

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

**Final Report**

**PROJECT LEAD**

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

***Transform-EDU* Project Website:**

<https://www.tudublin.ie/explore/about-the-university/academic-affairs/educational-development-projects/transform-edu/>

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

## Instructions for completing the Final report

The Final report consists of 2 parts: this word document and an excel spreadsheet. We request that the templates provided are not altered.

The **completed word document** should be signed and scanned/saved as a **PDF file**.

The completed excel spreadsheet should be saved and submitted 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 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 28<sup>th</sup> October 2022**.

A paper copy of the progress report is not required.

For queries with regard to final report forms, please email your queries to [innovation@hea.ie](mailto:innovation@hea.ie).

## PROJECT DETAILS

Project information:	
<b>Project title:</b>	Transformative Student-Centred Learning Record (Acronym: <i>Transform-EDU</i> )
<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>	Assistant Head of Academic Affairs
<b>Email address:</b>	<a href="mailto:philip.owende@tudublin.ie">philip.owende@tudublin.ie</a>
<b>Contact number:</b>	(+353) 220 7149/086-8574369

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

Start and End Date	
<b>Start date of the project:</b>	Day/Month/ Year format 24 / 01 / 2019
<b>Project end date:</b>	31 / 08 / 2022

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## Section 1 - Project summary

Provide an overall summary of the project during the reporting period, addressing in particular:

1. Achievement of the project's objectives pertaining to innovation and transformation, with reference to the problems that were to be addressed;
2. Adherence to the methodology proposed, in case of significant departures from the proposal outline reasons and impact of such departures;
3. Significant Issues encountered, how they were resolved, and their impact on the project;
4. Impact and benefits to the Higher Education delivered by the project, whether they were replicated elsewhere/applied to the whole HE system.

(Maximum 4 pages)

### WP1 Project Coordination & Management

This WP provided the organisational and decision-making structure for the project to match the complexity and intensity of the Transform-EDU Project.

Salient achievements, impacts and benefits were in:

- 1.1 Successful Management of project per the [Project Governance Statement](#) that was set at the start in January 2019.
- 1.2 Comprehensive coordination of monthly progress meetings and tracking to the final progress reporting. A total of [29 formal project meetings](#) were held over the duration of this project.
- 1.3 As part of dissemination of project outcomes, purposely for impact and possible replication elsewhere and with potential applications to whole HE system as originally envisioned in the [Transform-EDU Project Proposal](#), the project showcased the relevant outputs and/or hosted multiple events in the [Valuing Ireland's Teaching & Learning \(VIT&L\)](#) organised by the National Forum for Enhancement of Teaching & Learning in HE, between November 08 to November 30, 2021. See accompanying Appendices document.
- 1.4 Coordinated synergy and dissemination activities between this project and other Teaching and Learning Innovation Projects, e.g., development of [Our Student Voice](#) academic leadership training resources.
- 1.5 The project was substantially delivered as originally planned, while addressing the necessary challenges per the interim progress reports: [2019 Progress](#), [2020 Progress](#), [2021 Progress](#) and [2022 Progress](#).

### WP2 Characterising the TU Dublin Transformative Education Framework

WP2 aimed 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 achievements, impacts and benefits were in:

- 2.1 The research study towards development of outputs that inform a new curriculum design process was completed. Evaluation of employability skills was based on comparison of TU Dublin graduates, Tenets of transformative learning, CareerEDGE model of graduate employability skills and Student Transformative Learning Record competences. The research and the thesis on, "*An exploratory case study towards understanding teaching practice and enhancing transformative learning and graduate employability at TU Dublin*" was submitted in August 2022, currently under examination.
- 2.2 Development of prototype curriculum framework encompassing four curriculum design principles, or 'Curriculum Shapers' of the TU Dublin [CoCREATED Curriculum Framework](#). Commensurate development of online tool to action the CoCREATE Four "Shapers" with associated pilot evaluation study. See: <https://tudublinimpact.wordpress.com/northstar-the-tu-dublin-cocreated-curriculum-tool/>

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2.3 Several [Communities of Practice](#) were established to advance the core tents of the transformative education framework.

### WP3 Developing the Framework for Transformative Learning (TL) Process

#### *Workstream WP3.1 Sustainable Development and Sustainability Science*

Workstream aimed 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.

Salient achievements, impacts and benefits were in:

- 3.1.1 A [computational technique](#) that maps module descriptors to the UN Sustainable Development Goals (SDGs) was developed and validated, providing capability to identify sustainability focused modules in a university-wide offering. A peer-review journal paper covering the computational approach was published (see: [Lemarchand et al. 2022](#)) and a follow-on paper; “*The validation a computational approach to evaluating curricular alignment to the United Nations Sustainable Development Goals*” is currently in review.
- 3.1.2 The UN supported [www.sulitest.org](#) was introduced in 2019-2020, and circa. 3,000 students have since taken the test, and 100 staff qualified as Sulitest Examiners. Impact was reported in the [TU Dublin Case-Study](#) to the [UN High Level Political Forum](#). Subsequently, TU Dublin is coordinating the production of an Irish version of the test (see [2022 Sulitest HLPF report](#)).
- 3.1.3 Two significant workstream spin-offs negotiated/accomplished by this workstream include: Application for HEA/TSSPF funding to support a world-class €14m hydrogen generation and transport facility as a flagship living lab on the TU Dublin’s Blanchardstown Campus; the signing of Memorandum of Understanding for the Development of a Hydrogen Facility and Living Lab at TU Dublin Blanchardstown Campus between TU Dublin and Electricity Supply Board (ESB) per details in the appendices accompanying this final report.
- 3.1.4 Several Education-for-Sustainability case studies highlighted in the inaugural QQI CINNTE Institutional Review and [QQI Annual Quality Review \(AQR\) Report 2020-21](#) (see page 62). Further programmatic enhancement for sustainability learning initiated through the Erasmus+ [NEMOS](#) project.
- 3.1.5 Two PhD projects have been scoped: (a) “*Life Cycle Optimisation of Single Use Plastics (SUPs) in Biopharmaceutical Manufacturing*”, and; (b) “*Development of Sustainability Literacy in Higher Education*”.

#### *Workstream WP3.2 Social and Emotional Skills Development and Work Readiness*

Aimed 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 achievements, impacts and benefits were in:

- 3.2.1 Training modules were developed for first, second and final year students, including:
  - Module in mindfulness designed and delivered to students in Year 1 of study. [Peer-review research paper highlighting the positive impact of the module is currently in review.](#)
  - Module in group-based emotional intelligence coaching designed and delivered to students in Year 2 of study. A peer-reviewed journal paper highlighting the impacts published ([Carthy et al. 2022](#)).
  - Module in workplace readiness designed and delivered to final year students both in-person and online. [A peer-review journal paper highlighting the consultative process and impacts is in review.](#)
- 3.2.2 Mainstreaming strategy across academic disciplines was proposed to the University Education Model team. The modules apply to the whole HE system, hence, could be replicated elsewhere.

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3.2.3 The Postgraduate/MA student completed the research and thesis on, "*An analysis of the provision of social and emotional coaching to undergraduate students to promote workplace readiness*" completed in August 2022 and is currently under examination.

*Workstream WP3.3 Service Learning, Civic & Community Engagement*

Workstream 3.3 was intended to institutionalise civic engagement in TU Dublin; specifically, to advance community engagement as a core academic activity, building on experience and achievements by the project, and drawing on the insights and learnings from other HEIs, nationally and internationally.

Salient achievements, impacts and benefits were in:

3.3.1 A 5 ECTS module on [Active Citizenship](#) developed and validated in 2020-2021, and piloted in 2021-2022 academic year with a group of Full-time students (Year 1 of Study) and Part-time students (Year 3 of Study). Module is framed against the UN SDG's and [The Council of Europe Reference Framework of Competences for Democratic Culture \(RFCDC\)](#) and incorporates a knowledge, skills and competencies framework and digital learning tools to support both online and blended learning.

3.3.2 A cross-campus civic engagement group established to evaluate the structures, policies and frameworks for civic engagement. Key workstream outputs were reflected in the Institutional Quality Review ([QQI TU Dublin CINNTE Quality Review Report 2021](#), Page 51), which commended the university on its extensive focus on civic engagement.

3.3.3 The Postgraduate/MPhil student completed the research and the thesis on, "*A Profile and Evaluation of Local and Community Development in South Dublin County*", was submitted in July 2022 and is currently in examination.

*Workstream WP3.4 Integrative Cross-disciplinary Transformative Learning (TL) Events*

Objectives were to determine elements that could be offered as part of cross-disciplinary TL events and generate a pipeline of inter-disciplinary events to provide innovative opportunities for extracurricular experience in interdisciplinary projects and teamwork

Salient achievements, impacts and benefits were in:

Key parameters for successful cross-disciplinary TL events were identified. Six inaugural events selected in a pilot competition and on the bases of interpretation of TL context, long-term sustainability, and potential for replication. Broad-based cross-disciplinary events delivered (see details at: [WS3.4-Cross-Disciplinary-Events](#)). Set of criteria for validating TL events under new university structure developed and adopted.

**WP4 Developing Learning Resources and Staff Competencies**

*Workstream WP4.1 Development of Standard for Transformative Learning Record (TLR)*

Workstream was 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 achievements, impacts and benefits were in:

4.1.1 A comprehensive fully functional proof-of-concept system and processes for capturing and validating student learning from TL events was tested (See: [STLR Activity Report for 2021](#)).

4.1.2 Approval of the STLR Approach to Quality Enhancement and the development of Quality Manual and Operational Guidelines, enabling formal recognition for STLR under TU Dublin's Academic Quality Framework (see: [STLR Activity Report for 2022](#)).

*Workstream WP4.2 Implementation of Universal Design for Learning (UDL)*

Aims of this Workstream were 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.

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Salient achievements, impacts and benefits were in:

- 4.2.1 Interlinkage with WP5 to embed universal design in TU Dublin’s unitary [Quality Framework](#), through School and Programme review processes (In: [Approved School Self-Evaluation Report](#)).
- 4.2.2 Engagement with the National Centre for Excellence in Universal Design (CEUD) to map the UD landscape developed from the initial [CEUD Recognition of UD at TU Dublin 2019](#). Piloting the first iteration of accessibility training with CEUD for the Irish Computer Society. Subsequently, accessibility checkers have been added to TU Dublin’s VLEs.
- 4.2.3 Several collaborative initiatives fostered, including with AHEAD, CAST, University of Washington’s Do-It Centre, UDL IRN, EUt+, CHERPP, Enactus and Enable Ireland, along with a vibrant TU Dublin community of practice of circa. 30 TU Dublin staff. Circa. 25 TU Dublin staff completed the AHEAD’s UDL digital badge with 8 as Digital Badge Facilitators.
- 4.2.4 Although this workstream did not fully achieve the original goal in development of coherent UDL policy arising from the failure to recruit a postgraduate student to undertake the underpinning research project, the process was partially completed in embedding EDI in criteria for academic faculty/school reporting as part of the quality framework. The pending UDL policy item will be addressed in the ongoing development of the University Education Model.

**Workstream WP4.3 Establishment of Digital Campus Support for TLR**

Workstream focused 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 achievements, impacts and benefits were in:

- 4.3.1 A student [Data Dashboard](#) was developed, piloted and subsequently adapted successfully by the Student Retention project also under HEA ITF 2018 Programme.
- 4.3.2 Structured testing of both staff and student Academic Integrity training modules completed. Two staff training workshops on Academic Integrity delivered to Postgraduate Certificate and Graduate Diploma in Education programmes with emphases on education approach to foster academic integrity culture.
- 4.3.3 Academic Integrity modules embedded into two programmes as prototypes for all TU Dublin programmes. Mapping of the Academic Integrity module across a full undergraduate degree programme in School of Pharmaceutical Sciences as a blueprint for other academic programmes.

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

WP5 was 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 achievements, impacts and benefits were in:

- 5.1 Developed the primary Quality Assurance (QA) and Quality Enhancement (QE) [Principles Underpinning TU Dublin Academic Quality Framework](#), approved by the University Academic Council in 2021.
- 5.2 Developed, gained Academic Council approvals, and subsequently scheduled phased implementation of the new QA-QE System comprising policies and procedures covering programmes management, annual monitoring, periodic renewal, and statutory reporting and benchmarking.
- 5.3 Substantive contribution to the QQI CINNTE Institutional Quality Review completed in October 2021. The review was to establish the effectiveness of TU Dublin’s approach to quality, and its impact on; the student experience; on mission, strategy and governance; and in public confidence in the university. Two key aspects of the Quality Framework development undertaken in this project received commendations of the International Review Panel ([QQI TU Dublin CINNTE Quality Review Report 2021](#), Page 58), *vide: Commendable approach to the development of Academic Quality Framework (AQF), and the integration of Equality, Diversity and Inclusivity (EDI), specifically in Criteria for Academic Schools Evaluation.*

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

WP6 involved the 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 achievements, impacts and benefits were in:

- 6.1 Successful implementation of STLR in two-phases piloting covering all five core competences, including: Civic Knowledge Skills and Experience; Leadership and Teamwork; Global Culture Competence; Health & Wellbeing Development, and; Research & Innovation Competency Building. Evaluation covered student participation and staff engagement/facilitation of the STLR programmes per [STLR Activity Report 2021](#) and [STLR Activity Report 2022](#). STLR Transcripts issued to students on July 7, 2021 and July 11, 2022, respectively.
- 6.2 STLR tagged events running across all TU Dublin's campus locations and mapping of STLR to the University Educational Model's [10 Guiding Principles](#).
- 6.3 Two PhD projects on transformative learning that were scoped commenced in September 2022; (a) *"Measuring the Impact of a Transversal Skills Development Framework in Higher Education"*, *"Exploring Student Perceptions and Impact of Authentic Assessment— Case Studies on Business Programmes in TU Dublin."*
- 6.4 Two key stakeholder endorsements depicting impact and latent benefits to the Higher Education with potential for replication elsewhere/applied to the whole HE system were in: STLR Project Winning the 2019 Best Public Service Organisation Award of the Fingal Dublin Chamber of Commerce (Feedback, *"Skills beyond the pure academic achievement are critical if students are to successfully transition into the world of work. The STLR programme is an innovative and much needed framework which complements academic learnings with real life skills. Hugely impressive and the positive feedback from all comes as no surprise"*). The project was also shortlisted for the Career Impact Strategy Award Category of The Education Excellence Awards 2020.



**Section 2 - Summary of key project deliverables**

As the project ends, please provide us with a summary of key deliverables achieved within the scope of the project.

	<b>(a) Work package(s)</b>	<b>(b) Short Description</b>	<b>(d) Key deliverables and impact</b>
WP1	<i>Coordinating Partner: TU Dublin Blanchardstown Campus</i> 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.	Transform-EDU project was substantially delivered within the allocated budgets including accurate financial reporting as scheduled throughout the duration of the project.  Deliverables from the different project work-packages/work-streams have been disseminated in the 3.5 years duration of the project, through peer-review publications, conference proceedings, project reports and public webinars. The prime objective was to offer opportunities for replication and application to the whole HE system.
WP2	<i>Coordinating Partner: City Campus</i> Characterising the TU Dublin Transformative Education Framework	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.	The following were delivered via the MPhil by Research programme attached to WP2: 1. Curriculum audit of employability; 2. Identification of employability gaps and redress strategy. 3. Institutional and discipline-specific Employment Guidelines developed.
WP3	<i>Coordinating Partner:</i> <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>	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	<i>Workstream WP3.1</i> 1. Comprehensive sustainability attributes mapping. 2. Seed projects bank established. 3. Integration of sustainability into TU Dublin organisational structure and business model.  <i>Workstream WP3.2</i> 1. Comprehensive survey of Irish employers to determine the key graduate attributes desired completed and published. 2. Quantitative analysis of impact of work-readiness coaching completed and published 3. Suite or work readiness training workshops conducted and reported.  <i>Workstream WP3.3</i> 1. Developed knowledge, skills and competency framework for Civic Engagement (CE); pedagogical framework; online module; self-reflection digital learning tool; staff training and development.

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			<p>2. Developed communities of practice between TU Dublin and external stakeholders/ community organisations in the design, delivery, development and assessment of civic engagement activities.</p> <p>3. Mainstreaming CE modules and expanded offerings to follow.</p> <p><i>Workstream WP3.4</i> Suite of inter-disciplinary events to provide innovative opportunities for extracurricular experience in interdisciplinary projects or teams developed.</p>
WP4	<p><i>Coordinating Partner:</i></p> <ul style="list-style-type: none"> <li>• <i>Workstream WP4.1</i> <i>Blanchardstown Campus</i></li> <li>• <i>Workstream WP4.2</i> <i>Blanchardstown Campus</i></li> <li>• <i>Workstream WP4.3</i> <i>Blanchardstown Campus</i></li> </ul>	<p>Workpackage involved: 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><i>Workstream 4.1</i></p> <ol style="list-style-type: none"> <li>1. Transformative Learning Record (TLR) system Developed, tested and operationalised.</li> <li>2. e-Portfolio platform integrated.</li> <li>3. Integrated TLR system and VLE developed.</li> </ol> <p><i>Workstream 4.2</i></p> <ol style="list-style-type: none"> <li>1. UDL support networks and partnerships established.</li> <li>2. UDL embedded in unitary Quality Framework</li> </ol> <p><i>Workstream 4.3</i></p> <ol style="list-style-type: none"> <li>1. Developed and deployed learner TLR dashboard.</li> <li>2. Modalities for Academic Integrity training to support taught programmes developed and interfaced with Case Management Policy.</li> </ol>
WP5	<p><i>Coordinating Partner: City Campus</i></p> <p>Developing Student-Centred QA-QE Processes and Procedures for Transformative Learning (TL)</p>	<p>Development of student-centred QA-QE procedures covering TLR. Protocol for adapting in-person courses for online delivery. Academic Integrity standard.</p>	<ol style="list-style-type: none"> <li>1. Set of QA/QE principles aligned to transformative student-centred learning developed.</li> <li>2. New Unitary Quality Framework for TU Dublin developed, consulted, approved and implemented on phased basis, aligning operations and approval processes with the new TU Dublin Organisation Design.</li> </ol>
WP6	<p><i>Coordinating Partner:</i></p> <p><i>Blanchardstown Campus</i></p> <p>Implementation &amp; Sustaining Transformative Learning Record (TLR).</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>	<ol style="list-style-type: none"> <li>1. <a href="#">Stage 1 TLR Pilot completed</a> and transcripts awarded to students.</li> <li>2. <a href="#">Stage 2 TLR Pilot completed</a> and transcripts awarded to students.</li> </ol>

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### **Section 3 - Sustainability and mainstreaming**

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 committed to mainstreaming sustainability in the curriculum based on outputs achieved under WS 3.1. Circa. 80 staff completed Education for sustainability CPD. A [Memorandum of Understanding](#) signed with the ESB provides a solid foundation for ongoing efforts to establish a flagship hydrogen living lab on TU Dublin's Blanchardstown campus. Social and emotional skills development and work readiness modules were developed under WS3.2, and following engagement with the UEM team, it is intended that these modules will be embedded in curricula across TU Dublin. The [Active Citizenship](#) module, a key output of WS3.3, was also put forward to the UEM team for consideration. A number of collaborations were established to further advance Education for Citizenship through the [European University of Technological Project \(EU+\)](#) Workpackage on *Europe for Everyone: Inclusiveness and Embeddedness*, and the [Steering Higher Education for Community Engagement \(SHEFCE\)](#) Erasmus+ project. Under WS3.4, a detailed set of criteria for validating transformative learning (TL) events under new university structures were developed, including STLR tagging of events to ensure that such learning can be captured and formally recognised.

Under Workstream 4.1, the project 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](#). A strategy for sustaining STLR was developed, based on extending the implementation of the TLR in phase 2 cross-campus piloting, and; providing staff development opportunities, peer work opportunities and additional supports to aid diffusion of TLR as a unique teaching and learning brand for the TU Dublin. STLRs progress concurrently informed the Academic Quality Framework. The Quality Framework developed under WP5 and whose key components were approved by the university Academic Council, supports innovation and integration of best practice in all aspects of teaching and learning. STLR was adopted as a Level 1 capability in the School Designs Teams within the Faculty of Business as part of the TU Dublin Organisational Design process, provided the basis for its future resourcing for mainstreaming and sustainability.

In collaboration with WP5, the WS4.2 enabled embedding universal design in TU Dublin [Quality Framework](#), through School and Programme review processes (In: *Approved School Self-Evaluation Report*). These processes mandate schools to be accountable for EDI performance, specifically teaching and learning supports, hence, require schools to proactively resource UDL practices. Strategic engagement via relevant communities of practice established in the project duration have enabled dissemination and extension of impacts beyond the consortium and providing the requisite impetus for sustainability. For example:

1. The STLR component received recognition for [Excellence in Career Impact](#), e.g.; It was shortlisted for The [Education Awards 2020](#) in the Career Impact Strategy Category, and Won the *Best Public Service Category* at Fingal Business Awards 2019.
2. Outcomes of Employability and Employer's Survey was 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](#)).
4. Peer-review journal articles, both published and in review, validate salient project outcomes.

The research projects embedded in Transform-EDU project were successfully completed, and where appropriate disseminated in peer-review journals, academic reports and public webinars to inform the HE sector as a whole (See the accompanying appendix). As TU Dublin's Organisation Design sets, the expertise required for mainstreaming of relevant outputs from the project are progressively being realised. For example, a Project Lead has been appointed to continue thematic development of *Education for Sustainability* which accords the necessary sustainability and mainstreaming potential for project outputs.

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## **Section 4 - 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 and embedded workstreams, ensured that the consortium engagement in and substantially delivered upon all elements of the project as was originally intended. The [29 formal project meetings conducted during the project term](#) and participation in relevant Communities of Practice events, within and external to the university held throughout the project duration, enabled a close and careful management of engagement through commitments to the transformation to a unitary organisation. For example:

1. *Workpackage 2 and Workpackage 6*— Several Communities of Practice were established to advance the core tenets of the transformative education framework.
2. *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 (see: [Lemarchand et al. 2022](#)). This development was timely as a validated process was required to fully address the UN Sustainability Development Goals as the foundation for TU Dublin’s first Strategic Plan. The [Strategic Intent 2030](#) requires all TU Dublin programmes to spell sustainability related learning outcome.
3. *Workstream 3.2*— Generic collaborative modules in Mindfulness, Emotional Intelligence Coaching, and Workplace Readiness were developed and interrogated to enable adoption by relevant academic programmes.
4. *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 was successfully piloted with cross-campus inputs, enabling extended rollout to all three campuses of TU Dublin.
5. *Workpackage 5*— Development of a Unitary Academic Quality Framework that supports innovation and best practice in Teaching & Learning completed and in final phase of implementation. The approach to the development of Academic Quality Framework (AQF) received commendation in the [QQI TU Dublin CINNTE Quality Review Report 2021](#); *Vide* (Page 58 of Review Report); *“The review team commends TU Dublin on the process by which its Academic Quality Framework (AQF) is being developed. There is evidence of an iterative and consultative approach to the development of policies and procedures which will aid the AQF’s implementation and embedding of a unified quality culture”*.
6. Cross-campus consortium led 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 was also disseminated in [Polytechnic Summit 2022](#).
7. Consortium engagement achieved a wider impact in additional external opportunities as outlined in the Appendices submitted with this Final Report.

The outlined sample of *Consortium Engagement Activities* were undertaken concurrently with ongoing university organisation design, and within public health restriction/guidelines due to Covid-19 pandemic, which impacted on progress; hence, the application for a No-Cost Extension to the project, which was granted.


**Section 5: Financial report**

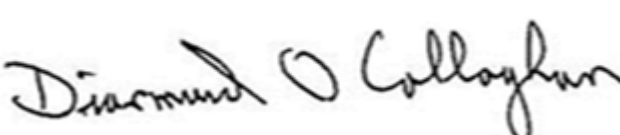
Complete the Financial Report table in the Excel template (Financial report tab) and insert the project's Actual "total direct costs" and "underspend" figures from your Excel spreadsheet below.

<b>Total direct costs</b>	<b>€1,140,151</b>
<b>Underspend (if applicable)</b>	<b>€249,810</b>

**Section 6: 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>	Professor David Fitzpatrick
<b>Title:</b>	President
<b>Date:</b>	October 28, 2022

<b>Head at Start of Project:</b>	
<b>Name:</b>	Dr Diarmuid O'Callaghan
<b>Title:</b>	Strategic Lead—Education
<b>Date:</b>	October 28, 2022

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