



**TUS**

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

**Faculty of Faculty of Engineering & Technology  
Department of The Built Environment and Trades**

**Report of External Validation Panel**

**External Validation Panel 17<sup>th</sup> February 2026**


**for the**

**Higher Certificate in Engineering in Road Surface Technology**

<b>Proposing Faculty/School</b>	Faculty of Engineering and Technology
<b>Department</b>	Department of The Built Environment
<b>Award and Programme Titles (NFQ Level) and (ECTS Credits)</b>	Higher Certificate in Engineering in Road Surface Technology Level 06 Required Credits: 120 Delivery Mode: Full time Start Term: 202600 Award Class: Higher Certificate Award Type: Higher Certificate in Engineering
<b>Type &amp; Date of Panel</b>	<input type="checkbox"/> Internal Panel <input checked="" type="checkbox"/> External Panel Date of Panel:            17/02/2026
<b>Panel Membership</b>	Dr Eoin Homan (Chairperson of Panel) Head of Department of Built Environment South East Technological University (Carlow Campus)  Emma Coyle Head of Department of Civil Engineering and Construction Atlantic Technological University (Letterkenny Campus)  Dr Ruth Quinn Head of Civil Engineering & Construction Atlantic Technological University Sligo  Mike Hennigan Head of Contracting Colas Ireland Colas Contracting Limited Deerpark Industrial Estate, Oranmore, Co. Galway  Gerry Harty (Former Graduate)  Dr Sarah O'Toole (Secretary to Panel) Regional Tertiary Education Manager TUS Midwest campus  Amanda Ryan Quality Officer TUS Midlands campus

<b>Management &amp; Programme Team</b>	<p>Dean of Faculty of Engineering and Technology  Dr Sean Lyons  Head of Department of The Built Environment and Trades  Alan Duffy</p> <p>Dr Michael McLoughlin  Dr John Conroy  (Consortium Lead)</p> <p>Programme Team:  Brian Mullarney, Joe Keogh, Ken Mealiff, Daniel Casey</p>
<b>Programme Rationale</b>	<ul style="list-style-type: none"> <li>• Significant shortage of trained operatives in road surfacing and dressing.</li> <li>• Existing informal training leads to inconsistent standards and limited career progression.</li> <li>• Programme provides an accredited pathway integrating: <ul style="list-style-type: none"> <li>- Theoretical knowledge</li> <li>- Practical skills and equipment operation</li> <li>- Safety, traffic management, and environmental practices</li> </ul> </li> <li>• Developed in consultation with contractors, suppliers, local authorities, industry groups, and the Department of Transport.</li> </ul>
<b>Validation Meeting Agenda/Summary</b>	<p><u>Private Meeting of Panel</u></p> <p><u>Meeting with Management Team</u></p> <p>General Overview and Strategic Focus</p> <ul style="list-style-type: none"> <li>• Rationale for the Programme</li> <li>• Demand for Graduates/ Employability</li> <li>• Staffing, Facilities and Resources</li> <li>• Access/Transfer and Progression routes</li> </ul> <p>A Presentation will be delivered to the Panel</p> <p><u>Meeting with Programme team</u></p> <p>Programme Level Considerations</p> <ul style="list-style-type: none"> <li>• External Stakeholder Engagement</li> <li>• Access, Transfer &amp; Progression</li> <li>• Programme Structure</li> <li>• Programme Learning Outcomes</li> </ul>

	<ul style="list-style-type: none"> <li>• Teaching, Learning &amp; Assessment Strategy</li> <li>• Review of Programme Schedules Curriculum &amp; Module Descriptors</li> <li>• Module Learning Outcomes</li> <li>• Indicative Syllabus Content</li> <li>• Assessment/Repeat Assess Strategy</li> <li>• Module Resources</li> </ul> <p><u>Private Meeting of Panel</u></p> <p><u>Meeting with Senior Management</u></p> <p>Presentation of Summary Findings</p>
<b>Main Findings</b>	See below.
<b>Commendations</b>	<p>The panel commends the management and programme teams for:</p> <ol style="list-style-type: none"> <li>1. the development of this programme reflecting the evident needs of the industry and wider sector.</li> <li>2. the comprehensive and detailed programme documentation provided and the positive and detailed interaction and engagement with the panel.</li> <li>3. the development of innovative programme content and associated learning resources and together with plans for integrating cross modular assessment methodologies within the programme.</li> </ol>
<p><b>Conditions</b></p> <p>(Note: Only applicable to External Validation Panels)</p>	<ol style="list-style-type: none"> <li>1. Ensure that the entry requirement for non-mature learners is set at a Leaving Certificate standard (5 grades at O6 or H7) and consider a relevant alternative NFQ Level 5 qualification pathway.</li> <li>2. The introduction of a blended (online/in-class) approach to programme delivery would require further careful consideration. Such an approach would require the introduction of additional learner supports together with the use of appropriate teaching, learning and assessment approaches. Additionally, this would require careful consideration of the 'QQI guidelines for Providers of Blended and Fully Online Programmes'. A proposed blended delivery approach would have to be brought back for differential validation prior to implementation.</li> </ol>

<p><b>Recommendations</b></p>	<ol style="list-style-type: none"> <li>1. Logbooks covering each of the on-the-job modules will require careful design to demonstrate learning outcome attainment in each instance.</li> <li>2. Consider the introduction of on-site induction days/week prior to programme commencement. The focus should be to ensure that learners are adequately prepared for programme engagement and to raise awareness of supports and learning services available to them in TUS, in particular with respect to maths and literacy supports.</li> <li>3. Review the literary resources referenced across all modules to consider the inclusion of more online audio/visual resources and to check that all resources referenced are available to learners.</li> <li>4. Update the Coursework &amp; Continuous Assessment section within the programme documentation so that 'Must Pass' is set to 'Yes' instead of 'No'.</li> <li>5. Review programme document across all modules for typographic errors.</li> <li>6. Consider how group work and team-based learning and assessment strategies can be more broadly reflected across the programme.</li> <li>7. Update the resources section within the module 'Civil Engineering: Applied Numeracy, Thermal, and Wave Principles' to include a reference to the maths learning support available to learners completing the module</li> <li>8. Consider the use of group work for the maths-based assignments in the module 'Civil Engineering: Applied Numeracy, Thermal, and Wave Principles'.</li> <li>9. Clearly articulate the specific Workplace Mentor qualification requirements in programme documentation.</li> </ol>
<p><b>Chairperson Signature</b></p>	
<p><b>Date</b></p>	<p>17/02/2026</p>