

# Sustainable Higher Education Futures Curriculum Framework

## PARTNER INSTITUTES



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# Guiding Principles

Our Curriculum should:



## Sustainability

- 1** Create learning opportunities for students to build knowledge of sustainability and the SDGs and capacity for active citizenship
- 2** Aligning the curriculum with UNESCO's Key Competences for Sustainability, promote design thinking, critical thinking, and problem-solving skills to better understand the interconnectedness of social, economic, and environmental factors.
- 3** Encourage and enable creative and transformative interdisciplinary approaches that are collaborative, experiential, and practically oriented, to promote collaboration and the application of multiple perspectives to address sustainability challenges.
- 4** Provide opportunities for students to explore the ethical dimensions of sustainability, including social justice, equity, and the impact of values, behaviours and actions on global communities fostering an understanding of the importance of responsible citizenship.





## Universal Design for Learning

- 5** Have design which is underpinned by the CAST guidelines for UDL:  
The UDL Guidelines ([cast.org](https://cast.org)):
- i. Providing multiple means of engagement (the why of learning) means supporting interest, motivation, and persistence.
  - ii. Providing multiple means of action and expression (the how of learning) means providing different ways for students to work with information and content and to demonstrate what they are learning.
  - iii. Providing multiple means of representation (the what of learning) means presenting information and content in different ways and making connections between them.





## ✂ ✂ Equality, Diversity ➤ ➤ and Inclusion

- 6 Provide an inclusive curriculum aligned to the EDIT Charter which has been developed by Technological Universities to ensure that the curriculum is “meaningful, relevant and accessible to all students, in which the content and teaching materials, teaching methods and practice, theories and modes of assessment are intentionally designed and delivered in order to relate to, respect, and affirm diverse cultures, histories, identities and life circumstances among our staff and student body as well as the wider world.”





## Academic Integrity

- 7 Commit to Academic Integrity (AI) as described by the NAIN guidelines which provide advice in upholding AI and in preventing, detecting and deterring academic misconduct.





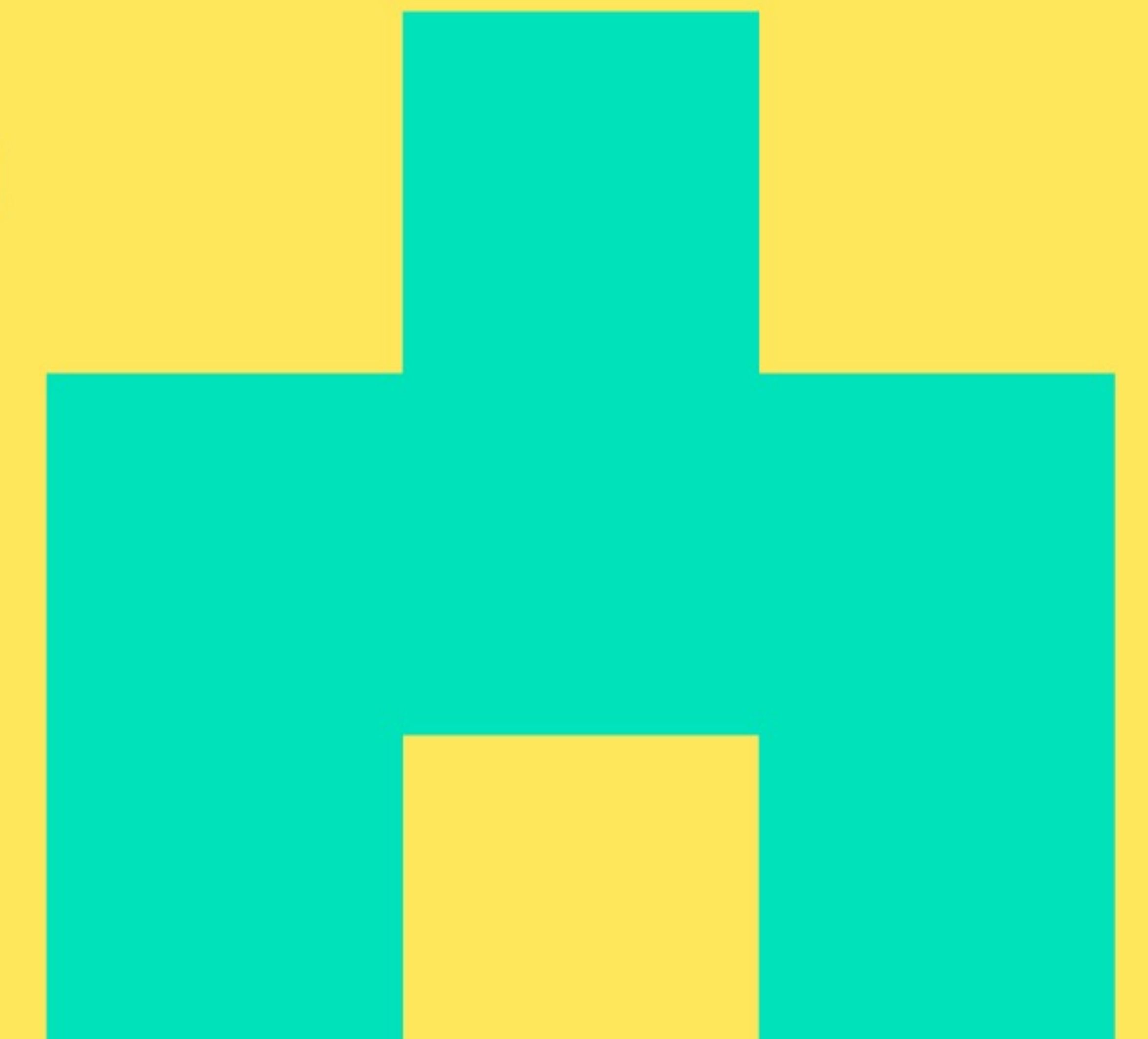
# Digital Transformation in Teaching and Learning

**8 Facilitating Learners' Digital Competence:** Enable Learners to creatively, responsibly and ethically utilise digital technologies for communication, collaboration, content creation, wellbeing and problem solving

**9 Empowering Learners through active engagement:** Design digital learning experiences that promote active engagement and learner participation. Utilising digital technologies, collaborative activities and problem-based learning approaches to enhance inclusion, personalisation and integrated assessment.

**10 Digital assessment and design:** Include implementation of innovative digital assessment strategies that align with learning outcomes and provide timely and constructive feedback. Explore opportunities for integrated assessment.

**11 Ethical use of education technology and continuous reflection on digital practice:** Promote ethical considerations in the use of education technology, including data privacy, security and responsible use of learning analytics. Foster digital citizenship and safe, responsible use of technology among educators and students and use evidence-based practice to inform ongoing improvements and innovations.







## Employability in the Curriculum

- 12** Develop work-ready graduates with a career-focused mindset via embedding employability and work integrated learning initiatives, while fostering strong communication, collaboration, and professional skills.
- 13** Empower students to shape their careers based on their values, work-life alignment and diverse experiences, fostering graduates who will make meaningful contributions to society and beyond.
- 14** Integrate academic education with practical and professional experiences, guiding students to reach their full potential and become self-aware graduates prepared for success.
- 15** Shape curricula and assessments with input from enterprise and stakeholders to foster employability through innovation, creativity, and entrepreneurship, while cultivating a life-wide learning mindset.