

Curriculum Development Framework

The N_TUTORR project has produced a Framework of 15 principles across the six themes that will support embedding them into the Curriculum Development Framework.

This evaluation has been built to enable practitioners to assess where their programme/ module fits into the themes: some may be pertinent; others may need to be worked on. This tool will help to establish your status with a view to, over time, increasing visibility of the six themes in the curriculum

Curriculum Evaluation Tool

Use this self-evaluation tool to examine the extent to which you understand and are embedding the themes into your curriculum

Directions:

Reflect on each statement and enter a score between 0 to 5 in the blue shaded area of the table below where:

- 0 = this is not evident in the programme
- 1 = this is not evident, but we have an action plan in place to address
- 2 = there is some evidence of this
- 3 = there is some evidence of this and we have an action plan in place to address any gaps
- 4 = there is strong evidence of this which can be supported with data

Add up your score and plot it on the target to see where the themes are strong or not in your programme. Resources that can help to enhance understanding are provided at the end of the evaluation.

Transforming

Step 1: answer the following questions in relation to Curriculum

Questio	n: in your Curriculum, can you evidence	Score 0-4
1	that the programme creates learning opportunities for students to build knowledge of sustainability and the SGDS and capacity for active citizenship?	
2	that sustainability-related competences i.e., critical, systems, strategic anticipatory thinking; and integrated collaborative problem-solving are present in your programme and module learning outcomes?	
3	that sustainability-related topics i.e., environmental, social, political, cultural, economic are present in your curriculum content?	
4	that your assessment strategy addresses sustainability-related competences i.e., i.e., critical, systems, strategic anticipatory thinking, and integrated collaborative problemsolving?	
5	that the programme will utilise the synergies between the curriculum, campus, internal and external communities, and ongoing collaborative research, encouraging an integrated approach to sustainability?	
6	that the programme provides opportunities for students to explore the ethical dimensions of sustainability such as social justice, equity, and the impact of values, behaviours, and actions to foster an understanding of the importance of responsible citizenship?	
7	that a facility exists to allow for provision of reasonable accommodations (such as extra time or use of an electronic reader) in timed tests administered through the VLE?	
8	that the programme has considered an evidence-based choice of mode of learning been chosen, (e.g., campus-enhanced, blended, hybrid, fully digital, highly mobile) based on the students likely needs, preferences and engagement?	
9	that you have planned for a design once, deploy many times approach- and the need for updating staff skills in both aspects to enable efficiency, effectiveness, and an excellent student experience?	
10	that you have checked out and plan to exploit the best of your VLE and other safe institutional supported technologies to provide variety and future proofing?	
11	that you have provided for deploying all digital means for providing timely and constructive feedback to students?	

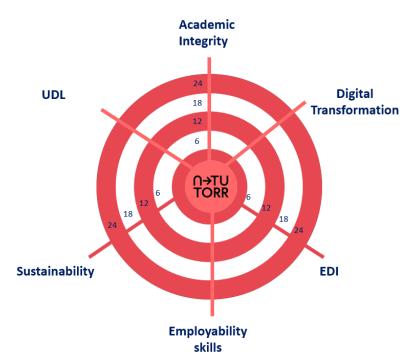
Question: in your Curriculum, can you evidence 12 that you have developed or accessed resources and tutorials to help students navigate the digital learning environment? 13 that the Programme design includes development of academic skills, with the skills required expressly taught at every stage. 14 that there will be readily available published rubrics, marking criteria, and grade descriptors available to students. 15 that all staff are provided with training and support in grading and marking to the published rubric. that the module ensures that learners are accountable for their academic work and 16 must take responsibility for any mistakes or errors they make while understanding that appropriate sanctions can be applied? that are learners sufficiently aware about not violating academic integrity by working 17 too closely with others, while still maintaining individual accountability for academic work? 18 that the modules address the adherence to ethical standards in research, conducting research with integrity, and presenting findings in a clear and professional manner? 19 that the Programme design includes development of academic skills, with the skills required expressly taught at every stage. 20 that core graduate competencies are agreed, and programme teams work together to ensure students are all taught the associated skills allowing for individual learner pace. 21 that the curriculum includes experiential learning opportunities such as internships, work placements, work integrated learning, or industry-relevant case studies and projects? 22 that the learning outcomes, and diverse learning experiences, are aligned with the development of in-demand skills and competencies sought by employers (including opportunities to assess transversal skill development, and emotional intelligence?) 23 that there are opportunities in place for students to become more self-aware and empowered to develop effective communication, collaboration, and problem-solving skills? 24 That the curriculum design, validation and delivery has involved input from industry professionals, employers, and alumni to ensure relevance and alignment with industry needs? 25 that the curriculum integrates employability-focused assessments, such as real-world projects or case studies, to enhance practical application of knowledge, and ensure students are kept up to date with developments in their discipline area and skills needs?

Question: How frequently		Score 0-4
26	that all teaching staff have all been trained in diversity and inclusion e.g., disability awareness, unconscious bias, etc?	
27	that the programme has an articulated and promoted statement of inclusivity, which is discussed with each group of students at their first meeting?	
28	Students are given the opportunity to be partners in their learning and have input in directing teaching content, assessment, and other processes?	
29	Reading lists are prepared on a programme level, taking into consideration diversity, cost, availability, and accessibility. As much material as possible is provided in a free of charge accessible digital format.	
30	that all programme content is accessible, inclusive and that all students can see themselves reflected within it?	
31	that the programme embeds and facilitates the skills and attributes require for graduates to participate in a diverse and evolving society, study and working environments?	
32	that the programme's content presented in multiple formats (text, images, videos, etc.)?	
33	that there are flexible options for engagement, allowing students to choose how they interact with the material and demonstrate their understanding?	
34	that there are a variety of assessment methods and formats employed?	
35	that the programme's materials, resources, and technology accessible and user-friendly for all students?	
36	that the programme's schedule and workload reasonable and flexible, considering students' diverse needs and commitments?	

Step 2Total the scores you have for the following Question sets

Area	Questions	Total Score
Academic Integrity	1-6	
Digital Transformation	7-12	
EDI	13 - 18	
Employability Skills	19-24	
Sustainbility	25-30	
UDL	31-36	

Step 3Place your scores onto the Target below



The above target and the placement of your reflections is designed to give you an idea of where you might improve your Curriculum with regards embedding the six themes.

If you have found that there is room for improvement, a number of resources can be accessed.

Theme	Resource	Link
	N-TUTORR Masterclass	https://vimeo.com/815310897
	NAIN – National Academic Integrity Network	https://www.qqi.ie/what-we-do/engagement-insights-and-knowledge-sharing/national-academic-integrity-network
Academic	SETU Academic Integrity space	https://www.itcarlow.ie/study/academic-integrity.htm
Integrity	National Forum – Principles of Assessment OF/FOR/AS Learning	https://www.teachingandlearning.ie/our- priorities/student-success/assessment- of-for-as-learning/#!/Principles
	ENAI – European Network for Academic Integrity	https://dev.academicintegrity.eu/wp/
	N-TUTORR Masterclass	https://vimeo.com/836198007
	Digital Ed	https://www.digitaled.ie/
	Digital Competency Framework	https://joint-research- centre.ec.europa.eu/digcompedu_en
Digital Transformation	Life Comp: the EU Framework key competencies for lifelong learning	https://joint-research- centre.ec.europa.eu/lifecomp_en
Transfermation	Building Digital Capability	https://beta.jisc.ac.uk/building-digital- capability
	OSCQR – course review design scorecard	https://www.digitaled.ie/digital- tools/oscqr/
	ABC learning Design	https://abc-ld.org/

Theme	Resource	Link
	N-TUTORR	https://vimeo.com/829896029
	Masterclass on EDI	Advance IIE
	EDIT Inclusivity Toolkit	Advance HE
	EDIT Principles	Advance HE
EDI	EDI at SETU	https://www.wit.ie/about_wit/our_community/equa lity-diversity-inclusion-at-wit/
	Universal Design for Learning for EDI:	https://ecampusontario.pressbooks.pub/universalde sign/
	Belonging through assessment	https://read.bookcreator.com/f1f7PVIXKIUx9ApDkHZ 1yIHR0kaB9c0VD_vu-XSxGbg/ybm_cfcOREC50- 4MtAXIFQ/XRo41UB1Rh6RSSng6FLCnA-right
	DKIT Employability Toolkit	https://toolkitemployability.wordpress.com/
	AHECS Employability Module	https://warwick.ac.uk/study/cll/about/cllteam/pmcc ash/ahecs_final_module_08_14.pdf
Employability skills	University of Bristol Employability Toolkit	https://bilt.online/embedding-employability-toolkit-2/
	JISC Employability Resources	https://beta.jisc.ac.uk/guides/employability-toolkit
	Advance HE Learning	https://www.advance-he.ac.uk/knowledge-
	& Employability	hub/embedding-employability-curriculum
	N-TUTORR	https://vimeo.com/801571063
	Masterclass UCC SGD Toolkit	https://www.ucc.ie/en/sdg-toolkit/
		1,777
	UNESCO Key	https://unesdoc.unesco.org/ark:/48223/pf00002618
	Competencies	02
Susatinability	EU Green Competencies	https://publications.jrc.ec.europa.eu/repository/han
	Framework	dle/JRC128040
	Mission 4.7	https://www.mission4point7.org/
	National Strategy on	https://www.gov.ie/en/publication/02952d-national-
	Education for	strategy-on-education-for-sustainable-development-
	Sustainable	in-irelan/
	Development	

Theme	Resource	Link
	N-TUTORR	https://vimeo.com/821730963
	Masterclass	
	Katie Novak	https://youtu.be/v1LwHrd5Z8Y
	AHEAD Keynote	
	UDL Guidelines	https://udlguidelines.cast.org/
UDL	UDL Principles in	https://www.itsligo.ie/administration/registrar/udl/applying-
	Practice	udl/
	Applying UDL	
	Think UDL	https://thinkudl.org/
	Podcast	
	Introduction to	https://atusligo.hosted.panopto.com/Panopto/Pages/Viewer.a
	Ally	spx?id=95cb5ddb-2539-4df5-a138-ac4f010de7e5&start=0

Transforming Learning