

**Higher Education System
Innovation and Transformation Call 2018**

Progress Report

PROJECT LEAD

Project name:	Transformative Student-Centred Learning Record [<i>Transform-EDU</i>]
Institution name:	TU Dublin, Blanchardstown Campus

Reporting period start date: 01 July 2019

Reporting period end date: 30 June 2020

Instructions for completing progress report forms

This progress report template consists of 2 parts: this word document and an excel spreadsheet with two worksheet tabs (**financial expenditure report and a reprofiled budget template**). We request that the formats specified in all templates provided 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 separate excel file. **Please do not merge the excel spreadsheet with the word document, and do not submit PDFs of the excel file.**

Completed progress reports should be emailed as two separate files, one word PDF and one excel file per project, to the HEA via innovation@hea.ie **before 12:00 noon, Friday 21st 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 Michael Duffy on 01-2317119.

PROJECT DETAILS

Project information:	
Project title:	Transformative Student-Centred Learning Record (Acronym: <i>Transform-EDU</i>)
Institution submitting the report (Lead institution):	TU Dublin, Blanchardstown Campus
Contact person's name:	Dr Philip Owende
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Names of collaborating institutions:	
Collaborating Institution 1:	TU Dublin, City Campus
Collaborating Institution 2:	TU Dublin, Tallaght Campus

Start and End Date	
Start date of the project:	Day/Month/ Year format 24 / 01 / 2019
Original end date as per the project proposal: <i>(All projects were to end by 31 December 2021. Maximum duration of projects: 3 years)</i>	31 /12 / 2021

Transformative Student-Centred Learning Record (*Transform-EDU*) Project is supported by:

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 occurred in the reporting period:

1. In July 2020, Dr Cormac Doran, the Project Director and Coordinator to WP3 (Workstream 3.4) resigned from TU Dublin to take up position in TCD. To support continuity of progress, it is proposed that expression of interest for the Directorship role to be considered from Workpackage/Workstream leaders in the project, and who should assume the role from September 1, 2020. The Project Coordinator will cover the Directorship roles in the interim period.
2. As consequence to point (1) above, a new lead to Workstream 3.4 was nominated and is already in position.
3. Expected additions to the project team (per proposal) and other minor personnel changes to Workpackages/Workstreams in the reporting period included:
 - (a) Masters student in WP2 has been recruited and enrolment finalised for September 1, 2020 start. However, the current health restriction will delay her travel to January 2021. Due to Revenue restrictions to overseas stipend payments, mutually acceptable arrangements have been made to defer September to December stipend payments until student reports to TU Dublin in January 2021.
 - (b) The Masters student in Workstream 3.1 started in February 2020.
 - (c) A three-month contract extension was offered to the data analytics expert with co-supervision role to the MPhil project in Workstream 3.1.
 - (d) Masters student in Workstream 3.2 has been recruited and plans finalised for September 1, 2020 start.
 - (e) Masters student in Workstream 3.3 started in September 2019.
 - (f) Recruitment of Masters student to Workstream 4.2 is pending.
 - (g) QA Officer appointed and assigned to WP5 from July 2020.

Having taken into account the delays resulting from project response to Covid-19 pandemic (see issues highlighted under each workpackage/workstreams), the referred changes to the composition of the project team including; planned student recruitment provided in proposal, and staff movements, will not incur any negative impacts on requirements for delivery of the project as originally proposed. Also, the outlined staff movements do not have any impact on original staff costings.

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.

Note: Impact of COVID-19 pandemic on progress of the project should be included above if applicable.

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 the period between July 1, 2019 to June 30, 2020.

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. To-date, the project team has held six progress update and information sharing meetings. Minutes of all transactions in the reporting period have been recorded, vide 7th Meeting (27-09-2019), 8th Meeting (29-11-2019), 9th Meeting (07-02-2020), 10th Meeting (03-04-2020), 11th Meeting (08-05-2020), and 12th Meeting (05-06-2020).
2. The meetings outlined in point (1) above involved update on progress by the respective WP and Workstream leaders, synergy and sustainability of outcomes. Dissemination of salient outcomes were discussed, and strategy agreed upon, and any emerging issues/risks were dealt with conclusively.

Summary of Impact of COVID-19 pandemic on Project Coordination and Management

Since March 2020, the Covid-19 pandemic has seen mounting administrative demand to manage continuity of programmes in Semester 2 in 2019-20 academic year, followed by operational planning for the new 2020-21 academic year. Planning for the new academic year has specifically demanded for development of new/enhanced approaches to delivery and assessment of academic programmes within exacting [Implementation Guidelines for Public Health Measures in HEIs](#) for health and safety of staff and students. Operational interventions by TU Dublin as a whole has necessitated a review of status of each academic programme, and essentially blended approach to delivery plans in consultation with its social partners, to develop [Protocols for New Ways of Working](#). The mentioned requirement for new ways of working has (as an interim measure) shifted the staff focus to more urgent operational areas, which have incurred delays to progress within elements of the *Transform-EDU* project. For example:

- (a) Employment control framework restrictions vis-à-vis the rapid shift to predominately online/remote delivery has placed increased burden on staff contributing directly to elements of this project;

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- (b) The greater teaching load arising from change to online/remote delivery of programmes requires some level of curricula overhaul therefore invoking/necessitating steep learning curve in alternative and new forms of pedagogy for a significant number of staff (including those participating in this project);
- (c) The necessity for development of alternative plans for maintaining academic integrity of all programmes;
- (d) Requirement for alternative planning for project components that originally had been specified for face-to-face interaction of project team and relevant student streams;
- (e) The delayed recruitment and start for the three postgraduate students (WP2, Workstream 3.2 and Workstream 4.2) and the single postdoctoral position in Workstream 3.2.

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 Programme of work officially started Winning Hearts and Minds and external facilitators/consultants were engaged to overseeing the stakeholder consultation process. A design team comprising Teaching Fellows and key stakeholder representatives was established and consultation process commenced led to a cross-campus stakeholder consultation in Oct 29/30, 2019. The externally facilitated session had 150 attendees identified emergent themes. Work was complemented by a series of promotional/consultation activities facilitated by the design team members. Project Nests created on the three campuses provided focus for ideas exchange and stakeholder engagement as well as a digital records.
- 2.2 Identification of stakeholder interests & concerns to characterise stakeholder requirements. Planning meeting for prototyping and implementation of framework with focus on shaper packs, vignettes, case studies led by Teaching Fellows held on April 27, 2020.
- 2.3 WP organised the CoCREATE-Transform-EDU Seminar, on November 26 led by Professor Tina Overton (Leeds University) on Embedding Sustainability into the Curriculum – an award winning collaborative approach to sustainability across all aspects of the University curriculum.
- 2.4 Links are being maintained between project, strategic planning actions, and other relevant externally funded projects. Graduate Attributes and TU Dublin strategic plan/Curriculum Shaper planning completed.
- 2.5 WP2 liaison with WP5 on relevant procedures and policies in the new quality framework.

Summary of Impact of COVID-19 pandemic on progress of the Workpackage 2

- Postgraduate student recruitment was completed early in the year. However, due to travel restrictions arising from the pandemic, the scholar could travel to Ireland from the Netherlands for immediate start which has incurred delays in progress. Follow consultations with HR and research centre where student will be hosted, arrangement has been agreed for remote start and supervision from September 2020, pending the student travel to TU Dublin in January 2021.
- WP2 submitted abstracts to HEIT2020, Polytechnic Summit 2020 and SEDA conferences, but all have been postponed to 2021.

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.

The following activities were undertaken in the reporting period:

- 3.1.1 As part of the embedded MPhil student project, the workstream completed a mapping of sustainability attributes to the new *BSc in Sustainable Timber Technology* of TU Dublin. This mapping provides a blueprint for the future validation of new programmes, and revalidation of existing programmes (Final Report was produced and key outcomes disseminated via webinar that was open to all staff in the university).
- 3.1.2 As a joint initiative with [TU Dublin School of Architecture](#), the Workstream contributed to and sponsored publication of the *Students' Yearbook*, showcasing the embeddedness of the Sustainable Development Goals (SDGs) within the school. Considering that the [TU Dublin Strategic Intent/Plan is founded on SDGs \(People, Plant and Partnership themes\)](#), the initiative is key precursor to what will be rolled across all programmes in the future.
- 3.1.3 As an off-shoot from the workstream, an Enterprise-Ireland Commercialisation Fund Application has been compiled to support the further development of the curriculum sustainability interrogator tool. The application is now complete and will be formally submitted in September 2020. Several university partners from Ireland, UK, Europe and the US have been identified and co-opted to participate in the *Beta Testing* of the tool. If successful, the testing will be schedule within the lifetime of Transform-EDU Project.
- 3.1.4 A working group was established to coordinate efforts to achieve two of TU Dublin's 2020-2030 strategic plan KPI's, namely, that every programme will have: (a) learning outcomes mapped to the SDGs ,and (b) demonstratable practice-based research mapped to the SDGs. A course descriptor for a CPD programme for academic staff has been developed with the School of Food Science & Environmental Health for piloting in 2020-2021. This pilot initiative will focus on embedding sustainability within the School.
- 3.1.5 The Workstream team led the thematic focus for *2020 eLearning Summer School*, which was held on June 24, 2020. The thematic focus was on sustainability in higher education, in light of adaptation of our education provision to the COVID-19 pandemic. The team provided a series of internal speakers on various sustainability related topics, including: Working and Delivering Education Remotely; the Environment in the Wake of the COVID-19 Lockdown; piloting of the *Sustainability Literacy Test (SULITEST)* of the Higher Education Sustainability Initiative (HESI) with first year students, and; Curriculum Transformation.

Summary of Impact of COVID-19 pandemic on progress of the Workstream 3.1

Given the pivot role of online delivery/learning/assessment in response to campus closures, much of the energies of the Workstream 3.1 coordinator were diverted to supporting continuity of university programmes. However, there was no impact on the work designated to the research student and the project supervision.

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.

Salient activities and progress for the reporting period were:

- 3.2.1 Development of the mindfulness module for first year students.
- 3.2.2 Development and pilot testing of the EI coaching module for second year students.
- 3.2.3 Hiring of an MA researcher, who will begin study on 1st September and analyse the effectiveness of the provision of EI supports to students.
- 3.2.4 Hiring of a postdoctoral researcher, who will develop and deliver the work-readiness supports for final year students.
- 3.2.5 The submission of an article to RTE Brainstorm pertaining to the EI stream of the Transform-EDU project. This article is currently under review.

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Summary of Impact of COVID-19 pandemic on progress of the Workstream 3.2.

Delivery of the *Work-readiness* module is due to commence in Semester 2 in 2020/21 academic year. Therefore, although there could be delay arising from the pandemic, at the moment, it is anticipated that students will be back on campus and classes continuing as normal. However, this situation will be closely monitored, and should remotely delivery continue into semester two, then the work-readiness workshops will be delivered online and supporting information made available in the VLE. This may incur slight delay in the delivery of the workshops, but still within Semester 2 as planned. The *Mindfulness* and *EI Coaching* modules have already been adapted for online delivery and it is anticipated that these will be delivered in Semester 1 as originally planned.

For all workshops, a possible issue may be that recruitment or participants could be hampered by implementation of online delivery rather than face-to-face. However, it is recognised that online delivery of workshops may not be as appealing to students as a more interactive, face-to-face delivery and recruitment will also be more challenging. Consequence, more energy and effort will be expended to advertise the workshops and communicate their value to students and ensure that they are promoted in an engaging a manner to facilitate take-up.

The workshops have already been modified to ensure that they are as interactive and appealing to students. Also, it is possible that there may be further challenges to recruitment of employers and conducting mock interviews with students should the resumption of normal face-to-face classes delay past Semester 2. However, the situation will continue to be monitored, and if necessary, practicable adjust made in the planning to ensure that the study objectives are met.

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.

Salient activities and progress for the reporting period were:

- 3.3.1 Research student enrolled in September 2019 to conduct research on Community Development in South Dublin County. This research is progressing well, with strong engagement with external stakeholders remotely. The research student, is now on the Board of South Dublin County Volunteer Programme and is the Vice Chair of the South Dublin County Partnership Company.
- 3.3.2 A 5 ECTS Credits module on Active Citizenship was developed including the series of lecture material. This is to be submitted for approval by Academic Board in September/October 2020.
- 3.3.3 A cross-campus workgroup was established to advance civic engagement in TU Dublin, but due to current restrictions under Covid-19 pandemic, the group meets remotely. The aims of the group are: (a) To further develop thinking on civic/community engagement and to shape related vision and future in TU Dublin, and; (b) to harmonise civic/community engagement approaches across the university. During the year, several discussion documents and proposals were developed related to the role of the Civic Engagement Office in TU Dublin, structures of engagement/collaboration (with research, academic departments, the access office etc.) and identification of key performance metrics. The referred documents provided input to the TU Dublin Strategic Plan to 2030 and the TU Dublin Organizational Design process that is currently underway.
- 3.3.4 External engagement with community development organisations, including through research collaboration continued through the reporting period. Preliminary results arising from the research are to be communicated at a seminar event planned for Nov 2020. This event will also launch the Annual Report of the South Dublin Local Community Development Committee and entail workshop format discussions. Event will take place in TU Dublin (for small numbers onsite attendance) and also streamed as a live event to enable wider participation.

Summary of Impact of COVID-19 pandemic on progress of the Workstream 3.3

While the pandemic has limited face-to-face contact with external stakeholders, this Workstream has progressed more or less as originally planned. However, the research project is behind schedule, and the issue of piloting the module developed will be more complicated as it was originally designed for in-class delivery and active engagement with the community. Therefore, it is planned to adapt it to online/blended delivery mode, e.g., through the use of alternative tools podcasts, and to re-examine the opportunities available for volunteering with the community, within the specified public health guidelines and the new ways of working. These adaptations may incur additional delays to progress in the workstream.

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.

Salient activities and progress for the reporting period were:

- 3.4.1 Data gathering from the TU Dublin campuses completed and university-wide calendar for 20/21 academic established in February 2020.
- 3.4.2 The events 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, volunteering etc.).
- 3.4.3 Modalities for generating/maintaining a pipeline of inter-disciplinary events to provide innovative opportunities for extracurricular experience in interdisciplinary projects and teamwork. Considering the multicampus spread of the university, this process is intended specifically to provide equity of opportunities in student experience.
- 3.4.4 Coordination of event/opportunities to be shared across the project workstreams.

Summary of Impact of COVID-19 pandemic on progress of the Workstream 3.4

This workstream deals with providing a pipeline of learning events that originally would have been designed for face-to-face interaction with and between (see listing under item 3.4.2 above). Arising from the pandemic, the original list is to be revised based on reconfigured delivery modes per the guidelines on public health measures and protocols for new ways of teaching and learning. This will require reassessment of each event for compliance, therefore, may reduce and or defer events in the range of learning opportunities.

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).

Salient activities and progress for the reporting period include:

- 4.1.1 Successful creation, implementation and adoption of the Transformative Learning (TL) assessment rubric by early adaptors amongst academic staff at TU Dublin, Blanchardstown Campus. The Rubric has been used to assess TL achievements against all types of TL opportunities (TL-Tagged Events and Assessments as well as individual student reflections) which are captured and presented in a Student Transformative Learning Record which can be customised by students. Students have positively (and successfully) adopted the use of a pilot Transformative Learning Record by actively using the record to support their job applications and interviews.
- 4.1.2 Creation of a bespoke three tiered process architecture designed to deliver a consistent and high quality TL experience for students. The TL processes are underpinned by the development of new Moodle software which is unique to TU Dublin and which has been designed to automate all processes within the TL ecosystem. Following extensive development and testing programme, the Moodle adaptation was accepted by TU Dublin in July 2020.

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- 4.1.3 Creation of an e-Portfolio capability using the brand 'Achieve@TUDublin' (see illustration below). The supporting technology is fully integrated with Moodle VLE and the new STLR functionality. Aside from facilitating more inclusive assessment methodologies, the approach adopted will support students in focusing on their future careers and associated goals from the day they commence their studies with TU Dublin.

Competency	Exposure	Integration	Transformation
Civic Knowledge, Skills & Experience	16	6	6
Global Culture Competence	7	7	7
Health & Wellbeing Development	7	7	3
Leadership & Teamwork	4	8	0
Research & Innovation Competency Building	4	4	7

- 4.1.4 Version 1 of the STLR Quality Manual has been prepared with detailed documentation of processes including TL assessments against the defined rubric and the plug-ins. The document is similar to that which would be used by a business organisation seeking ISO certification.
- 4.1.5 Important initial design steps have been made to understand process and to develop how the TLR record from the Blanchardstown Campus' Virtual Learning Environment (VLE) can be integrated to the student dashboard in WP 4.3 by other IT departments in TU Dublin.

Summary of Impact of COVID-19 pandemic on progress of the Workstream 4.1

Significant impacts include: Start of the e-Portfolio action plan had to be postponed, and; other additional related impacts have been enumerated under WP6 later.

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.

Salient activities and progress for the reporting period include:

- 4.2.1 Building foundations for UD Policy for TU Dublin; incorporating substantial work on developing a UDL internal network across the University. This included identified UD Champions, building relationships, dissemination of information through presentations to colleagues, engaging with interested staff members to promote UD including providing access to UD Implementation Research Network conference to this group. Continuing and developing the National network relationships with UD partners such as embedding local UD partners such as [Centre for Excellence in Universal Design \(CEUD\)](#) and [Association for Higher Education Access and Disability \(AHEAD\)](#).
- 4.2.2 Extension of TU Dublin network to incorporate global Universal Design partnerships [CAST](#), [Universal Design for Learning-Implementation & Research Network \(UDL-IRN\)](#).
- 4.2.3 Project workpiece to initiate redesign of curriculum and enhance teaching and learning. Ongoing collaboration with learners (initially with First Year intake of 2019-20 academic year) to create Universal Design spoken word piece in response to Covid-19 in scaffolded response to the pandemic in order to build learning community and reinforce resilience.
- 4.2.4 Scheduling of Transform-EDU UD Training and Development 2019-2020, including: STLR and ENACTUS Ireland Universal Design Pilot Project at the Blanchardstown Campus plans to extend STLR and Universal Design Engagement and Development; AHEAD 10 week virtual online conference UDL-IRN June 2020; Participation in CAST UDL Virtual Conference Autumn 2019 and CAST UDL Conference

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Boston Autumn 2020; Web Accessibility with Irish Computer Society and CEUD May 2020; Participation in National Autism Conference Dublin 2019 (Building Partnerships, <https://asiam.ie/conference-2019/>); [Not So Different](#) NeuroDiversity Training and planned collaboration with TU Dublin; Temple Grandin Neurodiversity webinar; DELL Cork Neurodiversity in the Workplace Symposium.

- 4.2.5 Other supporting contributions to UD implementation such as: (a) review and feedback of Universal Design Further Education and Training Handbook for CEUD; (b) Collaboration with CEUD and [Junior Achievement Award](#), originally piloted by TU Dublin Blanchardstown Campus and designed to extend across the university; (c) Report on DELL Debate Series linking UD and industry to support learning experience in first year of study; plans for collaborative research and publications between CEUD and TU Dublin.

Summary of Impact of COVID-19 pandemic on progress of the Workstream 4.2

Salient impact to workstream activities and progress include:

- May-June 2020 Summer Project with Harvard Graduate School UD partners cancelled, but with possible reschedule in 2021.
- May 2020. Partner from Vancouver (PhD student of UDL) scheduled to facilitate workshop and initiate collaboration with TU Dublin students and faculty postponed.
- Planned invitation to Author and UD Activist Dr Jonathan Mooney (United States) postponed. Dr Mooney is founder and President of [Project Eye-to-Eye](#), a mentoring and advocacy non-profit organization for students with learning differences.
- Jan-May 2020 Spoken Word Artist Colm Keegan collaborative project with students in capturing Student's Universal Design voice. Approach to work was subsequently reconfigured in response to Covid-19 pandemic, which necessitated rapid shift to online teaching and learning. The project commenced in January, suspended in March, but recommenced in May to July after reconfiguration. During reconfiguration, decision was made to frame work as a foundation piece for subsequent Year 1 intake to universally design, addressing the need to scaffold incoming students in relation to covid-19 impacts on learning.
- AHEAD Croke Park Conference rescheduled to 10 week modular virtual conferences.
- CAST Boston 3 day Conference rescheduled to a virtual conference.
- Recruitment of Masters student is delayed and will be expedited in September 2020.

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.

Salient activities and progress for the reporting period include:

- 4.3.1 Meetings with Microsoft and LinkedIn were held over the summer 2019 to set negotiations regarding training and licensing for platforms to be used in the project. Project decision was made that the dashboard functionality provided by Microsoft Power BI will provide an initial/pilot platform, but other offerings to be investigated as part of workstream tasks.
- 4.3.2 Project funding has contributed to engagement of a Data Analytics Project Lead and a Data Analytics Technical Lead. The referred are shared personnel with other TU Dublin projects, but for Transform-EDU, these roles are intended to give direction to the Dashboard initiative and the data required to ensure that actions in WP4.3 are delivered.
- 4.3.3 Working with WP4.1 and WP6 coordinators on requirements for e-Portfolio tools and the framework devised in [eportfoliohub.ie](#). Drawing plans for training academic staff and other supporting events for 2020/21 academic year.
- 4.3.4 Dashboard development process is ongoing and localised and cross-organisation data is being sought for testing (refer to item 4.1.5 under Workstream 4.1 outlined earlier). However, the university still lacked data policy/strategy that is required to fully utilise the dashboarding intentions and capabilities. Noted that this is to be addressed in the ongoing organisation design for TU Dublin.

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Summary of Impact of COVID-19 pandemic on progress of the Workstream 4.3

The main impact was in the delayed implementation of Academic Integrity suite in Moodle as originally planned. It is noteworthy that academic integrity training for both staff and students is central to quality assurance in the current Covid-19 pandemic. Therefore, the process will be expedited to facilitate that training from Semester 1 in 2020-21 academic year.

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.

Salient activities and progress for the reporting period include:

- 5.1 The principles underpinning the quality framework developed and widely endorsed and supported by stakeholders. These agreed principles have been used to evaluate the procedures during the drafting stages.
- 5.2 Progressed the development of the different QA-QE Handbook sections including policies and terminologies, and indexing. Progress was presented to TU Dublin President's Group. Development process is cognisant that effective implementation of new QA-QE procedures will depend on how the different elements will be adaptable to the TU Dublin Information System and under circumstances with pending final Organisation Design.
- 5.3 Alignment of developments under WP5 to ongoing QQI CINNTE Review (Institutional Review).
- 5.4 Development of appropriate governance and oversight system for quality assurance and enhancement, including the Terms of Reference for the sub-committees of the Academic Council: University Quality Board; Quality Assurance & Enhancement Committee, and; Academic Regulations, Policies and Procedures Committee.
- 5.5 Drafting of the Assessment Regulations (Marks & Standards) pending key decisions in relation to: Calculation of grades/classification (e.g. GPA); rules for compensation (where applicable); progression carrying credits (where applicable); Exemptions; Thresholds; Remark/recheck processes; Appeals processes; Academic integrity.
- 5.6 In the second-half of the reporting period, progress focused on: programme development/validation procedures; programme management procedures; annual programme enhancement processes, and protocols for management of curricula life cycles.
- 5.7 Online academic staff survey on QA-QE system completed and analysed in February/March 2020, and the findings have been used to inform/guide the development of all new procedures and regulations.
- 5.8 The Programme validation process finalised, and it proposes to delegate the programme validation process to Faculties within the new Quality Framework, with commensurate oversight and support.
- 5.9 The Programme Management procedures finalized pending a coherent evaluation of the role of the external examiners. Online survey to external examiners was administered for feedback/perceptions of current practices and inherent opportunity for enhancements. Academic staff focus group evaluations conducted in May to re-evaluate the role of the external examiner from Academic Schools perspectives.

Summary of Impact of COVID-19 pandemic on progress of the Workpackage 5

It is noteworthy that most of the tasks under WP5 could be managed remotely, therefore, the overall impact of Covid-19 pandemic on progress in WP5 has been to a lesser scale than other areas of *Transform-EDU* Project. However, it is expected that all other WPs/Workstreams will contribute to how the QA-QE process is realigned, e.g., increasing importance of programmes' agility and adaptation to technology and future jobs requiring new methods of pedagogy, and efficient monitoring including comprehensive handling of learner experience in the student lifecycle (Student Voice). A key impact to workstream activities and progress is that, the implementation of Quality Framework requires details of Organisation Design. Therefore, elements of the WP5, specifically process authorisation have been presented as tentative, and final versions subject to further improvements. Delays in realisation of the final OD arising from staff focus on programme continuity and return to campus in the new academic year had significant impact and could further delay process.

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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.

Salient activities and progress for the reporting period were:

- 6.1 A total of 598 students (75% of a target cohort of 795) participated in TL opportunities and were assessed against a TL rubric, and their individual achievements recorded in the TLR developed under Workstream 4.1. This was an increase of 443 students from June 2019. The student survey administered at the end of academic year provided positive feedback from which students requested more Transformative Learning opportunities and guidance on reflective learning. A key outcome registered was the positive impact TL had on self-confidence and self-esteem.
- 6.2 A total of 41 academic staff throughout TU Dublin (recognised early adopters) organised TL opportunities, assessed each student against the TL rubric and recorded their achievements on the TL platform. This was an increase of 24 staff from the previous year, with potential for further increase in staff participation.
- 6.3 Academic staff were accorded formal training opportunities covering Transformative Learning, assessment rubric and maintenance of transformative learning record.
- 6.4 Positive stakeholder engagement and endorsements:
 - (a) The project won the 2019 Best Public Service Organisation Award of the Fingal Dublin Chamber for the Transformative Learning Record initiative. Feedback from the judging panel recognised the relevance and innovative approach to fostering graduate competences by noting that, *“Skills beyond the pure academic achievement are critical if students are to successfully transition into the world of work. The STLR programme is an innovative and much needed framework which complements academic learnings with real life skills. Hugely impressive and the positive feedback from all comes as no surprise”*.
 - (b) The project was also shortlisted for the *Career Impact Strategy Award Category of [The Education Excellence Awards](#) 2020*. The Education Awards is the long-standing platform for recognising, encouraging and celebrating excellence both State and privately funded education institutions in Ireland.
- 6.5 Key Performance Indicator framework established, 33 indicators having been identified to measure the impact of the TLR initiative (see illustration below).
- 6.6 In collaboration with Transform-EDU Project Workstream WP4.1 and WP3.2, an article was submitted to [RTÉ Brainstorm](#) platform which supports contribution to public debate, reflection on what’s happening in the world around us and communication of fresh thinking on a broad range of issues.

Summary of Impact of COVID-19 pandemic on progress of the WP6

Whereas it is not possible to quantify the full impact of the pandemic on WP6, participation in TL opportunities were adversely affected in a number of ways, including (among others): 11 transformative learning events were cancelled; planned volunteering activities did not take place; Engagement activities with industry/employers were postponed; Activities under the *Global Classroom* initiative in the academic year were cancelled; The *Preparatory Study Programme for Third Level* in collaboration with South Dublin County Partnership was postponed; Enrolling and recording TL achievements from students in other campuses on the Blanchardstown campus VLE was deferred to the next academic year, and; targeted face-to-face marketing action plan was postponed.

Stakeholder	Hypotheses	Population	Objective of Metric	#	Metrics
TU Dublin	STLR has no effect on retention	Any student who did not leave between Oct 31 and Mar 31 in a given year	Determine if retention rates have increased or decreased due to STLR	1 2 3 4 5 6 7	Student retention by semester, by year, by programme and by school for a specified period Student retention compared to years on year, by semester, by programme and by school Student retention by demographics compared to year on year Overall student retention amongst students who participated in STLR and those who did not participate Schools student retention Vs Student STLR Participation Schools student retention Vs Student Non STLR Participation Qualitative measures of students engagement who stay Vs who didn't stay (e.g. Life satisfaction survey)
	STLR has no effect on progression	A TU Dublin student in year 1 can be found in a TU Dublin programme in year 4	Determine if progressions rates have increased or decreased due to STLR	8 9 10 11	#% of students who progressed by year, by semester, by programme and by school #% of students who participated in STLR progressed by semester, by year, by programme and by school #% of students who didn't participate in STLR progressed by semester, by year, by programme and by school Qualitative measures of students engagement who progressed V who didn't progress (e.g. satisfaction survey)
	Staff will not engage with STLR	All staff on campus	Extent of participation in STLR by staff	12 13 13a 13b 14 15	# of staff who attended STLR training # of staff who engaged in STLR, i.e. tagged an event or assessment # of staff who have STLR tagged an event per semester per academic year # of staff who have STLR tagged an assessment per semester per academic year STLR tagged event/assessments split between academic staff and professional staff per semester per academic year Qualitative measures of staff engagement who engage V who didn't engage (e.g. satisfaction survey)
	STLR does not change the learning experience for students	Students on campus and in scope of STLR	Extent of participation in STLR by students	16 17 18 19 20 21 22 23 24	#% of students who received at least one STLR recognition #% of students who received more than one STLR recognition #% of students who received exposure STLR recognition #% of students who received integration STLR recognition #% of students who received transformation STLR recognition #% of student initiated STLR events/assessments Student participation by demographics Student Net Promoter Score - year on year Student propensity to participate survey
	STLR does not improve students employability skills	Students on campus	Learn more about students employability attributes	25 26 27	Students emotional intelligence survey with students participating in STLR Vs students no participating in STLR Student employability attributes (to include self efficacy) qualitatively measured before they exit their programme. Graduate satisfaction survey within one year of employment - STLR V's Non STLR students
	STLR has no impact on the students' GPA	Students on campus	Determine if GPAs have increased or decreased due to STLR	28 29 30	Student GPAs by semester, by year, by programme and by school historically (previous 5 years) Student GPAs by semester, year, programme, school and demographic measure year on year (to include STLR roll out period) Student GPAs who participated in STLR Vs Student GPAs who did not participate in STLR
Community	STLR does yield students who are more productive, creative, ethical and engaged citizens	Students who graduated	Determine if students can meet the needs of the community	31 32 33	Measure the community involvement among students (eg # of volunteering hours and # of community based events hosted on campus) Employer feedback via the Industry panel Graduate satisfaction survey within one year of employment - STLR V's Non STLR students

Section 3: Impact of COVID-19 pandemic on project deliverables and progress

Indicate whether the impact of COVID-19 pandemic affected the progress of the project:	
No impact on the project deliverables and/or progress	
Minor impact on the project deliverables and/or progress	
Moderate impact on the project deliverables and/or progress	√
Major impact on the project deliverables and/or progress	

If the project deliverables and/or progress has been affected by COVID-19 pandemic, outline the impact.

Note: Expand the box as necessary.

Covid-19 pandemic has had a range of impacts on progress achieved in this project. The specific impacts and specific arrangements for attenuation of any possible negative impacts have been enumerated under the relevant workpackages and workstreams in Section 2 above. Also see the Impact Statement in Section 5 later for higher education system benefits and potential for replication elsewhere and relevance to the whole HE system.

Whereas it is still anticipated that the project will meet the original deliverables as specified in the proposal, it is deemed realistic to seek a cost-neutral extension to the project term in order to make up for the unanticipated delays incurred due to the pandemic, hence, the request for consideration of the new end-date of June 30, 2022 proposed below. For example, student recruitment to Workstream 4.2 is fundamental to achieving the envisaged outcomes. Also, key elements of project require blended approach incorporating remote engagement with face-to-face interactions, specifically to augment learning and learner experiences.

It is noteworthy that for the start of a new academic year 2020/21 in post Covid-19 pandemic, operational environment in the university will be different, and specifically necessitating the establishment of [Return to Campus](#) protocols, with new ways of working to [Guidelines for Public Health Measures](#). Invariably, these will have impact on progress achieved in individual WPs and Workstreams of *Transform-EDU* Project.

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Therefore, the project will consider this an opportunity to refresh its plans for continuity in the context of the *New Normal*. The project to consider holding a workshop with the specific objective of knitting the continuing and any delayed elements in a coherent manner. *However, even though the cost-neutral extension has been requested, the Transform-EDU project team will still strive to identify where progress could be further accelerated to ensure that the final reporting will be by the extended timeline or earlier.*

Do you wish to seek a no-cost extension of the project due to the impact of COVID-19 pandemic?

Yes

√

No

If you wish to seek a no-cost extension, please indicate the proposed new end date.

Note: Extensions are not expected to be granted beyond 30 June 2022.

30 /06 /2022

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	<i>Coordinating Partner:</i> TU Dublin 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 as scheduled throughout the duration of the project.	1. Periodic reports– Month 12, 24 and 36 2. Progress tracking workshops – Month 6, 12. 3. Development of project website– Month 3 (currently updating to align with TU Dublin brand requirements) 4. Project information brochure– Month 6	On-Target
WP2	<i>Coordinating Partner:</i> City Campus Characterising the TU Dublin Transformative Education Framework	Definition of framework and development of institutional and programme level <i>Employability & Employment Guides</i> . Mapping of graduate attributes to measurable <i>Tenets of Transformative Learning</i> in multiple sample programmes	2019-2021	1. Curriculum audit of employability across TU Dublin—Month 12; 2. Identification of employability gaps and	1. Recruitment of research student completed and to start remotely in September 2020 and onsite from January 2021.	Delayed The delay in start date for the postgraduate scholars is a key basis for seeking

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		covering selected disciplines across TU Dublin campuses.		redress strategy—Month 16 3. Institutional and discipline-specific Employment Guidelines developed—Month 24	Therefore completion delayed.	the cost-neutral project extension to June 2022.
WP3	<p><i>Coordinating Partner:</i></p> <ul style="list-style-type: none"> • <i>Workstream WP3.1 Blanchardstown Campus</i> • <i>Workstream WP3.2 Blanchardstown Campus</i> • <i>Workstream WP3.3 Tallaght Campus</i> • <i>Workstream WP3.4 Blanchardstown Campus</i> <p>Developing the Framework for Transformative Learning (TL) Process</p>	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	<p><i>Workstream WP3.1</i></p> <ol style="list-style-type: none"> 1. Comprehensive sustainability attributes mapping—Month 12; 2. Seed projects bank established—Month 12. 3. Integration of sustainability into TU Dublin organisational structure and business model—Month 34 <p><i>Workstream WP3.2</i></p> <ol style="list-style-type: none"> 1. Comprehensive survey of Irish employers to determine the key graduate attributes they most prize - Month 12 2. Quantitative analysis of impact of work-readiness coaching—Month 24 <p><i>Workstream WP3.3</i></p> <ol style="list-style-type: none"> 1. Knowledge, skills and competency framework for CE; pedagogical framework; online module; self-reflection digital 	<p><i>Workstream WP3.1</i></p> <ol style="list-style-type: none"> 1. Sustainability integration status report— Month 4 2. MPhil researcher joined project in February 2020. 3. Strategy for pipeline of living lab projects agreed—Month 8. <p><i>Workstream WP3.2</i></p> <ol style="list-style-type: none"> 1. Results of a comprehensive survey of employers on graduate attributes and work readiness – Month 12 2. Statistical analysis of effectiveness of work readiness coaching on employability and employer satisfaction – Month 24 <p><i>Workstream WP3.3</i></p> <ol style="list-style-type: none"> 1. Module Descriptor— Month 4 2. Knowledge, Skills and Competencies Framework—Month 5 	<p>On-Target</p> <p>Delayed Due to delay in recruitment of Postdoc Fellow and Master student</p> <p>Delayed</p>

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				<p>learning tool; staff training and development—Month 1-12</p> <p>2. Development of communities of practice between TU Dublin and external stakeholders/community organisations in the design, delivery, development and assessment of civic engagement activities—Month 9-36</p> <p>3. Mainstream CE modules, expanded offerings and QA-QE marks—Month 14-36</p> <p><i>Workstream WP3.4</i></p> <p>1. List of inter-disciplinary events to provide innovative opportunities for extracurricular experience in interdisciplinary projects or teams—Month 16</p>	<p>3. Pedagogical Framework—Month 6</p> <p>4. Self-reflection Digital Learning Tool</p> <p>5. CE Partners and students identified and engaged in the project development phase—Month 4</p> <p>6. CE External Partners engaged for Pilot Implementation Phase –Month 10</p> <p>7. CE External Partners engaged for Phased Implementation—Month 12</p> <p><i>Workstream WP3.4</i></p> <p>1. Consultation process to identify parameters for cross-disciplinary TL events—Month 4</p> <p>2. Design workstream questionnaire and admin process—Month 6</p> <p>3. Administer survey and process data (cycle 1)—Month 6-18</p> <p>4. Draft schedule of discipline-specific courses for consultation as part of cross-disciplinary TL events—Month 13-36</p>	Delayed
WP4	<p><i>Coordinating Partner:</i></p> <ul style="list-style-type: none"> • <i>Workstream WP4.1</i> 	WP4 involves: the development of standard for Transformational Learning Record (TLR), depicting clear levels of achievement;	2019-2021	<p><i>Workstream 4.1</i></p> <p>1. Assessment rubrics for Integration and</p>	<i>Workstream 4.1</i>	On-Target

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<p><i>Blanchardstown Campus</i></p> <ul style="list-style-type: none"> • <i>Workstream WP4.2 Blanchardstown Campus</i> • <i>Workstream WP4.3 Blanchardstown Campus</i> <p>Developing Learning Resources and Staff Competencies</p>	<p>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.</p> <p>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.</p> <p>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.</p>			<p>Transformation levels – Month 6 2.TLR – Month 14 3.e-Portfolio platform – Month 24 4.Integration of learner management system and VLE – Month 30</p> <p><i>Workstream 4.2</i> 1. Coherent UDL policy for the TU Dublin & Adoption. 2. UDL support networks and partnerships for resources; 3. Prioritise at least 2 programmes per institution (6 in total in Year 1) for learner-engagement;</p> <p><i>Workstream 4.3</i> 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 cross-disciplinary participation—Month 12 3. Identify an e-Portfolio standard for TLR</p>	<p>1. Comprehensive staff communication plan developed- Month 6 2. A ‘train the trainer’ programme scheduled for staff teams – Month 6 3. Training and motivational pack for learners developed – Month 8</p> <p><i>Workstream 4.2</i> 1. MOU with agreed UDL concerted action with at least 3 partners. 2. Draft UDL policy—Month 4 3. Priority programmes for UDL identified (6 in Year 1 to 3, 2 per institution)— Month 2, 14, 26.</p> <p><i>Workstream 4.3</i> 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. 3. Piloting of dashboard and e-Portfolio capability with selected groups, followed by review, accompanied by relevant training for staff and students— Month 15</p>	<p>Delayed Specifically, the postgrad advertisement and recruitment will commence in September but progress in workstream will be at risk if not expedited.</p> <p>Delayed Delay in implementation of Academic Integrity suite on VLE to support taught programmes has delayed both staff and student training components</p>
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Transformative Student-Centred Learning Record (*Transform-EDU*) Project is supported by:

				development and management—Month 18 4. Offer academic integrity training to support taught programmes—Month 24		
WP5	<i>Coordinating Partner: City Campus</i> 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-person courses for online delivery. Academic Integrity standard.	2019-2021	1. Set of QA/QE principles aligned to transformative student-centred learning. 2. New QE system (procedures and processes) for TU Dublin	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. 3. Principles aligned to transformative student-centred learning with due internal and external stakeholder consultation— Month 9. 4. Draft 1 of the new QA/QE system for TU Dublin, and integration of the Transformative Learning Record--Month 21.	On-Target
WP6	<i>Coordinating Partner: Blanchardstown Campus</i> Implementation & Sustaining Transformative Learning Record (TLR).	Conduct Stage 1 Pilot & Review with <i>Innovation Team</i> . 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 2. Stage 2 pilot Final Report — Month 26.	1. Stage 1 pilot (Draft 1 Report)—Month 14 2. Stage 2 pilot (Draft 1 Report)—Month 24 3. Draft TL Policy—Month 28	On-Target

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Section 4: 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 delays in the reporting period (July 1, 2019 to June 30, 2020), progress so far addresses the sustainability and mainstreaming plans as were outlined in the project proposal.

Section 5: 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 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.

Whereas the execution of *Transform-EDU* project in the midst of Covid-19 pandemic has and is expected to continue to encounter significant challenges such as to cause delays in realising key deliverables, a number of issues and their inherent resolutions and experiences will have significant bearing on the overall impacts of this project. For example, it is expected that:

- (a) TU Dublin must now put efforts towards online/remote teaching and learning through the entire suite of academic and training programmes to ensure high standard, particularly if it is to continue attracting large numbers of students to maintain position/status as one of the largest universities in Ireland. A significant amount of work is required to give students a meaningful and engaging experience geared to formation of *Job-Ready Graduates* that is the fundamental thesis of *Transform-EDU* project. This will be particularly important, considering potential drop in enrolment of international students.
- (b) The development of a Quality Framework (WP5) in the midst of the pandemic accords a unique opportunity for formulation and harmonisation of the curricula overhaul process (WP2) and development and/or maintenance of best QA-QE practices, supported by systemic staff training in new forms of pedagogy, and geared to providing unique learning experiences that could meet a broad range of expectations for *Job-Ready Graduates*.
- (c) The priority accorded to alternative teaching and assessment strategies in the new forms of pedagogy invoked under the pandemic, will have bearing on the future research-teaching model that currently defines academic tenure in most HE institutions in Ireland and globally. TU Dublin is currently developing its Organisation Design; therefore, this experience accords it and other HEs in Ireland (specifically those transforming to Technological University) a unique opportunity to reassess the weighting of scholarship of teaching and scholarship of research as bases for their academic staff tenure.

Section 6: 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 independent institutional partnership in the original project proposal, i.e., ITB, DIT and ITT are now unitary as TU Dublin. The WP/Workstream leads by campus have therefore assumed the collaborative roles in the project as initially intended. The six project meetings held in the reporting period (See WP1 under Section 2 of this report) have enabled a close and careful management of engagement through commitments to project tasks under all Work Packages and Workstreams.

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Section 7: Financial report

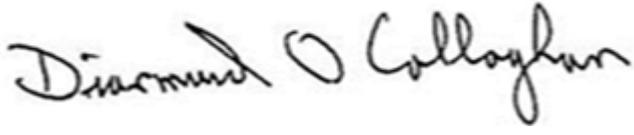
Complete the Financial Report table in the Excel template (Financial report tab) and insert the project's Actual "total direct costs" figure from your Excel spreadsheet below

More detailed financial report per accompanying Excel File. Please see note included.

Total direct costs	€301,722
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Section 8: Signature

Progress reports must be signed by the Head of the reporting institution.

Signature of the Head of the reporting institution:	
Name:	Dr Diarmuid O'Callaghan
Title:	Principal, TU Dublin Blanchardstown Campus
Date:	August 21, 2020