



TUS

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

Ollscoil Teicneolaíochta na Sionainne:
Lár Tíre Iarthar Láir

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TUS Progression Assessment Guidelines 2025 - 2029



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Yet to meet expectations	On track	Exceeding expectations	
		On track	Exceeding expectations
	On track		Exceeding expectations
			On track

Yet to meet expectations for Year 1	Year 1 Progression	Year 2 Progression (Masters Equivalent)	Year 3 Progression	Year 4 Progression (PhD Equivalent)
Demonstrates basic familiarity with core theories but struggles to consistently apply them. Some ability to identify key literature but finds difficulty summarising or connecting concepts effectively. Awareness of methodological approaches is limited, with unclear justification of methods.	Demonstrates foundational understanding of the core theories and principles within the specific research area. Can summarise key literature and identify primary concepts relevant to the research topic. Recognises major methodological approaches applicable to their discipline.	Shows a systematic understanding of knowledge at, or informed by, the forefront of the discipline. Clearly identifies gaps in existing knowledge, highlighting implications for their research. Demonstrates an ability to critically appraise literature and justify the selection of appropriate methodologies.	Displays a comprehensive and integrated understanding of the discipline, connecting core concepts with advanced topics relevant to their research. Critically evaluates a wide breadth of literature, clearly positioning their research within contemporary scholarly debates and relevant societal issues, trends and developments. Exhibits the ability to synthesise knowledge from diverse sources to inform a nuanced research approach.	Demonstrates systematic acquisition and deep understanding of a substantial body of knowledge at the forefront of their discipline. Makes significant original contributions, evidenced by the generation of new insights or approaches. Confidently situates their work within the broader academic field, clearly articulating its contribution to advancing knowledge.

Shows awareness of discipline-specific knowledge but struggles to demonstrate critical insight. Limited ability to identify the implications of current research or theoretical developments. Recognises some primary literature sources but finds difficulty in critical evaluation.	Demonstrates understanding of specific disciplinary knowledge and basic critical thinking skills. Can describe implications of current research or theoretical developments. Critically engages with key literature, showing initial evaluative capability.	Exhibits critical awareness of current problems, intersectional issues and/or new insights within their discipline(s)/subdiscipline(s). Independently evaluates implications of significant research findings. Actively critiques existing knowledge to refine research questions.	Shows advanced critical evaluation and interpretation of complex disciplinary and interdisciplinary issues. Clearly integrates implications of emerging research and theoretical developments into their own investigations. Effectively challenges established thinking to advance critical understanding.	Creates and interprets new knowledge through original research. Substantially advances understanding and addresses significant knowledge gaps. Provides novel insights with clear theoretical, methodological and practical implications.
Demonstrates basic familiarity with fundamental research methods but struggles to apply them effectively. Requires regular supervision and support to use standard research techniques appropriately. Has difficulty consistently producing accurate or reliable outcomes from methodological tasks.	Shows competence and reliability with foundational research methods and discipline-specific skills. Applies a range of standard methods effectively when guided. Produces accurate, reliable outcomes consistently in structured research settings.	Independently applies a broad range of both standard and specialised research methods with proficiency. Successfully adapts foundational skills to complex research scenarios. Regularly demonstrates effective methodological problem-solving and critical decision-making.	Consistently demonstrates advanced methodological proficiency, adaptability, and flexibility, adapting techniques effectively to complex research situations. Confidently integrates various specialised methods and skills, demonstrating considerable autonomy and leadership. Identifies and successfully applies	Exhibits expert-level proficiency in applying and innovating advanced research techniques. Develops original methodological approaches, enhancing the quality and impact of their research. Independently conceptualises and executes research tasks, setting methodological benchmarks within their discipline.

			innovative methodological solutions as needed.	
Struggles to clearly justify the choice of methods or techniques in research tasks. Limited ability to determine the most suitable research techniques or tools. Requires substantial guidance to appropriately apply basic skills.	Consistently selects appropriate methods and skills relevant to defined research tasks. Justifies choices of methods clearly with supervisory guidance. Shows awareness of alternative techniques, with developing rationale for selection.	Effectively selects from a range of specialised skills and advanced research techniques. Provides clear, independent justification for methodological choices, referencing disciplinary best practices. Demonstrates adaptability in selecting appropriate methodologies to match specific research contexts.	Confidently and independently evaluates and selects the most appropriate methods and skills for complex research scenarios. Demonstrates strong critical judgment in methodological decisions, adapting choices flexibly as research progresses. Clearly articulates rationales behind methodological adaptations in response to evolving research demands.	Innovatively selects and combines advanced methods tailored precisely to research questions and objectives. Clearly justifies methodological innovations, demonstrating expert-level judgment and creativity. Contributes significantly to methodological advancements within their discipline(s) and/or subdiscipline(s) through original research applications.

Has limited awareness of practical or theoretical contexts in which their research is situated. Struggles to appropriately connect theoretical knowledge to real-world or discipline-specific scenarios. Requires frequent guidance to recognise relevant contexts and apply basic understanding effectively.	Demonstrates an understanding of the basic contexts relevant to their discipline and research topic. Effectively connects theoretical knowledge to practical examples under supervision. Shows initial capability in recognising and describing the implications of context for their research.	Operates effectively within varied research and professional contexts, including unpredictable situations. Independently applies theoretical insights to practical and/or novel scenarios, clearly articulating contextual considerations. Recognises the broader disciplinary context and adapts their approach accordingly.	Exhibits strong competence in managing and strategically responding to complex, dynamic research contexts. Independently evaluates the contextual implications of their research, demonstrating adaptability and critical thinking. Effectively anticipates challenges arising from the context and proactively develops solutions.	Demonstrates substantial autonomy and leadership when engaging with complex professional, research, and societal contexts. Innovatively addresses and shapes research contexts, contributing significantly to practice or policy. Clearly articulates how their research reshapes or advances understanding within broader contexts, influencing disciplinary perspectives.
Limited understanding of their role within research or academic activities; frequently relies on explicit instruction. Struggles to demonstrate independent initiative or proactive engagement in collaborative settings. Needs considerable support to recognise and fulfil responsibilities associated with their role.	Clearly recognises their own role and responsibilities in the research environment. Responsibly completes assigned tasks, demonstrating developing independence under guidance. Actively engages in collaborative activities, contributing	Takes significant responsibility for personal research outcomes and clearly understands their role in collaborative settings. Proactively contributes ideas and solutions, demonstrating independence, knowledge and initiative. Effectively communicates and coordinates with peers and supervisors, enhancing overall group productivity.	Demonstrates leadership and autonomy in managing research tasks and responsibilities. Guides and mentors less experienced peers, contributing positively to group dynamics. Actively takes initiative to shape collaborative research directions and outcomes.	Exhibits substantial leadership and innovation within academic and professional roles. Effectively guides and influences research teams, fostering productive collaboration and mentorship. Clearly demonstrates the ability to shape the direction and impact of research activities at disciplinary or interdisciplinary levels.

	effectively to team objectives.			
Limited ability to reflect critically on personal learning progress and areas for development. Requires structured guidance to identify learning needs or set developmental goals. Struggles with self-directed learning; heavily reliant on external instruction.	Demonstrates initial reflective practice, recognising personal strengths and weaknesses. Begins to independently identify learning goals and areas requiring improvement. Proactively seeks support and feedback to facilitate personal and academic growth.	Clearly evaluates personal academic progress and adjusts strategies for effective learning. Engages regularly in reflective practice, demonstrating self-directed learning habits. Proactively integrates feedback, demonstrating autonomy in managing own development.	Critically assesses and actively manages personal research development and academic progression. Independently formulates effective strategies for overcoming learning challenges. Consistently demonstrates reflective insight, effectively enhancing their research capability.	Demonstrates advanced reflective capabilities, continually refining personal learning strategies. Critically evaluates the broader implications of their research and its influence on personal academic growth. Independently and proactively drives self-directed learning, serving as a model for peers within the academic community.

Limited recognition of ethical, social, or broader contextual dimensions of their research. Superficially reflects on implications of their research activities, requiring support to deepen understanding. Struggles to critically engage with or articulate insights regarding societal or professional norms and values.	Clearly identifies key ethical, social, or contextual considerations relevant to their research. Demonstrates emerging reflective capability, thoughtfully considering the impacts of their research. Begins to engage critically with professional and societal expectations and goals, supported by guided reflection.	Actively scrutinises social norms, ethical considerations, and professional relationships related to their research. Reflects meaningfully on the wider impact and implications of their findings. Demonstrates the ability to engage independently in reflective practice, recognising complexities and nuances.	Critically evaluates and reflects deeply on ethical, social, and professional dimensions of their research and discipline. Demonstrates mature insight into how research outcomes may affect broader societal , cultural and/or work-based contexts. Effectively integrates reflective insights into ongoing research practices and decisions.	Provides profound, insightful reflection on ethical, moral, social, and professional implications of their research. Challenges and contributes to reshaping societal and professional norms through informed and critical insights and knowledge. Demonstrates leadership in ethical practice and reflective scholarship, influencing the wider academic and professional community.
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Research Masters Programme Level Learning Outcomes	PhD Programme Level Learning Outcomes
A systematic understanding of knowledge at, or informed by, the forefront of a field of learning	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning
A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning	The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers

Demonstrate a range of standard and specialised research or equivalent tools and techniques	Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning; develop new skills, techniques, tools, practices and/or materials
Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques	Respond to abstract problems that expand and redefine existing procedural knowledge
Act in a wide and often unpredictable variety of professional levels and ill-defined contexts	Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts

Take significant responsibility for the work of individuals and groups; lead and initiate activity	Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes
Learn to self-evaluate and take responsibility for continuing academic/professional development	Learn to critique the broader implications of applying knowledge to particular contexts
Scrutinise and reflect on social norms and relationships and act to change them	Scrutinise and reflect on social norms and relationships and lead action to change them