

## TRANSFORM-EDU PROJECT OBJECTIVES AND IMPLEMENTATION PLAN

	Work package(s)	Short Description	Timescale	Outcomes /targets	Key Milestones
WP1	<p><i>Coordinating Partner:</i> <i>Blanchardstown Campus</i></p> <p>Project Coordination &amp; Management</p>	Project administrative coordination, financial management, project management meetings, and scheduling of dissemination activities. WP1 will also be responsible for quality assurance of the project and processes, specifically to ensure; adherence to work schedule, information flow to/between partners, progress reporting across WPs and to HEA oversight arrangements, and dissemination beyond the project partners.	2019-2021	Key target will be to deliver project within the allocated budgets plus accurate financial reporting throughout the duration of the project.	<ol style="list-style-type: none"> <li>1. Periodic reports– Month 12, 24 and 36</li> <li>2. Final report– Month 36</li> <li>3. Progress tracking workshops – Month 6, 12, 18, 24, 30, 36</li> <li>4. Development of project website– Month 3 (with regular updates)</li> <li>5. Project information brochure– Month 6</li> </ol>
WP2	<p>Characterising the TU Dublin Transformative Education Framework</p> <p><i>Coordinating Partner: City Campus</i></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.	2019-2021	<ol style="list-style-type: none"> <li>1. Curriculum audit of employability across TU Dublin—Month 12;</li> <li>2. Identification of employability gaps and redress strategy—Month 16</li> <li>3. Institutional and discipline-specific Employment Guidelines developed—Month 24</li> </ol>	<ol style="list-style-type: none"> <li>1. Recruitment of researcher.—Month 2</li> <li>2. Development &amp; administering of audit questionnaire</li> <li>3. Completion of data processing and analysis</li> <li>4. One Postgraduate programme completion – Month 24</li> </ol>
WP3	<p>Developing Framework for Transformative Learning (TL) Process</p> <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> </ul>	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"> <li>1. Comprehensive sustainability attributes mapping—Month 12;</li> <li>2. Seed projects bank established—Month 12.</li> <li>3. Integration of sustainability into TU Dublin organisational structure and business model—Month 34</li> </ol>	<p><i>Workstream WP3.1</i></p> <ol style="list-style-type: none"> <li>1. Sustainability integration status report— Month 4</li> <li>2. Strategy for pipeline of living lab projects agreed— Month 8.</li> </ol>

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<ul style="list-style-type: none"> <li>• <i>Workstream WP3.3 (Tallaght Campus)</i></li> <li>• <i>Workstream WP3.4 (Blanchardstown Campus)</i></li> </ul>			<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 - Month 12</li> <li>2. Quantitative analysis of impact of work-readiness coaching—Month 24</li> <li>3. Suite of work-readiness training workshops that can be rolled out across the third level sector — Month 34</li> </ol> <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—Month 1-12</li> <li>2. Development of communities of practice between TU Dublin and external stakeholders/community organisations in the design, delivery,</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 – Month 12</li> <li>2. Statistical analysis of effectiveness of work readiness coaching on employability and employer satisfaction – Month 24</li> <li>3. Design of a training programme for final year students to enhance employability and work readiness – Month 36</li> </ol> <p><i>Workstream WP3.3</i></p> <ol style="list-style-type: none"> <li>1. Module Descriptor— Month 4</li> <li>2. Knowledge, Skills and Competencies Framework—Month 5</li> <li>3. Pedagogical Framework— Month 6</li> <li>4. Self-reflection Digital Learning Tool</li> <li>5. CE Partners and students identified and engaged in the project development phase—Month 4</li> <li>6. CE External Partners engaged for Pilot</li> </ol>
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				<p>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>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>
WP4	<p>Developing Learning Resources and Staff Competencies</p> <p><i>Coordinating Partner:</i></p> <ul style="list-style-type: none"> <li>• <i>Workstream WP4.1 (Blanchardstown Campus)</i></li> </ul>	<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</p>	2019-2021	<p><i>Workstream 4.1</i></p> <p>1. Assessment rubrics for Integration and Transformation levels – Month 6</p> <p>2. TLR – Month 14</p> <p>3. e-Portfolio platform – Month 24</p>	<p><i>Workstream 4.1</i></p> <p>1. Comprehensive staff communication plan developed- Month 6</p> <p>2. A ‘train the trainer’ programme scheduled for staff teams – Month 6</p> <p>3. Training and motivational pack for learners developed – Month 8</p>

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<ul style="list-style-type: none"> <li>• <i>Workstream WP4.2 (Blanchardstown Campus)</i></li> <li>• <i>Workstream WP4.3 (City Campus)</i></li> </ul>	<p>(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>4. Integration of learner management system and VLE – Month 30</p> <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 (6 in total in Year 1) for learner-engagement;</li> <li>4. Redesigned curriculum process to accommodate UDL.—Month 34</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—Month 6</li> <li>2. Plan/schedule TL events across the TU Dublin campuses with appropriate access provisions to enable cross-disciplinary participation—Month 12</li> <li>3. Identify an e-Portfolio standard for TLR development and management—Month 18</li> </ol>	<p><i>Workstream 4.2</i></p> <ol style="list-style-type: none"> <li>1. Draft UDL policy—Month 4</li> <li>2. MOU with agreed UDL concerted action with at least 3 partners.</li> <li>3. Priority programmes for UDL identified (6 in Year 1 to 3, 2 per institution)—Month 2, 14, 26</li> </ol> <p><i>Workstream 4.3</i></p> <ol style="list-style-type: none"> <li>1. Preliminary investigations and procurement tenders completed. Relevant training plan and documentation drafted—Month 3</li> <li>2. Relevant training plan and documentation drafted. Procurement tenders completed—Month 9</li> <li>3. Piloting of dashboard and e-Portfolio capability with selected groups, followed by review, accompanied by relevant training for staff and students—Month 15</li> </ol>
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				4. Offer academic integrity training to support taught programmes—Month 24 5. Develop an integrated TLR course handbook for academic staff, with appropriate training—Month 34	4. First review of pilot, accompanied by relevant training for staff and students—Month 21 5. Finalising and deployment of mature model—Month 3
WP5	Developing Student-Centred QA-QE Processes and Procedures for Transformative Learning (TL)  <i>Coordinating Partner: City Campus</i>	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. 5. Draft 1 circulation to stakeholders and subsequently tabled at relevant academic fora, and revised version for

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					approval by Academic Council--Month 30.
WP6	<p>Implementation &amp; Sustaining Transformative Learning Record (TLR).</p> <p><i>Coordinating Partner: Blanchardstown Campus</i></p>	<p>Conduct Stage 1 Pilot &amp; Review with <i>Innovation Team</i>.          Conduct Stage 2 Pilot &amp; Review (Early Majority Staff Group). Adoption of TLR as TU Dublin Standard. &amp; Interlink with Credit Bearing Learning Record (CBLR)</p>	2019-2021	<ol style="list-style-type: none"> <li>1. Stage 1 pilot Final Report — Month 16</li> <li>2. Stage 2 pilot Final Report — Month 26.</li> <li>3. TU Dublin policy on TL Developed—Month 30</li> <li>4. Vision &amp; Implementation Action Plan for TL and TLR—Month 32</li> <li>5. Framework for continuous and periodic QA-QE evaluation—Month 32</li> </ol>	<ol style="list-style-type: none"> <li>1. Stage 1 pilot (Draft 1 Report)—Month 14</li> <li>2. Stage 2 pilot (Draft 1 Report)—Month 24</li> <li>3. Draft TL Policy—Month 28</li> <li>4. Draft Implementation Action Plan—Month 30.</li> <li>5. Transformative-education conference – Month 34</li> </ol>

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