

Annual Quality Report

**Technological University of the Shannon:
Midlands Midwest**

Reporting Period 2024-2025

Technological University of the Shannon: Midlands Midwest
2026

Annual Quality Report
Technological University of the Shannon: Midlands Midwest

PART A: INTERNAL QA SYSTEM

Reporting Period 2024-2025

PREFACE

The **Annual Quality Report** forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with higher education institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistently with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI's Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports

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Links to Reference Documents Cited in this Template¹

Legislation

- [Qualifications and Quality Assurance \(Education and Training\) Act 2012 \(as amended\)](#)
- [Regional Technical Colleges Act 1992 \(as amended\)](#)
- [Technological Universities Act 2018](#)
- [Universities Act 1997](#)

QQI Documents

Statutory QA Guidelines (QAG)

- [Core QAG](#)
- [Sector-specific QAG for Independent/Private Providers](#)
- [Sector-specific QAG for Designated Awarding Bodies](#)
- [Sector-specific QAG for Institutes of Technology](#)
- [Topic-specific QAG for Providers of Statutory Apprenticeship Programmes](#)
- [Topic-specific QAG for Providers of Research Degree Programmes](#)
- [Topic-specific QAG for Blended Learning](#)

Other QQI Policy Documents

- [QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012](#)
- [QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015](#)
- [QQI Policy Restatement on Access, Transfer and Progression, 2015](#)

Other National/International References

- [European Standards and Guidelines for Quality Assurance in the European Higher Education Area \(2015\)](#)
- [IHEQN Guidelines on Collaborative Provision](#)
- [National Policy Statement on Ensuring Research Integrity in Ireland](#)
- [Ireland's Framework of Good Practice for Research Degree Programmes, 2019](#)
- [HEA National Framework for Doctoral Education](#)
- [The Salzburg Principles](#)
- [The Salzburg II Recommendations](#)
- [SOLAS Code of Practice for Employers and Apprentices](#)
- [UN Sustainable Development Goals](#)

¹ These links will be updated as further guidance documents are published.

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)				
AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 - Internal QA Framework	2.1	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 - Programme Development and Delivery	2.3	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 - QA of Research Activities and Programmes			1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review				
5.0 - Staff Recruitment, Development and Support	2.4	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 - Teaching, Learning and Assessment	2.5	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 - Learner Resources and Supports	2.7	Supports for learners	1.6	Learning Resources and Student Support
6.0 - Information and Data Management	2.8	Information and Data Management	1.7	Information Management
7.0 - Public Information and Communication	2.9	Public Information and Communication	1.8	Public Information
8.0 - Monitoring and Periodic Review	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
9.0 - Details of Arrangements with Third Parties			1.2	Design and Approval of Programmes
2.0 - Programme Development and Delivery	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review			1.10	Cyclical External Quality Assurance
4.0 - QA of Research Activities and Programmes	QAG for Providers of Research Degree Programmes			

Introduction and Overview of Institution

The Technological University of the Shannon: Midlands Midwest (TUS) is one of twelve state universities in Ireland. Designated a Technological University on October 1st, 2021, TUS is an independent autonomous Designated Awarding Body (DAB), with powers to make awards from Level 6 to Level 10 of the National Framework of Qualifications. TUS has both a regional and national impact with circa 15,500 students and 1,800 staff, located in its campuses in Athlone, Limerick, Thurles, Clonmel and Ennis, as depicted in Figure 1. TUS is defined by its geographical reach and regional composition, bordering almost half of Ireland's 26 counties. Thus, TUS has the potential to transform the availability and accessibility of university education in the regions it serves and provides leading student-centred higher education that is research-informed, regionally relevant and accessible to all. Supported by the EU commission, TUS leads the Regional University Network - European University (RUN-EU) in creating one of several new European Universities. We are particularly proud that TUS is the first Irish HEI to lead, and hold the Presidency, of a European University, thereby enabling deeper and sustained impact for the benefit of all our stakeholders.

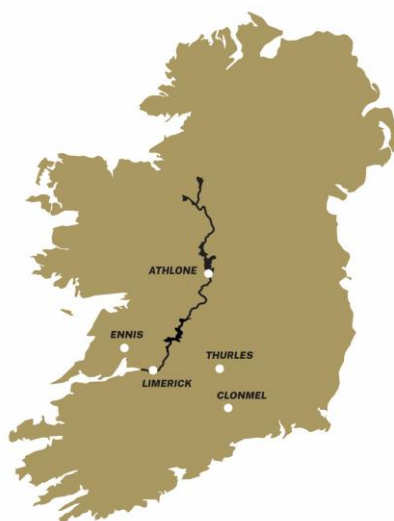


Figure 1. Geographical Profile of TUS Campus Locations.

A key milestone for TUS was the approval by Governing Body of the inaugural TUS Strategic Plan and its launch in March 2023. The strategy outlines our values, purpose and long-term vision, and identifies a range of strategic priorities and enablers (Section 1.0 Internal QA Framework). It has provided the focal point for the development of a vibrant TU that places students at the heart of all we do and that engages effectively, internally and externally, collaborating with students as partners, industry and employment sectors, stakeholder bodies and more widely with community and society. Performance against the Strategic Plan is being tracked through specified key indicators of success, as part of a broader implementation framework. TUS has also entered into a Performance Agreement with the Higher Education Authority (HEA) in accordance with the System Performance Framework 2023-28 and there is alignment between the strategic plan implementation framework and the performance objectives identified in the Performance Agreement. As outlined in the agreement, *“the fundamental objectives now are continued development of the operational and organisational structure, functions, and outputs of the TU and monitoring of the Strategic Plan implementation and Performance Agreement to strengthen TUS’s contribution to the achievement of national strategies”*.

TUS offers a diverse portfolio of programmes in a range of areas including science, engineering, health and welfare, business, hospitality, social sciences, informatics, sport, teacher education, and art and design, inter alia. Reflecting the diverse programme portfolio, there has been significant growth across all elements of education provision including full-time, part-time, undergraduate, postgraduate, apprenticeship and flexible and lifelong learning, with a total student population of circa 15,500 students in the 2024-25 academic year reporting period (Figure 2).

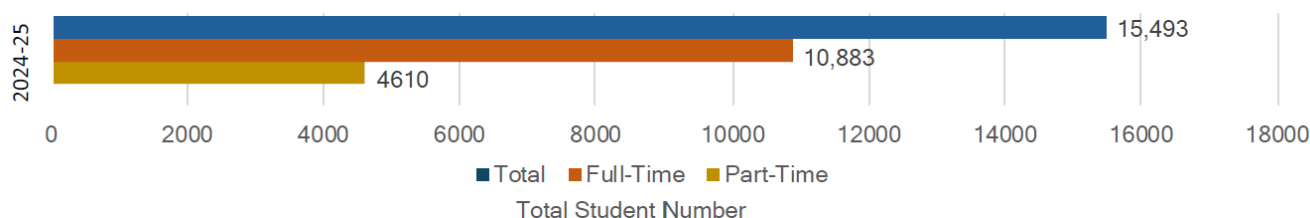


Figure 2. Profile of the Growth in Student Numbers in TUS 2024-25.

The total number of students across a range of domains in the 2023-24 academic year is further provided in Figure 3.

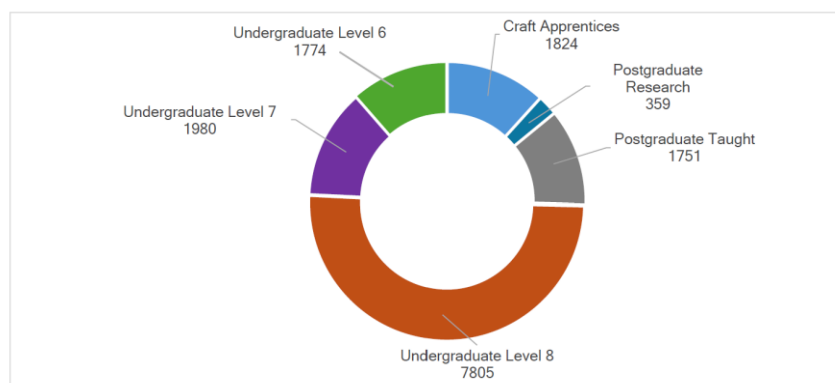


Figure 3. Profile of the TUS Student Population 2024 - 25

The Research Development and Innovation (RDI) activities of TUS span the entire RDI continuum and support regional and national industry and other stakeholders. The emerging scale of research capacity in TUS is evidenced by 359 research students registered in the 2024-25 reporting period. The TUS research model provides progression opportunities for students and staff and enables research collaboration.

TUS is committed to student engagement through its educational philosophy and inclusive learning experience, with a distinctive focus on active and engaged learning and in wider graduate attributes, to enable all of its students to realise their full potential. The admission of students from alternative access routes, and through a range of successful access initiatives, is a core consideration. Students are supported through the student lifecycle by an extensive range of services, and dedicated staff, to help them reach their full potential in a supportive and enjoyable environment.

With over 5,000 graduates annually and through deep engagement with, and support for, industry, innovation and enterprise, TUS is contributing to the development of viable and vibrant communities and

to economic, social and sustainable development, both regionally and nationally. TUS continues to lead nationally in graduate employability. The most recent HEA Graduate Outcomes Survey released in 2024 (Class of 2023) shows that 87.4% of honours degree graduates are in employment nine months after graduation, the highest across all Irish HEIs. The data provides strong evidence of TUS's regional impact, with almost 58% of graduates working in the Midwest and Midlands regions, and a further 13% working in neighbouring counties.

The preparation of this Annual Quality Report (AQR) has been co-ordinated by the VP Academic Affairs and Registrar and Quality Office with contributions from a broad cross section of the TUS Community. The AQR is presented to both Academic Council and Governing Body.

1.0 Internal QA Framework

The Internal Quality Assurance framework adopted by TUS is consistent with the *QQI Policy on Quality Assurance Guidelines, QQI Core Quality Assurance Guidelines (Sections 2.1, Governance and Management of Quality; 2.2 Documented Approach to Quality Assurance; 2.10 - Other Parties involved in Education and Training)* and *ESG 1.1 (Policy for Quality Assurance)*.

TUS is committed to academic quality (assurance) and continuous improvement (enhancement) and is cognisant that the twin purposes of accountability and continuous improvement are at the core of all quality assurance activities. Taken together, these are fundamental in creating trust and public confidence in the Technological University's performance.

The [TUS Strategic Plan 2023 - 2026](#) provides the fulcrum for all activities of the Technological University and quality assurance and enhancement plays an important and integral role in delivering on the *Values, Purpose* and *Vision* of TUS as outlined in the inaugural strategy. The TUS Strategic Plan states as an overarching value that

"We operate in an agile manner where integrity and excellence underpin all we do. We are honest, fair and ethical in our focus on doing the right thing through our words, actions and beliefs."

This is supported by the following TUS Value Statements (Figure 4, Table 1) relating to specified themes including:

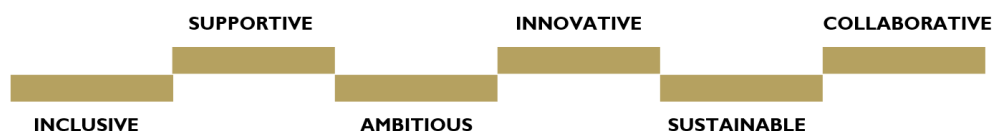


Figure 4. TUS Values

Table 1. TUS Value Statements

Value Statements	
Inclusive	<i>We embrace diversity as a key strength where everyone is included and has an equal opportunity to progress and achieve.</i>
Supportive	<i>We care about our people and their well-being, and we maintain a student centred ethos in all we do.</i>
Ambitious	<i>We set high standards and are courageous in our actions to deliver impact and achieve our potential.</i>
Innovative	<i>We are forward-looking and encourage creativity and exploration that fosters unique ideas and inspires transformative change</i>
Sustainable	<i>We are thought leaders and adopt a whole of institution approach to the challenges of sustainable development.</i>
Collaborative	<i>We are open, connected and engaged in bringing people together to develop, co-create and share knowledge for the benefit of our region and beyond.</i>

The Values of TUS are supported by the TUS *Purpose Statement, Vision to 2030* and *Strategic Priorities and Enablers*.

Purpose Statement

“The Technological University of the Shannon provides leading student-centred higher education that is research-informed, regionally-relevant and accessible to all.”

Vision to 2030

“To be a catalyst for sustainable change through education that transforms lives, our region and the world beyond.

The Strategic Plan sets out how the TUS strategy will be achieved through a series of specified Strategic Priorities and Enablers (Table 2 and Table 3).

Table 2. TUS Strategic Priorities

Priorities	
Education	<i>Provide a relevant high-quality education offering, focused on interdisciplinarity, delivered in a flexible way to cater to a diverse cohort of students, across multi-campus locations.</i>
Research	<i>Deliver impactful applied research, growing the research community, engaging in next generation thinking and tackling issues at a regional, national and global level.</i>
People and Organisation	<i>Operate as an integrated organisation, where everyone’s potential can be realised, and where all individuals are provided with equal opportunities.</i>
Connecting Communities	<i>Build and enhance relationships and partnerships to drive the sustainable development of our region and make an impact nationally and internationally.</i>

Table 3. TUS Strategic Enablers

Enablers	
Leadership & Resources	<i>Lead to embrace opportunity, navigate challenges and optimise use of university resources through a highly effective organisational structure.</i>
Reflective Practice & Continuous Improvement	<i>Embed reflective practice to build a culture of continuous improvement throughout the university.</i>
Governance & Policy	<i>Govern and operate in a manner that is transparent, manages risk, ensures accountability, optimises performance and aligns with policy.</i>
Communication, Technology & Digitisation	Communicate and connect with stakeholders through practices, technologies, and digitisation methods that achieve impact.
Campus Development & Facilities	<i>Invest in and develop our infrastructure to enable our ambitions.</i>
Sustainable Development	<i>Support sustainable development and embed UN SDG integration across all activities to generate positive impact.</i>

The TUS Strategic Priorities and Enablers are carefully linked to an associated series of Strategic Objectives and Expected Outcomes to 2026. TUS will draw upon these core enablers to deliver on its priorities. Performance against the enablers will be tracked as part of the broader implementation framework. Full details of the strategic plan are available at: [TUS Strategic Plan 2023 - 2026](#)

1.1 Governance and Management of Quality

TUS is cognisant of its obligations under the Technological Universities Act (2018) as a designated awarding body up to Level 10 of the National Framework of Qualifications and is committed to national and international best practice in its governance and management. TUS recognises that a quality culture is supported by strong academic and corporate governance and a commitment to accountability, transparency, and continuous improvement with a collaborative and collegiate approach to quality assurance and enhancement.

TUS takes a multi-layered approach to the governance of quality management, with fora such as *Governing Body*, *Academic Council* and their associated *Sub-committees* and *Working Groups*, in addition to University Management structures (Figure 5). These fora and committees play a lead role in reviewing and designing Technological University-wide strategies and processes to maintain and continuously improve academic quality. The TUS Interim Code of Governance was approved by Governing Body in October 2021 and is available at: [TUS Interim Code of Governance](#)

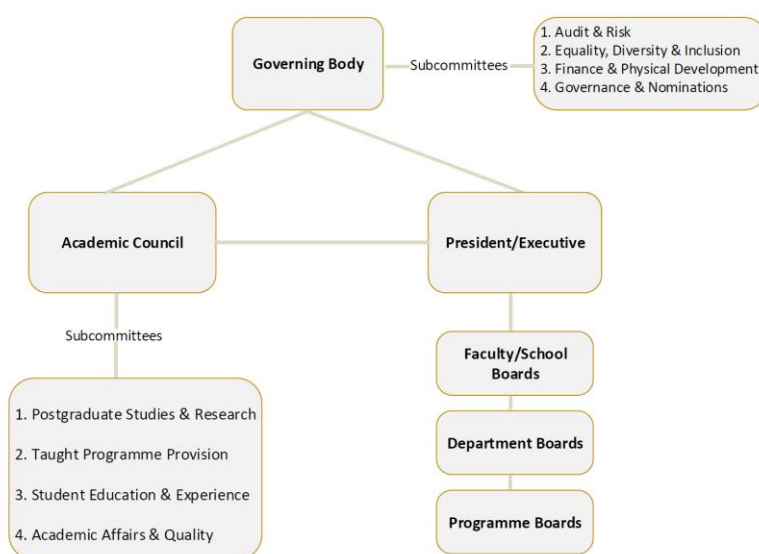


Figure 5. Representation of Overall TUS Governance Fora

Governing Body has a statutory responsibility under Section 16 of the 2018 Act to approve the election process and composition of Academic Council and to review its functions. Accordingly, Academic Council approved the [Regulation for Membership of The Academic Council of TUS 2026 - 2029](#) on the 23rd September 2025. The Academic Council 2026 - 2029 has been constituted in accordance with this regulation and held its inaugural meeting on the 30th January 2026. Academic Council is in the process of developing and approving TUS Academic Council Documentation, which specifies the Constitution, Composition, Membership, Standing Orders and Bylaws of Academic Council. The Bylaws of Academic Council includes details of its Subcommittees, Board of Appeal and Standing Committee. TUS Academic Council 2026 - 2029 has approved four subcommittees, including (1) Postgraduate Studies and Research, (2) Taught Programme Provision, (3) Student Education and Experience and (4) Academic Affairs and Quality (Figure 5).

TUS complies with statutory and regulatory requirements relating to quality assurance and quality improvement under the Technological Universities Act (2018), the Qualifications and Quality

Assurance (Education and Training) Act (2012) as amended (2019) and the Standards and Guidelines for the European Higher Education Area (ESG 2015) and with national statutory Quality Assurance Guidelines. TUS Academic Council, by statute, maintains academic standards within the Technological University. The Academic Council is committed to continuous improvement with new initiatives being continuously designed and implemented to embed quality policies and practices throughout its operations. Faculty/School Boards, Department Boards, and Programme Boards play a key role in the quality assurance and enhancement and in implementation in line with statutory requirements. Students are considered academic partners at TUS. Student representatives are full members of Governing Body, Academic Council and Academic Council Subcommittees and are also represented on a range of other fora including Working Groups and Programme Boards. Their input and counsel is respected and valued to ensure comprehensiveness and equity for learners.

TUS appointed an Interim Senior Management structure upon designation as a Technological University. This included a Vice Presidents (VP) Council and a Deans Council which provided effective leadership and governance oversight during TUS's formative years following designation and ensured continuity, stability, and momentum through a critical period of integration. The establishment of the roles of Chief Academic Officer (CAO) and Chief Operations Officer (COO) has marked a significant step in the strategic reconfiguration of TUS's leadership, with both roles appointed during 2025. Restructuring of senior management in TUS, following the appointment of the CAO and COO has resulted in new reporting lines and consequently new management groups. TUS has established a Senior Leadership Team (SLT) and a Senior Management Team (SMT). These teams meet through two separate fora: the Senior Operations Management Group (SOMG) and the Senior Academic Management Group (SAMG) (Figure 6). Governing Body has adopted a resolution for the delegation of specified functions by the President to the members of the SMT, comprising the new SLT, in accordance with specified reporting lines, with members of the SMT accountable to the President for the performance of delegated functions.

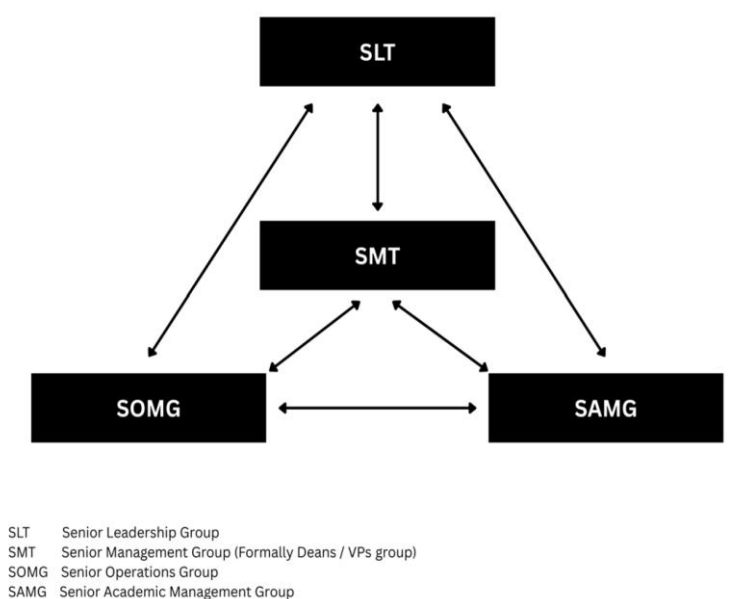


Figure 6. TUS Senior Management Structures

1.1.1 TUS Quality Assurance and Enhancement Framework

The approach of the Technological University to the development and implementation of Quality Assurance and Enhancement systems and processes is effective, accountable and robust. TUS's Quality Assurance is in line with the Standards and Guidelines for the European Higher Education Area (ESG 2015), and with national guidelines and criteria for QA procedures, as overseen by the Quality and Qualifications Ireland (QQI) authority. TUS's Quality Assurance Policies and Procedures are implemented in its campuses and learning centers across the counties of Westmeath, Limerick, Tipperary and Clare. These policies and procedures govern the design, delivery and review of its academic programmes on the NFQ framework from Level 6 to Level 10, whilst also assuring quality across its craft apprenticeships, and adult, life-long learning and flexible learning programmes.

As an autonomous designated awarding body, TUS operates a consolidated quality framework that is built on a set of overarching guiding principles. TUS draws on eight guiding QAE principles established by the Technological Higher Education Quality Framework (THEQF). TUS has adopted and adapted the Principles for its Internal QAE and these are illustrated in Figure 7.

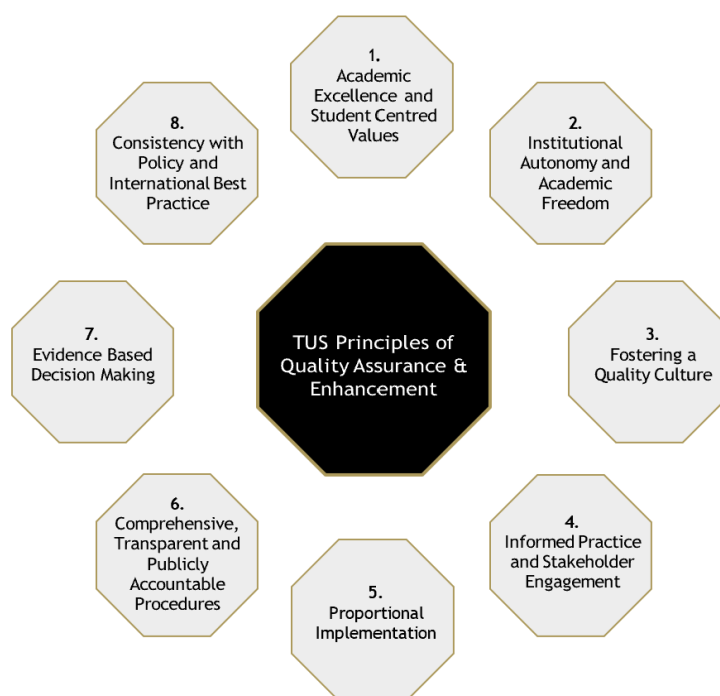


Figure 7. TUS Principles of QAE

The [TUS Policy on Quality Assurance and Enhancement 2026 - 2028](#) outlines the TUS Quality Assurance and Enhancement Framework. Guided by the overarching principles outlined in Figure 7, the TUS Quality Assurance and Enhancement Framework involves a holistic cross-organisational approach. The approach of TUS to the development and implementation of Quality Assurance and Enhancement systems and processes is effective, accountable and robust, and meets statutory obligations. The QQI Core Statutory Guidelines (2016) stipulate that the Quality Assurance System is

embedded and maintained on a cross-organisational basis, including all levels of management, administration, teaching staff and learners.

To achieve compliance and have a fit for purpose quality assurance system the overarching components include three pillars (as illustrated in Figure 8):

- 1) developing and implementing a comprehensive suite of TU-wide policies and procedures;
- 2) establishing and conducting a broad range of internal reviews; and,
- 3) participating in annual monitoring and reporting to QQI (through AQR and Dialogue Meeting), in addition to participating in external Cyclical Review.

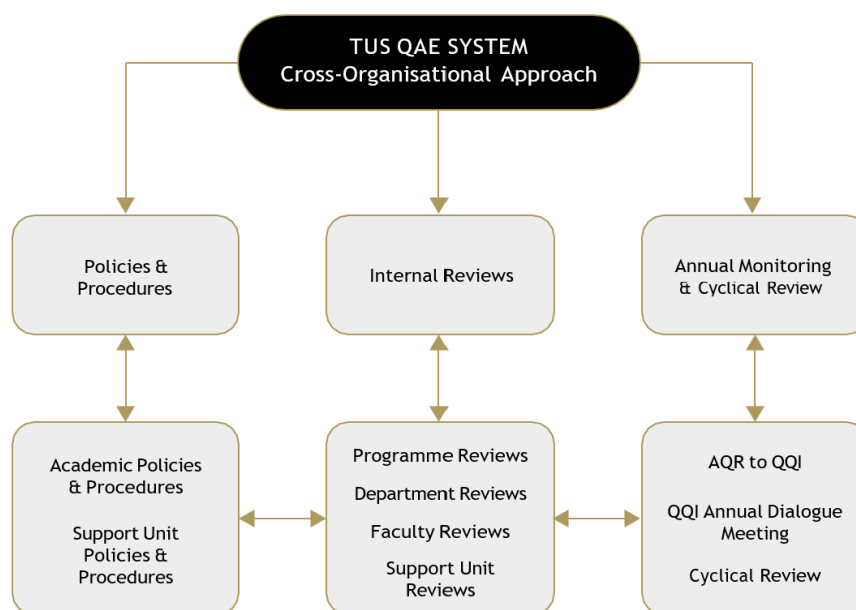


Figure 8. Overview of the Cross-Organisational Approach to QAE

1.1.2 TUS Stakeholder Engagement

TUS engages a broad range of stakeholders, internal and external as appropriate, at all levels of governance and in the design, development and validation of its teaching, learning, research and related activities. Both academic and industry stakeholders are engaged to review both new and existing academic programmes and research activities. External Examiners and Professional Accreditation Bodies are examples of critical stakeholders who formally quality assure the nature, content, teaching and assessment academic programmes, both taught and by research, on the National Framework of Qualifications.

Student representatives are constituent members of all Governing Fora including Governing Body, Academic Council and its Subcommittees, Programme Boards and in various Working Groups. The student voice is represented on programme boards with regular feedback provided to enhance the quality of the programme content, and the teaching, learning and assessment of programmes. The class representation system plays an important role in this aspect. The Student Union representatives work closely each year with the Quality Office to promote and encourage student participation in the annual Student Survey.ie campaign.

TUS partakes in a range of industry fora across its broad region. It also works with the educational sector to ensure that eligible students can readily and efficiently access programmes in TUS. This includes a wide range of marketing activities within the region and structured engagement programmes with second level schools and further education providers. Through its student outreach programme, prospective students learn about TUS and the academic opportunities available.

1.1.3 TUS Academic Quality Assurance and Enhancement Handbook

TUS Quality Assurance documentation has been collected and collated into the [TUS Quality Assurance Handbook](#). The handbook is maintained by the Academic Affairs and Quality subcommittee and its content is reviewed annually by Academic Council. Consequently, relevant content areas are continuously improved through periodic reviews to assure their comprehensiveness, adequacy, and completeness. The handbook is published in full on the TUS website (www.tus.ie). The handbook contains a [TUS European and National Quality System Resources](#) document that contains ready access to relevant Legislation, Statutory Quality Assurance Guidelines, Award Standards and IHEQN Documents. The constituent documents, regulations, policies and procedures provide a systematic approach to govern quality assurance and to promote and enhance quality.

The [TUS Guide to Promoting Professional Written Communication](#) is a constituent document of the Handbook. This serves as an approved reference point and guidance for Technological University Staff and assists in producing Technological University documentation, including Policies and Reports, inter alia, that take account of accessibility principles and supports inclusivity. Accordingly, all documents in the handbook are formatted with consistency while aligning to the guidelines. TUS Academic Council has also approved the [TUS Guide to Inclusive Committees and Meetings](#) to promote inclusive and balanced committee representation across TUS, ensuring a diversity of perspectives and expertise informs effective and equitable decision-making.

A systematic document naming system is used to identify documents in the academic quality assurance handbook. In this context, documents are preceded by 'TUS' title to enable clear differentiation between TUS and external documents. They also include the in-date period after the document title indicating when next revision is due. The handbook is divided into a range of Volumes in different thematic areas for ease of access and reference:

- Volume 1: TUS Overarching System of QAE
- Volume 2: TUS Academic Council & Governing Body
- Volume 3: Institutional Strategies
- Volume 4: Academic Regulations for Taught Programmes
- Volume 5: General Academic Policies & Procedures
- Volume 6: Taught Programme Development & Review

Volume 7: Postgraduate Research Regulations, Policies & Guidelines

Volume 8: International Student Policies & Procedures

Volume 9: Student Support Policies & Procedures

Volume 10: Quality Enhancement Resources

Volume 11: Appendix

TUS's Quality Assurance Policies and Procedures are implemented in all campuses and learning centers. These policies and procedures govern the design, delivery and review of its academic programmes on the NFQ framework from Level 6 to Level 10, whilst also assuring quality across its craft apprenticeships, and adult, life-Long learning and flexible learning programmes. At TUS, all postgraduate research degree programmes come within the authority of Academic Council including procedures, standards, and academic content. TUS operates mutually supporting processes and procedures to promote and maintain high quality research and these are described in detail in Section 4.0 of this AQR.

1.1.4 TUS Equality, Diversity and Inclusion: Governance Structure

Equality, Diversity and Inclusion (EDI) is a key priority for TUS. An Equality, Diversity, and Inclusivity (EDI) Steering Committee was established in 2022 to oversee and provide guidance and direction for the achievement of equality, diversity, and inclusion objectives across TUS. This committee, which is chaired by TUS' President, includes representatives from Faculty, Human Resources, Student Support Services, EDI, RDI and Student's Union. A number of sub-committees report to the EDI Steering Committee. An EDI Sub Committee of Governing Body has also been formed and provides updates to Governing Body on EDI related initiatives underway in TUS. The committee structure through which the EDI strategic goals are achieved is illustrated in Figure 9.

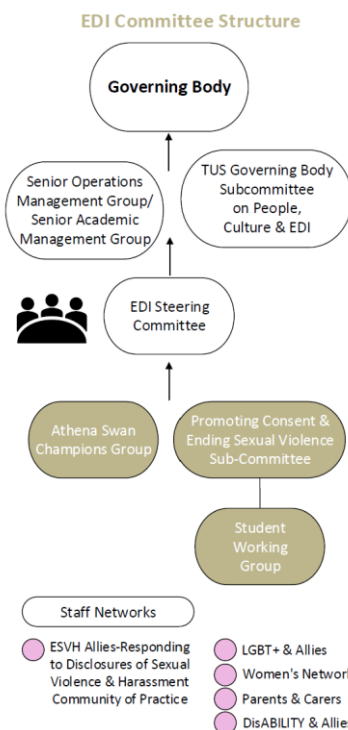


Figure 9. Overview of Equality, Diversity and Inclusion Committee Structure

1.2 Linked Providers, Collaborative and Transnational Provision

The QA procedures for collaborative provisions are consistent with ESG 1.1 and 1.2, QQI Core QAG, IHEQN Guidelines on Collaborative Provision; QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012, the European Approach to the Quality Assurance of Joint Programmes.

TUS Policies for Collaborative and Linked Provision ensure that learners enrolled on collaborative or transnational programmes (whether at home or overseas) that lead to a TUS Award and receive an equivalent learning experience to that of learners studying at TUS. Academic Council has approved a number of collaborations with national and international agencies, bodies and providers including:

- Equal Ireland, Tuam Road, Galway.
- Gurteen Agricultural College, Ballingarry, Co. Tipperary.
- Pallaskenry Agricultural College, Co Limerick.
- Atlantic Aviation, Shannon, Co Clare.
- Atlantic Air Adventure Centre, Shannon, Co Clare.
- University of Limerick

TUS Academic Council has approved the [TUS Policy and Procedures for Collaborative Provision \(National and Transnational\)](#). This policy governs all aspects of development of collaborative programmes nationally and transnationally, including joint awards. All collaborative programmes are subject to annual monitoring and periodic review (programmatic review) as outlined in Section 1.9.

TUS currently does not have any linked provider relationships. Should the University wish enter into linked provider relationships in the future, the [TUS Policy on Linked Provision and Linked Provision Framework](#) sets out the approach to establishing any prospective linked provider relationships.

Transnational education is defined in the QQI *HE Code of Practice for the Provision of Education to International Learners* as the provision or partial provision by a provider and/or awarding body based in Ireland, of a programme of education leading to an award included within the Irish NFQ in another country. TUS does not offer transnational education provision in accordance with this definition, as it does not currently provide programmes leading to awards of the NFQ in other jurisdictions.

TUS is committed to developing Transnational Education and maintains a significant presence in China through long-standing collaborations with several partner institutions, where TUS supports the development of joint programme curricula, including joint development of teaching programs, research activities, and the associated agreements which enable students to transfer to a range of programmes delivered at TUS. This includes partnerships with:

- Yangtze University
- Wuxi University
- Luoyang Institute of Science & Technology
- East China University of Science & Technology

These partnerships involve circa 1,700 students registered across the four years of programmes in the Faculty of Engineering and Technology. The partnership with Yangtze University involves students enrolled across the four stages of the B.Sc. (Hons) in Civil Engineering Management programme, while the collaboration with Wuxi Institute of Technology also involves students enrolled across multiple engineering-related disciplines. TUS maintains strong relationships with Luoyang Institute of Science and Technology enrolling students over four stages in programmes in Civil Engineering, and with East China University of Technology enrolling students in Mechanical and Software Engineering programmes.

2.0 Programme Development and Delivery

As a Designated Awarding Body, subject to the Technological Universities Act (2018) and the Qualifications and Quality Assurance (Education and Training) Act (2012), as TUS is a self-accrediting institution and responsible for the validation/re-validation of programmes leading to awards in its name, including joint awards. It is also responsible for monitoring the quality, and academic quality assurance, of those awards. TUS policies and procedures for programme development and delivery are consistent with QQI Core QAG, the ESG and IHEQN Guidelines on Collaborative Provision.

A particular function of TUS Academic Council under Chapter 5 (17) (3) (a)(b) of the 2018 Act is designing and developing programmes for the technological university and supporting the implementation of those programmes). The Academic Council subcommittee on Taught Programme Provision plays a particular role in advising Academic Council on matters relating to programme development and portfolio provision. The TUS approach to academic quality assurance for programme validation/re-validation ensures that a learner may attain the knowledge, skill or competence for the purpose of an award which is consistent with the National Framework of Qualifications (NFQ) and fulfils requirements in relation to Technological University and national policy on access, transfer and progression.

TUS offers a range of awards in accordance with the National Framework of Qualifications (NFQ) from Level 6 to Level 10 of the framework and includes both taught and research programmes. The NFQ is an explicit reference point for the TUS Policy and Procedures for New Programme development and validation. The awards offered by TUS are accordance with the Statutory Quality Assurance Guidelines developed by QQI for Designated Awarding Bodies (2016) and the [*Joint-Sectoral Protocol between Designated Awarding Bodies and Quality and Qualifications Ireland for the Inclusion of Qualifications within the National Framework of Qualifications \(2022\)*](#).

TUS operates systems for ECTS credit accumulation and credit transfer consistent with the Principles and Operational Guidelines for the Implementation of Credit in Irish Higher Education and consistent with the European Credit Transfer and Accumulation Scheme (ECTS). TUS observes norms and practices to ensure that it is appropriate that its awards be regarded as awards included within the NFQ at the appropriate respective levels. This enables the statutory inclusion of relevant TUS qualifications within the NFQ, in a consistent, transparent manner, in line with the *Joint Sectoral Protocol between DAB's and QQI for the Inclusion of Qualifications within the National Framework of Qualifications (2022)*.

Major awards

The TUS Major Award Types are presented in Table 4 and include the typical credit volume or credit ranges for each major award type from Level 6 to Level 9 on the NFQ.

Table 4 TUS Major Award Types

NFQ Level	Award Type	ECTS Credit Volume/Range
Level 6	Higher Certificate	120
Level 7	Bachelor Degree	180
Level 8	Honours Bachelor Degree	180-240
Level 8	Higher Diploma	60
Level 9	Postgraduate Diploma	60
Level 9	Masters Degree (Taught)	60-120
Level 9	Masters Degree (Research)	120
Level 10	Doctor of Philosophy	-

TUS Special Purpose and Supplemental Awards

TUS Special Purpose Awards are stand-alone awards with a distinctive identity reflecting a clearly defined purpose. While Special Purpose Awards are stand-alone awards, their ECTS Credits can be derived from a Major Award. Supplemental awards are for learning which is additional to a previously completed award and are not at a higher level than the initial award. The volume of learning for TUS Special Purpose and Supplemental Awards is between 10 and 60 ECTS credits

TUS Microcredentials

TUS notes that the term Micro-credential is currently not listed as an award class on the NFQ, but that it is a term that has gained significant traction nationally and internationally. For the purpose of programme validation by TUS, and consistent with practice nationally, a Micro-credential at TUS is a programme underpinned by quality assurance with the following attributes:

- 1) a volume of between 1 and 9 ECTS leading to a TUS Certificate of Completion at NFQ 6 to 9;
- 2) a volume of between 10 and 30 ECTS, leading to a minor, special purpose or supplemental award at NFQ 6 to 9;
- 3) designed to meet a current market need for which there is demonstrable learner demand and value

All programmes offered through collaborative provision, nationally and transnationally, require full validation in line with TUS Policy for Collaborative Provision.

2.1 Programme Development and Approval

The validation processes operated by TUS ensure that its academic programmes are robustly and successfully validated, and revalidated, thereby achieving adherence to statutory requirements including: 1) the *Qualifications and Quality Assurance (Education and Training) Act* (2012), and 2) the *QQI Core Statutory Quality Assurance Guidelines (for all providers)* (2016). They also align with the European Standards and Guidelines (2015), including the Standards; 1.2 Design and Approval of Programmes, 1.3 Student-centred Learning, Teaching and Assessment; 1.4 Student Admission, Progression, Recognition and Certification; 1.6 Learning Resources and Student Support; and 1.9 On-going Monitoring and Periodic Review of Programmes.

The following distinct Validation Processes operate at TUS:

1. Validation and approval of new Programmes leading to Major Awards;
2. Validation of Programmes including Minor/Special Purpose/Supplemental Awards and

Microcredentials;

3. Revalidation of Existing Programmes (Programmatic Review);
4. Modification of an Approved Programme outside of Programmatic Review.

The development, validation and approval of new programmes and programme revalidation is conducted in TUS in accordance with the relevant procedures as outlined in:

- [TUS Policy for Taught Programme Validation and Modification](#)
- [TUS Procedures for Taught Programme Validation and Modification](#)
- [TUS Guide to Writing and Using Learning Outcomes](#)
- [TUS Policy and Procedures for Collaborative Provision \(National and Transnational\)](#)

A rigorous, systematic, and consistent process for the design and development of programmes is implemented at TUS with all the relevant stakeholders included. External expertise and reference points are an integral part of programme design and a core element of all programme validation events.

There are five overall stages within the programme development process, and these are summarised as follows (Table 5).

Table 5. Stages of New Programme Development

Overall Stages of New Programme Development at TUS		
1	Preliminary Scoping and Academic Council Approval to Develop	This phase marks the genesis of programme development and usually occurs within the relevant Faculty. The primary step within this phase is the securing of preliminary approval for the development and submission of an application to the relevant subcommittee of Academic Council.
2	Preparation and Development of New Programme Document	This occurs within the appropriate Faculty and involves detailed discussion at New Programme Board meetings. An evidence base is generated from appropriate research and comprehensive internal and external stakeholder engagement. This phase results in the development the draft New Programme Document.
3	Internal Review	An Internal Review process is conducted by an appropriately constituted panel including membership from TUS and potentially including external stakeholders.
4	External Review and Validation	The External Review includes the review of the proposed programme by the External Panel on behalf of Academic Council. The Panel makes a recommendation to Academic Council with respect to the Validation outcome. The New Programme Board responds to the External Panel Report and actions the findings as appropriate.
5	Academic Council Approval of New Award	This phase involves the Academic Council consideration of the Validation Panel Report and Programme Board Response following by Academic Council Approval of the New Award, as appropriate.

TUS continues to develop links and to consult with the community, and with industry and professional bodies, to inform the development and review of programmes and modules, to ensure that they are responsive to existing and emerging stakeholder needs. TUS is committed to making a regional impact

and works closely with industry and community stakeholders to support sustainable development. Working with Regional Skills ©, TUS combines the capacity to audit regional skills needs, identify gaps and respond proactively. The resulting applied focus of programmes ensures that TUS graduates will continue to be highly sought after and recognised regionally and nationally as having a high level of expertise, skill and competency with multiple career opportunities.

In an approach that underpins the *Values* and *Purpose* of TUS, the University is committed to enabling the development of robust Graduate Attributes which have been purposefully formulated to elucidate the key commitments TUS makes when preparing graduates for work and life, irrespective of discipline area. Accordingly, the TUS Graduate Attributes Framework informs programme design resulting in a broader interpretation of the knowledge, skills, and competences which students are required to develop in higher education in keeping the NFQ. This is particularly relevant to the demand for non-routine, creative problem solving, and the requirement to be able to cooperate, collaborate and communicate with others as global citizens in a digital world. The framework is available at [TUS Graduate Attributes Framework](#).

Apprenticeship Programmes

The Academic Council Subcommittee Academic Affairs and Quality and Taught Programme Provision is responsible for advising Academic Council on matters relating to Apprenticeship, having regard to Chapter 9 (1)(i) of the Technological Universities Act (2018) in supporting the development of a skilled labour force including, where appropriate, engaging in the education and training of apprentices. Apprenticeship education remains an important part of the education provision of TUS.

A range of Craft apprenticeships are offered across TUS including, Carpentry and Joinery, Electrical, Heavy Vehicle Mechanics, Motor Mechanics, and Plumbing. Apprentices earn while they learn and build valuable work-ready skills in a chosen occupation. The learning offered by TUS in collaboration with SOLAS, is grounded in the academic and practical experience needed to enable graduates to undertake a qualified craft apprenticeship role. The quality assurance of Apprenticeship programmes in TUS are governed by similar processes, procedures and policies that govern TUS taught programmes. TUS also maintains close on-going links with SOLAS. The apprentice is fully supported by the academic staff during the apprenticeship and has full access to all the facilities and supports of the Technological University. Apprentices are employed by a SOLAS-approved employer for the duration of the programme which is generally between 2-4 years. Apprenticeship programmes provide at least 50% workplace-based learning. TUS is also playing a significant role in the development and provision of New Generation (Post 2016) Apprenticeships under the Statutory Apprenticeship model as both a Coordinating and Collaborative Provider.

TUS Academic Council has approved an *Apprenticeship Strategic Implementation Plan for Apprenticeship* provision which sets out a holistic roadmap for the development of the apprenticeship model in a manner closely aligned with the National Strategy and the TUS Strategic Plan. The Vision for Apprenticeship provision at TUS, as set out in the Implementation Plan, states that: *“TUS to be a leading provider of high-quality, industry-led national, apprenticeship programmes that cultivates skilled and agile professionals, fosters innovation and collaboration, and enhances competitiveness nationally with a particular focus on the Midwest and Midlands regions”*. To further enhance and expand the provision of apprenticeships across TUS, the strategic implementation plan outlines a range of priorities

aligned with the four strategic priorities of the TUS Strategic Plan. The associated objectives and key enablers are summarised in the *TUS Apprenticeship Logic Model*. Full detail of the strategy are available at: [Apprenticeship Strategic Implementation Plan](#).

TUS is committed to achieving excellence in apprenticeship and skills education. Progression from all levels of apprenticeship is encouraged in related cognate areas through flexible learning and advanced entry to full-time programmes. In TUS, students from apprenticeships have successfully progressed from Level 6 through all levels of the NFQ including up to doctoral level.

Postgraduate Research Degree Provision

The Quality Assurance Procedures for Postgraduate Research Degree provision is outlined in Part A, Section 4.0.

2.2 Admission, Progression, Recognition & Certification

TUS procedures for admissions, transfer, progression, recognition, and certification are established and implemented in a transparent manner and in accordance with ESG 1.4 and the *QQI Policy on Access, Transfer and Progression (revised 2015)*. Cognisant of the national policy on Access, Transfer, and Progression, TUS is committed to fair, transparent and consistent access, transfer and progression opportunities for all students. TUS welcomes applications from people from every background and endeavours to make the application process as transparent, applicant focused, efficient, and effective as possible.

The academic council subcommittee on Academic Affairs and Quality reviews and monitors policy on admissions, transfer and progression, including the [TUS Admissions, Transfer and Progression Policy for Taught Undergraduate and Postgraduate Programmes](#) and the [TUS Global Admissions Policy](#). To ensure that students are treated with respect, equity, empathy and professionalism, the subcommittee makes recommendations to Academic Council relating to the recruitment, selection, admission, progression, retention, and exclusion of students in accordance with Section 17 (3) for a of the TU Act, 2018. Furthermore, the subcommittee advises Academic Council on the development of policy relating to this particular area of activity.

The Admissions Office supports prospective students from initial enquiries, through to application, registration and in conjunction with student support services through to induction. The work encompasses CAO, Advanced, Part-time, International and Nonstandard entry routes. Entry to Flexible learning programmes is managed through the Flexible Learning Office in TUS Midwest and through the Faculty of Continuing, Professional, Online & Distance Learning in TUS Midlands. TUS endeavors to make the application process as transparent, applicant-focused, efficient and effective as possible, with all applicants carefully assessed on the basis of published entry requirements and entry paths outlined in relevant publications. TUS offers learners access to and progression pathways into and along the NFQ from Level 6 to 9 taught programmes and Level 9 and 10 research programmes. Procedures for learner admission, progression, and recognition include:

- fit-for-purpose admission, progression, and certification policies and procedures;
- comprehensive student induction;
- processes and tools to collect, monitor and act on information on learner progression and

- completion rates;
- recognition of prior learning, including the recognition of formal and non-formal learning.

Entry to full time postgraduate taught programmes is managed through the Admissions Office , to part time programmes through the Flexible Learning Office in Midwest and through the Department of Lifelong Learning in Midlands while the Graduate School Office manages the admission of postgraduate research students. Academic Council approved the [TUS Postgraduate Research Regulations 2023 - 2026](#) and these regulations specify the criteria and the requirements for the students, supervisor(s) and TUS with respect to approval of research programmes and admission of students to those programmes.

TUS offers learners access and (ladders of learning) progression pathways into and along the National Framework of Qualifications from Level 6-9 and Level 10. Within these pathways, flexible modular options are available for learners and include different entry points, part-time and flexible study options, electives and embedded awards. Procedures for learner admission, progression, and recognition include:

- Fit-for-purpose admission, progression, recognition of prior learning, and completion policies and procedures;
- Comprehensive Student Induction;
- Processes and tools to collect, monitor and act on information on learner progression and completion rates;
- Recognition of prior learning, including the recognition of formal and non-formal learning such as certified and experiential learning.

Admissions

The Admissions criteria for each programme are provided in the TUS Prospectus and are consistent with national norms and requirements for entry. They are available at: [TUS Undergraduate Prospectus](#) Policies and procedures for student access, transfer and admission are managed by the TUS Admissions Office. These outline the operational admissions procedures and the various categories of students entering TUS. TUS Admissions Office Procedures are available at the [TUS Admissions Website](#)

TUS provides all students with an online registration facility. Application to TUS for Year 1 programmes is through the Central Applications Office (CAO) system. TUS recommends those eligible for offer and instructs the CAO to make the appropriate offer. Application to second and subsequent years is managed directly by TUS. FETAC Level 5 and Level 6 award holders are eligible for advanced entry to 2nd and subsequent years of approved programmes in cognate areas.

To assure the quality of TUS's engagement with students during their transition:

1. A Student Handbook is provided to all new entrants for ease of entry to third level education. Available at [TUS Student Handbook](#)
2. The TUS Connect and Engage Programme. TUS have developed a comprehensive student induction and progression programme called Connect and Engage. This structured, activity-based programme is geared towards getting new students settled in and acquainted with other

students and their campus. It provides students with the opportunity to actively engage in college life, get to grips with their course, join a club or society and develop a personal toolkit to live a healthy balanced and enjoyable lifestyle. The schedule includes an array of events and activities ranging from support services to essential information for progressing students, first year induction together with 7 themed weeks of activities to help students enjoy a positive student experience. Sample schedules for Connect and Engage are available at:

- [Connect and Engage Induction Schedule \(Midwest Campuses\) - TUS](#)
- [Connect and Engage Event Schedule \(Athlone Campus\) - TUS](#)

Transfer

TUS accepts transfer requests from students who have completed a discrete element of a programme of study. The applicant must have successfully completed an award stage, have sufficient credits and have attained the learning outcomes from the modules on that stage to enable transfer into TUS. Students may apply to transfer to the second or subsequent year of a cognate programme and the transfer will be subject to places being available in TUS. Internal transfers will take place with due regard to equity of treatment of students, including current school leavers and in accordance with the Technological Universities commitments to the CAO process. As a participant in the CAO process, TUS abides with agreements with the CAO which govern the admission of first year students. Transfer criteria are specified in [TUS Admissions, Transfer and Progression Policy for Taught Undergraduate and Postgraduate Programmes](#)

Progression:

TUS is guided by the principles of progression as outlined in its academic regulations available at: [TUS Academic Regulations for Taught Programmes](#). Section 4, titled Progression, details all aspect of student progression including programme level and credit, workload, stage progression, award level progression, limitations of progression, compensation, failed elements, deferral, aegrotat award and posthumous award. Data is collected, monitored and acted upon with regard to learner progression and completion rates and relevant statistics are presented to Academic Council, annually. Such information is used to inform the quality assurance of programmes through Programme Boards, Programmatic Reviews, and programme portfolios managed by Departments and Faculties, and the TUS Strategic Plan.

Recognition of Learning (RPL):

TUS recognises the importance of providing access to education and providing lifelong learning opportunities. The philosophy underpinning the Recognition of Prior Learning is to enable and encourage people to enter or re-enter formal education, leading to qualifications, by awarding exemptions or recognising credit for what they already know from the programme curriculum. TUS recognises the qualifications and prior learning of students and recognises Prior Certificated Learning and/or Prior Experiential Learning. The related regulations and procedures are outlined in the: [TUS Policy on Recognition of Prior Learning](#). The onus is on the applicant to demonstrate the prior learning, by preparing and submitting adequate evidence, under the guidance and advice of the institution.

Certification:

The regulations and procedures for certification are outlined in the academic regulations available at: [TUS Academic Regulations for Taught Programmes](#) Section 3, Award Classification. And Section 3.4, Standards for Awards at Different Classifications.

TUS Access Initiatives

Through the work of the TUS Access Service, targeted strategies and initiatives are delivered to facilitate entry to and successful participation in higher education for underrepresented students. These access initiatives include partnering with local community groups and with the Active Learning for Adolescents early school leaver programme. TUS offers a one-year [ACCESS programme](#) for adult learners. The course equips candidates with the necessary skills, knowledge and confidence to progress to third-level education at TUS. The access course gives students an understanding of discipline-specific basics and enables them to make informed decisions about their future third level education. TUS also offers an [Access to Apprenticeship Programme](#) initiative.

Building on the refugee and asylum seeker programmes established in Institutes of Technology in 2017, the TUS Sanctuary Award is an initiative of University of Sanctuary Ireland to encourage and celebrate good practice of universities, colleges and other education institutes welcoming refugees, asylum seekers and other migrants into their university communities and fostering a culture of welcome and inclusion for all those seeking sanctuary. In June 2022, TUS was successfully designated as a University of Sanctuary, the first TU in Ireland to be so designated following its successful application. This was in recognition of TUS's work to make higher education more welcoming and inclusive of asylum seekers, refugees and migrants.

2.3 Procedures for Making Awards

As a Designated Awarding Body, TUS Academic Council had adopted the QQI Award Standards. TUS has robust procedures for ensuring that its awards are consistent with the relevant award standards and that programme development and validation procedures ensure that graduates of awards at the cognate levels of the NFQ will have attained the requisite standards of knowledge, skills and competency. The procedures are consistent with QQI Sector-specific QAG for Designated Awarding Bodies, Section 6. Thus, the NFQ is a core reference point during programme design and the specification of programme learning outcomes that align to award standard at the respective levels is a central element. Module learning outcomes and module assessment strategies are in turn aligned. The associated procedures are detailed in TUS procedures for programme development and review. These procedures assure that TUS Awards are consistent with awards of the NFQ at the respective award levels. The procedures are available at:

- [TUS Policy for Taught Programme Validation and Modification](#)
- [TUS Procedures for Taught Programme Validation and Modification](#)

The use of Academic Module Manager software for programme development supports the alignment of programmes to the NFQ levels and the TUS adopted award standards. This software used for

programme development requires extensive mapping to ensure that: a), Programme Learning Outcomes map to the relevant Award Standards, b), Module Learning Outcomes map to the Programme Learning Outcomes and c), the module assessment strategies are mapped to individual module learning outcomes. Ensuring that the standards of knowledge, skill and competency are appropriately articulated is a key part of programme validation.

Programme validation includes an assessment of the following criteria:

- 1) The programme is consistent with the TUS Strategy and meets authentic education and training needs;
- 2) The rationale for the programme is well informed, justified, and uses an evidence base to illustrate demand;
- 3) There is an appropriate emphasis on access, transfer, and progression, including due consideration for the provision of embedded (exit) awards/add-on awards, as appropriate.
- 4) The programme aims and learning outcomes are clear, align with the proposed award title and are specified in a manner consistent with the relevant TUS Awards Standards.
- 5) The standards of knowledge, skills and competencies are appropriately articulated.
- 6) The design of the programme should enable its target learners to attain the minimum intended programme learning outcomes, in terms of learner effort.
- 7) The teaching and learning strategy is well planned, appropriate for the discipline area and type of award, and aligns with the Putting Learning First: TUS Learning, Teaching and Assessment Strategy[13] and TUS Graduate Attributes Framework.
- 8) Assessment techniques are valid, fair and consistent and provide for the verification of the attainment of the intended learning outcomes and academic standard to be achieved by students.
- 9) The programme is viable and contains adequate and appropriate reference to required resources to support the teaching, learning and assessment strategy for the programme.
- 10) The mode of delivery is consistent with the needs of the intended students of the programme, with accessible and appropriate support services provided for.

To assist programme teams a guide for Academics in writing and using learning outcomes, available at: [TUS Guide to Writing and Using Learning Outcomes](#)

2.4 Teaching, Learning and Assessment

TUS has a range of QAE procedures for assuring the quality of teaching, learning and assessment. These policies and procedures are consistent with QQI Core QAG Section 2.5 - Teaching and Learning; ESG 1.3; Assessment: QQI Core QAG Section 2.6 - Assessment of Learners.

A key priority of the [TUS Strategic Plan 2023 - 2026](#) is to “provide a relevant high-quality education offering, focused on interdisciplinarity, delivered in a flexible way to cater to a diverse cohort of students, across multi-campus locations”. In delivering high quality education, the strategy is supported by the [Putting Learning First, TUS Learning, Teaching and Assessment Strategy 2022 - 2025](#). The strategy sets out an Educational Philosophy that *“that co-creates an inclusive learning experience through leadership in teaching, active learning, research, scholarship, industry and civic collaboration”*. The strategy commits TUS to a framework for an internationalised curriculum that is values-driven with overarching principles and a focus on knowledge creation, co-creation and intellectual leadership. In addition, the University is committed to providing an inclusive approach to curriculum design which is based on the principles of Universal Design for Learning (UDL), a framework that allows educators to apply a flexible approach to learning, teaching and assessment, for a diverse student population. A direct result of a UDL approach is accessibility for all learners, with more student-centred learning experiences. TUS is also cognisant that at a national and European level, the enhancement of digital skills for staff and students is a key factor in the provision of an enriched learning experience in higher education.

The [TUS - Putting Learning First Learning, Teaching and Assessment Strategy](#) is comprised of three interconnected elements, namely a [TUS Graduate Attributes Framework](#), TUS Curriculum Design Approaches and seven key pillars that support excellence in learning, teaching and assessment (Figure 10). The TUS Graduate Attributes have been developed from the educational philosophy and are the overarching components that inform the principles and approaches for curriculum and programme design in the Technological University. These in turn inform the goals and objectives of the seven complementary pillars, designed to support excellence in learning, teaching and assessment (Figure 10).

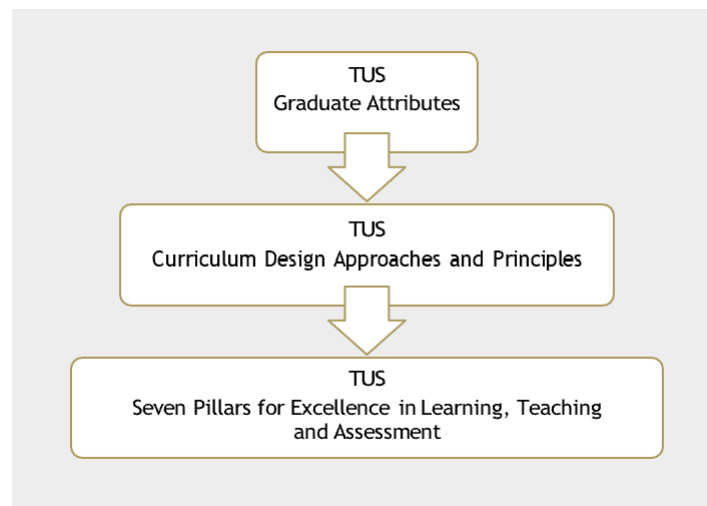


Figure 10. TUS Positioning of Graduate Attributes in Curriculum Design

TUS Graduate Attributes (Figure 11) inform programme design resulting in a broader interpretation of the knowledge, skills, and competences which students are required to develop in higher education in keeping the National Framework of Qualifications. This is particularly relevant to the demand for non-routine, creative problem solving, and the requirement to be able to cooperate, collaborate and communicate with others as global citizens in a digital world. The TUS Graduate Attributes Framework is available to programme design teams and is included in Module Manager for programme mapping.

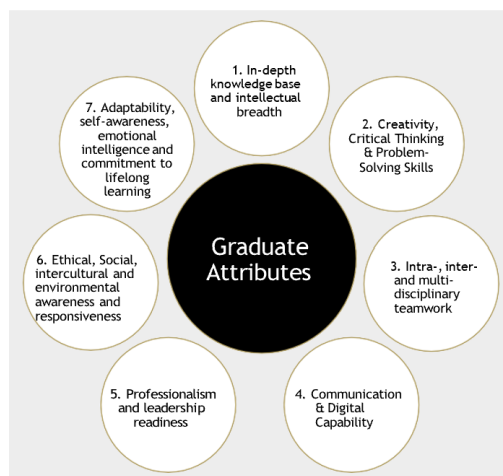


Figure 11. TUS Graduate Attributes

The Graduates Attributes Framework is complemented by a TUS Curriculum Design Approach. In this, TUS commits to inclusive and student-centred models of curriculum design. The Graduates Attributes Framework Curriculum Design Approach are further supported by seven pillars supporting excellence in Teaching, Learning and Assessment (Figure 12). Each of the pillars support the pursuit of excellence and the enrichment of the learning experience of all learners and are further supported by a set of goals for development and implementation.



Figure 12. Seven Pillars Supporting Excellence in Learning, Teaching and Assessment

Learners are at the core and focus of activity in TUS and the increasing diversity of the learner population and the diversity of learner needs are recognised and valued. Student centred learning is

characterised by pedagogies of care and positive transition, engagement through active and applied learning coupled with an emphasis on deep and authentic learning and assessment. The student-centred learning approach is further supported by the use of constructive alignment in which excellence is facilitated in a system where all aspects of delivery, and assessment of learning activities, are aligned to the intended learning outcomes. Constructive alignment to learning outcomes places the learning process at the centre of all activities while the active learning pedagogy places student centred learning firmly at the core and this dual emphasis fosters deep authentic learning. Student engagement in the learning process is stimulated by their direct involvement in discussion, debate dialogue, teamwork, presentations, project work, and work placement. It is complemented by other higher cognitive learning activities such as analysis, enquiry, exploration, evaluation amongst others in all the different contexts they emerge during a programme.

Assessment

Assessment is widely recognised as a key driver of learning in Higher Education and, in Ireland, there is now a significant focus on the authenticity of assessment and on academic integrity. This coincides with a focus on the continuum of Assessment OF/FOR/AS learning by the National Forum for the Enhancement of Teaching and Learning. Effective and authentic assessment has the potential to positively influence student engagement across five key domains of; cognitive, social, behavioural, collaborative and emotional development. Assessment can therefore be a key enabler of 21st century graduate attributes such as; critical thinking, creative problem solving, effective teamwork, collaborative decision making and inter-disciplinary thinking. There is a commitment to continually review assessment practices in TUS to ensure they correspond to best practice nationally and internationally. The TUS procedures for assessment are outlined in detail in the [TUS Academic Regulations for Taught Programmes](#). These regulations and procedures are consistent with the QQI Assessment and Standards (Revised 2022). Overall procedures for the assessment of students regulate the authority, role, responsibility and accountability of all persons and committees involved with assessment procedures. Such persons may include: Students; Internal and External Examiners; Department, Faculty/School Deans and Heads of Department; Department, Faculty/School Boards; Programme Boards; Boards of Examiners; Appeals Boards; the Vice President Academic Affairs and Registrar; Assistant Registrars, Academic Council; Governing Body and President.

External Examining:

External examining verifies that the content, teaching and assessment methods and that their standards are appropriate for the nature and level of the academic award being reviewed. The selection, approval, and appointment of external examiners is central to the quality assurance practices of TUS as it invokes the support, guidance and insights from recognised professionals in various disciplines. The main purposes of External Examining at TUS are to ensure that:

- a) the academic standard for each award and award element is set and maintained by the Technological University at the appropriate level and that student performance is properly judged against this;
- b) the assessment process appropriately measures student achievement against learning outcomes, and is fair and fairly operated;
- c) the Technological University is able to ensure that the standards of its awards are comparable with those of peer Higher Education Institutions.

Feedback is provided annually on the quality of learning via external examiner reports. External examiner reports are issued to department management and to relevant staff members for action and response. All reports and indicated consequent actions noted are reviewed by the Academic Council Sub-Committee on Quality Assurance and Enhancement. Full details of the TUS External Examiner Policy are available at: [TUS External Examiners Policy and Procedure for Taught Programmes](#)

Academic Integrity

Responsibility for demonstrating academic integrity lies with the enrolled learner and this “includes compliance with ethical and professional principles, standards, and practices by individuals or institutions in education, research, and scholarship”. Academic integrity is relevant to all areas of academic endeavour undertaken by the enrolled learner. This includes, but is not limited to, all activities related to the achievement of academic credit for awards; all methods of learning practice including in the classroom; research; online, distance and work-based learning; in all methods of assessment; and in academic scholarship. TUS places significant emphasis on academic integrity and is represented on the National Academic Integrity Network (NAIN) established by QQI. TUS considers the NAIN forum an important instrument for the sharing and dissemination of information relating to the current issues, initiatives and best practice in the academic integrity sphere. From the TU perspective, academic integrity is nurtured through academic leadership which embeds the principles of academic integrity in its teaching, learning and assessment policies and practices. The TUS approach to academic integrity is outlined in [TUS Academic Regulations for Taught Programmes](#).

3.0 Learner Resources and Support

The TUS approach to the Quality Assurance and Enhancement of Learner Resources and Support aligns with QQI Core QAG 2.7 - Supports for Learners; ESG 1.6 and the QQI Code of Practice for Provision of Programmes of Education and Training to International Learners. TUS has established an *Academic Council Subcommittee on Student Experience and Access* which provides governance for a broad range of areas to support the student experience including learner resources and student supports.

TUS is a dynamic and vibrant multi-campus community with a student-focused educational experience that fosters a culture of academic excellence. A supportive learning environment has at its core, a warm and welcoming ethos, where student well-being is cultivated and prioritised. Students are at the heart of our collaborative learning community which fosters diversity, inclusion, and social integration. TUS encourages student engagement outside the formal learning space where students may avail of the many opportunities to participate in activities that support their academic, cultural, social and sporting interests and preferences. This extra-curricular engagement contributes to student development and ultimately an optimal third level experience which will enable students to maximise their potential. By being an active participant in college life, students not only position themselves for their career but as the architect of their own future.

3.1 Student Communications

TUS recognises that the communication needs of our students are complex and multidimensional, shaped by diverse student cohorts, varied programme modes, and the multi-campus context. A Student Communications Working Group was established and conducted a desk-based review and organised a variety of consultation meetings. A comprehensive communication needs analysis was conducted to explore and understand the diverse requirements of students, including the most suitable communication channels for different groups. This ongoing work gained impetus from an associated CINTE recommendation and provided invaluable insights to inform TUS approaches to addressing student communication needs going forward.

The work led to the development of a [TUS Student Communications Commitment Statement](#) which has been incorporated into the University Quality Assurance and Enhancement Handbook. The aim of the Communications Commitment Statement is to outline the principles, tone, and values that underpin all student-related communications. The statement provides the appropriate context to effectively deliver coordinated, student-centred communications across all campuses that raise awareness of key services, opportunities and deadlines, foster engagement and belonging, and support students at the right time thereby enhancing student outcomes and student success. The aim of the communications strategy is to position and enable TUS to affect the supply of dynamic, accurate and timely student information, using a range of media channels across the student lifecycle and journey.

Arising from the initial findings of the needs analysis, two significant initiatives were undertaken:

1) TUS AI Virtual Assistant (Chatbot)

This involved a digital first approach, with the overall aim of enhancing the student experience when accessing service-oriented information relating to day-to-day student life. It led to the development and piloting of an AI chatbot designed to serve as one-stop shop for relevant information to efficiently and effectively serve the student's information across their engagement lifecycle. The Chatbot amalgamates

data from information centres/support areas to act as a universal digital information support centre for students.

2) TUS Starter Pack

The TUS Starter Pack is an online resource to help new students, especially first years prepare for university life and make a confident, smooth transition into higher education. It is designed to answer common questions, reduce uncertainty, and connect students with the full range of wraparound services available—including academic supports, health and wellbeing, and financial advice. The central function of the [TUS Starter Pack](#) is to enable the online engagement by new students in key processes for their immediate preparation and onboarding including registration, orientation, technical set-up and dynamic linkage to timetables and campus maps.

A review of the effectiveness of these initial supports was undertaken to gain insight to support further development and enhancement of these communication channels. Further communication products and initiatives are in development as part of the strategy including:

- Extension of information provision via the ChatBot
- Extension of functions enabled through the Starter Pack
- A Student E-Zine;
- Virtual University Maps; and,
- Reconfiguration of Student Information on the TUS website.

3.2 Policies and Procedures

TUS Academic Council has approved a range of Student Support Policies and Procedures as follows:

[TUS Student Code of Conduct and Discipline](#)

[TUS Student Policy on Dignity and Respect Dealing with Harassment and/or Bullying among Students](#)

[TUS Student Complaints and Problem Resolution Procedure](#)

[TUS Student Reasonable Accommodation Policy](#)

[TUS Policy for Provision of Lecture Recording as a Reasonable Accommodation](#)

[TUS Policy and Procedures on the Provision of References for Students/Graduates of the Technological University](#)

[TUS Student Death Protocol](#)

These policies play important roles in supporting students as they progress through the student lifecycle. The Reasonable Accommodation policy outlines the TUS commitment to take all reasonable actions to support students across the full range of their disabilities/specific learning difficulties/ongoing health conditions, including but not limited to: sensory and physical disabilities, specific learning difficulties, mental health conditions, significant ongoing illness, and students with Autism.

3.2 Learner Resources

General Resources and Support

Within budgetary requirements, TUS is strongly committed to the provision of appropriate resources for all programmes. During programme validation and revalidation, resources are considered, in line with the validation criteria for a programme to be viable. Any deficit is identified and reported to Academic Council. The use of Academic Module Manager software for programme development supports the identification of resource requirements for the delivery of each module and each programme. During module definition and validation these requirements are explicitly listed and reviewed. TUS endeavours to continuously improve available resources. The academic, social and cultural experience of the student is central to the ongoing development of learner resources.

TUS Campus Development Initiatives

TUS is multi-campus Technological University and is growing with major capital investment in campus development and in new buildings/building upgrades. These buildings will accommodate science laboratories, flat teaching facilities, computer labs, tutorial rooms, 'break-out' and meeting spaces inter alia. Such infrastructural developments will also provide for the expansion and improvement of the learning resources available to TUS students.

TUS has continued to progress a wide-ranging programme of campus development across its multi-campus network, supporting its strategic ambitions in teaching, research and innovation. These ongoing and planned works focus on expanding capacity, modernising learning environments and enhancing specialist facilities to meet growing student demand and evolving academic needs. Investment in new and upgraded infrastructure is designed to provide high-quality teaching and laboratory spaces, improve accessibility and sustainability, and encourage collaboration between students, staff and external partners. Collectively, these developments demonstrate TUS's commitment to strengthening the student experience, supporting regional skills development and reinforcing its role as a key driver of educational, social and economic growth across the Midlands and Midwest regions. More information regarding ongoing developments can be found on the TUS website: [Ongoing Projects by Campus - TUS](#)

TUS Library

The TUS library is central to the intellectual and academic life of TUS, where student and staff needs are the top priority. TUS Library leads through the provision of knowledge collections and learning services, training for information, digital and media literacy skills, and systems and expertise supporting scholarly communications and research. The library focuses on wide engagement with the TUS learning community at all levels from undergraduate and postgraduate programmes through to academic research, and collaboration across the organisation for the benefit of all learners. The library endeavours to ensure provision of learning spaces both onsite and virtually that are suitable for personal and collaborative learning. TUS is committed to fostering learning, creativity, and innovation by ensuring access to quality library resources and services, through the expertise and commitment of our library staff and by safeguarding a library environment that is both supportive and engaging for all learners. TUS Library provides innovative information services and resources, serving as a knowledge hub for discovery, research, and collaboration. The range of information services and resources available, including a broad range of Open Educational Resources (OER) can be viewed at: <https://library.tus.ie/>

Alongside quality information resources, the library is committed to ensuring that students possess the core skills to locate and access the correct information when and where they need it and have the supplementary skills to know how to evaluate and use the information effectively and ethically. These goals are met through the library's annual library induction programmes and information and library skills sessions which cover learning to learn, information literacy and research skills across all libraries and in collaboration with academic departments. The library has developed a [LibGuides](#) series, a collection of specialised research and subject guides and how-to tutorials, which inform our learners about various library facilities and services, subject specialist guides for academic departments, as well as information resources to support learning and research. Library staff are trusted and proud colleagues and partners in TUS collaborating with all stakeholders in the wider TUS learning community from students to academic staff, postgraduates, researchers, alumni and our wider communities.

3.3 Learner Supports

Whether students are new to TUS and need help getting started or are in an advanced year of study, student supports and services play a critical role throughout the student lifecycle ensuring students have access to learning in a student-centred supportive environment, which positively contributes to student success including access, retention and progression. Beyond the classroom, TUS offers many opportunities to engage in activities that support the academic, cultural, social, sporting interests and holistic development of our students. These extra-curricular activities help students develop valuable skills for career success, empowering students to shape their future. TUS has established the office of the VP of Student Education and Experience as part of its commitment to support the student experience throughout the student lifecycle and across our multicampus environment.

TUS learner supports and resources are aligned with university and national policies including but not limited to [TUS Performance Agreement 2024-2028](#), and in particular Pillar 3, Access and Widening Participation. [HEA National Access Plan \(NAP\) 2022-2028](#), [National Student Mental Health and Suicide Prevention Framework](#), The [Healthy Campus Charter and Framework](#) across our multi-campus environment.

Accordingly, TUS is committed to ensuring that supports are accessible, student centred, progressive and are linked to the core values of the TUS Strategic Plan, namely, Inclusive, Supportive, Ambitious, Innovative, Sustainable and Collaborative. A key enabler of this is the personal and professional commitment and student-centred ethos of staff who are dedicated to ensuring high quality services and supports are offered to students. TUS also has an active Students' Union and a vibrant Sports Office who work collaboratively with student services in support of students.

Access Service

Guided by a philosophy of integration and social inclusion, TUS is committed to ensuring equitable access to and successful participation in higher education for all members of society. The TUS Access Service supports under-represented groups by working with internal stakeholders and external partners, including schools, community organisations, and Further Education providers, to deliver programmes, opportunities, and targeted supports. The service provides wraparound mentoring, guidance, financial and personal supports to a diverse student population, helping to enable their progression and success. It also advises on policy and best practice, aligns its work with national access priorities, and manages

associated targeted funding initiatives. The service delivers targeted strategies to promote, facilitate entry to and participation in the academic programmes and student life.

Further information available at: [Access Services - TUS](#)

Disability Service

The TUS Disability Support Service (DSS) provides tailored support for students with disabilities, specific learning difficulties, and ongoing health conditions. Upholding statutory obligations under the Disability Act (2005), the DSS promotes equality and inclusiveness and supports TUS's commitment to ALTITUDE, the National Charter for Universal Design in Tertiary Education. As part of the DARE admissions scheme, the DSS offers comprehensive support to all registered students, including learning needs assessment, assistive technology, accommodations, skills development, advocacy, and policy guidance. Students are encouraged to contact the service as early as possible to discuss, in confidence, any facilities and supports they may require during their course of study. Supports are determined through the completion of an individual needs assessment which informs an individual learning plan for the student.

Further information available at: [Disability Support - Midwest - TUS](#) [Disability Support - Athlone - TUS](#)

Student Counselling Service

TUS Student Counselling Service (SCS) offers professional, confidential individual counselling, which is free to registered students, available in person or online and is staffed by highly qualified mental health clinicians. Our service provides accessible, student-centred psychological and emotional support for students. Students who present in crisis are prioritised for support.

Further information available at: [Counselling - TUS](#)

Student Health Service

Student Health Service provides help and support through confidential, professional medical care. Offering subsidised services and a comprehensive health service, care is nurse-led with GP support also provided. Emergency care, health promotion and supportive measures are part of the service provided to students. In keeping with the HEA Healthy Campus Charter and Framework, our ethos is centred around the premise that students who develop a healthy lifestyle in an environment that supports healthy choices are likely to have the best academic outcomes. In addition to providing medical care and emergency attendance on campus, the Student Health service is committed to facilitating health promotion activities and delivering supportive measures to assist students in ways that keep them committed to their studies, including referral to wider services such as counselling, access, and disability support. TUS has been exceptionally funded by the HSE to uniquely deliver a Nurse-led sexual health, contraception and health promotion service to students on-site. This confidential, self-referral service tailored to students' requirements provides comprehensive care including testing, treatment and follow up of sexually transmitted infections, vaccinations, contraception services, pregnancy care, referrals, health promotion and education. This provision has been recognised through the Irish Healthcare Awards.

Further information available at: [Student Health - TUS](#)

Learning Support

TUS provides a comprehensive range of no cost tutor services and learning resources to all TUS students including one-to-one, group and in class support. Our online and in person supports are designed to assist students with targeted extra tuition in developing academic skills and enhancing academic outcomes. Learning Support initiatives demonstrate TUS's ongoing commitment to supporting student learning, improving retention, and promoting inclusive academic success.

Further information available at: [Learning Support Unit - TUS](#)

Pastoral Care

Our Pastoral Care Service is available to students of all religious denominations and of none. The Pastoral Care Service delivers a compassionate, person-centred model across TUS, serving as a confidential listening ear, delivering initiatives and providing a vital bridge to wider university supports across our campuses and within the communities we serve. This service creates a caring and supportive community for our students and plays a significant role in delivering a person-centred support.

Further information available at: [Chaplaincy & Pastoral Care - TUS](#)

Peer Assisted Student Support Programme

Peer Assisted Student Support (PASS) is a formal academic peer learning initiative where second year students, known as PASS Leaders, facilitate PASS sessions with first year students with training provided through the PASS Leadership module. PASS aims to help first year students with the transition to higher education and to TUS supporting first year students in their learning through collaborative groupwork during their first semester at university. PASS Leaders are recruited and trained to work almost exclusively in pairs (or triads) to facilitate weekly timetabled collaborative groupwork sessions. PASS sessions are held within programme cohorts, for example, Veterinary Nursing Leaders facilitate sessions exclusively for Veterinary Nursing first year students. PASS and the associated module are now under the remit of the Centre for Pedagogical Innovation and Development (CPID). The Module Coordinator for PASS oversees the recruitment, selection and training of Leaders. Quality is ensured at all stages of the initiative through assessment, debriefs, observations and reflection. PASS Leaders complete a portfolio of their work through a journal, including reflection on sessions, the knowledge and skills gained, and their overall experience.

Further information available at: [PASS - Athlone - TUS](#)

TUS Societies

TUS Societies forms a central pillar of life in TUS for students and there is a diverse range of Societies for students to join. TUS recognises that joining a society provides the opportunity for students to learn new skills and meet new people to share the student experience with. It provides students with the opportunity to get to know people with similar interests and expand their network across courses.

TUS has continued to grow its Societies with 105 Societies now in operation in September 2025, yielding a diversity that practically every interest is catered for. TUS has funded the appointment of a Societies Officer, reporting to the Vice President Student Education and Experience, to support the activities of societies at TUS. The appointment of the Societies Officer has streamlined the management of societies, enhanced student engagement, and ensures compliance with institutional policies. The work has included the development of a Governance Framework for TUS Societies, a Student Societies

Registration System and an Event Management Toolkit and Financial Management Reporting. The role has also supported the provision of training and support for Society Officers.

Further information available at: [TUS Societies](#)

TUS Students Union

The Students' Union is the representative body for the students of TUS and represents student views at a university-wide level, on various committees and bodies throughout TUS and communicates them to management in TUS. The Students' Union works actively to resolve student issues and acts as a channel of communication to bring student issues to the attention of Management. The Students' Union acts as a voice for every student to enhance the college experience by providing social, academic and cultural support that is effective, reliable and inclusive. The Students' Union is dedicated to providing a multidisciplinary service of advice and understanding.

Further information available at: [Home - TUSSU - A Union For Solutions](#)

TUS Sports

Sport and physical activity is promoted and enabled through the TUS Sports Office. Students are actively encouraged to become involved in sporting and cultural activities, laying the foundations for diverse and exciting opportunities which contribute to creating an enriched and dynamic student life. We firmly believe that active membership in a sporting club has a positive and enhancing effect on students and, in some instances, affords opportunities to represent TUS nationally and internationally in overseas competitions. Joining a sports or cultural club can be an important part of the student experience, which enhances the student's personal as well as social development, complementing academic life at TUS.

Further information available at: [Sport - TUS](#)

4.0 QA of Research Activities and Programmes

The TUS approach to the Quality Assurance of Research Activities and Programmes is consistent with the *QQI Topic-specific QAG for Providers of Research Degree Programmes; Ireland's Framework of Good Practice for Research Degree Programmes (2019)*; *HEA National Framework for Doctoral Education (2023)*, *The 'Salzburg' Principles*, *The 'Salzburg II' Recommendations*, and the *National Policy Statement on Ensuring Research Integrity in Ireland*.

TUS recognises that research is a defining hallmark of higher education, informing teaching and learning, and adding to the global body of knowledge. It is the ambition of TUS to grow postgraduate research activity and develop its research activities in line with the TURN Report. The TUS Strategic Plan identifies *Research* as a key strategic priority, to “*deliver impactful applied research, growing the research community, engaging in next generation thinking and tackling issues at a regional, national and global level.*” In May 2025, TUS launched the [TUS Research, Development & Innovation Strategy 2025 - 2029: Resilience, Growth & Inclusive Growth](#). The aim of the strategy is “*to produce impactful applied research, grow our ecosystem and research community, support knowledge transfer and innovative entrepreneurship, engage in next-generation thinking and develop transnational solutions to regional, national and global challenges.*”

At the heart of TUS's research activity is the ambition to be a strategic knowledge generator and technology transfer partner of choice for companies and organisations facing the challenges of achieving sustainable competitive advantage in their marketplace. The ‘knowledge square’ of research, innovation, education and society are the drivers of knowledge-based research at TUS delivering impact, value and innovative solutions for our society and economy. TUS operates mutually supporting processes and procedures to promote and maintain high quality research. In TUS ‘research’ covers a wide variety of activities but always represents a careful study or investigation based on a systematic understanding and critical awareness of knowledge. It covers innovative work in the whole range of academic, scientific, technological and professional fields, engineering, nursing and healthcare, business, humanities, hospitality, tourism and creative and digital arts. In all of these contexts, ‘research’ is understood to involve the integration of rigour, reflection and critique.

The following are key aspects of the TUS approach:

- a) the provision of opportunities to students to progress to research degree programmes of study (RDPs) is a key aspect of the TUS approach to its overall Access, Transfer and Progression agenda and signifies an important progression opportunity for students. It also contributes significantly to research-led teaching at TUS and ensures that academic activities to remain at the forefront of the disciplines offered in addition to maintaining links with industry and wider society.
- b) the development of Research Degree Programme (RDP) provision is an integral element of supporting TUS ambitions in line with the TURN Report.
- c) each RDP (i.e. structured PhD programme) is distinct and is considered individually beyond the point where the thesis/exegesis (or equivalent) has been submitted. This is because for a supervised RDP, unlike a taught programme, a specific learning outcome can only be determined after the programme is complete. TUS has also developed academic regulations for the development of professional doctorates, article-based PhDs/PhDs by Publication and Industry-Based Doctorates.

- d) supervised RDPs at NFQ Level 9 and at Level 10 are assessed in accordance with the *QQI Topic-specific Statutory Quality Assurance Guidelines for Providers of Research Degree Programmes* (2017).
- e) principal supervisors are drawn from an extensive panel who are themselves engaged in advanced study and research, and other activities relating to practice in the subject and/or discipline area concerned.

In TUS, the VP of Research, Development and Innovation (RDI) has management responsibility and overall oversight of QAE of Graduate Education, working with the Dean of Graduate Studies.

4.1 Governance of Research Degree Provision at TUS

Academic Council is responsible for overseeing all aspects relating to the academic activities of the Technological University (TU). As such, all Research Degree Programmes come within the authority of Academic Council including procedures, standards, and academic content. In accordance with Section 17 (3) (d) of the Technological Universities Act (2018) Academic Council is responsible for “*making recommendations to the technological university on programmes for the development of research*”. To assist in fulfilling this function, TUS Academic Council has established a subcommittee titled *Postgraduate Studies and Research* which is responsible for ensuring coherence and complementarity between the Research Development and Innovation (RDI) functions of the Technological University and its graduate research agenda through the provision of Research Degree Programmes, advising Academic Council on all matters relating to the quality assurance, development, structure, delivery, assessment of such programme.

The TUS Research Ethics Committee (REC) is an integral part of the overall TUS research governance ecosystem and is tasked with the maintenance and oversight of the [TUS Research Integrity Policy](#) and [TUS Ethics Policy for Researchers](#). Communicating to Academic Council via the Postgraduate Studies and Research Subcommittee, the REC is responsible for ensuring that the ethical performance of research at TUS is to the highest standards, and for ensuring the accuracy and authenticity of the research record. Decisions of the REC are conveyed to the Academic Council for noting, rather than approval, and simultaneously disseminated to Faculties.

4.2 Qualification Requirement and Award Standards

Masters

The qualifications available to research students are Master of Arts (MA) / Master of Science (MSc) / Master of Business (Mbus) / Master of Engineering (Meng), Master of Law (LLM).

TUS's Generic Standards for the Master's Degree sets the standard (of knowledge, skill and competence) to be acquired for the Master's Degree by research. The Master's by Research Degree is awarded to a research student who has carried out a programme of research and has attained the standard specified by TUS in accordance with the level indicators and award-type descriptors of the National Framework of Qualifications (NFQ). Masters By Research graduates should have a mastery of principles and leading theories of their discipline and subdiscipline, competence in appropriate research methods, an ability to manage complexity, integrate knowledge and contribute to the literature in a field. Required taught modules must also be completed.

Examiners are required to assess the student using the thesis as evidence and satisfy themselves that the student has attained the standard. The examiners are required to assess under eight learning outcome strands (knowledge, skill and competence) described in the award standard. The examiners may request a viva voce. To recommend the award the examiners must be convinced that the student has attained the required learning outcomes.

Doctor of Philosophy

The degree of Doctor of Philosophy at Level 10 in the National Framework of Qualifications is available to research students who successfully complete an RDP. To be eligible for consideration for the award of an NFQ Level 10 (Doctoral) degree, the learner must accumulate the requisite credits as specified in the Academic Regulations for Research Degree programmes as outlined in the [TUS Postgraduate Research Regulations 2023-2026](#).

The Doctor of Philosophy (PhD) award is made on the basis of knowledge, skill and competency normally gained through a validated supervised RDP resulting in the production of a thesis/exegesis and artistic/creative work/product (where appropriate). The Doctor of Philosophy award is conferred for advanced levels of academic achievement, in which the research student demonstrates outstanding scholarship and ability. The research student must demonstrate that they have conducted original, independent research, have a broad knowledge of a particular field of study, comprehensive knowledge of the specialist area upon which their research is focused, and have made a novel contribution to knowledge in their field.

TUS offers Structured PhD programmes, Article-Based PhDs/PhDs by Publication and Industry-Based Doctorates incorporating elective modules complementary to the field of research and where required taught modules must also be completed. Examiners are required to assess the student (*viva voce*) using the thesis as evidence and satisfy themselves that the student has attained the standard for the award. The examiners are required to report under each of the eight learning outcome strands (knowledge, skill and competence) described in the standard.

4.3 Quality Assurance of Research Activities including Policies and Procedures

TUS has developed a comprehensive suite of policies and procedures designed to uphold the highest standards of research practice and integrity. These frameworks collectively provide clear guidance on postgraduate research, doctoral pathways, ethics, authorship, and progression, ensuring consistency, transparency, and accountability across all research activities. By aligning institutional regulations with international best practice, they foster a supportive environment for researchers, safeguard research quality, and strengthen trust with industry, academic partners, and society. The key regulations, policies, procedures and guidelines approved by Academic Council are:

- [TUS Postgraduate Research Regulations 2023-2026](#)
- [TUS Article-based PhD Thesis/PhD Thesis by Publication 2024-2026](#)
- [Framework for the Development of Professional Doctorate in the Technological University of the Shannon: Midlands Midwest 2024-2026](#)
- [TUS Submission Specifications for PhD and Master's Theses 2024 - 2026](#)
- [TUS Regulations for Industry-Based PhD Research Degrees 2024-2026](#)
- [TUS Postgraduate Research Regulations for Professional Doctorates 2024 - 2026](#)

- [TUS Authorship Policy 2025-2028](#)
- [TUS Progression Assessment Guidelines 2025-2029](#)
- [TUS Ethics Policy for Researchers 2025-2028](#)
- [TUS Research Integrity Policy 2025-2028](#)
- [TUS Submission Specifications for PhD and Master's Theses 2024-2026](#)
- [TUS Good Research Practice Guidelines 2025-2028](#)
- [TUS Individual Development Plan \(IDP\) for Postgraduate Studies](#)
- [TUS Postgraduate Research Student/Supervisor Learner Agreement](#)
- [TUS Effective Practice Guidelines for Postgraduate Research Supervision](#)
- [TUS Good Research Practice Guidelines](#)

The *TUS Postgraduate Research Regulations 2023-2026* provide for a variety of research functions to support postgraduate students and their RDPs from registration right through to graduation, adopting a 'life cycle' approach to graduate research education. This includes the Graduate School, a Graduate School Programme Board and Faculty Research Committees (FRCs) to ensure quality and transparency. All proposed research programmes are considered through the Academic Council subcommittee on their academic merits. The research proposal, resource deployment and supervisory arrangements are assessed by the Graduate School and the FRCs prior to registration to optimize quality in resource provision.

In relation to governance, monitoring and capacity building, some important aspects of the *TUS Postgraduate Research Regulations 2023-2026* include:

- an FRC established in each faculty to further embed research within faculties and departments;
- the Graduate School both supports and monitors compliance and has responsibility for the effective operationalisation of the regulations within faculties in conjunction with the FRCs;
- the *TUS Postgraduate Research Regulations 2023-2026* explicitly clarify the responsibilities of research students and supervisors and operationalise effective training and support systems for supervisors and students.

The *TUS Effective Practice Guidelines for Postgraduate Research Supervision* and *TUS Good Research Practice Guidelines* are important additions supporting quality enhancement activities in research provision. Supervisors and students will also benefit from the development and approval by Academic Council of the *TUS Individual Development Plan (IDP) for Postgraduate Research Studies*, the *TUS Postgraduate Research Student/Supervisor Learner Agreement* and the *TUS Submission Specifications for PhD and Master's Theses*.

The Effective Practice Guidelines for Postgraduate Research Supervision link to European and national policies and best practice from the literature around supervision. The document synthesises pivotal insights from extant academic research and policies on effective supervision that is available nationally and internationally in relation to Masters by Research and PhD students. It contains a broad range of links to valuable resources for supervisors to guide them in their research practice and in their supervisory roles.

The Good Research Practice Guidelines are directly based on the '*HEA Principles of Good Practice in Research Within Irish Higher Education Institutions*' and also aligns with 'Ireland's Framework of Good Practice for Research Degree Programmes'. These guidelines will ensure consistency and alignment with accepted international norms and best practices. The guidelines apply to all employees of the TUS, all TUS students undertaking research, and to all Adjunct, Emeritus, and visiting personnel officially engaged in research activity at TUS and/or undertaking any research activity in TUS. Accordingly, the document sets out a series of guiding principles and standards for good research practice and applies to all disciplines.

The Graduate School has also developed a compendium of TUS Research Forms to support the implementation of its research regulations and to enhance operational efficiencies.

4.4 Supports for Research Students at TUS

TUS operates a comprehensive range of supports for Masters and PhD by research students. This includes training and development opportunities for staff and students organised by the Graduate School and Research Support Offices. Candidates and their supervisors are supported through all stages of the research degree programme. A thorough mandatory induction programme has been developed for incoming research students and their supervisors to inform them on postgraduate policies and procedures and support them in their research projects. This induction provides an overview of governance and compliance structures within TUS, as well as an introduction to the researcher support services and the research community. It is run twice per year.

The programme of support offered by the Graduate School and Research Offices broadly aligns with the principles enshrined in the [European Charter for Researchers](#) and [European Code of Conduct for the Recruitment of Researchers](#). Based on demand, a broad range of workshops are made available, and these are assessed annually by the Graduate School and augmented when needed to optimise quality in provision (See AQR Part B, Section 2.6). TUS also provides formal Research Integrity Training through the Epigeum training platform. General and discipline specific training in health and safety protocols are provided by the TUS Health and Safety Officer in collaboration with the Graduate School and Graduate Research Office.

TUS Library provides research skills instruction, access to scholarly knowledge resources and one-to-one consultation to postgraduate students and supervisors, including access to the scholarly collections supporting postgraduate teaching and research. Postgraduate students and supervisors can avail of training and advice on publishing and disseminating their research, managing their academic profile and engaging in best practices in Open Research. Additional training and development opportunities at other institutions/organisations over the course of the research degree programme are identified jointly by the student and their Supervisors. TUS Library supports research data management from the individual researcher to the university research profile. This involves the integration of research data from databases such as ORCID, Scopus and SciVal applications within the PURE research management system (See AQR Part B, Section 2.6).

As a financial support, bursaries have been awarded annually to research students under the President's Doctoral Scholarship scheme (PDS) on a competitive basis from seed funds. Applications

have been growing since this scheme was first initiated. In 2026, a similar fund was launched, entitled the Strategic Research Fund (SRF). Postgraduate students are also encouraged to present at relevant conferences both nationally and internationally and are supported to produce peer reviewed publications in highly ranked journals prior to and after graduation. TUS RISE has provided impetus around this also in funding conference attendance and article processing charges (APCs) for postgraduate researchers (PGRs) in 2026.

5.0 Staff Recruitment, Development and Support

TUS has a range of policies and procedures for Academic Staff Recruitment, Development and Support which are consistent *with QQI Core QAG 2.4 - Staff Recruitment, Management and Development; ESG 1.5; Teaching Staff* and the National Forum for the Enhancement of Teaching and Learning in Higher Education, *National Professional Development Framework for All Staff Who Teach in Higher Education*.

5.1 Staff Recruitment

HR recruitment policies are consistent with the approved norms for the sector, including the conditions laid out in applicable circular letters relating to recruitment and selection. All recruitment is supported by the definition of job specifications. Selection and recruitment practices are regulated and controlled in line with the State's governance requirements. Successful candidates are selected based on merit following a fair, consistent and equitable process. TUS is an equal opportunities employer and is committed to developing, maintaining and supporting a culture of equality, diversity and inclusion in employment in which staff are treated equitably and where they can realise their potential. TUS is committed to promoting a work environment free from discrimination on the grounds of *Gender, Civil Status, Family Status, Sexual Orientation, Religion, Age, Disability, Race or Member of the Travelling Community*, in accordance with the relevant legislation. Following interview, successful candidates are offered positions pending receipt of satisfactory references and the successful candidate must submit evidence (original copies) of academic, professional or technical qualifications. The [TUS Recruitment, Selection & Appointments Policy](#) has been developed, with associated processes and procedures being rolled out to ensure that staff are suitably qualified and experienced for the roles that they are recruited to. Newly recruited members of staff participate in an intensive induction programme delivered by HR. Local induction within Faculties/Department is also provided to familiarise new staff with their designated roles and responsibilities.

5.2 Staff Support

In addition to providing centralised administration of recruitment and employment contracts, TUS HR Offices provide advice on various leave and flexible work options available, pensions (including retirement information) and benefits (such as Bike to Work Scheme, Gym Membership, Tax Saver Commuter Scheme and VDU Eye Examination). The TUS Employee Assistance Scheme is a 24/7 free and confidential support service designed to assist staff in dealing more effectively with any personal or work-related problems faced. The service is operated confidentially by Spectrum Life, the largest provider of employee health and wellness services in Ireland.

TUS has developed and approved a range of leave and flexible working policies to support staff, and each are available on the TUS HR webpage:

[TUS Adoptive Leave Policy](#)

[TUS Annual Leave Policy](#)

[TUS Bereavement Policy](#)

[TUS Career Break Policy](#)

[TUS Maternity Leave Policy](#)

[TUS Force Majeure Policy](#)

[TUS Parental Leave Policy](#)

[TUS Carers Leave Policy](#)

[TUS Parents Leave Policy](#)

[TUS Paternity Leave Policy](#)

[TUS Workshare Policy \(PMS Staff\)](#)

[TUS Job Share Policy \(Academic Staff\)](#)

[TUS Marriage and Civil Partnership Leave Policy](#)

[TUS Shorter Working Year Policy](#)

[TUS Flexitime Policy Administration & Library Staff \(Grade III - VII\)](#)

TUS Policy on Blended Working is currently under development. TUS HR Managers provide best practice advice and assistance on the operation and implementation of grievance, dignity and respect, and disciplinary procedures. Nationally agreed disciplinary and grievance procedures are in operation within the TU. The [TUS Dignity and Respect at Work Policy and Procedure](#) has been approved by Governing Body is now available on the TUS HR website.

5.3 Staff Development

TUS is committed to supporting and investing in its staff to facilitate their development. Support for professional development encompasses staff at all levels and in all categories. TUS offers Continuous Professional Development (CPD) to staff, and the approach enshrines the commitment to supporting staff to develop their skills and competencies through the acquisition of academic qualifications, in line with the needs and objectives of the TU. While work is ongoing for the development of a TUS Staff Learning and Development Policy, legacy policies are implemented in

TUS Midlands: [Professional Development Policy](#)

TUS Midwest: [Continuous Professional Development Policy](#)

Regular training workshops are made available to Academic and Professional, Management & Support (PMS) staff to support their day-to-day activities. All staff have unlimited access to [LinkedIn Learning](#) which gives them an opportunity to supplement existing skills and learn new ones.

5.4 Staff Development in Teaching and Learning

TUS works closely with the HEA National Forum for Teaching and Learning. The National Forum highlights that CPD of staff should facilitate *“meaningful personal and professional development in a variety of ways”*. Therefore, it is important that TUS ensures that the CPD training and supports for staff are flexible and suit the needs of staff collectively and individually. Best practice suggests that they should be inclusive, promote peer collaboration and be underpinned by the scholarship of quality teaching and learning. Staff support and training are aligned to both TUS and National teaching and learning principles. These include [TUS’s Putting Learning First, TUS Learning, Teaching and Assessment Strategy](#) and the [National Professional Development Framework](#) for all Staff who Teach in Higher Education which was published by the National Forum in August 2016. All staff development activities are aligned with the strategy and are informed by the key themes of the National Forum for the Enhancement of Teaching and Learning, in addition to the TUS Future Advanced Skills Academy (FASA) established under the RNEU project, and other HEA-funded initiatives focusing on increasing access to higher education.

Accredited CPD

TUS has a comprehensive suite of accredited CPD opportunities in Teaching and Learning available to Academic Staff. Accredited Programmes include:

- Master of Arts in Academic Practice (90 ECTS Credits)
- Postgraduate Diploma in Learning, Teaching and Assessment (60 ECTS Credits)
- Postgraduate Diploma in Academic Practice (60 ECTS Credits)
- Postgraduate Certificate in Academic Practice (30 ECTS Credits)
- Postgraduate Certificate in Professional Practice in Higher Education (30 ECTS Credits)

These programmes contain a range of embedded Special Purpose Award Certificates which range from 10 to 15 ECTS credits. Many of the programmes are delivered in the evenings online to provide flexibility for participants.

Non-Accredited CPD

The diverse unaccredited CPD programme spans a broad range of relevant and important themes and evolves annually in accordance with emerging needs.

Comprehensive detail of staff participation in both accredited and non-accredited CPD is available in AQR, Part B, Section 2.12 Staff Development in Teaching, Learning and Assessment.

5.5 TUS Academic Staff Qualifications

As part of the overall approach to CPD, TUS supports academic staff to achieve higher awards. The TUS Academic Staff Doctoral Bursary Awards Programme is a tuition fee and time-release award to support academic staff who wish to undertake a Doctoral Programme, transfer from an existing Master Programme to a Doctoral Programme or complete their existing Doctoral Programme.

6.0 Information and Data Management

The QA procedures for collecting, analysing and using relevant information about TUS's programmes and its activities are consistent with QQI Core QAG Section 2.8 and ESG 1.7 Information Management.

TUS recognises that Information Management is fundamental to support and enhance its overall functions, operations and decision-making processes. It plays a critical role in strategic planning and decision making at all levels within the organisation and supports research and analysis across a broad range of academic and business processes, including academic administration, student support and success, resource and budget management and compliance, to mention but a few. Accordingly, it plays a vital role in improving operational efficiency and effectiveness. The TUS strategic plan identifies Reflective Practice and Continuous Improvement and Communication Technology and Digitisation among its key strategic enablers and effective use of information, institutional data and evidence is integral to these enablers.

There are a wide variety of information systems used in TUS including a range of core business systems, with additional specialist and more bespoke systems that support individual functions and processes. Some are part of a collective suite of systems managed by Educampus, a company set up to provide IT system support to the HEI sector. These include:

- Banner - Student Record Management System;
- Agresso - Financial Management System;
- CoreHR - Staff Record Management System;
- Koha - Library Record Management System.

Supplementary systems include the curriculum management system, Academic Module Manager (AMM), the examinations management system (GURU) and Digitary Credential Management System, now known as Parchment. Other important information systems include the Virtual Learning Environment (VLE) Moodle, and Scientia Timetabling. A wider list of systems utilised at TUS is available at: [TUS Information Systems](#)

The newly established Office for Institutional Research and Data Analytics (IRDA Office), in conjunction with the Management Information Systems Unit (MIS Unit), leads on student and staff data collation and analysis to inform evidence-based decision making by senior TUS management. The IRDA Office uses a data warehouse of student and staff data to provide a single source of truth for key datasets across the organisation.

The collation and verification of student data is of particular importance and student data is submitted to the HEA twice annually via Student Record System (SRS) reports for statistical purposes. These are based on two census dates, November 1st and March 1st, with SRS extracts deriving data directly from Banner. They are used to analyse student trends under a diverse range of categories including at organisational/faculty/department and programme levels. These are used in various strategic discussions and contribute to decision making at multiple levels. Interactive Tableau dashboards published on Moodle, accessible by senior staff, in addition to SSRS Reports and Power BI dashboards, are used to disseminate consistent and accurate information to key staff.

Evidence Based Decision Making

Decision making strategies are formulated using evidence derived from electronic/digitised datasets which rely on both complete and comprehensive data, where data integrity and quality are assured. Statistical data from the various information systems form the basis for educational and financial decisions at executive and management levels. Extracts from information systems are also used to supply and inform a wide range of reports and statistics to various external agencies such as the HEA and DFHERIS or to inform funding applications under various calls. Data is also provided for freedom of information requests, press reports and in-house annual reports.

Management use Moodle-based Tableau dashboards, Power BI dashboards and SSRS reports to ensure data integrity and consistency in analysis and presentation. Further roll-out of access to such reports across TUS is planned to enhance effectiveness. This includes the development of management report platforms and dashboards with access granted based on needs and roles.

The IRDA Office's data warehouse is now used to provide data for strategic plan metric updates, HEA performance agreement self-evaluation metric updates, programme health analyses, resource allocation analyses, student recruitment analytics, student success analytics, market share analyses and general student numbers and trends.

Consistency in defining key data sets in relation to student statistics has been identified as a priority, particularly in light of the integration and standardisation of approaches. A [TUS Definitions and Methodology to Support Evidence-Based Decision Making and Student Success](#) has been approved by academic council to support this consistency by defining the various measures of student success, including Retention, Completion, Progression/Non-progression and determining the associated statistical profiles under various categories including programme, department, and at TUS-wide levels.

Information and Data Compliance

The TUS Information and Data Compliance Office (IDCO) manages the implementation of Data Protection, Freedom of Information, Open Data publication, and Protected Disclosures. TUS is continuing to develop its infrastructure supporting information management through the introduction of a data management system which records all the data elements processed and provides a central training function around data management for the university.

The [TUS Data Protection Policy](#) covers all processing activities that involve Personal Data and Sensitive Personal Data (special categories of Personal Data) whether in electronic, cloud based, or physical format, in accordance with General Data Protection Regulation and the Data Protection Acts, 2018. The IDCO and Computer services department are actively working together on projects which develop a university data governance structure.

The Model Publication Scheme is required under Freedom of Information legislation. The TUS [Website](#) provides downloads, and links to relevant records and appropriate sections of the TUS website. The IDCO has developed an Open Data publication procedure and has an assigned Data Officer. Information on what Open Data is and how to submit requests for open data can be accessed via the page on the TUS [Website](#).

TUS have a Protected Disclosures policy as required by the Protected Disclosures Act 2014 (revised by the 2022). The Policy provides a clear reporting structure for protected disclosures. The Designated Person for protected disclosures is situated in this office. There is a dedicated section on protected disclosures on the TUS [Website](#).

Information sessions and training are circulated to employees via the Data Management system for the various functions within the office. The IDCO are represented on the TUS Ethics committees. The office is also represented on national forums for data protection, freedom of information, open data, and protected disclosures.

Additionally, the following TUS policies govern information security, acceptable usage and ICT standards.

[TUS Information Security Policy](#)

[TUS Acceptable Usage Policy](#)

[TUS ICT Standards](#)

General Academic Information

A broad range of general academic information is generated and collated annually through the ongoing work of TUS governance and management processes and through the processing of the programme and student lifecycle. This spans a broad range of activities and includes meeting packs and minutes from governance © such as academic council, subcommittees, faculty, department and programme boards inter alia. These records are retained systematically for relevant periods in accordance with the [TUS Data Retention and Records Management Policy](#) by the relevant functions. The University launched an APP specifically for reporting on Academic Council activities. This innovative APP brings the approvals and documentation recording the work of academic council to all University staff.

The national Student Survey yields TU-wide data that is analysed and presented to management to enhance decision-making in relation to the student experience. The national re-design of the Student Survey has led to two fallow years in survey completion, and in order to ensure continuity of survey, TUS issued undergraduate students with a bespoke Student Survey in 24/25 to ascertain their views on a range of topics, specifically linked to the HEA Performance Framework reporting. The Postgraduate Research Student Survey was also completed in this academic year, and the results were presented to relevant management ©. TUS also participates in the annual Graduate Outcomes Survey as a key performance indicator relating to careers and employability. TUS Library systems provide students and staff with access to search and retrieval of books, journals, dissertations, reports and other materials which have been purchased or subscribed to by TUS, as well as open access and material created by library staff.

PURE (Research Information Management System) Project Update

Work commenced on the PURE project in 2023 and phase one of the roll-out plan, the TUS PURE portal and Researcher Profiles went “live” on April 25th, 2024. Integration with the HR system (CORE) allowed for creation of research active staff profiles in PURE. Staff profiles were then linked to external data sources where available (e.g. Scopus, SciVal, ORCID) allowing for a centralised, interoperable researcher profile. At present there are 447 staff profiles in PURE, with the vast majority of those accessible on the portal <https://research.tus.ie/>.

Phase two of the project, Research Student Profiles is also live. Data extraction from the Student Record System (Banner) and transformation of this data into a suitable format for PURE has resulted in the creation of 249 PhD candidate profiles and 98 research Masters candidate profiles. Similar to staff profiles, links to external data sources where available (e.g. Scopus, SciVal, ORCID) were included in our research student profiles. Work is underway to establish the staff/student supervisory relationship(s) in PURE, again using data from Banner where available.

Phase three has seen the library transition from using Research@THEA as the TUS Institutional Repository to PURE. Allowing a single point of entry for all research related activity, with the added benefit of both statistical information and reporting capabilities. This phase of the project sees a meaningful change in the capturing of research output types. Previously, only “traditional” research outputs were captured, PURE has the capacity to capture and store “non-traditional” outputs. Non-traditional research outputs, which are essentially any output other than an article or book, make noteworthy contributions and are growing in influence. Non-traditional research outputs can range from software to a performance. They also take the form of research reports for government (influencing policy for example), or exhibitions. They span the full range of ways in which we explore and communicate knowledge.

Phase four, cataloguing of equipment, has commenced and is live. At present we have 95 pieces of equipment catalogued and showcased on the [portal](#). Items are catalogued manually as this data is received. Having equipment catalogued in PURE, allows for a web presence on the portal, showcasing the state-of-the-art equipment available for research projects, and also allows the linking of equipment to outputs and awards, highlighting their value and their impact.

The final phase of the PURE project rollout plan is Award/Grant Management module. This stage of the project will prove the most complex as we work with a wide range of stakeholders, to identify their needs, and to centralise and digitise a process and associated workflows that previously went ‘unseen.’ We went ‘live’ with internal funding calls on September 9th, 2025, to allow the gradual roll-out of this significant change in practice, and to encourage feedback from researchers on their user experience that we can build on as we design the more complex workflows associated with external funding.

7.0 Public Information and Communication

The TUS approach to Public Information and Communication is consistent with *QQI Core QAG Section 9, Public Information and Communication* and *ESG 1.8 Public Information*. TUS engages internal and external stakeholders through a variety of media, including print, broadcast, online and social. The goal of such activity is to ensure the Technological University achieves brand salience regionally, nationally and internationally with the goal of boosting student numbers and attracting and retaining top talent - ultimately ensuring the continued prosperity of the Midlands and Midwest region.

TUS publishes information about its programmes of education, training, research and related services which is clear, accurate, objective, up-to date and readily accessible. The goal includes engaging in outreach and providing relevant accurate information to key stakeholders such as prospective and current students, alumni, industry, business and enterprise, community groups, and national agencies, among a wide variety of others. The goals also include the promotion of transparency, accountability and public trust in the activities and services offered.

One of the primary public information sources for TUS stakeholders to acquire information is the TUS website, www.tus.ie. TUS publishes information about its activities that is relevant, easily accessible, accurate and in line with the principles set out in statutory guidelines. The website is a vital source of public information for the large and diverse audience. It plays an integral role in the life of the TUS community including current and prospective students, staff, and a diverse range of external stakeholders. It provides up-to-date information on activities, news and events in addition to information on TUS academic Faculties/Departments and a range of other internal and external services offered by TUS. All approved TUS policies and procedures along with any other governance related materials are also published through the website.

The public can access information on TUS governance structure and on its QAE framework, its full suite of academic policies and procedure in the Quality Assurance Handbook and quality assurance activities including evaluations and findings from quality reviews and annual reporting. These are available at: <https://tus.ie/quality/>. Information publicly available includes:

- ✓ TUS Interim Code of Governance;
- ✓ TUS Academic Quality Assurance Handbook;
- ✓ TUS Academic Council Documentation;
- ✓ TUS New Programme Validation Reports;
- ✓ TUS Programmatic Reviews;
- ✓ Annual Quality Review (AQR);
- ✓ TUS CINNTE Institutional Profile
- ✓ TUS QQI CINNTE Report
- ✓ TUS Annual Reports.

Learner Public Information

TUS ensures that all information about its activities, including education, training and research programmes, is clear and readily accessible for prospective and current students, graduates, other stakeholders and the public. For current and prospective students, the online prospectus for TUS provides clear and transparent information on the University's undergraduate programme offerings,

including the Admissions criteria for each programme. The information is published through the various communication channels that provide programme information. The principal TUS publications include:

[TUS Student Handbook](#)

[TUS Undergraduate Prospectus](#)

[TUS Undergraduate - CAO](#)

[TUS Graduate School and Research](#)

[TUS Flexible and Online Learning Programme Guide](#)

[TUS Global, International Students](#)

TUS Public Communication & Social Media

TUS communicates across several social media platforms with updates provided regularly on news and events with press releases posted to <https://tus.ie/news/>. TUS has a presence on; Instagram, Twitter, Facebook, TikTok, LinkedIn and Snapchat. The official TUS social media accounts are managed by the Marketing & Communications Office. Each social media platform has its own distinct audience, meaning that messages and communications are tailored for each specific platform.

Links are available at:

- TikTok: https://www.tiktok.com/@tus_ie
- Instagram: https://www.instagram.com/tus_ie/
- LinkedIn: <https://ie.linkedin.com/school/tus-ie/>
- Twitter: https://twitter.com/TUS_ie
- Facebook: <https://www.facebook.com/TuoftheShannon>
- Snapchat: https://www.snapchat.com/add/tus_ie

TUS Brand

The TUS brand symbolises our identity, heritage, and uniqueness and has been of considerable importance to successfully establishing a TUS identity since designation. The TUS logo represents the heritage and connections between the Midlands and Midwest regions. The symbol of the bridge represents the connections held between our regions and communities either side of the River Shannon. The water represents the vital resource the Shannon has provided us through the years. TUS has provided staff with branding resources including TUS logos, email signatures and virtual backgrounds. For consistency of approach, TUS has provided users with [TUS Brand Guidelines](#). Signage has been incrementally changed across TUS campuses to reflect the TUS identity. Further details available at: [TUS Brand - TUS](#)

8.0 Monitoring and Periodic Review

TUS implements a variety of processes to enable ongoing monitoring and periodic review, and these are consistent with *QQI Core QAG Sections 2.1, Governance and Management of Quality, 2.2, Documented Approach to Quality Assurance and 2.10.3 - Expert Panellists, Examiners and Authenticators, and 2.11 - Self-Evaluation, Monitoring and Review*. They are also consistent with *ESG1.1 Policy for Quality Assurance and 1.9 Ongoing Monitoring and Periodic Review of Programmes*.

Academic Council and its subcommittees play a central role in the reporting and annual monitoring. This is supported through evidence-based reporting at discrete stages of the academic year including: (a) monitoring of student success and a range of student statistics (including retention, progression, completion); (b) the monitoring of teaching, learning and assessment activity; and, (c) the monitoring of student support services, and the performance outcomes associated with such usage. There are a variety of ongoing specific processes in TUS, including:

- policy reviews;
- new programme reviews;
- programmatic reviews;
- professional accreditation of programmes;
- support unit reviews;
- annual student surveys,
- external examiner reports;
- module evaluations.

The Student Voice

TUS recognises that incorporating the student voice into activities is an integral part of QAE and plays a vital role in shaping and improving the overall student experience. This enables effective engagement between students, staff and TUS and contributes to both decision-making and continuous improvement. TUS engages with the National Student Engagement Programme (NstEP) and values the initiatives and support the programme provides. The NstEP philosophy that “student engagement is underpinned by the idea that students are partners and co-creators within a learning community” has informed the development of the Education philosophy of TUS as outlined in the [Putting Learning First: Learning Teaching and Assessment Strategy](#) that “TUS is a dynamic learning community that co-creates an inclusive learning experience”. This provides overarching context for the centrality of student engagement as learning partners at TUS.

TUS students are members of key governance for a such as Governing Body, Academic Council, Subcommittees, Programme Boards. They also participate in a range of bodies such as working groups on policy development, external validation/revalidation panels, and focus groups/ surveys for internal reviews, where their input is highly valued.

The annual Student Survey (StudentSurvey.ie) is a particularly valuable source of student feedback and is designed to seek students’ views on their experience of higher education. TUS participates annually in the under- graduate student survey and bi-annually in the postgraduate research student survey (PGR). TUS is committed to the survey which facilitates increased transparency in relation to the student experience and benchmarking with other higher education institutions.

Industry & Employer Engagement

TUS places particular emphasis on practical and applied learning and its engagement with industry and employers is a vital part of ensuring that programmes are relevant to contemporary needs. Such engagement helps to ensure that programmes align with industry standards and requirements and meet the needs of employers. There are diverse modes of engagement with employers at TUS, including both formal and informal and these are mutually beneficial. Regular and ongoing interactions include, *inter alia*:

- Engagement with Regional Skills For a;
- Work Placement and all associated interactions;
- Guest lecturers (in TUS and On-site)
- Programme- and Module-specific site visits
- Partnership for Final Year Project/Masters Dissertations
- Sponsorship of Student Awards
- Industry-specific CPD

There are also the less frequent but key points of interaction where diligent industry engagement shapes existing and new programmes, including *inter alia*:

- Industry consultations for new programmes;
- Survey participation;
- Module-specific syllabus input;
- Industry panel members in validation/re-validation panels;
- Conference and showcase events;
- Career Fairs;
- Graduate recruitment.

Faculty, Department and Programme Boards

A Faculty/School Board exists within each Faculty/School, whose function is to advise the Dean of Faculty/School on strategy and on the academic and resource requirements of its departments/programmes. Similarly, Department Boards exist for each department and their function is to advise and assist the Head of Department at tactical and operational levels with regard to the academic and resource requirements of programmes/modules within the department. Programme Boards monitor the effectiveness of the delivery, assessment and quality for all programmes and also report on risk factors which are actioned appropriately. The Programme Board meets at least once each semester with student representatives being constituent members.

Programmatic Review

Programmatic reviews are conducted in accordance with transitional arrangements incorporating legacy policies as approved by TUS Academic Council in the [TUS Programmatic Review Process Outline](#). The typical Programmatic Review Panel includes representatives from Industry and Academia, capable of making national and international comparisons with regard to the specific suite of programmes. Normally, panel members are drawn from higher education and awarding institutions, professional bodies, regional and national industry representatives, and multinational corporations. In order to make its judgements, the panel reviews the Programmatic Review Documentation, discusses the programmes/ modules with Programme Boards, students, graduates, and external industry/employers stakeholders. The output of the external panel results in a Programmatic Review

Report with a programme board response to the report presented to Academic Council via subcommittee.

Any proposed changes to existing programmes outside of programmatic review require Academic Council approval. Major changes may require revalidation of the programme if the nature and scope of changes significantly change the award.

Professional Regulatory and Statutory Bodies

TUS has valued relationships with a broad range of Professional Regulatory and Statutory Bodies (PRSB's) and values the associate professional accreditation and recognition of the respective programmes. There are over 40 TUS Programmes that carry such recognition, and the bodies involved are listed in Section 9.0. The associated review and accreditation process assures students and employers that programmes meet specific standards of quality and relevance, and this directly feeds into quality assurance and enhancement of programmes, as part of an ongoing cycle of review.

External Examiners

As outlined in Section 2.4, The TUS External Examiner process forms a central pillar in the quality assurance of the programmes delivered by TUS. It enables the verification by independent third parties that assessment methods allow for the evidential demonstration and achievement of the learning outcomes to the relevant standard and level being assessed. External Examiners submit a report annually via the Examinations Management System and issues raised are responded to and actioned by Programme Boards. The reports and their responses are monitored by Academic Council. Further details are available at: [TUS External Examiners Policy and Procedure for Taught Programmes](#).

Strategic Review of Service Delivery Units

TUS is committed to broadening the range of reviews to include all Support Units in line with national policy and its obligations as a DAB. To this end the TUS Governing Body has approved the [TUS Policy on Strategic Review of Technological University Support Units](#) to facilitate these reviews within an approved framework. Under this policy, the review and self-evaluation include a broad range of considerations within the context and culture of the individual Service Delivery Unit. These considerations are broadly informed by the management principles specified in the ISO9001:2015 Quality Management Standard.

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	25 PRSBs All PRSB's Listing
Awarding Bodies	1
QA bodies	0

1. Type of arrangement	PRSB
Name of body:	The Association of Chartered Certified Accountants (ACCA)
Programme titles and links to publications	Master of Arts in Accounting Level 9: Accounting – MA – TUS
Date of accreditation or last review	2024/2025 Academic Year
Date of next review	2028/2029 Academic Year

2. Type of arrangement	PRSB
Name of body:	The Dental Council of Ireland
Programme titles and links to publications	Higher Certificate in Dental Nursing: Dental Nursing – Higher Certificate – TUS
Date of accreditation or last review	2024/2025 Academic Year
Date of next review	2029/2030 Academic Year

3. Type of arrangement	PRSB
Name of body:	Chartered Institute of Management Accountants
Programme titles and links to publications	Bachelor of Business (Honours) in Accounting & Finance: Accounting and Finance – Bbus (Hons) – TUS
Date of accreditation or last review	2024/2025
Date of next review	2028/2029

4. Type of arrangement	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	Bachelor of Engineering (Honours) in Electrical Engineering: Electrical Engineering – Beng (Hons) – TUS Electrical Engineering – Beng (Hons) – TUS
Date of accreditation or last review	2023/2024
Date of next review	2027/2028

5. Type of arrangement	PRSB
Name of body:	CORU
Programme titles and links to publications	BA (Hons) in Social Care Practice Level 8: Social Care Practice – BA (Hons) – TUS
Date of accreditation or last review	2023/2024
Date of next review	2027/2028

9.2 Collaborative Provision

Type of arrangement	Total number
Joint research degrees	0
Joint/double/multiple awards	2
Collaborative programme	13
Franchise programmes	0
Linked providers (DABs only)	0

[Collaborative Programmes Listing](#)

1. Collaborative provision	Collaborative Programme
Name of body (/bodies):	Limerick Clare Education and Training Board
Programme titles and links to publications:	Bachelor of Science in Mobile and Web Computing Bachelor of Science (Honours) in Mobile and Web Computing - Stage 1 Courses National Tertiary Office (hea.ie)
Date of last review	2023
Date of next review	To be determined.

2. Collaborative provision	Collaborative Programme
Name of body (/bodies):	Limerick Clare Education and Training Board
Programme titles and links to publications	Bachelor of Business in Business (Honours) Bachelor of Business in Business (Honours)
Date of last review	2023
Date of next review	To be determined

3. Collaborative provision	Joint Award
Name of body (/bodies):	TUS / University of Limerick
Programme titles and links to publications	Professional Master of Education in Art and Design with Digital Media Professional Master of Education in Art and Design with Digital Media
Date of last review	2022
Date of next review	2027

4. Collaborative provision	Joint Award
Name of body (/bodies):	TUS / University of Limerick
Programme titles and links to publications	B.Ed. (Hons) in Art & Design Teacher Education https://tus.ie/courses/us801/
Date of last review	2022
Date of next review	2027

5. Collaborative provision	Collaborative Programme
Name of body (/bodies):	Atlantic Aviation
Programme titles and links to publications	B.Sc in Aircraft Maintenance Engineering. https://tus.ie/courses/aircraft-maintenance-engineering-bsc/
Date of last review	2022
Date of next review	2027

6. Collaborative provision	Collaborative Programme
Name of body (/bodies):	TUS/ DCU
Programme titles and links to publications	Bachelor of Ed (Hons) Technology, Engineering and Graphics (Post-Primary) Technology, Engineering and Graphics (Post-Primary) - Bed (Hons) - TUS
Date of last review	2023
Date of next review	2028

7. Collaborative provision	Collaborative Programme
Name of body (/bodies):	TUS/ DCU
Programme titles and links to publications	Bachelor of Ed (Hons) Home Economics and Technology (Post-Primary) Home Economics and Technology (Post-Primary) - Bed (Hons) - TUS
Date of last review	2025
Date of next review	2029

9.3 Articulation Agreements

Articulation Agreements - Total Number	210	Non EU Listing	EU and Erasmus Listing
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1. Articulation Agreement:	
Name of body (/bodies):	Georgian College, Canada
Programme titles and links to publications	• BSc (Hons) Civil Engineering Management (Year 4) • BSc (Honours) in Construction Management (Year 4) • BEng (Honours) in Process and Engineering Management (Add on) (Year 4) • BA in Culinary Arts (Year 3) • BSc in Applied Sports Science with Strength and Conditioning (Year 3) • BA in Sports Development and Performance (Year 3) • BA in Business Studies with Sports Management (Year 3) • Bachelor of Business (Honours) in Sport Management (with International Placement) (Year 3)
Date of agreement/arrangement or last review	09.07.2025
Date of next review	09.07.2028
Detail of the agreement	Active MOU and Articulations outlining pathways for Georgian College Diploma and advanced Diploma students to study at TUS for Bachelors completion.

2. Articulation Agreement:	
Name of body (/bodies):	Fanshawe College, Canada
Programme titles and links to publications	• BA (Hons) in Fashion (Year 3 or 4) • BSc (Hons) in Game Art and Design (Year 4) • BA (Hons) in Graphic Design Communication (Year 4) • BBs in Business (Year 3) • BBs in Business Studies (Marketing and Management (Year 4) • BBs (Hons) in Business (Year 4)

	• BBs (Hons) in Accounting and Finance (Year 4) • BBs (Hons) in Business Studies (Enterprise and Innovation) (Year 4) • BSc (Hons) Civil Engineering Management (Year 4) • BEng (Honours) in Process and Engineering Management (Year 4) • BEng in Electrical Engineering (Year 3) • BEng in Industrial Automation and Robotic Systems (Year 3) • BBs in Business Studies with Event Management (Year 3) • BA in Hospitality Supervision (Year 3) • BSc (Hons) in Computer Networks and Systems Management (Year 4) • MSc in Digital Marketing
Date of agreement/arrangement or last review	16.06.2025
Date of next review	16.06.2028
Detail of the agreement	Active MOU and Articulations outlining pathways for Fanshawe College Diploma and advanced Diploma students to study at TUS for Bachelors completion.

3. Articulation Agreement:	
Name of body (/bodies):	Lancaster University, UK
Programme titles and links to publications	PhD Learning & Teaching
Date of agreement/arrangement or last review	16.05.2025
Date of next review	16.05.2030
Detail of the agreement	Collaborative Framework Agreement

4. Articulation Agreement:	
Name of body (/bodies):	All India Shri Shivaji Memorial Society (AISSMS) College of Hotel Management & Catering Technology, India
Programme titles and links to publications	BA (Hons) in Hospitality Management
Date of agreement/arrangement or last review	06.03.2025
Date of next review	06.03.2028
Detail of the agreement	Transfer of students, exchange staff, co-operation on research initiatives

5. Articulation Agreement:	
Name of body (/bodies):	Foshan University, China
Programme titles and links to publications	All Academic Areas
Date of agreement/arrangement or last review	27.02.2025
Date of next review	01.08.2028
Detail of the agreement	Memorandum of Understanding and Joint Programme Agreement

Technological University of the Shannon: Midlands Midwest]
2024

Annual Quality Report

Technological University of the Shannon: Midlands Midwest

Part B: Internal Quality Assurance Enhancement & Impact

Reporting Period 2024 – 2025

PART B: INTERNAL QA SYSTEM

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

1. TUS Strategy and Performance Alignment

The [TUS Strategic Plan 2023-2026](#) provides the University with a unified strategic direction and serves as the primary driver of institutional development and quality enhancement across all activities. As the University's inaugural strategic plan, it articulates TUS's values, purpose, and long-term vision, and sets out a coherent framework of strategic priorities, objectives, and enabling actions (see AQR Section 1.0 *Internal QA Framework*). Developed through extensive consultation with staff, students, industry partners, and community stakeholders, it reflects shared institutional values and ambitions. Its delivery is supported by a Strategic Plan Implementation Framework, incorporating a comprehensive suite of KPIs and performance metrics that ensure consistency, transparency, and accountability across all campuses. Progress against strategic priorities and objectives is monitored through annual or bi-annual reporting, depending on the area of focus. Implementation of the Strategic Plan has been underpinned by a suite of functional and supporting strategies aligned to institutional KPIs, including the:

- [Putting Learning First: Learning, Teaching and Assessment Strategy](#)
- [TUS Research, Development & Innovation Strategy](#)
- [TUS Apprenticeship Strategic Implementation Plan](#)
- [TUS Transitions & Student Success Strategy](#)

The [TUS Student Charter](#) provides further context by defining shared values, responsibilities, and expectations that guide the student experience and promote a respectful and supportive learning environment.

The HEA Systems Performance Framework complements the Strategic Plan and provides an external benchmark for aligning institutional priorities with national higher education objectives. Its core themes: Teaching and Learning, Research and Innovation, Access and Participation, and Engagement, closely align with TUS strategic themes. TUS and the HEA have agreed the [Performance Agreement 2024 - 2028](#), which complements the Strategic Plan. TUS has undertaken a systematic mapping and evaluation of its major strategic initiatives against the Systems Performance Framework to identify synergies and ensure alignment between the Strategic Plan Implementation Framework and the performance objectives set out in the Agreement. Accordingly, there is alignment between the strategic plan implementation framework and the performance objectives identified in the Performance Agreement between TUS and the HEA. As outlined in the agreement, *“the fundamental objectives now are continued development of the operational and organisational structure, functions, and outputs of the TU and monitoring of the Strategic Plan implementation and Performance Agreement to strengthen TUS's contribution to the achievement of national strategies”*. Building on the current strategic plan, the Performance Agreement acknowledges the connectedness of the priorities that define the ecosystem of TUS as an ambitious and evolving university.

As the current Strategic Plan 2023-2026 approaches conclusion, planning for the next strategic cycle is underway, ensuring continuity of purpose and sustained alignment with both institutional priorities and national policy frameworks. Taken together, both the Strategic Plan and Performance Agreement provide a coherent foundation for the continued strategic advancement of TUS as an accessible, progressive, and impactful technological university.

2. Ongoing Development of Organisational Structure at TUS

TUS has progressed significant organisational development as part of its ongoing integration and consolidation as a multi-campus university. Central to these changes has been the formal establishment of two key executive roles: the Chief Academic Officer (CAO) and the Chief Operations Officer (COO), with both appointed in 2025.

- The Chief Operations Officer (COO) serves as the executive lead for operational excellence, focusing on operational integration and efficiency across the multi-campus environment.
- The Chief Academic Officer (CAO) provides strategic leadership for academic affairs, encompassing teaching, learning, research, academic quality, and the student experience across all campuses.

Alongside these executive appointments, TUS has actively evolved its senior management framework. This includes the formation of a Senior Leadership Team (SLT), a Senior Management Team (SMT), and additional academic and operations management groups. The Governing Body has formally delegated specific functions from the President to members of the SMT, establishing clear lines of reporting and accountability within the senior leadership structure. Both corporate and academic governance structures, including the Governing Body and Academic Council, work collaboratively and consistently across the university.

A key feature of the organisational development has been the phased consolidation of faculties:

- The *Faculty of Engineering and Technology* was established by merging the former TUS Midlands Faculty of Engineering Informatics and TUS Midwest, Faculty of Engineering and the Built Environment on January 1, 2025.
- The *Faculty of Science and Health* was created through the merger of the former TUS Midlands Faculty of Science and Health and TUS Midwest, Faculty of Applied Sciences and Technology, effective September 1, 2025.
- The Limerick School of Art and Design (LSAD) operates as an integrated faculty with department presence in Athlone, Limerick, Thurles and Clonmel.
- Additional faculty mergers remain in progress as part of a broader plan to unify academic structures across campuses.

To further support cross-campus academic leadership and coherence, TUS established the Academic Department Leadership Forum (ADLF) in the second semester of the 2024-2025 academic year. This forum brings together Heads of Department from all campuses, providing a coordinated platform for academic collaboration. These developments strengthen TUS's organisational foundation, enabling more cohesive leadership and unified academic delivery across its multi-campus structure.

3. Systems Integration

TUS has progressively consolidated core IT systems into a single, integrated environment. This has provided consistency for staff and students while enhancing operational efficiency across all campuses through ongoing phases of consolidation, execution, and continuous improvement. During the 2024/25 academic year, TUS has continued the integration and consolidation of its core systems and university-wide functions to support a unified multi-campus operation. The CORE/HR system was fully integrated in August 2024 while The KOHA library system was merged into a single catalogue in September 2025, providing seamless access to physical and digital resources across all campuses.

The phased integration of the Banner 9 Student Administration System commenced in mid-2025 with the appointment of an Academic Systems Project Manager. This is as a major strategic initiative to establish a single, unified student record system across all TUS campuses. The integration project is a critical enabler of consistent operations and quality enhancement across TUS, supporting improved transparency, efficiency, data integrity, and service delivery. The primary objectives of the Banner SRMS Integration Project are to:

- consolidate two separate Banner SRMS systems into one unified, efficient, and future-proofed system;
- standardise and streamline institutional processes across the university;
- create operational efficiencies and support the introduction of new and improved practices;
- establish a single source of comparable and reliable data;
- enhance data quality, reporting capability, and regulatory compliance;
- improve the experience of students and staff through integrated digital services.

A cross-functional project team has been established, and the project is supported by working groups representing Academic Affairs, Registry, Faculty Departments, the Global Office, Flexible Learning, Student Services, IT Services, and campus leadership. External systems-integration partners EduCampus, DXC, and Ellucian provide specialist Banner expertise.

During Q4 2025, the project has focused on establishing a steering committee, initial requirements gathering, process mapping, and the review of integrations with other institutional systems. The Discovery Phase, scheduled for Q2 2026, will examine and document variations in business processes across all functional areas, forming the foundation for system design and institutional alignment. Subsequent phases of the project will include system design and local configuration, data migration and validation, user acceptance testing and comprehensive staff training. Full deployment of the Banner SRMS across academic and administrative functions is planned by the end of 2028.

Preparatory work has included the harmonisation and alignment of business processes across campuses, aimed at regulatory compliance and data consistency. Module Manager, the Examinations Management System (GURU), and Digitary have been upgraded to uniform versions across the university to support the Banner 9 integration.

4. TUS Leadership of the RUN-EU Alliance and Strategic Impact of RUN-EU on TUS

An initiative of the European Commission, the European Universities programme is a flagship element of the European strategy for universities to create a centralised European Education Area. TUS was a partner of the Regional University Network-European University (RUN-EU), which involved seven founding members in its first phase. In the second cycle of the initiative, TUS is proud to be the RUN-EU coordinator for Phase 2, making it the first Irish University to lead, and hold the Presidency, of a European University. In this second phase, two new partners joined the alliance, the University of Burgos (Spain) and the Howest University of Applied Sciences (Belgium). The European Commission approved the addition of a further two partners in November 2025, namely, Technical University of Liberec, Czechia, and University of Galati, Romania. O.M. Beketov University, Ukraine, has also joined RUN-EU as an associate partner (Figure 13).



Figure 13. Location of RUN-EU Alliance Members.

Overall, RUN-EU will comprise of a student population of more than 100,000, 11,000 staff and more than 100 research institutes, centres and groups, providing a scale and capacity to support the transformation envisaged.

With funding of €14.5m for a four-year period from 2024 to 2027, the alliance will strive to secure sustainable economic, social, cultural, and environmental progress of its regions and stakeholders. TUS membership aligns closely with its ambition to develop a TU that reflects the educational demands and economic needs of Ireland's Midlands and Midwest regions while contributing to the European Education Area goal of enhanced mobility opportunities and recognition of qualifications across the EU. Participation in the alliance has a strong and tangible strategic impact on TUS, supporting the university's ongoing development as a European-facing, regionally grounded and research-active institution. Active participation in RUN-EU has significantly expanded international engagement across teaching, learning and research, academic governance and quality assurance. Staff from across TUS are involved in RUN-EU activities including academic staff and staff from a wide variety of professional services.

Of particular strategic importance to TUS is Work Package 2 of RUN-EU, the European Programmes Academy, which is developing the academic structures, governance frameworks and quality processes required to support collaborative and joint programme and progress towards the European Degree Label, an ambition that closely aligns with TUS's long-term educational and internationalisation goals. Examples include the delivery of six Erasmus-funded Blended Intensive Programmes (BIPs) in the current academic year. These BIPs are a new and transformative development for TUS, enabling faculties to engage meaningfully with European partners, welcome inbound students to campus and pilot innovative,

interdisciplinary learning formats.

In 2025 alone, over 200 TUS staff and students participated in RUN-EU mobilities and initiatives, strengthening institutional capacity in international collaboration and curriculum innovation. The establishment of the RUN Immersive Research Institute (RUN-IRI) at TUS in October 2024 further reinforces the university's strategic position within the alliance, placing TUS at the centre of immersive, transdisciplinary research training for a large European research community. These initiatives were complemented by initiatives such as the *EPA Mission on Smart Sustainable Tourism*, the *Future Innovator Labs* and the *Ready to Serve* programmes. RUN-EU enables TUS to link European collaboration with regional innovation, service-based learning and societal impact, delivering clear value at both local and European levels. A selection of opportunities, impacts and case studies are profiled Section AQR, Part B, 2.8.

5. Tertiary Education Provision

As part of the National Tertiary Project, TUS continues to expand its provision of tertiary programmes through new pathways of progression with local ETBs. TUS is now working with four ETBs in the context of the provision of tertiary education opportunities: Limerick Claire Education Training Board (LCETB), Tipperary Education Training Board (TETB), Laois Offaly Education Training Board (LOETB) and Longford Westmeath Education Training Board (LWETB) on the provision of a number of programmes in Limerick, Ennis, Clonmel, Thurles, Offaly and Longford. These programmes focus on developing regional pathways to enable students to start their learning journey within the ETB and seamlessly progress to one of our TUS campuses to complete their studies.

As part of regional alliances between TUS and our ETB partners, working groups have been established to identify suitable programmes that can provide additional educational pathways regionally to students. Students can now complete tertiary programmes in Business ([*Bachelor of Business \(Honours\) in Business*](#)), Computing ([*Bachelor of Science \(Honours\) in Computing with AI*](#)), Sports Science ([*Bachelor of Science \(Honours\) in Applied Sports Science*](#)), Digital Arts ([*Bachelor of Science \(Honours\) in Digital Arts*](#)) and Mental Health Nursing ([*Bachelor of Science \(Honours\) in Mental Health Nursing*](#)). These partnerships create the opportunity for tertiary managers and programme teams to collaborate in the design and delivery of programmes and to put initiatives and resources in place to support students as they progress through each stage of their programme. This initiative strengthens the working relationships between TUS, and its ETB partners as well as widening access for students to study regionally.

6. Adoption of the Altitude Charter by TUS

Funded by the HEA under PATH 4, the ALTITUDE Charter was launched from an extensive cross sectoral collaboration across the tertiary education sector to address inclusive practices and enable an inclusive environment. The mission of the Charter is to assure sustainable progress towards systemically embedding a universal design approach, which places human diversity at the heart of tertiary education design and fosters student success.

The formal adoption of the Altitude Charter was approved at the VP and Deans Council in March 2025. This adoption has implications for the planning, operation, and management of work in TUS as it relates to addressing the four pillars and associated goals set out in the Charter, including:

- 1) Learning, Teaching and Assessment
- 2) Supports, services and social engagement
- 3) The Physical environment
- 4) The Digital environment.

The Charter is available at: [Altitude - The National Charter for Universal Design in Tertiary Education](#)

The adoption of the Altitude Charter by TUS informs ongoing work by providing a shared framework that shape the approach of TUS to ensuring its infrastructure, services and academic practices are inclusive through the adoption of universal design practices as set out in the charter.

1.2 Update on Planned QA Objectives identified in Previous AQR

The QA objectives identified in the previous AQR centred on the QQI CINNTE recommendations and associated institutional action plan.

The QQI CINNTE review of TUS was conducted during the 2023-24 academic year, as part of a national programme of CINNTE Reviews. The resulting Institutional [Review Report 2024: Technological University of the Shannon](#) was published by QQI in October 2024. The report's recommendations provided a valuable roadmap to guide and inform the next phase of our development as a vibrant university. In accordance with the QQI schedule, an [Institutional Action Plan](#) was developed and submitted to QQI three months after publication of the report. The QIP laid out 53 individual Planned Actions addressing the recommendations in a comprehensive way, providing a clear framework to respond to immediate priorities and to drive sustained organisational development and long-term success. Accordingly, a comprehensive programme of development and enhancement activities was undertaken and is continuing as part of this action plan.

Of the 53 Planned Actions, 36 are already Completed (68%), with Substantial Progress reported on the remaining 17 (Table 1). The ongoing nature of these 17 recommendations highlights the scale and depth of the actions planned, demonstrating TUS's sustained commitment to long-term organisational success and to fully realising the potential of the CINNTE process.

The update on these planned QA objectives and CINNTE actions is detailed in the follow-up report detailing progress on implementation of the actions and is available at:

[TUS CINNTE Follow-Up Report](#)

TUS is pleased that the CINNTE review team noted in their report that *“there is clear evidence of the effectiveness of the governance and quality systems at each level of the organisation” and that they are satisfied that “excellent progress has been made towards the establishment of robust and appropriate governance structures”*. The review team commended TUS for *“for its ambitious vision that pervades key initiatives”* and for its excellent range and quality of involvement with communities and stakeholders. The rapid progress made since TUS designation in developing and embedding a quality culture at all levels, including quality assurance structures and processes was also recognised. The review team noted that they *“were greatly encouraged by student feedback on communication with their lecturers and the wider university management”* and commended TUS *“for the enthusiasm and professionalism of all Student Support Services staff who ensure an outstanding commitment to Student Engagement”*.

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Table 6 Governing Body and Subcommittee Meeting Dates

Governing Body & Subcommittees	Meeting Dates
Governing Body	16/9/24, 14/10/24, 25/11/24, 16/12/24, 20/1/25, 17/2/25, 31/3/25, 28/4/25, 26/5/25, 23/6/25
Audit & Risk Subcommittee	24/9/24, 12/11/24, 5/2/25, 11/3/25, 15/4/25, 15/5/25
People, Culture and EDI Subcommittee	25/11/24, 24/3/25, 3/6/25
Finance and Physical Development Subcommittee	4/10/24, 20/11/24, 29/11/24, 22/1/25, 21/3/25, 23/4/25, 15/5/25, 10/6/25
Governance and Nominations Subcommittee	26/9/24, 24/10/24, 3/12/24, 6/2/25, 25/2/25, 29/5/25, 16/6/25

Table 7. Academic Council and Subcommittee Meeting Dates

Body	Meeting Dates
Academic Council (AC)	10/9/24, 18/10/24, 22/11/24, 7/3/25, 19/5/25, 20/6/25
Quality Assurance & Enhancement AC Subcommittee	1/10/24, 12/11/24, 25/2/25, 1/4/25, 30/5/25
Teaching, Learning & Assessment AC Subcommittee	4/10/24, 11/11/24, 14/2/25, 21/3/25, 16/5/25
Programme Provision and Reviews AC Subcommittee	1/10/24, 21/10/24, 28/1/25, 11/3/25, 30/5/25
Student Experience & Access AC Subcommittee	27/9/24, 11/11/24, 7/2/25, 14/3/25, 9/5/25
Apprenticeship AC Subcommittee	24/9/24, 8/11/24, 4/2/25, 7/4/25, 6/5/25
Postgraduate Studies & Research AC Subcommittee	17/9/24, 6/11/24, 21/1/25, 4/3/25, 27/5/25
Admissions, Transfer and Progression AC Subcommittee	4/10/24, 8/11/24, 21/2/25, 28/3/25, 19/6/25
International and RUN EU AC Subcommittee	2/10/24, 6/11/24, 18/2/25, 25/3/25, 3/6/25
Flexible Learning AC Subcommittee	1/10/24, 12/11/24, 14/2/25, 7/4/25, 13/5/25

1.3.2 QA Leadership and Management Structural Developments

Table 8. Leadership and Management Structural Developments

Role Title	Appointed
Chief Academic Officer	Prof. Raphaela Kane
Chief Operations Officer	Jimmy Browne
VP Academic Affairs and Registrar	Dr. Maria Kyne
VP for People and Organisation	Marian Duggan
VP of Internationalisation and Alumni	Donnacha McNamara
Dean of Faculty of Business and Hospitality	Seadna Ryan
Dean of Faculty of Business and Humanities	Dr James Griffin
Director of Institutional Research and Data Analytics	Victor Piggott
Head of Department of Electrical and Electronic Engineering	David Sims
Head of Department of Mechanical and Automobile Engineering	Tony Mahon
Head of Department of Continuing, Professional, Online, and Distance Learning	Dr Declan Doran
Head of Department of Applied Science	Dr Peter Downey
Head of Department of Marketing, Enterprise and Digital Communication	Dr Derek McInerney
Assistant Registrar TUS Midwest	Kate Dwyer
Director of the Office of the President	Shane Malone
Head Librarian TUS Midlands	Celine Peignen
Interim Head Librarian TUS Midwest	Ailish Larkin
Centre Manager PRISM	Kenny O'Brien
Interim Manager Academic Administration and Student Affairs	Karen Cunningham
Director of Sustainable Development Research Institute	Dr Mercedes Gomez
Research Education Outreach Manager Wind and Energy	Gerard Cahill
Engineering Apprenticeships Coordinator	James McPhillips
Manager of Finance Research Development and Innovation	Sarah Keegan
Capacity Building Lead: Student Experience Manager Midlands	Anne Naughton
Academic Systems Projects Manager Midlands	Aisling Devereux

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

The cycle of internal reviews was completed in the preceding reporting period in advance of CINNTE, with the next cycle commencing in the 2026 - 2027 academic year.

1.4.2 Expert Review Teams/Panels² involved in IQA

(i) Expert Review Team/Panel Size and Related Processes

The following data relates to IQA processes involving new programme validation or differential validation.

Table 9. Profile of Reviews

	Total	Academic Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval (New)	Programme Review	Other- Differential Validation
Number of review/ evaluation processes	23	23	-	-	11	-	
of those:	-	-	-	-	-	-	-
On-site processes	-	-	-	-	-	-	-
Desk reviews	-	-	-	-	-	-	-
Virtual processes	23	23	-	-	-	-	-
Average panel size for each process type*	5	-	-	-	-	-	-

² QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

(ii) Composition of Expert Review Teams/Panels involved in IQA

Table 10 Profile of Review Panels

	Total	Gender			Internal	National	International			Institution Type	
Type of Expert/ Role on Panel		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair	23	11	12	-		11	12	-	-	X	-
Secretary	23	10	13	-	23	-	-	-	-	X	-
Academic/Discipline Specific	34	21	13	-	-	32	-	2	-	X	-
Student Representative	18	11	7	-	-	18	-	-	-	X	-
QA	2	1	1	-	-	-	-	-	-	X	-
Teaching & Learning	-	-	-	-	-	-	-	-	-	-	-
External Industry /Third Mission	33	19	14	-	-	33	-	-	-	X	-

* Secretary to Panel provides QA oversight

2.0 IQA System - Enhancement and Impacts

2.1 Initiatives within the Institution related to Academic Integrity

Academic Integrity is acting in an honest, moral and fair way to complete any academic tasks in an academic setting. It is at the heart of all academic activity in TUS and depends on individuals approaching any academic task or research in an honest and ethical way. Academic Integrity remains a core principle underpinning learning, teaching, assessment, and research at TUS. TUS academic regulations include dedicated sections on Academic Integrity, setting clear standards and expectations. Academic integrity is a shared responsibility across a range of governance and management fora, academic professional services staff and students. Academic integrity support initiatives are led by the Centre for Pedagogical Innovation and Development (CPID) in close collaboration with the Library, university staff, and national organisations. This collaborative approach ensures university-wide consistency while remaining adaptable to the specific needs of different stakeholders. During the reporting period, activities included raising awareness, developing skills, and providing accessible guidance and resources.

TUS Academic Integrity Week

A key focal point for academic integrity activity during the reporting period was the National Academic Integrity Week which runs annually. During the TUS Academic Integrity week, TUS delivered a structured programme of events for students and staff across multiple campuses and online. This was aligned with the national academic integrity programme and developed in collaboration with internal and external partners. The programme aimed to promote understanding of academic integrity, reinforce good academic practice, and provide practical support to students at different stages of their academic journey. There was both a staff and student programme:

- [TUS STAFF Academic Integrity Week](#)
- [TUS STUDENT Academic Integrity Week](#)

The staff programme featured targeted workshops, panel discussions, and practical sessions designed to support staff in promoting academic integrity across their teaching and assessment practices. Online workshops complemented the on-campus activity and were designed to support practical skill development. Sessions on Harvard and APA referencing, Zotero, and *Cite Them Right* focused on helping students understand how to reference sources accurately and consistently, and how to manage academic sources effectively. These workshops were open to students across all campuses, supporting equitable access to academic integrity supports regardless of location or mode of study.

The student programme combined informal, campus-based engagement with structured online learning opportunities. Library-led pop-up clinics and quizzes were delivered across the Athlone, Coonagh, Thurles, LSAD, and Clonmel campuses, creating visible and accessible points of contact for students. These sessions provided opportunities for students to ask questions about referencing, citation, and academic writing, and to engage in conversations about academic integrity in a supportive and informal setting.

In addition to university-based activities, TUS continues to engage actively with national academic integrity initiatives through representation on the National Academic Integrity Network (NAIN). During Academic Integrity Week, national NAIN events, webinars, and podcasts were promoted across the

University, complementing local initiatives and supporting staff and students to engage with broader sectoral perspectives.

TUS Academic Integrity Support Resources

TUS has developed a range of bespoke resources around academic integrity which are also available:

- [Academic Writing Centre](#)
- [Student Guide: Academic Integrity](#)
- [Library referencing guides - covers Harvard, APA and Vancouver](#)
- [Library - Write it Right - A guide to Harvard referencing style](#)
- [QQI Youtube video on essay mills #Myownwork](#)

During Academic Integrity Week, the Understanding Academic Integrity Digital Badge, a nationally developed open course supported by the National Forum for the Enhancement of Teaching and Learning, was actively promoted to students. CPID facilitated workshops to assist students in engaging with key topics such as plagiarism, ethical academic decision-making, proper citation practices, and the consequences of academic misconduct. Participation in the course was encouraged through a prize draw, helping to motivate students while emphasising learning outcomes.

TUS promotes access to a range of national academic integrity resources to support consistent practice across the university and these are all made available to staff through the [CPID Website](#)

QQI Academic Integrity PDF Resources

- [Academic Integrity National Principles and Lexicon of Common Terms](#)
- [Academic Integrity Guidelines](#)
- [Generative Artificial Intelligence: Guidelines for Educators](#)
- [Framework for Academic Misconduct Investigation and Case Management](#)

NAIN Webinars

- [Stephanas Lim: UK universities' policy responses to Artificial Intelligence related academic misconduct](#)
- [National Academic Integrity Week 2023: Opening Student Panel](#)
- [What more could HEIs do to help students avoid engaging in academic misconduct?](#)
- [Academic integrity from the second-language user's perspective](#)
- [First impressions - first year student concerns around academic integrity and how to alleviate them](#)
- [Detecting and Investigating Contract Cheating Cases and Supporting Students Through the Process](#)
- [Associate Professor Cath Ellis: Detecting and Investigating Contract Cheating Cases and Supporting Students through the Process](#)
- [Professor Phillip Dawson: The Remote Proctored Exams Dilemma](#)
- [Dr Teddi Fishman: Academic Integrity and what we can learn from the pandemic](#)
- [Professor Michael Draper: Developments in Higher Education in relation to academic integrity](#)

2.2 Initiatives related to Generative Artificial Intelligence

TUS recognises that Generative Artificial Intelligence (GenAI) is having a transformative impact on higher education, with implications for governance, management, teaching and learning, assessment, research and professional services, *inter alia*. TUS's response to GenAI is framed by the TUS Strategic Plan, which identifies Education as a core priority, supported by the strategic enablers of *Reflective Practice and Continuous Improvement*, and *Communication, Technology and Digitisation*. The emergence of GenAI provides both an opportunity to enhance educational quality and also represents a risk area requiring coordinated institutional oversight.

TUS recognises that GenAI introduces new and complex challenges related to data protection, cybersecurity, academic integrity, equity and inclusion, procurement, and research ethics *inter-alia*. These risks include academic activities as well as wider professional services and functions across the university. TUS has established a dedicated AI Steering Committee to provide institutional oversight and coordination. The Steering Committee will be instrumental in fostering governance of AI, cross-functional collaboration, advising on policy development and review, and implementing a structured approach to the assessment and deployment of AI applications, ensuring alignment with institutional values, strategic priorities, and legal obligations, including the EU AI Act.

Relevant AI considerations have been explicitly incorporated into academic regulations ensuring that expectations regarding appropriate AI use are clearly articulated and embedded within formal quality assurance structures. TUS is progressing the development of a university policy on AI, including its application in learning, teaching, and assessment. This work is ongoing and is informed by national and international guidance and emerging best practice.

TUS acknowledges the importance of preparing staff and students to engage critically, ethically, and responsibly with AI technologies. This includes understanding the implications of GenAI for academic integrity, data protection, professional practice, and future employability, alongside awareness of emerging legislative requirements at National and European level. TUS has appointed a university Artificial Intelligence Champion, located within the Centre for Pedagogical Innovation and Development. This role provides leadership and coordination in relation to AI across learning, teaching, assessment, and academic practice, and supports cross-institutional engagement on policy, guidance, and professional development. The role enables TUS to take a research-informed and coherent approach to GenAI, ensuring supporting practitioners across disciplines.

CPID, supported by the AI Champion, has led the development of a coordinated programme of professional development and support activities focused on GenAI. Support is offered through a combination of individual consultation, structured support opportunities, and curated resources. This includes One-to-One Clinics and a range of Seminars and Workshops. These focus on how GenAI can enhance teaching, learning, research, and student engagement. They also address challenges such as academic integrity in GenAI integration and involve tailored, interactive discussions to meet individual concerns and experiences with GenAI. An eBook, [GEN AI FRIEND, FOE OR FUTURE](#) has been developed as a resource for staff by the AI Champion and this valuable resource continues to be updated, offering resources such as a curated list of AI tools and an assessment integrity guide for participants.

Digital transformation within TUS supports multiple institutional priorities and aligns with the objectives of the HEA Systems Performance Framework. The institutional approach to Generative AI is situated within this broader digital agenda. A university-wide Digital Technologies Working Group oversees the provision of digital technologies to support learning, teaching, and assessment, ensuring that AI-enabled tools are considered within a wider framework of digital capability, sustainability, and quality enhancement.

TUS engages actively at both national and international levels in relation to Gen AI in higher education. This includes participation in sector-wide initiatives focused on academic integrity and AI, as well as collaboration through international university networks to share practice, build capacity, and respond collectively to emerging challenges. This outward-facing engagement ensures that the institutional response remains informed by current developments across the sector and contributes to national and international discussions on the responsible use of AI in education. At an international level, TUS has engaged with Professor Sarah Eaton (University of Calgary, Canada) and Professor Philip Dawson (Centre for Research in Assessment and Digital Learning, Deakin University, Australia) to inform its approach.

TUS is also utilising its membership of the RUN-EU Network to engage internationally in collaboration on pedagogical needs of partners, including in Artificial Intelligence. A related RUN-EU workshop was held in March 2025, titled, *GenAI and Academic Practice: Where to from here?* focussed on equipping educators with the skills to harness Generative AI tools such as Microsoft CoPilot, for innovative and efficient assessment development, to student learning in line with established academic integrity guidelines.

2.3 Programmes of Education and Training

The TUS taught programme portfolio ranges from Level 6 to Level 9 of the NFQ and across all the Broad ISCED Categories. A profile of the programmes at NFQ Level 6 to 9 shows indicates provision across all Broad ISCED Categories for the reporting Academic Year 2024-25 (Figure 14).

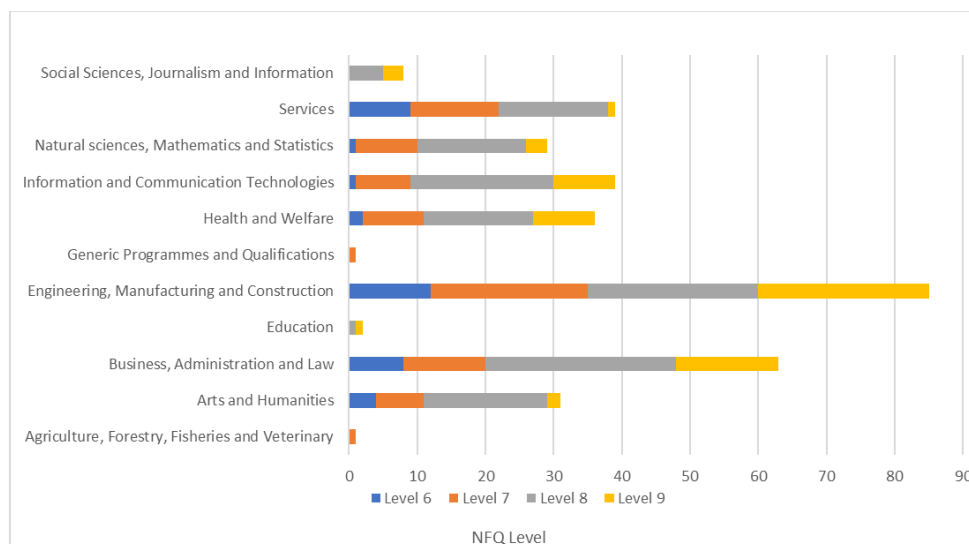


Figure 14. Number of Programmes at NFQ Level 6 to 9 across all Broad ISCED Categories (2024-25)

The profile of taught programme provision identifies the number of programmes at the respective NFQ Levels in the indicated broad ISCED categories to which all students enrolled in taught programmes (major awards) at TUS enter. Recent trends across the Higher Education landscape have indicated the popularity of Level 8 entry points by students and this is reflected in the TUS profile with 141 such programmes. The growth of Level 9 taught programme provision is also evident with a total of 55 programmes in 2024-25, including Postgraduate Diplomas and Taught Masters. TUS retains a strong portfolio of Level 6 and Level 7 entry points reflecting its continued commitment to access, transfer and progression pathways and providing choice to students where applicable (Figure 15).

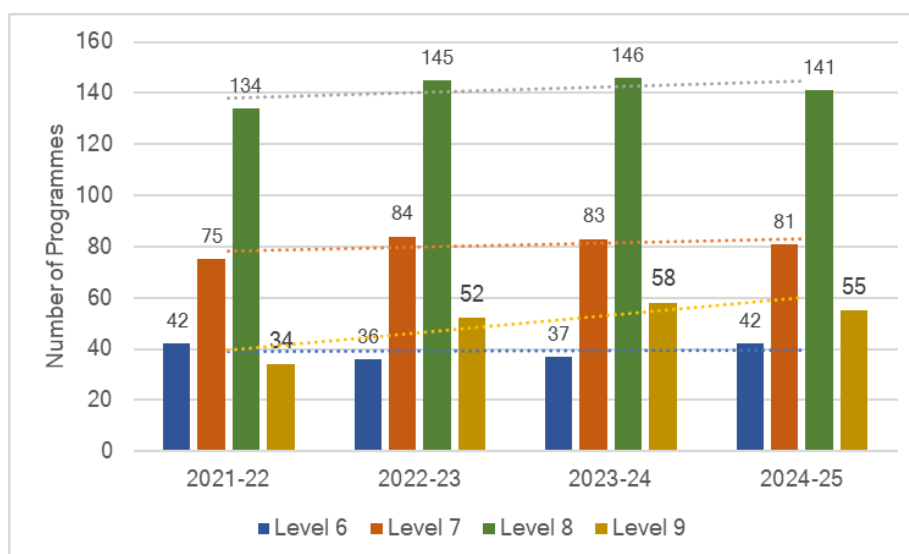


Figure 15. Profile of Programme at NFQ Level 6 to 9 across all Broad ISCED Categories for period indicated

Reflecting the strength and diversity of our programme provision across our campuses, TUS is home to over 15,000 students on taught programmes during the 2024-25 academic year. TUS has had steady growth in its overall student population, with over 10,000 Full-Time students and over 4500 Part-Time students nearing 4,500 in the 2024-25 academic year (Figure 16).

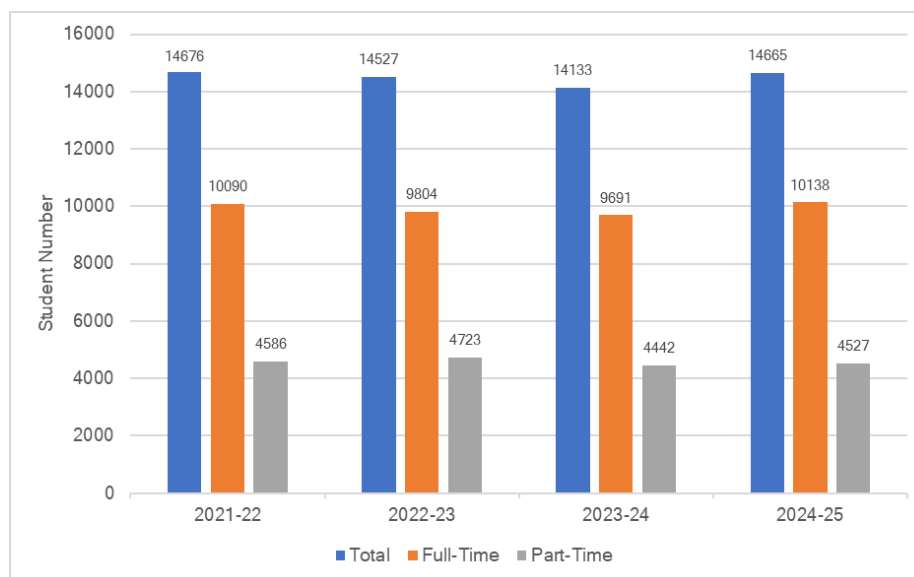


Figure 16. Overall Student Enrolment Trends in Taught Programmes 2021-22 - 2024-25

The TUS student population is enrolled across the range of broad ISCED categories reflecting the diversity of our Faculties, Academic Departments and their associated programme portfolios. The top three ISCED categories include Engineering, Manufacturing and Construction, Business Administration and Law and Law and Health and Welfare (Figure 17).

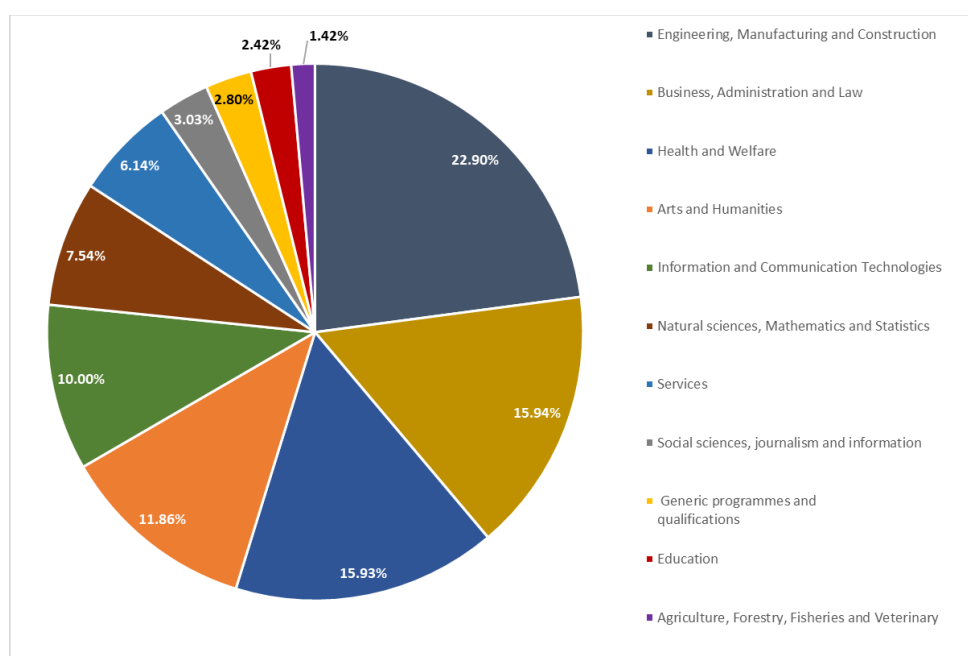


Figure 17. All Students by ISCED Broad Area 2024-25

Programme Validation

Major Awards

There was a total of 11 new programme validation panels (postgraduate and undergraduate) and 12 differential validations panels conducted during in the reporting year, 2024/2025 (Table 11).

Table 11. New Programmes Validated During the Reporting Period,

Department	Programme Title(s)	Link to Reports
Flexible Learning/Design	Differential Panel: Master of Arts in Instructional and Learning Design (Part-time) Postgraduate Diploma in Arts in Instructional and Learning Design (Full-time, Part-time) Certificate in Arts in Instructional and Learning Design	Report
Flexible Learning/ Marketing and Digital Communications	Differential Panel: Master in Business in Leadership in Health & Well-being in the Workplace (Part-time) Postgraduate Diploma in Leadership in Health & Well-being in the Workplace (Part-time) Postgraduate Diploma in Business in Digital Marketing and Analytics (Part-time) Higher Diploma in Business in Digital Marketing (Part-time) Higher Diploma in Business in International Business (Part-time)	Report
Flexible Learning/Applied Science	Differential Panel: Bachelor of Science in Quality (part time) Postgraduate Diploma in Advanced Medical Technologies	Report
Flexible Learning/Mechanical and Automobile Engineering	Differential Panel: Master Science in Process Validation and Regulatory Affairs (Part-time) Postgraduate Diploma in Science in Process Validation and Regulatory Affairs (Medical) (Part-time) Master of Science in Process Validation and Regulatory Affairs (Pharmaceutical) (Part-time) Postgraduate Diploma in Science in Process Validation and Regulatory Affairs (Pharmaceutical) (Part-time) Bachelor of Engineering in Process & Engineering Management (Part-time)	Report
Department of Hospitality, Tourism and Wellness	Bachelor of Business (Honours) in Business with Fashion Management Bachelor of Business in Business with Fashion Management Higher Certificate in Business with Fashion Management	Report
Department of Information Technology	Differential Panel: Master of Science in Applied Computer Networks and Security (Cybersecurity) (Part-time) Postgraduate Diploma in Science in Applied	Report

Department	Programme Title(s)	Link to Reports
	Network Security (Cyber Security) (Part-time) Certificate in Applied Computer Networks (Cyber Security) (Part-time)	
Department of Lifelong Learning	Bachelor of Business (Hons) in English for Professionals Level 8 add-on Bachelor of Business in English for Professionals Level 7	Report
Department of Mechanical and Automobile Engineering	Master of Engineering in Mechanical Engineering Post Graduate Diploma in Engineering in Mechanical Engineering	Report
Department of the Built Environment	Higher Diploma in Engineering in the Energy Renovation of Traditional Buildings	Report
Department of Information Technology	Higher Certificate in Software Testing (Apprenticeship)	Report
Department of the Built Environment	Master of Science in the Decarbonisation of the Built Environment Post Graduate Diploma in Science in Decarbonisation of the Built Environment	Report
Department of Sport and Early Childhood Studies	Differential Panel: Bachelor of Sciences (Hons) in Applied Sport Science	Report
Department of Digital Arts and Media	Differential Panel: Bachelor of Sciences (Hons) in Digital Arts (Common Entry)	Report
Department of Sport and Early Childhood Studies	Differential Panel: MA in Health and Wellbeing Leadership	Report
Department of Information Technology	Differential Panel: Bachelor of Sciences (Hons) in Software Development with Cyber Security	Report
Department of Marketing and Digital Communication	Differential Panel: Bachelor of Business in Business Studies (AI for Enterprise)	Report
Department of Bioveterinary & Microbial Sciences	Higher Certificate in Veterinary Nursing	Report
Department of Media & Design	Bachelor of Arts (Hons) in Professional Musicianship ab initio Bachelor of Arts in Professional Musicianship ab initio Higher Certificate in Arts in Professional Musicianship Bachelor of Arts in Professional Musicianship Level 7 add-on Bachelor of Arts in Professional Musicianship Level 8 add-on Renamed after external Panel: BA (Hons) in Music & Level Events Industry BA in Music & Live Events Industry HC in Arts in Music & Live Events Industry	Report
Department of Media & Design	Master of Arts in Applied Music & Sound Technologies	Report

Department	Programme Title(s)	Link to Reports
	Post Graduate Diploma in Arts in Applied Music & Sound Technologies Post Graduate Certificate in Applied Music & Sound Technologies	
Department of Lifelong Learning	Bachelor of Business in English for Professionals Level 7 ab initio Bachelor of Business in English for Professionals Level 8 add-on	Report
Department of Accounting & Business Computing	Bachelor of Arts in Business, Social Enterprise and Community Development Level 7 (add-on) Bachelor of Arts (Hons) in Business, Social Enterprise, and Community Development Level 8 (add-on)	Report
Department of Accounting & Business Computing	Differential Panel: Higher Certificate in Arts in Social Enterprise and Community Development Bachelor of Arts in Business, Enterprise and Community Development Level 7 add on	Report
Department of Lifelong Learning	Differential Panel: Higher Certificate in Business (Level 6) (2.5 years) Bachelor of Business (Level 7 Add-on) (1.5 years) Bachelor of Business (Honours) (Level 8, Add-on) (1.5 years) Bachelor of Business (Honours) (5 years) Higher Certificate in Operations, Quality and Lean Management (Level 6) (2.5 years) Bachelor of Science in Quality and Lean Management (Level 7, Add on) (1.5 years) Bachelor of Science (Honours) in Quality and Lean Management (Level 8 Add-on) (1.5 years) Bachelor of Science (Honours) in Quality and Lean Management (5 Years)	Report

2. Special Purpose Awards and Microcredentials³ Approved During the Reporting Period

Table 12. Non-major Awards Validated During the Reporting Period.

Department	Special Purpose Awards	ECTS Credits
Department of Nursing & Healthcare	Certificate in Fundamentals of Anaesthesia and Post Anaesthesia Care	10
Department of Nursing & Healthcare	Certificate in Nursing/Midwifery Medicinal Product Prescribing	30
Department of Nursing & Healthcare	Certificate in Advanced Health Assessment	10
Department of Nursing & Healthcare	Certificate in Regulation Nurse/Midwife Prescribing	10
Department of Digital Arts and Media	Certificate in FX for Film and TV	10
Department of Digital Arts and Media	Certificate in Technical Art & Pipeline	10
Department of Flexible Learning	Certificate 21st Century STEM Skills	5
Department of the Built Environment	Certificate in Performance Assessment Methods	5
Department of Applied Social Sciences	Certificate in Social Care Work Registration	40
Department of Fine Art and Education	Revalidation. Certificate in Jungian Psychology with Art Therapy	15
Department of Sport and Health	Certificate in Long Term Conditions Exercise Instruction	20
Department of Hospitality, Tourism and Wellness	Certificate in Irish Culture & Heritage Guiding	5
Department of Hospitality, Tourism and Wellness	Certificate in Cake Bakery & Deli Operations	10
Department of Flexible Learning	Certificate in Female Care & Family Resource Management	10
Department of Flexible Learning	Certificate in Regenerative Agriculture	15
Department of Marketing, Enterprise and Digital Communications	Certificate in Sustainable Marketing	60
Department of Applied Science	Certificate in ESG and Carbon Footprinting	10
Department of Digital Arts and Media	Certificate in Technical Art for Film Games and TV	30
Department of Business and Management	Certificate in Embedding Sustainable Marketing Strategy	10
Department of Electrical and Electronic Engineering	Certificate in Industrial Systems	20

³ Microcredentials of less than 10 ECTS Credits

Department	Special Purpose Awards	ECTS Credits
Department of Applied Science	Certificate in Science in Biomethane and Renewable Energy Gas Development	30
Department of Flexible Learning	Certificate in Office Technology and Administration	60
Department of Flexible Learning	Certificate in the Fundamentals of AI for Business	20
Department of Applied Social Sciences	Innovative Methods in Mental Wellbeing	2
Department of the Built Environment	Engineering Applications in Python (BIP)	6
Department of Mechanical and Automobile Engineering	Certificate in Aircraft Engine Management Services	10
Department of Fine Art and Education	Circus School Preparatory Programme	10
Department of Applied Science-Differential Validation	Certificate in GMP, Quality Documentation & Data Integrity	20
	Certificate in Regulatory Affairs & Quality	20
	Certificate in Quality Management & Statistics	20
Department of Accounting and Business Computing- Differential Validation	Higher Certificate in Arts in Social Enterprise and Community Development (Part time)	120
Department of Information Technology-Differential Validation	Higher Certificate Software Development with Cyber Security	120
Department of Information Technology-Differential Validation	Certificate in Applied Computer Networks (Cyber Security) (Part-time)	30
Department of Fine Art and Education-Differential Validation	Certificate in Arts in Instructional and Learning Design	30
Department of the Built Environment	Higher Diploma in Engineering in the Energy Renovation of Traditional Buildings	60
	Certificate in Engineering in Methods of Energy Renovation for Traditional Buildings	20
	Certificate in Engineering in the Appraisal of Traditional Buildings	20
	Certificate in Engineering in the Management of Traditional Buildings	20

Department	Special Purpose Awards	ECTS Credits
Department of the Built Environment	Certificate in Decarbonisation Solutions for the Built Environment	20
	Certificate in Verifying and Monitoring Decarbonisation	20
	Certificate in in Decarbonisation Management	20
Department of Hospitality, Tourism and Wellness	Higher Certificate in Business with Fashion Management	120
Department of Information Technology	Higher Certificate in Software Testing (Apprenticeship)	120
Department of Digital Arts and Media	Certificate in Technology in Immersive Environments	20
	Certificate in Educational Provision in Immersive Environments	20
	Certificate in Instructional Design in Immersive Environments	20
Department of Mechanical and Automobile Engineering	Certificate in Data Analytics and Prediction Modelling	10
	Certificate in Digitization and Automation Management	10
	Certificate in Finite Element Analysis with Engineering Design	10
	Certificate in Computational Fluid Dynamics with Engineering Design	10
	Certificate in Sustainable Product and Process Development	10
	Certificate in Advanced Materials with Thermofluids	10

Programme Modification in Advance of Programmatic Review

Programme Boards engage in ongoing monitoring, programme reporting and continuous programme review as outlined in AQR, Part A, Section 1.8. As a consequence of this activity programmes may be adjusted on a continuous basis and this ongoing quality enhancement activity is reflected in the range of changes to Approved Programme Schedules for the reporting period.

Academic Council approved changes to Approved Programme Schedules in the 2024 - 2025 academic year as detailed here:

[Changes to Approved Programme Schedules 2024 - 2025](#)

2.4 Flexible and Life-long Learning

There has been very significant growth in Flexible and Lifelong learning in the four-year period from the 2021-22 academic year to the reporting year, 2024-25. Research on skills needs has been a core component of the development of new programmes and expansion of delivery. The successful growth in student numbers has been enabled through the design and delivery of industry relevant new programmes, across all academic disciplines, in collaboration with various stakeholders including Regional Skills Managers and industry clusters operating within and across TUS regions.

The number of Full-Time Equivalent (FTE) students has risen from 646 in 2021-22 to 1,121 in the 2024-25 academic year. This represents a doubling in student numbers over the period, with a total of 4,053 FTE learners supported by TUS at both undergraduate and postgraduate level to acquire new skills.

In the four-year period from the 2021-22 academic year, TUS has supported a total of 7,094 Part-time learners across a range of awards less than 60 ECTS. In total, TUS supported an average of circa 3,000 flexible and lifelong learning students annually to upskill, indicating the scale of provision and the role that TUS is playing in meeting both the needs of society and industry and in fulfilling national and institutional priorities in this area (Figure 18).

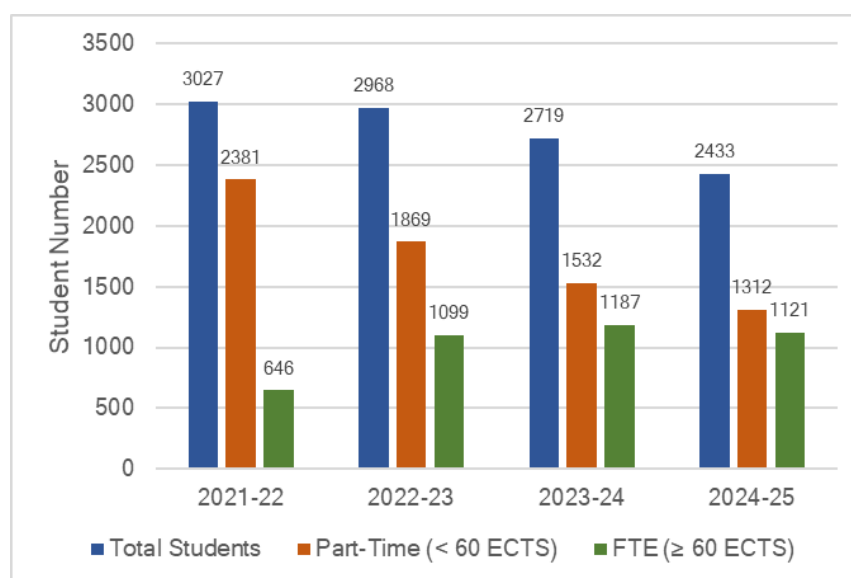


Figure 18. Growth in Total Flexible Learners including FTE and Part-Time

Reflecting this range and diversity of provision across our campuses, there were a total of 2,433 flexible learning students in TUS in the 2024-25 academic year. While these were spread across a range of disciplines the majority were in the Engineering, Manufacturing and Construction (38.8%) and Business, Administration and Law (38%) ISCED Broad Codes (Figure 19).

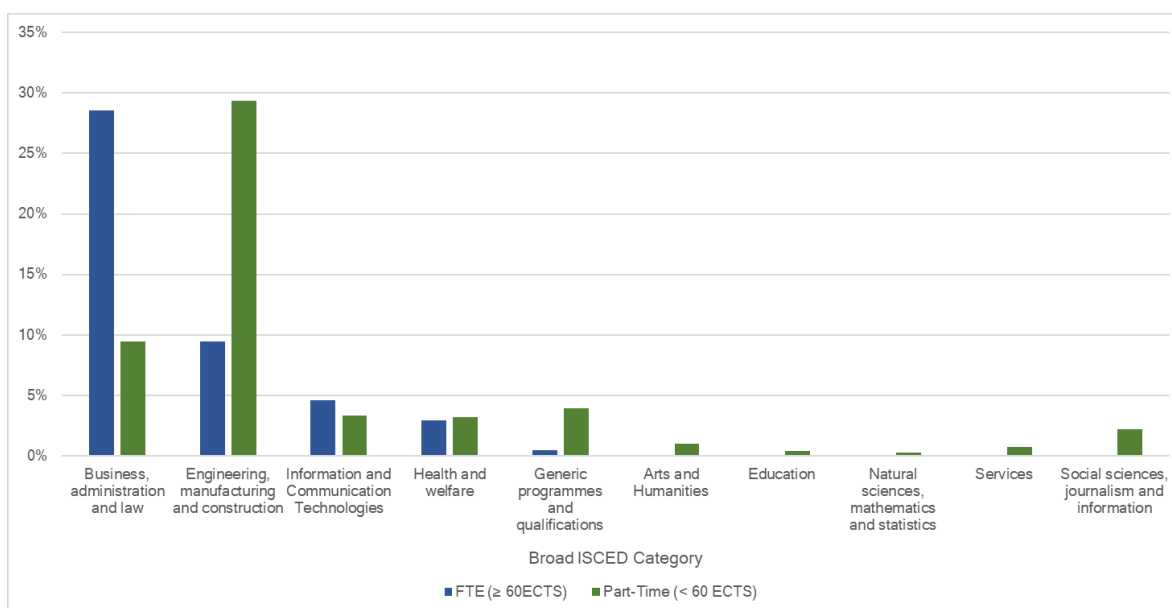


Figure 19. The % of Flexible Learning Students in ISCED Broad Codes for the 2024-25 Academic Year

A profile of the respective award types that flexible learning students were enrolled in during the reporting period is provided in Figure 20.

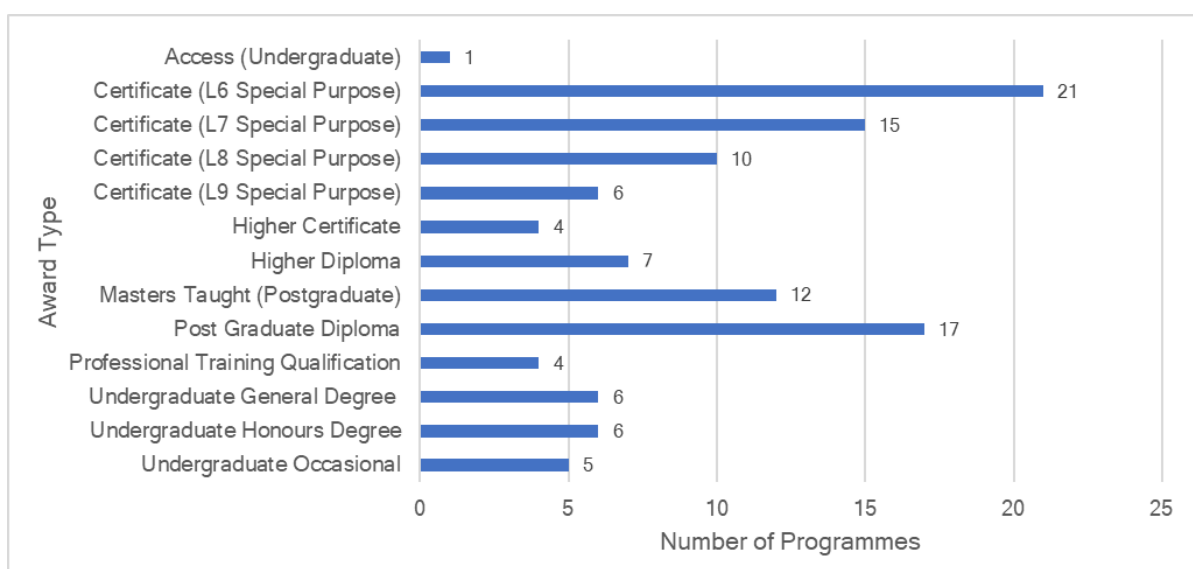


Figure 20. Student Enrolment on the Respective Award Types during the 2024-25 Academic Year

Future growth in part-time flexible online delivery will include Micro-credentials, Special Purpose Awards, and postgraduate learning, across all levels including delivery nationally and internationally. Given the current trends in lifelong learning, it is important that, irrespective of qualification, each award demonstrates a clear progression route to support the ambition of the lifelong learner. There has been continued growth in the number of programmes delivered online. The impact of free and part-funded upskilling opportunities for the individual learners available via the Springboard initiative, inter alia, has been vital components of the recent growth achieved. Blended or on-line delivery is now the main mode in which new flexible part-time programmes are being developed, in response to stakeholder feedback

and supported by investment in people, infrastructure and supports for students. Working with industry has made it possible to design new programmes that meet sectoral needs, while also complying with the relevant programme requirements.

TUS is committed to supporting and providing high quality services via new flexible delivery models, access routes, induction and virtual learning environments, including a range of administrative supports from initial contact to online registration, to new engagement and communication channels. Provision of support to part-time flexible learners across the entire student lifecycle has been a priority for TUS. TUS has developed systems to enable the part-time flexible learner to access all services including application, registration, induction, lecturers, tutorials, assessment through to graduation using a range of virtual and digital tools. Academic staff are supported via induction, training and CPD to enhance their engagement and ability to deliver flexible, online and lifelong learning programmes effectively.

TUS places strategic importance in supporting national ambitions to increase the number of persons engaged in lifelong learning across Ireland, and approaches and engagement data outlined here are reflective of this.

2.5 Apprenticeship Provision

Apprenticeship education remains a vital part of the education provision of TUS. A range of Craft Apprenticeships are offered across TUS, in conjunction with An tSeirbhís Oideachais Leanúnaigh agus Scileanna (SOLAS), including Carpentry and Joinery, Electrical, Mechanical Automation Maintenance Fitting, Heavy Vehicle Mechanics, Motor Mechanics, and Plumbing. Apprentices earn while they learn and build valuable work-ready skills in a chosen occupation. Apprentices are employed by a SOLAS approved employer for the duration of the programme and provide at least 50% workplace-based learning. During the 2024-25 academic year, there were over 1,824 Craft Apprentices in TUS through programmes in both Athlone and Limerick (Table 13).

Table 13. Craft-Based Apprenticeship Provision (2024-25)

Programme	Campus	Terms			Totals	Phases	No. Students
		1	2	3			
Carpentry & Joinery	Midwest	2	2	2	6	Terms 1-3 (2 P4)	96
Electrical	Midwest	12	12	12	36	Terms 1-3 (8 P4 + 4 P6)	576
Electrical	Midlands	6	6	6	18	Terms 1-3 (4 P4 + 2 P6)	288
Fitter MAMF	Midwest	3	3	3	9	Terms 1-3 (3 P4)	144
Heavy Vehicle Mechanic	Midlands	3	3	3	9	Terms 1-3 (1 P4 + 2 P6)	144
Motor Mechanic	Midlands	2	2	2	6	Terms 1-3 (2 P4)	96
Motor Mechanic	Midwest	2	2	2	6	Terms 1-3 (1 P4 + 1 P6)	96
Plumbing	Midlands	8	8	8	24	Terms 1-3 (4 P4 + 4 P6)	384
Total		38	38	38	114		1824

TUS is also playing a significant role in the development of Consortia-led Apprenticeships as both a Coordinating and Collaborative Provider. These apprenticeships have been developed by industry to offer companies the opportunity to grow and develop their talent pipeline. The range of Consortia-led Apprenticeships offered by TUS in the 2024-25 academic year reflects the strong engagement with local, regional and national industries and relevant professional bodies. These include the *Polymer Processing Technology*, *Industrial Electrical Engineer*, *Manufacturing Technician*, and *Advanced Quantity Surveyor* apprenticeships (Table 14).

Table 14. Consortia-led Apprenticeships in TUS (2024-25)

Programme	Campus	NFQ	Duration (Terms)	Current No. Students			No. Students
				1	2	3	
Polymer Processing Technology	Midlands	7	3	16	15	10	41
Industrial Electrical Engineer	Midwest	7	2	15	16	-	31
Manufacturing Technician	Midwest	6	2	40	41	-	81
Advanced Quantity Surveyor	Midwest	9	2	8	2		10
Total				79	74	10	163

A consortium-led Apprenticeship programme in Accounting Technologist enrolls its first cohort of students in September 2025. New Consortia-led Apprenticeships that are at an advanced stage of development include *Road Surfacing Technical Operative*, *Software Tester* and *Industrial Timber Maintenance Technician*.

Industries across the regions, working with the Regional Skills Fora, have identified shortages of key technical, trade and engineering staff as challenges to the growth and productivity of their enterprises. Key skills requirements include skilled engineers and craft workers in the electrical engineering, mechanical engineering and built environment disciplines. The growing range of Consortia-led Apprenticeships will help address such skills gaps.

TUS also provides an Access to Apprenticeship (ATA) programme that supports the transition of young people (16-24 years old) from communities of socioeconomic disadvantage into an apprenticeship. ATA is a 12-week full-time programme and is delivered in both the Moylish and Athlone campuses. TUS had 111 students on the programme in the 2024-25 academic year.

Apprenticeship development at TUS is supported by significant recent infrastructure development. A new, state-of-the-art, special purpose Apprenticeship facility at the East Campus in Athlone opened in June 2023 created an active learning space for up to 1,000 apprentices per year, almost doubling the campus's existing capacity. The new Coonagh Engineering campus opened in January 2024 with a first intake of students. It will form a new hub for apprenticeships in the Midwest, enabling an increase in apprenticeship intake of up to 1,900 in Limerick.

2.6 Research Provision

The TUS Strategic Plan identifies *Research* as a key strategic priority with the aim to “*deliver impactful applied research, growing the research community, engaging in next generation thinking and tackling issues at a regional, national and global level.*”

The Graduate School takes responsibility for the maintenance and development of post-graduate programmes across TUS, including the quality assurance and continual improvement of postgraduate research awards, research skills training, and flexible modes of delivery. One of its key goals is to encourage undergraduates to continue their studies at NFQ Level 9 and NFQ Level 10 at TUS to grow the research cohort. There has been consistent and robust growth in the quality, quantity and impact of the research undertaken. The Research Support Offices coordinates research activity, including supporting proposal development and submission and monitoring research performance and coordinating the dissemination of research outputs.

TUS Research activities have grown substantially at TUS during the reporting year and continue to have a strong applied focus, delivering specific innovative outputs in partnership with industry, community and other external stakeholders. TUS has 359 research degree students registered in the 2024-25 Academic Year. The number of students registered on a NFQ Level 10 Doctoral Degree has increased for the last 4 academic years, and in the last three academic year, has surpassed those registered on an NFQ Level 9 Masters by Research (Figure 21). There is a consistent gender balance at both NFQ Levels 9 and 10 for the four academic years from 2020-21. A profile of student registrations at Level 9 and Level 10 across the broad ISCED codes indicates a balance of registrations across the ISCED categories with highest numbers registered in Engineering, Manufacturing and Construction (26.76%), Information and Communication Technologies (15.77%) (Figure 22).

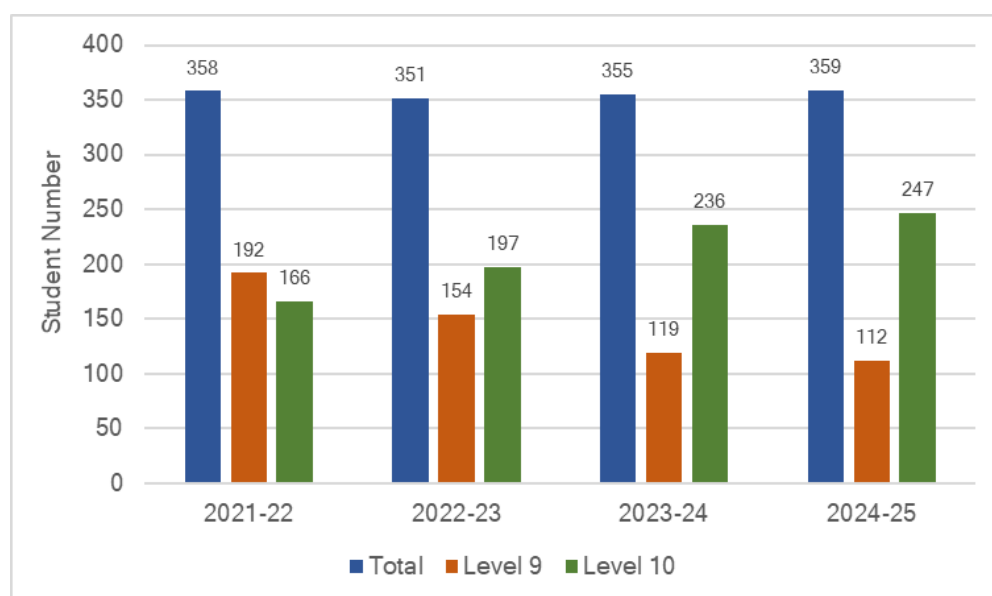


Figure 21. Research Student Trends at TUS (NFQ Level 9 & Level 10) 2025-25 Academic Year

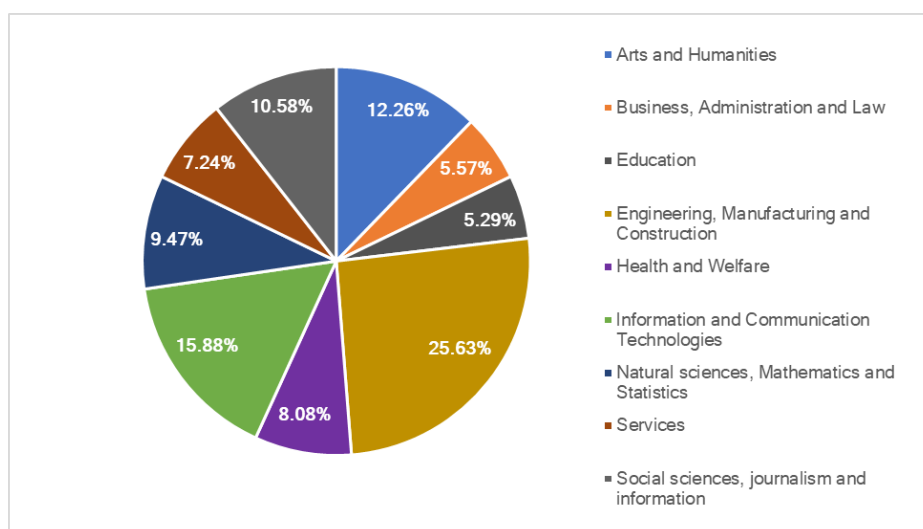


Figure 22. Research Student Registration Per Broad ISCED Code 2025-25 Academic Year

As outlined in Section 4.4, a comprehensive range of supports and services are available including training courses and administrative services organised by the Graduate School and Research Support Offices. Candidates and their supervisors are supported through all stages of the research degree programme. Based on demand, a broad range of workshops were delivered in the 2024-25 academic year under the following broad thematic areas:

- Research Skills and Techniques.
- The TUS Postgraduate Research Regulations
- Research Environment.
- Research Management.
- Optimising Personal Effectiveness.
- Communication Skills.
- Networking and Teamworking.
- Research Career Management.
- Equality, Diversity and Inclusion (EDI) in research.
- Grant writing.
- Mentorship for Supervisors
- Academic Entrepreneurship.

TUS Library also provided research skills instruction, access to scholarly knowledge resources and one-to-one consultation to postgraduate students and supervisors and provides access to the scholarly collections supporting postgraduate teaching and research.

Research Institutes, Centres and Groups

The primary purpose of designating Research Institutes, Centres and Groups is to enhance the focus and recognition on specialist research areas and expertise within TUS. TUS's key strategic areas of focus and growth for the future aims to connect relevant faculties, departments and academic staff with Research Institutes and Centres and Groups within TUS. This ensures that RDI activity is embedded in taught programmes given our ethos of research informed teaching. TUS's Research Institutes. Centres

and Groups continue to be aligned with key themes and priority areas that evolve and change over time. A number of the themes and areas are interdisciplinary in nature. The designated Research Institutes and Groups encompass a wide variety of disciplines, from Fine Art and Design to Social Sciences, Biotechnology and Interactive Systems. The Research Institutes and Groups all have a focus on developing niche areas of expertise to attract international researchers and external funding to provide innovative products and processes for industry partners and to develop postgraduate research opportunities. A high-level overview of the designated Research Institutes is provided in Table 15.

Table 15. Outline Profile of TUS Research Institutes

RESEARCH INSTITUTE	DESCRIPTION
SRI incorporating COMAND Technology Gateway	The Software Research Institute conducts applied research in digital media communications and applications, and network and infrastructure management. The centre has built a reputation for applied research in the communications and network management domain and has collaborated extensively both with small and medium enterprises (SME) and multi-national companies, bringing cutting-edge research to the marketplace.
PRISM incorporating Applied Polymer Technology Gateway	The Polymer, Recycling, Industrial, Sustainability and Manufacturing Research Institute builds on TUS Athlone's >50 years involvement with the Irish polymer sector. Our research spans TRL levels 1-9 with an emphasis on Polymer Science and Engineering. PRISM is made up of a multidisciplinary team of world class researchers conducting industrially relevant research in the polymer space. PRISM incorporates the Enterprise Ireland Funded Technology Gateway Centre Applied Polymer Technologies
LIFE incorporating Centre for Applied Bioscience Research Technology Gateway	LIFE, the Health and Wellbeing Biosciences Research Institute serves as a campus-wide conduit that delivers meaningful benefits for the health and wellbeing of people and the planet. Biomaterials and biotechnologies have the potential to replace many conventional, resource-intensive, and polluting materials and processes, positioning them as key drivers of sustainable economic growth through innovative bio-inspired circular models. LIFE's combination of research excellence and disruptive, next-generation biotechnologies is designed to transform modern circular business practices and shape national and international innovation policy
IDEAM incorporating Smarter Factory Technology Gateway-	Irish Digital Engineering and Advanced Manufacturing is an industry-driven cluster organisation that brings together and supports the growth of three individual networks, namely Explore Engineering, Limerick for IT and the Precision and Turned Parts Manufacturing Association (PTMA). IDEAM collaborates with industry, academia and government to represent the needs of the digital engineering and advanced manufacturing ecosystem in Ireland.
SDRI	Sustainable Development Research Institute delivers on TUS's ambition to be at the forefront of sustainable development in the TU Region, by delivering inter-disciplinary research and building new knowledge and delivering positive impacts for and outcomes for society. It builds on the extensive foundation of applied research within the TUS Thurles campus to create a nationally and internationally recognised centre of excellence which enables communities,

RESEARCH INSTITUTE	DESCRIPTION
	enterprise and industry to contribute to the achievement of the UN Sustainable Development Goals.
LSAD Research Institute	LSAD Research Institute operates as a holistic ecosystem across the Departments of Design, Fine Art and Education, Digital Arts and Media and Midlands Media Design Department. Special interest research centres Digital Arts Lab and Creative Informatics Special interest research group in Regenerative Design for Sustainability & Circularity An interdisciplinary design and training hub, Forge Design Factory, part the Design Factory Global Network.
Social Sciences ConneXions	Social Sciences ConneXions is a collective of 5 research groups located in the Department of Applied Social Sciences at TUS Midwest campus. Founded in September 2013, the collective is comprised of: Loss and Grief research group, Engage, ASCEND, Genders and Sexualities research group, and HEALR (Health, Education and Social Research). The aim and vision of Social Sciences ConneXions is to promote social inclusion, provide a voice for those who are not heard, and enrich the body of academic knowledge informing social and community practitioners from a variety of disciplines.

TUS RISE

TUS RISE has provided an injection of €12m to TUS to support the development of research capacity, purchase and implementation of systems, development of databases and to support TUS staff and students to engage, compete and win research funding. TUS RISE started on 1st January 2024 and has a duration of 48 months running to 31st December 2027. Reporting is undertaken through written bi-annual reports to the HEA and quarterly verbal update meetings online.

TUS is successfully delivering on its targets to strengthen research capacity, enhance innovation, and expand engagement with enterprise and society under five Work Packages (WPs).

Under WP1, Strengthened Enterprise Research Support, a structured support function has been embedded across campuses, enabling streamlined processes from Expressions of Interest through to funding applications. This has directly contributed to a notable increase in successful applications, wider staff participation, and measurable funding growth as evident in HEA sectoral reports. The introduction of PURE (see AQR Part A, Section 6.0, Information and Data Management), TUS's institutional repository and grant management system, together with a comprehensive research mapping exercise, is enhancing visibility, compliance, and alignment with both funding opportunities and industry needs.

Under WP2, Human Capital Development, TUS has advanced researcher capacity by funding 20 PhD scholarships for four years, several of which are co-funded by industry, thereby extending postgraduate research opportunities beyond the initial allocation. This initiative supports the growth of postgraduate research metrics while strengthening academia-industry collaboration. This work package is also oriented to the further development of commercialisation and innovation activities amongst postgraduate students in TUS, thus corresponding to the European Skills Agenda.

Under WP3, Innovation and Enterprise Supports, TUS has reinforced its knowledge transfer and commercialisation structures. Key appointments, including a contracts officer and an entrepreneurial

programme lead, have improved governance, compliance, and the development of spinouts and IP pipelines. This directly supports TUS's contribution to regional innovation ecosystems and HEA reporting metrics.

Under WP4, Enterprise Public Engagement & Outreach, the visibility of TUS research has been elevated through the creation of a dedicated Enterprise & Public Engagement (EPE) role, ensuring effective dissemination of outcomes across public, industry, and funding stakeholders. This has significantly raised TUS's research profile and enhanced communication.

Finally, under WP5, Project Management & Governance, TUS has ensured compliance, timely reporting, and transparent governance of TU RISE. Importantly, TUS has also established a Strategic Research Fund which will see the injection of research funding back into TUS for internal funding to support new staff and students.

Overall, TU RISE has strengthened TUS's research ecosystem, delivering sustainable supports, enhanced capacity, and deeper industry and societal engagement.

2.7 International Education

TUS is actively embedding global perspectives in all of the University's activities. This is led by the Vice President Internationalisation and Alumni and the TUS Global Office working with the faculties, academic departments, functions and support services across TUS. Collectively, the TUS community is working on the development of an internationalised curriculum, further growing international research, widening our partnership collaborations and extending our transnational education network as we grow mobility for both students and staff. The TUS Strategic Plan commits to building and enhancing relationships to drive the sustainable development of our region and to make an impact nationally and internationally. TUS has a vision that through internationalisation it will be recognised as a premier Technological University that promotes and embeds global perspectives in all its activities (Figure 23). This is achieved through the commitment of the TUS community to an internationalised curriculum, transnational research and international education partnerships, and to the development of an extensive staff and student mobility network. The [TUS Compendium of Approaches to Internationalisation of the Home Curriculum](#) has been developed as a resource to support excellence and intercultural competence in approaches to internationalisation.

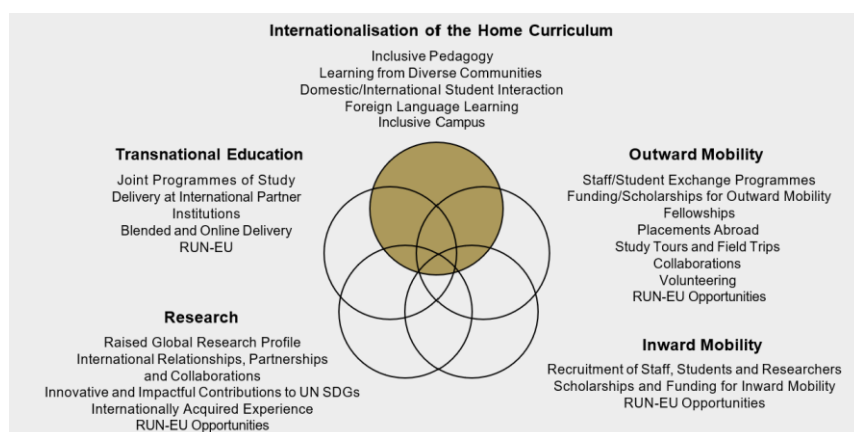


Figure 23. TUS Internationalisation Framework

With a network of over 200 global partners, TUS Global is dedicated to enhancing international collaborations in key regions. TUS is committed to developing Student Liaison Offices that create a fully circular support system, enabling seamless interaction between TUS and incoming and outgoing students and graduates. In TUS, all academic departments and administrative functions are encouraged to embrace a comprehensive internationalisation agenda. Working with the faculties and departments, the TUS Global team lead in recruitment, collaborative provision, pathways, mobility opportunities and provide dedicated support to international students throughout their studies. TUS Global connects with students and partners in priority markets with offices located in New Delhi and Mumbai, India; Kuala Lumpur, Malaysia; Shanghai, China; Dubai, UAE, Mexico City, Mexico, Nairobi, Kenya and Lagos, Nigeria. Collectively, these offices promote mobility opportunities for students, staff and researchers to further the internationalisation agenda of TUS for the benefit of its stakeholders.

Under the guidance of the Vice President of Internationalisation and Alumni, the University's commitment to global engagement and building strong international communities is reaffirmed with the launch of the TUS Alumni Office. Networking events have been held in Dubai and Dublin with registration stands at graduation ceremonies at TUS Athlone and Limerick campuses. Gaelic football events have been held in UAE and China with sponsorship from TUS. The alumni association is a

powerful way to build community, mentorship, career pathways and present networking opportunities for graduates.

The success of this internationalisation agenda to date is evidenced by a total of 1,887 in-bound international students studying at TUS during the 2024-25 academic year (Figure 24). It is noteworthy that this constituted more than 10% of our full-time student population, representing over 100 nationalities. The top performing countries for enrolments, including EU and Non-EU is provided in Figure 25.

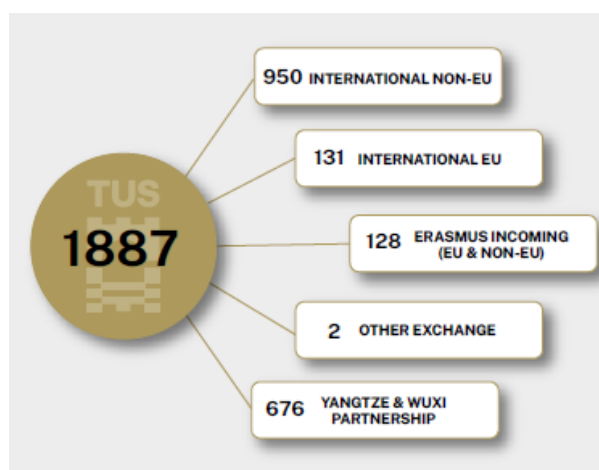


Figure 24. Profile of International Inbound Students in the 2024-25 Academic Year

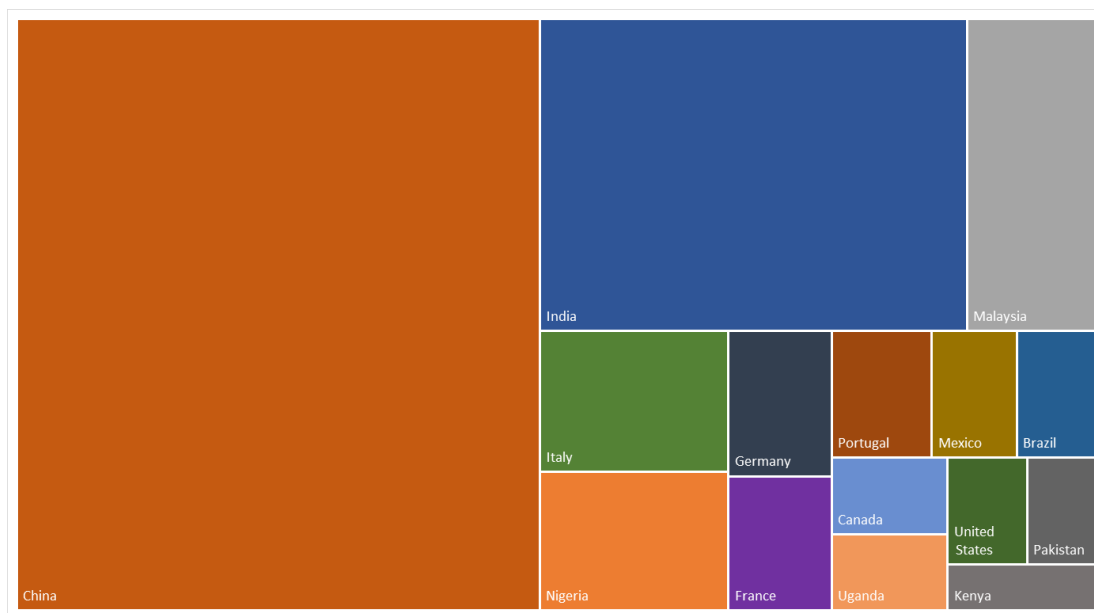


Figure 25. Top Performing Countries for Enrolments, including EU and Non-EU - 24 - 2025

TUS is committed to providing outbound student exchange opportunities to students and staff in a variety of contexts including expanding study abroad programmes, international placements, summer programmes, short-term training, and educational visits. TUS actively seeks funding from sources such as Erasmus+, embassies, and government-sponsored programmes to support mobility opportunities. The outbound student demographic was also significant involving 315 students across a range of Erasmus and Non-

Erasmus initiatives during the 2024-25 academic year, including Erasmus Study, Erasmus Placement and RUN-EU Short Advanced Programmes (SAPs) and Blended Intensive Programmes (BIPs) (Figure 26). Additionally, TUS provides scholarships to underrepresented student groups and strives to increase engagement opportunities both at home and abroad, collaborating with community groups on volunteering projects and recognising participation through achievement awards.

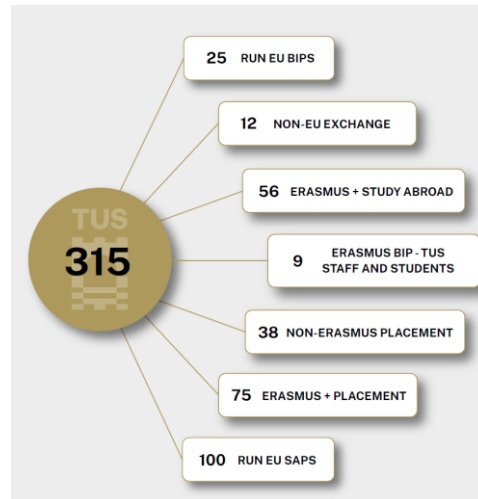


Figure 26. Profile of International outbound students in the 2024-2025 Academic Year
(BIP=Blended Intensive Programme; SAP = short Advanced Programme)

TUS is committed to aligning with the *QQI Code of Practice for Provision of Programmes of Education and Training to International Learners (HE Code)*, ensuring transparency and compliance with all principles when considering recruitment, marketing, fees and the provision of supports and services. TrustEd Ireland is a statutory quality mark in Ireland for higher education providers, awarded to those who meet specified standards for international learners as laid out in the HE Code. TUS participated in a QQI-led assessment process during the 2024-25 academic year which was assessed by an International Panel. The Panel Report found that TUS is 'Fully Compliant' with all applicable criteria of the QQI HE Code and TUS is pleased to have been granted the TrustEd Ireland Quality mark.

TUS Global places a particular focus on supports and services for international learners, ensuring that students are welcomed to a supportive environment that encourages integration with the TUS community at large and puts the well-being of students as a central driver. Conscious of a growing population of international students and the increasing support and services required by these students, there is a TUS Global Student Experience Officer based at TUS Athlone Campus and at the TUS Limerick Campus. These officers work to assist students in every aspect of their journey and introduced the Goin' app to connect students from their time of receiving their offer right up to graduation. They collaborate with Student Resources on English Language, Academic Writing and Tutorial support, spreading awareness of the availability of these services to international learners. The TrustEd Report commended TUS for the *"strong institutional commitment to learner support through the appointment of International Student Experience Officers across campuses"*. TUS Global cooperates with the Centre for Pedagogical Innovation and Development (CPID) to offer cultural awareness sessions and training to staff and students to progress internationalisation across the University.

2.8 Impact of the RUN-EU University Alliance

The following represents a high-level summary of selected opportunities and impact of TUS leadership and participation in the RUN-EU University Alliance, which influences all parts of the operations of TUS.

Short Learning Opportunities & Mobilities

Upcoming inbound mobilities to TUS - planning commenced in 2024-2025 and delivery is in 2025-2026: We are running six Blended Intensive Programmes (BIPs) in Spring 2026. This is transformative for TUS as BIPs are novel, new for our university, and funded by our Erasmus national agency (HEA). The first BIP delivered in TUS was run by the Department of Hospitality, Tourism and Wellness in Moylish in March 2025, involving RUN-EU and other European partners. We have learned much to carry forward from this experience and anticipate they will become a core part of programme offerings in future. The BIPs represent an opportunity for Faculties to become engaged in RUN-EU, welcome partner students to our campus and cover novel topics. Our BIPs which will take place in Semester 2 of 2025-26 include the below programmes, which we now advertise on our shared services platform <https://www.run.eu>

- [Learning to Give: Volunteering, Community Engagement, and Social Responsibility in Action](#)
- [Engineering Applications in Python](#)
- [Healthcare Futures: Empowering Connections, Digital Innovation and Social Responsibilities](#)
- [Resilience & Personal Development on the Research Journey](#)
- [Whiskey Business](#)
- [The Female Athlete](#)

Outbound mobilities in 2025 (**Jan - Dec**): 200 staff and students participated in international opportunities with RUN-EU in 2025. These included Short Advanced Programmes (SAPs), BIPs, training workshops, internships, study abroad, and research collaborations.

RUN Immersive Research Institute (RUN-IRI)

RUN-IRI (RUN EU Immersive Research Institute) is an integral part of RUN-EU 2.0. RUN-IRI is one of the three pillars of RUN-ERA, along with the RUN Discovery Programme (RUN-DIS) and the European Innovation Hubs (RUN-EIH). RUN-IRI actively supports RUN-DIS and RUN-EIH in the provision of innovative training and development programmes in topics like research funding, research ethics, effective collaboration and cutting-edge methodologies (amongst several topic areas).

The central orientation and function of RUN-IRI is the provision of high-quality research and innovation-focused training to our extensive research community of over 2000 people. RUN-IRI was officially launched at the Technological University of the Shannon (TUS), Moylish, in October 2024. RUN-IRI emphasises that shared learning is an immersive, lifelong experience where all researchers are both learners and teachers, actively sharing and advancing knowledge to promote career development in research and innovation. RUN-IRI sees research both as an immersive and dynamic experience and actively facilitates interchanges across disciplinary boundaries, promoting transdisciplinary and interdisciplinary research, to solve global, transboundary problems.

EPA Mission in TUS: June 2025: Smart Sustainable Tourism

The RUN-EU EPA Mission 2025, hosted by TUS, focused on "Smart Sustainable Tourism." This four-day collaborative event aimed to develop innovative short learning opportunities (SLOs) through shared

experiences, regional insights, and interdisciplinary academic cooperation. We welcomed 30 staff and students from across all RUN-EU partners for this event, which involved close cooperation with Just Transition Tourism Activators in the region, Offaly Local Development Company, the Hodson Bay Hotel Group and Lough Boora (Figure 27). This initiative brought together academics, regional stakeholders, and policy influencers to address the evolving challenges and future competencies needed in regional tourism development. The gathering supported a co-creative approach to learning design and policy alignment while reinforcing the value of place-based knowledge in developing sustainable and resilient tourism strategies. We were also delighted to welcome MEP Ciarán Mullooly who gave a closing speech to the event.



Figure 27. Hosting the EPA Mission on Smart Sustainable Tourism in TUS, June 2025

Future Innovator Labs - FILS

The Future Innovator Labs, established in Work Package 4, have involved bringing primary and secondary school students to visit campuses in Limerick and Athlone (Figure 28). The students participate in innovation and STEM events, in collaboration with our PHD students, local companies, and our lecturing staff. We have received excellent engagement with these events and brought over 150 students to participate in our Innothon, Innovation Day and Future Innovator Labs. These events took place in 2024-2025 and continue on into 2025-2026.



Figure 28. Students from Thomond Community College in TUS at RUN-EU FILS Event, 2024-2025

Ready to Serve

Work Package 4 also includes the Ready to Serve programme, which incorporates service-based learning methodologies and volunteering. We are hosting our first volunteering experience in May, when we will host approximately 20 students from our RUN-EU partners for the Blended Intensive Programme [Learning to Give: Volunteering, Community Engagement, and Social Responsibility in Action](#) which has received 70 applicants to date. The volunteering opportunity will take place in conjunction with the Hunt Museum. Design of these events took place in 2024-2025 and delivery takes place in 2025-2026.

2.9 Supports and Resources for Learners

TUS is a dynamic and vibrant multi-campus community. Our investment in high quality student supports ensures that student success and a positive student experience is a key priority. Whether students are new to TUS and need help getting started or in an advanced year of study, student supports play a critical role in ensuring students have access to learning in a student-centred supportive environment and which positively contributes to student access, retention, success, and progression. In 2024, the expert CINNTE review panel commended *‘TUS for its unwavering commitment to students on Access and Widening Participation pathways’ and stressed the importance of providing consistent and equitable support across our geographically dispersed campuses to effectively meet current and future demands.*

The Student Resource Centre (SRC) in the Midlands and Student Support Services (SSS) in the Midwest provide both strategic and operational leadership in the coordination and delivery of learner supports and resources across TUS. Working collaboratively, the SRC and SSS Managers play a pivotal role in enabling and supporting functional leads and colleagues to deliver on university priorities and ensure excellence in student support. Operating locally within the Midlands and Midwest, and contributing regionally, nationally, and internally across the university, SRC and SSS act as key enablers of the systems, structures, and partnerships that make the successful delivery of learner supports possible. This work underpins and strengthens the capacity of colleagues across TUS to achieve shared goals in enhancing the student experience and ensuring equitable access to support services.

Under the stewardship of the VP Student Education and Experience, SRCM, AASAM and functional leaders have successfully brought their teams together pre and post TU designation, against the backdrop of the COVID pandemic, to engage in intense and continuous collaboration to meet TUS KPIs and associated reporting, ensure successful integration of our functional services, strive to provide equitable access to support for all learners on all seven campuses while navigating significant shifts in the funding landscape within the HEI sector. TUS learner supports and resources are aligned with university and national policies including but not limited to [TUS Performance Agreement 2024-2028](#), and in particular Pillar 3, *Access and Widening Participation*. [HEA National Access Plan \(NAP\) 2022-2028](#), [National Student Mental Health and Suicide Prevention Framework](#), [The Healthy Campus Charter and Framework](#) across our multi-campus environment. 2024-2025 has been a year of significant development within our departments. For ease of reference in this summary account, and in advance of the designation of a new joint department name, we will refer to our joint work across both departments as Student Support Services.

Strategic Review of Student Support Services

Following the 2023-2024 Strategic Review of Student Services, the VP for Student Education and Experience engaged PwC to develop strategic options for enhancing Student Support Services. This work was enabled by TSAF funding and included a comprehensive review of key documents, such as the Student Support Services Self Evaluation Report and Peer Review Group recommendations and the associated Strategic Review of Student Support Services Quality Improvement Plan (2024), the QOI CINNTE Institutional Review Report (2024) and the HEA System Performance Framework (2023-2028). PwC also conducted external research/benchmarking and facilitated staff workshops, to inform the design of a future-focused, evidence-based structure outlining key functions, resources, and process improvements.

PwC completed their review in June 2025, and their final report presents the current context, rationale for change, proposed structure, and innovation opportunities. This report is under review by the TUS Executive.

Student Support Services

The following provides an overview of the ethos and principle focus of each support service and their activities in the reporting year. It is complimented by the overview of the services provided in AQR Part A, Section 3.0. TUS also has a vibrant Sports Office and an active Students' Union who work collaboratively with student services, in support of students.

A TUS student has access to many supports and services as outlined in this report including:

1. TUS Connect & Engage programme, which encompasses Induction for new learners.
2. Access Service
3. Disability Service
4. Student Counselling Service
5. Student Health Service
6. Learning Support Service
7. Pastoral Care
8. Mentors
9. Laptop Loan Scheme
10. Societies

1. Connect & Engage

The seven week Connect and Engage Induction and Orientation programme is designed and led by student support services, who collaborate with relevant stakeholders across TUS to deliver a series of curated events and activities to support students' successful transition to college and build the foundation for a positive student experience. The programme is delivered across all TUS campuses through a combination of in-person and online modes of engagement. The schedule of activity is presented in Table 16.

Table 16. Connect & Engage Programme of Activity

Week	Dates	Programme Activity
Week 1	9 th to 13 th Sept.	Welcome Back and 1 st Year Pre-Arrival Induction
Week 2	16 th to 20 th Sept.	Get Connected
Week 3	23 rd to 26 th Sept.	Financial Fitness
Week 4	30 th Sept. to 4 th Oct.	Mind Your Health
Week 5	14 th to 18 th Oct.	Mental Health Matters
Week 6	21 st to 25 th Oct.	Boosting Academic Success
Week 7	28 th Oct. to 1 st Nov.	Community and Culture

Connect and Engage 2025 - Induction Review and Planning

On 30th April 2025, a new format for the Connect and Engage Onsite Induction Programme was presented by Student Support Services to the VP and Deans Council. The proposal outlined an expanded structure featuring a pre-arrival digital platform combined with an enhanced in-person orientation schedule across all seven TUS campuses, aiming to increase student engagement and academic success. Plans were refined through an extensive consultation process with academic and professional services staff across the Midlands and Midwest campuses to ensure a comprehensive and inclusive onsite induction experience for the 2025/26 academic year.

TUS Starter Pack - Digital Transformation

Driven by the CINTE review recommendations for improved student communication together with the Strategic Review Peer Review Report and PwC's findings which included the critical need for Digital Transformation (to improve operational efficiency and equitable support access), Student Support Services created the 'TUS Starter Pack', a digital one-stop-shop which was developed in Semester 2 2024 - 2025 and throughout the Summer of 2025.

This development of this user-friendly platform was enabled through SATLE funding and designed to address the complex communication and administrative demands faced by First Year students during pre-arrival and induction across our multi-campus environment. Led by Student Support Services and with expert learning technology support from CPID, TUS successfully launched and promoted the platform on August 27th, 2025, in line with CAO Round 1 publication, deploying innovative tools (Articulate Rise, video, apps) to provide equitable access to vital information (registration, orientation, IT, supports, timetables) before the commencement of classes. This extensive cross-functional collaboration helped to enhance the student experience by streamlining business processes into one cohesive, user-friendly and student-centred platform. It is hoped it will also address communication challenges and alleviate the spike of external queries typically experienced across the University at this time of year. A review and consolidation of learnings will follow the pilot rollout.

2. Access Service

The TUS Access Service is committed to promoting and supporting equality and social inclusiveness for under-represented groups at TUS and works in partnership with internal stakeholders as well as external partners such as schools, community organisations, and Further Education providers. Access staff are members of relevant TUS committees and advise on policy, procedure and best practice on issues relating to access and participation. The work of the Access Service is underpinned by national policy and targets and is supported from various related targeted funding initiatives which are managed and administered within the Access Service.

Key Admissions and Transition Pathways (2024/2025)

- HEAR Scheme: 165 students were admitted receiving personal and academic supports, including the Midlands Ready, Steady, Connect pre-entry programme and Midwest orientation workshops.
- Foundation Courses: The Access Course (Midlands, 18 students started) and the Certificate in Transition to Higher Education (Midwest, AONTAS Star Award winner 2024) provide pathways for adult and non-traditional learners.

Student Financial Supports

TUS Access Service promote and support a range of student financial supports across our multi campus environment. Our student cohort rely heavily on the largely invisible support and mentoring that is needed to help them through the associated application processes. In addition, these schemes entail extensive application (and means testing) assessment, financial management and associated reporting which are centrally administered within our Access team and student services leadership. TUS Access Service work closely with Finance colleagues to ensure vital financial supports are distributed to students in a timely manner. 2024-2025 metrics are summarised below:

- Student Assistance Fund (SAF): TUS was allocated €1,227,657 from which we supported 1,972 students, including 72 Ukrainian students. €30,834 of the full allocation was ringfenced for emergency accommodation which, with the assistance of Pastoral Care in the MW and Access in the ML, supported 64 students.
- 1916 Bursary: A total of 129 new bursaries were awarded to first-year students in 2024-2025 to the value of €321,500. Progressing students continued to receive their annual bursary (Tier 1 and Tier 2) which totalled €396,000 in the reporting period. 1916 bursary applicants are supported through the application process as needed and bursary recipients also benefit from mentoring support in addition to their financial award. The 3 Tier system continued in 2024/25: Tier 1 €5000 per annum; Tier 2 €2000 per annum; Tier 3 once off bursaries worth €1500.
- Targeted Accommodation Support: €48,518 was provided to 12 Care Experienced, Traveller, and Roma students via the DFHERIS Student Accommodation Assistance Scheme.
- University of Sanctuary: For 2024/2025, 5 Access students and 12 undergraduate Sanctuary scholarships were awarded across all campuses by TUS. TUS Midlands Access Service together with the University of Sanctuary Coordinator based in the Midwest provided essential financial support and acted as a dedicated point of contact, in support for these students, throughout the academic year.

Mature Student Support

The Access Service facilitates pre and post entry support initiatives for Mature Students. Deliverables included facilitated workshops, individual support and learning opportunities. Additional supports vary across TUS and include induction, one-to-one support, facilitating a Mature Student Support Network, financial support, workshops, information sessions and a Mature Student Book Lending Library Scheme.

Pre-Entry Initiatives

TUS Access Services work in collaboration with community groups, schools, and voluntary agencies to progress engagement in higher education for under-represented groups. Our programmes flow from a philosophy of partnership.

Established pre-entry initiatives in the Midlands and the Midwest include;

- Traveller and Roma Community Partnerships and Programmes
- Saturday Mathematics Programme
- Social Inclusion Week 2024
- Care Experienced Students and TUSLA.
- College Awareness Week - November 18th to 24th
- Liaison and Support

- Go4IT Programme
- Business in the Community Ireland (BITCI)
- Limerick Lifelong Learning Festival
- College Awareness Week-
- Engage in Education
- Limerick Jobs Fairs

PATH Funded Programmes

Guided by a philosophy of partnership and collaboration, the Access Service runs extensive pre-entry initiatives including programs funded by PATH 3. The PATH 3 Programme for Access to Higher Education clusters namely MEND (TUS Midlands, Dublin City University, Dundalk Institute of Technology and Maynooth University) and Midwest (TUS Midwest, University of Limerick and Mary Immaculate College) concluded in May 2025 with the conclusion of the PATH 3 funding period.

PATH 3 Programmes Midlands (MEND Cluster)

The College Connect Programme aims to enhance educational aspirations for the most socio-economically disadvantaged in the MEND

- Mentoring Programme: TUS Midlands commenced a shortened version of ChangeMakers in October 2024 with 23 participants from Ballaghadereen Reception Centre.
- Pathways, Foundations for Success: TUS's second outing of the Foundations for Success programme commenced in February 2025 with 18 participants. One day events were held to highlight the pathways into higher education Information sessions with local community groups were also held.
- KickStart Scholarship Fund: In 2024 - 2025, TUS Midlands awarded 2 scholarships valued at €5,000 and €1,250 respectively. These scholarships aim to provide essential financial assistance to those who have a criminal conviction. Recipients received one-to-one support directly from the Access Office to assist them in their higher educational journey.
- All Island Research Observatory (AIRO): This platform tracks community engagements and transition progression data from secondary schools to higher education, in the region.
- **Research:** TUS Midlands led the College Connect Community Needs Analysis (CNA), focusing on the experiences of Traveller and Roma students accessing higher education.

PATH 3 Programmes (Midwest Cluster)

Midwest initiatives focus on increasing the number of students from under-represented groups engaging in Higher Education.

- Destination College: Under the Destination College programme, TUS Midwest Access Service is committed to the provision of a Study Club for secondary school students who experience educational and socio-economic disadvantage. During the 2024 - 2025 academic year, 44 study club members were offered weekly academic tuition in Mathematics on the TUS Midwest campus.
- Traveller Education Programme: The programme includes creative workshops, culture events, peer mentoring, personalised guidance career planning and transitions and scholarship support.
- College4Kids: This initiative focuses on primary level DEIS schools in the regions of Co. Clare and Co. Tipperary. In the 2024-2025 academic year, the College4Kids programme linked with 6 primary schools, (2 schools in Co. Clare and 4 schools in Co. Tipperary). In total, 187 students

engaged in the programme in this academic year which was an increase of 26% in student numbers from the 2023/24 academic year.

PATH 5 Traveller and Roma Initiatives

PATH 5 is ring-fenced fund of €450,000 per year nationally for three years (2023-2026) for targeted supports to support Traveller and Roma access to, and participation in, higher education. TUS have been allocated €37,566 for each year, for 3 years. TUS Access Services, utilised this funding to run 3 projects under PATH 5:

- Financial Assistance
- Cultural Events and Creative Workshops
- Whidden Workshops
- Traveller and Roma Communities:

3. Disability Service (DSS)

The TUS Disability Support Service (DSS) provides comprehensive supports for students across a range of disabilities, Specific Learning Difficulties, and ongoing health conditions. The service upholds TUS's statutory obligations under the Disability Act (2005) and is committed to promoting equality and social inclusiveness for under-represented groups. The DSS plays an integral role in delivering on TUS's commitment to ALTITUDE - the National Charter for Universal Design in Tertiary Education, which was launched in TUS in April 2025.

Key Metrics for 2024-2025

- Registered Students: 1,270 students were registered with the DSS across all campuses in 2024/2025.
- DARE Scheme: TUS admitted and supported 286 first-year students through the Disability Access Route to Education (DARE) scheme.
- HEA FSD Allocation: TUS received an allocation of €372,791 in 2025 from the HEA Fund for Students with Disabilities (FSD). TUS secured an additional €110,314 from the November 2025 FSD Contingency application.

Operational Challenges

- HEA FSD funding only *partially* funds the support costs for students with disabilities and as per HEA communication 'this fund is designed to complement, rather than substitute for, the core system'. The DSS notes that ongoing internal TUS investment is required to close the funding gap caused by rising student numbers, service costs against the backdrop of reduced HEA FSD funding year on year. Additional resourcing remains a critical priority to ensure that the service can meet increasing demand while maintaining quality, responsiveness, and equity of provision across all campuses.
- Continued investment in staffing and infrastructure will be essential to the ongoing development of an inclusive, efficient, and sustainable student support model.
- Multi-campus disability support provision remains a significant challenge. This is especially apparent with only one Disability Officer and one term-time Disability Learning Advisor supporting six campuses in the Midwest in the reporting period and prior to this.

Continuous Improvement

The DSS has an ethos of continuous improvement and in 2024-2025 TUS DSS has continued to embrace *Digital Transformation* by:

- Developing a new Disability Support Needs App (to be launched in Sept 2025) for academic staff inclusion notice communication and data sharing.
- Digitised documentation and student records using the MindAClient platform (since Oct 2022).
- Deploying Assistive Technologies to minimise the need for human assistance and enable learner independence.
- Streamlining communication through expanded use of Microsoft Teams and Social Media platforms including the use of Linktrees to enable user-friendly access to Assistive Technology and learner resources such as [The Learner Success Toolkit](#).

In 2024-2025, the DSS have continued to expand our service in support of creating an inclusive environment for neurodiverse students across all campuses in TUS. The service has leveraged NTUTORR and PATH 4 funding as follows:

- Occupational Therapy (PATH 4): DSS secured PATH 4 Phase 1 funding for two new Occupational Therapist posts in the Midlands and Midwest to support neurodiverse student needs. Supported by Procurement and student services MW leadership, the DSS conducted a comprehensive tendering process in Summer 2025 with a view to enabling resource provision in Semester 1 2025-2026.
- Sensory and Quiet Spaces: Launched the first dedicated Sensory Room (Athlone) and established dedicated Quiet Areas on five Midwest campuses and a sensory-friendly 'Escape Room' in Moylish. (PATH 4).
- Neurodiversity Awareness & Support: following the designation of TUS as the first ADHD-friendly campus in Ireland (April 2024), TUS DSS launched a Sensory Awareness Guide developed in ML and a Fidget Library (NTUTORR funded, TUS wide) to coincide with the Altitude Charter being formally adapted in TUS in April 2025.
- Assistive Technology: DSS Midlands expanded the offering of our popular Assistive Technology (AT) Workshops for second-level students and professionals in response to identified needs.
- Transitions to Employment: Six Athlone students participated in the Specialisterne Ireland online 'Interview Skills Program' for neurodivergent students.

4. Student Counselling Service (SCS)

The TUS SCS provides essential, culturally appropriate, and trauma-informed individual and group counselling/psychotherapy across our seven campuses. Direct services include clinical intake screening, risk assessment triage, evidence based psychological interventions, referral to medical/psychiatry, and other mental health or support services as relevant, reporting to statutory bodies where applicable. In addition to clinical support, the SCS actively promotes positive mental health and wellbeing using a range of focused strategies including workshops, webinars, social media, counselling service newsletters and engaging psychoeducational resources and helpline numbers on the TUS student counselling webpages. SCS collaborate and liaise with the TUS community, external stakeholders, local and regional mental health services, and agencies to provide best care for students and are committed to the ongoing development of out-of-hours supports for students of the TUS community. SCS contribute significantly to the student aspects of TUS's commitment to [The Healthy Campus Charter and Framework](#).

Clinical Demand and Crisis Intervention

- In 2024-2025, the service provided a total of 5,435 clinical hours of support to 1,063 students. The demand for acute care remains high:
- 33% of students indicated risk to self on pre-therapy measures.
- The team provided 58 crisis/emergency appointments and managed 72 crisis situations requiring mobilisation of multi-disciplinary university resources and external support.

Consultation and Collaboration

- TUS SCS seeks to establish supportive connections and relationships at all levels, within the University community, incorporating a whole campus approach to student mental health and wellbeing.
- SCS maintains active representation on national bodies like PCHEI (Psychological Counsellors in Higher Education Ireland) to inform best practice and policy in addition to a wide range of external stakeholders including statutory agencies, community and voluntary services.

Prevention, Outreach, and Training

The service adopts a whole-campus approach, providing universal, targeted, and indicated prevention and intervention:

- Staff Training:
 - TUS SCS supports clinical supervision and continual professional development of the counselling teams in line with best practice and duty of care.
 - TUS SCS provides training, continuing development and support for TUS staff and student representatives in areas of mental health, wellbeing, suicide prevention and ending sexual violence and harassment across the university e.g. *safeTALK training*, and *Identifying & Responding to Students in Distress or at-Risk* through e-learning and in-person training.
- Outreach: Proactive student programmes include workshops on emotional regulation, building resilience, and managing transitions throughout the academic year.
- Research: SCS uses bespoke client management systems to capture data, contributing to national clinical data sets and ensuring quality assurance and evidence-based practice across the service.

Supporting the TUS Digital Transformation Agenda

SCS takes a blended approach to service delivery across our seven campuses, supplementing in-person individual and group support through the use of digital technologies where appropriate, two such examples are:

- **24/7 Digital Support:** The service manages national contracts for Togetherall (anonymous, clinically moderated peer support) and promotes TextAboutIt (50808) for free, out-of-hours crisis support. In 2024-2025 a Moodle pilot for Togetherall led to a 426% increase in registrations since April of the previous academic year (2023-2024), with 87% of access occurring outside of traditional on-campus support hours. This App has been included in the curated resources within the TUS Starter Pack (roll out August 2025).
- **Transition to University training** which was transformed into a video format in Sem 2 and included in the TUS Starter Pack.

5. Student Health Service (SHS)

The TUS Student Health Service (SHS) provides a confidential and caring service throughout the academic year. There is an emphasis on preventative medicine and health promotion, whilst responding to the needs and concerns of all our students. The service operates as an addition to a student's own family doctor or specialist medical service and contributes significantly to the student aspects of TUS's commitment to [The Healthy Campus Charter and Framework](#).

The nurse-led service is free and confidential. A doctor's service is provided within a 3km radius of each of the 7 campuses in the Midlands and the Midwest. The student fee for the doctor is €15 for registered students and free for Medical Card holders outside of a 5-mile radius of the relevant campus. Students are also informed of the Out-of-Hours Doctor Service for evenings and weekend cover. The main age profile for students attending the Student Health Service is 18 - 24-year-olds, with a slightly higher proportion of females attending.

Service Volume and Scope

- The SHS logged a total of 4,962 nursing appointments across all TUS campuses in 2024/2025, addressing a wide range of needs, including viral illnesses, injuries, contraception advice, and mental health issues.
- The service also facilitated various on-site vaccine clinics (e.g., Flu, COVID-19, Hep B) and led comprehensive Health Promotion campaigns, aligning with the Healthy Campus Charter.

TUS Midlands HSE Funded Student Sexual Health Service (SSHS)

The nurse-led model in SSHS on the Athlone campus includes confidential sexual health advice, health education and health promotion programmes, access to contraception and a wide range of sexual health services such as assessment and management of all common sexually transmitted infections (STIs), vaccination, partner notification and complex case management. The National Sexual Health Strategy, 2025-2035 recognises the Technological University of the Shannon: Midlands & Midlands Student Sexual Health Service as a model of accessible, high-quality sexual health provision in higher education settings." (Department of Health – Ireland, June 2025). Some KPIs in 2024-2025 include:

- Consultations: Provided 1,241 consultations (1,066 of which were sexual health-focused), significantly exceeding the 850 KPI target established by our HSE funders.
- Access: Achieved 100% of urgent STI cases seen within four hours.
- Prevention: Distributed 14,250 condoms and 8,250 lubricants through campus dispensers, supporting early diagnosis and the reduction of STI transmission.

6. Learning Support Service (LSS)

The Learning Support Service (LSS) across TUS provides essential academic tuition and learning strategies to enhance student retention and success, with a focus on high-demand subjects and supporting under-represented groups. The service underpins TUS's Equality, Diversity and Inclusion (EDI) ethos by supporting under-represented learners, including those from socio-economic disadvantage, with disabilities, mature learners, and ethnic minorities. Equally, this service provision also aligns with the HEA National Access Plan (NAP) 2022-2028 and TUS Performance Agreement 2024-2028, in particular under Pillar 3, *Access and Widening Participation*. Learning Support initiatives demonstrate TUS's ongoing commitment to supporting student learning, improving retention, and promoting inclusive academic success.

The TUS LLS is available to all students at a no-cost basis. The primary aim of the service is to promote retention through progression. Supports are aimed at;

- students struggling to pass assessments,
- students achieving high continuous assessment marks and who are aiming for First Class Honours / Higher Merit as appropriate.

TUS Midlands Learning Support

The Midlands LSS is delivered by 2 full-time staff tutors (Science, Maths) within the Student Resource Centre and a Business Tutor within the Faculty of Business and Hospitality, offering regular in-person and on-line student-led tutorials on a one-to-one and group basis throughout the academic year including the summer period to support students preparing for autumn repeat assessments. Tutors actively support the work of the Second Shot Programme.

Key Metrics

- Attendance: 789 regularly attending students (not including non-registered group sessions), over 10,000 tutorial hours across STEM and Business subjects.
- Demand Profile: 74% of STEM and 70% of Maths tutorial demand came from first-year students.
- Key Trend: Tutors noted a 300% increase in "high need" students (those with disabilities, neurodiversity, and mental health challenges) accessing one-to-one tutorials, reflecting a positive normalisation of seeking support.
- Enhancements: In the reporting period, tutors expanded the use of online tutorials and developed focused learning strategies to build student self-directed learning skills.

TUS Midwest Learning Support Unit (LSU)

Tuition was delivered by more than 40 tutors during the academic year 2024-2025. Despite the LSU Manager post remaining vacant, casual part-time academic staff hours ensured continued service delivery, while recruitment is being reviewed as part of a wider Student Support Services restructure.

The LSU offered tuition across a broad range of subjects, group sessions, study skills workshops, and English language tuition. The Midwest LSU aims to provide support across all subjects as requested by students.

- 979 students availed of academic support between September 2024 and May 2025 up from 839 in 2023 - 2024.

Key LSU initiatives that demonstrate TUS's ongoing commitment to supporting student learning, improving retention, and promoting inclusive academic success include;

- Peer-Assisted Learning (PAL) facilitated by Michael Sheehan, supported 85 students, a 21% increase from the previous year through collaborative tutorials in Accounting and related disciplines.
- TUS Second Shot Programme entered its third year and targeted students who failed one or more modules. Coordinated throughout the summer by the LSU and Examinations Office, it provided summer tuition and academic guidance to 206 students (up from 166 in 2024). (See Section 2.10, Transitions and Student Success).

The Academic Writing Centre (AWC)

The Academic Writing Centre (AWC) in TUS Midlands is led by an academic Co-ordinator/Tutor and is dedicated to supporting student success and academic integrity by providing tailored support across all faculties.

Service Provision and Volume

- Reach: Approximately 1,000 students availed of writing support during the 2024/2025 academic year through one-to-one and in-class workshops. Additional support is available through online resources.
- Accessibility: Services are available both on-site and remotely, during regular working hours and limited evening ensuring flexibility of access to support for all TUS students.
- Staffing: Support is provided by dedicated lecturing staff allocated from various TUS departments. In Semester 2, six staff (five from the Faculty of Science and one from TUS Global) contributed an additional 14 hours of support.
- Collaboration:
 - The AWC is actively involved in 'Boost Your Academic Success Week' within the Connect & Engage programme which also purposely coincides with Academic Integrity Week in the Library.
 - The AWC teams up with discipline specific tutors to deliver targeted Academic Writing support e.g. Scientific Writing workshop for students engaged in final year projects / thesis
 - The AWC collaborates with TUS Library, Faculties, Disability Service and TUS Midwest LSU to develop the service and share resources and best practices across the wider university community.
 - The AWC contributed to the Second Shot project by providing targeted support to students preparing for autumn repeat examinations, helping to improve participation and success rates.

7. Pastoral Care Service

The Pastoral Care Service delivers a compassionate, person-centred model across TUS, serving as a confidential listening ear and a vital bridge to wider university supports across our campuses and within the communities we serve. This service creates a caring and supportive community for our students and plays a significant role in delivering a person-centered support.

Service Structure and Core Functions

Pastoral Care operates collaboratively across campuses, however the delivery model differs between the Midlands and Midwest. A Chaplain, from the Diocese is based in Athlone, while a staff-appointed Pastoral Care Co-ordinator (Limerick/Clare) and a Pastoral Support Worker (Tipperary) is the model in TUS Midwest. Inclusion for students of all faiths, spiritual traditions, and none is supported. Emotional and academic challenges are also supported through referrals as appropriate to multi-disciplinary student supports and the Students' Union.

- Pastoral Care in the Midlands offers a 24/7 emergency phone service and nightly food drops.
- The MW Pastoral Care Service maintains a presence across Midwest campuses and provides extended support through administering the
 - TUS Emergency Financial Assistance Fund
 - HEA Emergency Accommodation Fund
 - DFHERIS Student Accommodation Assistance Scheme- allocated ring-fenced to assist Care Experienced, Traveller or Roma students with their accommodation cost.

- TUS Pastoral Care ML and MW are central in our response to supporting students, families and staff during times of bereavement and loss.

8. Mentoring

During the academic year 2024-2025, there were 58 mentors who are academic staff from across the Midwest campuses. Mentors are nominated by their Head of Department. Each Mentor is allocated to approximately 40 first year students with agreement by their Head of Department. Mentors sign a 'Memo of Understanding' at the beginning of the academic year, which is approved by the Vice President Academic Affairs and Registrar. Administration is provided by the Pastoral Care Coordinator.

9. Laptop Loan Scheme

The Government Laptop Scheme, introduced in 2020 by the Department of Further and Higher Education, Research, Innovation and Science, aims to improve digital access for disadvantaged students in higher education. Managed by the Library across all TUS campuses, it was initially funded through a €10 million national Covid-19 support package, with TUS receiving €657,460 to purchase laptops. Additional grants in later years allowed for expansion and replacement of older devices to ensure continued support for students.

Since 2023, the scheme has been centrally coordinated by the Athlone Campus Library, supported by a dedicated ICT administrator who manages applications, distribution, and maintenance through the Library Management System. In 2024-2025, TUS invested €117,895 to acquire 135 new laptops. The scheme remains highly valued by students, with 482 applications submitted between June 2024 and May 2025, demonstrating strong and ongoing demand for digital assistance among financially disadvantaged learners.

10. TUS Societies

TUS Societies forms a central pillar of life in TUS for students and there is a diverse range of Societies for students to join. Joining a society provides the opportunity to learn new skills and meet new people to share the student experience with. It provides students with the opportunity to get to know people with similar interests and expand their network across courses. The diversity of TUS societies means that practically every interest is catered for. Societies provide a huge range of activities both on and off campus throughout the academic year

Engagement and Structure

- High Engagement: TUS boasts the third-highest number of societies in the country (behind UCC and UG), demonstrating strong student engagement.
- Societies Officer Role: The officer supports approximately 500 students in voluntary committee roles, providing essential financial, practical, and strategic guidance to ensure effective governance and a safe space for promoting equality and diversity.
- Governance: The Societies office established a clear governance structure and handbook, ensuring accountability and adherence to regulations.

Key Initiatives and Achievements

- Diversity & Inclusion: TUS supports a diverse range of societies, including identity-based groups like the LGBTQ+ Society (Moylish, Best New Society 2022), Afro-Caribbean Society, Neurodivergent Society, and Women in Engineering.
- Charity Programme: Each society is required to undertake an active role in a charity fundraiser annually, fostering accountability and securely directing funds to small, bona fide charities.
- Awards: Students and societies achieved national recognition, including the prestigious "Best Individual" award in 2024 for a student chairing three Athlone societies.

A further narrative report on Supports and Resources for learners during the reporting period is available at:

[SUPPORTS AND RESOURCES FOR TUS LEARNERS: 1ST OCTOBER 2024 - 31ST AUGUST 2025](#)

2.10 Transitions and Student Success

The Transitions and Student Success (TSS) function continued its work in supporting student completion, retention, progression, and success across TUS. The function remains aligned with the themes identified in the Transitions and Student Success Strategy approved by Academic Council in May 2023. Three core themes continue to frame this work:

- 1) Evidence-based decision-making;
- 2) Supporting transitions and cultivating belonging;
- 3) A strategic approach to student success through enabling policies and practices.

Key Activities Supporting the Transitions and Student Success Strategy

The TSS function sustained engagement with regional Education and Training Boards (ETBs). Building on the existing Memorandum of Understanding with Longford and Westmeath ETB, discussions continued with all five partner ETBs regarding potential collaborative opportunities, including the possibility of offering ETB programme pathways to students who may not progress in their studies. These conversations reflected a shared interest in supporting flexible and alternative routes for learners.

During the reporting period, the Transitions and Student Success function carried out an analysis of the outcomes from the second iteration of TUS Second Shot. This included an evaluation of a targeted tutorial support pilot implemented in the Business faculties in both the Midlands and Midwest. The findings were disseminated across the university to inform the development of the third iteration of the initiative. A conference paper on this work was also presented at the INTED Annual Conference 2025. Insights from the analysis contributed to the implementation of an institute-wide targeted tutorial support system for the third iteration of TUS Second Shot.

The wider strategic approach to student retention at TUS, including the TUS Retention Strategy, TUS Second Shot, and the associated research, continued to attract interest from across the sector. During the year, the TSS function was invited to present elements of this work at the HEA-National Forum for Teaching and Learning Conference in December 2024 and at the N-TUTORR National Steering Group in June 2024. TUS Second Shot was also included by QQI as a quality enhancement case study and featured at the QQI *“Quality in Higher Education: Sectoral Findings and Enhancement Showcase”* in October 2024. Further presentations relating to the initiative and its underpinning research took place at the Educational Studies Association of Ireland Conference in April 2025 and the BUSINET Conference in November 2024. These engagements reflected ongoing interest in the evidence base and approaches being developed within TUS.

An internal audit of student retention at TUS was conducted by Auditors Deloitte during the period. As part of the audit, a benchmarking exercise compared national student non-progression rates across CAO points bands with those of TUS. The analysis indicated that TUS performed favourably relative to national figures across the points bands examined. The findings provided additional context for the university’s approach to student retention.

The Transitions and Student Success function also supported a departmental initiative within the Department of Social Science in TUS Midlands. This project adopted a pastoral-focused approach to supporting students, with early indications showing a reduction in non-progression rates within the

department. The approach was described in a publication in the Irish Educational Yearbook 2024, and the TSS function continues to work with the department as the model develops further.

During the year, the Transitions and Student Success function also supported an application for SATLE funding to establish a community of purpose for final year projects across the university. The rationale for involvement in this initiative relates to the potential influence that the final year project may have on student completion rates, and the need to better understand this relationship. The function contributed to the initial design of the project, which will include a statistical analysis of student performance in final year projects and a survey of project supervisors to identify perceived challenges and areas requiring additional support. The project is expected to progress during the 2025-26 academic year and will provide an evidence base to inform future practice and student-support activity in this area.

The Transitions and Student Success function also maintained contact with a range of internal and external partners, including the National Training Office and European partners, to support coherence across programme pathways and to help facilitate positive transitions for students entering and progressing through TUS programmes.

2.11 Careers and Employability

The TUS Careers and Employability (CandE) Service continues to provide a strategically aligned, student-centred and industry-responsive service that supports students and graduates in developing their employability skills, professional identity and career readiness. The service supports students through one-to-one appointments, workshops, employer engagement, and structured work placement across the university. Over the past academic year, 2024/25, the service has achieved sector-leading graduate outcomes, secured national recognition, and significantly advanced system integration in line with TUS's strategic goals, TSAF and the Systems Performance Agreement.

Graduate Outcomes and National Leadership

TUS continues to lead nationally in graduate employability. The most recent HEA Graduate Outcomes Survey released in 2024 (Class of 2023) shows that 87.4% of honours degree graduates are in employment nine months after graduation, the highest across all Irish HEIs. The data provides strong evidence of TUS's regional impact, with almost 58% of graduates working in the Midwest and Midlands regions, and a further 13% working in neighbouring counties. Engineering, Manufacturing and Construction graduates achieved a 96.3% employment rate, significantly exceeding the national average. TUS graduates also secure more permanent contracts and report higher early-career salaries than national averages. Only 5% progress to further study, compared with a national figure of 16%, demonstrating the employment-focused nature of TUS programmes.

To prepare for forthcoming national changes, CandE has already commenced work to align systems and reporting with the new EU NACE sector coding and enhanced audit procedures that will apply to the Graduate Outcomes Survey in 2026.

Placement Activity and Policy Progress

Work placement remains a core strategic priority for TUS. During 2024/25, the CandE service supported 2,339 placements across 124 programmes and 1,517 employers. This includes 1,418 placements in the Midwest and 921 in the Midlands. Placement is now embedded in 93% of Level 8 ab-initio programmes, and TUS remains on track to reach its target of 100% as required under the HEA Systems Performance Agreement. A comprehensive TUS Student Placement Policy was approved by Academic Council in June 2025, supported by a new risk assessment framework and standardised procedures for late cancellations, emergency situations, and students with additional needs.

Significant challenges continue to emerge in relation to regulated programme placements, CORU monitoring, and rising Garda Vetting demand. With 52 programmes requiring vetting, recent changes mandating in-person ID verification have created operational bottlenecks. In line with PwC recommendations, CandE has formally recommended the establishment of a working group to examine the option of establishing a centralised Garda Vetting Unit.

To strengthen employer engagement and future sustainability, CandE has initiated an internal placement pilot (starting January 2026) to create high-quality placements within TUS units.

Progress Against PwC Recommendations

In 2022 TUS commissioned PwC to assess both the establishment and future development of a TUS-wide Careers and Employability service. A review of progress against recommendations within these reports was completed in August 2025. Across both PwC reports:

- Report 1 (Midwest Review): 10 of 18 recommendations are complete, 8 are in progress.
- Report 2 (TUS-wide Model): 8 recommendations complete, 7 in progress, 2 ongoing, and 1 yet to commence.

This progress has resulted in a unified institutional service model, shared governance, revised operating procedures and improved consistency of support. A new Work Placement Coordinator was appointed for the Midwest, with plans to mirror this structure in the Midlands.

Employer Engagement and Student Support Services

CandE delivered a structured, high-impact programme of employer engagement and student-facing events. Major careers fairs were delivered on both Moylish and Athlone campuses, with 95 and 97 companies attending respectively. A spring careers fair, sector-specific events, and employer-led workshops were also delivered. A further 5,555 CV reviews were completed using the new AI-enabled CV tool CareerSet.

Mock interview weeks, psychometric testing, postgraduate preparation workshops, and 1-to-1 appointments continue to attract high student demand. The service also coordinated transport for students to national employability events such as GradIreland.

Outreach and community engagement included collaboration with Local Authorities, Chambers of Commerce, Rotary Clubs and ongoing involvement in youth, GAA and community programmes across regions.

National Recognition and Sector Leadership

The academic year saw CandE secure several high-profile awards:

- 2025 Education Awards - Best Career Impact Strategy
- 2025 eGovernment Award - Universal Design & Inclusion
- Two AHECS Highly Commended Awards (Employability Practice and Research-Informed Practice)

CandE also contributes to sector leadership through representation on the AHECS Executive Board and Research COP. International recognition includes panel contributions to AGCAS UK and global Work Integrated Learning forums.

Key focus areas for the Next Phase of Development

These include full implementation of an end-to-end placement management system

- Development of strategic partnerships in AI, Clean Energy, MedTech, Biotech and other growth sectors
- Establishment of a Garda Vetting Unit

- Enhanced pre-placement preparation and digital career learning resources to equip students with the necessary skills to thrive in future workplaces.
- Continued support for regulated programmes and CORU compliance

Careers and Employability is now fully established as a core strategic function of TUS. Its impact is demonstrated through exceptional graduate outcomes, award-winning student support, increased policy and governance maturity, and strong alignment with regional and national priorities. Ongoing investment in staffing, systems and strategic partnerships will ensure TUS continues to lead nationally in employability and work-integrated learning, delivering on its commitment to produce future-ready graduates who contribute to regional and national prosperity.

2.12 Staff Development in Teaching, Learning and Assessment

The Centre for Pedagogical Innovation and Development (CPID) contributes to quality assurance and enhancement within TUS and leads and promotes innovation, diversity and excellence in learning, teaching and assessment, including the use of digital technologies. In 2024-2025, key activities of CPID included accredited and non-accredited offerings, in addition to funded initiatives through the Strategic Alignment of Teaching and Learning Enhancement (SATLE).

Significantly, from a capacity building perspective, a total of ninety two (92) members of TUS staff successfully completed accredited CPD on the flagship Master of Arts in Academic Practice. This included the completion of accredited modules in:

- Learning, Teaching, and Assessment Strategies for Student Engagement,
- Action Research for Educators,
- Research Methods
- Inclusive Learning, Teaching and Assessment Practice,
- Embedding Education for Sustainable Development (ESD) in the Curriculum,
- Digitally Enhanced Learning, Teaching and Assessment,
- Team-Based Learning.

Additionally, the first cohort of eleven staff members completed the 30 ECTS Dissertation module, resulting in the award of the Master of Arts in Academic Practice. Seven staff (77) members also completed the associated Postgraduate Diploma.

Ongoing Non-accredited Professional Development

An extensive range of staff development opportunities were offered by CPID in the 2024-2025 academic year are outlined in the Table 17, with 1,666 participants recorded. This annual provision was commended in the CINNTE report, 2024. This inclusive range of professional development is open to all staff who teach or support student learning, both within and, where appropriate, beyond the university.

SATLE-funded Learning Enhancement Projects and Communities of Practice span all campuses and involve both students and staff working in partnerships, focusing on the following themes:

- Education for Sustainable Development (ESD)
- Digital Transformation in the Tertiary Sector
- Best Practice in Upholding and Cultivating Academic Integrity

The initiatives funded in 2024-2025 are outlined here: [SATLE Funded Initiatives 2024- 2025](#).

SATLE funding was also used strategically to establish an AI Champion role within CPID, which includes staff development, the publication of resources and guideline documents and the development of policy and a university-wide approach to GenAI. Additionally, the SATLE-funded Instructional Designer collaborated with the Student Support area to develop an online "Starter Pack" for first-year students transitioning to TUS.

Table 17. Programme Non-accredited Professional Development 2024 - 2025

Programme Non-accredited Professional Development 2024 - 2025	Number of participants
CPID Induction New to Teaching in TUS	19
Academic Integrity Week (across all campuses)	92
Moodle Clinics	18
UDL Badge Information Session	4
Inclusion events and COPs	75
CPID Online Professional Development Sessions - Semester 1 and 2 (October '24 - March' 25) - CPID Master of Arts in Academic Practice Flexible Pathway Information Sessions - Moodle MCQ - Bulk preparation and Import of Questions. - TUS Digital Badge Application Support. - Vevox Classroom Response System (CRS). - Creating Universal Design for Learning (UDL) Resources. - Introduction to Moodle. - Using Turnitin for text-based assignments. - Teaching tips for those new to teaching in TUS. - Learning Activity Management System (LAMS) - Brickfield - An Introduction to Accessibility and a Guide to the Brickfield Accessibility Tool. - AI Play workshop. - Sage Research Methods, - LAMS. - Embedding Education for Sustainable Development in the Curriculum (ESD) - Best practice examples from within TUS.	287
SATLE professional development sessions - Inclusive Practice with Neurodivergent Students in TUS. - Neurodiversity in Third Level Education - Strengths Based Practices, Methods & Approaches. - Team-Based Learning (TBL) 101. - Demystifying AI in Higher Education: Ethics & Applications. - Supporting Neurodivergent Students in the Classroom. - An Introduction to Team-Based Learning (TBL). - AI & Data Integrity Meeting - Podcast Training SATLE funded - Inclusive Academic Practice webinar: Autism and Burnout - Developing and managing an AI Online Community - PASS SI Supervisor Training - Discover the Power of AI and Harness Its Potential for Effective Teaching	

Programme Non-accredited Professional Development 2024 - 2025	Number of participants
- Education for Sustainable Development in Teaching and Assessment in the TUS workshop - CPD Workshop on 'Neurodiversity in Higher Education: perspectives, supports and approaches'	
SATLE Artificial Intelligence and VR Workshops, Clinics and presentations throughout AY 2024/2025 run by the SATLE AI Champion	364
SATLE TUS hosted the inaugural symposium "Shaping the future of Immersive Technology" - Keynote Professor Chris Headleand, University of Staffordshire	105
Meitheal Series - October 24, February 24 and June 25 Dr Jesse Stommel Title: Can digital transformation happen in Irish Higher Education without critical digital pedagogy? <u>N-TUTORR Autumn Lecture Series (Digital Transformation) Thomond Park Stadium, Limerick</u> Dr Sarah Eaton Title: Equity with Integrity: Digital Transformation Enacted with Integrity Professor Jan McArthur Title: Researching social justice in teaching, learning and assessment: what could possibly go wrong? Professor Phillip Dawson Title: Where is the line? Re-thinking assessment design for a time of artificial intelligence	319
The TUS formal launch of the Altitude Charter with Dr Jonathan Vincent, Lancaster University (April 2025)	35
Launch of Academic Integrity Resources for the Irish Higher Education Sector	160
Writing for Publication Workshop, June 2025	8
Regional Teaching Excellence Awards	33
Formal signing of the TUS and Lancaster University agreement to foster collaborative development, scholarship and research	7
Postgraduate Research Day - TUS Research Week 2025	118
EU Values Workshop: Embedding European Values in the Curriculum	22
Total	1,666

2.13 Equality, Diversity and Inclusion

TUS is proactive in promoting Equality, Diversity and Inclusion (EDI) and this is reflected in our first Value Statement in the Strategic Plan 2023 - 2026 - *Inclusive*. “*We embrace diversity as a key strength where everyone is included and has an equal opportunity to progress and achieve*”. An EDI Steering Committee oversees and provides guidance and direction for the achievement of equality, diversity, and inclusion objectives across TUS. It has a number of subcommittees including an Athena Swan Champions Group and Promoting Consent and Ending Sexual Violence and Harassment subcommittees. An EDI Sub Committee of Governing Body was established in 2022 (re-named People, Culture and EDI in 2023) to assist and advise the Governing Body in fulfilling its oversight responsibility in ensuring an appropriate governance structure.

Equality, Diversity and Inclusion in TUS is directed by VP for People and Organisation. The EDI office has three members working across multiple campuses including an EDI Manager, Senior EDI Officer and EDI & Healthy Campus Officer. The TUS EDI Strategy was approved in AY 23/24, and the EDI Office oversees action plans relating to this strategy. These include the [TUS Athena Swan Action Plan](#) and [Race Equality Action Plan](#).

Athena Swan is a charter established and managed by Advance HE and adapted for the Irish context. It recognises and celebrates good practices in higher education institutions that advance gender equality and build capacity across equality grounds enshrined in legislation. TUS was awarded an Athena Swan Bronze award in August 2024 and has focused on the implementation and monitoring of the TUS Athena Swan 2024 - 2028 action plan during Academic year 24/25.

Monitoring Progress on Implementation of TUS Athena Swan Action Plan

The TUS Athena Swan 2024 - 2028 action plan includes 64 actions on progressing gender equality and equality more broadly across the following areas: Institutional Leadership; Policies and Procedures; Data Collection; Inclusive Culture; Building EDI Awareness and Capacity and Driving EDI through Research. The action plan incorporates measures such as gender-balanced decision-making, inclusive recruitment practices, enhanced data systems for equality monitoring, preventing and responding to sexual violence and harassment and comprehensive training for staff on diversity and anti-discrimination.

Academic year 24/25 was the first year of implementation of this action plan and a summary of progress is outlined as follows:

- Approval of TUS Race Equality Action Plan
- Approval of TUS EDI Policy
- Approval of policy and procedure for Preventing and Responding to Sexual Violence and Harassment
- Approval of Domestic Leave Policy
- Strengthened data systems to support EDI related reporting
- Increased access to EDI related training through self-directed and facilitated trainings.
- Strengthened staff networks such as the TUS Women’s staff network, TUS LGBT& Allies staff network, TUS Parents and Carers staff network and TUS Disability& Allies staff network

Through the Higher Education Authority EDI Enhancement Fund, TUS is collaborating with partner HEIs on EDI related projects including embedding EDI in the curriculum and leading on a national level leadership programme: *Effective Leadership for an Inclusive Higher Education*.

TUS Race Equality Action Plan

The TUS Race Equality Action Plan was approved in March 2025 and includes 21 actions. This was informed by staff consultations which took place in AY23/24 and the HEA Anti Racism Principles which TUS signed in 2022. Detailed implementation of this action plan will take place during AY 25/26, but many of these actions commenced in AY24/25 including:

- Work to establish a Race and Ethnicity Sub Committee which will report to the EDI Steering Committee
- Campaign to encourage staff to disclose equality related data on HR system. In AY 24/25, 62% of staff had completed their ethnicity data on Core HR.
- Collaboration with partner HEIs (TU Dublin, Carlow College, DkIT, and University of Galway) to secure additional HEA funding to further trainings on race equality for staff and students
- Supported departmental level race equality initiatives through the EDI Project Fund.

Detailed updates on both the Athena Swan and Race Equality Action plans is provided annually in the EDI Annual Report available here: [EDI Data and Reporting - TUS](#)

Further details regarding the ongoing work of EDI in TUS can be found in the TUS Website at: <https://tus.ie/edi/>

Ending Sexual Violence and Harassment (ESVH)

In 2023, TUS appointed a Sexual Violence and Harassment Prevention and Response Manager. A comprehensive ESVH webpage is available (<https://tus.ie/esvh/>), which provides information on supports, reporting options, policy and procedure, pertinent research, and all training and education resources. External representatives from An Garda Síochána and local Rape Crisis services are members of the Promoting Consent & ESVH sub-committee, to facilitate strategic collaboration.

TUS Policy and Procedure for Responding to Sexual Harassment & Sexual Violence was approved by the Governing Body in January 2025. TUS has continued to support a community of practice of staff members (ESVH Allies) who are trained in disclosure handling and serve as initial contacts for students or staff needing to disclose sexual violence or harassment. There are currently 80 ESVH Allies in TUS. TUS actively promotes its anonymous violence and harassment reporting tool - Speak Out, which is available on Staff & Student Portals <https://tus.speakout.ie/>

Awareness-raising initiatives and campaigns that took place in AY 2024/25, included:

- provision of online Active*Consent Workshops to 1st Year students
- hosting information stands by local services and facilitating a film festival themed on sexual health during 'Mind Your Health' week, run as part of TUS 'Connect & Engage' student induction programme
- promoting 16 days of Activism against Gender Violence through leading a national social media campaign, hosting seminars by Women's Aid and lighting TUS Buildings in orange in solidarity with victims of domestic violence.

- providing a workshop for TUS Managers on '*Strategic Implementation of a Comprehensive Institution-Wide Approach to Address Sexual Misconduct*',
- hosting disclosure training for staff, delivered by Galway Rape Crisis Centre and the UK based EmilyTest organisation

Further details regarding the ongoing work of ESVH in TUS can be found in the TUS Website at:
<https://tus.ie/esvh/>

2.14 Integration of UN Sustainable Development Goals (SDG)

TUS is committed to sustainable development and places a particular priority on deepening the understanding of and sharing expertise in relation to the UN Sustainable Development Goals (SDGs) and to mainstreaming sustainable development in all of its activities, in general. Reflecting this ambition, the theme of sustainability has been integrated throughout the TUS Strategic Plan as an overarching goal and critical steps in relation to strategic and implementation planning, funding for integration of SDGs and research and development have been progressed.

Deepening engagement with the SDGs can be seen across academic, research, engagement and operational aspects of the University. Furthermore, capacity building supports to foster student and staff engagement within sustainability and the SDGs is evident.

A number of key highlights, aligned to specific SDGs are outlined as follows:

SDG17: Partnership for the Goals

The TUS University Sustainability Committee (USC) and its 3 Subcommittees were established in 2024, and each have dedicated work plans in place for the 2025/26 academic year. Work on the TUS Sustainability Strategy commenced in November 2025 with Futures Thinking workshops taking place with USC members. The output of the workshops will form the basis of the Sustainability Strategy.

As part of the TUS Strategic Plan (2023-2026), TUS has committed to achieving a Bronze Award in the Sustainability Leadership Scorecard (SLS). TUS is undergoing an external review of its progress towards this goal in Q4 2025. Key to this assessment is how TUS is collaborating and partnering with internal and external stakeholders to deliver on its sustainability ambitions.

TUS engages in significant partnership and engagement work in its sustainability research. The Sustainable Development Research Institute (SDRI) are currently working on 28 projects. These projects involve collaboration with European partners, national sustainability initiatives as well as community stakeholders across sectors including education, enterprise and agriculture¹.

A specific focus on the Just Transition has enabled TUS to partner with Tipperary and Offaly County Councils and other key stakeholders to secure resources to develop new innovative approaches to sustainable and community development in the Just Transition region. Other Research Institutes continue to explore and develop innovations in relation to the bioeconomy, circular economy and clean manufacturing.

TUS is currently leading Regional University Network - European University (RUN-EU), an alliance of 8 Universities across 7 EU countries. RUN-EU envisions a future where European higher education institutions collaborate seamlessly to deliver transformative experiences, advance research, and address global challenges.

SDG4: Quality Education

TUS undertook a review of 65 undergraduate programmes using the STAUNCH (Sustainability Tool for Assessing Universities' Curricula Holistically) Tool which was developed by sustainability expert Rodrigo Lozano. This review involved the analysis of the selected programmes documents and module descriptors. The findings highlighted how the relevant programmes were addressing sustainability

within the economic, social and environmental pillars as well as considering cross-cutting issues. The results of the analysis have been shared widely across the University to inform future programme development and programmatic review.

Concerted efforts have been made to ensure sustainability and Education for Sustainable Development (ESD) is address across TUS programmes. TUS has revised its Policy for Taught Programme Validation and Modification 2025-2030 and this policy now includes specific requirements in relation to Education for Sustainable Development.

Furthermore, TUS published an ESD Compendium in September 2025. The compendium showcases 43 examples of integration of Education for Sustainable Development (ESD). This resource is available as an Open Educational Resource (OER) and has been shared widely across the organisation. The resource can be downloaded from here: [Compendium of Embedding Education for Sustainable Development in Teaching, Learning and Assessment](#). This, and other TUS ESD initiatives were highlighted at the HEA's ESD Spotlight Series on 3rd October 2025.

SDG 7 Affordable and Clean Energy, SDG 13 Climate Action

TUS published its latest Climate Action Roadmap in 2025 which outlines how TUS will achieve its 2030 energy targets as well as other climate action initiatives. TUS is currently undergoing the process of achieving ISO50001 accreditation. As part of this, TUS has developed a new [TUS Energy Policy](#) and is engaging in numerous initiatives to enhance energy efficiency including taking part in the Reduce Your Use campaign for 25/26.

Thurles and Clonmel Green Campus were awarded their second green flag in May 2025 for the theme of biodiversity. Athlone Green Campus are currently undergoing assessment for receipt of their first Green Flag for the theme of Litter and Waste. The newly established Limerick Green Campus Committee officially registered to take part in the Green Campus programme in October 2025.

SDG5: Gender Equality

TUS Equality, Diversity and Inclusion (EDI) team has conducted extensive work on a wide range of topics with specific focus being placed on Equality. This has included ensuring that specific data is available on gender profiles, gender pay gaps. These are available at <https://tus.ie/edi/data-reporting/>

SDG9: Industry, Innovation and Infrastructure

TUS is one of the lead partners in the European [Project DigiWind](#). The overall objective of the DigiWind project is to develop interdisciplinary programmes targeting the acquisition of advanced digital skills in wind and energy systems engineering. TUS is also the leader of the Digital Academy for Sustainable Built Environment (DASBE) initiative⁵ which has providing upskilling to over 2,000 learners across 40+ programmes on sustainable construction.

SDG 2 Zero Hunger, SDG 3 Good Health and Wellbeing

TUS appointed a Healthy Campus officer in 2025. Significant stakeholder engagement was undertaken with a view to receiving Healthy Campus accreditation in 2026. Connected with the issue of good health and well-being TUS has established Food Pantries on its Clonmel and Thurles campuses which allow students to obtain non-perishable food items free of charge.

2.15 Innovation and Enterprise

Overview and Strategic Alignment

Innovation and Enterprise supports entrepreneurial activity, knowledge transfer, and industry engagement across TUS, contributing to the University's mission as a Technological University and its commitment to regional development. Activities during the reporting period were guided principally by the TUS Strategic Plan (2023-2026), with work in the latter part of the year beginning to align with the newly launched TUS Research, Development and Innovation (RDI) Strategy 2025-2029 which was launched in June 2025. Activities also contribute to national policy objectives including through the HEA System Performance Framework, Enterprise Ireland, Knowledge Transfer Ireland, and the ERDF Southern, Eastern and Midland Regional Programme.

Innovation and Enterprise collaborates across TUS's faculties, research institutes, and professional services to support enterprise activity that complements teaching, research, and regional engagement. It also participates in RUN-EU innovation and entrepreneurship collaborations, supporting joint development of mobility and innovation learning opportunities.

Enterprise Centres and Regional Footprint

TUS operates four campus enterprise and acceleration centres: the HEAC (Limerick), MIRC (Athlone), Questum (Clonmel), and TCEC (Thurles), providing incubation, mentoring, and enterprise development supports. TUS also operates the Forge Design Factory through a virtual model, with development work underway on a future dedicated site.

TUS is also a co-founder and board member of two external enterprise centres: the Croom Community Enterprise Centre (CCEC) and ENGINE (as part of Innovate Limerick), supporting regional enterprise development and innovation infrastructure.

Across the four TUS operated centres, 78 client companies were supported during the reporting period, contributing to over 1,500 direct and indirect jobs across the Midlands and Midwest. Innovation and Enterprise also engaged with national and regional innovation networks, supporting alignment with enterprise needs and contributing to a cohesive innovation ecosystem.

Enterprise and Entrepreneurship Programmes

A broad suite of entrepreneurship and innovation programmes was delivered during the reporting period, including New Frontiers, Student Inc, Creative Student Inc, ConceptionX, Empower AI, the Lunch & Learn Series, and TUS Works (launched under TU RISE).

A total of 631 participant engagements were recorded across internal and external communities, including students, researchers, staff, start-ups, and regional enterprises. These programmes build entrepreneurial and innovation capability across TUS and the wider regional enterprise ecosystem.

Impact Highlights

Highlights from the reporting period included:

- Shorla Oncology, based at Questum, winning EY Entrepreneur of the Year Ireland 2025 (Overall) and representing Ireland at the EY Global Entrepreneur of the Year finals in Monaco;
- 78 companies based in TUS enterprise centres;

- Employment associated with companies operating from TUS enterprise centres exceeds 1,500 jobs, reflecting startups, established firms and high-growth companies acquired by larger organisations;
- 200+ entrepreneurs and innovators supported through programmes and mentoring;
- Support for regional business awards in Athlone and Limerick;
- Hosting of the New Frontiers Gateway & Cluster Event
- Hosting of the 19th Annual TUS Midwest Startup Awards
- Ranking 2nd nationally in the 2024 Annual Knowledge Transfer Survey (AKTS) for total collaborations, Innovation Vouchers, and consultancy agreements.

These outcomes demonstrate TUS's contribution to regional enterprise growth and innovation activity.

Knowledge Transfer and Commercialisation Office

Knowledge transfer is delivered through the Knowledge Transfer and Commercialisation Office (KTCO) and strengthened through the KT Boost Programme, supporting capability in IP management, licensing, consultancy, and commercialisation. TUS's Knowledge Transfer and Commercialisation Office is supported by KT Boost co-funded by the Government of Ireland and the European Union through the ERDF Southern, Eastern & Midland Regional Programme 2021-2027.

TUS activity during the reporting period focused on supporting commercialisation pathways, expanding the internal IP portfolio, managing collaborative and consultancy agreements, and building researcher capability. TUS's performance in the 2024 AKTS reflects continued progress in this area, ranking second among all Research Performing Organisations in Ireland for Total Number of Collaborations, Innovation Voucher and Consultancy Agreements with Industry.

Quality Assurance and Continuous Enhancement

Innovation and Enterprise activity operates under established quality assurance processes, including:

- Post-programme surveys
- Workshop and mentoring feedback
- Annual programme review
- Monitoring against funder KPIs
- Internal and external steering/advisory groups
- Documented programme frameworks
- Reporting to national programme partners
- Outcome tracking across participation, progression, and satisfaction metrics

Enhancements during the reporting period included contributions to the refinement of the national Student Inc model, the launch of TUS Works, programme improvements based on participant and industry feedback, and infrastructure progress including final fit-out of the MIRC extension.

Innovation and Enterprise activity during the reporting period supported regional development, entrepreneurship, and knowledge transfer, contributing to institutional objectives and national priorities. Established quality processes and ongoing enhancements position TUS to continue strengthening innovation and enterprise activity under the RDI Strategy 2025-2029.

2.16 NTUTOR Activities During the Reporting Period

Core streams of N-TUTORR included:

Stream 1: *Student Empowerment*: transforming the student experience through learner empowerment.

Stream 2: *Staff Capabilities*: transforming teaching, learning and assessment by developing academic, management and support staff.

Stream 3: *Digital Ecosystems*: enhancing digital infrastructure to deliver on student empowerment and staff capability in a sustainable manner.

Stream 4: *Securing Progress and Sustaining impact*: Enhancing collaboration and maximizing N-TUTORR's impact through robust networks, identifying synergies, and hosting collaborative events.

Stream 1 - Student Empowerment

Overall aspects:

- Allocated a budget of €254,967 for initiatives.
- 14 Student Champions hired to promote N-TUTORR activities and take part in events.
- A total of 32 Fellowship projects funded across the institution.
- 628 new student interactions with N-TUTORR within this reporting period.

With a focus on empowering the student, Stream 1 sought to engage and empower students in a range of activities. To the forefront of this stream was the Student Champion programme, which recruited fourteen students across the institute to participate in events and activities to support the N-TUTORR project. Examples of these activities included:

- Academic Integrity week (October 2024)
- Promotion of the My Digital Backpack platform and development
- Autumn Lecture Series 17th Oct 24
- Student Champion led workshops on gender-based violence on campus and sustainability.
- Final Showcase - National Convention Centre, Dublin 26th Nov 24
- Breakfast Club Sessions held across multiple campuses during Sept - Dec 24.

The second strand to Stream 1 was the staff and student fellowship projects. Under this initiative, run in two batches, a total of thirty-two projects were funded at €5000 per project. These projects sought to view students as partners in their own learning and covered a diverse range of themes. Some of the titles presented included:

- Promoting academic integrity in the context of disruptive technologies
- Exploring the Student Voice: An Examination of the Participation & Experiences of Student Course Representatives in TUS
- Student Staff Partnership: Co-Designing LGBTQ+ Assets as Situated Practice
- Movement Matters: Promoting Inclusivity and Participation in Physical Activities
- Evaluating the use of Virtual Reality in Nurse Education using a collaborative approach
- The digitalisation of the Net Zero Carbon Classroom.

Stream 2 - Staff Capabilities

Overall aspects:

- Allocated a budget of €498,779.
- Sectoral Curriculum Framework published to assist programme development.
- Sectoral Community of Practice for staff development established and met monthly.
- 4 Masterclass training sessions held during review period, each on one theme of N-TUTORR
 - Equality, Diversity, and Inclusion Masterclass (September 2024)
 - The ALTITUDE Universal Design Charter and Unlocking Inclusion Toolkit Masterclass, UDL Masterclass (October 2024)
 - Generative AI Masterclass (November 2024)
 - Curriculum Framework (December 2024)

Stream 2 was underpinned by the philosophy that to empower students, staff need to be empowered. Accordingly, a range of initiatives around staff development were at the core of the deliverables in Stream 2. The initial training needs survey was delivered to staff in October 2023. From this, and in collaboration with Human Resources, a comprehensive staff development plan was agreed. This plan was purposely designed to include both academic and non-academic staff and covered a wide range of areas including:

- Neurodiversity training
- Disability Support ADHD seminar
- Climate Action Leadership
- Introduction to Race Equality
- Professional Diploma in Leadership
- Focus on student retention series.

Overall, 56% of staff within TUS engaged with the N-TUTORR project within Stream 2.

Additional key initiatives delivered between Sept - Dec 2024:

- The procurement of a Learning Management System (LMS) for TUS
- New Staff tailored online interactive induction video series
- Leadership and Management Training (43 Managers Participated) - Advance HE
- Advance HE Fellowships (17 Participants)
- Advance HE Aurora Programme (19 Participants)

Stream 2 closed out on all work packages during the review period within the project brief, namely enhancing the student experience through developing staff competencies.

Stream 3 - Digital Ecosystems

Stream 3 focused on the transformative development of a digital ecosystem for teaching, learning and assessment to enable sustainable education development that is diverse, equitable, and inclusive. The remit extended to include the development of hardware, software, and equipment to support the learning and teaching environment, learning outcomes and content for both students and staff.

Overall aspects:

- Budget investment of € 2.1 million
- Three Work Packages (WP) which included:
 - Digital Enabled Assessment embedding Academic Integrity
 - Digital Campus
 - Flexibility and Accessibility in Learning Resources
- National Digital Leadership Network set up across the sector.

Work Package 1 - Digital Enabled Assessment embedding Academic Integrity

Focused on academic integrity with a range of initiatives delivered including:

- Development of two key deliverables for the sector through collaborative work with TUS. These deliverables have now been published as OER for all HEIs through the National Forum for Teaching and Learning. The first relates to a compendium for Academic Integrity Case Management available at:

[Compendium for Academic Integrity Case Management.pdf](#)

The second relates to bespoke training programmes that have been developed by SETU and TUS to address the subject discreetly and respectively for staff and students. These are published and available at:

TUS Midlands

Staff: [Course: Understanding Academic Integrity \(Staff\) | Moodle](#)

Student: [Course: Understanding Academic Integrity \(Students\) | Moodle](#)

TUS Midwest

Staff: [Course: Understanding Academic Integrity \(Staff\) | TUS](#)

Student: [Course: Understanding Academic Integrity \(Students\) | TUS](#)

- Actively engaged in the implementation and use of various Academic Integrity tools through the National Academic Integrity Network (NAIN):
 - GenAI
 - WIROO
 - AI Mate
- Training for staff on Generative Artificial Intelligence
- Pilot e-proctoring completed.

Work Package 2 - Digital Campus

Digital Campus focused on enhancing the digital learning environment across campuses through the implementation of a series of targeted projects. Several initiatives were conducted to enhance the digital campus and successfully fulfil the intended deliverables. Key developments include:

- Installation of 18 Study Pods for collaborative learning across all campuses
- Upgraded meeting rooms and a new Digital Media Lab (Midlands)
- Technology-enabled active learning and teaching spaces (Midwest, Midlands)
- HyFlex learning space supporting blended approaches (Midwest)
- Digital assessment tools for veterinary nursing placements (Midlands)
- Hybrid workspace for agile software engineering teams (Midlands)
- Interactive digital signage for Student Services to increase student engagement.
- Installation of lecture theatre Audio/Video equipment (Midwest)

Work Package 3 - Flexibility and Accessibility in Learning Resources

This work package's aim was to develop digital infrastructure to support a flexible and equitable learning experience aligned with global sustainability goals. A number of work package projects were completed during the review period, including:

- Asynchronous video and podcast production (Midlands, Midwest)
- Hybrid exhibition, studio, teaching, and conference space (LSAD)
- Design Thinking spaces (Midwest)
- Augmented online learning (Cross campus)
- Digital Technology Teaching Innovation Laboratory (Midlands)
- Library Connect RFID project (All campuses)
- Improving the first-year student experience in science laboratories (Midlands)
- Sensory awareness supports (Midlands, Midwest).

Overall, Stream 3 successfully achieved its stated objectives and has contributed to a lasting, sustainable enhancement of the learning environment within TUS. The implemented initiatives addressed immediate needs while also supporting ongoing digital innovation in teaching, learning, and assessment with impact on all campuses.

Stream 4 - Securing Progress and Sustaining impact

Stream 4 focused on creating a sustainable framework for the continuous advancement and impact of the N-TUTORR initiatives. By establishing strong network structures and identifying synergies across institutions to allow innovative solutions and sharing of best practices. Part of this included expanding student empowerment through fellowships and champion programs, enhancing student engagement and leadership.

Overall aspects:

- Budget investment of € 163,600
- The TUS N-TUTORR team contributed to the final review report of N-TUTORR by Dr Sheila MacNeill of Glasgow Caledonian University
 - Stream 3 review session was held in TUS Midlands on Thursday 3/10/24.
- National Digital Leadership Network launched.
 - TUS Actively involved

- Ten reports on Digital Leadership in Higher Education commissioned.
- Presented at the November Showcase
- October Lecture series
 - As part of the N-TUTORR Autumn Lecture Series, TUS hosted a talk on the 17th of October in Thomond Park, Limerick under the theme of Digital Transformation
 - TUS utilised the N-TUTORR definition as *“Enabling transformation by implementing digital ecosystems to support teaching, learning and assessment.”*
 - The keynote speech was titled *“Can digital transformation happen in Irish higher education without critical digital pedagogy?”* and was delivered by Dr. Jesse Stommel who holds a PhD from University of Colorado Boulder and is co-founder of Hybrid Pedagogy: The journal of Critical Digital Pedagogy, an open access, peer-reviewed journal that examines critical digital pedagogies, with a focus on empowering students and learners, teachers, and marginalised voices in education to evaluate the role of technology in their learning and teaching environments.
 - Just over sixty attendees registered for the event which was delivered in person and online.
 - A group of students from the BBus with Event Management assisted with the organisation and running of the event.
- CALT - Climate Action Leadership Training
 - Roll-out of ‘Carbon Literacy for Senior Leaders’ course co-facilitated by ATU and N-TUTORR partner Climate Leadership Teams (Sept. to Dec. 24).
 - Carbon Literacy Training for staff was delivered.
 - On the 3rd and 10th of December 2024
 - 30 participants
- €33,000 was allocated to a Climate Action Student Champions initiative.
 - Students were hired to promote climate action and the green agenda initiatives.
- Final N-TUTORR Project Showcase was held in the National Convention Centre, Dublin on the 26th of November 2024
 - 76 TUS representatives attended, staff and students from Midwest and Midlands
 - TUS was represented by four stands at the event, showcasing activities including:
 - AR/VR use
 - Media production activities
 - Sensory equipment for students
 - Teambuilding with Minecraft
 - Telemetry robots in LSAD
 - Digital Practical Exam Software for Vet nursing

2.17 Third Mission Activities, Societal and Community Engagement

TUS is proud of its society and community engagement activities, and these have evolved across a broad sphere of Technological University activities. The theme of connectivity and engagement infuses all aspects of the TUS Strategic Plan, from our Purpose to our Values, Priorities, Objectives, Enablers and Indicators of Success.

In line with the overall remit of TUS, continually deepening regional relationships is of particular importance, both to recognise and acknowledge achievements and to respond to regional needs, challenges and opportunities. A snapshot of these activities is represented in samples of related news items for the reporting period from the TUS website. They illustrate the breadth and depth of TUS Societal and Community Engagement [TUS Societal and Community Engagement 2024 - 2025-Selection of Illustrative Examples](#)

Further examples available at: [News & Events - TUS](#)

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

The QA Improvement and Enhancement Plans for Upcoming Reporting Period are aligned with the CINNTE Recommendations and associated actions specified in the TUS Institutional Action Plan. As outlined in Section 1.2 of the AQR, the QQI CINNTE review of TUS was conducted during the 2023-24 with the resulting Institutional Review Report was published by QQI in October 2024. In accordance with the CINNTE schedule TUS submitted an Institutional Action Plan and a follow-up report detailing progress on implementation of the actions in October 2025 (Section 1.2)

Of the 53 Planned Actions, 36 are already Completed (68%), with Substantial Progress reported on the remaining 17. The ongoing nature of these 17 recommendations highlights the scale and depth of the actions planned, demonstrating TUS's sustained commitment to long-term organisational success and to fully realising the potential of the CINNTE process. Thus quality improvement plans supporting the achievement of strategic objectives for the next reporting period are aligned with the 17 actions denoted as Ongoing in the one year follow-up report.

The recommendations and associated actions are available at: [QA and QE Objectives for the Upcoming Reporting Period](#)

3.2 Reviews Planned for Upcoming Reporting Period

3.2.1 Reviews Planned for Next Reporting Period

As outlined in Section 1.4.1, the cycle of internal reviews was completed in the preceding reporting period in advance of CINTE, with the next cycle commencing in the 2026 - 2027 academic year. There are no reviews scheduled for the upcoming reporting period.

3.2.2 Reviews Planned Beyond Next Reporting Period

The next cycle of reviews commences in the 2026 - 2027 Academic Year.

The scheduled of planned reviews of academic units is available at:

[Schedule of Reviews Planned Beyond the Next Reporting Period](#)

A schedule of professional services reviews will be developed in the next reporting period.

4.0 Additional Themes and Case Studies

CASE STUDY 1

Title: Understanding Academic Integrity Courses for Students and Staff

Theme: Academic Integrity

Keywords: Academic Integrity, N-TUTORR, Staff Courses, Student Courses

A collaborative project between Technological University of the Shannon (TUS) and Southeast Technological University (SETU) was undertaken to develop two asynchronous online Understanding Academic Integrity courses, one each for students and staff

The aim of this project was to create two asynchronous online courses on Understanding Academic Integrity, one each for students and staff, in collaboration with colleagues from SETU. While similar courses existed already, these courses were conceived specifically for the Irish Higher Education context, informed by the academic integrity guidelines developed by the National Academic Integrity Network (NAIN).

Funding for the project was provided by N-TUTORR. The subject matter experts (SMEs) were based in TUS, while the Instructional Designer (ID) and Multi-Media Expert (MME) were based in SETU. The team was additionally supported by colleagues in both universities who shared their expertise at the review stage of the process.

The objectives of the student course are to:

- enable students to recognise why academic integrity is a cornerstone of a high-quality educational experience, and their role in upholding this;
- foster a values-based culture of academic integrity built on the fundamental principles of respect, responsibility, fairness, trust, honesty and courage;
- empower students across Irish universities with practical skills to study with academic integrity, in an evolving, time-pressured environment increasingly influenced by AI.

The objectives of the staff course are to:

- foster a deeper understanding of ethical standards, equipping students, educators and administrators with the knowledge to uphold and promote integrity within our institutions;
- increase awareness of emerging challenges, such as AI-assisted plagiarism, and help colleagues to design and adapt assessments that discourage misconduct and encourage ethical scholarship;
- empower colleagues to integrate an integrity-focused approach into our teaching, assessment and research practice, creating a culture where ethical scholarship is not just actively encouraged, but expected.

Both courses, comprising five separate self-paced sessions with parallel themes, were created to align with the principles of Universal Design for Education (UDE).

The themes of the sessions for the student course are:

- The importance of academic integrity
- Learning strategies for academic integrity

- Citing and referencing with academic integrity
- Information literacy and academic integrity
- Generative AI and academic integrity.

The themes of the sessions for the staff course are:

- Defining academic integrity
- Supporting academic integrity
- Dealing with academic integrity breaches
- Generative AI and academic integrity
- University policy

Each session takes approximately 25 minutes to complete and incorporates a narrated presentation with embedded activities throughout, culminating in a final knowledge check for students and prompts for further reflection for staff at the end of each session. Upon successful completion of the course, students are eligible to apply for a digital badge.

In addition to the benefits offered to both students and staff of engaging more deeply with the concept and principles of academic integrity, the collaborative nature of this project has resulted in a resource that reflects good practices from multiple academic environments, making it more robust and widely applicable. It also reinforces our collective commitment to ethical scholarship across the higher education sector and strengthens our institutional partnership, opening doors for future research collaborations, and academic initiatives.

The modules are currently hosted on the Open Courses platform (www.opencourses.ie) and have also been adopted by a number of Irish HEIs who have uploaded the SCORM files to their individual VLEs.

By November 2025, 1054 students had enrolled on the student course on the Open Courses platform, while the staff course had 200 enrolments, indicating significant capacity building in academic integrity.

CASE STUDY 2

Title: TUS Digital Badges

Theme: Digital Badge Development

Keywords: Digital Badges, Digital Badges Platform, Digital Badges Approval

The TUS Digital Badge committee convened for the first time for this academic year on October 22, 2025, and had four committee meetings over the course of the year. As outlined in table one below, there have been twenty-one Digital Badge proposals reviewed by the committee, eight applications were approved on the first review, four were approved following further small amendments and six Digital Badge applications that require revision and re-submission. Applicants are supported through the Centre for Pedagogical Innovation and Development (CPID). CPID manages the TUS Digital badge website which outlines the TUS Digital Badge process to potential applicants. It can be viewed here: [Digital Badges at TUS](#)

The Digital Badge committee members considered the options for the software platform used to issue TUS digital badges and decided to retain Open Badge Factory as the platform of choice for the Academic Year 2025-2026. This is in keeping with the terms of reference of the committee to ensure TUS is using the most appropriate platform.

Applications were submitted from across the TUS campuses and from a range of academic departments and functional areas. To date there has been one hundred and nine Digital Badges created and one thousand and forty- seven badges issued to earners. These badges are created and issued through our Digital Badge platform Open Badge Factory (OBF).

TUS Digital Badges Overview

No of Reviewed TUS Digital Badge proposals	No of approved TUS Digital Badges	No of badges approved following further small amendments	No of badges that require re - submission	No Badges created on OBF*	No of Badges issued on OBF from 2022-2025
21	8	4	6	109	523 ⁴

*Open Badge Factory™

Table two provides a list of the Digital Badges approved in 2024/2025.

Table 2. Approved TUS Digital Badge Titles (including badges approved following further small amendments)

⁴ This number represents total badges issued through the TUS OBF licence from 2022 to date. This includes the Science Undergraduate Research Experience Network (SURE). The data is relevant to the decision of the DB committee to continue with OBF for AY25-26.

Digital Badges Approved in the Academic Year 2024/2025

INSPIRE: Promoting Post-Conflict Tourism Entrepreneurship	Learning Strategies for Online Teaching
Media Maker: Elevating Moodle Spaces	Basics of Equality, Diversity, & Inclusion (EDI)
Developing Keyboard Skills	GDPR Clubs and Societies
Education for Sustainable Development	Preparing for Third Level
Digital Skills for Online Teaching	Training in Upstream Biopharmaceutical Processing
Assessment & Feedback Strategies for Online Teaching	Training in Downstream Biopharmaceutical Processing

CASE STUDY 3

Title: Development of a fully asynchronous online training course supporting Work-placement for Early Childhood Education and Care (ECEC) agency staff.

Theme: supporting Work-placement

Keywords: Asynchronous training course, Work-placement, Early Childhood Education and Care (ECEC)

CPID supported the Department of Social Sciences on the development of a fully asynchronous online training course for Early Childhood Education and Care (ECEC) agency staff. The aim of the training course is to inform, guide and support agency staff who will supervise students from the Athlone campus on placement in their services. The project team included lecturers from the Department of Social Sciences with support from an instructional designer from CPID. The platform of choice for designing the course was also provided by CPID. It is intended that approximately 80 ECEC Placement Supervisors will complete the training by the end of 2025-2026. The course will be reviewed in 2026.

A demo version of the course hosted on the CPID license can be viewed here:

<https://share.articulate.com/0tgsKwg5DrOS7a4sByDsI>

At the start of the course, a documentation section provides links to relevant online resources. Learners can also download relevant TUS documentation and checklists.

The course contains five modules:

1. Placement Preparation
2. Induction Processes
3. Ongoing supervision
4. Assessment Processes
5. Supporting Students

In each module, the theoretical content is illustrated through case studies. Learners have multiple opportunities to interact with the material through Q&A flip cards, drag and drop exercises, process steps, audio clips, transcripts and by choosing responses to interactive scenarios. Each module takes approximately 30 minutes to complete. Learners can move through the training at their own pace and can resume where they have left off.

At the end of each module, learners take a test of five “knowledge check” questions which they must answer correctly before they can progress. Each question comes with feedback and there are unlimited chances to retake the questions. The course concludes with a quiz of five questions drawn from the bank of module questions. Once all five questions are answered correctly in one sitting, the learner can download a personalised certificate of completion. The progression requirements and the certificate of completion will be enabled when the programme goes live.