' based experiences emerging as two strong themes throughout the documentation. The skills developed as a distinctive graduate theme presented a strong indication of how the graduate developed skills, distinguishing themselves as uniquely TU Dublin graduates via curricular and extra or co-curricular experiences.</p>
Development of a prototype curriculum framework	<p>A prototype curriculum framework was created distilled to form four curriculum design principles, or 'curriculum shapers', of the TU Dublin <a href="#">CoCREATED Curriculum Framework</a>:</p> <ol style="list-style-type: none"><li>1. Step forward and try new things</li><li>2. Use all of our talents; everyone has something to learn and something to teach</li><li>3. Make our learning experience active, useful and related to the world</li><li>4. Create the space and time to do work that matters</li></ol> <p><a href="#">Guidance Documents</a> for each <i>Curriculum Shaper</i> were developed to support staff during the testing phase, <i>Curriculum Shapers</i> workshops were held in the College of Engineering and Built Environment Programme Chairs Forum and online during COVID pandemic with the School of Electronic and Electrical Engineering in May 2021.</p> <p>CoCREATE Teaching Fellows produced a suite of resources (such as mapping the four <i>Curriculum Shapers</i> to the TU Dublin Graduate Attributes and the TU Dublin Strategic Plan, detailing the rationale behind the Shapers design process and providing provocative questions to initiate stakeholder discussion at lecture, module and programme level).</p>
Development of Curriculum Framework resources	<p>A CoCreated Curriculum framework online tool to action the CoCREATE Four "Shapers" was developed, with associated training put in place for the pilot evaluation study. For more information: <a href="https://tudublinimpact.wordpress.com/northstar-the-tu-dublin-cocreated-curriculum-tool/">https://tudublinimpact.wordpress.com/northstar-the-tu-dublin-cocreated-curriculum-tool/</a></p> <p>National Forum funding was obtained to support the ConDuiT project. This developed a practical, scalable and adaptable online tool to action the CoCREATE Four "Shapers" For more information <a href="https://tudublinimpact.wordpress.com/">https://tudublinimpact.wordpress.com/</a></p>

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### **Workpackage Impact and Continuity**

Several case-studies of work completed by Transform EDU were highlighted to QQI in the inaugural [CINNTE Institutional Review and Annual Quality Reviews case studies](#). WP 2 led on initiative to explore opportunities for student engagement with institutional processes including programme design and strategies to recognise their engagement formally within QE frameworks and as part of digital badging/micro-credentialing strategy eg STLR and others. See: [Embedding Student Voice in TU Dublin Quality Enhancement Framework](#) (ESV) project. The [Continuing Professional Development \(CPD\) Modules](#) within the LTA, e.g., the module on Curriculum Design, continue to offer opportunities to showcase the TU Dublin Curriculum Framework. Additional IMPACT project funding was obtained to establish, twelve pan-[University Communities of Practice](#). The Curriculum Shapers are now embedded within the development of the [new TU Dublin Educational Model](#): *Learners are offered opportunities to engage in transformative learning experiences as part of their learning journey*

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