

## QIP Implementation Summary Report

**Unit: Centre for Transformative Learning (CTL)**

**Head of Unit: Mary Fitzpatrick**

***(Responsible for QIP implementation)***

1. Date on which QIP received from QSU: 17<sup>th</sup> April 2018
2. Date on which unit met to discuss and ratify the QIP: 25<sup>th</sup> April 2018
3. Date on which interim self-assessment of progress on level 1 recommendations (sections 5 and 6 in table) was returned to QSU: 20<sup>th</sup> June 2019
4. Date on which implementation review meeting was held 23<sup>rd</sup> November 2021
5. Date on which QIP progress was presented to Quality Committee:

### Summary status of recommendation implementation:

| Rec no. (level) | Recommendation  | Closed | Open | Commentary  |
|-----------------|---|--------|------|---|
| 1 (1)           | Align CTL's goals with the goals in the current and upcoming UL strategic plans.  |        | √    | Will take place upon publication of the recalibrated UL@50  |
| 2 (1)           | Review CTL priorities in order to contribute substantially to the focus at UL on internationalisation.  | √      |      |   |
| 3 (1)           | Raise the visibility of CTL by developing a common brand across CTL and the learning centres.   | √      |      |   |
| 4 (1)           | Strengthen the links between CTL and academic staff by forming a prestigious Learning and Teaching Leadership Academy that is recognised at the highest level.  |        | √    | Will take place upon publication of the recalibrated UL@50  |
| 5 (1)           | Work with senior management to ensure that one assistant dean within each faculty has lead responsibility for learning and teaching within their job description and is active in the organisation and management structure of CTL. | √      |      | Adopted, for the most part, in the establishment of the ULTAC and FLTAC                                     |
| 6 (1)           | Work with senior management to establish mandatory continuing professional development (CPD).   |        | √    | Will take place upon publication of the recalibrated UL@50  |
| 7 (1)           | Move to a more standardised offering for academic staff, including, for example, online resources developed by CTL and train-the-trainer modules.   | √      |      |   |
| 8 (1)           | Work with senior management to redesign the implementation of the Personal Advisor Support System (PASS).   | √      |      | This is an institutional issue and the University will review this in Sept 2022 in light of the new VLE and |

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|        |   |   |  | associated feature of availability of learning analytics.  |
| 9 (1)  | Prioritise the systematic collection of data relating to student use of the learning centres; use the data to prioritise services offered and work with faculties to improve programme modules and assessment tasks which are generating high levels of student demand. | √ |  |  |
| 10 (1) | Develop more online self-service and interactive resources for students based on data collected on the most common issues faced by students visiting the learning centres.  | √ |  |  |
| 11 (1) | Work with senior management to make the transition module, 'Taking the Leap', mandatory for all first-year students.  | √ |  | Discussion at a wider level with a focus on the new agenda and focus on consent, well being and health. The mandatory sexual consent module has synthesised the resources and offerings for first year students for now. |
| 12 (1) | Devise further incentives to motivate students to participate in PASS.  | √ |  | Synthesised offerings across the First Year Experience highlights and reinforces the role of the advisor.  |
| 13 (1) | Work with senior management to close the feedback loop to students by sharing information on actions taken in response to all student survey findings.  | √ |  |  |
| 14 (1) | Work with senior management to review the role of Dean of Teaching and Learning to ensure that this is an influential leadership role and that the holder is positioned to drive the learning and teaching strategy within the upcoming UL strategic plan.              | √ |  |  |
| 15 (1) | Develop an evidence base and an outcome-focused approach to support selective strategic interventions to ensure that resources are committed and the impact sustained.  | √ |  |  |
| 16 (1) | Work with senior management to develop an implementation plan for achieving the blended learning goals of the university, which includes the resources and timelines required to achieve specific measurable outcomes.  | √ |  | ULTAC and FLTAC established to lead the implementation plan for the learning, teaching and assessment goals of the University.   |
| 17 (1) | Work with relevant areas of the university to establish a dedicated space for teachers to discover and test teaching technologies.  | √ |  | In collaboration with LTF, resources, webinars and supports have been provided to engage staff in new technology and testing of same.  |

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| 18 (1) | Develop a visible community of practice for staff engaged in designing and delivering blended and online programme modules.   | ✓ |  | The Learning Technology Forum has been established in addition to the recent UDL Cop which has been established. |
| 19 (2) | Promote the learning centres to students in Week 5 of the First Seven Weeks by working with faculties to initiate specific communications to students in classes            | ✓ |  |  |
| 20 (2) | Develop a series of case studies outlining different discipline approaches to formative and summative online assessment.  | ✓ |  |  |
| 21 (2) | Establish a wider range of communities of practice to focus on learning, teaching and assessment.   | ✓ |  |  |
| 22 (2) | Work with senior management to align with international best practice by using the phrase 'learning and teaching' instead of 'teaching and learning' across the university. | ✓ |  |  |

Note 1: Many of the recommendations in the [CTL QRG Report](#) are dependent on the finalisation of the University's Teaching, Learning and Assessment Strategy. Publication of this strategy is still outstanding. These recommendations will be revisited in June 2023.




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Director of Quality

Date: 1<sup>st</sup> March 2022