



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 8th May 2026

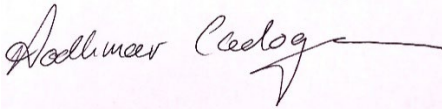
for the

Master of Arts in Educational Innovation, Management and Leadership

	<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 Jim Gilchrist Senior Lecturer</p> <p><u>Programme Team</u>: Kevin Farrell, Shona Stewart, Paul Doherty, Dr Jude Lohan</p>
<p>Programme Rationale</p>	<p>While Ireland offers several postgraduate programmes in educational leadership, many existing programmes focus primarily on leadership theory and school-based leadership. Few programmes integrate leadership development with broader organisational management, governance and innovation capabilities required across multiple sectors of education.</p> <p>The proposed MA in Educational Innovation, Management and Leadership seeks to address this gap by providing an interdisciplinary programme that combines leadership development with organisational management, innovation and research capability.</p> <p>The programme has been designed with several key objectives:</p> <ol style="list-style-type: none"> 1. To develop leadership capacity among educators aspiring to senior leadership roles. 2. To equip educational leaders with organisational management and governance expertise. 3. To foster innovation and strategic thinking in educational organisations. 4. To promote evidence-informed leadership and organisational improvement. 5. To develop research capability among educational leaders.

	The programme is distinctive in its integration of leadership, innovation, governance and research within a single programme structure
Validation Meeting Agenda/Summary	<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 (A Short Presentation will be delivered to the Panel) <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. • Proposed Programme Curriculum, Modules and Syllabi: <ul style="list-style-type: none"> ✓ 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	As outlined below.
Commendations	<ol style="list-style-type: none"> 1. The panel commend the programme team for this innovative programme that will benefit the sector and the approach to integrate all the levels within the education sectors from primary all the way through to second level, tertiary and third level. 2. The inclusion of more applied or operational focused content to the programme is welcomed and will differentiate the programme from other current programme offerings in the sector. e.g. Financial Management and Governance. 3. The use of the CORE TUS values to direct and develop the programme. 4. The holistic programme approach to assessment and the consistency of the weighting of assessment components in each of the taught

	<p>modules indicates a clear team and collaborative approach to the design of assessment.</p> <ol style="list-style-type: none"> 5. The focus on participatory engagement and action research that is embedded in the taught modules in Stage 1. 6. The detailed discussion and engagement from the programme team in response to questions from the panel and the depth of expertise that is evident in the development team.
<p>Conditions (Note: Only applicable to External Validation Panels)</p>	<ol style="list-style-type: none"> 1. None
<p>Recommendations</p>	<ol style="list-style-type: none"> 1. Review the PLOs to ensure the three distinctive features and key thematic areas i.e. Innovative Technologies, Management including the Financial Management and thirdly, Leadership / Governance are referenced in the PLOs in addition to the cross cutting themes e.g. Research with reference to the TUS award standards/ NFQ award standards. 2. In the Dissertation module (THES09011), update the documentation to outline the timelines for project proposal and the ethics application submission within the assessment strategy, to ensure that students have a clear understanding of the expectations and timelines. Provide detail of the proposed double marking and use of a rubric in the assessment strategy. Update the Weekly workload to include reference to the supervision hours and ensure the 4 hours of contact for weekly lecturer is correct. 3. In the overall Teaching and Learning strategy for both programmes (and in the individual modules where applicable), emphasise the reflective practice and peer to peer learning that is embedded in the taught modules. 4. Update the documentation in the module BUS07079 <i>Leadership Mentoring and Professional Development</i> (or other modules) to make more explicit the reference and focus on wellbeing at a personal level and also wellbeing for others as applicable to role of a Manager in education. 5. Review and correct the independent learning hours in the course schedule table, they appear to be double counted (see page 28). 6. The Postgraduate Diploma (PgDip) will be offered as an exit

	<p>award only, this needs to be clear in the documentation for the PGDip and also in the main document for the Master of Arts in the section Programme Transfer Routes.</p> <ol style="list-style-type: none">7. Review the documentation for the PgDip Programmes to ensure consistency when referencing the number of credits for the programme - separate references to 60 and 90 credits.8. The font size of the text in the documentation varies within sections from small to large font size. Review and correct the text style to a more consistent format throughout.9. Update the reading lists to more current publications where they are available. The use of podcasts should also be included in the resource material of the module where they will be used.
Chairperson Signature	
Date	05/06/2026