

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

**Progress Report**

**PROJECT LEAD**

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

**Reporting period start date: 1 July 2020**

**Reporting period end date: 30 June 2021**

### **Instructions for completing progress report forms.**

This progress report template consists of 2 parts: a word document and an excel spreadsheet containing one worksheet tab (**Financial report**). We request that the formats specified in all templates provided be maintained as much as possible.

The word document should provide us with a concise summary of the progress of the project during the reporting period. Please do not exceed the maximum length of responses to individual questions, as specified in the form. 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**.

**Financial report** (Excel spreadsheet): Please indicate the actual expenditure per cost category incurred during the reporting period, i.e., between 1/7/2020 and 30/6/2021. Explanation of significant variations between the approved reprofiled budget and the actual expenditure incurred should also be provided. Note that known values as per previous returns to the HEA have been pre-populated in the template and the relevant cells are locked.

The completed excel spreadsheet with the Financial Report should be saved and returned to the HEA as a 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](mailto:innovation@hea.ie) **before 12:00 noon, Friday 20th 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](mailto:innovation@hea.ie) or contact Michael Duffy on 01-2317119.

**PROJECT DETAILS**

<b>Project information:</b>	
<b>Project title:</b>	Transformative Student-Centred Learning Record (Acronym: <i>Transform</i> -EDU)
<b>Institution submitting the report (Lead institution):</b>	TU Dublin, Blanchardstown Campus
<b>Contact person's name:</b>	Dr Philip Owende
<b>Job title:</b>	Academic Quality Manager
<b>Email address:</b>	<a href="mailto:philip.owende@tudublin.ie">philip.owende@tudublin.ie</a>
<b>Contact number:</b>	(+353) 885 1128/086-8574369

<b>Names of collaborating institutions:</b>	
<b>Collaborating Institution 1:</b>	TU Dublin, City Campus
<b>Collaborating Institution 2:</b>	TU Dublin, Tallaght Campus

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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 composition of the Project Team changed during the reporting period, explain the reasons and indicate what impact the change(s) will have on the delivery of the project.
<p><i>Maximum 500 words. Note: Expand the box as necessary.</i></p> <p>The following changes to composition of the project team occurred in the reporting period:</p> <ol style="list-style-type: none"> <li>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. Dr Cormac McMahon was subsequently appointed to the role of Project Director and undertook the position in February 2021. To ensure continuity in the project, the project Coordinator covered the Directorship roles in the transition period to the new appointment.</li> <li>2. Addition to the project team (per original proposal) and other personnel changes/issues/decisions to Work Packages/Workstreams in the reporting period included: <ol style="list-style-type: none"> <li>(a) Mr Ronan Keaskin was appointed new lead to Workstream 3.4 that was originally held by Dr Doran (see per point 1 above).</li> <li>(b) The MPhil Student assigned to Workstream 3.1 started in February 2020 but due to health reasons had to withdraw in October 2020. Considering the long turnaround in student recruitment process and potential delay to the project, it was decided to provide for academic staff involvement in the Workstream and Dr Mick McKeever, Senior Lecturer in Engineering was assigned to the role at 2 hrs/week from February 2021.</li> <li>(c) MPhil student in WP2 was enrolled and started on September 1, 2020, and registered for duration of 24 months. Due to the health restrictions her travel to Dublin that was originally planned for January 2021, was further delayed to August 2023 (confirmed arrival date August 21). The student continued to make progress with the study under comprehensive remote supervision arrangements.</li> <li>(d) MPhil student in Workstream 3.2 enrolled and started programmes on September 1, 2020, duration 24 months.</li> <li>(e) The Postdoctoral Fellow to Workstream 3.2 was recruited and started work in March 2021 on one year contract.</li> <li>(f) Recruitment of MPhil student to Workstream 4.2 was unsuccessful, therefore, alternative workplan measures to meet the project deliverables as originally envisaged have been considered and implemented.</li> <li>(g) The 3 QA Officers roles were consolidated, and QA Administrative Assistant assigned to WP5 was appointed from July 2020.</li> </ol> </li> </ol> <p>Having considered the delays resulting from Covid-19 pandemic (see activity/progress under each workpackage/workstreams and relevant issues highlighted in Section 3 of this report), the outlined changes to the composition of the project team including the student recruitment and staff movements; <b>With the approved No-Cost Extension to June 30, 2022, it is envisaged that the project will substantially be delivered as originally proposed.</b></p>

**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 original or amended plan (as applicable) 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/amended plan 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/amended workplan.

*Maximum 4 pages.*

**Note: Impact of COVID-19 pandemic on progress of the project during the reporting period 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, 2020, to June 30, 2021.

**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:

- 1.1 Coordination of 12 monthly progress update meetings and progress review that culminate to the progress in the reporting period. All meetings minuted and agreed actions followed to closure.
- 1.2 Participated in the year-long Organising Committee for Polytechnic Summit 2021 Conference, hosted virtually by TU Dublin in June 1-4, 2021. Transform-EDU Project specifically led the organisation of the Sustainability Theme in the conference per details highlighted under Workstream 3.1 later.
- 1.3 Lead contributions to the QQI Institutional Review Self-Evaluation Report ([CINNTE Review SER, page 34](#)) covering, among others: Academic Programme Provision, including the Interface of Educational Requirements and the Future of Work—Graduate Attributes (see WS3.2 later); Civic Engagement (see WS3.3 later); the development of the institutional quality framework central to the Transform-EDU Project (see WP5 later). The Transform-EDU project is recognised in the SER as among the suite of ongoing projects that promote effective use of learning data to promote student success.
- 1.4 Coordinated synergy in development and dissemination activities between this project and other Teaching and Learning Innovation Projects relevant to the student-centred QA-QE processes (WP5). For example, lead contributions to [Our Student Voice](#) student leadership training resources development.

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

- 1.5 HEA Progress Reporting for period June 1, 2020, to July 31, 2021, and forward planning to project completion.

### 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 WP2 MPhil Student inducted to research programme and project received ethical approval. Initial literature survey and the design of study methods including stakeholder consultation completed. The stakeholder consultation in form of curricula audit, focused on identifying and understanding where and how employability competences are developed and assessed and gaps analysis; hence, where supports are most needed across stakeholder profile (structured curricular/co-curricular learning opportunities).
- 2.2 Institutional Employment Guide developed by the TU Dublin Careers Office was adopted to inform the curricular audit process.
- 2.3 The Final Report of the CoCREATE project supporting this WP2 was published in December 2020 (See: <https://arrow.tudublin.ie/totalarcpreptf/1/>). It will underpin the new TU Dublin education model.
- 2.4 Four TU Dublin Communities of TL&A Practice (CoP) established under the separate IMPACT Project (see <https://tudublinimpact.wordpress.com/communities-of-practice/>). These CoPs align to the CoCREATE Curriculum Shapers and also supporting the WP3 Developing Framework for Transformative Learning Process. These ultimately feed into the strategic planning processes of the new Educational Model for TU Dublin.

### 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 Continued with the development and validation of a sustainability curriculum interrogator tool designed to systematically evaluate the embeddedness of sustainability in curricula. [Progress was presented at the Polytechnic Summit 2021](#), hosted by TU Dublin in June 1-4, 2021.
- 3.1.2 Interrogator tool was piloted in the development of the new [BSc Sustainable Timber Technology](#) degree programme of TU Dublin, which epitomising the contribution of Transform-EDU Project. Findings of initial and subsequent sustainability audits and insights from various stakeholders was [reported at PS2021 conference](#), and the full report on the [tool's application compiled](#).
- 3.1.3 Through the year-long activity planning, the workstream led the [Sustainability Theme of the Polytechnic Summit 2021](#) (PS2021). This was part of planned dissemination activity, developing linkage with communities of practice, and enhancement of project impacts. The session included four [Keynotes on topical aspects of Sustainability](#), six paper presentations and six poster presentations.
- 3.1.4 Delivered the [PS2021 Sustainability Summer School](#) hosting over 40 students from TU Dublin, Bahrain Polytechnic, University of Wisconsin Stout, Coventry University and Purdue Polytechnic. Students participated in collaborative design thinking projects, presenting their findings as poster papers in the PS2021 Summit.
- 3.1.5 The WS 3.1 team led the initial development and pilot delivery of CPD in which [5 ECTS NQF L9 Education for Food Sustainability](#) and [5 ECTS NQFL8 Sustainable Food Systems](#) modules were rolled out to 10 academic staff and 15 students in the School of Food Science and Environmental Health. This CPD is being extended to the provision of a Sustainability in the Curriculum lead, covering food, business and finance, (bio) pharmaceuticals, and tourism in 2021-2022 in collaboration with the TU Dublin IMPACT Project.

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- 3.1.6 In collaboration with a TU Dublin IMPACT project, the UN supported [www.sulitest.org](http://www.sulitest.org) was rolled out to circa. 1800 students and staff in 2020-2021 in a series of authentic assessments. The scale of adoption was reported in a [Case-Study](#) to the UN's high level political forum ([HLPF](#)) on sustainable development and by the UN Sustainable Development Solutions Network ([SDSN](#)).

*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 Postdoctoral fellow, Dr Miriam O'Regan, recruited and inducted to the project.
- 3.2.2 Experiments and data analysis conducted to measure impact of the delivery of Mindfulness and Emotional Intelligence workshops in Semester 1 of Academic Year 2020-21. Preliminary qualitative results reveal that students value the coaching, as it increased awareness of mindfulness and encouraged development of personal mindfulness practice. Findings presented at the [Advance HE Island of Ireland Symposium 2021](#) (See: O'Regan M, Carthy A & Owende P. 2021. *Socio-Emotional Skills for Work and Graduate Employability*).
- 3.2.3 Project engagement with industry was initiated and began with an online survey of Irish employers between April 22nd and June 8th, 2021. Result of the survey were analysed, published, and shared with all participating employers in the [Graduate Employability Employers Survey 2021 Report](#).

*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 A 5 ECTS Credits module on Active Citizenship developed and validated in November 2020. Validation Panel also recommended that a 15 ECTS Special Purpose Award be developed to cater for Part-Time students.
- 3.3.2 Module and TU Dublin's Civic Engagement Strategy presented to the South Dublin Chamber of Commerce and PM Group at a Corporate Social Responsibility (CSR) event on November 25, 2020.
- 3.3.3 Cross-university workgroup towards the co-ordination of approach and strategy for Civic Engagement in TU Dublin established. Group output informed both the future organisational design for civic engagement and the QQI Institutional Review covering civic engagement in TU Dublin.
- 3.3.4 Masters research student presented the [Interim Research Findings on Community Development in South Dublin](#), at event organised by the South Dublin County Local Community Development Committee (LCDC) on November 18, 2020.

*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 Completed the development of modalities for generating/maintaining a pipeline of inter-disciplinary events providing innovative opportunities for interdisciplinary projects and teamwork.
- 3.4.2 Six inaugural events selected in open competition and on the bases of interpretation of Transformative Learning context, long-term sustainability, and potential for replication. Events lined for Semester 1 2021-22 include: Self-Care and the Fashion Industry; From a Research Ideas to Publication; Professional

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

Practice and Work Experience Forum; Women in STEM (WiSTEM) Societies Championship; Diversity Corner; FinBiz Sustainability Webinar Series (see details at: [WS-3-4-cross-disciplinary-events](#)).

#### **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 A comprehensive fully functional proof-of-concept system and processes for capturing and validating student learning from TL events was tested with 734 (66% of target students of 1,104) attending 64 STLR tagged events and taking 47 STLR tagged Continuous Assessment Tests. See: [STLR Activity Report for 2021-21](#)
- 4.1.2 Approval of the STLR Approach to Quality Enhancement and the development of Quality Manual and Operational Guidelines (see details at: [TLR Standard](#)), enabling formal recognition for STLR under TU Dublin's Academic Quality Framework.

##### *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 Coordination of the Universal Design Seminar Series towards Building Universal Policy for TU Dublin.
- 4.2.2 Further development of Community of Practice via UDLHE Digicon Spring 2021 and CAST Summer 2021 Conferences.
- 4.2.3 Organisation of TU Dublin Esteem Universal Design Hackathon, and a UDL Presentation at the IMPACT Festival of Learning.
- 4.2.4 Extending project utility including: Incorporating the Student Voice in UDL, and; Scoping of UDL in the European University of Technology Alliance (EUT+) work programme.

##### *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 Student data dashboard was piloted with one school in Semester 2, 2020, and will be relaunched in September 2021 with at least seven additional pilot academic schools.
- 4.3.2 Academic Integrity module has been integrated into TU Dublin's VLEs and *beta-tested* with staff and students. Planned rollout of the Academic Integrity module to all incoming first year students via the VLE at the start of the 2021–22 academic year: to culminate to publishable case-study.
- 4.3.3 e-Portfolio workshops held with staff from a variety of disciplines and across all three campuses, with emphasis on the framework provided in [www.eportfoliohub.ie](http://www.eportfoliohub.ie).
- 4.3.4 Publication of Case Study on *Academic Integrity – Towards Effective Guidelines and Protocols for embedding Academic Integrity* in the annual [QQI Quality in Action in Irish Higher Education 2020](#) (See Case Study 5 on TU Dublin).

Based on premise that the naturing academic integrity requires collaborative effort between academic staff and students, and that efficacy also demands for contextual and repetitive highlights of key principles; Workstream delivered three presentations to student and staff in the Academic Calendar for 2020-21 (see details at: <https://transformedu.ie/wp4/ws-4-3-digital-campus-support/>).

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

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

WP5 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 Completed Stage 1 process design comprising: the auditing of current practices – similarities & differences; Benchmarking against National and International Practices.
- 5.2 Completed Stage 2 process design comprising: Drafting a set of Quality Framework Principles; Consulted with staff via a survey on the vision for the framework; Gained process approval by the University Academic Council
- 5.3 Completed Stage 3 of process design comprising: Draft 1 of all QA-QE Procedures & Policies; Consultation through Survey and Focus Groups to test proposals against the adopted principles to review procedures; Published and circulated the consultation report to staff.
- 5.4 Stage 4 (Ongoing)— Process drafts circulated to staff, and other stakeholders include: Programme Validation; Management of the Quality Enhancement of Academic Programmes; Making Changes to Programmes and Modules; Annual Quality Enhancement Process; Programme Review; School Review; Faculty Review; Quality Enhancement of Programmes not Leading to TU Dublin Awards. The following processes were considered and subsequently approved by the Academic Council in June 2021: Programme Validation; Management of the Quality Enhancement of Academic Programmes; Making Changes to Programmes & Modules, and; Annual Quality Enhancement Process.

### **WP6 Implementation and Sustaining Transformative Learning Record (TLR)**

WP6 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 Continuation of piloting and review of STLR processes with focus in the progressing the implementation and developing strategies for sustaining TLR.
- 6.2 Summary of the implementation processes and review of progress are outlined in the [STLR Activity Report 2020-2021](#). Key project milestone was in the release of the inaugural [Student Transformative Learning Transcript](#). Development of support for STLR rollout across the university in progress and to be covered in the next reporting period.
- 6.3 Despite the Covid-19, there was continued growth in the adoption of STLR in the 2020-2021 academic year, enabling participation of 1,104 students and 31 academic staff. TU Dublin's First Transformative Learning transcripts were released July 7, 2021.

**Section 3: Impact of COVID-19 pandemic on project deliverables and progress during the reporting period**

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 during the reporting period, outline the impact.**

*Maximum 500 words. Note: Expand the box as necessary.*

*Summary of Impact of COVID-19 pandemic:*

*Workpackage 1*—The impact on progress necessitated our application for a No-cost Extension to the project to June 2022, and which was approved within the reporting period.

*Workpackage 2*—The MPhil scholar was recruited in early part of 2020 but was unable to travel to Ireland from the Netherlands for immediate start. Comprehensive supervision arrangements were made for the project to start remotely from September 2020. Due to the current public health restrictions, her relocation to Dublin was deferred to August 23, 2021. Commendable progress was achieved via the remote project supervision adopted.

*Workstream 3.1*— The MPhil student attached to WS 3.1 team resigned in October 2020 due to health reasons. Whilst the work has since been reallocated and commendable progress recovered, some momentum was lost in the intervening period.

*Workstream 3.2*— The delivery of work readiness coaching was deferred to September 2021.

*Workstream 3.3*— A six-month extension to the original expected completion date of the MPhil project of August 30, 2021, was approved and funded separately to this project.

*Workstream 3.4*—The shift to remote delivery in the post-Covid period necessitated a rethink of modalities, therefore, significantly reduced the number of available learning events in the initial period. However, the shift to online events coupled with implementation of a nominal competitive funding approach adopted by project to encourage design of TL events enhanced their accessible to students. Impacts of the alternative approach considering the cross-cutting nature of projects will be evaluated in the next reporting period.

*Workstream 4.1*—Progress timelines per the original project plan were retained.

*Workstream 4.2*—Inability to recruit the Masters scholar designated to the work stream; consequently, slower progress than originally anticipated. Related activities have been reassigned.

*Workstream 4.3*—While the pandemic has generally pushed academic staff to prioritise continuity in delivery rather than embrace innovation, it has also prompted comprehensive review of assessment and awareness of the significance of data to the monitoring and determining student success.

*Workpackage 5*—Overall impact of Covid-19 pandemic on progress was minimal as activity could be managed remotely. However, planning for implementation of the different elements of the quality framework, and specifically the workflows and approval processes rely on final organisation structure. While the institutional organisation design is currently underway, the draft procedures and processes developed in this WP have only been able to apply appropriate placeholders that will require realignment as the final university organisation structure is developed.

*Workpackage 6*—Some transformative learning activities were conducted at reduced scale to account for health guidance or were deferred to the next academic year. Staff and student engagement were also lower than originally anticipated, due to implementation of remote learning.

**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 the “Project Objective and Implementation Plan” submitted as a part of the proposal in section 3a (or the amended plan, as applicable). 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.

Maximum 4 pages.

	(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 2. Progress tracking Monthly meeting 3. Project website & communication	<b>On-Target</b> No-Cost project extension to June 2022 was approved.

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WP2	<p><i>Coordinating Partner: City Campus</i></p> <p>Characterising the TU Dublin Transformative Education Framework</p>	<p>Definition of framework and development of institutional and programme level <i>Employability &amp; Employment Guides</i>. Mapping of graduate attributes to measurable <i>Tenets of Transformative Learning</i> in multiple sample programmes covering selected disciplines across TU Dublin campuses.</p>	2019-2022	<ol style="list-style-type: none"> <li>1. Curriculum audit of employability;</li> <li>2. Identification of employability gaps and redress strategy</li> <li>3. Institutional and discipline-specific Employment Guidelines developed</li> </ol>	<p>Recruitment of research student completed and started remotely in September 2020. Scheduled to relocate to Dublin on August 23.</p>	<p><b>On-Target</b></p> <p>No-Cost project extension to June 2022 was approved.</p>
WP3	<p><i>Coordinating Partner:</i></p> <ul style="list-style-type: none"> <li>• <i>Workstream WP3.1 Blanchardstown Campus</i></li> <li>• <i>Workstream WP3.2 Blanchardstown Campus</i></li> <li>• <i>Workstream WP3.3 Tallaght Campus</i></li> <li>• <i>Workstream WP3.4 Blanchardstown Campus</i></li> </ul> <p>Developing the Framework for Transformative Learning (TL) Process</p>	<p>Development of the framework. Initial considerations from underpinning literature and experience to include: Sustainable development &amp; sustainability science; Service Learning, Civic &amp; Community Engagement; Social and emotional skills development and work readiness; Leadership/People Management/Team Working; Research Creative &amp; Scholarly Activities; Entrepreneurial skills; Global &amp; Cultural Competencies; Academic Integrity</p>	2019-2021	<p><i>Workstream WP3.1</i></p> <ol style="list-style-type: none"> <li>1. Comprehensive sustainability attributes mapping.</li> <li>2. Seed projects bank established.</li> <li>3. Integration of sustainability into TU Dublin organisational structure and business model</li> </ol> <p><i>Workstream WP3.2</i></p> <ol style="list-style-type: none"> <li>1. Comprehensive survey of Irish employers to determine the key graduate attributes they most prize</li> <li>2. Quantitative analysis of impact of work-readiness coaching</li> </ol>	<p><i>Workstream WP3.1</i></p> <ol style="list-style-type: none"> <li>1. Sustainability integration status report.</li> <li>2. MPhil researcher joined project in February 2020.</li> <li>3. Strategy for pipeline of living lab projects.</li> </ol> <p><i>Workstream WP3.2</i></p> <ol style="list-style-type: none"> <li>1. Results of a comprehensive survey of employers on graduate attributes and work readiness</li> <li>2. Statistical analysis of effectiveness of work readiness coaching on employability and employer satisfaction</li> </ol>	<p><b>On-Target</b></p> <p>Originally delayed due to late recruitment of Postdoc Fellow and Master student. On target over duration of No-cost extension.</p>

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			<p><i>Workstream WP3.3</i></p> <ol style="list-style-type: none"> <li>1. Knowledge, skills and competency framework for CE; pedagogical framework; online module; self-reflection digital learning tool; staff training and development.</li> <li>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</li> <li>3. Mainstream CE modules, expanded offerings and QA-QE marks</li> </ol> <p><i>Workstream WP3.4</i></p> <ol style="list-style-type: none"> <li>1. List of inter-disciplinary events to provide innovative opportunities for extracurricular experience in interdisciplinary projects or teams</li> </ol>	<p><i>Workstream WP3.3</i></p> <ol style="list-style-type: none"> <li>1. Module Descriptor</li> <li>2. Knowledge, Skills and Competencies Framework</li> <li>3. Pedagogical Framework</li> <li>4. Self-reflection Digital Learning Tool</li> <li>5. CE Partners and students identified and engaged in the project development phase</li> <li>6. CE External Partners engaged for Pilot Implementation Phase</li> <li>7. CE External Partners engaged for Phased Implementation</li> </ol> <p><i>Workstream WP3.4</i></p> <ol style="list-style-type: none"> <li>1. Consultation process to identify parameters for cross-disciplinary events</li> <li>2. Design workstream questionnaire and admin process—Month 6</li> <li>3. Develop schedule of discipline-specific courses for consultation as part of cross-disciplinary TL events—Month 13-36</li> </ol>	<p><b>Delayed</b></p> <p><b>Delayed</b> Due to reduced scale of face-to-face activity.</p>
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Transformative Student-Centred Learning Record (*Transform-EDU*) Project is supported by:

WP4	<p><i>Coordinating Partner:</i></p> <ul style="list-style-type: none"> <li>• <i>Workstream WP4.1 Blanchardstown Campus</i></li> <li>• <i>Workstream WP4.2 Blanchardstown Campus</i></li> <li>• <i>Workstream WP4.3 Blanchardstown Campus</i></li> </ul> <p>Developing Learning Resources and Staff Competencies</p>	<p>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.</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>	2019-2021	<p><i>Workstream 4.1</i></p> <ol style="list-style-type: none"> <li>1. Assessment rubrics for Integration and Transformation levels</li> <li>2. Transformative Learning Record (TLR)</li> <li>3. e-Portfolio platform integration</li> <li>4. Integration of learner management system and VLE</li> </ol> <p><i>Workstream 4.2</i></p> <ol style="list-style-type: none"> <li>1. Coherent UDL policy for the TU Dublin &amp; Adoption.</li> <li>2. UDL support networks and partnerships for resources.</li> <li>3. Prioritise at least 2 programmes per institution</li> </ol> <p><i>Workstream 4.3</i></p> <ol style="list-style-type: none"> <li>1. Develop and deploy learner TLR dashboard to track progress through programmes of registration—Completed</li> </ol>	<p><i>Workstream 4.1</i></p> <ol style="list-style-type: none"> <li>1. Comprehensive staff communication plan developed</li> <li>2. A 'train the trainer' programme scheduled for staff teams</li> <li>3. Training and motivational pack for learners developed</li> </ol> <p><i>Workstream 4.2</i></p> <ol style="list-style-type: none"> <li>1. MOU with agreed UDL concerted action with at least 3 partners.</li> <li>2. Draft UDL policy</li> <li>3. Priority programmes for UDL identified</li> </ol> <p><i>Workstream 4.3</i></p> <ol style="list-style-type: none"> <li>1. Concerted efforts with Workstream 4.1 and WP6 to scope tasks.</li> </ol>	<p><b>On-Target</b> Full cycle of TLR data capture and reported completed per section report.</p> <p><b>Delayed</b> Postgrad student recruitment failed. Tasks reassigned</p> <p><b>On-Target</b> Implementation of Academic Integrity suite on VLE to support</p>
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Transformative Student-Centred Learning Record (*Transform-EDU*) Project is supported by:

				<ol style="list-style-type: none"> <li>2. e-Portfolio standard for TLR development and management</li> <li>3. Offer academic integrity training to support taught programmes.</li> </ol>	<ol style="list-style-type: none"> <li>2. Putting in place a data analytics and technical leads for dashboard task.</li> <li>3. Piloting of dashboard and e-Portfolio capability with selected groups, followed by review, relevant training for staff and students.</li> </ol>	taught programmes has delayed both staff and student training components
WP5	<p><i>Coordinating Partner: City Campus</i></p> <p>Developing Student-Centred QA-QE Processes and Procedures for Transformative Learning (TL)</p>	Development of student-centred QA-QE procedures covering TLR. Protocol for adapting in-person courses for online delivery. Academic Integrity standard.	2019-2021	<ol style="list-style-type: none"> <li>1. Set of QA/QE principles aligned to transformative student-centred learning.</li> <li>2. New QE system (procedures and processes) for TU Dublin</li> </ol>	Circulation of elements of the new QA/QE system to stakeholders and revisions tabled at QAEC and Academic Council for approval.	<b>On-Target</b>
WP6	<p><i>Coordinating Partner: Blanchardstown Campus</i></p> <p>Implementation &amp; Sustaining Transformative Learning Record (TLR).</p>	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	<ol style="list-style-type: none"> <li>1. Stage 1 pilot Final Report</li> <li>2. Stage 2 pilot Final Report.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stage 1 pilot (Draft 1 Report)</li> <li>2. Stage 2 pilot (Draft 1 Report)</li> <li>3. Draft TL Policy</li> </ol>	<b>On-Target</b> Inaugural Student Transformative Learning Transcripts Awarded

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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. *Maximum 500 words.*

TU Dublin has committed to a sustainability in the curriculum lead for Academic Year 2021-2022 to mainstream outputs achieved under WS 3.1. Under Workstream 4.1, the project has successfully developed a comprehensive and fully functional proof-of-concept system and processes for capturing and validating the Student Transformative Learning Record (STLR). The STLR approach is a purposive *Student Success Strategy* (Addressing Key System Objective 4 in the Higher Education Systems Performance Framework 2018-2020) and support to academic quality enhancement, with robust [Quality Manual and Operational Guidelines](#). Concurrently, WP6 is developing strategy for sustaining the transformative learning record: having successfully undertaken phase 1 piloting and reviewed full requirements for implementation; extending the implementation of the TLR in phase 2 cross-campus piloting, and; the providing staff development opportunities, peer work opportunities and additional supports to aid diffusion of TLR as an innovative and unique teaching and learning brand for the TU Dublin. The outlined progress has concurrently informed the Academic Quality Framework that is also being developed in this project. The Quality Framework being developed under WP5 supports innovation, while integrating best practice in all aspects of teaching and learning.

Strategic engagement with relevant communities of practice has enable dissemination and possible impacts beyond the consortium and providing the requisite impetus for sustainability. For example:

1. The STLR component has received recognition for [Excellence in Career Impact](#).
2. Outcomes of [Employability and Employer's Survey](#) has been well received by stakeholders.
3. Case Study from project reported at the High-Level UN Political Forum for Sustainable Development in 2021 (Raising & Mapping Awareness of the Global Goals; Using Reflective Practice to Promote Action, [Case study | Technological University Dublin, pp. 12](#)).

Studies under ongoing student research projects with overall intention to enhance sustainability of project outcomes and possible adoption across the HE sector include:

- WP2 project on “*An explorative case study into understanding and implementing transformative learning and employability within a quality curriculum framework*”.
- WS3.2 project on, “*An analysis of the effectiveness and impact of the provision of emotional intelligence coaching and work readiness coaching to Irish third level students*”.
- WS3.3 project on, “*Profiling and Evaluation of Community Engagement*”.

## **Section 5: Impact statement**

Please outline how the project contributed during the reporting period to 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. *Maximum 500 words.*

- (1) Having developed a comprehensive fully functional proof-of-concept system and processes for capturing and validating student learning from designated *Transformative Learning* events, the model transcript, i.e., [Transformative Learning Record \(TLR\) Transcript](#) awarded to qualifying students supplements the standard degree certificates, providing a better reflection of the range of competencies attained, hence, employability credentials. The supporting *ePortfolio* enable learners to include artefacts that validate the competences claimed. The underpinning TLR assessment rubric enable learners to demonstrate a broad range of abilities gained from both structured discipline-specific courses, and in co-curricular opportunities for fostering their personal development skills towards enhancing employability.
- (2) Different strands of the project are geared to development of learning resources and staff competencies to support the TL process. For example: NFQ Level 9 Education for Sustainability module developed under Workstream 3.1; the TLR Staff and Administrator User Guides, and Quality Manual developed under Workstream 4.1.

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- (3) With the continuation of remote delivery of academic programmes as part of the Covid-19 health interventions, the need for understanding of the principles of Academic Integrity and nurturing the relevant approaches in both student and staff has never been more relevant. Students are currently required to sign the *Approved Academic Integrity Statement* in the initial sign-on to the university VLE. Stemming from this project, and to aid in comprehensive understanding of this important pledge, the Academic Integrity approach implemented under WS4.3 of the project will now be part of student orientation programme in the Academic Year 2021-22. The impacts will be monitored, and efficacy reported as part of Case Study towards replication and possible application across the HE System.
- (4) As part of dissemination of project outcomes for possible replication elsewhere and with potential applications to whole HE system, this project is planning to showcase the relevant outputs and/or host events in the [Valuing Ireland's Teaching & Learning \(VIT&L\)](#) organised by the National Forum for Enhancement of Teaching & Learning in HE, between 08 November – 30 November 2021.

## **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.

*Maximum 500 words.*

The three independent institutions in the original Transform-EDU project proposal are now unitary as TU Dublin. The collaborative approach within and between the suite of Work Packages 1 through 6 have ensured consortium engagement in all elements of the project as was originally intended. The 20 project meetings conducted since the start of project, and participation in relevant Community of Practice events within and external to the university held in the reporting period have enabled a close and careful management of engagement through commitments to the transformation to a unitary organisation. For example:

1. *Workstream 3.1*— Synergy in the development and validation of an interrogator software tool designed to systematically evaluate the embeddedness of sustainability in curricula and supporting educating for sustainability initiatives. This development was a timely process required to fully address the UN Sustainability Development Goals as the foundation for TU Dublin's first Strategic Plan ([Strategic Intent 2030](#)), which requires all TU Dublin programmes to spell sustainability related learning outcome.
2. *Workstream 4.1*— Collaborative development of a fully functional proof-of-concept system and processes for capturing and validating student learning from comprehensive cross-campus selection of Co and Extra curricula *Transformative Learning* events. This has been successfully piloted in one campus, with cross-campus inputs, enabling extended rollout to all three campuses of TU Dublin in Phase 2 of the piloting.
3. *Workpackage 5*— Development of a Unitary Academic Quality Framework that supports innovation and best practice in Teaching & Learning. This requisite consultation process to approval of any elements accorded both academic and professional services staff the opportunity for contribution to development of the Unitary Quality Framework.
4. Cross-campus consortium lead in the organising committee and participation in the international collaborative [Polytechnic Summit 2021](#) (PS2021) conference. The conference themes which were all core to Transform-EDU Project covered: Programmes, Curriculum and Organisation Design; Practice-Based Learning; Employability and Graduate Skills; Internationalisation, Global Teaching & Collaboration, and; Sustainability. Output from this project were disseminated in several key sessions in the conference.

The outlined sample of engagement activity were undertaken concurrently with ongoing university organisation design, and within public health restriction/guidelines due to Covid-19 pandemic, which impacted on progress as outlined earlier in Section 3 of this report.

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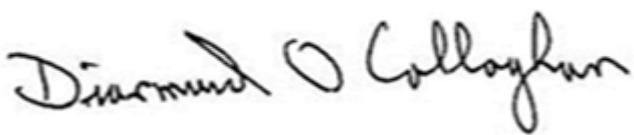
**Section 7: Financial report**

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.

<b>Total direct costs</b>	<b>€284, 270</b>
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**Section 8: Signature**

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

<b>Signature of the Head of the reporting institution:</b>	
<b>Name:</b>	Dr Diarmuid O'Callaghan
<b>Title:</b>	Principal, TU Dublin Blanchardstown Campus
<b>Date:</b>	August 20, 2021