



TUS

Ollscoil Teicneolaíochta na Sionainne:
Lár Tíre, An tIarthar Láir

Technological University of the Shannon:
Midlands Midwest

**Faculty of Continuing, Professional, Online and Distance Learning
Department of Lifelong Learning**

Report of External Validation Panel

External Validation Panel 21st January 2026

for the

Bachelor of Arts (Honours) in Law

and

Bachelor of Arts (Honours) in Law (SUSI version)

Proposing Faculty/School	Faculty of Continuing, Professional, Online and Distance Learning
Department	Department of Lifelong Learning
Award and Programme Titles (NFQ Level) and (ECTS Credits)	<p>Bachelor of Arts (Honours) in Law Level 08 Required Credits: 240 Delivery Mode: Part Time Start Term: 202600 Award Class: Honours Degree Ab initio Award Type: Bachelor of Arts (Honours)</p> <p>Bachelor of Arts (Honours) in Law – SUSI version Level 08 Required Credits: 240 Delivery Mode: Part Time, Blended Start Term: 202600 Award Class: Honours Degree Ab initio Award Type: Bachelor of Arts (Honours)</p>
Type & Date of Panel	<input type="checkbox"/> Internal Panel <input checked="" type="checkbox"/> External Panel Date of Panel: 21/01/2026
Panel Membership	<p>Professor Marie Parker Jenkins (Chairperson to Panel) Emeritus Professor of Education at the University of Limerick</p> <p>Ursula Connolly Lecturer in Law - University of Galway</p> <p>Sarah-Jane Hillary Barrister</p> <p>Orla Riddell Senior Director EY Ireland</p> <p>Linda Redmond Former Student (Bachelor of Business Graduate) Current Student (MSc in Quality Management)</p> <p>Dr Brendan Murphy (Secretary to Panel) Head of Quality TUS Midwest campus</p> <p>Dr Sarah O'Toole (Secretary to Panel) Regional Tertiary Education Manager TUS Midwest campus</p>

	<p>Amanda Ryan Quality Officer TUS Midlands campus</p>
<p>Management & Programme Team</p>	<p>Dean of Faculty of Continuing, Professional, Online and Distance Learning Dr Michael Tobin Head of Department of Lifelong Learning Declan Doran</p> <p>Jim Gilchrist Senior Lecturer</p> <p>Clodagh Gill Lecturer</p> <p>Programme Team: Jim Gilchrist, Clodagh Gill, Pdraig Ryan, Finola Colgan-Carey, Martin Durack, Shona Stewart, Paul Doherty, Kevin Farrell, Chris McDermott</p>
<p>Programme Rationale</p>	<p>The Technological University of the Shannon (TUS) engages on an ongoing basis with key regional stakeholders across the Midlands, including state agencies such as Enterprise Ireland (EI) and the IDA, industry professionals, and the Regional Skills Manager. Through a series of consultative mechanisms such as targeted industry consultations, focus groups, and stakeholder engagement activities, current and emerging skills needs within the region have been identified. As a result of this collaborative consultation process, this programme has been recognised as necessary to support the creation, maintenance, and enhancement of the regional skills pool in the area of Law and Legal Frameworks.</p> <p>A recent focus group of practising law professionals and law lecturers agreed that the proposed BA in Law is filling a genuine gap in the Irish legal education market, particularly in meeting growing demand for legally trained graduates across practice, in-house, and public-sector roles. The programme's alignment with FE1 subjects was seen as a significant strength, supporting progression to professional qualification while addressing shortcomings in existing undergraduate provision. Members of the focus group highlighted the practical and contemporary focus of the curriculum, including legal technology, GDPR, and applied legal skills, as a clear differentiator from traditional law degrees. The flexible and blended delivery model was</p>

strongly endorsed, particularly for mature learners and those unemployed, without undermining academic or professional standards, and there was broad support for a mixed assessment strategy, combining final examinations (to prepare students for FE1s and professional training) with practical and skills-based assessments where appropriate.

The programme was considered future-oriented and sustainable, with its online delivery, emphasis on digital legal practice, and capacity for ongoing curriculum review in response to regulatory change.

In addition, The National Skills Bulletin 2025 identifies an increasing demand for Law and Legal framework skills. This is being generated by the impact of national and international competition and by changes in the nature of the tasks required to fulfil these Law and Legal frameworks roles due to technological change. In designing this programme, TUS used regional labour market intelligence reports identifying the pool of talent available for this programme.

TUS, with the Regional Skills Forum manager, has identified an available pool of participants in the local region who will benefit from this programme. This talent pool includes existing employees in industries, home returners and unemployed people in the region. In relation to the available pool of candidates, we refer to the most recent Regional Labour Markets Bulletin published by SOLAS and the EGFSN (Expert Group on Future Skills Needs, Department of Education). Our interaction with people from this cohort through open days and social media indicates a significant willingness to upskill for career progression and job opportunities. The key requirements for participants considering this programme is the flexible and blended delivery format and the cutting-edge programme content that will give graduates and their current and future employers a key competitive advantage.

In addition, the Department of Education and Skills, in its recent 'Ireland's National Skills Strategy to 2025' report, identifies the demand for Law and Legal frameworks skills as a specific skill type in demand in the future to meet Ireland's economic growth. In addition, our liaison with key employers, small, medium and large, through structured engagement, social media, interviews and site visits clearly indicates a critical demand for this skill set. This programme will deliver key employee competencies which will contribute to the strategic and operational development

of parent organisations. This was a key takeaway from our Focus Group with Industry practitioners.

This programme is a BA in Law (Bachelor of Arts in Law), which is designed to comply with the requirements of the professional law bodies by covering the core subjects usually required for legal practice. In addition to this, program will cover a range of vital business skills, and novel subject areas that are drawn from coming trends in legal practice, such as legal technology and AI. This particular blend of subjects was chosen to recognise the changing face of the legal industry, in which not only are the professions themselves changing but also a broader variety of roles and opportunities exist beyond the two traditional professional career options of solicitor and barrister. Roles such as inhouse counsel, legal compliance in environmental and data are becoming increasingly important.

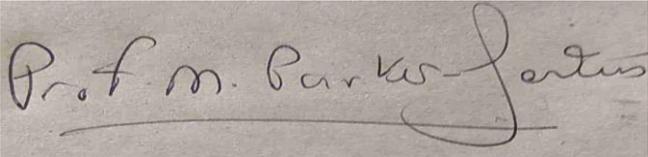
Moreover, aspects of entrepreneurship are included in the programme to enable students to either pursue their own innovative legal business ideas or to play a vital role in start-up companies. In the professions themselves, technological capacity is increasingly becoming an essential skill for graduates. Emphasis on good business practices and efficient management in legal practices has increased commensurate with the extent of changes to regulation of the legal profession. The demands of an increasingly competitive marketplace for legal services is also changing how lawyers work and how practices are run.

In particular, legal technology is causing significant disruption to the traditional business model of legal practitioners and consumers' experience of law services worldwide (Donoghue, 2017). New graduates need to be given an opportunity to prepare for the rapidly changing world of legal service provision, and to compete for the new roles emerging in this market, such as Legal Technologist. They also need to have an agile skill set that can adapt in a rapidly changing environment.

The purpose of this programme is to enable learners to develop a range of transferable skills that will futureproof their qualification for the disruptions being generated by developments in technology and the broader social/environmental context and enable them to adjust in an agile fashion to the changing future of

	<p>work. This will be achieved by incorporating the TUS graduate attributes.</p> <p>Graduates will experience training in legal practice skills like legal research, writing, client handling and advocacy, in conditions replicating real life work experiences, including working in teams. They will emerge work ready for any environment, having developed practical office skills such as compiling and analysing a wide range of information types, from administrative to legal, through a variety of commonly used MS Office applications, and understanding the elements involved in competent legal business management.</p> <p>This programme is distinguished from other legal offerings by its strong emphasis on developing legal skills in commercial context that have interdisciplinary application, for its focus on preparing students for an uncertain future, and for its emphasis on workplace readiness . Graduates will be prepared to work in a variety of law or commercial environments, having the necessary fundamentals for progressing on to legal professional qualifications, such as solicitor, barrister, arbitrator, ADR professional or Chartered Company Secretary, or the entrepreneurial skills and commercial awareness required for their own or other start-ups across a range of areas.</p> <p>The programme is constructed to allow students to fulfil all the legal professional body requirements while still having a versatile, work-place orientated degree that opens up opportunities in a wide variety of areas for graduates.</p>
<p>Validation Meeting Agenda/Summary</p>	<p>Private Meeting of Assessors</p> <p>Meeting with Senior Management</p> <ul style="list-style-type: none"> • Strategic Focus/Context for Differential Validation • Relevant Staffing, Facilities and Resource Issues <p>(A Short Presentation will be delivered to the Panel)</p> <p>Meeting with Programme team</p> <p>Rationale for Proposed Changes to Existing Programme</p> <ul style="list-style-type: none"> • Structure of the Programme and Proposed Programme Schedule • Review of Changes from Existing Approved Programme.

	<ul style="list-style-type: none"> • Proposed Programme Curriculum, Modules and Syllabi: ✓ Module Learning Outcomes ✓ Indicative Content ✓ Assessment/Repeat Assessment Methodologies ✓ Module Resources <p>Private Meeting of Assessors</p> <p>Meeting with Senior Management (Feedback session)</p>
Main Findings	<p>The Panel of Assessors recommends approval of the proposed:</p> <ul style="list-style-type: none"> • Bachelor of Arts (Honours) in Law. • Bachelor of Arts (Honours) in Law (part-time).
Commendations	<p>The panel commend:</p> <ol style="list-style-type: none"> 1) the Faculty and Department for utilising the opportunity of the SUSI funding scheme to develop a flexible pathway for learners and to enhance access for law programmes at TUS; 2) the programme team for refreshing the overall programme, adding contemporary themes such as Artificial Intelligence, and emphasising the development of transversal skills and work integrated learning; 3) the alignment of the programme with professional body requirements; 4) the comprehensive documentation including the rationale for the programme changes and comparative mapping; 5) the creation of a supportive environment for the learner and for staff; 6) the attendance and contribution of staff and management and the detailed discussions and helpful clarifications provided by management and the programme team.
Conditions (Note: Only applicable to External Validation Panels)	<p>No conditions apply</p>

<p>Recommendations</p>	<ol style="list-style-type: none"> 1. Continue to ensure that there is adequate resourcing for the staff expertise required to support the programme. 2. Consider the title of the 2-part modules to better reflect the progression of learning e.g. Advanced Contract Law instead of Contract Law II. 3. Review the learning outcomes for Contract Law II as they are currently the same as the learning outcomes for Contract Law I. It was noted by the panel that the content of both modules is different. 4. Continue to review the assessment methodologies while incorporating professional body requirements. 5. Consider re-engaging with professional bodies in relation to the required assessment methodologies, with a view to introducing more flexible assessments. 6. Elaborate on the Programme Assessment strategy on page 9 of the programme documentation. 7. Review the reading list to ensure recent and relevant references are incorporated. For example, <i>Equity and Trust Law I</i>, 'Intangible Property Rights '(2008) text to be updated. 8. Review the programme after 18 months to explore greater flexibility in line with government guidelines, i.e. the option to take fewer modules each year and to complete the programme over a longer period. 9. Subject the final documentation to a final review and edit, e.g. credits required has some minor errors.
<p>Chairperson Signature</p>	
<p>Date</p>	<p>02/02/2026</p>