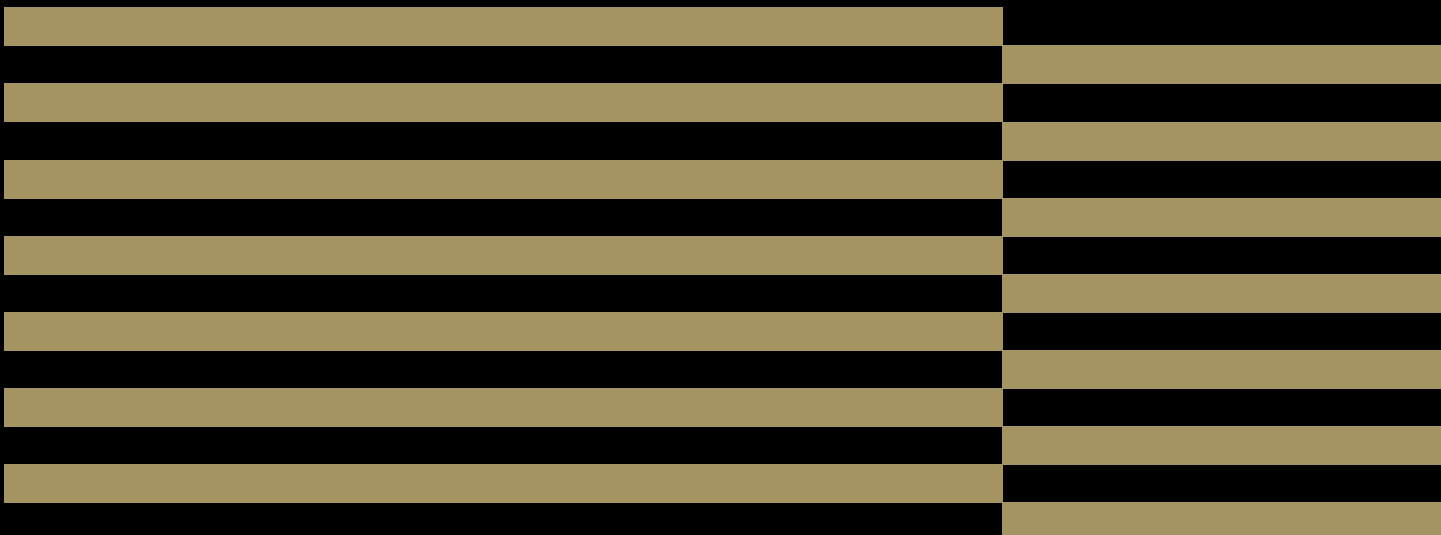


**TUS**

Ollscoil Teicneolaíochta na Sionainne:  
Lár Tíre, An tIarthar Láir  
Technological University of the Shannon:  
Midlands Midwest

# TUS Quality Profile

## Programme and Student Focus 2023-2024



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# 1.0 INTRODUCING THE TECHNOLOGICAL UNIVERSITY OF THE SHANNON (TUS)



Figure 1.1. Geographical Profile of TUS Campus Locations

The Technological University of the Shannon: Midlands Midwest (TUS) is one of twelve state universities in Ireland. 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 was designated a Technological University on October 1st, 2021, based on the merger of two well established and prestigious Institutes of Technology. As a new Technological University, TUS has both a regional and national impact with circa 15,000 students and 1,800 staff, located in its campuses in Athlone, Limerick, Thurles, Clonmel and Ennis, as depicted in Figure 1.1. 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 capable of transcending languages, borders, and disciplines and enabling the consortium to have enhanced influence and impact at regional, national and international levels. 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.

A key priority for TUS since its establishment was the development of the inaugural TUS Strategic Plan. The development of the strategy has been a collaborative and collegial process and its approval and publication by Governing Body is a signature milestone in the development of TUS as a vibrant TU. The strategy was launched by the Minister of State of the Department of Further and Higher Education, Research, Innovation and Science, Mr. Niall Collins, in March 2023. The TUS Strategic Plan outlines our values, purpose and long-term vision, and identifies a range of strategic priorities and enablers. It provides the focal point for the establishment of a vibrant Technological University 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, as appropriate.

[www.tus.ie](http://www.tus.ie)

## TUS Highlights

This Institutional Profile provides a synopsis of key facets by which TUS fulfils its values, purpose and strategic priorities. The profile evidences a dynamic and vibrant multi-campus community with a student-focused educational experience and deep engagement with the community we serve. Students are at the heart of our collaborative learning community which fosters diversity, inclusion, and social integration. The regionalisation of university education is part of the national ambition underpinning the development of the Technological Universities. The impact of TUS as a cross-regional and national Technological University is evidenced in numerous ways throughout this profile. The span of counties and regions that form the core community that TUS serves is noteworthy, with students in 2023-24 from 31 of the 32 Counties on the Island of Ireland.

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, post-graduate, apprenticeship and flexible and lifelong learning. The growth in the total student population for the four academic years from 2020-21 to 2023-24 is provided in Figure 1.2, with a total student population of circa 14,500 students in 2023-24.

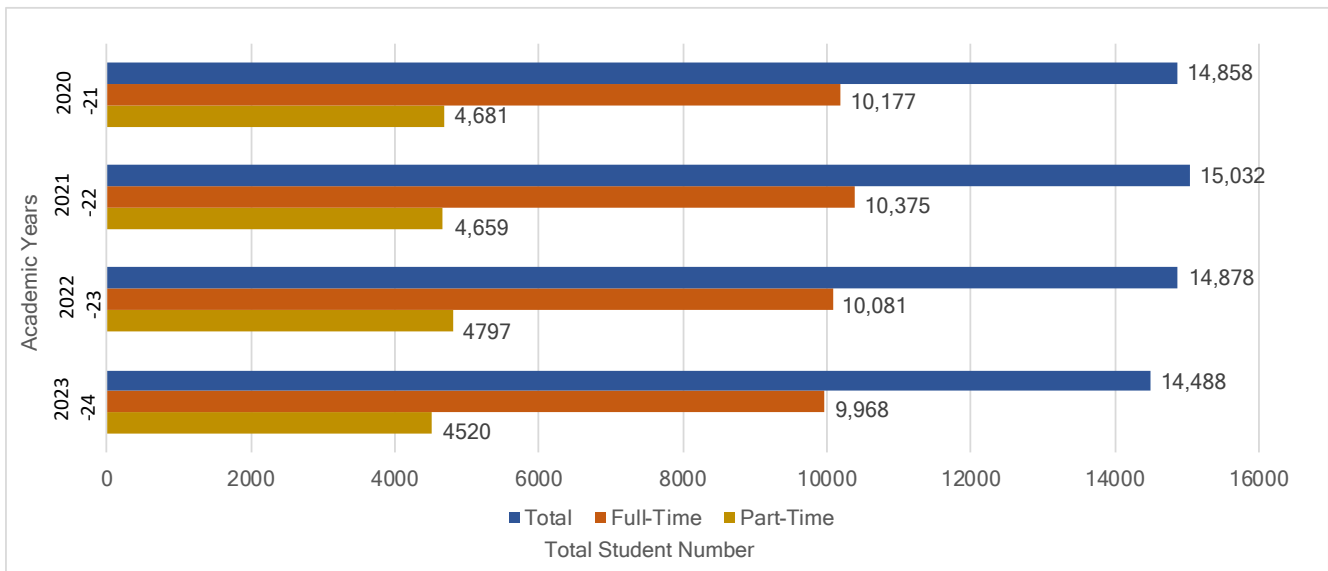


Figure 1.2. Profile of the Growth in Student Numbers in TUS

The total number of students across a range of domains in the 2023-24 academic year is further provided in Figure 1.3.

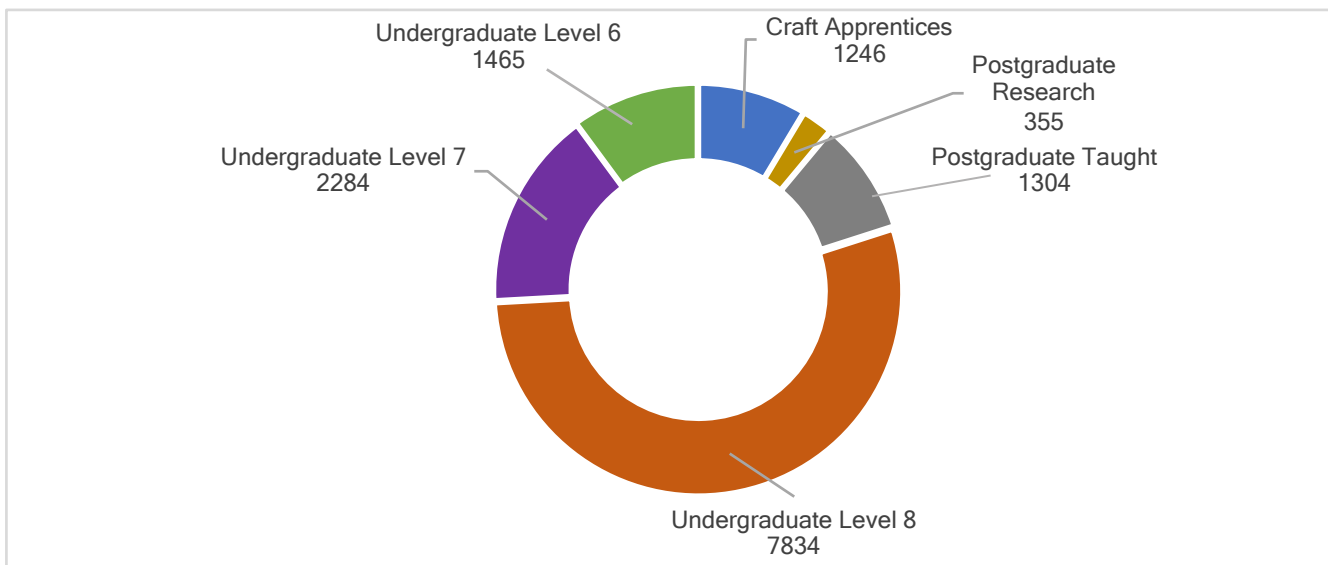


Figure 1.3. Profile of the TUS Student Population 2023-24

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. TUS is particularly proud to have been designated a University of Sanctuary in June 2022. 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.

The Research Development and Innovation (RDI) activities of TUS span the entire RDI continuum and support regional and national industry and other stakeholders. The growth of research capacity in TUS is evidenced by the €12m research expenditure in 2021-22 and some 40% increase in Doctoral students since 2019-20, with 197 registered Doctoral students among the 351 research students in the 2022-23 academic year. The TUS research model provides progression opportunities for students and staff and enables research collaboration. The impact of this research output is apparent from the range of collaborations, nationally and internationally, the quality of associated publications and provision of research services. Thus, the collective research capacity across TUS delivers excellence in multidisciplinary research practice that supports social and industrial innovation, knowledge creators, innovators, and entrepreneurs.

TUS recognises that people are vital to delivering on its strategic purpose and priorities and that the effectiveness of staff is central to success in developing and sustaining the long-term future. There is recognition that a holistic approach to staff development is fundamental to this success and accordingly TUS has developed a comprehensive programme of professional development, supported by a new Centre for Pedagogical Innovation and Development (CPID). TUS is proactive in fostering a culture of respect enabling all to reach their full potential.

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. The commitment to sustainable development, and the achievement of the United Nations Sustainable Development Goals, is intrinsically embedded in the Strategic Plan, and reflected through our teaching, learning, RDI, and engagement activities. These activities are complemented by a commitment to civic engagement with an ever-increasing diversity of programmes, events and activities.

Some selected highlights from the TUS Quality Profile, Programme and Student Focus are profiled as follows.



## SELECTED HIGHLIGHTS: TUS QUALITY PROFILE, PROGRAMME AND STUDENT FOCUS

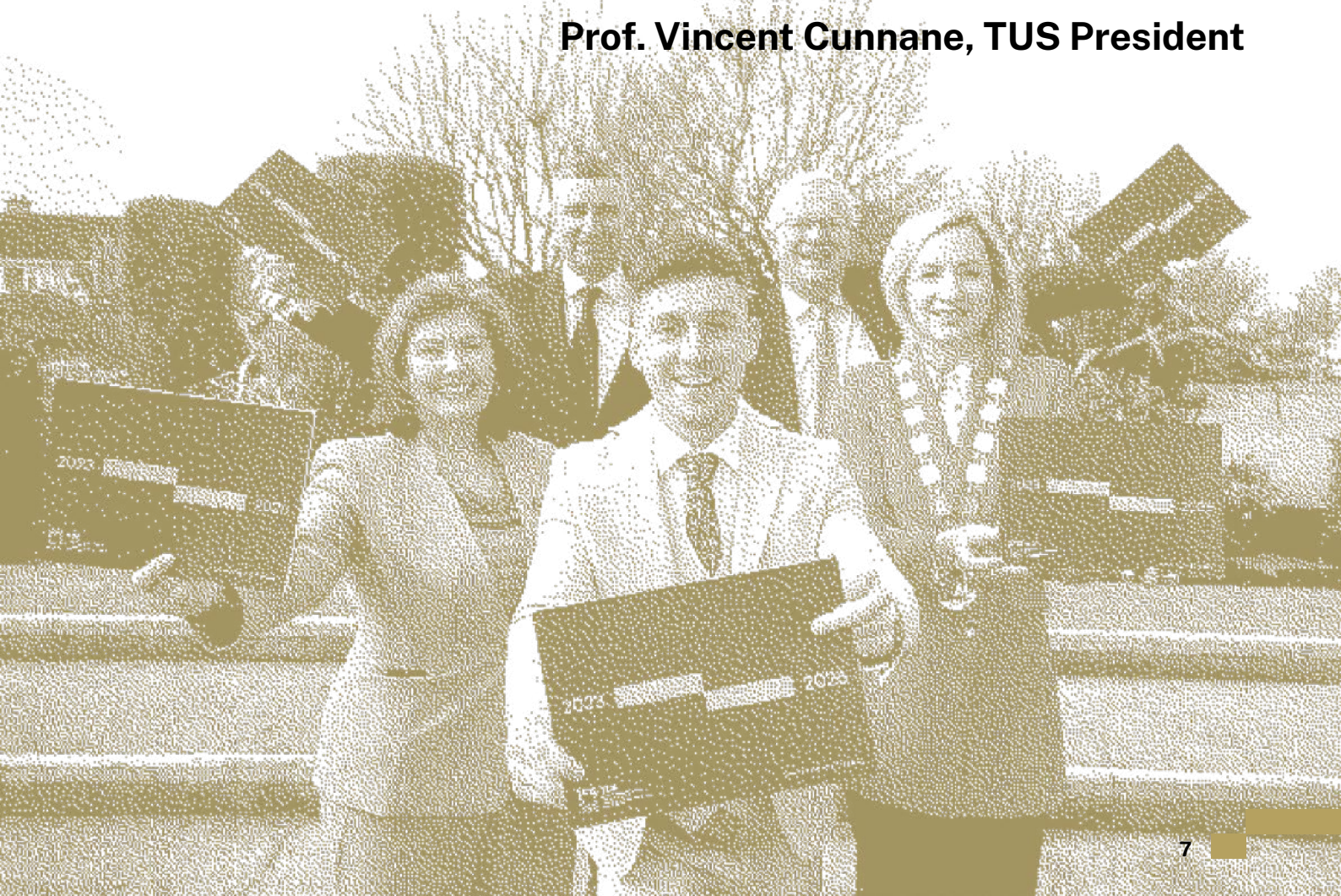
- Values Driven Organisation with Values Derived From Staff.
- Successful CINNTE Review with Finding of Clear Evidence of the Effectiveness of the Governance and Quality systems and an Embedded Quality Culture at all Level of Organisation
- Comprehensive Programme Offering with Programmes across all ISCED Broad Categories.
- 27% increase in Level 8, and 100% increase in Level 9, offerings from 2020-21 to 2023-24.
- Students From All 26 Counties Represented in the 2023 SRS Returns.
- Alternative Entry/Access Routes Account for over 39% of Total Undergraduate Entry in 2022-23.
- Leading Provider of Apprenticeship Education (1,246 Craft Apprentices in 2023-24).
- 39% Growth in International Students from 2020-21 to 2023-24.
- 92% Growth in Full-Time Equivalent Flexible Learners from 2020-21 to 2023-24.
- 4,955 Graduates in 2022 up 28% from 2020.
- Emerging Capacity for Transnational Provision (Joint Programmes and Short Advanced Programmes) through RUN-EU Network.
- Connected Curriculum Embedding Graduate Attributes, Digital Literacy and Sustainability.
- Student-centred Values and Ethos Permeate through all Provision with Excellent Student Supports.
- 236 PhD Students in 2023-24 representing a 59% Growth from 2020-21 to 2023-24.
- €28m Research Expenditure in 2023-2024.
- Fourth Among HEI's in Ireland with 198 Collaborations, Innovation Vouchers and Consultancy Agreements.
- 1164 Research Publications (2019 – 2024) (Scopus).
- 26.7% of Publications in the Top 10% Journals by Citescore Percentiles.
- 54.9% of Publications Involve International Collaboration.
- Emerging Growth of Collaborative Transnational RUN-EU PLUS Research Degree Programmes
- Engagement with Industry, Sectoral and Community Stakeholders to Ensure Responsiveness.
- Awarded Athena Swan Bronze Award in September 2024 and Proactive in Promoting EDI.
- First TU to be Designated a University of Sanctuary by University of Sanctuary Ireland.
- First Irish HEI to lead and hold Presidency of a European University (RUN-EU) under the European Universities Initiative.
- Embedding Commitment to UN Sustainable Development Goals in all Activities to Deliver Sustainable Futures.
- Connecting Communities Regionally, Nationally and Internationally through our Network of Campuses and the RUN-EU European University Network and International Collaborations.





*The act of connecting is at the heart of our strategic plan - our close connections with industry, business, culture and arts, communities, and our region itself is the essence of our unique heritage and enables the creativity that guides our strategic direction whilst ensuring deepening connections between our distributed staff and campuses.*

**Prof. Vincent Cunnane, TUS President**



## 2.0 THE INAUGURAL TUS STRATEGIC PLAN

The inaugural TUS Strategic Plan creates the blueprint that will enable TUS to realise its potential for transformative impact. The plan has emerged from an extensive collaborative and consultative process with stakeholders that has been vital in informing the direction it charts.

It provides the fulcrum for all activities of the Technological University in its important initial years. The strategy establishes TUS as a values driven organisation and its value system has been derived from its people through the consultative process. It articulates an overarching TUS Value Statement and the associated TUS Values (Figure 2.1).

“ 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 and actions.

### TUS Value Statement

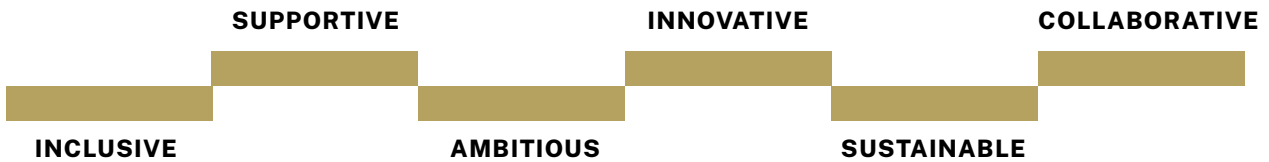


Figure 2.1. TUS Values

Table 2.1. TUS Value Statements

VALUE STATEMENTS	
<b>INCLUSIVE</b>	We embrace diversity as a key strength where everyone is included and has an equal opportunity to progress and achieve.
<b>SUPPORTIVE</b>	We care about our people and their well-being, and we maintain a student-centred ethos in all we do.
<b>AMBITIOUS</b>	We set high standards and are courageous in our actions to deliver impact and achieve our potential.
<b>INNOVATIVE</b>	We are forward-looking and encourage creativity and exploration that fosters unique ideas and inspires transformative change.
<b>SUSTAINABLE</b>	We are thought leaders and adopt a whole of institution approach to the challenges of sustainable development.
<b>COLLABORATIVE</b>	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.

The Values of TUS are supported by the TUS Purpose Statement and Vision to 2030.



## 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. The TUS Strategic Priorities are carefully linked to an associated series of Strategic Enablers, Objectives and Expected Outcomes to 2026 and performance will be tracked, through specified key indicators of success, as part of the broader implementation framework (Table 2.2). The key indicators of success will be aligned with the HEA Systems Performance Framework to align the strategic goals of TUS with National priorities and objectives. Full details of the strategic plan including the *Strategic Enablers, Objectives and Expected Outcomes to 2026* are available at: [TUS Strategic Plan 2023 – 2026](#)

Table 2.2. TUS Strategic Priorities and Key Indicators of Success

PRIORITIES		KEY INDICATORS OF SUCCESS/TARGETS
<b>EDUCATION</b>	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.	<ol style="list-style-type: none"> <li>1. Target = 12% increase of student numbers across a range of routes of entry.</li> <li>2. Target = Overall 3% increase of students who progress across a range of provisions and methods of delivery.</li> <li>3. Target = 100% of programmes (Full-time Level 8) with a work placement associated.</li> <li>4. Target = 92% of graduates in employment or further study.</li> </ol>
<b>RESEARCH</b>	Deliver impactful applied research, growing the research community, engaging in next generation thinking and tackling issues at a regional, national and global level.	<ol style="list-style-type: none"> <li>1. Target = 40% growth Research, Development and Innovation (RDI) income (€).</li> <li>2. Target = Publications: Overall increase 100% Other RDI outputs: Overall increase 50% (Research outputs not limited to the traditional outputs).</li> <li>3. Target = Overall 50% increase of staff involved in RDI activities.</li> <li>4. Target = Overall 50% increase of collaborative research engagement activity.</li> </ol>
<b>PEOPLE AND ORGANISATION</b>	Operate as an integrated organisation, where everyone's potential can be realised, and where all individuals are provided with equal opportunities.	<ol style="list-style-type: none"> <li>1. Target = 25% increase of staff attending accredited and non-accredited programmes.</li> <li>2. Target = 80% of students who rate their overall TUS experience as good / excellent.</li> <li>3. Target = 85% satisfaction rate in our people being able to raise their voice.</li> <li>4. Target: Achievement of expected outcomes by ensuring alignment between structure and strategy.</li> </ol>
<b>CONNECTING COMMUNITIES</b>	Build and enhance relationships and partnerships to drive the sustainable development of our region and make an impact nationally and internationally.	<ol style="list-style-type: none"> <li>1. Target = Enhanced engagement as evidenced by biannual survey outcomes.</li> <li>2. Target = €120m Funds invested (€) in new, refurbished and repurposed spaces, supporting and enabling the projected growth in student numbers.</li> <li>3. Target = 20% increase of productive partnerships with external bodies.</li> <li>4. Target for 2025/2026: Overall score 60% (Bronze Level) Performance of TUS using Sustainability Leadership Scorecard (SLS).</li> </ol>

## 3.0 THE RUN-EU EUROPEAN UNIVERSITY NETWORK

The European Universities Network is part of an EU-wide ambition to create a centralised European Education Area that enables students combine their studies in multiple EU countries. The network, which is expected to increase the competitiveness of European Universities, will be integral to promoting the kind of future and advanced skills necessary for social transformation across the European Union.

The Regional University Network- European University (RUN-EU), supported by the European Commission and funded under the European University Network programme brings together like-minded, regionally focused HEI's committed to societal transformation in their regions, in the context of both new and emerging regional and global challenges, and with a particular focus on sustainable regional development and regional needs (Figure 4.1). The network was established in 2020 with 7 founding members in its first phase with TUS as a co-ordinating partner.

In a new cycle on the initiative, the European Commission has approved a second phase with funding of €14.5m for a further four years, 2024-27. TUS is proud to be the new 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 join the alliance, the University of Burgos (Spain) and the Howest University of Applied Sciences (Belgium), providing a network of nine like-minded institutions drawn from across Europe (Table 3.1). O.M. Beketov University (Ukraine) has also joined RUN-EU as an associate partner. 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. The location of the members of the expanded Network is depicted in Figure 3.1.



Figure 3.1. Location of RUN-EU Alliance Members (includes O.M. Beketov University at Kharkiv, Ukraine, with which TUS is establishing a long-term partnership)

Table 3.1. Members of the RUN-EU Alliance

INSTITUTION	COUNTRY	MEMBERSHIP
Polytechnic of Leiria	Portugal	Founding Member
Polytechnic of Cávado and Ave	Portugal	Founding Member
Technological University of the Shannon (TUS)	Republic of Ireland	Founding Member
Széchenyi István University (SZE)	Hungary	Founding Member
Häme University of Applied Sciences HAMK	Finland	Founding Member
NHL Stenden University of Applied Sciences	Netherlands	Founding Member
FH Vorarlberg University of Applied Sciences	Austria	Founding Member
University of Burgos	Spain	Joined 2023
Howest University of Applied Sciences	Belgium	Joined 2023

This expanded RUN-EU represents a transnational alliance with members working together to create a regional development-oriented European University that promotes European values and identity and embodies the values of sustainability, multiculturalism, and inclusiveness in all its work. Therefore, TUS membership aligns closely with the TUS ambition to develop a TU which reflects the educational demands and economic needs of Ireland's Midlands and Midwest regions while contributing to the European Higher Education Area goal of enhanced mobility opportunities and recognition of qualifications across the EU. Accordingly, participation and leadership of RUN-EU will greatly enhance mobility opportunities for TUS students. The design and delivery of Collaborative European Degrees, inclusion of all in educational opportunities and the promotion of a strong sense of European identity, culture, and citizenship are integral elements. To achieve this collective mission, RUN-EU focuses on the delivery of collaborative, future and advanced skills-based teaching, learning, research and engagement activities across the network, and partner Institutes have a proven track record in engagement in these areas relevant to future societal challenges. Selected highlights of the RUN-EU mission are provided in Table 3.2.

TUS also participated in the Horizon Europe RUN-EU PLUS project during the 2023-24 academic year. This initiative supported the strengthening of regional business and society partnerships in research and innovation across the RUN network. PLUS stands for 'Professional Research Programmes for Business and Society'. RUN-EU PLUS developed a range of collaborative professional practice-based research master's and doctoral programmes for business and society.

In addition to the RUN-EU alliance, the twinning of TUS and Ukraine's Beketov National University since 2022 is a highly valued partnership. While the aim is to establish a long-term partnership, there has been an initial focus on identifying ways that TUS can support O. M. Beketov in concrete ways by supporting students studying in O. M. Beketov. Following a visit by O. M. Beketov staff to TUS in 2023, the partnership has developed further to open up research groups and include O. M. Beketov as research partners, provision of equipment, hosting of summer schools, as well as the development of collaborative academic and research projects, joint research bids and visiting scholar initiatives.

Table 3.2. Selected Highlights of the RUN-EU Mission

### THE RUN-EU MISSION

- The development of collaborative and Joint Programmes across the alliance.
- Future and Advanced Pedagogy Skills Academy (FAPSA), which promote and develop joint student-centred, challenge and work-based flexible learning activities, including Short Advanced Programmes and European Degrees, through collaborative and pedagogically innovative inter-university and interregional approaches to higher education.
- European Innovation Hubs (EIH), which will stimulate and create joint interregional research, innovation and regional stakeholder engagement projects and activities across the alliance.
- European Mobility Innovation Centre (EMIC), which will build and share expertise in innovative physical and virtual mobility initiatives and will assess the quality of new mobility activities.

# 4.0 GOVERNANCE, MANAGEMENT & QUALITY

Established on October 1, 2021, under Section 36 of the Technological Universities Act (2018), TUS appointed inaugural President, Professor Vincent Cunnane and established interim arrangements for governance and management. Chaired by Ms. Josephine Feehily, the TUS inaugural Governing Body met on October 1, 2021 and approved interim governance and management arrangements, including an interim Academic Council. Governing Body, constituted under Sections 11 and 12 of the Technological Universities Act (2018), has a broad range of statutory functions as well as corporate governance responsibilities, and plays a pivotal oversight and strategic development role as TUS delivers on its transformation agenda.

TUS is committed to national and international best practice in its governance and management and in fulfilling its obligations under the TU Act. Accordingly, TUS takes a multi-layered approach to governance and management, including Governing Body, Academic Council and Executive Functions. Governing Body and Academic Council together with their associated Sub-committees and Working Groups ensure robust governance in line with statutory obligations and work in partnership with Senior Management through a variety of reporting routes (Figure 4.1).

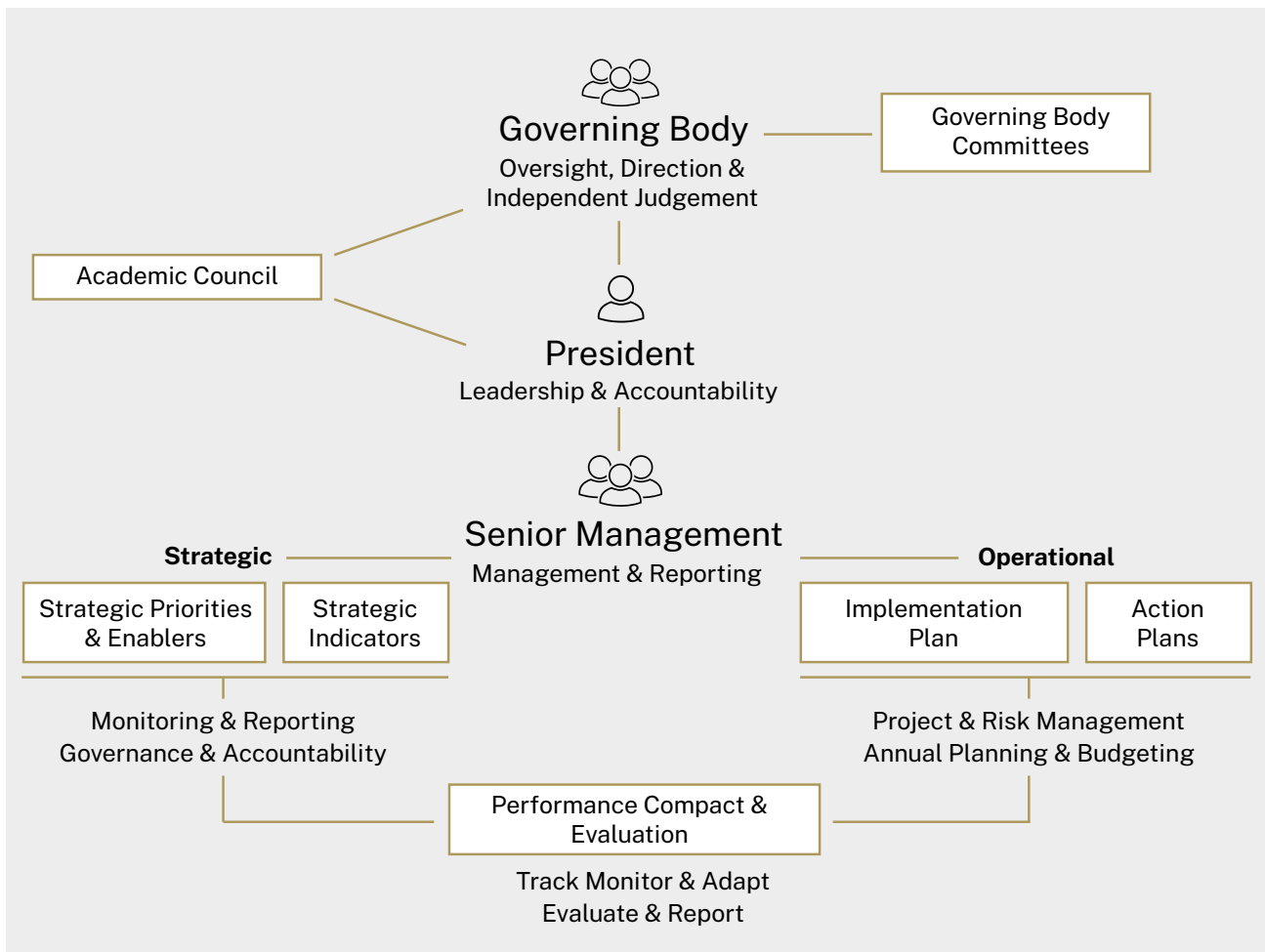


Figure 4.1. TUS Governance & Management Approach

The senior management structure includes a Vice Presidents (VP) Council and a Deans Council and associated current management responsibilities of VPs are outlined in Figure 4.2. The VP and Deans Councils and senior management structures contribute to the overall leadership and accountability.



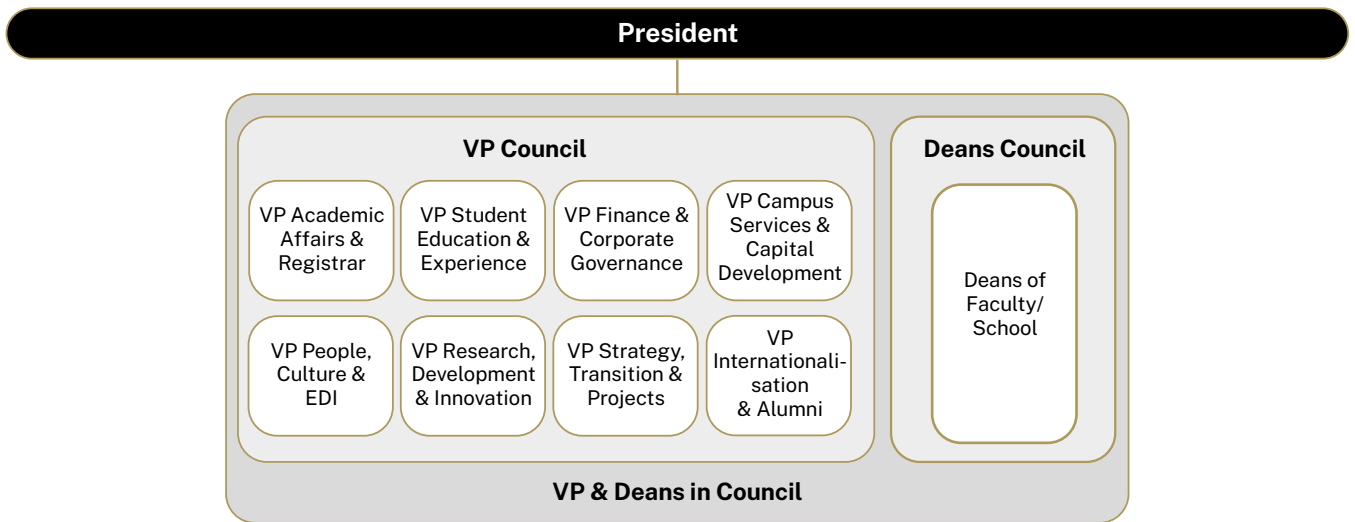


Figure 4.2. TUS Senior Management Structure

As part of the evolution and ongoing development of TUS the organisational structure is under review. An organisational design process involving external consultants and wide stakeholder consultation was undertaken. As part of this process, different models were considered with a key consideration being designing a structure to realise the ambition and deliver on the priorities of the TUS Strategic Plan. The resulting proposed new organisational structure is in the process of being implemented.

TUS Academic Council is the statutory body charged with establishing and maintaining the academic standards, and enhancing the quality of the student experience, of the University. While an interim Academic Council was appointed on designation day, the first fully constituted Academic Council was appointed on 30th September 2022. TUS Governing Body and Academic Council have approved the TUS Academic Council Documentation 2022-2025 in accordance with the Technological Universities Act (2018). This specifies the Constitution, Composition, Membership, Standing Orders and Bylaws of Academic Council. The Council has nine subcommittees designed to support its work delivering on key strategic themes of the Technological University (Figure 4.3).

TUS Academic Council maintains academic standards within the Technological University and is committed to continuous improvement with new initiatives being continuously designed and implemented to embed quality policies and practices throughout its operations.

The Academic Faculties/School and their associated Academic Departments are a critical component of the management structure of TUS and for the successful delivery of academic programmes. Faculty/School Boards, Department Boards, and Programme Boards play a key role in good governance, management and in the associate development and implementation of quality assurance and enhancement initiatives. The current Faculty and Department structure is presented in Appendix 1.

Students are key partners at TUS and student representatives are members of Governing Body, Academic Council, Subcommittees, Programme Boards and Working Groups, *inter alia*. Their input and counsel at all fora is respected and valued by TUS to ensure comprehensiveness and equity for learners.

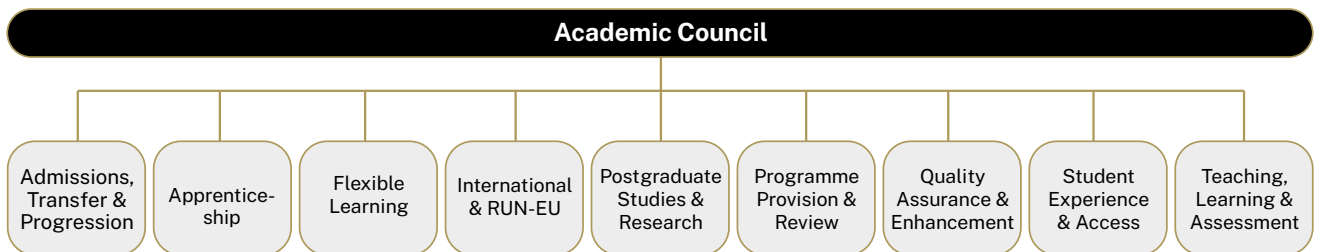


Figure 4.3. Academic Council and its Subcommittees

## 4.1 QUALITY ASSURANCE AND ENHANCEMENT

The approach of TUS to Quality Assurance and Enhancement (QAE) supports our core purpose, in providing 'leading student-centered higher education that is research-informed, regionally-relevant and accessible to all'. It provides a vital framework that supports our role as an independent Designated Awarding Body and in assuring the quality of our awards and graduates. It also informs our broader engagements with the community we serve, regionally, nationally and internationally and in our partnerships with employers, industry and enterprise. The approach of TUS to the development and implementation of QAE is effective, accountable and robust, with leadership by the VP Academic Affairs and Registrar.

The TUS approach to 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 Quality and Qualifications Ireland (QQI) as the authority. The *TUS Policy for Quality Assurance and Enhancement* was approved by Academic Council, in April 2022, and provides a set of overarching, principles which have been adapted from the THEA Technological Higher Education Quality Framework (Figure 4.4).

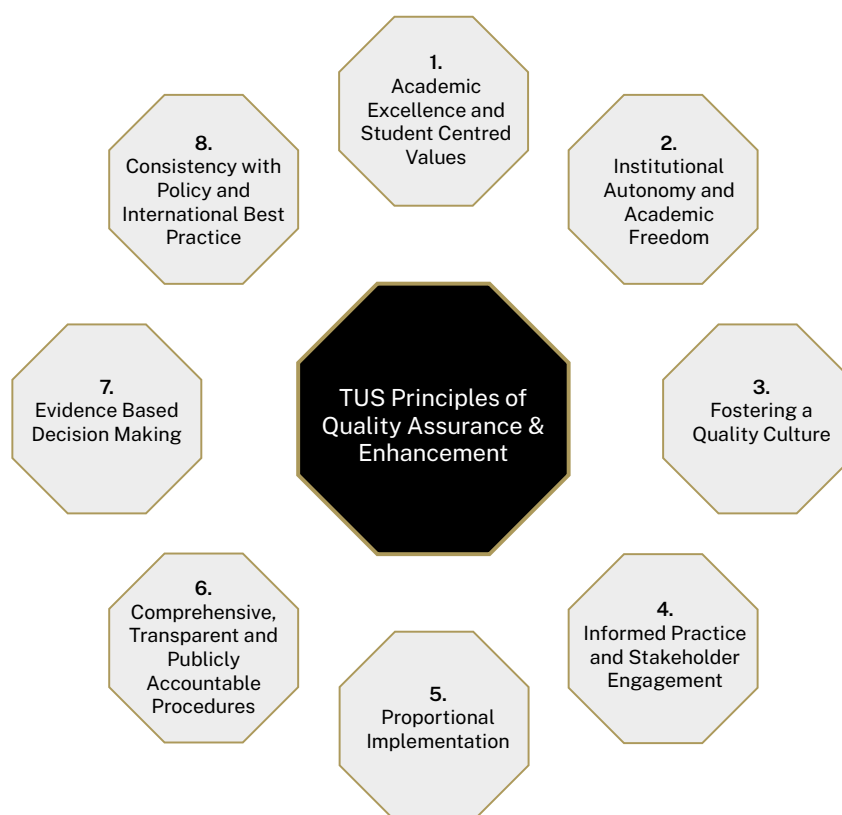


Figure 4.4. TUS Principles of QAE

Aligned with the National Quality Assurance Framework, and guided by the overarching principles outlined in Figure 4.4, TUS operates a consolidated QAE framework that involves a holistic cross-organisational approach with three principal pillars (Figure 4.5):

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 (through QQI AQR and Dialogue Meeting) and Cyclical Review.

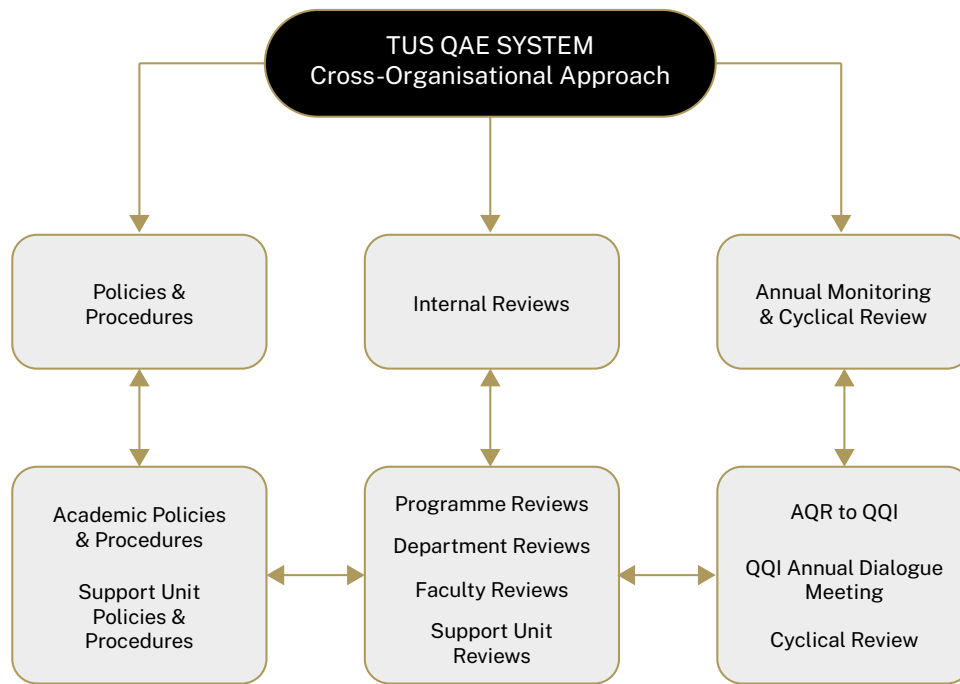


Figure 4.5. Overview of the Cross-Organisational Approach to QAE

The QAE Policies and Procedures form the basis of a coherent framework for assuring and enhancing the quality of education, training and services provided by TUS, and these are collated into the TUS Quality Assurance and Enhancement Handbook.

There are a wide range of processes that support the quality assurance of teaching, learning and assessment and the student experience. Some key examples include the external examiner process, processes for ongoing monitoring, national student survey (StudentSurvey.ie) and student participation in governance, management and quality fora, among a wide variety of others, including the quality enhancement of teaching, learning and assessment practice as outlined in Section 14.

TUS is committed to self-study and peer review and recognises the pivotal role this plays in monitoring the effectiveness of the quality policy and procedures. The Qualifications and Quality Assurance (Education and Training) Act (2012) requires 'periodic evaluation of training, research and related services by the provider'.

As a consequence, TUS operates a programme of Internal Reviews on a cyclical basis, including reviews of Programmes of Study, Departments, Faculties/Schools, Support Services and Thematic Reviews where appropriate. These reviews include academic, industry and quality reviewers from Irish and International comparator organisations and result in the development and implementation of a range of Quality Improvement Plans.

TUS values its relationship with QQI, the state agency responsible for promoting the quality, integrity and reputation of Ireland's further and higher education system, and benefit from participation in the Annual Quality Review and Annual Dialogue Meeting processes. We recognise that a quality culture is supported by strong academic and corporate governance and a commitment to public accountability, transparency, and continuous improvement with a collaborative and collegiate approach to quality assurance and enhancement.

## 4.2 QQI CINNTE CYCLICAL REVIEW OF TUS

The QQI CINNTE review of TUS was conducted during the 2023-24 academic year, as part of a national programme of CINNTE Reviews. This statutory process is an integral part of the external quality assurance higher education and training in Ireland. CINNTE evaluates the effectiveness of the quality assurance procedures of each institution. The review measures compliance with European standards for quality assurance, regard to the expectations set out in national QQI Quality Assurance Guidelines, or their equivalent, and adherence to other relevant QQI Policies and Procedures. CINNTE reviews also explore how institutions have enhanced their teaching, learning and research and their quality assurance systems and how well institutions have aligned their approach to their own mission, quality indicators and benchmarks.

As part of the preparation for CINNTE, TUS conducted a comprehensive programme of self-evaluation which commenced in April 2022 and culminated in the submission to QQI of an Institutional Self-Evaluation Report (ISER) in February 2024. This was followed by the Main Review Visit to TUS by the QQI appointed independent international review panel in April 2024. As part of their review, the panel met with circa 270 TUS stakeholders, including students, staff and a broad range of external stakeholders.

The resulting Institutional [Review Report 2024: Technological University of the Shannon](#) was published by QQI in October 2024. The review team have noted *"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 recognised. The review team also noted TUS compliance with relevant European and National statutory quality assurance guidelines and requirements.

The review team noted that TUS staff are *"strongly motivated to contribute positively to institutional development and integration with the goal of making TUS greater than a sum of its parts"*. TUS views as important the observation that *"the university enjoys great respect and commitment from local and regional stakeholders, among the industry, practitioner bodies and other educational institutions"*.

The review team noted that TUS has made considerable progress in developing research capacity and commended

the number of successful research institutes doing regionally relevant work and for demonstrating considerable progress in winning research funding and producing scholarly publications. There is also recognition of the importance of the Regional University Network-European University (RUN-EU) which *"has advanced internationalisation through numerous partnerships in education, research, and funded student and staff exchanges"*. The report highlights the importance of internationalisation and notes that, from its inception, *"TUS has been committed to facilitating the inward and outward flow of students and staff between international partner institutions"*.

TUS places elevated emphasis on student-centred approaches and this is epitomised in our shared values: Inclusive, Supportive and Collaborative. 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"*. It is noteworthy that the review team commended TUS for an *"unwavering commitment to students on Access and Widening Participation Pathways"*. It acknowledges the TUS commitment to Apprenticeship education and finds that *"TUS shows great initiative in offering programmes for flexible learners, as well as students enrolled in part-time programmes"*. The review team also noted the HEA finding that TUS has the highest percentage of honours degree graduates in the country in employment nine months after graduation.

The Report provides a total of 13 Commendations and 15 Recommendations. TUS has initiated a process to reflect fully on the recommendations including the detailed narrative underpinning each, to inform the development and implementation of a TUS CINNTE Quality Improvement Plan (QIP). This QIP Planning process is ongoing and will involve further consultation with key stakeholders. In this context, the CINNTE Report provides an important reference point and opportunity to guide and support the next phase of development of the University.

The top 5 review team commendations and recommendations are:

### Top 5 Commendations

1. The review team commends TUS for its ambitious vision that pervades key initiatives and guides its collaboration with students, communities, local government, enterprise and business.
2. The review team commends TUS for its unwavering commitment to students on Access and Widening Participation pathways. This commitment is in terms of awareness of needs, the quality of support provided



and the dedication to creating opportunities for the fulfilment of personal and educational aspirations, especially for learners from disadvantaged backgrounds. 3. The review team commends TUS for the enthusiasm and professionalism of all student support services staff who ensure an outstanding commitment to student engagement.

3. The review team commends TUS' creative engagement with the Regional University Network European University (RUN-EU) Initiative for the strategic development of research, education and outreach activities benefitting the student and staff experience and research activity.
4. The review team commends TUS for demonstrating considerable progress in winning research funding and producing scholarly publications.

#### Top 5 Recommendations

1. The review team recommends that TUS, notwithstanding the progress made on integration to date, develop a unified operational model across the university. This should align with university objectives and be strongly promoted.
2. The review team recommends that TUS give serious consideration to supporting the development of Heads of Departments' important role as middle managers who make a significant contribution to the effective functioning of the institution. The avenues of upward mobility are limited for them due to the flat organisational structure and a lack of fixed terms of office or clear role descriptions.

3. The review team recommends that the university, in fulfilment of its ambitions for research development, take steps to ensure that every PhD student is embedded in a research culture, all supervisors can demonstrate and maintain the currency of their expertise to supervise students and projects, a code of practice for research supervision is regularly communicated, monitored and reviewed in line with the Framework for Doctoral Education
4. The review team recommends that TUS review current practice for student communication and develop a coordinated strategy that addresses students' needs across all modes of programme delivery, and all stages of the student journey from application to completion of studies, to ensure timely access to pertinent academic and pastoral information.
5. The review recommends that TUS prioritise overall workforce planning, development and wellbeing in an agile manner to ensure the sustainability of continued high-quality service and academic provision. While a quality culture has become embedded in the university, there is an opportunity to simplify administrative and operational structures as well as lighten bureaucratic requirements. This will enhance the agility of the university, allowing it to respond to emerging opportunities.

## Strategic Priority 1: Education

“

*Provide a relevant high quality education offering, focused on interdisciplinarity, delivered in both traditional and flexible ways to cater to a diverse cohort of students, across multi-campus locations.*



## 5.0 EDUCATIONAL ETHOS EMBEDDING GRADUATE ATTRIBUTES

In delivering high quality education, the TUS Strategic Plan is supported by the Putting Learning First, TUS Learning, Teaching and Assessment Strategy 2022– 2025. The strategy sets out an Educational philosophy and ethos “that co-creates an inclusive learning experience through leadership in teaching, active learning, research, scholarship, industry and civic collaboration”. This philosophy underscores our ambition to engage learners through programmes of learning and research that are inclusive and relevant to the needs of industry, society, and the environments our graduates will work in, either nationally or internationally. This is achieved through an emphasis on applied learning and authentic assessment.

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 Principles and Seven Pillars for Excellence in Learning, Teaching and Assessment. 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 5.1).

TUS Graduate Attributes 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 with 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 for programme mapping (Figure 5.2).

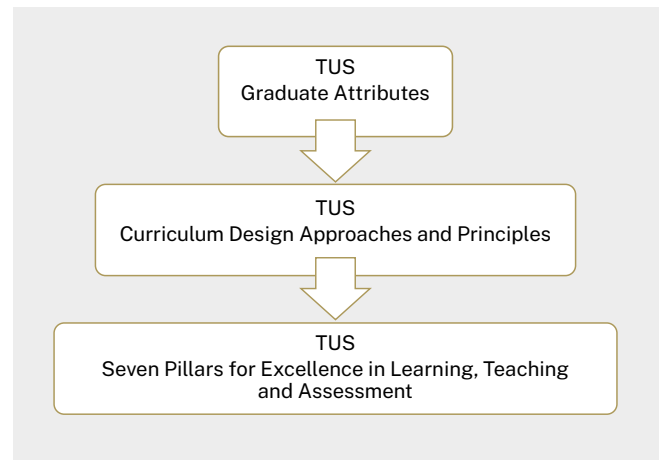


Figure 5.1 Positioning of Graduate Attributes for Curriculum Design and Excellence

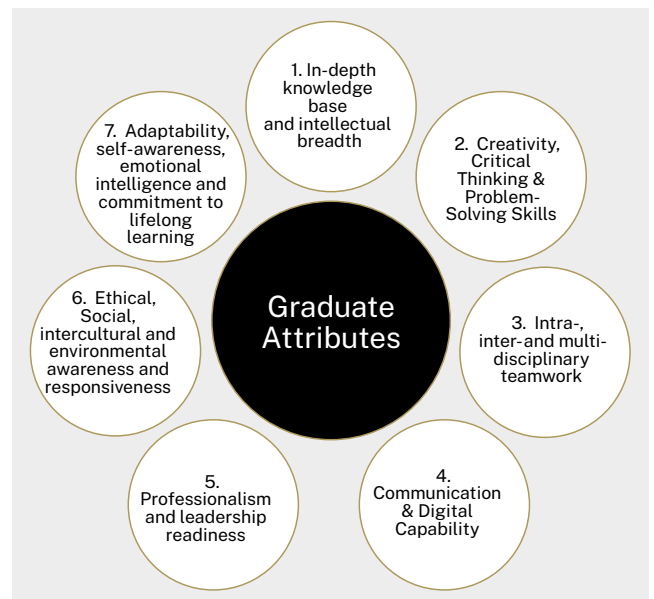


Figure 5.2 TUS Graduate Attributes

The Graduates Attributes Framework is complemented by a TUS Curriculum Design Principles and Approaches Framework (Figure 5.3). In this, TUS commits 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. It further commits to inclusive and student-centred models of curriculum design. TUS is also committed to providing an inclusive approach to curriculum design which is based on the principles of Universal Design for Learning (UDL), the result of which is enhanced accessibility for all learners.

The Graduates Attributes Framework and Curriculum Design Principles and Approaches are further supported by seven pillars supporting excellence in Teaching, Learning and Assessment (Figure 5.4). Each of the pillars provide a framework for 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.

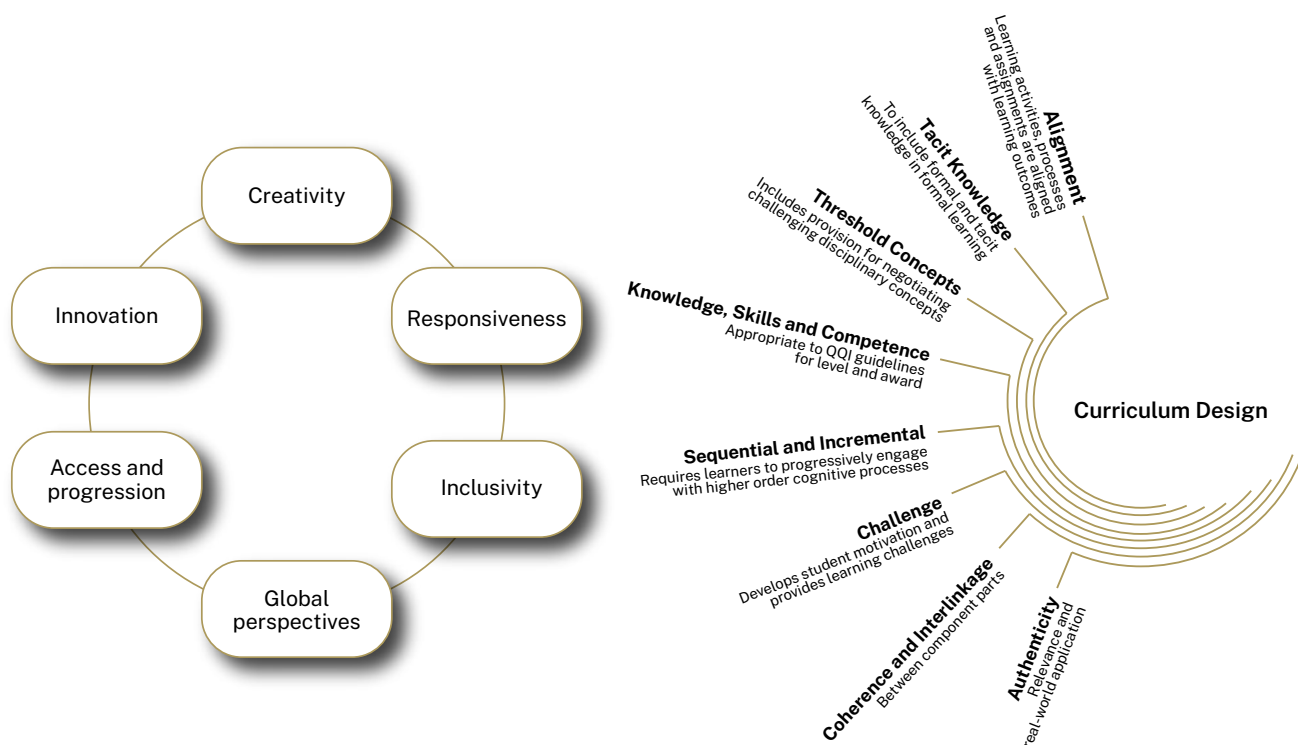


Figure 5.3 TUS Curriculum Design Principles and Approaches Framework

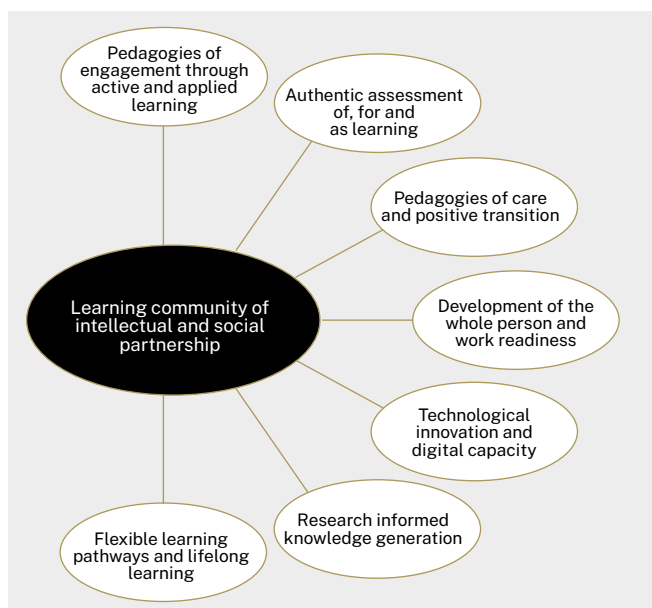


Figure 5.4. Seven Pillars Supporting Excellence in Learning, Teaching and Assessment

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. Student engagement in the learning process is stimulated by their direct involvement in discussion, debate, dialogue, teamwork, presentations, project work, and work placement *inter alia*. 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 of, for, and as learning is a key enhancement theme for the *National Forum for the Enhancement of Teaching and Learning in Higher Education*. Assessment is a pillar in supporting student engagement through expanding, exploring, and embedding knowledge. Best practice principles of validity, reliability, practicality, wash-back on learning and authenticity underpin the assessment dynamic, which includes formative and summative approaches. As students at TUS progress through their studies, they experience a range of innovative assessment approaches, which reflect disciplinary needs and professional practice requirements. TUS also prioritises assessment literacy and associated skill development for staff at all levels of curriculum design, delivery and implementation.

Digital literacy is a life skill and is embedded through the curriculum and in the teaching, learning and assessment practices. TUS fully embraces the digital agenda and aims to develop a consistent, seamless and coherent digital experience for students to develop their digital skills and knowledge. TUS continues to develop high capacity infrastructure and platforms to facilitate the development of technology-enhanced learning, digital capacity and creativity across its learning community. Digital technology is vital to support students on different learning paths so that content and learning approaches can be varied to meet the needs of individual students. Technology-enhanced learning is increasingly incorporated to complement the scholarship of teaching and learning in face-to-face, blended, and online contexts. TUS values its participation in the National Technological University TransfORMation for Resilience and Recovery (NTUTORR) initiative aimed at transforming the student experience with a number of projects that focus on enhancing digital capabilities, digital infrastructure and system-wide capability.





## 6.0 THE STUDENT EXPERIENCE - SUPPORTING THE STUDENT LIFECYCLE

As 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 are in an advanced year of study, student supports 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.

“ A key objective of the TUS strategic plan is to enhance the experience of our evolving student demographic across all aspects of university life and deliver an education beyond the academic qualification.

TUS has established a VP of Student Education and Experience as part of its commitment to support the holistic development of the student experience throughout the student lifecycle. Working collaboratively, TUS aims to build partnerships and work towards the development of a consistent, equitable and positive student experience across all campuses. Accordingly, TUS is committed to ensuring that supports are accessible, student-centred, progressive and are linked to the core values of the 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 the relevant staff to the quality of the services and supports offered to students. The broad range of supports and services a student has access to during their studies at TUS are provided in Table 6.1. TUS also has an active Students' Union and a vibrant Sports Office who work collaboratively with student services in support of students.

The Students' Union is the representative body for the students of TUS and represents student views at a TUS wide-level and communicates them to management in TUS, with the VP Student Education and Experience as the designated liaison. 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.

Sport and physical activity are central to life at TUS and promoted by the TUS Sports Office. 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 in overseas competitions. 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. 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.



Table 6.1. Summary of TUS Student Supports and Services

## TUS STUDENT SUPPORTS AND SERVICES

### TUS Student Induction and Orientation programme: 'Connect & Engage'

Connect and Engage is an eight-week Induction and Orientation programme. The programme includes an array of curated events and activities ranging from support services to essential information and all created to support students' transition to college and towards a positive student experience. The programme is delivered in a blended format, both onsite and online, across all campuses and has 8 themed weeks.

### Access Service

The TUS Access agenda flows from a philosophy of equality and social inclusiveness and is informed by the HEA National Access Plan and the TUS Strategic Plan, promoting equitable access to and successful participation in higher education for all members of society. Through its work, targeted strategies and initiatives are delivered to facilitate entry to and successful participation in higher education for underrepresented students. The Access Service is committed to promoting access for under-represented groups and operates initiatives in partnership with schools, community organisations, and Further Education providers.

### Disability Service

TUS Disability Services provide a range of supports for students across the full range of disabilities/specific learning difficulties/ongoing health conditions. Services include, facilitating individual learning support, dyslexia screening, assistive technology training, alternative assessment formats, examination supports and provision of transport. Supports are determined through the completion of an individual needs assessment which informs an individual learning plan for the student developed in accordance with the evidence presented.

### Student Counselling Service

The Student Counselling Service provide confidential student-centred, accessible, psychological, mental health and wellbeing support to students across our campuses. The counselling service actively promote 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. Student Counselling Service collaborate and liaise with community, 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.

### Student Health Service

The Student Health Service provides a confidential and caring Health Service to all full-time registered students and apprentices throughout the academic year, with 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. There is a nurse-led service which is free and confidential. A doctor's service is provided within a 3km radius of each of the 5 campus locations in the Midlands and the Midwest. Students are also informed of the Out-of-Hours Doctor Service for evenings and weekend cover.

### Learning Support Service

The primary aim of the Learning Support Service is to promote retention through progression with supports targeted to students struggling to pass assessments and to students who are aiming to achieve honours grades. The Service is available to all students on a no-cost basis with approximately 20% of students availing of support every year. Support can be organised via referral from lecturers and professional services or more commonly, self-referral by the students individually or through their class reps for group support. During their time in TUS, students can avail of one-to-one consultations, group workshops and seminars to help improve their academic skills. The support delivered is underpinned by the principles of active learning, with the student leading the process.

### Pastoral Care

Pastoral Care Service works across our campuses to create a caring and supportive community for our students and plays a significant role in delivering a person-centred education for our students. This service, by its nature, works quietly and often unseen but provides a very effective bridge to other services and supports both within TUS and in the communities we serve. Reflection rooms are available for prayer and meditation on our Moylish and Athlone campuses to cater for our larger student populations on these campuses. A Chaplain, from the Diocese is based in TUS Midlands, while a staff appointed, Pastoral Care Co-ordinator, is based in TUS Midwest campuses.

### Careers and Employability

The Careers and Employability Services support students and graduates to identify, develop and enhance their employability skills toward realising their career objectives and maximising their personal and professional potential. These services are available to all students in the form of one to one and group career and educational guidance, workshops, seminars and events. The services work in partnership with academic and professional services in support of students toward enhancing their discipline specific competencies, graduate attributes and employability.

### TUS Societies

TUS Societies form a central pillar of life for students and in January 2022 a Societies Officer was appointed to support the activities of societies at TUS. Life on TUS campuses is marked with numerous ceremonies, occasions and community programs that are an integral fabric of the TU and new students are welcomed, graduates are celebrated, exemplary academic achievement is honoured, losses are shared, innovative thoughts on creativity are shared, and the doors of the university are opened for all to explore.







## 7.0 LIBRARY AND INFORMATION SERVICES

The 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.

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.

*Table 7.1. TUS Library Collections & Systems Highlights*

### TUS LIBRARY COLLECTIONS & SYSTEMS HIGHLIGHTS

- Digital first acquisitions, particularly e-books with multi-user licences, continued to be prioritised and aligned with academic curricula to drive collections development.
- There is ongoing updating of core physical and textbook collections and continued engagement with academics to iterate and improve the development of reading lists.
- Sustainability for expanding collection demand is being addressed through advancing IReL membership (Consortium of Irish Research Libraries) at the sectoral TU level and the expansion of Open Educational Resources (OER) within the library's collections, platforms and expertise. The Library's OER project includes extensive academic engagement with lecturers to build awareness of how these resources can support learning. The second generation of the TUS OER index is being worked on with an expected launch date of early academic year 2024-25 to reflect new subject areas and the availability of new resources. The promotion of TUS Open Press on the Pressbooks platform is ongoing.
- The 2 instances of the Library Management System Koha were successfully merged at the end of academic year 2023/2024 leading to the creation of a single unified Library catalogue. The merging of existing databases and e-books was ongoing. RFID technology for collections management was enhanced with the acquisition of inventory wands.
- Publication of new collections is disseminated through library communications channels, LibGuides, social media promotion and collections displays aligned to thematic or activity weeks.





## 8.0 PROGRAMME AND STUDENT PROFILE – TAUGHT PROVISION

**T**US offers a broad range of taught programmes across its campus network and in the 2023-24 academic year it delivered these to 14,527 students, through 10 Faculties and 27 Departments (Appendix 1). These programmes span the full spectrum of provision including, Full-Time, Part-Time, Level 6 to Level 9 of the NFQ, Flexible and Lifelong Learning, Apprenticeships, and the emerging area of Microcredentials/Short Advanced Programmes (SAP's). The programmes are offered across a range of entry mechanisms including CAO, Direct Entry, Flexible Learning, Springboard, Apprenticeships and Access.

The TUS programme and student profile presented, unless otherwise stated, has been derived from four years of Student Record System (SRS) returns to the HEA, spanning the 2020-21 to 2023-24 academic years, with 2023-24 as the primary reference point. Comparative national data has been collated from data compiled and published by the HEA with most recent data used where possible (generally up to the 2022-23 academic year).



## 8.1 PROGRAMME PROFILE

The taught programme portfolio ranges from Level 6 to Level 9 of the NFQ and across all the Broad ISCED Categories<sup>1</sup>. The profile of taught programme provision is provided in Table 8.1 and further illustrated in Figure 8.1. This profiles 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 146 such programmes.

The growth of Level 9 taught programme provision is also evident with a total of 68 programmes in 2023-24, 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.

Table 8.1. Number of Programmes at NFQ Levels 6 to 9 across all Broad ISCED Categories (2023-24)

Broad ISCED Category	NUMBER OF PROGRAMMES AT NFQ LEVEL				Total
	Level 6	Level 7	Level 8	Level 9	
Agriculture, Forestry, Fisheries and Veterinary	0	1	0	0	1
Arts and Humanities	4	7	18	2	31
Business, Administration and Law	8	12	28	15	63
Education	0	0	1	1	2
Engineering, Manufacturing and Construction	12	23	25	25	85
Generic Programmes and Qualifications	0	1	0	0	1
Health and Welfare	2	9	16	9	36
Information and Communication Technologies	1	8	21	9	39
Natural Sciences, Mathematics and Statistics	1	9	16	3	29
Services	9	13	16	1	39
Social Sciences, Journalism and Information	0	0	5	3	8
<b>Total</b>	<b>37</b>	<b>83</b>	<b>146</b>	<b>68</b>	<b>334</b>

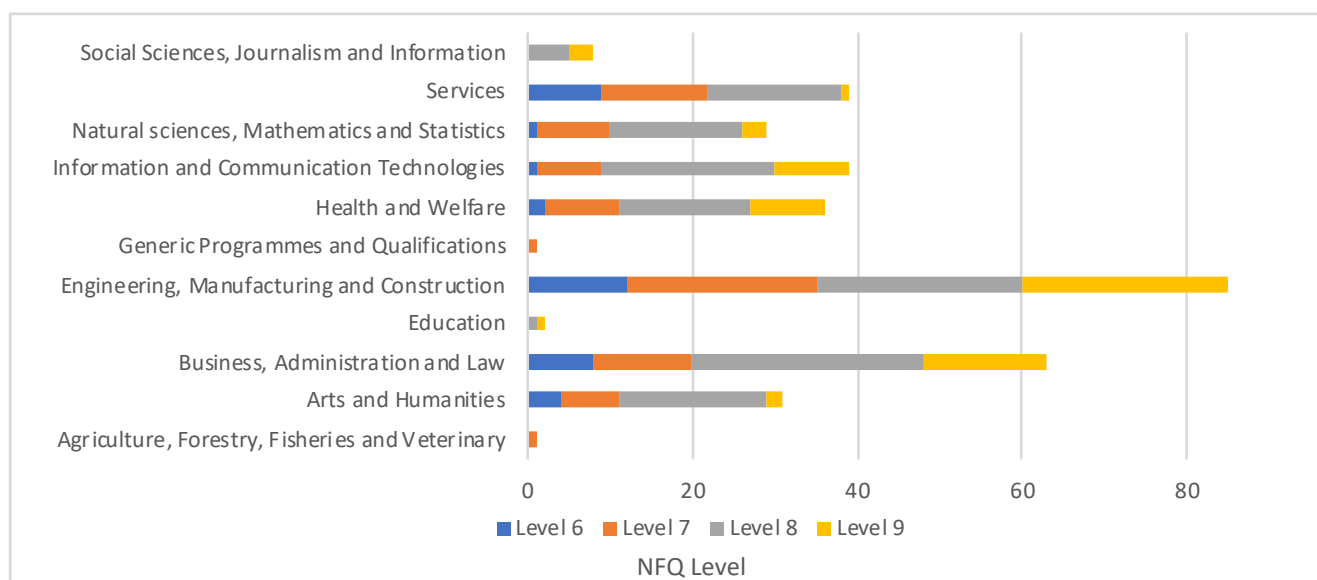


Figure 8.1. Number of Programmes at NFQ Level 6 to 9 across all Broad ISCED Categories (2023-24)

<sup>1</sup>ISCED is the reference international classification for organising education programmes and related qualifications by levels and fields of which there are 11 Broad Field Categories.

A profile of programme trends at the different NFQ levels over the period 2020-21 to 2023-24 further evidences the growth in popularity of Level 8 as the main entry point (increasing by 27%), in addition to a significant increase in Level 9 taught provision (increasing by 106% in the period). In the same period, there is a 17% increase in Level 7 programmes but a 19% decrease at Level 6. While the trend to Level 8 is evident, TUS maintains significant provision at Level 7 and Level 6 thereby supporting access, transfer and progression (Figure 8.2).

These trends are broadly consistent with other HEI providers nationally. A comparative profile of student enrolments in undergraduate major award, taught programmes for the 2022-23 academic year is presented in Figure 8.3. (latest comparative data available) among the Technological Universities, TUS has the second highest number of enrolments on Level 8 programmes and Level 9 taught Master’s programmes, nationally (Figure 8.3).

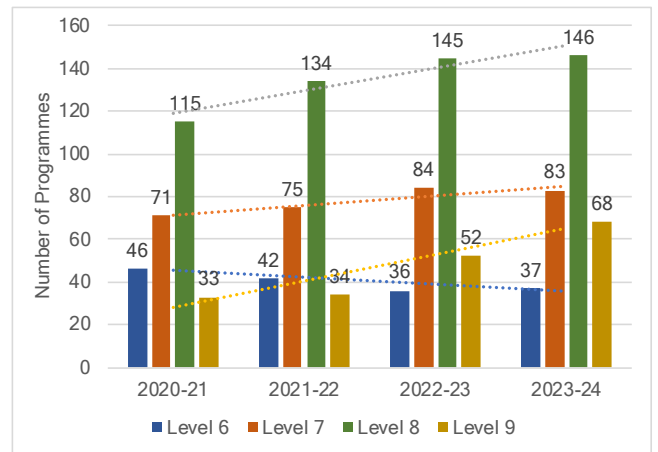


Figure 8.2. Profile of Programme at NFQ Level 6 to 9 across all Broad ISCED Categories (2023-24)

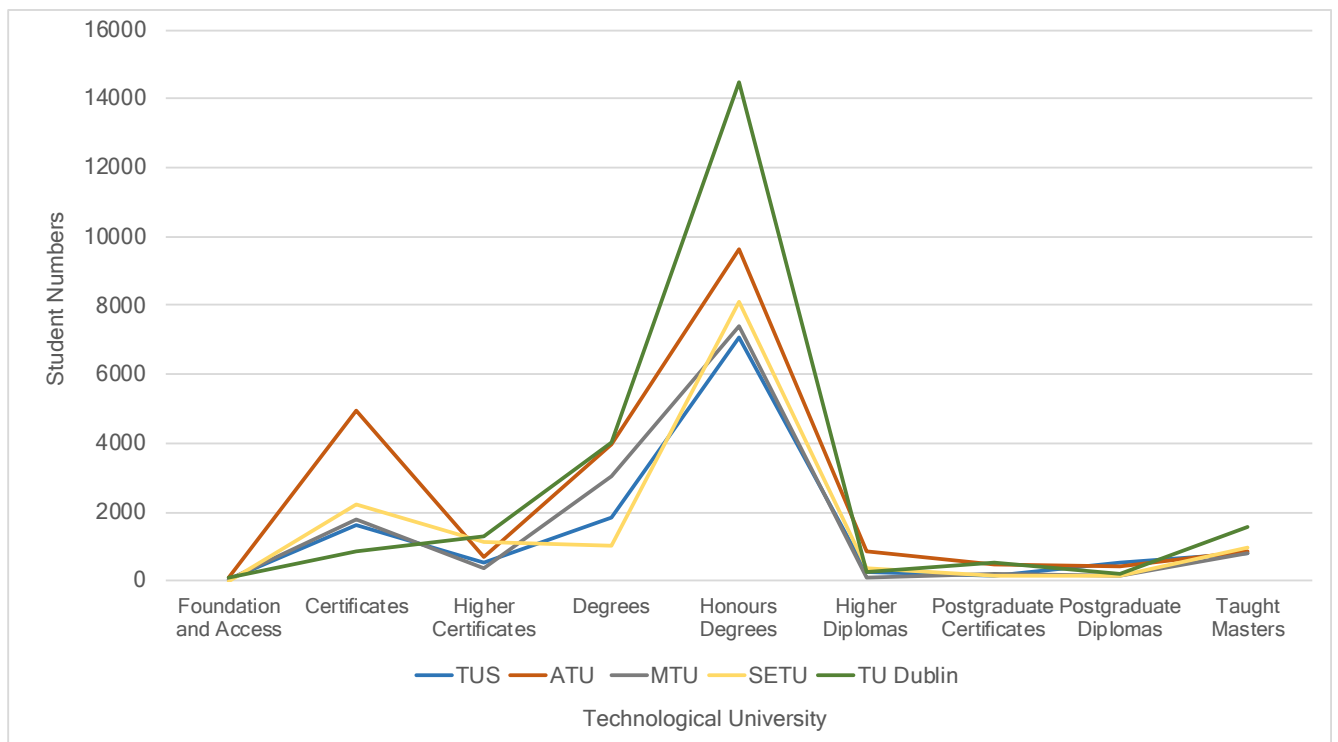


Figure 8.3. Comparative Profile of Student Enrolments on Taught Programmes in Technological Universities for the 2022-23 Academic Year (Latest Comparative Data Available)

A complete list of programmes at TUS by Faculty and Academic Department is available at: [TUS Undergraduate Prospectus](#)





# 8.2 STUDENT PROFILE

Reflecting the strength and diversity of our programme provision across our campuses, TUS is home to nearly 15,000 students on taught programmes during the 2023-24 academic year. TUS has had steady growth in its overall student population, with Full-Time students nearing 10,000 and Part-Time students nearing 4,500 in the 2023-24 academic year (Figure 8.4).

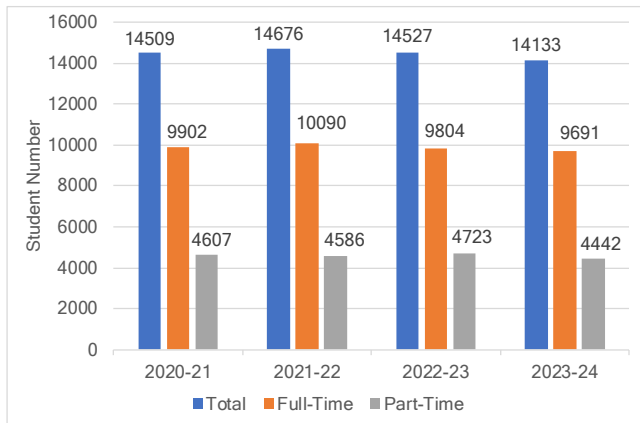


Figure 8.4. Overall Student Enrolment Trends in Taught Programmes 2020-21 – 2023-24

A profile of the entry basis of students for the 2023-24 academic year is provided in Figure 8.5. The Leaving Certificate is the predominant undergraduate entry to TUS with over 54% of students gaining entry based on their Leaving Certificate Points. Direct Entry accounts for over 14% while Further Education Awards account for 5%. There were 1671 Mature Students in the 2023-24 academic year, accounting for 18% of total undergraduate student population. Alternative entry/access routes account for over 10% of total undergraduate entry in the 2023-24 academic year. TUS access initiatives have significant impact and reflect the importance that TUS places on the equity of access agenda.

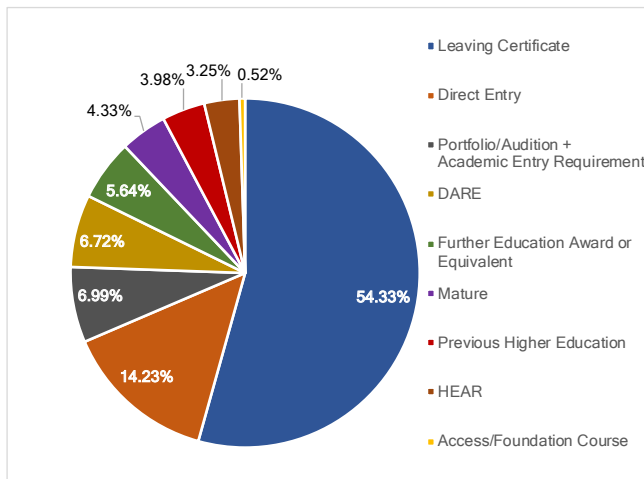


Figure 8.5. Undergraduate Full-Time New Entrant Entry Basis 2023-24

The CAO profile for TUS for the 2023-24 academic year yielded a total of 41,743 mentions with 20% of these being first preferences (8,255) (Figure 8.6).

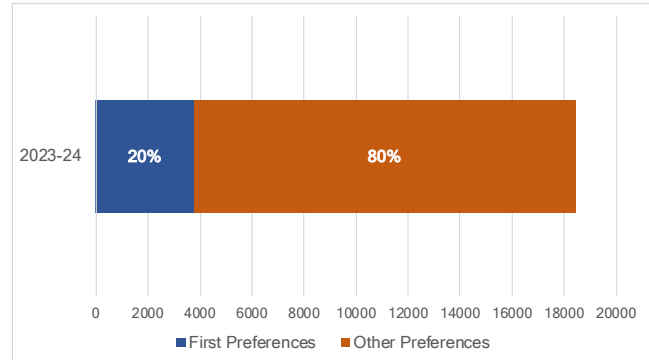


Figure 8.6. Profile of CAO Mentions and First Preferences for TUS 2023-24

A profile of the county of origin of students for the 2023-24 academic year is provided in Figure 8.7 and reveals that 31 Counties of the Island of Ireland are represented. The profile further illustrates the County of origin for both TUS Midwest and TUS Midlands and illustrates the different geographical areas that the respective campuses primarily draw students from. While TUS Midwest campuses draw from a wide geographic area, the importance of Counties Limerick, Clare and Tipperary is evident. Similarly, TUS Midlands draws students from a wide geographic profile and the importance of a broad range of Midlands Counties is evidenced.

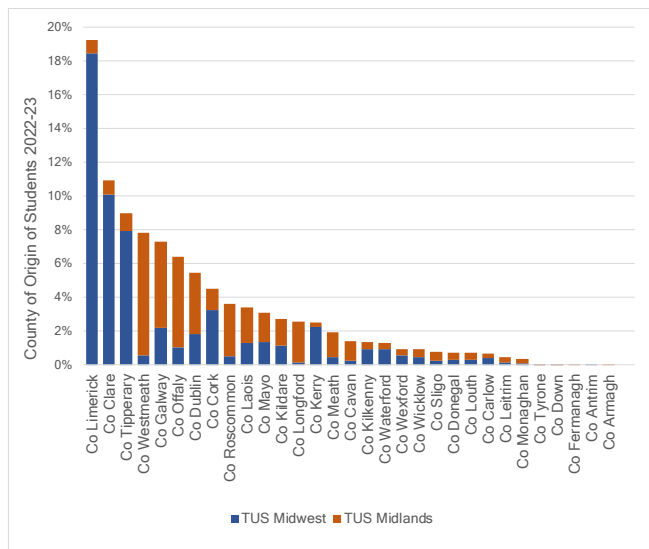


Figure 8.7. The Proportion of Student Attending TUS Midlands and TUS Midwest Campuses from the Counties of origin as indicated

A profile of the Full-time and Part-time enrolments on undergraduate Level 6 to Level 8 programmes for the period 2020-21 – 2023-24 is provided in Figure 8.8 with circa 13,000 students in the 2023-24 academic year. The % of enrolments on Level 8 programmes has increased from 77% to 78.4%, with a reduction of enrolments in Level 7 and Level 6 programmes, respectively (Figure

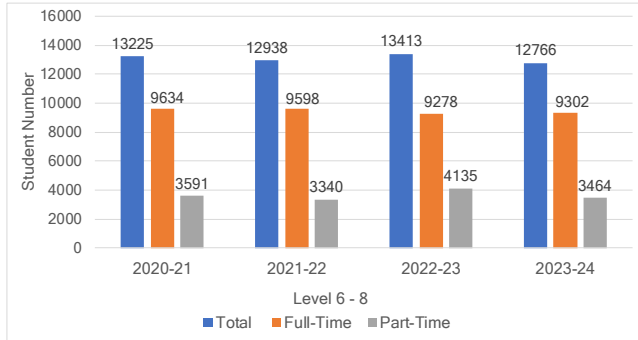


Figure 8.8. NQF Level 6 – Level 8 Student Enrolments 2020-21 – 2023-24

8.9). Student enrolments in Taught Level 9 programmes has seen very significant increases in the four-year period since 2020-21, increasing from over 944 to 1,298 students (Figure 10.10). This reflects the TUS commitment to building progression pathways and success by TUS in the HEA Human Capital Initiative (HCI) funding calls.

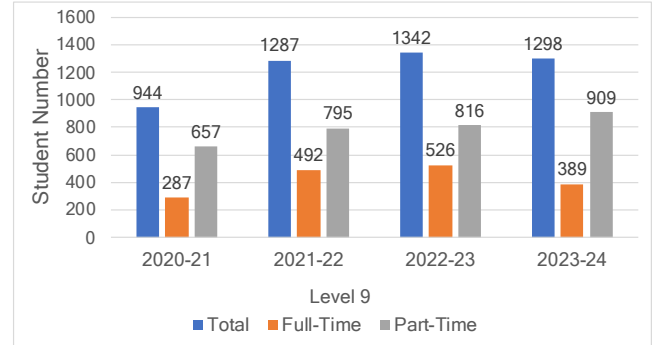


Figure 8.10. Taught Level 9 Enrolments 2020-21 – 2023-24

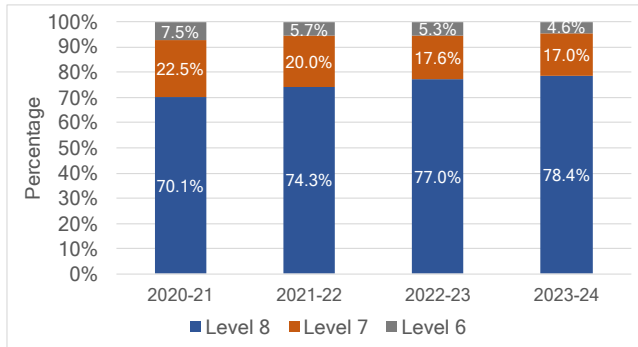


Figure 8.9. The % enrolments on Level 8, Level 7 and Level 6 Full-Time Programmes as percentage of TUS Undergraduates 2020-21 – 2023-24

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 (Figure 8.11). The top three ISCED categories include Engineering, Manufacturing and Construction, Business Administration and Law, and Health and Welfare.

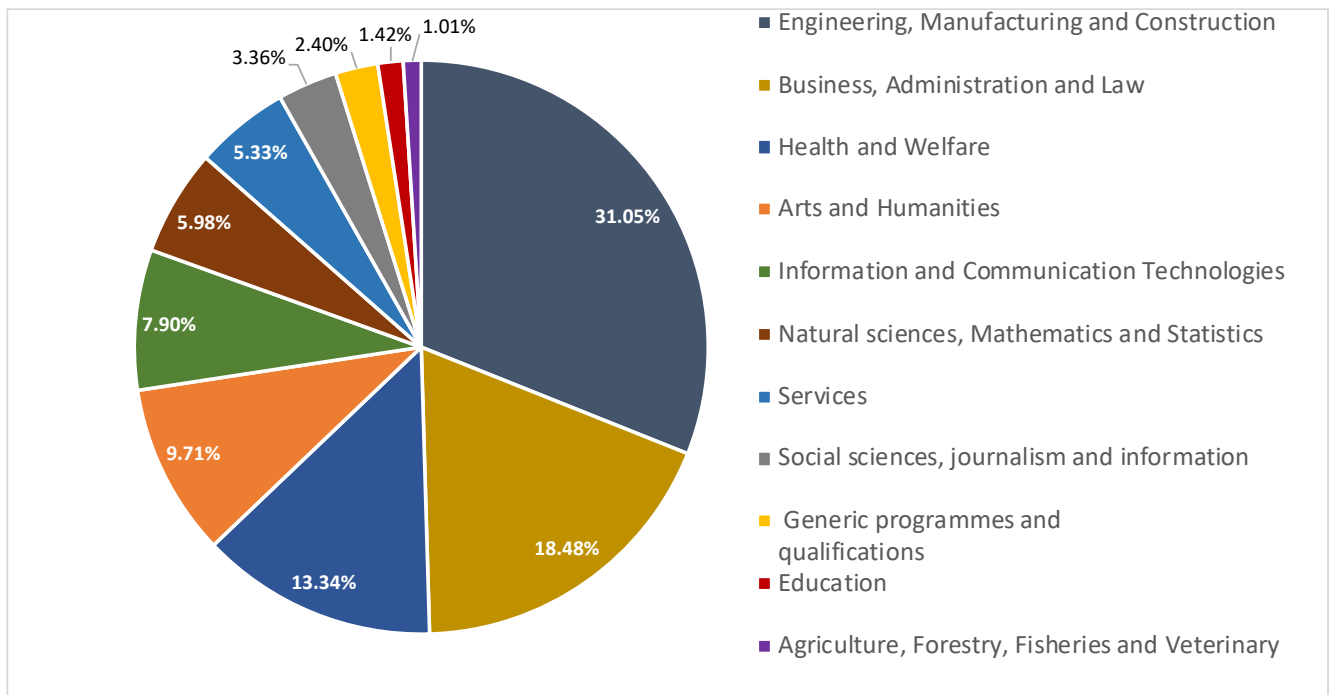


Figure 8.11. All Students by ISCED Broad Area 2023-24

A gender profile of student enrolments, for the 2023-24 academic year, across each broad ISCED category is provided in Figure 8.12. To provide further context, a comparison of female enrolment in TUS for the 2022-23 academic year with the National Average for the 2022-23 academic year shows broad consistency with national trends (Figure 8.13) (latest HEA published data available).

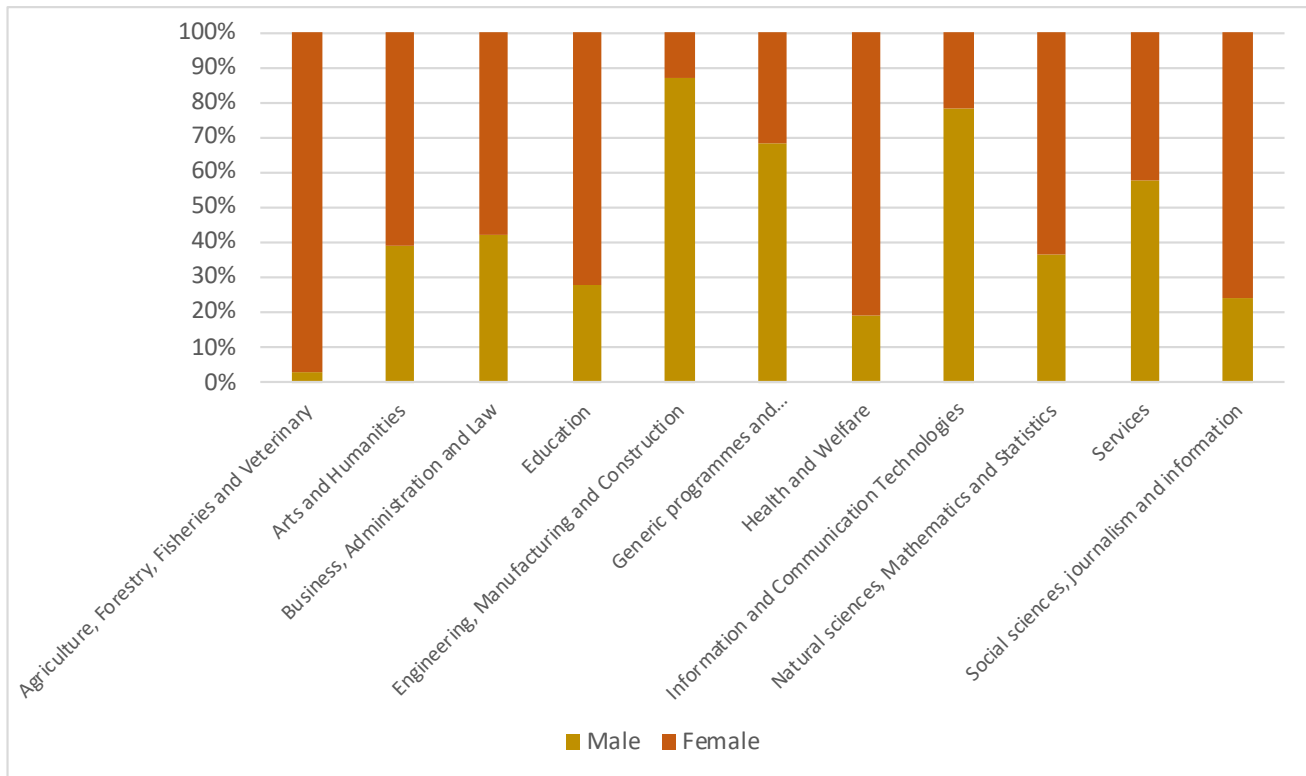


Figure 8.12. Gender Profile of Enrolments per Broad ISCED Code 2023-24

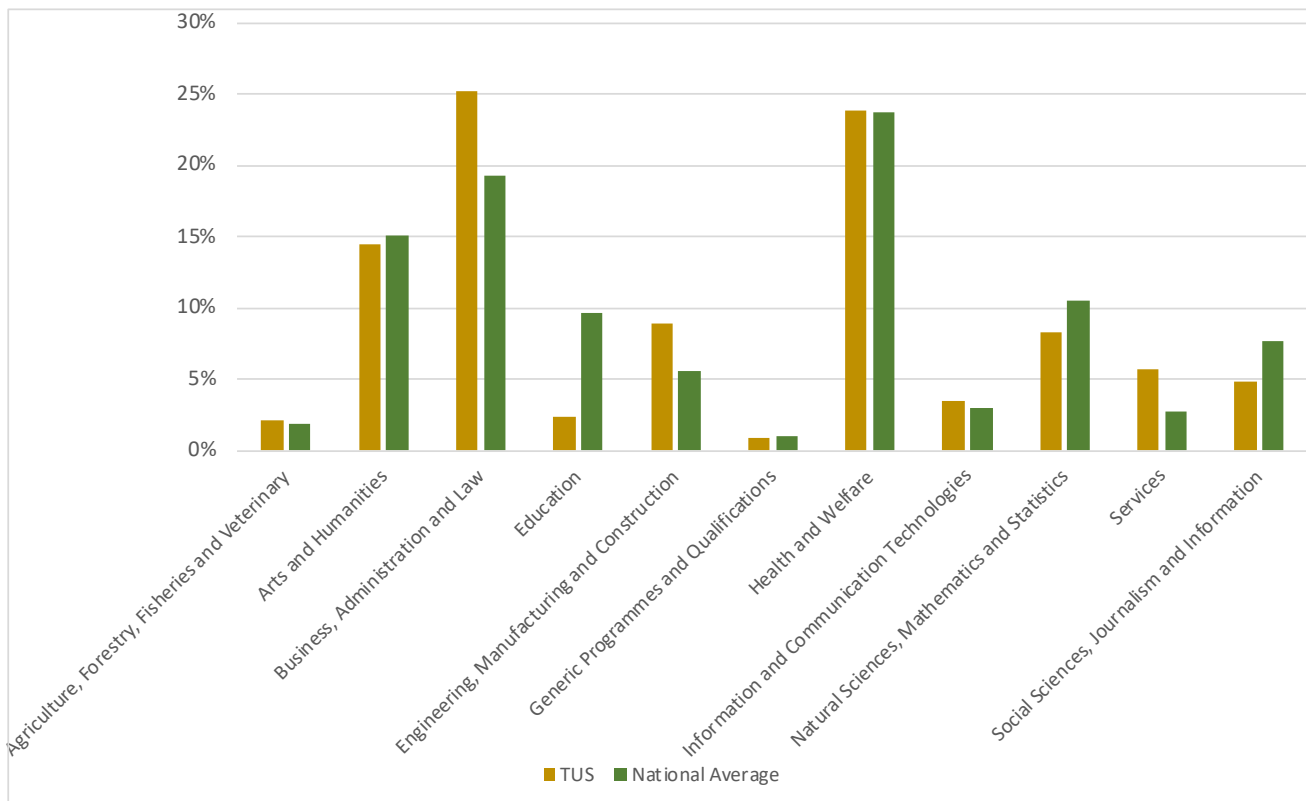


Figure 8.13. Comparison of Female Enrolment Trends in TUS against National Average (2022-23) (Source HEA) (Latest Comparative Data Available)



# 8.3 FLEXIBLE AND LIFE-LONG LEARNING

TUS designs and delivers relevant up-skilling part-time flexible programmes across all academic disciplines, responding to regional and stakeholder needs, while also delivering on the objectives of the SpringBoard+, HCI, and ICT initiatives. Accordingly, TUS demonstrates that it continues to provide a strong talent pipeline combining knowledge, skills and employability that responds effectively to the needs of our industry, enterprise, public service and community sectors within the Midlands/Midwest region and beyond. The commitment to part-time programmes is currently driven through the *Faculty of Continuing, Professional, Online and Distance Learning* (TUS Midlands) and the *Faculty of Flexible and Work Based Learning* (TUS Midwest), thus providing the structures and frameworks to respond rapidly and with agility to regional needs.

There has been very significant growth in Flexible and Lifelong learning in the four-year period from the 2020-21 academic year. The number of Full-Time Equivalent (FTE) students has risen from 620 in 2020-21 to 1,187 in the 2023-24 academic year. This representing a double in student numbers over the period, with a total of 3,552 FTE learners supported by TUS at both undergraduate and postgraduate level to acquire new skills (Figure 8.14).

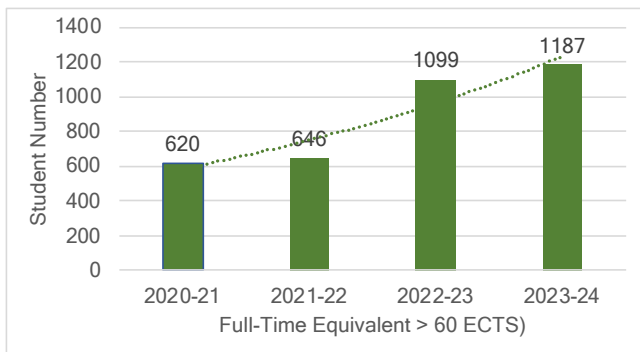


Figure 8.14. Growth in Flexible Learners in the Four-year Period Indicated

TUS has also seen significant growth in the number of flexible learners undertaking Part-Time programmes with awards of less than 60 ECTS Credits. In the four year period from the 2020-21 academic year, TUS has supported a total of 7,782 such learners across a range of awards (Figure 8.15). In total, during the period, TUS has supported 11,334 flexible and lifelong learning students 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.

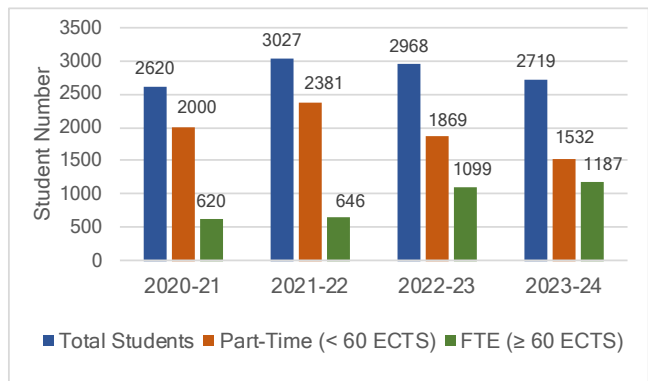


Figure 8.15. Growth in Total Flexible Learners including FTE and Part-Time

It is also noteworthy that there has been continued growth in the number of programmes delivered on-line, driven by a strategic response to industry demand and the impact of the Covid-19 Pandemic. Blended or on-line delivery is now the main mode by 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. There is a diverse number of programme types delivered flexibly and these include both Major and Non-Major awards. The profile of programme numbers for a range of different award types is provided in Figure 8.16 and this illustrates the diversity of provision for flexible and lifelong learning at TUS.

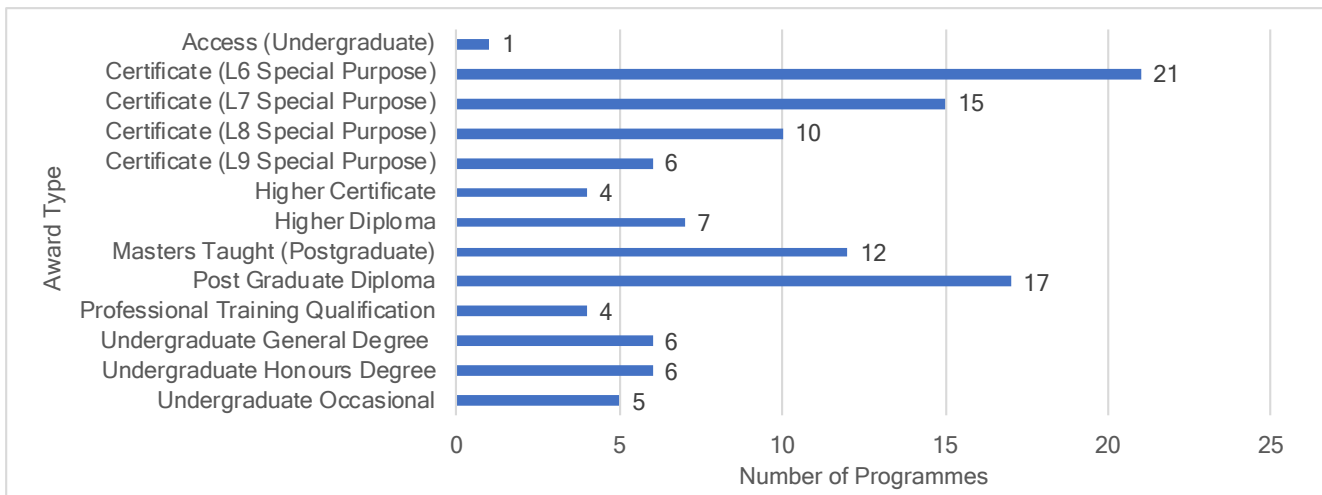


Figure 8.16. Profile of Programme Numbers for the Respective Award Types during the 2023-24 Academic Year



The total student numbers registered on the respective award types are provided in Figure 8.17 during the 2023-24 Academic Year, reflecting the growth in both FTE and Part-time provision.

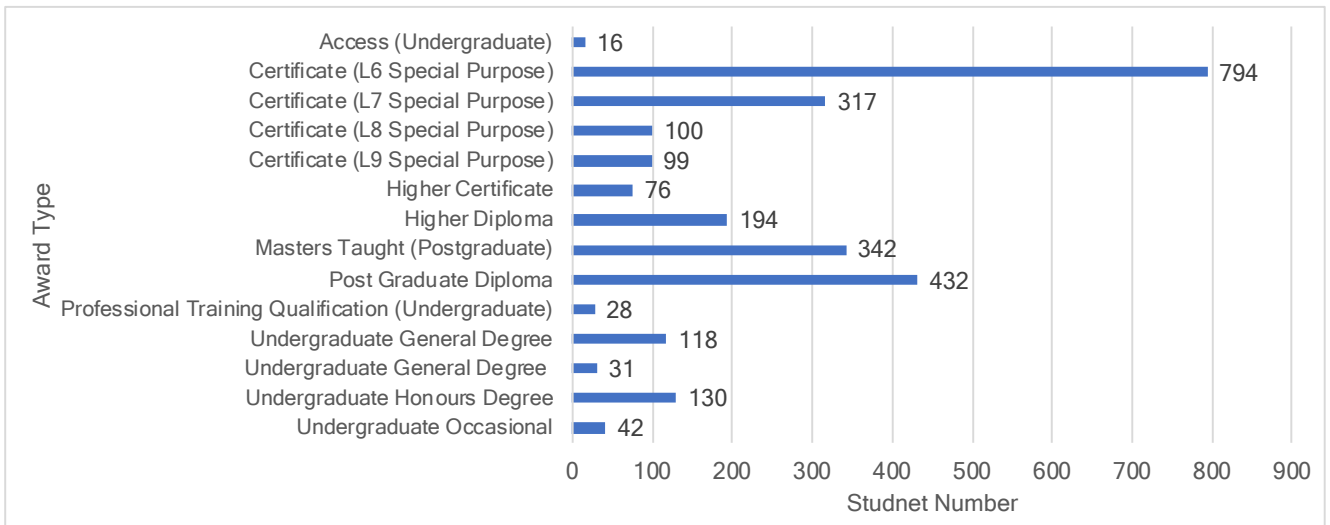


Figure 8.17. Student Enrolment on the Respective Award Types during the 2023-24 Academic Year

Reflecting this range and diversity of provision across our campuses, there were a total of 2,719 flexible learning students in TUS in the 2023-24 academic year (Figure 8.15). While these were spread across a range of disciplines the majority were in the Engineering, Manufacturing and Construction (34.4%) and Business, Administration and Law (39.5%) ISCED Broad Codes (Figure 8.18). A gender profile of Flexible learning students is provided in Figure 8.19 and indicates a relative balance between male and female participation in such programmes.

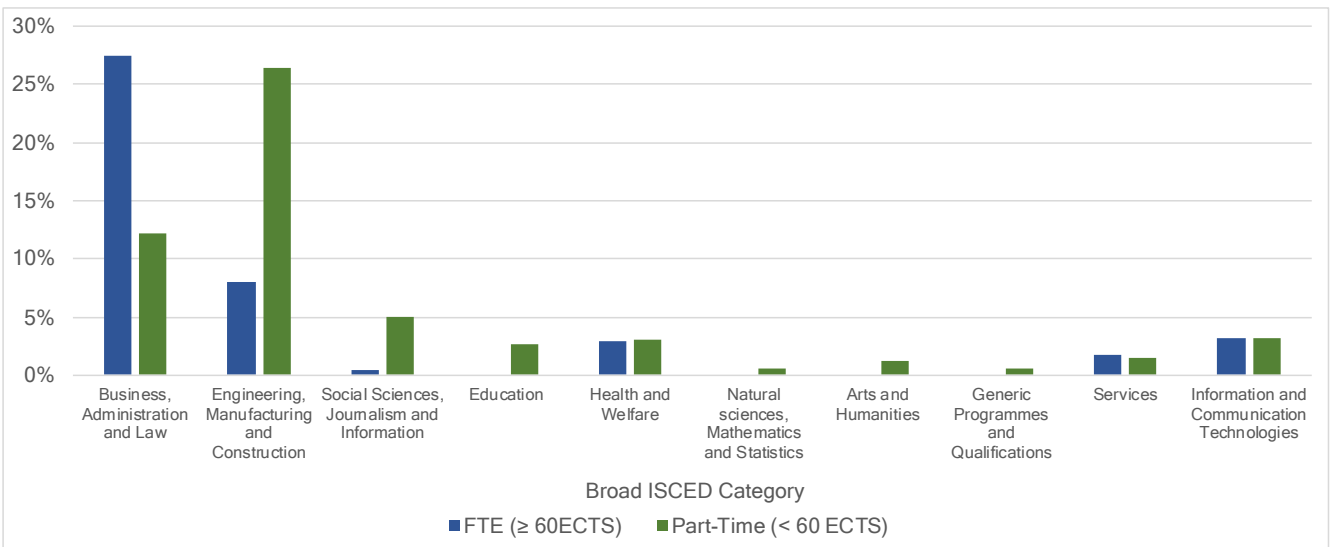


Figure 8.18. The % of Flexible Learning Student in Respective ISCED Broad Codes for the 2023-24 Academic Year

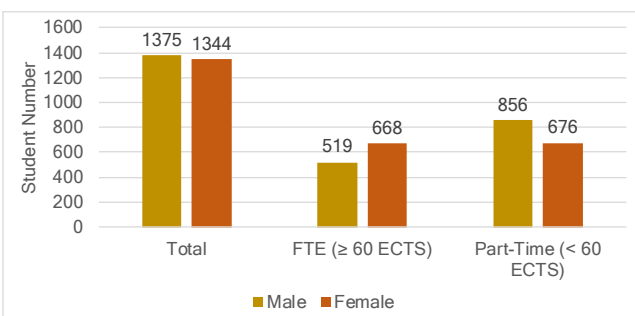


Figure 8.19. The Gender Profile of Flexible Learning Students for the 2022-23 Academic year

The successful growth in flexible learning students’ is 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 both regions. The availability of free and part-funded upskilling opportunities for individual learners via the SB+, HCI, July Stimulus and ICT initiatives have been vital components of the recent growth achieved. Working with industry has made it possible to design new programmes that meet sectoral needs, while also complying with the relevant programme requirements.

## 8.4 APPRENTICESHIP EDUCATION

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 2023-24 academic year, there were over 1,246 Craft Apprentices in TUS through programmes in both Athlone and Limerick.

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 reflects the strong engagement with local, regional and national industries and relevant professional bodies. Industries supporting the new apprenticeships are the Limerick for Engineering Group (Industrial Electrical Engineering), Polymer Technology Ireland (Polymer Processing Technology) the Limerick for IT group (Manufacturing Data Integration Engineering), the Society of Chartered Surveyors Ireland (Advanced Quantity Surveyor) and the Precision Turned Parts Manufacturing Association (Precision Machining and Quality Control). Industry in the regions, in conjunction with the regional skills forum managers, 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.

Table 8.2. Craft-Based Apprenticeship Provision (2023-24)

Programme	Campus	Terms			Totals	Phases	No. Students
		1	2	3			
Carpentry & Joinery	Midlands	2	2	2	6	Terms 1-3 (2 P4)	92
Electrical	Midwest	8	8	8	24	Terms 1-3 (4 P4 + 4 P6)	352
Electrical	Midlands	2	2	2	6	Terms 1-3 (2 P4)	95
Fitter MAMF	Midwest	2	2	2	6	Terms 1-2 (2 P6), Term 3 (2 P4)	95
Heavy Vehicle Mechanic	Midlands	3	3	3	9	Terms 1-2 (1 P4 + 2 P6), Term 3 (2 P4 + 1 P6)	152
Motor Mechanic	Midlands	2	2	2	6	Terms 1-3 (2 P4)	83
Motor Mechanic	Midwest	2	2	2	6	Terms 1-3 (1 P4 + 1 P6)	85
Plumbing	Midlands	6	6	6	18	Terms 1-3 (4 P4 + 2 P6)	292
<b>Total</b>		<b>27</b>	<b>27</b>	<b>27</b>	<b>81</b>		<b>1246</b>

Table 8.3. Consortia-led Apprenticeships in TUS (2023-24)

Programme	Campus	NFQ	Duration (Terms)	Current No. Students				No. Students
				1	2	3	4	
Polymer Processing Technology	Midlands	7	3	15	12	12	-	39
Industrial Electrical Engineer	Midwest	7	2	17	19	-	-	36
Manufacturing Technician	Midwest	6	2	44	46	-	-	90
<b>Total</b>				<b>76</b>	<b>77</b>	<b>12</b>		<b>165</b>

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 aims to expand the programme to include circa 100 participants on an annual basis.

The ongoing commitment by TUS to apprenticeship education as a fundamental part of its provision is illustrated by the opening of a €4 Million apprenticeship facility in the Athlone campus in June 2023 by Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris. The facility creates a capacity for up to 1,000 Apprentices per year, doubling the current offering. Similarly, the opening of the Coonagh campus in Limerick to students in April 2024 enables the equivalent capacity in the Midwest region. With an anticipated capacity of in excess of 2,000 apprentices through these investments, TUS would be a leading provider of Apprenticeship education.



## 8.5 COLLABORATIVE PROGRAMMES

TUS has an expanding portfolio of collaborative programmes that include co-delivery of Programmes leading to TUS awards, joint awards, co delivery of leading to an award of another HEI, and partner delivery of TUS award by a collaborative partner. A list of the collaborative partners and award titles is provided in Table 8.4.

TUS is currently engaged with a range of our RUN-EU partners in the development of transnational Joint Programmes, utilising the strengths and capacity of the alliance. This will lead to an increasing provision of transnational joint awards and result in increased mobility opportunities for TUS students.

Table 8.4. Collaborative Programmes in TUS (2023-24)

COLLABORATIVE PARTNER	TYPE OF COLLABORATION	PROGRAMME TITLES
Gurteen Agricultural College, Ballingarry, Co. Tipperary	Co-Delivery Leading to TUS Awards	Bachelor of Science in Veterinary Nursing Bachelor of Science in Agricultural Science and Sustainability Bachelor of Science (Hons) in Agricultural Science and Sustainability
Pallaskenry Agricultural College, Co Limerick.	Co-Delivery Leading to TUS Awards	Higher Certificate in Engineering Agricultural Mechanisation
University of Limerick	Joint Awards	Professional Master of Education in Art and Design with Digital Media (PME) Bachelor of Education (Hons) in Art & Design Teacher Education
Dublin City University	Co-Delivery Leading to DCU Award	Bachelor of Education in Technology, Engineering and Graphics
Equal Ireland, Education Research and Related Services Co. Ltd	Co-Delivery Leading to TUS Awards	Bachelor of Arts (Hons) in Social Enterprise Leadership and Management (Level 8 Add-on) Bachelor of Arts in Business and Community Development (Level 7 Add-on) Higher Certificate in Arts in Workplace and Community Studies
Atlantic Aviation Group (formerly Lufthansa)	Partner Delivery of TUS Award	Bachelor of Science in Aircraft Maintenance Engineering
Co-creative Psychotherapy and Education Ltd	Partner Delivery of TUS Award	Master of Arts in Psychotherapy of Relationship Mentoring
Atlantic Air Adventure Centre Shannon	Partner Delivery of TUS Awards	Certificate in Aircraft Lease Transition (Level 7, 30 Credits) Certificate in Aircraft Technical Services (Level 7, 30 ECTS Credits) Certificate in Aircraft Leasing (Level 7, 10 ECTS Credits) Certificate in Aircraft Records Technician (Level 7, 10 ECTS Credits) Certificate in Aviation (Level 6, 10 ECTS Credits) Certificate in Continued Airworthiness Management Organisation (Level 7, 10 ECTS Credits) Certificate in Aircraft Lease Transition Project and Data Management (Level 7, 10 Credits)

## 8.6 MICROCREDENTIALS AND SHORT ADVANCED PROGRAMMES

**T**US Microcredentials are developed to recognise the completion of a shorter learning experience, at Level 6 – 9 of the NFQ, and carry a credit range of 1 – 9 ECTS. Upon successful completion a Certificate of Completion is issued for the Microcredential. TUS is currently developing its systems for managing Microcredentials and is also developing its capacity for digital badging for accredited and non-accredited learning.

Short Advanced Programmes (SAP's) are student-centred, challenge and work-based flexible learning opportunities that are jointly delivered by the various RUN-EU partners.

Combining an inter-university and inter-regional approach to flexible higher education, SAP's are offered in a blended format which combine an online learning experience with a short 1-2 week mobility learning opportunity for participants. The preparation and delivery of SAP's involves a minimum of two RUN-EU partners and the content is relevant to future and advanced skills required for societal transformation in the EU regions. RUN-EU has jointly created and delivered almost 30 SAPs, involving over 100 teaching staff in their design and delivery. More than 700 students from the partner universities have completed a SAP to date, indicating the scale of their potential going forward. A list of SAP's that students and staff from TUS have participated in are presented in Table 8.5.

*Table 8.5. SAP's that TUS Students Have Participated in to Date*

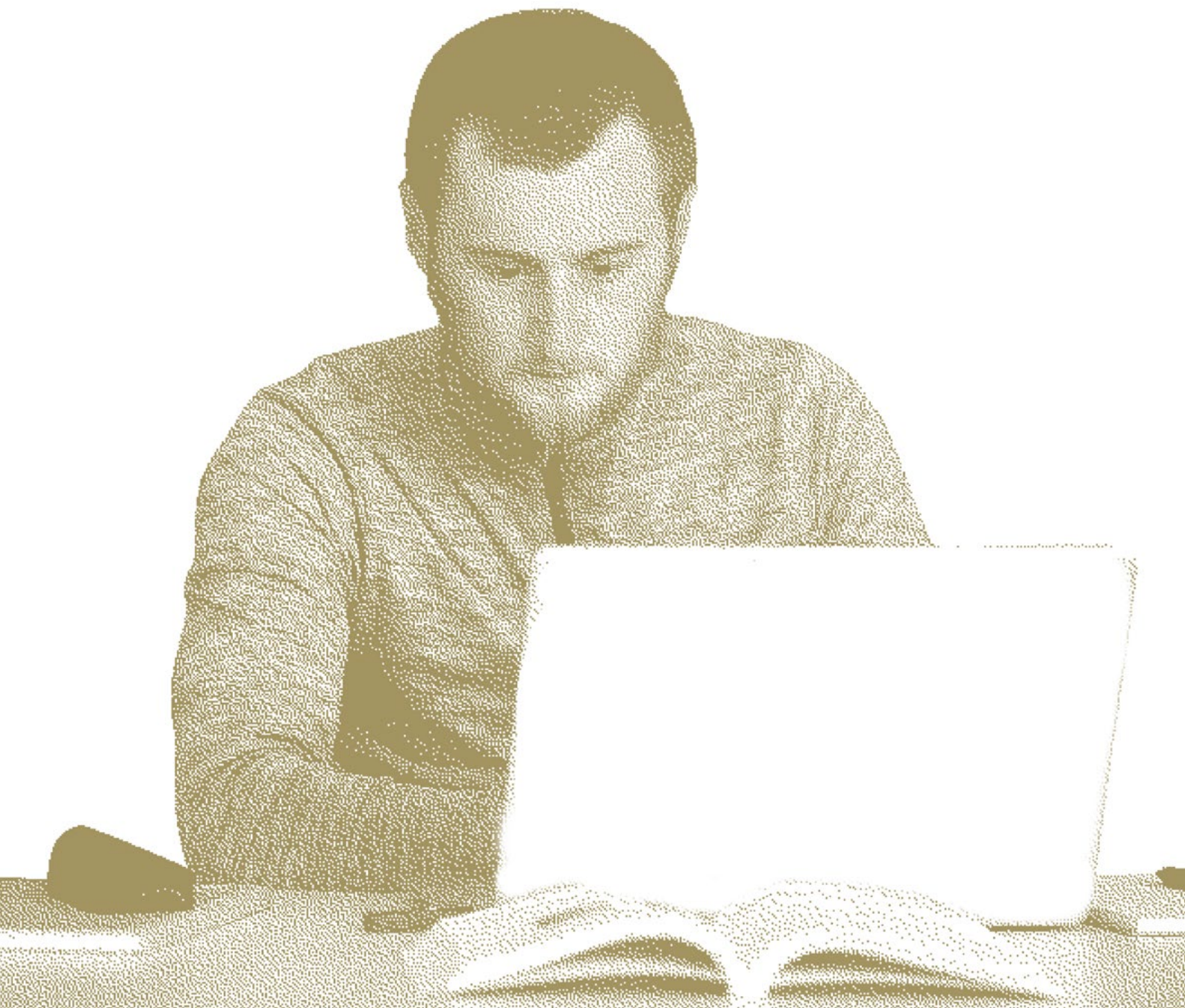
PROGRAMME TITLE	ECTS
Living Playground in Finland	3
Hack your Device, Explore an Island - Fundamentals of Cyber Security	3
Conflict Resolution Mediation in Action	3
Critical Thinking	3
Game Changing Games - 3rd Edition	3
Engineering Applicatin in Phytton - 2nd Edition	3
Who are we? - Mapping the Identity of the RUN-EU-ER - 3rd Edition	3
Stress & Stress Management in Educational Context	2
Diversity, Equality & Inclusion in an Educational Environment	1
Sustainable Marketing for Global Goals	2
Event Driven Innovation: Zooming in on the	4
Preventing Social Exclusion of Young People - 3rd Edition	3
Bee Analytics & Business	3
Project Go, Project Apply, Project Manage, English	3
Meaningful Content Production	3
Inclusive Tourism	2
Ethics & Values in Hospitality and Tourism Mgt - 2nd Edition	4
Critical Events Perspectives	3
European Values & The 2024 Parliament Elections - 2nd Edition	3
Smart Everything - 3rd Edition	3
Hack Your Devices, Fundamentals of Cyber	3
Drawing, Technology & Cultural Heritage	2
Engineering Applications in Python - 3rd Edition	3
Sustainability in the Context of Tourism Along the	3
Numerical Methods with Python Programming - 2nd Edition	3
Research Challenge SAP: Design ID+	1
Research Challenge SAP: Artificial Intelligence 2AI - 2nd Edition	1
Research Challenge SAP: Accounting & Finance CICF - 2nd Edition	1
Research Challenge SAP: Tourism - 2nd Edition	1
Research Challenge SAP: Management	1



## Strategic Priority 2: Research

“

*Deliver impactful applied research, growing the research community, engaging in next generation thinking and tackling issues at a regional, national and global levels.*



## 9.0 RESEARCH DEGREE PROVISION

The TUS Strategic Plan 2023 – 2026 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 of postgraduate research awards, generic 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 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 Graduate Research Office coordinates all aspects of research activity, including supporting proposal development and submission and monitoring research performance and coordinating dissemination of research outputs. The Graduate School continually enhances links to the TUS Research Institutes and Centres (See Table 9.1) which ensures a sustainable future-facing research environment.

“ TUS will deliver impactful applied research, growing the research community, engaging in next generation thinking and tackling issues at a regional, national and global level.

A profile of research degree students at TUS is provided in Figure 9.1 to Figure 9.3. TUS has 355 research degree students registered in the 2023-24 Academic Year. The number of students registered on a Level 10 Doctoral Degree has increased for the last 4 academic years, and in the 2023-24 academic year, has surpassed those registered on Level 9 Research Masters (Figure 9.1). There is a consistent gender balance in both Level 9 and Level 10 for the four academic years from 2020-21 (Figure 9.2). A profile of student registrations at Level 9 and Level 10 across the broad ISCED codes is provided in Figure 9.3, and a balance of registrations across the ISCED categories is evident, with highest numbers registered in Engineering, Manufacturing and Construction (26.76%), Information and Communication Technologies (15.77%).

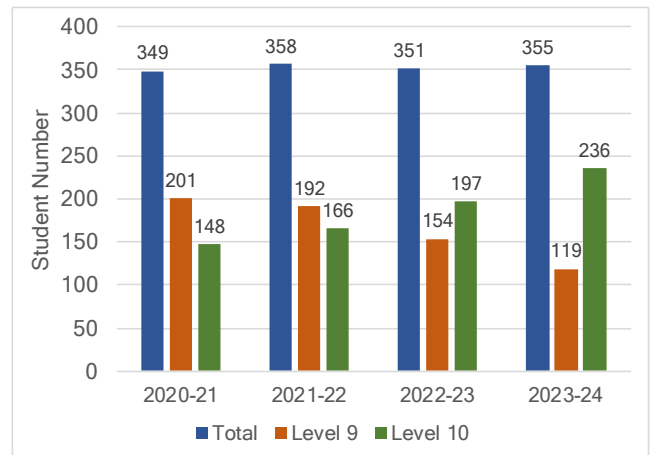


Figure 9.1. Research Student Trends at TUS (Level 9 and Level 10)

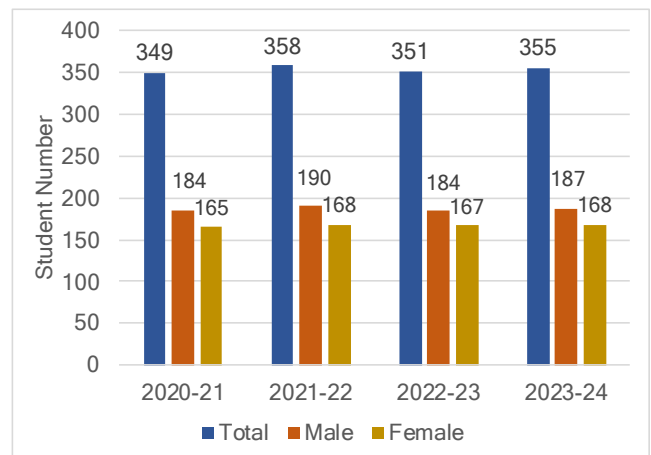


Figure 9.2. Research Trends by Gender

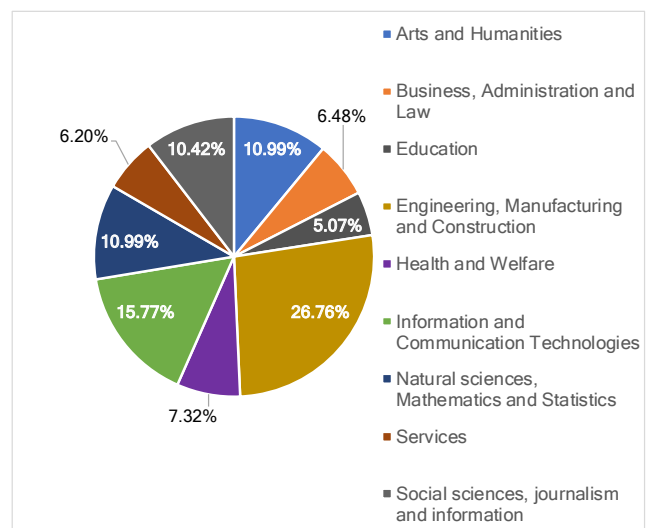


Figure 9.3. Research Student Registration Per Broad ISCED Code 2022-23 Academic Year

TUS is also participated in the Horizon 2020 RUN-EU PLUS project which supports RUN-EU development goals by focusing on the strengthening of regional business and society partnerships in research and innovation across our RUN network. PLUS stands for 'Professional Research Programmes for Business and Society'.

Participation in the RUN-EU PLUS Project has facilitated the collaborative transnational research degree provision and enabled the development of collaborative, professional practice-based, research master's programmes and PhD programmes involving TUS and other RUN-EU partners. A summary of noteworthy features of the programmes is provided in Table 9.1.

*Table 9.1. Noteworthy Features of RUN-EU PLUS Research Degree Programmes*

### NOTEWORTHY FEATURES OF THE RUN-EU PLUS PROGRAMMES

- Focused on Sustainability, Digitalisation and Social Innovation themes, in line with the strategic regional development plans of the RUN-EU alliance regions.
- Co-designed with business/social organisation partner to ensure alignment with partner strategic goals.
- Practice-based to maintain relevance, transfer of knowledge to partner and develop appropriate applied research skills of the learner.
- International supervision panels across the RUN-EU partners to ensure that they are compiled of discipline-specific experts in the chosen field of research.





## 10.0 RESEARCH ACTIVITY

**T**US delivers excellence in multidisciplinary research practice and encourages collaboration between researchers and strategic European and Global partners in industry and academia. The aim is to advance the key research priorities relevant to the region, aligned with national research priority areas, European research priorities, and the United Nations' Sustainable Development Goals (SDGs).

The designated TUS Research Institutes and Groups encompass a wide variety of disciplines, from Fine Art and Design to Social Sciences, Biotechnology, IT and Materials Science *inter alia*. The primary purpose of designating Research Institutes, Centres and Groups is to enhance focus and recognition on specialist research areas and expertise within TUS. The Research Institutes and Groups provide access to state-of-the-art research facilities. They interlink with the Graduate School, Faculties and Departments and all have a focus on developing niche areas of expertise to attract international researchers and external funding. They aim to develop postgraduate research opportunities and conduct cutting edge multidisciplinary research. They are centres of excellence in their focused disciplines and collaborate nationally and internationally to develop innovative products and processes for industry partners.

Interlinking with Faculties helps ensure that RDI activity is transferred to taught programmes given our ethos of research informed teaching. An outline profile of the current Research Institutes in TUS is provided in Table 10.1.

“ *Our applied research will generate new knowledge and provide impactful solutions that address regional, national and global challenges and opportunities.* ”

The National Strategy for Higher Education to 2030 highlights the critical importance of research, development and innovation activities envisaging teaching and learning that is research informed and activities to support the development of enterprises and the wider community.





Table 10.1. Outline Profile of TUS Research Institutes

RESEARCH INSTITUTE	DESCRIPTIONS
<b>LSAD</b>	LSAD Institute for research into Art, Creative Education, Applied/Digital Design Enterprise, Media and Innovation. LSAD acts as a Centre to attract funding to encourage research mobility and to support and grow LSAD research collaborations.
<b>IDEAM (incorporating technology gateway)</b>	IDEAM (Research Institute for Design Engineering, Artificial Intelligence and Advanced Manufacturing) is the industry cluster for smart manufacturing and digital engineering. The Technology Gateway supports industry to improve operational performance, increase competitiveness and reduce carbon impacts, through the application of data-driven methods and advanced digital technologies.
<b>Life, Health and Biosciences (incorporating Shannon ABC)</b>	Life, Health and Biosciences Research Institute develops an integrated approach to understanding the connection between health and bioscience and applies new knowledge to improving health and wellness. Shannon Applied Biotechnology Centre identifies, explores and purifies new bioactive molecules for various industry sectors.
<b>Social Sciences ConneXions</b>	Social Sciences ConneXions aims 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.
<b>SDRI</b>	The Sustainable Development Research Institute (SDRI) delivers 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.
<b>BRI</b>	The Bioscience Research Institute supports and enables sustaining and disruptive solutions for the Medtech, Agri-food and the Environment with society to the fore.
<b>PRISM (incorporating APT)</b>	The Polymer, Recycling, Industrial, Sustainability and Manufacturing Research Institute 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.  Applied Polymer Technology provides world class solutions for SME's and Multinational companies throughout the product life cycle from product design through production scale-up and characterisation of final products.
<b>SRI (incorporating COMAND)</b>	The Software Research Institute (SRI) conducts research across cybersecurity, cloud-edge computing, network protocols, immersive multimedia systems, robotic control and multi-robot collaboration. SRI also performs cross-discipline research through collaboration with the Materials Research Institute and Bioscience Research Institute. The COMAND Technology Gateway concentrates on the research and development of prospective interactive media technologies focused on; cross-platform applications, mobile media cloud, 3D sensing, and the interoperability for the Internet of Things.

At the heart of TUS's strategic development 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. TUS research and development activities are closely aligned with its innovation and enterprise activities.

A key institutional priority of TUS is to maximise the impact, value and return of our research activities by identifying, developing and protecting new technologies and commercialising them through licencing and establishing new High Potential Start-Up spin-out companies in the region.

Since its formation, TUS has had research expenditure of over €10 million per annum, as profiled in Table 10.2. One of the highlights of TUS research activity has been the significant funding awarded by the EU, Industry and Government which has steadily increased since its formation.

Table 10.2. TUS Research Expenditure

	2022	2023
EU Funded	€1,861,273.65	€17,110,777
Industry Funded	€1,737,188.74	€1,183,528
Government Funded	€8,189,604.06	€9,626,727
Non-Commercial Entity	€124,084.91	-
Other Self-Funded	€496,339.64	€441,139
<b>Total Research Expenditure</b>	<b>€ 12,408,491</b>	<b>€28,362,171</b>

TUS has been very successful at European level in terms of funding and, from 2020 to 2023, has been a lead or partner in 25 Horizon Europe funded collaborative projects. These collaborative projects have a total overall value of more than €83 million, with over €11 million awarded directly to TUS. The successful projects have spanned across all disciplines and are often interdisciplinary in nature. European funding by discipline is summarised in Figure 10.1.

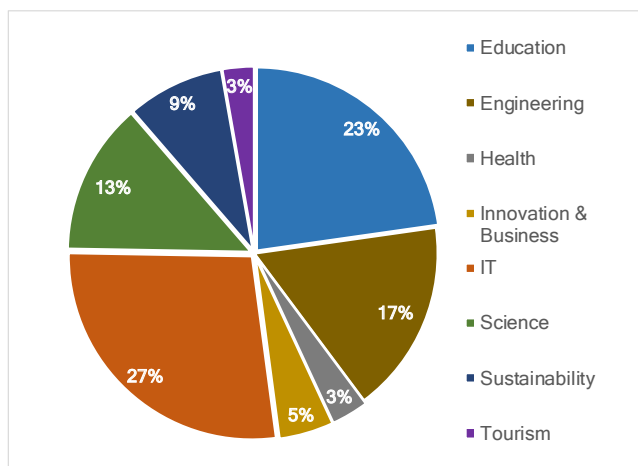


Figure 10.1. European Research Funding by Discipline

The national and international impact of research conducted at TUS is showing significant growth and is profiled in Figure 10.2 to Figure 10.6 and Table 10.4, respectively.

In data obtained from Scopus, October 2024, for the period 2019 to 2024, TUS had a total of 1,164 research publications across a range of academic areas. This involved a total of 576 authors, a citation count of 13,815 (with an average citation per paper of 11.9) and a h5 index score of 42 (Figure 10.2 and Figure 10.3).

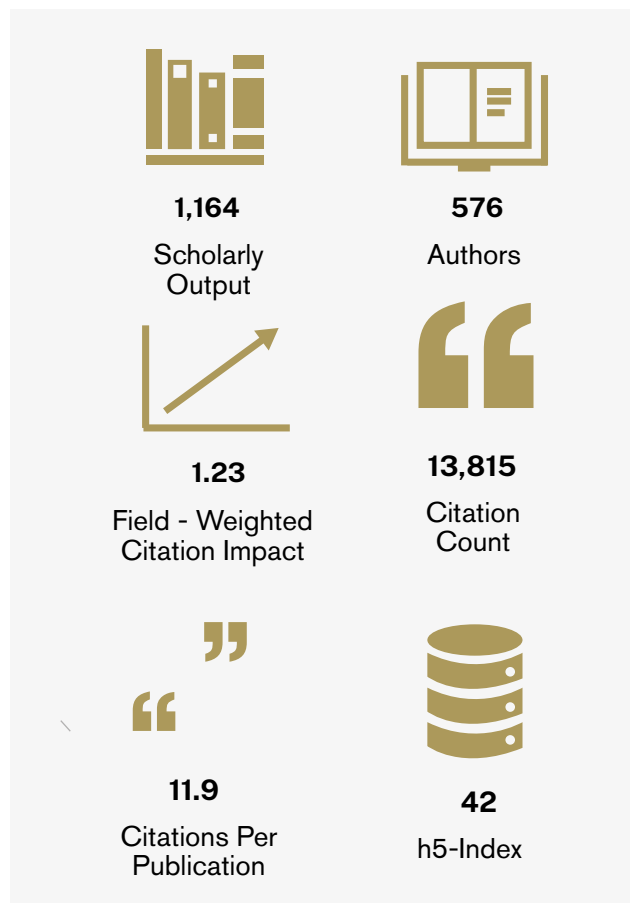


Figure 10.2. TUS Research Publications Impact Overview

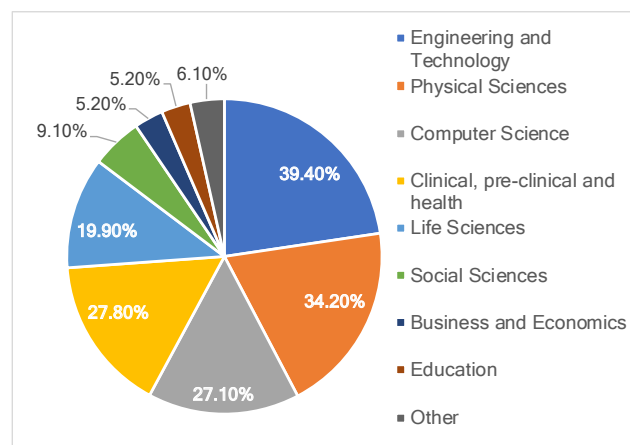


Figure 10.3. TUS Publications by Subject Area for 2019 - 2024 (Scopus data to October 2024)

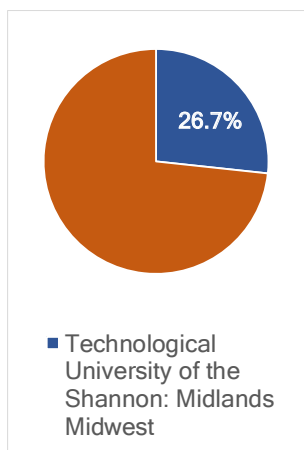


Figure 10.4. TUS Publications in Top 10% Journal Percentiles by CiteScore Percentile, 2017 - 2022, (Scopus October 2024) (Ireland Average = 35%)

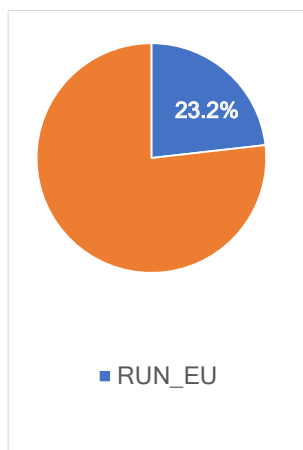


Figure 10.5. RUN-EU in Top 10% Journal Percentiles by CiteScore Percentile, 2017 - 2022, (Scopus October 2024). (Ireland Average = 35%)

The quality of the research output is evidenced by a score of 26.7% of TUS publications in the *Top 10% Journal Percentiles by CiteScore Percentile*, for the period (Figure 10.4). It is noteworthy that RUN-EU scores 23.2% as a grouping for this metric indicating the potential for high quality collaboration and research output with alliance partners, supported through RUN-EU PLUS (Figure 10.5).

The TUS strategic Plan emphasises the importance of international partnerships and collaborations and the research profile indicate the strong foundations to build from. The number of co-authored publications, by region, worldwide is presented in Figure 10.6 with Europe the highest at 383 followed by North America with 159 and Asia with 154. For the period 2017 - 2022, 73.8% of TUS research publications included authors external to TUS with 54.9% and 20.6% of those involving international and national collaborations, respectively (Table 10.3).

Table 10.3. TUS Collaborative Publications Profile including Scholarly Output and Citation for 2019 - 2024 (Scopus October 2024)

Metric	Percentage	Scholarly Output	Citations	Citations per Publication	Field-Weighted Citation Impact
International Collaboration	54.9%	639	8,915	14.0	1.46
Only National Collaboration	20.6%	240	2,982	12.4	0.95
Only Institutional Collaboration	18.5%	215	1,685	7.8	1.03
Single Authorship No Collaboration	6.0%	70	233	3.3	0.63

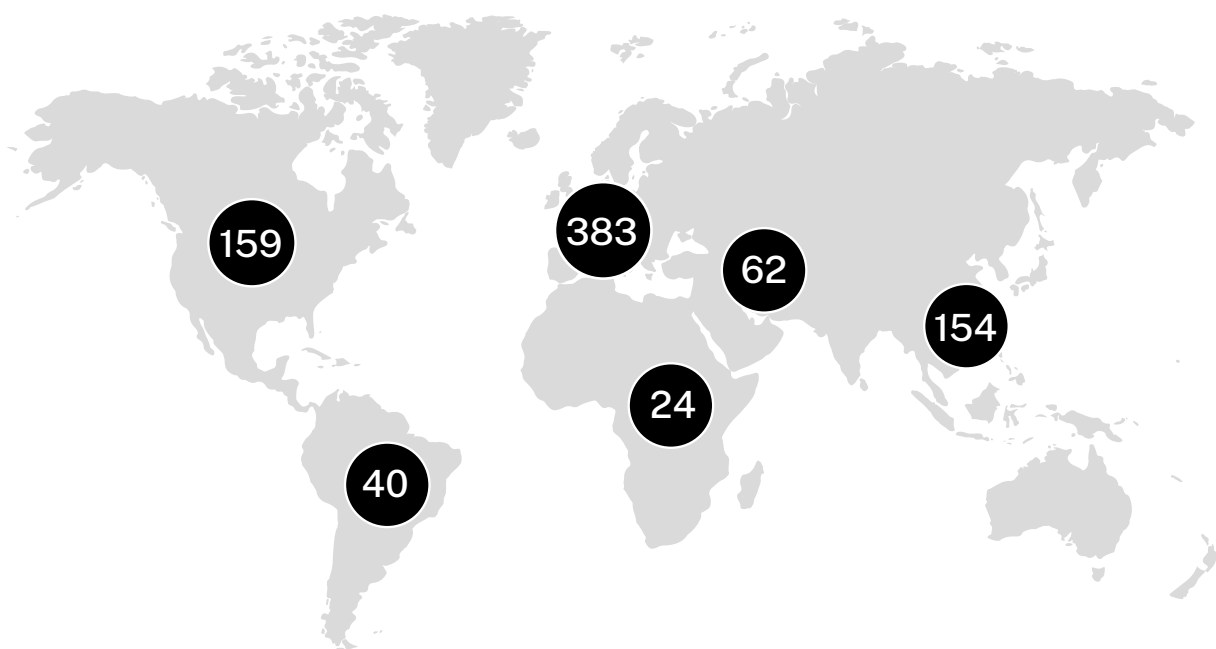


Figure 10.6 Number of Collaborating Institutions Worldwide 2019 - 2024 (Scopus October 2024)

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*Our partnerships enable us to share our knowledge with the world, widen research impact and embed a research culture.*





## 11.0 INTERNATIONALISATION AND INTERNATIONAL PROFILE

TUS is actively embedding global perspectives in all of the Technological University's activities. This is led by the VP International and the TUS International Office working with the Faculties, Academic Departments and other 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. Our strategic plan commits to building and enhancing relationships to drive the sustainable development of our region and to make an impact nationally and internationally.

The initiatives led by the TUS Global Office contribute to the enrichment of the academic experience and foster the exchange of knowledge and expertise among diverse cultures and backgrounds. Traditionally, our students and staff have participated in the European Union-funded Erasmus+ programme and have established a wide range of trans-European contacts. Many programmes now offer a semester of study abroad or international placement opportunities across our network of over 200 global partners. TUS is one of the most accomplished Technological Universities in securing ongoing funding in the highly competitive Erasmus+ KA171 International (Non-EU/EEA) mobilities project. This funding has enabled inbound and outbound mobility with key international partners, which plays a pivotal role in promoting and embedding global perspectives in all of our activities and supporting an extensive staff and student mobility network.

An International student at TUS is defined as a student who is Internationally-domiciled. A student's domicile is the country of permanent address prior to entry to their programme of study at TUS. This definition encompasses Transnational, Erasmus, and Other Exchange students.



*TUS is committed to internationalisation, creating a positive and enriching environment for students to study, learn, and grow on an international scale.*

With a network of over 200 global partners, the TUS International Office 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. There are overseas TUS International Student Liaison Offices located in New Delhi, India; Kuala Lumpur, Malaysia; Shanghai, China; and Lagos, Nigeria, with TUS Global Offices located in Athlone and Limerick.

Table 11.1. TUS Global Outreach Activities

### INTERNATIONAL OFFICE OUTREACH – RECENT HIGHLIGHTS AND PLANS

- TUS Global appointed two International Student Experience Officers in September 2023, one based at TUS Midwest and one based at TUS Midlands. Their objective is to enhance the international student experience and encourage greater interactions amongst students to share cultural experiences through participation in events, excursions and celebrations across TUS campuses. Students are encouraged to participate in activities to celebrate Diwali, Chinese New Year, Eid and share values and traditions. TUS Global was awarded "Best Student Experience" at the Education Awards 2024.
- In May 2023, the Irish Ambassador to Nigeria, His Excellency Peter Ryan, launched the TUS Africa Liaison Office in Lagos marking a significant milestone in TUS's unwavering commitment to providing enhanced support to parents, students, and agents in Africa. TUS is actively exploring opportunities to establish similar offices worldwide, with a primary focus on expanding our reach and fostering global partnerships.
- TUS has one of the highest approval ratings amongst Irish HEIs for Ministry of Education approved undergraduate level programmes in China with nine programmes approved in disciplines of Software Engineering, Mechanical Engineering, Pharmaceutical Science, Graphic Design, Hotel Management, Civil Engineering, Business and Accounting at Chinese partner Universities. The associated agreements result in advanced entry to the final year of the Bachelor degree programmes at TUS.

TUS maintains a strong presence and active engagement in various regions across the globe, including Europe, North America, Latin America, Middle East and North Africa, Sub-Saharan Africa, Asia, and Southeast Asia. While TUS is active in numerous countries, there is a particular emphasis on Europe, China, India, Nigeria, Kenya, Tanzania, Uganda, Canada, USA, Indonesia, Malaysia, Mexico, and Brazil.

### TUS International Student Demographic - Inbound

The TUS campuses attract a diverse student body, with over 100 nationalities represented and has experienced a consistent rise in the number of international students over the past five years (Figure 11.1). These students contribute to the cultural richness and global perspective within our campuses, fostering an inclusive and vibrant learning environment.

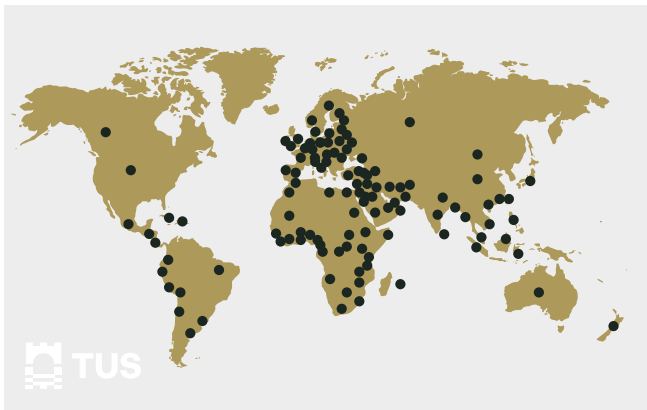


Figure 11.1. The Range of Geographic Locations of Inbound International Students

During the 2023-24 Academic Year, there was a total of 1656 International Inbound Students. This included; International Non-EU (916), International EU (131), Trans-national (675), Erasmus Incoming-EU & Non-EU (114) and Other Exchange (14 (Figure 13.2).

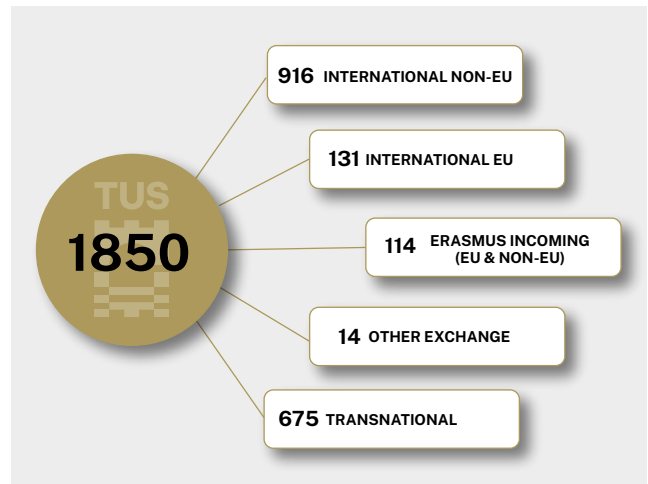


Figure 11.2. Profile of International Inbound Students in the 2022-23 Academic Year

Erasmus Incoming (EU & Non-EU) comprises of Erasmus+ EU exchanges and Erasmus+ International Credit Mobility (ICM) non-EU exchanges. Other Exchange includes three categories: 'EU Study Abroad' (direct study exchange agreements within the EU), 'Global Study Abroad' (direct study exchange agreements outside the EU) and RUN-EU Short Advanced Programmes (SAPs) (short programmes lasting one to two weeks in collaboration with a RUN-EU partner).

The commitment to developing Transnational Education is also evidenced with 675 students enrolled on transnational programmes at Yangtze University and Wuxi Institute of Technology, China.

The profile of enrolments for the top 15 performing countries is presented in Figure 11.3, and includes both EU and Non-EU. The top 10 Non-EU nationalities for the 2023-24 academic year include China, India, Malaysia, Nigeria, Canada, Mexico, Pakistan, Brazil, Uganda, and the USA (Figure 11.3).

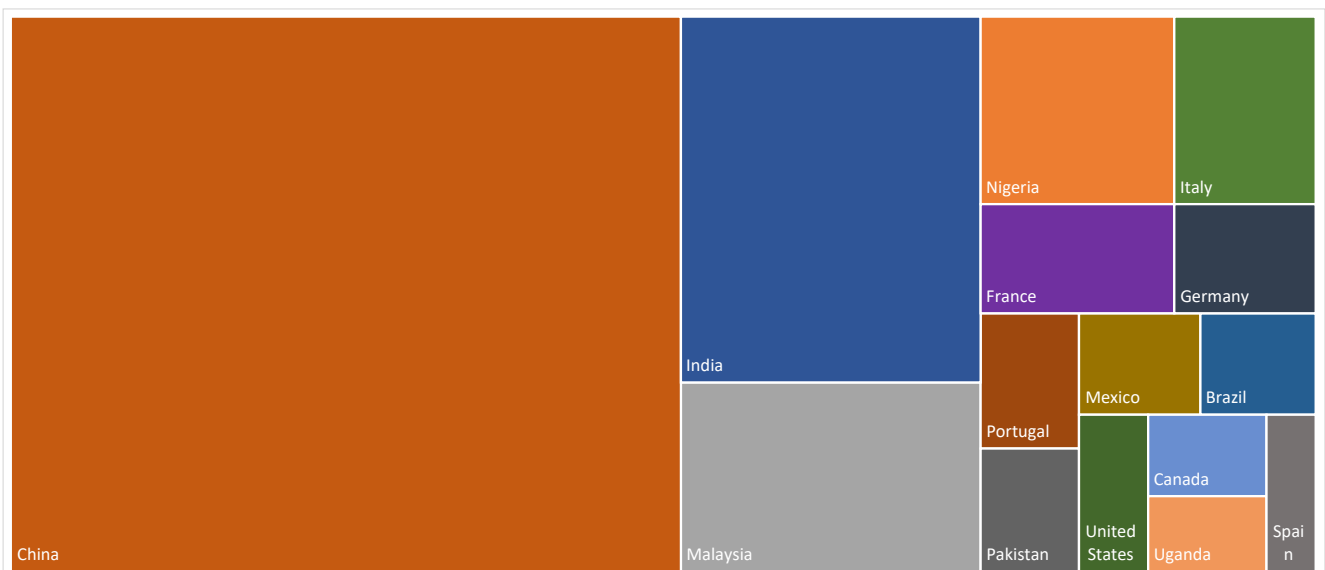


Figure 11.3. Top Performing Countries for Enrolments, including EU and Non-EU (2023 - 2024)

The disciplinary profile of inbound international students at TUS is provided in Figure 11.4. The top five disciplinary areas include Business Administration and Law (15.08%), Engineering, Manufacturing and Construction (32.89%), Information and Communication Technologies (13.15%), Natural Sciences, Mathematics and Statistics (6.58%) and Generic programmes and qualifications (19.32%).

TUS has consistently experienced strong interest from international learners in choosing our undergraduate and postgraduate programmes with 39% growth since the 2020-21 Academic year, a significant performance given the impact of Covid-19 and geopolitical issues (Figure 11.5).

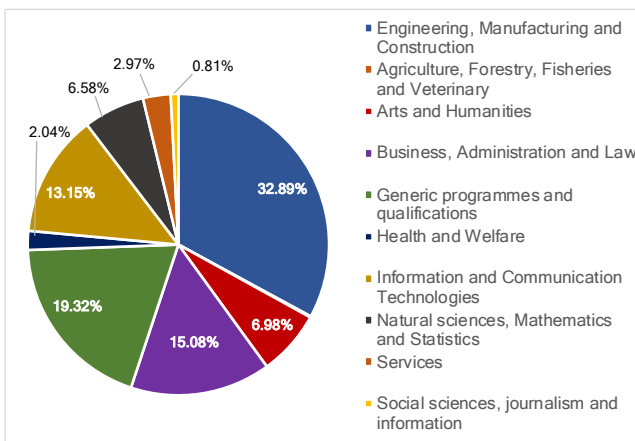


Figure 11.4. International Students by Broad ISCED Codes 2022-23 Academic Year

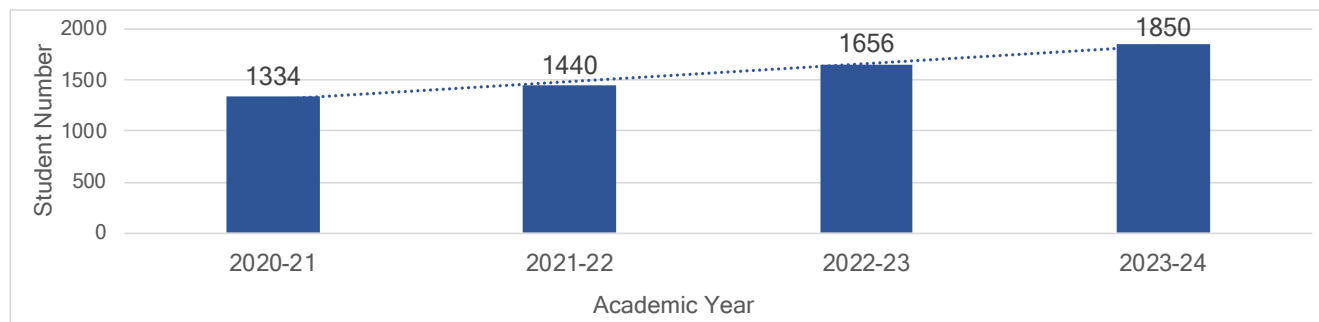


Figure 11.5. Growth Profile of International Inbound Students

### TUS International Student Demographic - Outbound

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. There were a total of 370 outbound students in the 2023-24 academic year including Erasmus Study, Erasmus Placement and RUN-EU Short Advanced Programmes (SAPs) (Figure 11.6). 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 recognizing participation through achievement awards.

As a committed member of the RUN-EU network, students from TUS are encouraged to take up a funded Study Abroad opportunity for short term or semester long mobilities during their studies in one of the partners Institutions, as well as participate in a range of other virtual interactions. International Office staff have been members of the European Mobility Innovation Centre (EMIC) since its inception. The exchange of staff between partner institutions also contributes greatly to the European/international dimension of our campuses and benefits both staff and students.

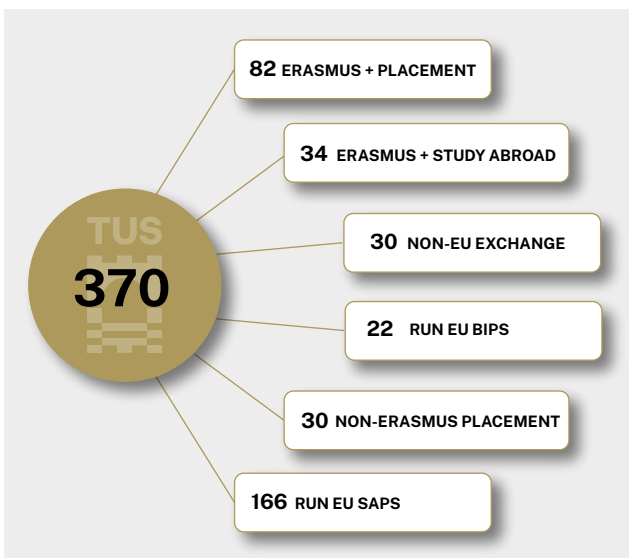
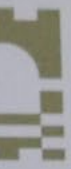


Figure 11.6. Profile of International Outbound Students in the 2022-2023 Academic Year (BIP=Blended Intensive Programme; SAP = short Advanced Programme)

TUS actively engages international alumni through global offices and fairs, leveraging their experiences and insights to support career opportunities for new students. Embracing Internationalisation at home, TUS develops curriculum, fosters inclusivity, and strengthens relationships to drive sustainable regional development with a global impact. This approach fosters innovation-led growth, transforms challenges into opportunities, and equips graduates as global citizens.



 **TUS**

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# 12.0 GRADUATE PROFILE

From the period 2018-19 to 2021-22, TUS and its predecessor institutions have graduated 18,960 students, in all its award categories, with the number of graduates in 2021-22 at 4,955 (latest HEA published data). A comparative profile of graduate numbers among the Technological Universities for the period is provided in Figure 12.1. The numbers of TUS graduates in the Major Award categories is provided in Figure 12.2 for the 2021-22 academic year, with the Undergraduate Honours and Undergraduate Degrees categories accounting for a significant proportion, as indicated.

Upon graduation, TUS graduates have significant success in gaining employment with 90% of graduates securing employment or further study in 2022, with 79% of graduates finding full-time employment (Figure 12.3) (Source HEA Systems Performance Framework 2021).

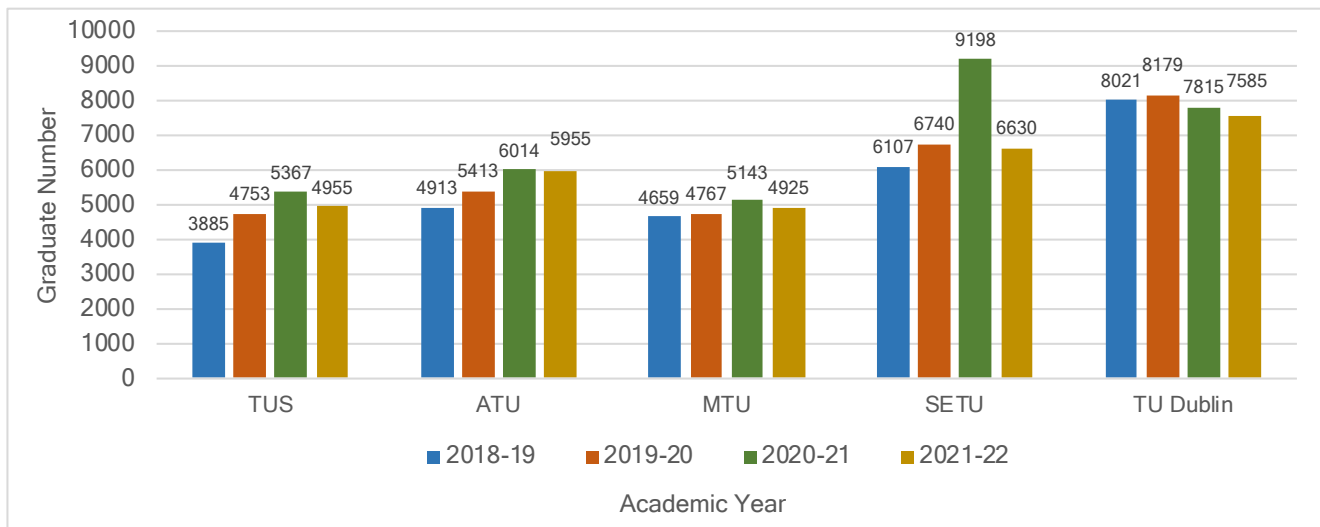


Figure 12.1. National Graduate Trends (Source HEA Published Data)

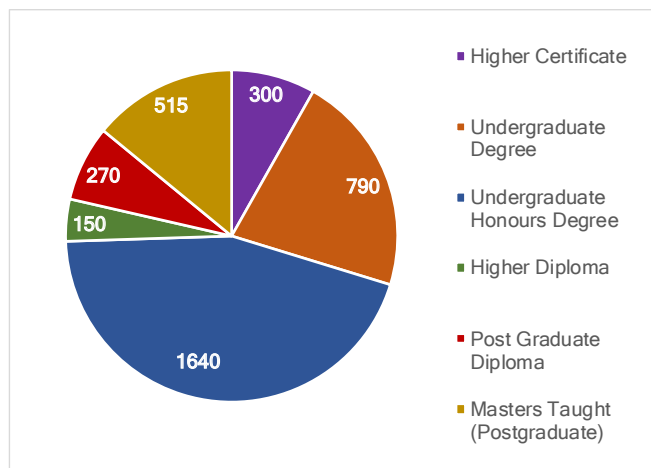


Figure 12.2. Number of TUS Graduates by Major Award 2021-22 (Source HEA Published Data)

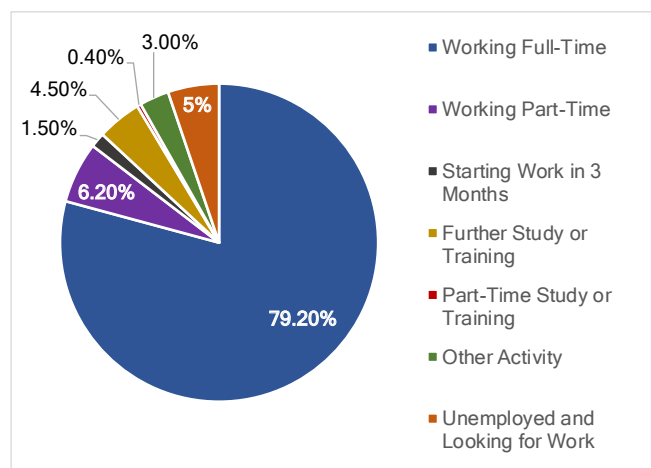


Figure 12.3. Graduates Outcomes 9 Months After Graduation 2022 (Source HEA Published Data)

Reflecting our programme portfolio and student profile, the graduate population is drawn from across the range of broad ISCED categories, with the top three categories including Business Administration and Law, Engineering Manufacturing and Construction and Health and Welfare (Figure 12.4).

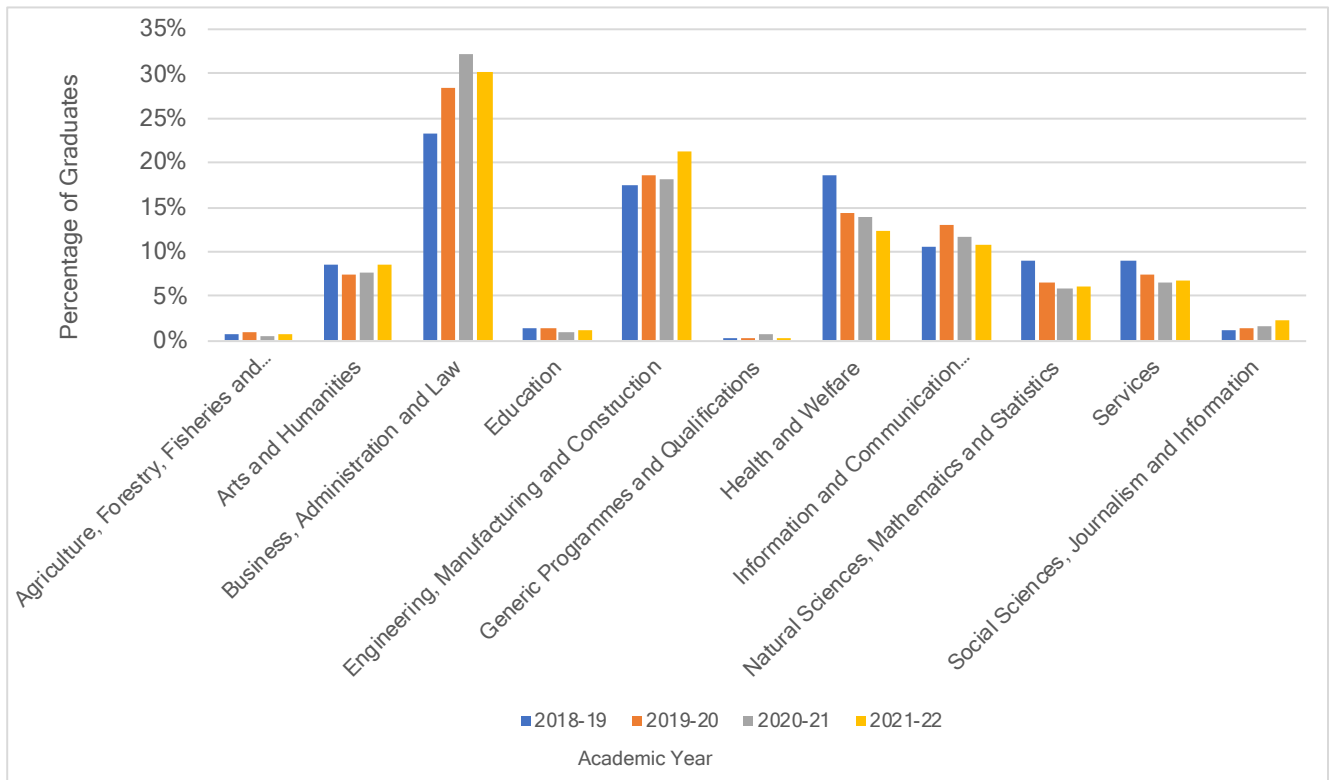


Figure 12.4. TUS Graduate Trends per ISCED Broad Field of Study Area (Source HEA Published Data)

The most recently published HEA average graduate income by region is presented in Figure 12.5. While TUS graduates may be employed nationally, the data indicates average earning for graduates in the Midlands and Midwest regions of €36,459 and €37,755, respectively.

In the four year period 2018-19 to 2021-22, the average % of honours degree TUS students graduating with a First Class (H1) increased by 9%, with a marginal increase in Second Class Honours Grade 1 (H2.1) of 2.4% (Figure 12.6). This aligns with National Averages which increased by 9% and 2.5% for H1 and H2.1, respectively. The % of TUS students graduating with a Second Class Honours Grade 2 decreased by 11.9%, also mirroring the national average which decreased by 11.1% in the period.

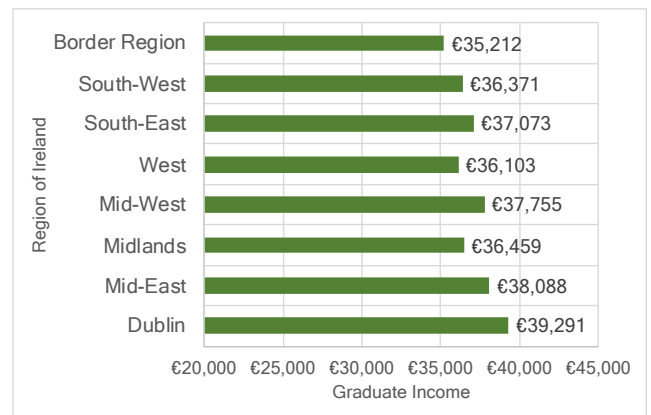


Figure 12.5. Graduate Earnings by Region (Source HEA Latest Published Data)

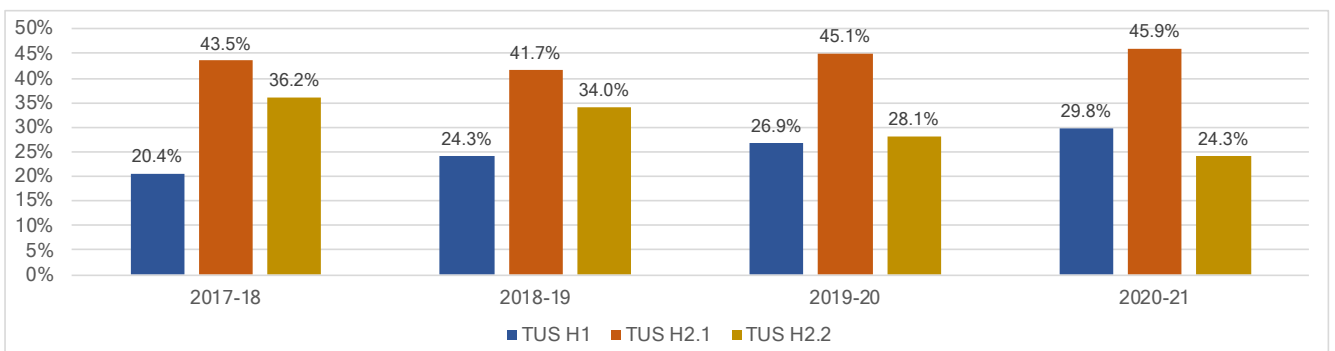


Figure 12.6. Profile of the proportion of TUS Honours Degrees for the Period 2017-18 – 2020-21





## 13.0 EQUALITY, DIVERSITY AND INCLUSION

**T**US 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.* ”

During its formation, TUS developed an Equality Statement, which was approved by Governing Body. This statement outlines our commitments to Equality, Diversity and Inclusion in terms of supporting equality of opportunity for both staff and students, and ensuring this commitment is carried through in our policies, procedures, curricula and pedagogies.

An EDI Steering Committee was established in 2021 to oversee and provide guidance and direction for the achievement of equality, diversity, and inclusion objectives across TUS.

This Steering Committee, which is chaired by the President, includes representatives from Faculty, Human Resources, Student Support Services, EDI, RDI and the Students' Union. It has a number of subcommittees including an Athena Swan Self-Assessment Team, University of Sanctuary and Promoting Consent and Ending Sexual Violence and Harassment subcommittees. An EDI Sub Committee of Governing Body was established in 2022 to assist and advise the Governing Body in fulfilling its oversight responsibility in ensuring an appropriate governance structure to provide consistent leadership and accountability for EDI across TUS.

The TUS EDI function oversees TUS Equality-related action plans including the *TUS Gender Equality Action Plan (GEAP)* and *TUS Promoting Consent and Ending Sexual Violence Action Plan* and is currently finalising its *Equality, Diversity and Inclusion Strategy*.





The Athena Swan is a charter established and managed by Advance HE adapted for the Irish context, that recognises and celebrates good practices in higher education institutions towards the advancement of gender equality and building capacity across equality grounds enshrined in legislation. The process involves a rigorous self-assessment of equality in the institution, using quantitative and qualitative evidence, to identify both good practice and areas for improvement and the establishment of a four-year action plan that builds on this assessment and carries proposed actions forward.

In September 2024, TUS was awarded an Athena Swan Bronze Award. Our application for this award included our TUS Athena Swan Action Plan which was approved by TUS Governing Body, Vice Presidents and Deans Council and EDI Steering Committee. This institutional achievement builds on a previous Athena Swan Bronze Legacy Award received by TUS in 2022.

The TUS Promoting Consent & Ending Sexual Violence Sub-Committee of the EDI Steering Committee oversees the implementation of the Framework for Consent in TUS through an institutional four-year action plan. TUS launched its anonymous sexual violence, sexual assault, bullying and harassment reporting tool (Speak-out) in November 2021.

Through the HEA Gender Equality Enhancement Fund, TUS is collaborating with other HEIs on EDI related projects including: embedding EDI in the curriculum; embedding gender identity, expression and diversity training and best practice; and engaging men in building gender equality. During the 2023-24 academic year, the 'EDI in the Curriculum Toolkit' was launched and will be further promoted in 2024-25 academic year.

TUS will also further embed intercultural and race equality training for staff and deepen engagements with local community groups working to support refugees and Education Authority Anti Racism Principles. These are developed arising from the recommendations of a HEA Report of on Race Equality in the Irish Higher Education Sector. In signing these principles, TUS is making a public commitment to address incidences of racism and support race equality in structures and processes. TUS is currently developing a Race Equality Action Plan.

TUS was designated a University of Sanctuary in June 2022, by University of Sanctuary Ireland, becoming the first Technological University in Ireland to be given the award. In the academic year 2023/24, TUS supported 34 (31 Undergraduate, 3 Access Programme) students through its Sanctuary Scholarship programme and will award over 60 scholarships over 3 years through this programme. One of the key tenets of the TUS Strategic Plan is to be a catalyst for sustainable change through education and research that transforms lives, our region and the world beyond. TUS intends to build on its Sanctuary Scholarship programme, expanding it to include postgraduate programmes with the assistance of private philanthropic funding from industry and their engagement in the University of Sanctuary Programme through mentoring and financial support activities. This will allow an increase in the number of sanctuary students supported.

*Table 13.1. Implementing the Gender Equality Action Plan*

### **GEAP ACTION PLAN – SOME KEY ACTIONS COMPLETED/IN-PROGRESS**

- Establishment of the following
  - ✓ EDI structures within TUS
  - ✓ TUS LGBT+ & Allies Staff network
  - ✓ TUS Community of Practice for supporting disclosures of sexual violence and harassment
  - ✓ TUS Women's Network
  - ✓ TUS Parents and Carers Network
- Provision of EDI related training
  - ✓ EDI in Higher Education
  - ✓ Unconscious Bias training
  - ✓ Responding to Disclosures of Sexual Violence
  - ✓ Gender Identity and Expression Training
  - ✓ Aurora Women's Leadership training
- Publication of EDI newsletters.
- Organisation of multiple EDI related events on campus and virtually for both staff and students.
- Development of EDI related policies and procedures.

## 14.0 SUPPORTING LEARNING, TEACHING AND ASSESSMENT

**T**US recognises that supporting pedagogical innovation in learning, teaching and assessment is a vital activity for continuously enhancing academic practice and that staff development is an integral enabler of this. A review of the structure required to support staff development in learning, teaching and assessment practice in 2022 led to the establishment of a new *Centre for Pedagogical Innovation and Development* (CPID). Reporting to the VP Student Education and Experience, CPID, taking a pan-university approach, oversees the implementation of the TUS Putting Learning first: Learning, Teaching and Assessment Strategy, in collaboration with key stakeholders.

The Centre facilitates transformation and innovation in educational practices, including the use of new technologies which put the student learning experience at the core and promote excellence in academic practice. Accordingly, activities led by the Centre include staff development, scholarship, and educational research and dissemination in learning, teaching, and assessment, including the use of digital technologies.

Through the centre, TUS staff undertake accredited and non-accredited programmes of study which focus on developing their knowledge of different teaching practices and techniques, with the aim of enhancing students' learning experience and outcomes.

Staff can avail of a flexible pathway to an *MA in Academic Practice* which allows participants to select from a range of shorter themed Special Purpose Awards leading to a Postgraduate Diploma or progression to complete the Master's degree. The range and choice of Special Purpose Awards available to Staff is comprehensive and aligns with key themes that support innovative pedagogical practice and the strategic imperatives of TUS (Table 14.1). These include supporting the development of digital literacy, embedding sustainability, innovative, authentic and engaged learning, teaching and assessment practices, research informed teaching and developing inclusive practice.



Table 14.1. TUS Accredited CPD Programme suite in Academic Practice Domains

PROGRAMME TITLE	ECTS CREDITS
Master of Arts in Academic Practice	90
Postgraduate Diploma in Learning, Teaching and Assessment	60
Postgraduate Certificate in Academic Practice	30
Postgraduate Certificate in Professional Practice in Higher Education	30
Special Purpose Award, 15 ECTS Credit, Certificates in:	
<ul style="list-style-type: none"> <li>• Learning, Teaching and Assessment Strategies for Student Engagement</li> <li>• Team Based Learning</li> <li>• Assessment and Feedback for Engaged Learning</li> <li>• Learning Design and Curriculum Frameworks</li> <li>• Embedding Education for Sustainable Development in the Curriculum</li> <li>• Developing Practice in Learning, Teaching and Assessment Online</li> <li>• Inclusive Learning, Teaching and Assessment Practice</li> <li>• Reflective Academic Practice Through Portfolio Building</li> <li>• Professional Practice in Higher Education</li> <li>• Research Methods</li> <li>• Digitally Enhanced Learning, Teaching and Assessment</li> <li>• Enhancement through Leadership in Education</li> <li>• Action Research for Educators</li> </ul>	

Annually, a comprehensive suite of non-accredited CPD events are also provided across TUS, with high participation by Staff. A typical programme includes themed events, ongoing professional development workshops and seminars, community of practice initiatives, and hosting Institutional, and sometimes national and international, symposia. The range of activities typically focus on diverse areas including the development of digital literacies, curriculum design, assessment, universal design for learning in addition to pedagogies for active learning and student engagement, *inter alia*.

CPID also informs the development of the learning infrastructure, both physical and virtual, by focusing on the requirements of classrooms, laboratories and learning spaces, to ensure TUS is meeting the demands of the 21<sup>st</sup> Century student and maximising their learning experience.

All staff development activities are aligned with the Putting Learning First: Learning, Teaching and Assessment Strategy (See Section 5.0 Educational Ethos Embedding Graduate Attributes). Putting Learning First celebrates the centrality of the student in the educational activities of TUS. It frames the ambition that TUS has for its students and their development in a living, dynamic, caring, and responsive community. The strategy also emphasises a commitment to lifelong learning and continuous improvement. CPD initiatives are also informed by the key themes of the National Forum for the Enhancement of Teaching and Learning, the National Professional Development Framework and other HEA-funded initiatives focusing on increasing access to higher education. CPID also focuses on developing practices in key areas to ensure TUS staff are equipped to navigate the digital transformation and new models of learning proven to actively engage and benefit students.

The Future and Advanced Pedagogy Skills Academy (FAPSA) initiative of RUN-EU is responsible for promoting a common pedagogical approach across each of the partners. This will play an important role in supporting innovative learning, teaching and assessment and illustrates the potential for sharing good practice across the RUN-EU Network. The FAPSA approach includes a central RUN-EU FAPSA and supporting institutional FAPSA's. The central FAPSA focuses on the provision of educational support for staff and students and monitoring the quality, relevance, and impact of the emerging joint education portfolio. The central FAPSA is supported by the institutional FAPSAs who are responsibility for driving and promoting pedagogical development and supporting activities at an institutional level.

The FAPSA's are responsible for the development and promotion of new pedagogical models and practices designed to enhance trans-disciplinarity, mobility and stimulate the development of new innovative joint education programmes. The initiatives and projects completed by the FAPSA's are research-based innovative pedagogical developments which build on assessing learning, collecting learning analytics and measuring learning and teaching experiences. To date a number of learning design workshops and skills reports have been developed for the RUN-EU partnership to support and inform staff involved in programme design across the RUN-EU partnership.

## 15.0 INDUSTRY AND SECTORAL ENGAGEMENT

TUS engages a broad range of industry and sectoral stakeholders at all levels of governance and in the design, development and validation of its teaching, learning, research and related activities. TUS continues to develop links and to consult with industry and professional bodies to inform the development and review of programmes and modules, and to ensure that they are responsive to existing and emerging stakeholder needs. Such engagement is an integral part of the Quality Assurance and Enhancement processes within TUS. Where applicable, Professional Accreditation Bodies are critical stakeholders both for informing the development of the curriculum and its delivery, and for accrediting programmes leading to enhanced employment opportunities for graduates.

TUS is committed to making a regional impact and works closely with industry and community stakeholders to support sustainable development. Working with Regional Skills Fora, 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 relevant expertise, skill and competency with multiple career opportunities. Industry and sectoral representatives provide advice and input on strategic issues from the region and nationally, and advise relevant TUS fora and personnel across a range of related areas. Industry and sectoral groups are convened as needed by TUS Senior Management in addition to Faculty/Department and Programme Boards, *inter alia*. Some typical examples of industry and sectoral engagement activities are provided in Table 15.1. TUS has developed a myriad of industry, sectoral and social partners to ensure contemporary and relevant programmes of study are delivered. This approach enhances accessibility to the community and ensures alignment with the needs of industry within the region and nationally.

Table 15.1. Typical examples of Industry and Sectoral Engagement

### SECTORAL & INDUSTRY ENGAGEMENT BY TUS

- New Programme Development
- New Programme Validation
- Programme Revalidation
- Professional Body Accreditation
- Industry Advisory Visits
- External Examination Process
- Guest Speakers
- Onsite Company Visits
- Sponsor Scholarships and Awards
- Apprenticeship Development
- Contribution to Professional Body Activities
- Work Placement of Learners
- Careers Fairs
- Guest attendance at Programme Boards/Student Presentations
- Recruitment Presentations to Students
- Membership of Interview Panels
- Development of Research Partnerships
- Student Research Projects
- Graduation, Sponsorship & Presentation of Special Awards
- Delivery of Programmes to Industry Clients
- Engagement with Regional Skills For a
- Development of Flexible and Lifelong Learning Opportunities



The successful growth in students numbers at TUS as outlined in this profile, has been enabled and assisted through the design and delivery of industry relevant new programmes in collaboration with a broad spectrum of industry and sectoral stakeholders, including Regional Skills Fora (Midlands and Midwest in particular) and industry clusters operating within and across the regions that TUS serves. In addition to disciplinary specific skills and advice, the promotion of transversal and transferrable skills relevant to graduate employability and success are often integral to the discussions.

The participation of industry and sectoral representatives as External Examiners for TUS awards is also a particularly noteworthy contribution forming a key part of the formal quality assurance of teaching, learning and assessment of taught and research provision.

Through the Careers Service, TUS provides students with a link to companies and organisations from different sectors that recruit graduates and students at all levels. The service provides supports and training to students in developing employability skills and in preparing them for work placement, CV and interview preparation, career guidance and employability workshops. Different initiatives to facilitate and promote collaborations with industry, placement providers and employers are organised, including employer events and career fairs. The Careers Service has an active role in preparing students for their work placement providing ongoing support during placement in conjunction with relevant Faculties and academic Departments.

Each year a number of Career's Fairs are held on campuses where companies are invited to meet with students and discuss potential graduate opportunities. Through the TUS Careers Connect Portal, employers can advertise their student or graduate job vacancies (Internships, Graduate Programmes, Full-Time/Part-Time positions) which TUS students can access directly.

TUS hosts the Career and Further Education Expo annually, showcasing some of Ireland's leading employers in areas including Engineering, ICT and Medical Technology. Attendees learn about the demands of the jobs of the future and the soft and hard skills necessary to succeed in a digital, networked world that is constantly in flux. Over the course of the Career and Further Study Expo, students' network with some of Ireland's leading employers and the expo provides industry partners with a gateway for identifying and recruiting talent.

Open days play an important role in providing prospective students with information and context on TUS programmes, their industry partners, placement opportunities, and career trajectories. In particular, the Spring Open Day has a specific focus on career and future employability and gives parents and prospective students the chance to mingle with industry professionals, including engineers, accountants, graphic designers, hotel managers, marketers, scientists and more.



TUS Faculties and Academic Departments increasingly engage with industry to host national and international conferences and collaborate with industry consortia on a range of activities to advance the goal of being a connected and engaged TU. Some highlights of such activity are provided in Table 15.2.

*Table 15.2. Selected Highlights of Industry and Sectoral Engagement Initiatives*

### SECTORAL & INDUSTRY ENGAGEMENT BY TUS

- TUS consistently hosts a range of National and International Industry-led events and conferences, typified by the following examples:
  - The Nutrition Society held their annual conference in the Athlone campus in June 2023, attracting 400 delegates. In addition to the conference-themed symposia, the conference also offered satellite sessions, a networking programme and the option of opportunities for a range of training workshops.
  - Manufacturing Solutions 2023, a supply chain, technology and engineering conference was held at the TUS Moylish Campus in June. A collaboration between the UK based GTMA (trade association) and TUS and in association with the Irish PTMA. Over 1000 visitors from the engineering, technology, business and government agencies attended the event which included over 120 Engineering and Technology Exhibition and Trade Stands.
  - TUS hosted the second 'Regional Economy and Society Forum on Science Meets Regions -Circular Economy' in partnership with Westmeath County Council TUS and RUN-EU in April 2023. The event explored action plans enabling regional, national, and European-wide development of circular networks to support regional stakeholders address Digital Transformation needs and Socio-Economic Resilience and Sustainability.
- Explore Engineering (formerly Limerick for Engineering) is a collaboration between industry and academic partners at TUS, University of Limerick the LCETB and the Tipperary ETB. The primary goal of Explore Engineering is to increase the quality and quantity of engineering talent (apprentice, technicians and engineers) available in the region. An engineering showcase is held annually and showcases regional work and talent.
- Limerick for IT is an IT skills partnership between major regional industry partners including TUS General Motors, Johnson & Johnson and Kerry Group, Dell and Limerick Chamber; together with UL, Limerick City & County Council and IDA Ireland. This initiative identifies and assesses future skills needs for the region while allowing existing multinationals secure further operational mandates and activities to sustain and support further job development.
- The LSAD Department of Fine Art, in a longstanding collaborative relationship with the Hunt Museum, supports the annual Painting show which takes place every Year at the Hunt Museum. The staff and students of the Department have worked with the Hunt Museum for over 15 Years. The Exhibition is a unique innovative annual event that engages with the public and reinvigorates the Learning Experience of Fine Art Education.

## 16.0 COMMITMENT TO SUSTAINABLE DEVELOPMENT

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 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.

“ A key enabler of the TUS strategic plan is to support sustainable development and embed UN SDG integration across all activities to generate positive impact.

Key initiatives to date have included discussion across the VP and Deans Councils to consider how to embed and integrate the SDGs within the TUS Strategic Plan in a meaningful and impactful way. Accordingly, an *Education for Sustainable Development (ESD) Working Group* has been established reporting directly to the VP/Deans Council within TUS. This committee is comprised of representatives from across TUS with an initial goal to map existing activities against the new National Strategy for ESD 2030 priorities while also coordinating future activities and actions. Work has also commenced to benchmark progress across TUS using the *EAUC Sustainability Leadership Scorecard (SLS)* which allows for organisational benchmarking against SDGs.

TUS is committed to climate-change mitigation objectives as outlined through international agreements and through national strategy in Ireland's 2023 Climate Action Plan. Accordingly, key objectives across our campus infrastructure and being embedded in the campus development plans include:

- Greenhouse gas reductions;
- Sustainable energy supply;
- Energy efficiency and green buildings;
- Sustainability and climate action in education and communication;
- Waste management and recycling;
- Green financing and procurement;
- Biodiversity and water resource management;
- Green campus initiatives;
- Transport alternatives.

Positioning our campus infrastructure to showcase best practice, deliver on national commitments and connect with education, research and development agendas are key priorities for the organisation and a demonstrable commitment to the UN SDGs. As an exemplar of this commitment, the Thurles and Clonmel campuses were awarded the An Taisce Green Flag designation in November 2021.

The Putting Learning First: TUS Teaching and Learning Strategy creates multiple opportunities to support staff and students to integrate various aspects of SDGs into their programmes and learning across the spectrum of education provision in TUS. Supporting our students to become global citizens and develop transversal, and discipline specific skills is a core ambition of the strategy and the opportunities to integrate learning in relation to SDG's is a priority. As a partner in the NTUTORR project which embeds the SDGs across its activities, there is further opportunity to increase capacity to adapt and meet the challenge of sustainable development. The NTUTORR programme is organised around three connecting streams, each of which has been influenced and informed by the central objective of providing a sustainable pedagogical and learning environment that robustly addresses the SDGs. The ambition and proposed outputs centre on (i) transforming the student experience (with sustainability a key theme), (ii) developing staff capabilities using a sustainable higher education framework and (iii) enabling a digital ecosystem to transform learning, teaching and assessment in a sustainable learning and pedagogical environment.

TUS is leading a consortium to deliver a €7.5m Digital Academy for Sustainable Built Environment (DASBE) initiative which seeks to transform the delivery of education and training on sustainable construction and sustainable energy, digitisation and the circular economy. Already DASBE partners have developed new programmes related to the circular economy, energy infrastructure, digital tools and community energy systems. It recently validated programmes in Residential Energy Retrofit Management and Energy Renovation of Traditional Buildings. The majority of these programmes will be offered in on-line or blended learning formats to facilitate access and have been designed with strong engagement from industry stakeholders. Critically, DASBE is cooperating with the Further Education Sector on initiatives such as Build Digital to maximise synergies and impacts. As a result of this and other initiatives, TUS also offers a wide range of academic programmes, at both Major and Special Purpose Award level, that directly relate to the theme of sustaina-



ble development within their cognate discipline areas. Some examples of such programmes recently developed include:

- Master of Science in Sustainable Energy System Management
- Bachelor of Science (Hons) in Agricultural Science and Sustainability
- Higher Diploma in Engineering in Residential Energy Retrofit Management
- Certificate in Change Leadership
- Certificate in Community Energy Development
- Certificate in Energy Renovation of Traditional Buildings
- Certificate in Green Procurement
- Certificates in Residential Energy Retrofit Fabric
- Certificate in Residential Energy Retrofit Systems
- Certificate in Residential Energy Retrofit Management

TUS also engages in a broad range of engagement, advocacy and R&D activities relevant to SDG goals and some illustrative examples are provided in Table 16.1.

Table 16.1. Sustainable Development Initiatives

### SUPPORTING THE GOALS OF SUSTAINABLE DEVELOPMENT

- TUS is represented on the Shannon Estuary Economic Taskforce which seeks to ensure that sustainability, education and R&D is at the forefront of the recommendations emerging from the Taskforce.
- TUS has multiple engagements with Regional Skills Forums, Local Authorities, Public Authorities, SMEs and industry on the topic of sustainable development. In particular, TUS has appointed a staff member to work with the Offaly Development Company, Laois Offaly ETB and others to explore large scale development projects relevant to sustainable development.
- TUS is leading a €1.7m European Climate Leadership Programme to help achieve carbon neutrality by 2050.
- RUN-EU Network has integrated sustainability across all of its actions (Research, Education, Short Advanced Programmes (SAPs) and student/staff exchanges).
- RUN-EU PLUS research Masters and PhDs are unique programmes which are focused on Sustainability, Digitalisation and Social Innovation themes, in line with the strategic regional development plans of the RUN-EU alliance regions.
- Securing major Erasmus Innovation Action investigating new education and training approaches to sustainable agriculture.
- Securing ManagEnergy III contract to provide education and training supports to local and regional energy agencies across Europe.
- TUS is establishing international multidisciplinary research teams to address major societal challenges, with a particular focus on sustainable themes such as renewable energy, climate change agriculture, food and the bio-economy and social sciences, *inter alia*.

TUS will continue to lead on its ambitious agenda for its sustainability goals and will do this by facilitating and nurturing the advancement of the best ideas of its staff, learners and engaged external community by providing key supports for all its stakeholders and environments to thrive in.



# 17.0 EXTERNAL RELATIONSHIPS

**T**US Values, Purpose and Long-term Vision are influenced by its key relationships with regional, national and international partners and these are crucial to further the goal of TUS as a connected and engaged Technological University. This includes a myriad of relationships at multiple levels of engagement with regional partners, national bodies and agencies, and a diverse range of deep community engagement and connections in the regions we serve.

At a regional level, important partners include City, County and Town Councils in the catchment areas of our respective campuses, in addition to regional skills fora and an extensive range of industry and sectoral partners. At a national level the relationship between TUS and the Department of Further and Higher Education, Research, Innovation and Science, The Higher Education Authority (HEA) and Quality and Qualifications Ireland (QQI) are fundamental to fulfilling our regional and national purpose and goals.

Other state bodies with which TUS has important relationships include SOLAS, the Education and Training Boards (ETB's) and a broad range of Professional, Regulatory and Statutory Bodies (PRSB's) *inter alia*. TUS also has significant relationships with other Higher Education Providers including Technological Universities, Universities and Institutes of Technology and TUS is a member of THEA, the representative body for the Technological Higher Education sector.

The breadth and global span of international partnerships is set out in Section 11, Internationalisation and International Profile with over 200 partnerships globally. Internationally, a significant, developing, relationship is with our RUN-EU partners as outlined in Section 3.0, RUN-EU.

## Higher Education Authority (HEA)

The HEA leads the strategic development of the Irish higher education and research system with the objective of creating a coherent system of diverse institutions with distinct missions, which is responsive to the social, cultural and economic development of Ireland and its people and supports the achievement of national objectives. TUS works closely with the HEA in relation to a broad range of strategic initiatives including implementation of agreed objectives (under the HEA System Performance Framework) and supporting the implementation of national higher education goals and the provision of statutory statistical information.

## Quality and Qualifications Ireland (QQI)

QQI is the state agency responsible for promoting the quality, integrity and reputation of Ireland's further and higher education system and ensuring that learners achieve qualifications that are valued nationally and internationally. Providing trusted information on the qualifications included on the National Framework of Qualifications is also fundamental. TUS engages regularly with QQI across a broad range of fora to support its role and promote quality, accountability and transparency in relation to quality standards and that of its education provision. TUS is represented on a range of QQI led fora including the Irish Quality and Qualifications Forum (IQQF) and the National Academic Integrity Network (NAIN).

## Technological University Sector & NTUTORR Project

TUS collaborates closely with the Technological University Sector as exemplified by the lead role it plays in the €32 million *National Technological University Transformation for Resilience and Recovery* (NTUTORR) project. This is an innovative collaboration across the Technological University sector that allows TUS to lead and implement transformative change, innovative practice and enhance the student experience. TUS will work with staff and students on a number of projects that focus on enhancing digital capabilities and will provide quality and equality of access to students within TUS, and in so doing will also support access for vulnerable and marginalised groups.

## Technological Higher Education Association (THEA)

THEA is the representative and advocacy organisation, acting on behalf of the Technological Higher Education sector. TUS is a member of THEA and contributes at a national level in this forum to further the goals of the sector. This includes the development of sectoral policies, strategies and position papers. THEA also manages the Recognition of Prior Learning in Higher Education Initiative and oversees the National Student Survey process annually.

## Professional, Regulatory & Statutory Bodies (PRSB's)

TUS has very valued relationships with a broad range of PRSB's and appreciates the value that professional accreditation and recognition can have for its programmes. There are over 40 TUS Programmes that carry such recognition and the bodies involved are listed in Table 17.1.

Table 17.1. PRSB's that Accredited Specified TUS Programmes

**PROFESSIONAL, REGULATORY & STATUTORY BODIES THAT ACCREDIT SPECIFIED TUS PROGRAMMES**

- Association of Chartered Certified Accountants
- Academy of Pharmaceutical Sciences
- Association for Nutrition
- Athletic & Rehabilitation Therapy Ireland
- Certified Public Accountants Ireland
- Chartered Accountants Ireland
- Chartered Association of Building Engineers
- Chartered Institute of Civil Engineering Surveyors
- Chartered Institute of Management Accountants
- CORU
- Engineers Ireland
- Institute of Certified Public Accountants in Ireland
- Institute of Chartered Secretaries and Administrators
- Institute of Incorporated Public Accountants
- Institution of Occupational Safety & Health
- Institute of Certified Public Accountants
- Irish Taxation Institute
- Nursing and Midwifery Board of Ireland
- Qualifications Advisory Board (QAB) - Department of Education
- Royal Institute of Chartered Surveyors
- Society of Chartered Surveyors Ireland
- Teaching Council of Ireland
- The Dental Council of Ireland
- The Institute of Chemistry of Ireland
- The Pharmaceutical Society of Ireland
- The Psychological Society of Ireland
- Veterinary Council of Ireland

**National Forum for the Enhancement of Teaching and Learning in Higher Education**

The National Forum is the national body responsible for leading and advising on the enhancement of teaching and learning in Irish higher education. It works to shape policy and practice to ensure a valued and informed teaching and learning culture in Irish higher education and has a particular focus on professional development. TUS has a valued partnership with the National Forum and is represented at the Forum by its Associates. It participates in the various initiatives of the Forum including consultancy initiatives, teaching excellence awards and funding calls, including the Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education. The positive impact of this relationship with the National Forum is widely recognised and valued in TUS.

**Regional Skills Forum**

TUS is a key driver of growth and development in the regions it serves and is involved in both the Midwest and Midlands Regional Skills Fora collaborating with industry and sectoral employers to meet the emerging needs of both regions.

**An tSeirbhís Oideachais Leanúnaigh agus Scileanna (SOLAS)**

SOLAS is the State agency that oversees the Further Education & Training (FET) sector in Ireland, including Apprenticeships and a range of Further Education and Training. As a leading provider of apprenticeship education, TUS values its deep and ongoing collaboration with SOLAS through the provision of Craft Apprenticeships and through a range of initiatives to enable learners succeed and to maximise access and progression through education pathways.

**National Tertiary Office (NTO)**

Established by the Department of Further and Higher Education, Research, Innovation and Skills in a joint initiative between the Higher Education Authority and SOLAS, the National Tertiary Office (NTO) was tasked with the development of new progressive pathways through further education to higher education. This is central to the government's ambition of a unified tertiary education system. The Tertiary Education Programmes are co-designed and co-delivered by Higher Education Institutions and the Education and Training Boards to provide seamless transitioning pathways from Further Education to Higher Education.

### Limerick Clare Education and Training Board

TUS and Limerick Clare ETB (LCETB) and Longford Westmeath ETB (LOETB) have long established partnerships, with progression routes into TUS for specified programmes. TUS and ETB's are committed to deepening collaboration across a range of joint undertakings in the regions. This relationship has been further invigorated by the National Tertiary Project and TUS and LCETB are collaborating on the delivery of two TUS Programmes in the 2023-24 academic year, as part of a pilot programme. These "tertiary courses" are programmes that commence in the ETB and continue in TUS, culminating in the award of a TUS degree.

### Athlone Chamber and Limerick Chamber

Athlone Chamber is positioned as the leading business organisation for the promotion and development of economic and commercial activity in its associated region. Similarly, Limerick Chamber of Commerce is a progressive business representation and development organisation based in Limerick City, Ireland. TUS is proud to have long standing relationships with both Chambers working closely with them to address local and regional business needs through a myriad of relationships and initiatives for enterprise promotion including the sponsorship of regional business awards.

### County Councils

With campuses in Athlone, Limerick, Tipperary and Clare, TUS works closely with County Councils in furthering the development of these campuses and the interests of the regions. In particular, Westmeath, Limerick, Tipperary and Clare County Councils play a significant and valued role in supporting the development of our campuses, facilities and services. TUS and the County Councils also collaborate on various initiatives to create awareness of the education, business, sporting and cultural opportunities in the regions.

### Community and Civic Engagement

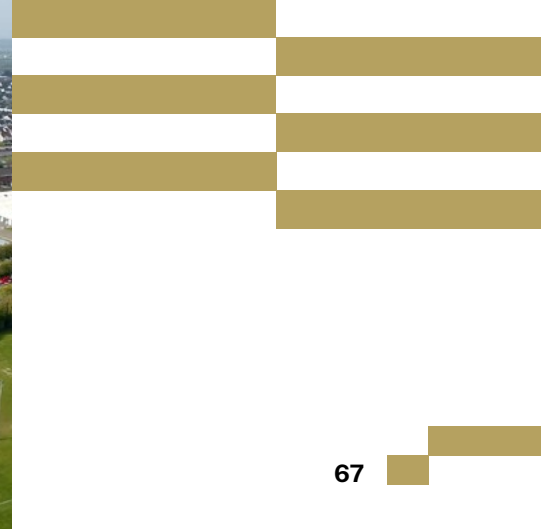
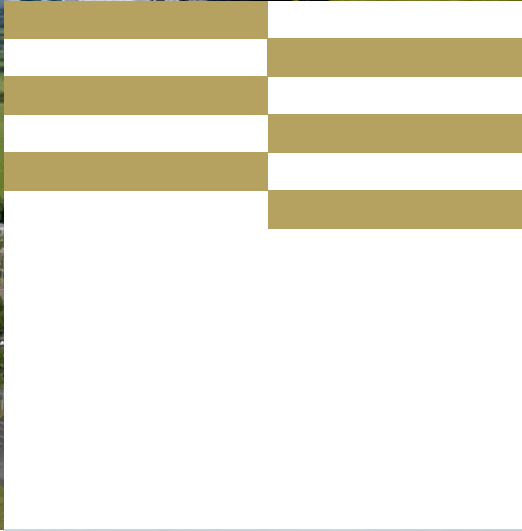
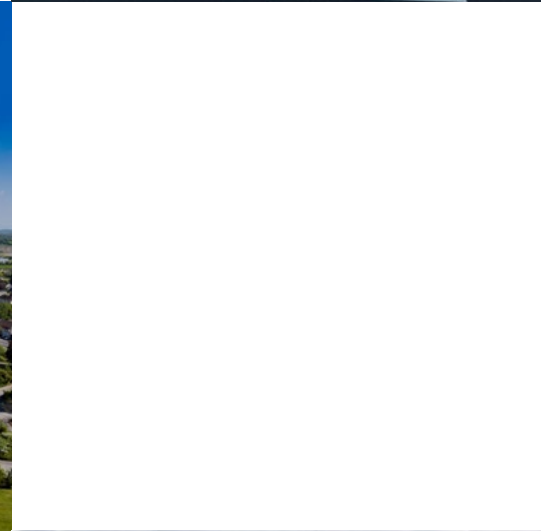
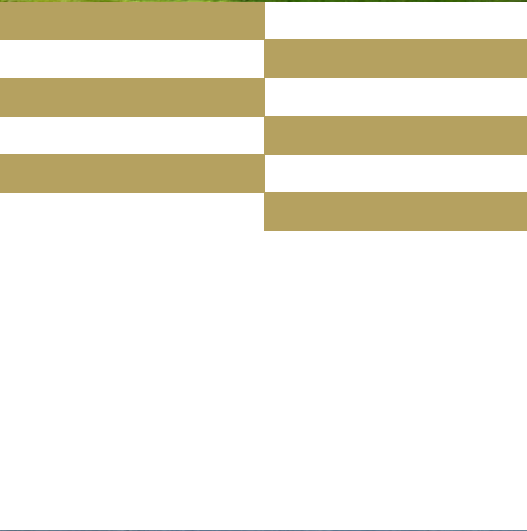
TUS contributes directly and indirectly to furthering the social, civic and economic life through engagement with and within the community and regions it serves. This includes its commitment to supporting community development and civic engagement. While the commitment to enterprise development, entrepreneurship and innovation and knowledge transfer have been detailed in Section 19, TUS is also committed to supporting civil society organisations and to civic engagement and both students and staff contribute in a myriad of such engagements.

Some illustrative examples of the diversity of TUS civic engagement include:

- TUS's Code4Fun coding camp for transition-year students;
- Visual arts project with the traveller community;
- LSAD pop-up art shop and gallery exhibitions;
- Public Invitations to join TUS events (e.g. 'Creating Our Future' brainstorming at TUS Athlone Campus);
- LSAD students visualise future of Opera Square, Limerick, with animation graphic display;
- Community based research projects such as involving Limerick Mens Sheds;
- Cross Border TUS research setting out pathway for integration of Gaelic Games;
- Variety of student exhibitions open to the public;
- TUS led volunteering initiatives.

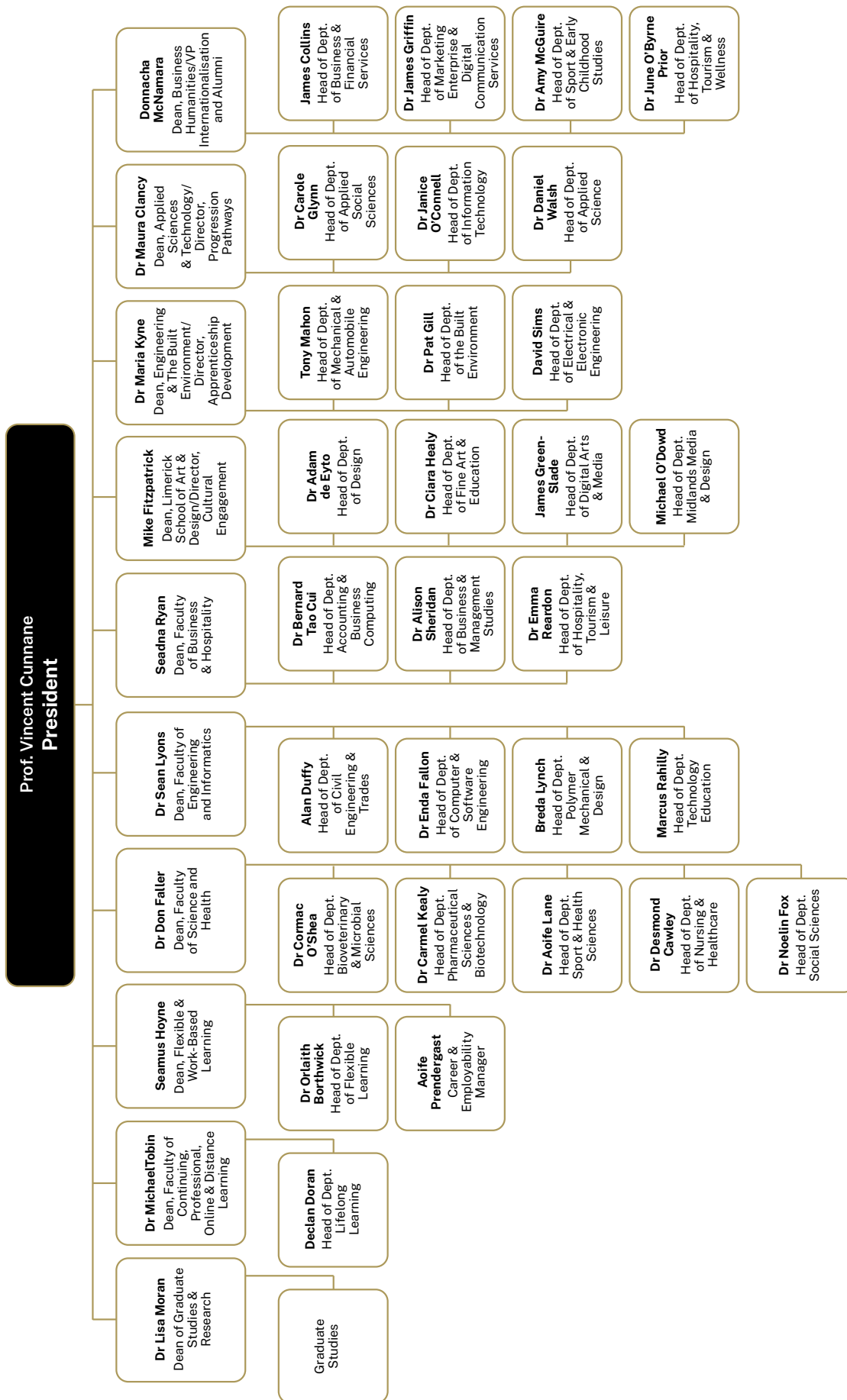
The commitment to civic engagement is embodied by the Guided Initiative in Voluntary Engagement (GIVE), which encourages students to engage in voluntary activities. Championed by the Access Service, the project benefits both the community and the volunteers by combining a service experience with a learning and development experience. TUS Societies also make a difference through a strong societies charity programme, where each society takes an active role in the running of a fundraiser for a charity of their choice within the academic calendar, where opportunities exist for all students to participate in the many and varied events. For example, societies from our Athlone and Moylish campuses came together to raise funds for Breakthrough Cancer Research while the Law Society on the Athlone campus worked with the Calcutta Run which raises money for Peter McVerry Trust.







# APPENDIX 1. FACULTY AND DEPARTMENT PROFILE



## APPENDIX 2. LIST OF ABBREVIATIONS AND ACRONYMS

<b>AQR</b>	Annual Quality Review
<b>ATU</b>	Atlantic Technological University
<b>CAO</b>	Central Applications Office
<b>CPID</b>	Centre for Pedagogical Innovation and Development
<b>DARE</b>	Disability Access Route to Education
<b>DASBE</b>	Digital Academy for Sustainable Built Environment
<b>EAUC</b>	Alliance for Sustainability Leadership in Education
<b>ECTS</b>	European Credit Transfer and Accumulation System
<b>EDI</b>	Equality Diversity and Inclusion
<b>EMIC</b>	European Mobility Innovation Centre
<b>ESD</b>	Education for Sustainable Development
<b>ESG</b>	European Standards and Guidelines
<b>ETB</b>	Education and Training Board
<b>FAPSA</b>	Future and Advanced Pedagogy Skills Academy
<b>FTE</b>	Full Time Equivalent
<b>GEAP</b>	Gender Equality Action Plan
<b>HCI</b>	Human Capital Initiative
<b>HEA</b>	Higher Education Authority
<b>HEAR</b>	Higher Education Access Route
<b>HEI</b>	Higher Education Institute
<b>ICT</b>	Information and Communication Technology
<b>ISCED</b>	International Standard Classification of Education
<b>LCETB</b>	Limerick Clare Education and Training Board
<b>LOETB</b>	Longford Westmeath Education and Training Board
<b>MTU</b>	Munster Technological University
<b>NFQ</b>	National Framework of Qualifications
<b>NTO</b>	National Tertiary Office
<b>NTUTORR</b>	National Technological University Transformation for Resilience and Recovery
<b>OER</b>	Open Educational Resources
<b>PRSB's</b>	Professional, Regulatory and Statutory Bodies
<b>QA</b>	Quality Assurance
<b>QAE</b>	Quality Assurance and Enhancement
<b>QQI</b>	Quality and Qualifications Ireland
<b>RDI</b>	Research Development and Innovation
<b>RUN-EU</b>	Regional University Network-European Union
<b>SAP</b>	Short Advanced Programmes
<b>SDG's</b>	Sustainable Development Goals
<b>SETU</b>	South East Technological University
<b>SOLAS</b>	An tSeirbhís Oideachais Leanúnaigh agus Scileanna
<b>SRS</b>	Student Record System
<b>TEL</b>	Technology Enhanced Learning
<b>THEA</b>	Technological Higher Education Association
<b>TU</b>	Technological University
<b>TUS</b>	Technological University of the Shannon
<b>UDL</b>	Universal Design for Learning
<b>VP</b>	Vice President

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