Higher Education System
Innovation and Transformation Call 2018

Progress Report

PROJECT LEAD

Project name:	Transformative Student-Centred Learning Record (*Transform*-EDU)
Institution name:	TU Dublin, Blanchardstown Campus

Project & reporting period start date: 01/02/2019

Reporting period end date: June 30, 2019

Instructions for completing progress report forms

This progress report template consists of 2 parts, a Word document and an Excel spreadsheet. We request that the formats specified in both Word and Excel templates be maintained as much as possible.

Do not leave any questions or sections blank. If a question/section does not apply to a specific project, insert 'N/A' or 'N/A at this time'.

The completed Word document should be signed and scanned/saved as a PDF file.

The completed Excel spreadsheet should be saved as a separate Excel file. Please do not merge the Excel spreadsheet with the Word document.

Completed progress reports should be emailed as two separate files, one PDF and one Excel file per project, to the HEA via innovation@hea.ie **before 12:00 noon, Friday 23rd August**.

A paper copy of the progress report is not required.

For queries with regard to progress report forms, please email your queries to innovation@hea.ie or contact Dr Richard Brophy on 01-2317158.

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PROJECT DETAILS

Project information:	
Project title:	Transformative Student-Centred Learning Record (Acronym: *Transform*-EDU)
Institution submitting the report (Lead institution):	TU Dublin, Blanchardstown Campus
Contact person's name:	Dr Philip Owende
Job title:	Academic Quality Manager
Email address:	philip.owende@tudublin.ie
Contact number:	(+353) 885 1128

Names of collaborating institutions:	
Collaborating Institution 1:	TU Dublin, City Campus
Collaborating Institution 2:	TU Dublin, Tallaght Campus

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Section 1: Project team

Indicate whether the actual composition of the project team is exactly as outlined in the submitted proposal:	
Exactly the same as outlined in the proposal	
Not exactly the same as outlined in the proposal	√

If the actual composition of the Project Team differs from that outlined in the proposal, explain the reasons and indicate what impact the change(s) will have on the delivery of the project.

Note: Expand the box as necessary.
 	
The following changes to composition of the project team have occurred:
 	
1. Project Director and Coordinator to WP3&WP4 has changed due to changes in internal roles at TU Dublin Blanchardstown Campus.
 	
2. A new contributor to WP3 (Workstream 3.3) has replaced the original team member who has retired.
 	
3. Change to a number of other designated contributors to WPs and Workstreams arose from the need for additional expertise and injection of more collaborative efforts. These included:
 	
    (a) Additional contributor with data analytics expertise has been co-opted to Workstream 3.1.
 	
    (b) In Workstream WP4.2, the Centre for Excellence in Universal Design as an External Partner has confirmed participation equivalent to 2 days per week for three 3 months beginning September 2019.
 	
    (c) Three additional contributors have been co-opted to WP5, as their posts are formal Quality Assurance-Quality Enhancement (QA-QE) roles within TU Dublin.
 	
Overall, the referred changes to the composition of the project team are expected staff movements that will not incur any negative impacts on requirements for delivery of the project as originally proposed. In addition, they do not have any impact on original staff costings.
 	
Where appropriate, the co-option of additional contributors are towards streamlining project operations; therefore, are generally to the overall advantage and benefit to the project delivery, including plans for mainstreaming of the target outcomes.

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Section 2: Progress during the reporting period

Indicate whether, during the reporting period, the project was ongoing in line with the plan outlined in the proposal or if departures from the plan occurred:	
Exactly as outlined in the proposal	
With minor departures from the plan	
With moderately significant departures from the plan	√
With major departures from the plan	

Provide a summary of the project during the reporting period, addressing all aspects itemised below. If departures from the plan occurred during the reporting period, outline their nature and impact on the project under the relevant heading below.

1. Progress made towards achieving the project's objectives pertaining to innovation and transformation, with reference to the problem it is expected to solve;

2. Adherence to the methodology proposed, in case of departures from the proposal outline reasons and impact of such departures;

3. Issues encountered, how they were resolved, and their expected impact on the project;

4. Impact and benefits to the Higher Education delivered by the project;

5. Delivery of the project according to the proposed workplan.

Overall, the *Transform*-EDU Project proposes to develop and pilot an innovative approach to learning, where elements of structured academic programmes, and compatible co and extra-curricular events are purposefully integrated to create a rich learning environment. The project strategy is executed in intertwined six work packages, with summary objectives as outlined below. This report covers initial six-month period that was predominantly dedicated to resource mobilisation and deployment planning.

WP1 Project Coordination & Management

This WP provides the organisational and decision making structure for the project. The following activities were undertaken in the reporting period:

1. Budget allocations and roles were assignments per the original project proposal via the project kick-off meeting held on January 24, 2019;
2. Project Governance Statement was developed and adopted by the project team on March 23, 2019.
3. Any necessary financial reallocations under the budget headings in the original proposal were considered and approved (details reported under the respective work packages below) ;
4. The project commissioned a shared repository, for progress reporting and information sharing, including minutes of project team meetings;
5. To-date, the project team has held six progress update and information sharing meetings. Minutes of all transactions have been recorded, vide 24-02-2019 (Initial Kick-off Meeting), 15-02-2019, 01-03-2019, 29-03-2019, 10-05-2019, and 14-06-2019. These meetings involved update on progress by the respective WP and Workstream leaders, and any emerging issues were dealt with conclusively.

WP2 Characterising the TU Dublin Transformative Education Framework

WP2 aims to assess where and how aspects of employability are developed and assessed and where gaps exist, and supports are most needed. Considering the regional remits of the TU Dublin campuses, the project considers that a single approach to employability may not suit all taught academic programmes.

Salient activities and progress for the reporting period were:

2.1 To set context and framework, this WP2 conducted three stakeholder awareness events to Identify stakeholder interests & concerns, and attend to specific stakeholder requirements. The process was

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aimed at enabling ownership and acceptance of project outputs for later implementation and mainstreaming of outcomes. These included a two-part externally facilitated workshop on "Engaging students to Work in Partnership with Staff in Higher Education", which were held on February 27, 2019, and facilitated by Prof Mick Healey of Healy HE Consultants.

2.2 For identification of employability gaps and redress strategy, curriculum audit of employability across TU Dublin the planned postgraduate student work (recruitment currently in progress) will be aimed at answering the following question: What are the current, and desired, educational practices within the TU Dublin Curriculum that develop transformative learning and employability? The related project title and scope have received ethical clearance/approval, and the research scholar will be based at the Blanchardstown Campus under joint supervision by staff from Blanchardstown and City Campuses of TU Dublin.

2.3 Plans for consultation/development of a curriculum framework has been agreed and process to begin in September 2019, leading to a cross campus stakeholder consultation in Oct/Nov 2019. An external consultant to oversee the stakeholder consultation process was recruited on a competitive basis.

2.4 WP2 further proposes to leverage on other existing Higher Education support schemes for an Adjunct/Visiting Professorial role to further steer WP2 within the project term.

WP3 Developing the Framework for Transformative Learning (TL) Process

Workstream WP3.1 Sustainable Development and Sustainability Science
Workstream aims to develop physical, institutional and virtual design ecosystem that will enable a living lab style learning environment through collaborations within the aggregated current and new academic schools and disciplines in the new multi-campus TU Dublin setting.

3.1.1 The first target of this Workstream was to carry out a comprehensive sustainability-attributes mapping of the University Curricula, and is scheduled for delivery in Month 12. Engagement of personnel with the necessary skill sets for the task necessitated a re-allocation of 50% of the Workstream coordination budget (ca. €6,000) to accommodate the additional staffing expertise required in Year 1 of project (Mr Philip Lemarchand). Workstream 3.1 coordination was allocated the 50% balance of original personnel budget; therefore, the adjustment was cost-neutral. There will be no negative impact on the planned deliverables of Workstream 3.1.

3.1.2 Postgraduate student position within Workstream was advertised in May 2019, and recruitment is in progress.

3.1.3 Five TU Dublin students attended the Polytechnic Alliance Sustainability and Mobility Summer School 2019, at the Lucerne University of Applied Sciences and Arts in July 7-14, 2019. The summer school covered various strands of sustainability science projects, and which provided appropriate foundation themes for developing the *Transform*-EDU project strategy for pipeline of living lab projects, which is scheduled for delivery in Month 12. The Workstream coordinator and one of the undergraduate student were sponsored by the *Transform*-EDU Project to attend. A technical report is currently under preparation for possible publication in the Engineers Ireland journal.

Workstream WP3.2 Social and Emotional Skills Development and Work Readiness
Aims to develop a suite of training modules and workshops that will enable students to enhance their social and emotional competencies; hence, to foster graduate attributes associated with employability, and career success in their discipline.

3.2.1 Two modules in Mindfulness and in Emotional Intelligence coaching have already been developed and are ready for delivery from September 2019 (delivery schedule was proposed and agreed).

3.2.2 Additional Interpersonal Skills module has also been designed and is pending ethical approval.

3.2.3 Postdoctoral position for Workstream 3.2 was specified and advertised, and it is expected that the researcher will be in place in September 2019.

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> **Workstream WP3.3 Service Learning, Civic & Community Engagement**
> Workstream 3.3 is intended to institutionalise civic engagement in TU Dublin; specifically, to advance community engagement as a core academic activity within TU Dublin, building on experience and achievements in this area, and drawing on the insights and learnings from other HEIs, nationally and internationally.

3.3.1   The Workstream has developed a module on Active Citizenship, with the aim to encourage students to get actively involved in their communities for personal development and to further the achievement of a civic goal. For example, students undertaking this module will be expected to: Demonstrate understanding of the benefits and challenges of active citizenship to organisations and society; Explore their values and motivations in order to determine what role they can play to benefit society; Reflect on how their citizenship activities may benefit their personal development; Deliver a poster presentation detailing their volunteering organisation's citizenship activities; Report on citizenship activities contribution to personal community development (through video or web-based demonstration).

3.3.2   The second key component of this Workstream is to undertake research on the community development sector, through "*An Audit and Profile of the Community Development Sector in South Dublin County*". Recruitment of the postgraduate student to undertake this component has been completed and is scheduled to start in September 2019. The student will be based in the Tallaght Campus.

> **Workstream WP3.4 Integrative Cross-disciplinary TL Events**
> Workstream will develop a pipeline of Transformative Learning (TL) events to provide innovative opportunities for extracurricular experience in interdisciplinary projects and teamwork.

3.4.1   Consultative process has been undertaken to identify and categorise cross-disciplinary transformative learning events.

3.4.2   Initial list of inter-disciplinary events has been compiled. These cover both on and off-campus engagement, including (among others): Conferences (e.g. National Manufacturing & Supply Chain), Training and Workshop (e.g., CV Clinic, Partnership with Students); mindfulness session; Professional Events/Case Studies (e.g., Cyber Crime Bureau); Stakeholder Engagement (e.g., proactive participation in Open Days/Evenings, Careers & Employer Fair).

WP4 Developing Learning Resources and Staff Competencies

> **Workstream WP4.1 Development of Standard for Transformative Learning Record (TLR)**
> Workstream is intended to develop a system for capturing and validating the characteristic/levels of learning gained from designated TL events, in a clear and standardised manner; referred to from here as the Transformative Learning Record (TLR).

4.1.1   Workstream WP4.1 initially convened an industry panel session to commission and discuss the STLR initiative that was launched as a pilot for 180 General Business students in Blanchardstown Campus.

4.1.2   The pilot was carried out in Semester 2 of Academic Year 2018-2019, out of which an evaluation report was compiled and is currently in review.

4.1.3   It is expected that the outcome of the review will guide the next project phase beginning September 2019. There is ongoing external consultation with DCU staff to draw from their experience with e-Portfolio system currently used by 14,000 students and staff. It should be noted that Workstream WP4.1 is ahead of schedule.

4.1.4   Commendable progress achieved in this Workstream has necessitated a review of original plan. In this respect, the following budget reallocation are requested:

   (a) The cost related to inward-travel of International partners from University of Oklahoma in Year 1 (€4k) and Year 2 (€2k) to be reallocated to externally facilitated in-house staff training in Year 1.

   (b) To re-designated equipment cost specified in Year 1 to E-Portfolio subscription for the Workstream.

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Workstream WP4.2 Implementation of Universal Design for Learning (UDL)
Aims of this Workstream are, to: develop a coherent UDL policy for the TU Dublin; Initiate/build upon the support networks and partnerships; identify priority programmes for engagement of learners as UDL partners, and; where appropriate, initiate redesign of curriculum processes and enhance teaching and learning.

4.2.1   The first phase of this project involved a consolidation and review of existing UDL resources and collaborative networks, which followed from the successful UDHEIT2018 Congress. The referred resources are available at: https://bit.ly/2qIFeJe. This work will form the foundation for the Workstream implementation phase, leveraging on the network of national and international practitioners.

4.2.2   From the preliminary work outlined under 4.2.1 above, partnerships have been agreed with Centre of Excellence in Universal Design (Ireland) and an active Memorandum of Understanding with CAST is under review.

4.2.3   Other salient progress information are: the Workstream team is in place for September commencement of project work; template has been agreed for UDHEIT2019 consolidate book; a joint paper submitted to AAATE conference (http://aaate2019.eu/) in Bologna- "*Submission ID: 14989 Universal Design as a catalyst for transformation across the Educational Continuum*"; Workstream also to present a paper at the 5th Annual CAST UDL Symposium in Boston; meeting scheduled with EQUELLA to discuss potential UDL Repository architecture.

4.2.4   A draft project plan for UDL implementation phase has been developed and agreed.

Workstream WP4.3 Establishment of Digital Campus Support for TLR
Workstream focuses on the development and deployment of dashboard capability for learners, which will enable them to self-monitor progress thereby empowering them to take control of their own learning.

4.3.1   Workstream collaborated with Workstream 4.1 and WP6 to identify whether the digital badging functionality available within existing VLEs and e-Portfolios can be exploited for the Transformative Learning Record.

4.3.2   To maximise on potential impacts, it is proposed that the personnel funding allocation for the Workstream be combined with funding from DALTAI and the HEA Student Retention Project to engage a Data Analytics Project Lead and a Data Analytics Technical Lead. It has been justified that the roles will give direction to the Dashboard initiative and the data required to ensure that actions in Workstream WP4.3 are delivered. This is a departure from originally proposed outline, but will not have any adverse impact on anticipated deliverables.

WP5 Developing Student-Centred QA-QE Processes and Procedures for Transformative Learning (TL)

Work Package is intended to develop a quality assurance-quality enhancement (QA-QE) system that supports innovation, while integrating best practice in all aspects of education in TU Dublin.

5.1   Drafting of chapters of TU Dublin Quality Handbook progressed, and expected to be ready for internal consultations in September 2019.

5.2   Draft Marks & Standards is expected to be available for consultation by January 1, 2020.

5.3   The hiring of an administrative support was initiated. This is a departure from originally proposed allocation of appropriate personnel hours to the respective campuses. Change is designed to streamline achievement of deliverables per original project plan.

WP6 Implementation and Sustaining Transformative Learning Record (TLR)

WP involves implementation and sustaining of transformative learning record involving: piloting and review; identify early adopters to guide a core-trained group towards extended implementation of the TLR, and; provide staff development opportunities, peer work opportunities and support to aid diffusion of TLR as a possible distinguishing teaching and learning brand for the TU Dublin.

6.1   Draft project implementation (Go Live) has been developed, drawing from progress and developments in WP2/WS3.1/WS3.2/WS3.3/WS3.4.

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Status of project objectives planned for the reporting period, as at the end of the reporting period

Please itemise only activities planned for the reporting period, following exactly "Project Objective and Implementation Plan" submitted as a part of the proposal in section 3a. Where activities planned for later stages of the project were completed during the reporting period, these should be also included in the table below, however, do not include activities planned outside of the reporting period which were not being undertaken during the reporting period.

The following statuses should be used in the column (f) Status:

- **Completed**

- **On target** – activities have started and are progressing as planned;

- **Delayed** – activities have not started or have started late, but it is expected that the delay will not have a significant negative impact on other planned outcomes/targets/milestones

- **At risk** – activities have been significantly delayed, do not progress satisfactorily, or are otherwise at risk, and failure to complete/complete on time will have a significant negative impact on other planned outcomes/targets/milestones

- **Failed** – activities were not and will not be undertaken, and related planned outcomes/targets/milestones will not be delivered/met.

	(a) Work package(s)	(b) Short Description	(c) Timescale	(d) Outcomes /targets	(e) Key Milestones	(f) Status
WP1	*Coordinating Partner: Blanchardstown Campus* Project Coordination & Management	Project administrative coordination, financial management, project management meetings, and scheduling of dissemination activities. WP1 will also be responsible for quality assurance of the project and processes, specifically to ensure; adherence to work schedule, information flow to/between partners, progress reporting across WPs and to HEA oversight arrangements, and dissemination beyond the project partners.	2019-2021	Key target will be to deliver project within the allocated budgets plus accurate financial reporting throughout the duration of the project.	1. Progress tracking workshops – Month 6 2. Development of project website– Month 3 (with regular updates) 3. Project information brochure– Month 6	**On-Target**
WP2	*Coordinating Partner: City Campus* Characterising the TU Dublin Transformative Education Framework	Definition of framework and development of institutional and programme level *Employability & Employment Guides*. Mapping of graduate attributes to measurable *Tenets of Transformative Learning* in multiple sample programmes covering selected disciplines across TU Dublin campuses.	2019-2021	1. Curriculum audit of employability across TU Dublin—Month 12; 2. Identification of employability gaps and redress strategy—Month 16	1. Recruitment of research student expected at Month 2 but is delayed in the advertisement, applications, and interview process.	**Delayed**

				3. Institutional and discipline-specific Employment Guidelines developed—Month 24		
WP3	*Coordinating Partner:* • *Workstream WP3.1 Blanchardstown Campus* • *Workstream WP3.2 Blanchardstown Campus* • *Workstream WP3.3 Tallaght Campus* • *Workstream WP3.4 Blanchardstown Campus* Developing the Framework for Transformative Learning (TL) Process	Development of the framework. Initial considerations from underpinning literature and experience to include: Sustainable development & sustainability science; Service Learning, Civic & Community Engagement; Social and emotional skills development and work readiness; Leadership/People Management/Team Working; Research Creative & Scholarly Activities; Entrepreneurial skills; Global & Cultural Competencies; Academic Integrity	2019-2021	*Workstream WP3.1* 1. Comprehensive sustainability attributes mapping—Month 12; 2. Seed projects bank established—Month 12. *Workstream WP3.2* 1. Comprehensive survey of Irish employers to determine the key graduate attributes they most prize - Month 12 *Workstream WP3.3* 1. Knowledge, skills and competency framework for CE; pedagogical framework; online module; self-reflection digital learning tool; staff training and development—Month 1-12	*Workstream WP3.1* 1. Sustainability integration status report— Month 4 2. Recruitment of research expected is in progress but delayed. *Workstream WP3.2* 1. Results of a comprehensive survey of employers on graduate attributes and work readiness – Month 12 *Workstream WP3.3* 1. Module Descriptor— Month 4 2. Knowledge, Skills and Competencies Framework—Month 5 3. Pedagogical Framework—Month 6 4. Self-reflection Digital Learning Tool 5. CE Partners and students identified and engaged in the project development phase— Month 4	**Delayed** **On-Target** **On-Target**

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				Workstream WP3.4 1. List of inter-disciplinary events to provide innovative opportunities for extracurricular experience in interdisciplinary projects or teams—Month 16	Workstream WP3.4 1. Consultation process to identify parameters for cross-disciplinary TL events—Month 4 2. Design workstream questionnaire and admin process—Month 6	**On-Target**
WP4	*Coordinating Partner:* • *Workstream WP4.1 Blanchardstown Campus* • *Workstream WP4.2 Blanchardstown Campus* • *Workstream WP4.3 Blanchardstown Campus* Developing Learning Resources and Staff Competencies	WP4 involves: the development of standard for Transformational Learning Record (TLR), depicting clear levels of achievement; Universal Design for Learning (UDL); Planning/Scheduling TLR Events across the TU Dublin partners; e-Portfolio standard for TLR development and management; Development of Integrated Course Design and Delivery Handbook for academic staff; undertaking Academic Integrity Training (Taught Programmes and Research); and provision of Digital Campus Support Processes for TLR. A key enabler to TL in the piloting phase will be in securing voluntary/nominated participation from both academic and technical staff, with underpinning support from senior management teams in moderation of any potential changes to staff workloads. The initial staff training to be delivered by collaborators from University of Central Oklahoma (UCO), where successful TL process has featured since 2014. The Institute of Technology Blanchardstown has a working agreement with UCO.	2019-2021	*Workstream 4.1* 1. Assessment rubrics for Integration and Transformation levels – Month 6 2. TLR – Month 14 *Workstream 4.2* 1. Coherent UDL policy for the TU Dublin & Adoption. 2. UDL support networks and partnerships for resources; *Workstream 4.3* 1. Develop and deploy learner TLR dashboard to track progress through programmes of registration—Month 6 2. Plan/schedule TL events across the TU Dublin campuses with appropriate access provisions to enable	*Workstream 4.1* 1. Comprehensive staff communication plan developed- Month 6 2. A 'train the trainer' programme scheduled for staff teams – Month 6 *Workstream 4.2* 1. Draft UDL policy— Month 4 2. MOU with agreed UDL concerted action with at least 3 partners. *Workstream 4.3* 1. Concerted efforts with Workstream 4.1 and WP6 to scope tasks. 2. Putting in place a data analytics and technical leads for dashboard task.	**On-Target** **On-Target** **On-Target**

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				cross-disciplinary participation—Month 12		
WP5	*Coordinating Partner: City Campus* Developing Student-Centred QA-QE Processes and Procedures for Transformative Learning (TL)	Development of student-centred QA-QE procedures covering TLR. Protocol for adapting in-parson courses for online delivery. Academic Integrity standard.	2019-2021	1. Set of QA/QE principles aligned to transformative student-centred learning.	1. Establishment of working group of experts in QA, education development and pedagogy to develop set of QA-QE principles-- Month 3. 2. Establishment of working group to draft new QA-QE system (procedures and processes) underpinned by the principles developed-- Month 6.	**On-Target**
WP6	*Coordinating Partner: Blanchardstown Campus* Implementation & Sustaining Transformative Learning Record (TLR).	Conduct Stage 1 Pilot & Review with *Innovation Team*. Conduct Stage 2 Pilot & Review (Early Majority Staff Group). Adoption of TLR as TU Dublin Standard. & Interlink with Credit Bearing Learning Record (CBLR)	2019-2021	1. Stage 1 pilot Final Report — Month 16	1. Stage 1 pilot (Draft 1 Report)—Month 14	**On-Target**

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Section 3: Sustainability and mainstreaming plan

Outline steps undertaken to sustain and mainstream the project, including resources that were dedicated and sought to sustain the project post cessation of innovation and transformation call funding.

The project started in February 2019. Notwithstanding the initial delays, progress so far addresses the sustainability and mainstreaming plans as were outlined in the project proposal.

Section 4: Impact statement

Please outline how the project contributed during the reporting period addressing the key system objectives for the Higher Education System 2018 – 2020. Include the innovative impacts realised, the higher education system benefits delivered, whether they were replicated elsewhere and applied to the whole HE system.

The initial six-month reporting period has primarily been utilised for mobilisation of project resources and project planning. Therefore, the project is yet to realise the target impacts specifically addressing the Key System, Objectives for Higher Education System 2018-2020. However, all the project activities are linked to strategic priorities of the National Forum for the Enhancement of Teaching and Learning. These include professional development of staff, symbiotic nexus between discipline-specific and cross-discipline teaching and learning, creativity in teaching and learning, and supporting the development of strategies and cultures for consistency in towards enabling student success on a sustainable basis.

Section 5: Consortium engagement

For projects with collaborating institutions: comment on synergies produced within the consortium and on value-added aspects attributed to the engagement of collaborating institutions. If significant challenges were encountered, outline briefly their nature, how they were resolved and whether they are likely to have an effect on the outcome of the project.

The three institutional partners per the original project submission are now working as a unitary entity of TU Dublin. Therefore, the original independent institutional partnership in the project proposal is now part of the strategy for TU Dublin consolidation.

Whereas the consolidation process has had a slowing effect on some elements of project, e.g. marginal delays for approval and advertisement of the postdoctoral fellow and postgraduate student recruitment for the project, the processes have now been fully committed. Therefore, the project anticipates to make up for any delays experienced to-date over the subsequent phases. The six project meetings held so far have enabled a very close and careful management of engagement and commitments to project tasks under all Work Packages and Workstreams.

Section 6: Financial report

Complete the table Section 3 on the Excel template. Insert the "total direct costs" figure from your Excel spreadsheet below.
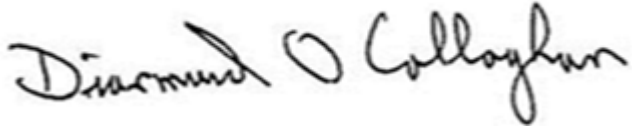
More detailed financial report per accompanying Excel File.

Total direct costs	€86,080

Section 7: Signature
Progress reports must be signed by the Head of the reporting institution.

Signature of the Head of the reporting institution:	*Diarmuid O Callaghan*
Name:	Dr Diarmuid O'Callaghan
Title:	Principal, TU Dublin Blanchardstown Campus
Date:	August 21, 2019

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