This self-evaluation tool has been developed to support all staff who support student learning to consider how they might integrate the various elements of the Connected Curriculum into their modules and programmes. The table describes increasing levels of integration of the distinct elements in a module or programme. The final column describes how the element could be included as a design feature of a module or programme, and also intersects with research-based learning whereby students problematize and critique the specified element as it relates to their discipline.

The six elements are separated out here to provide greater clarity, but many modules and programmes combine these elements in a range of different approaches and activities. While the structure of the table suggests a progression from left to right, it may not be appropriate for a discipline or a module to focus on the element other than as an introductory consideration. The intention is that this self-evaluation tool provides guidance to staff on how to integrate the various elements of the Connected Curriculum and additional resources will be provided on the Connected curriculum website to further support this work.

Intended use of tool

1: Review and development of modules and programmes

2: Supportive document in Quality review

3: New programme development

4: Tool in Learning Design workshops (see CIRTL website)

CONNECTED CURRICULUM	Introductory element in programme/module	Structured inclusion in programme/module	Main focus of learning activity in this programme/module	Main focus of assessment in this programme/module	Element is a design feature of programme/module & intersects with RBL	GRADUATE ATTRIBUTES
Research based teaching	Staff reference their own research and cutting-edge research in the discipline as part of the curriculum. Students engage in final year projects or produce dissertations.	Research methods training for students is incorporated into study programme from first year on. Research integrity discussed and developed	Students are engaged in research and inquiry from first year on.	Assessments are designed to model authentic research outputs in the area.	Learning through inquiry is structured throughout the programme culminating in students engaging in open-enquiry projects to advance knowledge in the area.	
Inter/Trans disciplinarity	Curriculum includes concepts or content from other disciplines in the same area or in complimentary areas (e.g. through optional modules)	Curriculum includes opportunities for students to formally engage with students from other disciplines, in particular to undertake common work through problem-based learning, where each bring disciplinary expertise.	Inter or cross disciplinary programmes, or those with strong inter and/or transdisciplinary engagement throughout	Curriculum with a strong focus on transdisciplinary integration, incorporating 'real world' problem-based learning assessments. Extensive exposure to other disciplinary approaches and students, aimed at developing critical lens and appreciating multiple framings of systems and problems.	A strong explicit foundational transdisciplinary ethos a design feature of curriculum. Seeking high level integrative and critical approaches to learning. May be disciplinary based, but seeking to transcend disciplinary boundaries through productive engagement with others around complex 'real world' problems exhibiting multiple levels and scales, and a high degree of inherent uncertainty supported by research and critical thinking.	

Global Reach	Course offers study abroad option and/or has international students participating in course. Programme introduces discipline in its global context and highlights UCC's international collaborations in that field.	Learning outcomes for programme include purposeful integration of intercultural and interprofessional dimensions, and all or some commonly used international learning outcomes (for example; having global perspectives, be able to communicate across cultures, developing responsible global citizenship etc.	Programme purposefully integrates international and intercultural dimensions into the formal and informal curriculum for *all* students within domestic learning environments	Programme assesses the international learning outcomes referred to in column 2, allowing students to critique their own perspectives and national/ regional framing of the topic.	Element is a design feature of programme and intersects with RBL. Programme has a global dimension, for example, Climate Change, Global Public Health, International Public Policy etc. Programme capitalises on synergies with other strands of Connected Curriculum, such as interdisciplinarity, sustainability, civic engagement and so on.
Employability	Employability competencies and capacities are embedded in the transition 'in' experience by Increasing students' awareness of graduate employment environments; the nature of employability competencies and capacities and supporting students' ability to map their own developing competencies, and capacities to employer needs. This is promoted through relating spiky profile and skills audit to programme learning outcomes; supporting students in mapping Professional Development Plans and promoting the integration of employability to the students' experience (e.g. summer work, campus interns, UCC Works etc.)	Curriculum explicitly cultivates environments wherein students' intentional learning capacity is challenged and supported so as to develop and be able to represent their developing employability competencies and capacities. Integrating these with their developing disciplinarian competences and crucially embed these within students' developing values and attributes.	Student-centred experiential learning environments (work placement, industry-research, professional development modules, workshops, presentations), networking opportunities, alumni mentoring) that enable students to become aware of and connect their professional and personal competencies, capacities and lived experiences, to design unique graduate employment plans	Curriculum assessment is designed as Assessment *as* Learning. Assessment is a means through which students come to understand what they *know, can do* and *who they are.* Students draw together their lived experiences inviting them to become critical of the professional possibilities open and integral to their future graduate career plans.	Curriculum explicitly integrates employability competencies, capacities and experiences through specific professional development modules and/or work-based learning initiatives so that students develop the attributes and values demanded of graduates in the 21st century employment environment.
Sustainability	Includes sustainability related topics in the curriculum	Provides insight on sustainability from the perspective of the discipline (e.g. green media)	Uses interdisciplinary approaches to address at least one SDG target	Uses **institutionalised** learning outcomes (e.g. critical and systemic thinking, collaborative decision-making) to cultivate global citizenship	Uses community outreach and/or action-oriented pedagogies for transformative learning

Community Engagement	Community engagement is promoted through the use of relevant societal issues to support connectivity with local to global communities.	Curriculum actively connects learners with an authentic issue generated by a *community partner*.	Structured experiential learning across Community-Based Research (CBR), Community Based Learning (CBL), Volunteering, Placement or another recognised *high impact* community engagement method.	Students, community partner and lecturers as *co-inquirers and producers* of a curriculum underpinned by a participatory pedagogy that promotes relational, critical and reflexive practices.	Curriculum has an explicit focus on citizenship, civic values and democratic skill-building. It addresses structural issues and seeks to impact the quality of life and learning with and for the community.	

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