

2022-6

University Education Model Zone

Fionnuala Darby

Technological University Dublin, fionnuala.darby@tudublin.ie

Shaun Ferns

Technological University Dublin, shaun.ferns@tudublin.ie

Barry J. Ryan

Technological University Dublin, barry.ryan@tudublin.ie

Follow this and additional works at: <https://arrow.tudublin.ie/totalarcprep>

 Part of the [Scholarship of Teaching and Learning Commons](#)

Recommended Citation

Darby, Fionnuala; Ferns, Shaun; and Ryan, Barry J., "University Education Model Zone" (2022). *Group Reports*. 29.

<https://arrow.tudublin.ie/totalarcprep/29>

This Article is brought to you for free and open access by the Reports at ARROW@TU Dublin. It has been accepted for inclusion in Group Reports by an authorized administrator of ARROW@TU Dublin. For more information, please contact arrow.admin@tudublin.ie, aisling.coyne@tudublin.ie, vera.kilshaw@tudublin.ie.



This work is licensed under a [Creative Commons Attribution-NonCommercial-Share Alike 4.0 International License](#).

UEM Essentials

University Education Model Zone

At a glance

This UEM Essential provides clarity and understanding on the UEM zone at TU Dublin. This is the domain where multiple stakeholders, interests and perspectives are identified. The UEM zone is dynamic and the interrelationships and dependencies that influence and inform the UEM are continuously evolving in this space.

UNIVERSITY EDUCATION MODEL ZONE

The [University Education Model \(UEM\)](#) is a critical element of the strategic plan for our university. Providing an overview of the UEM zone, defined as the key players at a macro, meso and micro level, we take a comprehensive approach to identify what and who contributes, influences and is part of the UEM zone by unraveling the diversity of stakeholders and interests from the global to the local.

Informed by the [United Nations Sustainable Development Goals](#) (SDGs), the UEM begins in the People Pillar of our [strategic intent](#). Designing, developing and implementing an education model which is dynamic, producing digitally literate graduates, with the largest number of diverse learners, promotes academic excellence, advances graduate employability, provides a diversity of provision delivered through multiple pathways and lifelong learning approaches is the strategic objective of the UEM.

Recognising [systems thinking in higher education](#) by adopting a macro, meso and micro level way of viewing helps us to understand the diverse contributions and structures that we term the UEM zone.

FOR MORE INFO

 education.model@tudublin.ie

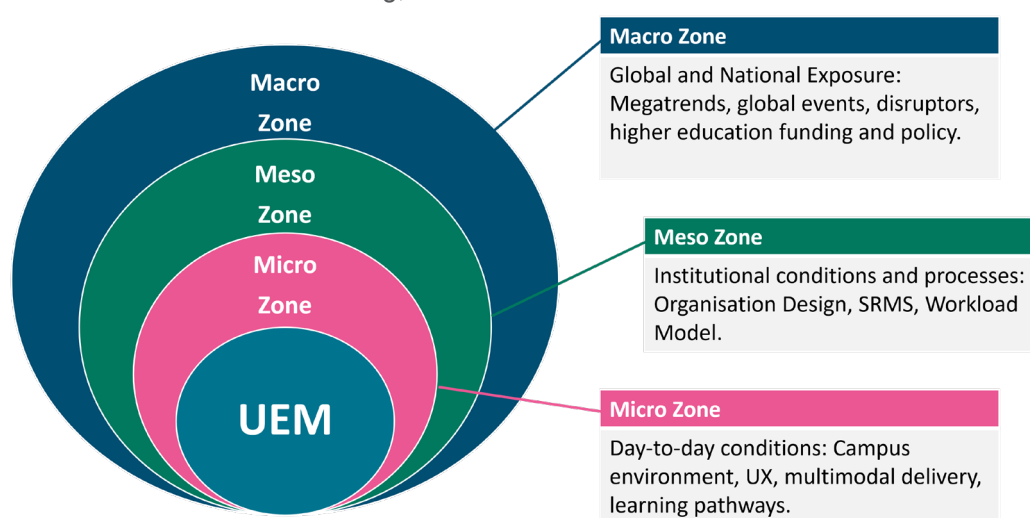
 <https://www.tudublin.ie>

EMERGENT PERSPECTIVES

At a macro level, a globalised world exposes our university to megatrends, events and disruptors that require us to remain relevant and future-proofed, e.g. climate change, the impact of technology, advancing social justice, responding to a global pandemic, Brexit, etc. Such issues need to shape the framework of experiences.

At a national level, exchequer funding and higher education policy can determine our direction and rate of travel, e.g. HEA Bill 2022 on governance, student engagement, equity of access and flexible learning, the

Human Capital Initiative designed to meet priority skills needs and responsive models of programme delivery and by embedding professional accreditation into learning pathways. Industry ready skills and graduate employability for the future world of work are on the higher education agenda promoting the provision of upskilling and reskilling through lifelong learning. Also at the macro level are National and International transformational education experiences that will also enlighten the UEM.



The meso level is defined as the zone in which the institutional conditions and processes enable the implementation of the UEM. The UEM is bounded by the integration of the [10 Guiding Principles](#) approved by TU Dublin Academic Council. These ten principles characterise the educational experience for all.

The project scope also includes detailed [Core Guidance](#) from the university for successful implementation of the UEM. In addition, when completed organisation design (OD), the student records management system (SRMS), and the workload model will enable and support the implementation of the UEM. Each in their own right a large and complex activity for the university but with UEM connections, the details of which have yet to unfold will also influence the implementation of the UEM. At a micro level, defined as the day-to-day conditions on the physical and digital

campus experienced by learners and staff are universal design, multi-modal delivery, class size and diversity, curriculum content, identity and belonging to spotlight some. The micro level environment and circumstances focus on the individual and the collective to enable learner agency. In many instances, the micro level conditions are directly linked to the 10 Guiding Principles that describe the TU Dublin education experience.

From this UEM Essential, we hope that you have gained an appreciation and deeper understanding of the many components of the UEM zone. Some components will have a fundamental impact on what we do, others will influence changes that are more gradual. In order to proceed we need to reflect on our collective institutional readiness for the viability of transformative change and commit to the sustainable development of our university.