

# THE T-SHAPED PROGRAMME ASSESSMENT

## ASSESSMENT DESIGN

### CONSOLIDATIVE COMPETENCIES

Interdisciplinary collaboration  
Integrative competence  
Equality, diversity & inclusion

### CORE COMPETENCIES

Adaptability  
Critical thinking  
Interpersonal skills

### SECTORAL COMPETENCIES

Problem solving  
Needs analysis  
Understanding contextual environment

### PROFESSIONAL KNOWLEDGE

Sectoral specific skills  
Professional competencies  
Knowledge of industry/sector  
Standards of proficiency  
Technical knowledge

### SECTORAL SPECIFIC SKILLS

Project management  
Leadership  
Ethical practice  
Service quality  
Legal requirements  
Regulatory requirements

## ABSTRACT

The T-Shaped assessment delivers an evaluation of graduate evolution over the duration of a programme.

Broad skills and attitudes are assessed through three overarching sections:

- Consolidative Competencies
- Core Competencies
- Sectoral Competencies

Professional knowledge is then evaluated through a primary pillar.

## OBJECTIVES

The challenge being addressed is how best to secure industry or sectoral demand for boundary spanning skills and expertise, such as:

- critical thinking
- creativity
- IT skills,
- strategic thinking
- systems orientation
- and organisational learning

while retaining depth of knowledge and expertise demanded in specialist areas and domains

## METHODOLOGY & DESIGN

A variety of assessment designs are compatible with this strategy. The concept is not prescriptive and supports evaluation of

- graduate appreciation of technical and systems knowledge and skills for their industry or sector
- critical reflection and ethical standards, both personal and professional
- both HEI and programme specific assessment frameworks that programme teams must factor into design.

## KEY MESSAGES

- 1 The framework develops a breadth of knowledge exhibiting boundary-spanning competencies such as teamwork, communication and organisational perspective
- 2 Differentiated learning activities such from on-site visits to case study exercises can be employed
- 3 deep disciplinary knowledge is coupled with analytical, systems and critical thinking skills and a problem-solving mind-set/approach

## GRADUATE ATTRIBUTES

- McKinsey Global Survey (February 2022), 87% of leaders acknowledged skill gaps in their workforces
- While generalists know a little about a lot of subjects and I-shaped employees are experts in a single area, a T-shaped person is a subject-matter expert in at least one area and knowledgeable or skilled in several others. (Forbes, August 2020)
- T-shaped graduates are in demand as they bring the scope of a generalist with the benefits of a specialist (LinkedIn, 2022)

## QUALITY FACTORS

A variety of academic quality assurance methods are compatible with this strategy. The concept is not prescriptive and supports assurance by

- External moderation
- Academic integrity
- QQI assessment and standards

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