N-TUTORR Value Creation Matrix

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The values creation framework is taken from Wenger, Traynor and de Laat (2011), which in turn is an adaptation of Kirkpatrick (1976). Kirkpatrick's framework is very widely used in the evaluation of complex projects. Wenger et al. added the fifth cycle to support the evaluation of projects in which building communities and collaborative systems are central to the process under evaluation (see Figure 1). It is particularly relevant to the N-TUTORR programme, where community-building emerged early on as a core theme and outcome, and where the programme itself was instrumental in shaping the values of the emerging sector.
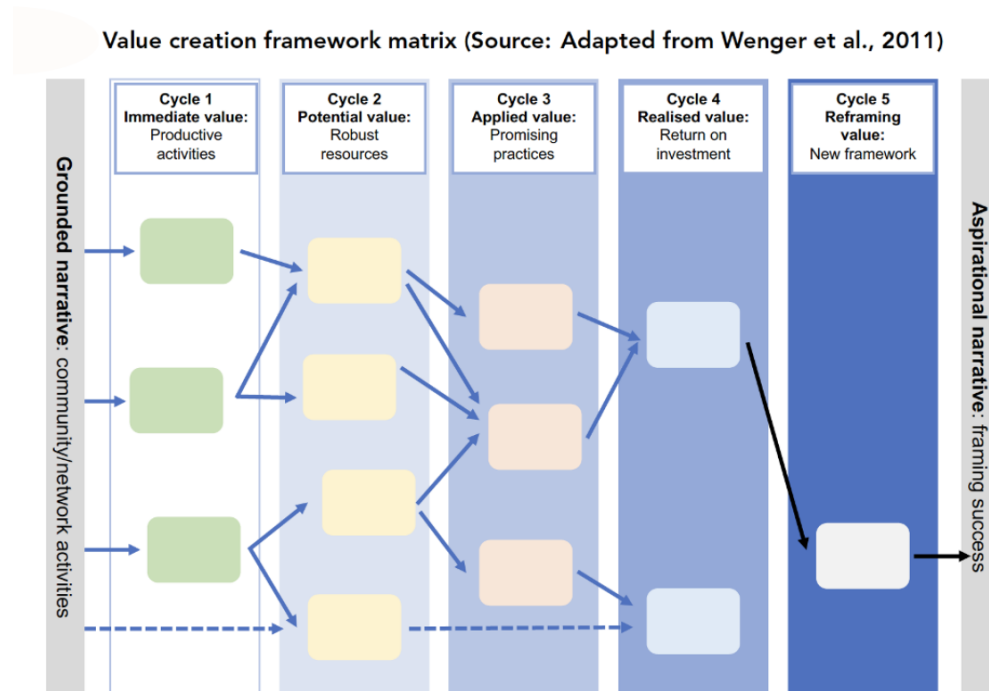
Value creation framework matrix (Source: Adapted from Wenger et al., 2011)

Cycle 1 Immediate value: Productive activities	Cycle 2 Potential value: Robust resources	Cycle 3 Applied value: Promising practices	Cycle 4 Realised value: Return on investment	Cycle 5 Reframing value: New framework

Grounded narrative: community/network activities

Aspirational narrative: framing success

Figure 1: Value creation framework matrix

We have applied the framework as follows.

In columns one and two we have lightly recorded the **activities** and **resources** developed across the programme funding period. This information has already been recorded in the participation data provided to the funders, and in the full list of activities reviewed by the external evaluators, as well as separately by the three original workstreams in a variety of datasets and metrics. The data on activities was coded and analysed in several ways to look for useful patterns, such as the most attended activities and most reached role types, but there was limited further value that could be extracted from this material. Not every resource is recorded in the framework, given the impressive number and variety of activities undertaken, but the key resources that have the potential for sustained impact are all included here.

As data on impact and return on investment (RoI) was not explicitly required by the funders or collected in relation to most programme activities, the remaining columns have been completed based on additional activities undertaken by the evaluators: in particular the initial 22 interviews with stakeholders, additional interviews with the 7 partner institution Presidents, and four workshops on the Most Significant Change model, reaching a total of 65 participants. In column three we have recorded the ongoing and embedded **practices** at partner institutions that were either initiated by the programme, or significantly amplified by the programme. There is evidence from our work that most of these practices have been securely embedded, or are in the process of being embedded, in the academic year of the programme's conclusion, but in some cases a lack of continued funding could put the embedded practice at risk, as we have highlighted elsewhere.

In the fourth column we have recorded **impacts and outcomes** from the activities, resources and practices that either show, or have the potential to show, a return on the investment from N-TUTORR funding and from the commitments of time and resource at the partner institutions. We have recorded the impacts and outcomes described by stakeholders in the course of our work with them. We have also encouraged the N-TUTORR teams to gather evidence of these outcomes in the time remaining, and have outlined elsewhere some cost-effective strategies for doing so.

Finally, our Most Significant Change approach was designed to surface the values that have been developed in the course of the programme and we have reported on these values in detail elsewhere. In the fifth column, we record early indicators that those **values are being expressed**, embedded and enacted – or have the potential to be enacted - in continuing frameworks, values-based communities, and value-creating activities. Items in columns four and five are indicators of value. Our evaluation work coincided with the latter stages of the programme, and took place without any robust framework for evaluation of impact or RoI having been established earlier. We believe these

indicators provide a robust framework for evaluating the lasting impact of N-TUTORR going forward. At this stage they provide a strong narrative of change, and of the potential for those changes to be highly impactful for individuals and organisations, and in the future direction of the sector. We have made recommendations elsewhere for sustaining and realising value, and for embedding the reframed values of N-TUTORR, so that impactful change can be both sustained and demonstrated over a longer timeframe.

Immediate value (productive activities)	Potential value (robust resources)	Applied value (promising practices)	Realised value (RoI)	Reframing value (new frameworks)
Refer to metrics from the three workstreams	**WS1 Student Empowerment** • My Digital Backpack • Digital badges • AREA Student competence framework • Compendium of assessment types • Showcase events	Student champions • Staff-student partnerships • Pilot HyFlex Access to HE programme • Pilot regional micro-credentials • Embedding of student competence framework in other courses • Development processes for digital badges and micro-credentials	• Organisational systems/processes for supporting student champions • Outcomes of student champion projects • Organisational systems/processes for supporting staff-student fellowships • Outcomes of fellowship projects • Enhanced student competences (at graduation and into employment) • Enhanced student experience, particularly of assessment • Outcomes of micro-credentials for learners and employers • Outcomes of cost/impact assessments • Ongoing development of MDB	• Student empowerment and student voice as core values for institutions/sector • Sustained activities with and for student champions • New/reframed relations with regional bodies and employers around student competences and credentials • Centring student experience of assessment (focus on integrity; empathy for student challenges; replacing over-assessment with authentic, equitable forms of assessment)
	WS2 Staff Development • Masterclasses and resources from masterclasses	• Communities of practice • Ongoing masterclass programme	• Organisational systems/processes for curriculum enhancement	• Strategic approach to academic and professional service staff CPD across the

	• Digital badges • Curriculum framework • Staff Training Needs Analysis (in each partner institution)	• Embedding of curriculum framework into courses and LTA practices • CPD opportunities for professional services staff	• Enhanced staff capability and capacity • Enhanced leadership capability and capacity for digital transformation • Evidence of SDGs embedded into the curriculum • Outcomes of revised curricula and assessment opportunities e.g. enhanced student experience, enhanced graduate outcomes	sector (eg sectoral roll out of digital competency badge developed by ATU) • Sustained and supported communities of practice (e.g. digital leadership, GenAI) • EDI and UDL embedded into institutional practices of TLA and student support

	WS3 Digital Ecosystem
	• Academic Integrity software and training modules
	• Student Guidelines for AI online course
	• Student generated videos
	• GenAI website with :
	  • Assessment Redesign Framework
	  • GenAI hackathons/play workshops
	  • Crowdsourced book
	
	• Digital Badge Platform and a range of N-TUTORR badges
		• GenAI National Network, National Digital Leadership Network (NDLN) and Student GenAI champions
		• Uptake and continued roll-out of Academic Integrity training
		• Use of the Assessment Redesign Framework
		• Use of procurement guidelines
		• Use of the CMF (case management framework)
		• Academic Integrity detection solutions integrated in all partner VLEs
		• WIROO deployment across partners
			• Enhanced approaches to Academic Integrity
			• Ongoing national and international collaborations around AI
			• Enhanced digital leadership across the TU sector
			• Experience in developing a range of credentialing frameworks
			• Increased digital capacity at partners
				• Equitable and robust Academic Integrity practices and policies, relevant to the whole Irish HE sector
				• TU sector developing unique expertise in digital leadership
				• Students as active partners in driving forward key agendas
				• Culture of building flexible credentials to meet regional and national employment needs Sector-wide procurement and implementation of digital systems and services
				• The N-TUTORR National Digital Leadership Network

	• Physical improvements to learning spaces (formal and informal): • New pods/booths providing flexible spaces for interaction • More quiet/safe spaces for students • New equipment allowing hybrid approaches across a wider range of campus spaces • Collaborative procurement guidelines and implementation frameworks	• AIMate (developed by SETU) implemented by partners • White papers on: • Open Education Practice in Higher Education • Enabling Micro-credential Provision in the Technological University Sector		(NDLN) 2024 Key Strategic Reports outputs being discussed and implemented (leading to potential to further expand capacity)