

MINUTES OF *TRANSFORM-EDU* PROJECT KICK-OFF MEETING [FINAL]

Held on Thursday January 24, 2019 at 14:00 Hrs in B013, LINC Centre Blanchardstown Campus

Present:

Philip Owende (**Coordinator**, taking minutes); Mike Murphy (Registrar, City Campus); Fiona Malone (**Project Director, WP3/WP4**); Jen Harvey (**WP2**); Cormac McMahon (**Workstream WP3.1**); Aiden Carthy (**Workstream WP3.2**); Phil Mulvaney (**Workstream WP3.3**); Cormac Doran (**Workstream WP3.4**); Paul Dervan (**Workstream 4.1**); Larry McNutt (Registrar Blanchardstown Campus, **Workstream 4.2**); Kevin O'Rourke (**Workstream WP4.3**); Brian Bowe (**WP5**); Sandra Thompson (**WP6**).

Apologies:

David Irwin (**TU Project Team**, project integration with PDR Process)

In attendance:

Paul Jackson (**Convenor**, HEA Enhancing Student Retention across TU Dublin Project)

1. Introductions & outline of purpose for the meeting

- The proposed agenda was adopted (per pdf file in project coordination folder).
- Meeting started with the project lead contact persons acknowledgement of the team's contribution to the competition and success in the HEA funding call, and followed by round-the-table introductions.
- Coordinator outlined purposes of kick-off meeting as: to enable initial meeting of WP/Workstream coordinators; outline elements of the HEA submission and to agree upon the initial plans for the project, and; outline and discuss elements of project budgets and financial controls.
- Noted that a representative of the TU Finance Dept who are to manage the project accounts had been invited to attend the kick-off meeting. However, this was not possible due to unavoidable circumstances. Agreed for the coordinator is to follow with communication of funding release arrangements, after due consultation with relevant TU Finance.

2. Overall Project Summary and HEA conditions of offer

- Coordinator presented an overall project summary (per pdf file available in project coordination folder).
- Salient points in the conditions of offer outlined from HEA Letter of Offer that was submitted for the meeting were noted/discussed (per pdf file available in project coordination folder).

3. Outline of Work Packages & Workstreams

- Work Package & Workstream Leaders gave brief outlines of the WPs and Workstreams
- Project Director provided an overview of the TLR project activities at the TU Blanchardstown Campus and affiliation to Uni of Central Oklahoma.

The following are some highlights of presentations:

WP1 Coordination— Emphasised that individual WPs and Workstreams must focus on the project work plans, as described in the submission, including the milestones and deliverables that were committed in the proposal.

WP2 Characterising Transformative Education Framework— Noted that the funding was a positive step for the TU Dublin transformation, as the envisioned curriculum prototype will create a good foundation. Outlined, the synergy and project fit with the internally funded Co-Create project, which already has a collaborative programme involving the three TU campuses. Linkage of the two projects provides opportunity to create a curriculum that is unique and achieves broad-based aims (reference to table of alignment in WP2 folder in shared drive). Highlighted that it was important for TU staff to own and feel to be part of the curriculum development process.

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WP3 Developing Framework for TL process

- *WP3 Workstream WP3.1*— Outlined the need to develop a common definition of sustainability and contextualise to curriculum. Coordinator to link with Andy Maguire (City Campus contributor to Workstream) as there is already some progress. Reported that the CREATE research group is currently collaborating on an EU project with Aalborg University, ENSTA Bretagne, Helsinki Metropolia University of Applied Sciences and SEFI. One of the goals of that project is to identify the competences/skills required to meet the UN sustainable development goals. We are also involved in another EU project with TU Delft and KU Leuven (in addition to a number of companies and industry organisations) which aims to measure skills/competences of graduates. Both these projects can input into this work package. Also, one of the CREATE PhD students, who recently submitted his thesis, carried out a project that examined how well sustainability and sustainable development are integrated into engineering education/curricula in Irish higher education. Although this project focuses on engineering education, the literature review covers sustainable development in general.
- *WP3 Workstream WP3.2*— WP to consider the entire student lifecycle, therefore all undergraduate groups to be invited to participate. Level 1 is designed to help students to develop sense of belonging and engage with learning; Level 2 will allow students to take profiling tests to identify own strengths and weaknesses; Level 3 will focus on graduate employability and discipline specific skills for employment. Will explore any links to retention.
- *WP3 Workstream WP3.3*— Noted the two objectives of; advance community engagement as a core academic activity within TU Dublin; use the CampusEngage Guide to complement existing activity in TU Dublin, set new baseline figures. To draw from best practice across the three TU campuses.
- *WP3 Workstream WP3.4*— Highlighted the need to track all surveys related to the project, to ensure fitness of purpose and to alleviate possible 'survey fatigue'

WP4 Developing Learning Resources and Staff Competencies

- *WP4 Workstream WP4.1*— Rational for standard for TLR is to authenticate any claimed competencies by learners taking the programme. Identifies three levels of learning (evidenced by Rubrics) , vide; Exposure, Integration, and Transformation. Identify stakeholders to anchor TU Dublin graduate attributes. Identified linkages (relationships) with other Work Packages and proposed a naming convention to reflect the nature of these linkages (relationships). Highlighted the need for early identification of risks in project; specifically, noted that implementation of ePortfolio straddles WP4.1 and WP4.3 (Digital Campus), therefore responsibility needs to be clarified.
- *WP4 Workstream WP4.2*— Are we designing our curricula to accommodate all levels of learning abilities? It is important for the TU to ensure that UDL traverses activities in all campuses, therefore, this Workstream will inform all other WPs/Workstreams. Already, there are a number of MoUs supporting UDL activities in the TU, and which will be integrated with this project. Highlighted that for the first time, UD has been adopted for building design in the TU Blanchardstown Campus.
- *WP4 Workstream WP4.3*— Envisioned a dashboard as a mechanism for providing student data to display progress in learning and as prompt for self-improvement. WP requires decision on the backend systems to be used. There is need to triangulate on three projects (Transform-EDU, Retention and NFT&L projects) for learners to achieve digital literacy. To consider benefits if digital badging?

WP5 Student Centred QA-QE Processes & Procedures for TL— Overall target is towards a Unified QA-QE System and the project has provided support to speed up development of the new QA-QE. Process to be underpinned by diversity and inclusivity, but project team must include persons with familiarity of the three QA-QE systems. WP coordinator outlined four possible development options to be considered, and team to agree on how to feed-in necessary information in a timely manner towards development of a unified system. Moving from old to new has significant staff implications, therefore need for early engagement with HR, e.g., the City Campus has Programme Chairs as central to QA in a process not replicated in Tallaght and Blanchardstown Campuses. WP5 could also link to the national framework's education competency.

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Importantly, noted that the scheduled QQI institutional review in 2020 should have a workable unified QA-QE system in place (WP was ahead of schedule as underpinning principles have already been developed and current in discussion).

- WP6— Implementation and sustainability will provide formal recognition of employability skills associated with co and extracurricular activities that are currently uncredited. Core to the WP is that the vision on implementation has to be realistic and scalable, and should create environment conducive to learner transformation.

4. Integration/Cooperation between WPs and Workstreams, and between *Transform-EDU* and TU PDRs and other concurrent projects (e.g., Co-create, National Forum for T&L etc.)

- Noted that there was scope for collaborative engagement/work with other ongoing projects such as TU Curriculum and QA-QE PDR processes, Co-Create project, NFT&L project (DESSI) etc.
- Noted that linkage to collaborative projects must consider the obligation in Transform-EDU project to meet requirement for all deliverables.
- Opportunities where leverage can be achieved for the project through hire/share or utilisation of staff resources across the relevant projects e.g., Workstream WP4.3 Digital Campus Support should be identified and used.
- Noted that there are planned meetings to streamline mechanisms for linking to PDR processes, e.g., in relation to WP5 on Student Centred QA-QE for TL.

5. Project Budgets & Financial Controls

- Outlined of budget discussed by WP/Workstreams (pdf file Transform-EDU Budget (21-01-2019) available in coordination folder)
- Each WP leader requested to review their budgets and to flag any issues.
- It is necessary to consider, justify and negotiate for any valid requirement for budget reallocation with the HEA at the early stage of the project (HEA conditions of offer will not take any reallocation within six weeks of the scheduled end of project; refer HEA Letter of Offer available in coordination folder).
- To facilitate/authenticate 100% claim for personnel costs, each WP/Workstream coordinators to oversee completion of timesheets (per Transform-EDU TimeSheet Template provided in project coordination folder)

6. Schedule for periodic reporting to the HEA

- Indicative reporting schedule for the project was highlighted is as follows:

Report	Timeframe	Due Date
1: Six Month Report	Project Commencement to June 2019	31st July 2019
2: Annual Report	July 2019 -June 2020	31st July 2020
3: Annual Report	July 2020-June 2021	31st July 2021
4: Final Report	July 2021- Project completion	31st January 2022

- In order to meet the above reporting schedule, it was suggested that (where practicable) each WP lead to submit elements of report at least four weeks prior to the deadlines. This will facilitate integration of the parts and deal with any matters of clarification.

7. Other notable conditions of HEA offer

- Other notable conditions in the HEA offer letter that were highlighted and include: the need for acknowledgement of support in all deliverables such as reports, presentation and any similar

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dissemination activities, including periodic reporting; publications in Open Access, shared project output policy; Requirement Ethical Approval, and; operation within and observation of principles Research Integrity.

- The following acknowledgement statement was suggested and has been uploaded to the project share drive for use:

“Transformative Student-Centred Learning Record (Transform-EDU) Project is supported by: Higher Education Authority Innovation & Transformation Programme 2018”

- MS Word and PowerPoint templates are available in the project coordination folder (both are subject to further discussion to ensure fitness of purpose)

8. AOB

- Suggested that there was need to seek for a TU team support in respect of Project Management.
- Noted that some names in the Project Team that were submitted with the project proposal may have been placeholders with the necessary expertise; therefore, each campus to countercheck their team lists and where necessary to update asap.
- Subsequent meeting to invite full project team, but in the meantime, WP/Workstream coordinators to link with their respective contributors for initial discussion of work plans.

Suggested Date for next meeting (this was not discuss/agreed but coordinator suggests the following sessions to enable project to start formal operations):

- Second Transform-EDU Project Meeting: Friday February 15, 2019 [City Campus]
- Third Transform-EDU Project Meeting: Friday March 1, 2019 [Tallaght Campus]

Friday afternoon has been suggested for being relatively ‘quiet periods’ within the academic calendar (WP/Workstream coordinators requested to respond whether in agreement or with alternative suggestions).