

# STLR DASHBOARD USER GUIDE

## For STAFF

Version 1  
May 2021



STUDENT  
TRANSFORMATIVE  
LEARNING RECORD

## Table of Revisions

<b>Document Version/ Date</b>	<b>Revision</b>	<b>Comment</b>
0.1 03/05/2021	Preliminary Draft provided to Head of School, Quality Officer and Registrar	
1 09/05/2021	Version 1 for Registrar's & Quality Officer's Review	

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## Related Documents

1. STLR Quality Manual
2. Student Moodle User Guide
3. STLR Admin Dashboard User Guide
4. IT Admin Dashboard User Guide

## 1. Introduction

The purpose of this document is to inform TU Dublin Staff about the Student Transformative Learning Record (STLR) programme and to supplement the STLR Quality manual in providing a how-to-guide to implement STLR into their module and practice. Transformative Learning (STLR) (Student Transformative Learning Record - pronounced 'Stellar') is a learning initiative that allows students to gain formal recognition for learning experiences gained inside and outside the classroom.

Students can gain recognition for:

- Class Assignments that their lecturer has assessed under transformative learning
- Student campus events that are tagged for transformative learning
- Reflection assignments based on part-time working and/or volunteering

## 2. What is Transformative Learning?

Transformative learning is based on the work of adult education researcher, Jack Mezirow (1991) and is defined as a process whereby students reflect on their own experiences and expand their perspective beyond their disciplinary skills to develop their relationships with themselves, others, the community and the environment. This may be through facing disorienting dilemmas, critical assessment and examination of assumptions, exploring options and plans or acquiring new knowledge and implementing plans. Having this definition is vital to maintaining a campus-wide standard by which students' Transformative learning growth is measured. The Transformative learning process can be considered as cyclical and can include experiences, critical reflection, rational discourse and expanded perspectives as illustrated in figure 1 below:



Figure 1: Transformative Learning (Mezirow, 1991)

## 2.1 Benefits

Employers today need employees with well-developed ‘soft’ skills. Some examples include:

- ‘Coachability’- the ability to take feedback and act on it;
- the ability to work effectively in multi-cultural teams;
- the ability to be a ‘self-starter’ – to be able to control your own learning and/or to be able solve complex problems.
- Commitment to lifelong learning

Current academic assignments often seek to develop these transversal skills within students (See TU Dublin Graduate Attributes) however they do not facilitate students to highlight or acknowledge any achievements in these areas beyond an academic grade. In addition, students sometimes fail to gain the full benefit of many of these learning experience due to a lack of reflection on the experience. STLR seeks to encourage, measure and record students transformative learning experiences by providing an official transcript verifying their achievement which they can show to prospective employers thus differentiating themselves from other candidates.

## 2.2 The Core Concept

At the heart of STLR is the idea of transformative Learning . Put simply, transformative learning requires students to reflect on experiences they may have had as part of completion of their Class Assignments

An example might be if students were asked to submit a reflection as part of their final submission based upon their experience of working as part of a team. A particular student within one group may have been regularly late for meetings to complete team assignments with fellow students. Reflecting on this the student might realise that:

- This is causing annoyance in the team.
- This in turn results in a breakdown of trust.
- They then realise that teams cannot work effectively if the members do not trust each other.
- They then start to think about what actions they (and/or other students) need to take to ensure trust is maintained.

This ‘cycle’ of thinking deeply about issues and/or experiences and then deciding on/executing some action(s) which may lead to permanent behaviour change is key to transformative learning. This document provides:

- i. an overview of the STLR competencies
- ii. the different “achievement” levels that a student can achieve in a particular competency
- iii. a guide on how to set up and assess a STLR-tagged Assignment
- iv. a guide on how to create a STLR-tagged Event and award STLR competencies

## 2.3 STLR Competency Levels

The STLR model being rolled out in TU Dublin recognises three levels of transformative learning.

### 2.3.1 Exposure

The student displays a willingness to learn and grow by participating in the activity. She/he has an awareness of her/his current perspectives related to the core competency and an understanding of what the competency entails.

### 2.3.2 Integration

The student can clearly articulate an understanding of the learning activity as it relates to the core competency and its value for her/his life. The student is questioning, planning, or beginning to expand upon previously held understandings of themselves, the community, their behaviour, or the environment.

### 2.3.3 Transformation

The student provides strong evidence of a learning experience that resulted in profound growth or a major shift in values, beliefs or perspectives in a core competency. This may be evident through changes in behaviour, speech, or ability.

## 2.4 STLR Competencies

The TU Dublin STLR model has five ‘competencies’ to help develop these soft skills:

### 2.4.1 Civic Knowledge Skills & Experience

Civic Knowledge Skills and Experience engage students in community volunteer and service activities using teaching and reflection to nurture civic responsibility, caring, and community-mindedness, in order to foster a commitment to public life; to promote ethical, critical reasoning and deliberations; and to encourage working for the common good of everyone.

### 2.4.2 Global Culture Competence

Global Culture Competence seeks to prepare students to communicate effectively in a complex world, to function in multiple and diverse environments, and to adapt to the continuously changing global society through an attitude of awareness, consciousness, and respect.

### 2.4.3 Health & Wellbeing Development

Health & Wellbeing Development integrates the physical, spiritual, emotional, intellectual, environmental, financial, occupational, and social wellbeing of students to help them live, learn and work effectively, living life with vitality and meaning so they may reach their goals as scholars, employees and citizens.

### 2.4.4 Leadership & Teamwork

Leadership is a personal journey resulting in understanding and a skillset that students need to positively and ethically influence and mobilise others. We equip students with knowledge and skills to affect individuals, teams, organisations, the community and society for the greater good.

### 2.4.5 Research and Innovation Competency Building

Research and Innovation competency building encourages students to approach life with a spirit of enquiry, to develop a problem-solving mentality using information, knowledge and creativity in tackling business and social problems of the day.

### 3. STLR Dashboard

The Student Transformative Learning Record (STLR) Dashboard is available through Moodle.

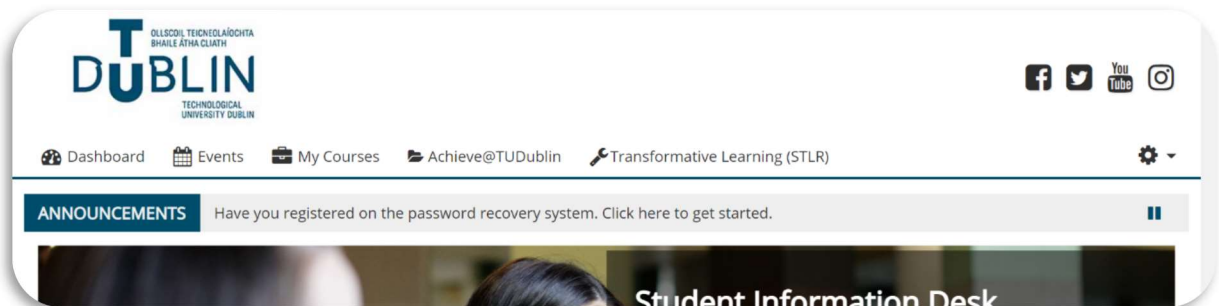


Figure 2 Moodle dashboard

#### 3.1 Quick Links

The quick links section of the dashboard provides students with direct access to the most common actions. These are actions that are also accessible from their respective sections on the dashboard namely:

- Create event
- Request reflection for others
- Update contact preferences
- STLR Documentation

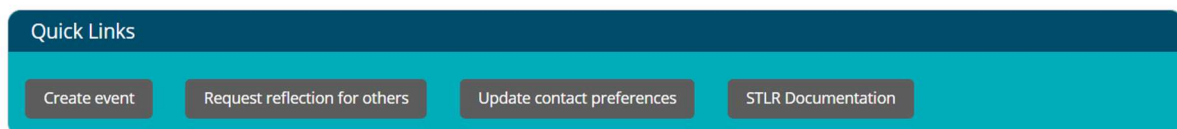


Figure 3: Quick Links on STLR dashboard

#### 3.2 Student Transformative Learning (STLR) Assignment

This section of the dashboard lists all assignments with Transformative Learning (STLR) as they have been recognised under STLR, see figure 4 below. This is not a list of all your assignments. Staff can see the STLR-tagged assignments, search for them and click directly into the related assignment to see both their achievements and the feedback. Section 4 below outlines in greater detail how staff can set up a STLR-tagged Assignments.








Transformative Learning (STLR) Assignment				
Search: <input type="text"/>				
Assignment name	Course	Submission count	Last modified	Actions
Any				
FINAL Reflection	DMKT H4018 - Marketing Consultancy Project Phase 2	0	29/04/2021 09:29	
Please upload your reflective piece here	ACFN H2012 - Introduction to Management & Cost Accounting	78	22/02/2021 22:32	
Please upload your reflective piece here!	ACFN H3015 - Management Accounting 3-[792-VLE-BN]	26	20/02/2021 12:40	
Upload Report Here	DMKT H4011 - Market Dynamics: Assessment & Analysis	11	19/02/2021 19:10	
Upload reflective pieces here please by 15th February	ACFN H4017 - Group & Company Accounting	15	31/01/2021 16:56	

Figure 4: Student Transformative Learning (STLR) assignment table

### 3.3 Upcoming Student Transformative Learning (STLR) Events

All upcoming events which provide competency exposure, integration or transformation opportunities for one of the competencies will be listed in this section. As shown in the figure below, staff get a clear overview on:

- what they are
- where they are
- when they are on
- who is running them
- if they are open for sign-ups
- the sign-up status for each event
- ability to sign up or leave a particular event
- view the full details of an event

Please see Section 4 below for greater details on how to navigate the Transformative Learning Events section. Staff can check the upcoming STLR-tagged events as new opportunities are regularly being added to the dashboard.

### 3.4 Past Student Transformative Learning (STLR) Events

All past events which provided competency exposure, integration or transformation opportunities for one of the competencies will be listed in this section. As shown in the figure 5 staff get a clear overview on events including:

- what they are,
- where they are
- when they are on

- who is running them
- if they are open for signups
- their signup status for each event
- whether they volunteered for an event

Staff can also view full details of the event, provide feedback on the event and request a student to submit a reflection.



Past Transformative Learning (STLR) Events									
Search: <input type="text"/>									
Name	Location	Date time	Owner	Presenter name	Open for sign up?	Attendee details	Feedback rating	Actions	
Any ▾									
World Intellectual Property Day	Online	26/04/2021 11:30 - 13:30	Amanda Dixon	Multiple Presenters	No	0 / 0	No rating		
Denise Martin's	Online	21/04/2021	Denise		Yes	0 / 0	No rating		

Figure 5: Past Student Transformative Learning (STLR) Events

### 3.5 Past Owned Transformative Learning (STLR) Events

Past owned events which provided competency exposure, integration or transformation opportunities for one of the competencies will be listed in this section. Staff get a clear overview on events including:

- what they are
- where they are
- when they are on
- who is running them
- if they are open for sign-ups
- their sign-up status for each event
- whether they volunteered for an event

However, unlike the other event listings, as these events are owned by the staff they also get extra controls. They can:

- View event
- Delete event
- Edit event
- Pre-set the attendee achievements
- Pre-set the volunteer achievements

- Update the attendee list
- Download the QR code for the event
- Download a sign in sheet
- Mark attendance
- View attendees

### 3.6 Student Transformative Learning (STLR) - Student Reflection

Staff can request reflections based on events students have attended externally of TU Dublin which have provided a transformative learning experience to students. The Student Reflection section of the dashboard is where staff can view reflection requests from students.

They can view in the table the key data for the reflection activity including:

- The title
- The request status
- Status
- Approved by
- The deadline
- Reflection
- The time the request was created

Staff also have a number of actions they can perform. They can

- View the reflection
- Update a request
- Nominate the reflection competencies
- Delete the reflection

Students can appeal reflection achievements if they do not agree with them.

## 4. Student Transformative Learning (STLR) Assignment

### 4.1 Introduction

This step is concerned with setting up a STLR-tagged continuous assessment (CA) on the lecturer's Moodle course page. Staff are able to view and action all STLR-tagged CAs from multiple courses using their Transformative learning Dashboard as shown in the image below.

### 4.2 Creating a Transformative Learning Assignment

1. The lecturer will enter the Moodle course page where they want to create the STLR-tagged assignment.

2. To create an assignment, they will follow the same process as normal, and choose “Add an activity or resource”.
3. The lecturer should bear in mind that the assignment name will appear on the Student export. With this in mind, the naming should describe the Transformative learning part of the assignment or provide a meaningful description, and avoid descriptions such as “Please upload here”.
4. The lecturer decides which STLR competencies (Appendix 1) will be tagged to the CA.
5. The lecturer continues to set up the CA on Moodle as normal (note: Urkund can be used for ensuring academic integrity).
6. The lecturer configures the CA for Transformative Learning Feedback (STLR Rubric), by clicking Transformative Learning – STLR feedback under feedback types. Please see screen shot below.

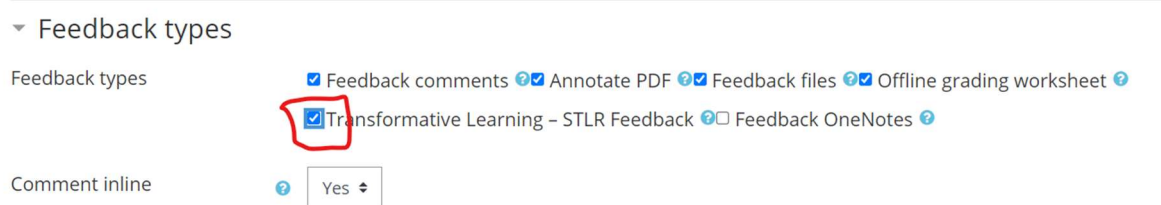


Figure 6: Selecting Transformative Learning - STLR Feedback

7. The lecturer ensures students understand the requirements of the CA including the Transformative Learning component.
8. Under Transformative Learning – STLR Level Customisations the lecturer can customise each competency’s achievement level, in line with their assignment-tagged competencies. This will be the rubric the lecturer will use to assess the student’s assignment when it comes to that stage. *Optional Step: Lecturer may consult with STLR Leads in formulating the Transformative Learning reflective question(s) and generating a Rubric which will be used as part of the CA. Note: the Transformative learning Rubric is not disclosed to students to avoid ‘leading’ them.*
9. The lecturer completes setting up their assignment as normal. The STLR-tagged assignment will appear on the Transformative Learning assignment table on their dashboard.

## ▼ Transformative Learning – STLR level customisations

### Civic Knowledge Skills & Experience

Civic Knowledge Skills and Experience engage students in community volunteer and service activities using teaching and reflection to nurture civic responsibility, caring, and community-mindedness, in order to promote a commitment to public life; ethical, critical reasoning and deliberations; and working for the common good of everyone.

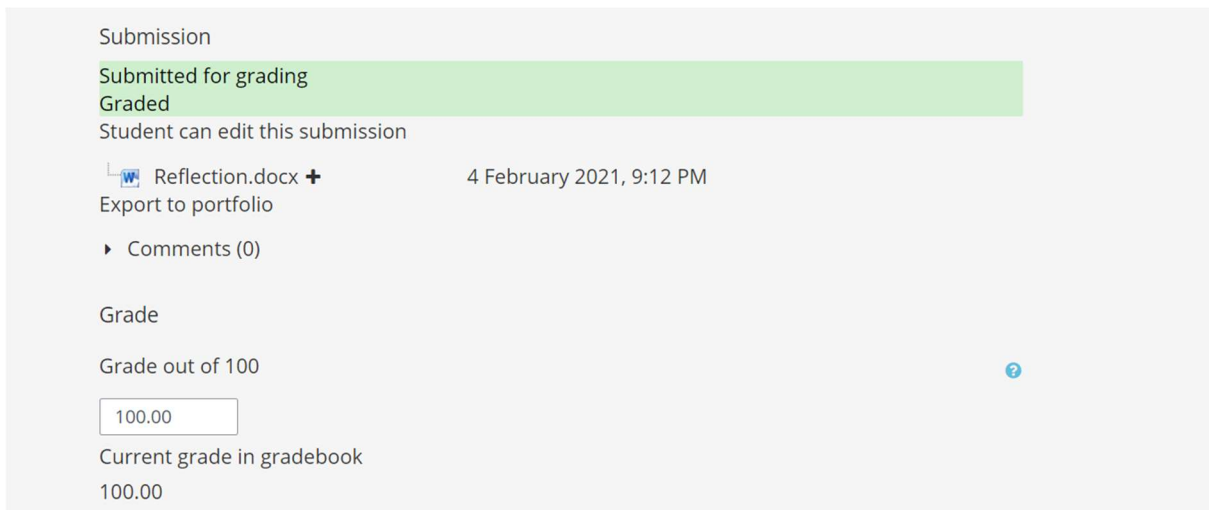
Exposure	The student displays a willingness to learn and grown by participating in the activity. She/he has an awareness of her/his current perspectives related to the core competency and maybe development an understanding of what the competency details.
Integration	The student can clearly articulate an understanding of the learning activity as it relates to the core competency and its value for her/his life. The student is questioning, planning, or beginning to expand upon previously held understandings of self, community, behavior, or environment.
Transformation	The student provides strong evidence of a learning experience that

Figure 7: STLR Level Customisations

### 4.3 Assessing the STLR achievements

Assignments can be assess via the Moodle course page or through the Moodle dashboard.

1. Go to your Moodle dashboard, and scroll down to the Transformative Learning Assignment table, click on actions, and the option to assess the assignments will be here.
2. By clicking “grade” the lecturer will be brought to the student’s submission and STLR rubric.



Submission

Submitted for grading

Graded

Student can edit this submission

Reflection.docx + 4 February 2021, 9:12 PM

Export to portfolio

▶ Comments (0)

Grade

Grade out of 100

100.00

Current grade in gradebook

100.00

Figure 8: Assessing assignment submission against the STLR rubric

3. The STLR rubric will be the customised rubric that was created at the time of creating the assignment.
4. To award a STLR achievement the staff will click on the achievement level they wish to award to the student. When they click on the achievement it will go green.

5. Achievements can be awarded for a number of competencies at the same time.
6. Where a STLR assignment is only tagged under one competency the remaining competencies will appear on the rubric but can be ignored when assessing STLR achievements.
7. The option to provide feedback to the student is available in the blank box to the right hand side.
8. The lecturer can also award their academic grade as normal when assessing the STLR component of the assignment submission.
9. Click on “Save and show next” to continue to assess.
10. Please note when the achievements are saved the students will automatically see their new STLR achievements on the STLR dashboard.

	competency and maybe development an understanding of what the competency details.	or beginning to expand upon previously held understandings of self, community, behavior, or environment.	competency and this may be evident through changes in behaviour, speech, or ability.	
Health & Wellbeing Development	<b>Exposure:</b> The student displays a willingness to learn and grown by participating in the activity. She/he has an awareness of her/his current perspectives related to the core competency and maybe development an understanding of what the competency details.	<b>Integration:</b> The student can clearly articulate an understanding of the learning activity as it relates to the core competency and its value for her/his life. The student is questioning, planning, or beginning to expand upon previously held understandings of self, community, behavior, or environment.	<b>Transformation:</b> The student provides strong evidence of a learning experience that resulted in profound growth or major shift in values, beliefs or perspectives in the core competency and this may be evident through changes in behaviour, speech, or ability.	
	<b>Exposure:</b> The student displays a willingness to learn	<b>Integration:</b> The student can clearly articulate an	<b>Transformation:</b> The student provides	

Figure 9: Awarding STLR achievements to a STLR tagged Assignment

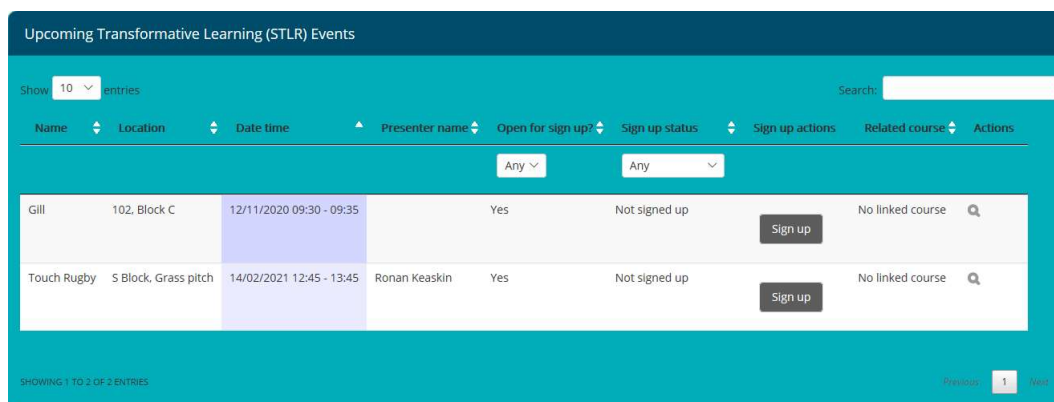
## 5. Student Transformative Learning (STLR) Events

There are many events taking place throughout a student’s experience of university life. Some of these events will offer the student a transformative experience in one of the competency areas. The event system provides students with access to a list of upcoming events to which they can sign up, attend and achieve a level of a particular competency – often exposure. These events could be training events, extra lectures, workshops, conferences, seminars or other events such as wellbeing sessions, like yoga and meditation. It is also possible to gain extra achievements by volunteering at these events and attendance as an attendee or volunteer can be tracked separately.

This section is concerned with setting up a Transformative learning Event on Moodle. The following points are provided to help the reader understand the overall event management process:

- Events can be requested by students (via their STLR Dashboard) for example, organising a STLR-tagged Sports Event.
- All staff has Event Manager privileges and can assign ownership to another person (including a student)
- Event invitations can be set up with three configurable invitations ‘profiles’
  - Open for sign-up – anyone can sign-up
  - Open for sign-up having users invited either individually or via cohorts – open to students who match at least one filter sign-up.

- Open for sign-up to all **and** having users invited either individually or via cohorts – open to everyone in addition to targeting a particular cohort.
- Open to defined students or student cohorts (and the invitation can be accepted or rejected)
- Events can be tagged to one or more of the STLR competencies
- Events can be differentially tagged for attendees and volunteers who participate in setting up and/or running an event
- Once approved, the Event will show up in the STLR Dashboards of any students invited to attend the event as shown in the following screenshot:



Name	Location	Date time	Presenter name	Open for sign up?	Sign up status	Sign up actions	Related course	Actions
Gill	102, Block C	12/11/2020 09:30 - 09:35		Yes	Not signed up	Sign up	No linked course	🔍
Touch Rugby	S Block, Grass pitch	14/02/2021 12:45 - 13:45	Ronan Keaskin	Yes	Not signed up	Sign up	No linked course	🔍

*Figure 10: Upcoming Transformative Learning (STLR) Events*

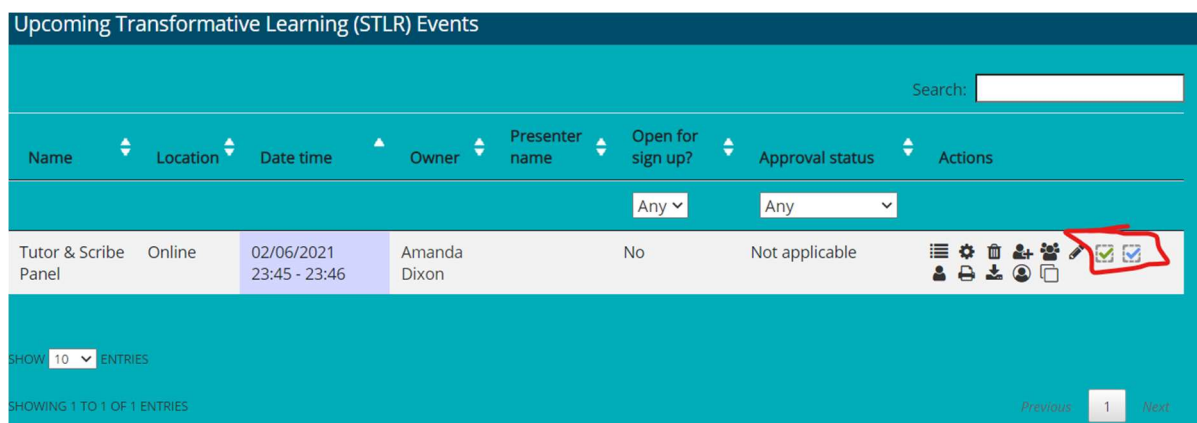
- Event owners can download an attendance sheet with a QR code that has the names of those students who accepted an invitation to attend the event. Students can sign this sheet at the event or can take a picture of the QR code to have their attendance recorded automatically.
- Event owners can download a QR code only (no attendance sheet) to allow students to record their attendance.
- Attendance can be modified manually after the event if there is proof that the student attended the event
- Students who attend events can see a list of those they attended in their STLR Dashboard as shown in the following screenshot. They can also ascertain what STLR acknowledgement they have received for their attendance
- Students can provide a feedback rating and comments to a pre-prepared question set by the event owner.

## 5.1 Creating an event

Follow the steps below to create an event on the STLR dashboard.

1. Click on “create event” on the STLR dashboard.
2. Decide which STLR competencies will be tagged to the event. Please consult with the STLR team leads if you are having difficulty in identifying which competencies should be tagged to your event.

3. Develop an outline plan by completing the boxes for the event (Date/time, Location, invitees, guest speaker (if any), catering (if any), student volunteers (if any))
4. Nominate an event owner (if you are not the owner). Note: Nominating an owner will transfer ownership of the event to that person once the event has been set up on Moodle
  - Type your name in the search box
  - Click on your name in the box below. Your name should be highlighted in grey.
5. The organiser can (optionally) link the event with a course.
6. A feedback question on the event can be customised for use by attendees. Aggregate feedback captured can be used as part of a continuous improvement approach to the organisation and management of STLR-tagged Events.
7. Click “save” and you will return to the STLR dashboard.
8. The students invited will receive an invite that will appear on their dashboard.
9. The student can accept or reject the invite, or sign up to the event.
10. Scroll down to the “Upcoming STLR Events” table on the dashboard.
11. The event organiser can classify individual invitees as ‘attendees’ or as ‘volunteers’ i.e. students who are helping organise the event. To do so, click on the green and blue ticks.



Name	Location	Date time	Owner	Presenter name	Open for sign up?	Approval status	Actions
Tutor & Scribe Panel	Online	02/06/2021 23:45 - 23:46	Amanda Dixon		No	Not applicable	[Icons: List, Settings, Delete, Add, Edit, Sign-up, Approve, Deny]

SHOW 10 ENTRIES  
SHOWING 1 TO 1 OF 1 ENTRIES

Figure 11: Pre-setting attendees and volunteers achievements

12. Pre-set the STLR achievements i.e. set up in advance the STLR achievements that will be awarded to attendees and also pre-set the achievements (which could be different from those of attendees) for volunteers
13. Upcoming events are listed on the Transformative Learning Dashboard.

## 5.2 At the time of the event

Where an event can be signed up for, students can sign up by clicking on the Sign-Up button for that event. Not all events will have sign-up due to numbers and may be invite only. A student may have gotten a direct invite for the event. If a student has signed up for an event and cannot attend, they can click on the Leave button to remove their name from the list. To record the student’s attendance at the event, download the QR code. Please follow the steps below to do so:

1. Go to the dashboard.
2. Scroll down to the Upcoming STLR event table on the dashboard.

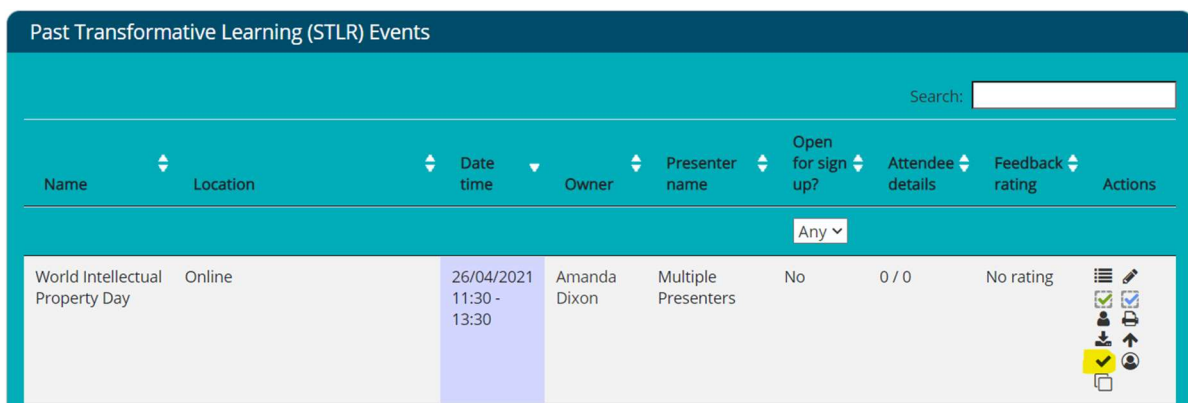


3. Click on the printer icon to print off a QR code.
4. You can also click on the down arrow button to print off a sign in sheet with the QR code. This will list all the students who have accepted the invite to the event.
5. At the time of the event show the QR code to the attendees and volunteers. The student will scan the QR code and their attendance will automatically be recorded.
6. The QR code is time-restricted, meaning the students can only use the QR code to record their attendance within a certain time period. The QR code remains valid from the commencement time of the event, plus the duration of the event, plus 60 minutes from the finishing time of the event. If you require changes to be made to this active time, please contact the STLR team leads.

### 5.3 Awarding achievements

After the event has concluded, the event organiser must manually mark the attendance of any students who signed their names but did not scan the QR code. Please note a student may be marked as invited, but if they have not recorded their attendance via the QR code the event owner must mark the attendance (manually) using their STLR dashboard. The event organiser must also access the event from their STLR Dashboard and award achievements to attendees and volunteers (if any). Before awarding achievements, the event owner must assign the achievements for each competency that is tagged under the event. No achievements can be awarded until the achievements are assigned for the attendee role and volunteer role. The following steps outline how to award achievements for a STLR-tagged event.

1. Go to the past transformative learning (STLR) Events table on the STLR dashboard
2. Where students have recorded their attendance click on the tick as shown in the screenshot below

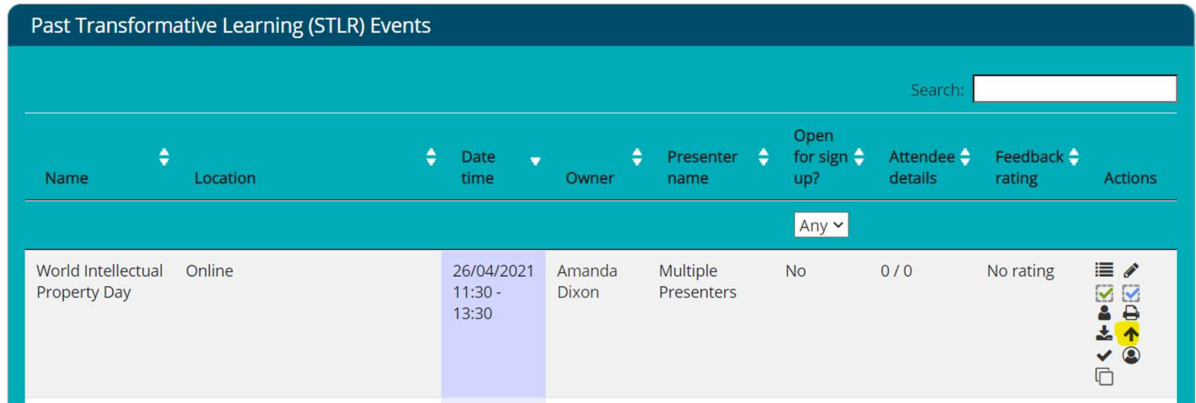


Name	Location	Date time	Owner	Presenter name	Open for sign up?	Attendee details	Feedback rating	Actions
World Intellectual Property Day	Online	26/04/2021 11:30 - 13:30	Amanda Dixon	Multiple Presenters	No	0 / 0	No rating	[Icons: list, edit, print, share, checkmark]

Figure 12: Confirming attendance at STLR-tagged event

3. This will show all students who have attended the event. Click to confirm the attendance

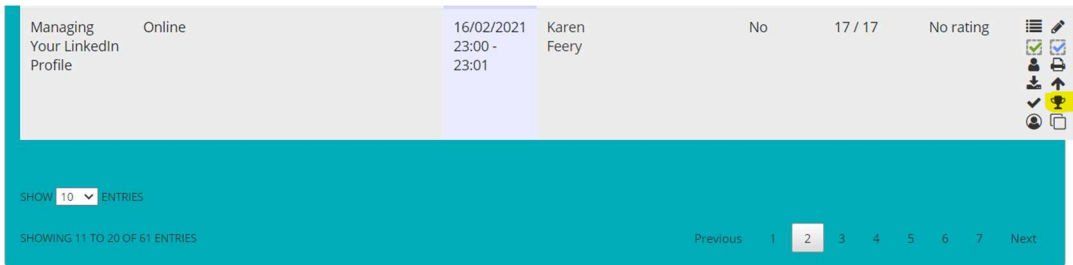
- For students who did not record their attendance via the QR code click on the up arrow, please see screenshot below. This will enable the lecturer to complete a CSV file with all of the students' names on it.



Name	Location	Date time	Owner	Presenter name	Open for sign up?	Attendee details	Feedback rating	Actions
World Intellectual Property Day	Online	26/04/2021 11:30 - 13:30	Amanda Dixon	Multiple Presenters	No	0 / 0	No rating	[Icons: List, Edit, Check, Download, Upload, Award]

Figure 13: Manually recording attendance at an event

- Click on upload attendees
- Go back to the STLR dashboard to the event
- To award the achievements to the attendees, click on the award button, in yellow below. You will be asked to confirm you are sure you want to award achievements to all attendees and volunteers.



Managing Your LinkedIn Profile	Online	16/02/2021 23:00 - 23:01	Karen Feery		No	17 / 17	No rating	[Icons: List, Edit, Check, Download, Upload, Award (Yellow), Award]
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SHOW 10 ENTRIES  
SHOWING 11 TO 20 OF 61 ENTRIES

Previous 1 2 3 4 5 6 7 Next

Figure 14: Awarding STLR achievements

The achievements will be recorded for each student and can be viewed from within their STLR Dashboards. The students' competency profiles will be updated and they can now include this event in any student-configured Transformative Learning Export File that they choose to create

## 6. Student Transformative Learning (STLR) - Student Reflection

### 6.1 Student Reflection Requests

Students can request reflections from a quick link located in their STLR Dashboard or from the details page of an event they attended. Lecturers can also initiate a Reflection Request for a student from within their STLR Dashboard. Once a Reflection Request has been completed, an email is sent to staff with Reflection Approver rights. The Reflection Request will also appear in the Reflection Request section of staff STLR Dashboards.

Staff can choose to approve or reject the Request. Staff can also put the Request in to status 'Engage with Student' if it is deemed necessary to get further information, agree competencies etc. Once the student engagement has been finalised, the staff member can approve the Request. Once approved, the student can submit the Reflection. It should be noted that students can secure input from a third party which can be included with the Reflection as reference material. They can also nominate the STLR competencies that will be linked with the Reflection. Once submitted, staff will receive an email confirming the student has submitted the Reflection. It can be accessed from within the email or from the staff member's STLR Dashboard. The staff member can customise the competency levels to provide a Rubric which can be used to evaluate the Reflection. The staff member can then assess the Reflection noting which competencies have been nominated by the student. It should be noted that staff who are 'Graders' only (i.e. they can assess the submission but the achievements are not released to students) can assess the Reflection but another staff member who has 'Acceptor' rights must 'accept' the achievements before they are released to students. Staff members who have both 'Grader' and 'Acceptor' rights can assess and accept in a single step. Students can appeal the Reflection Grade awarded and an email will be sent requesting a review. Staff Members with Acceptor privileges can review the Appeal and either reject the Appeal or Regrade the submission which can include providing additional feedback to the student. The following steps outline how to process a student reflection request:

1. The student requests a Reflection or a Lecturer initiates one on behalf of a student
2. A member of the STLR team approves the Reflection Request on Moodle and assigns it to a 'Grader'. You will receive an email to notify you if you have been assigned a reflection request.
3. If you are happy to accept, click 'accept' and the student will receive a notification that the Request has been approved
4. The student submits the Reflection having nominated associated STLR competencies for the Reflection (optional)
5. Before assessing the reflection, you must customises the STLR competencies taking note of the competencies nominated by the student
6. You assess the reflection against the customised competencies and provide feedback.
7. Click save and then the STLR team leads will accept the achievements in order to allow them to be communicated to the student
8. The student receives a notification that the Reflection has been assessed
9. The student views the STLR achievements
10. The student appeals their achievements if they are unhappy with the achievements

## 7. Additional Support

Please feel free to contact a member of the STLR Team should you require any further information or assistance with STLR. Email [stlr@tudublin.ie](mailto:stlr@tudublin.ie)

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**Student Transformative Learning Record**  
 An award winning initiative to record students' Transformative Learning in TU  
 Dublin and display their improved soft skills to potential employers




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