

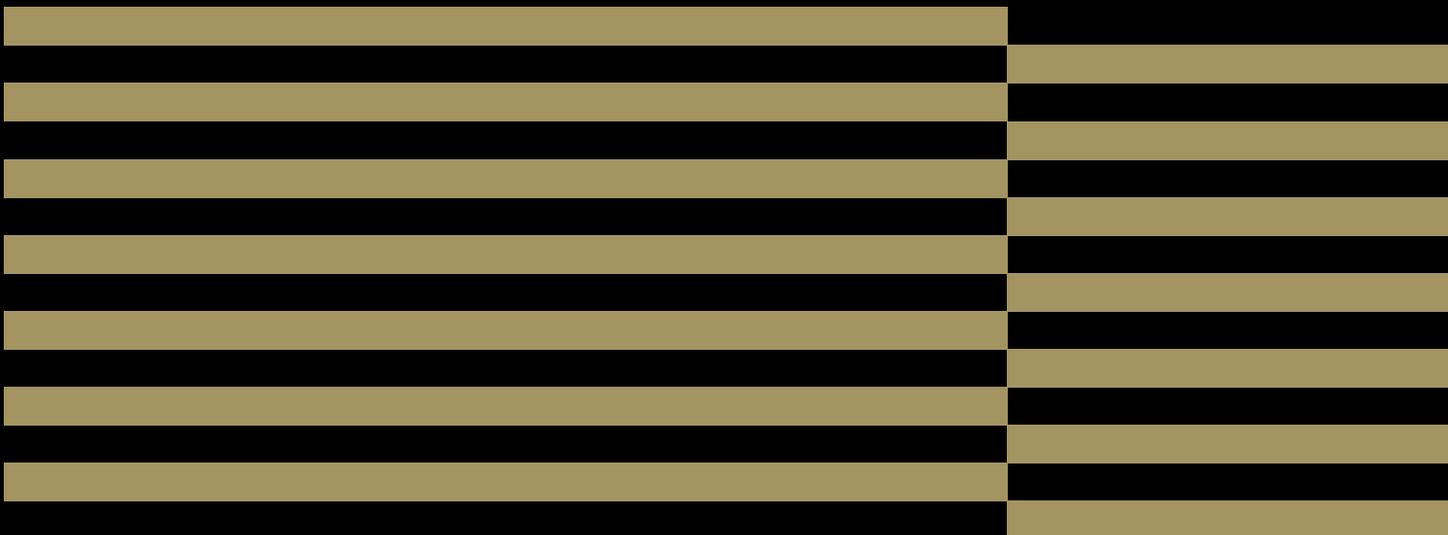


TUS

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

TUS Quality Profile

Programme and Student Focus 2024-2025



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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 over 15,000 students and circa 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.

The TUS Strategic Plan outlines our values, purpose and long-term vision, and identifies a range of strategic priorities and enablers. It provides a focal point for the evolution of TUS a vibrant University and places students as partners at the heart of all we do, guiding our engagements both internally and externally. It also informs our collaboration with industry and employers, stakeholder bodies, and more widely with community and society, as appropriate. The strategy is a key driver of strategic development and quality enhancement across TUS. TUS is actively monitoring implementation through a comprehensive suite of KPI's and associated metrics, as part of an associated implementation framework. TUS has placed a specific focus on identifying synergies and evaluating the major strategic initiatives to the HEA Systems Performance Framework and in turn aligning to the overall TUS strategic direction and priorities, as laid out in the Strategic Plan.

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 2024-25 from 26 of the 26 Counties in the Republic 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 2024-25 is provided in Figure 1.2, with a total student population of circa 15,000 students in 2024-25.

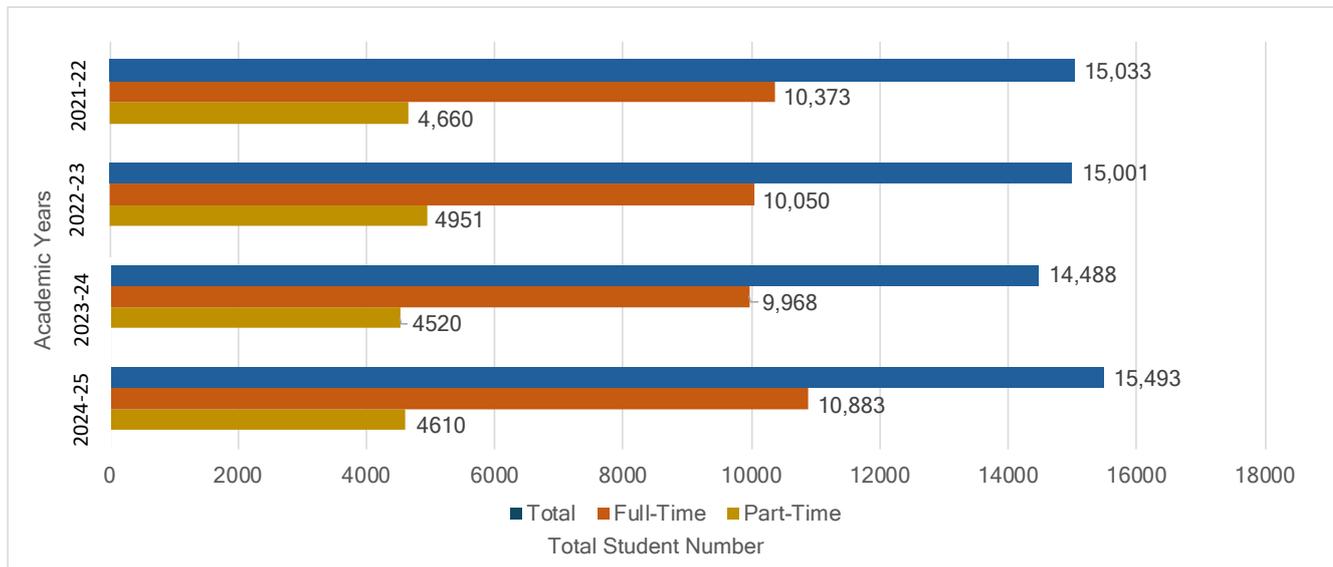


Figure 1.2. Profile of the Growth in Student Numbers in TUS

The total number of students across a range of domains in the 2024-25 academic year is further provided in Figure 1.3.

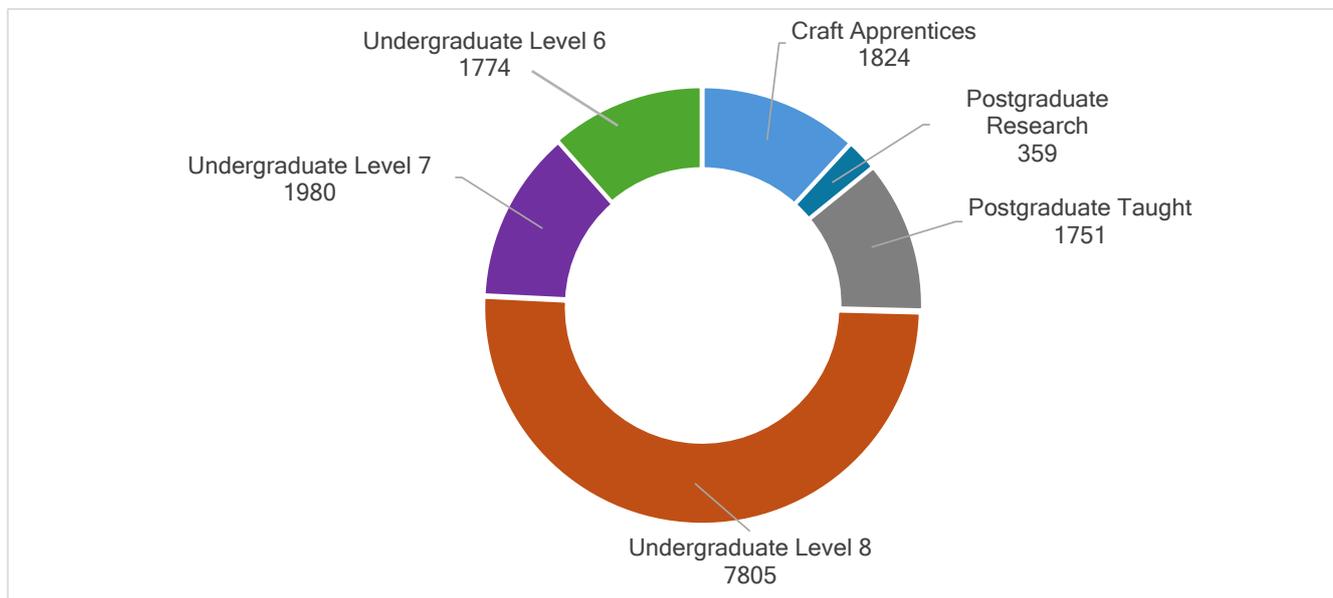


Figure 1.3. Profile of the TUS Student Population 2024-25

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 50% increase in Doctoral students since 2021-22, with 247 registered Doctoral students among the 359 research students in the 2024-25 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 Centre for Pedagogical Innovation and Development (CPID). TUS is proactive in fostering a culture of respect enabling all to reach their full potential.

With circa 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

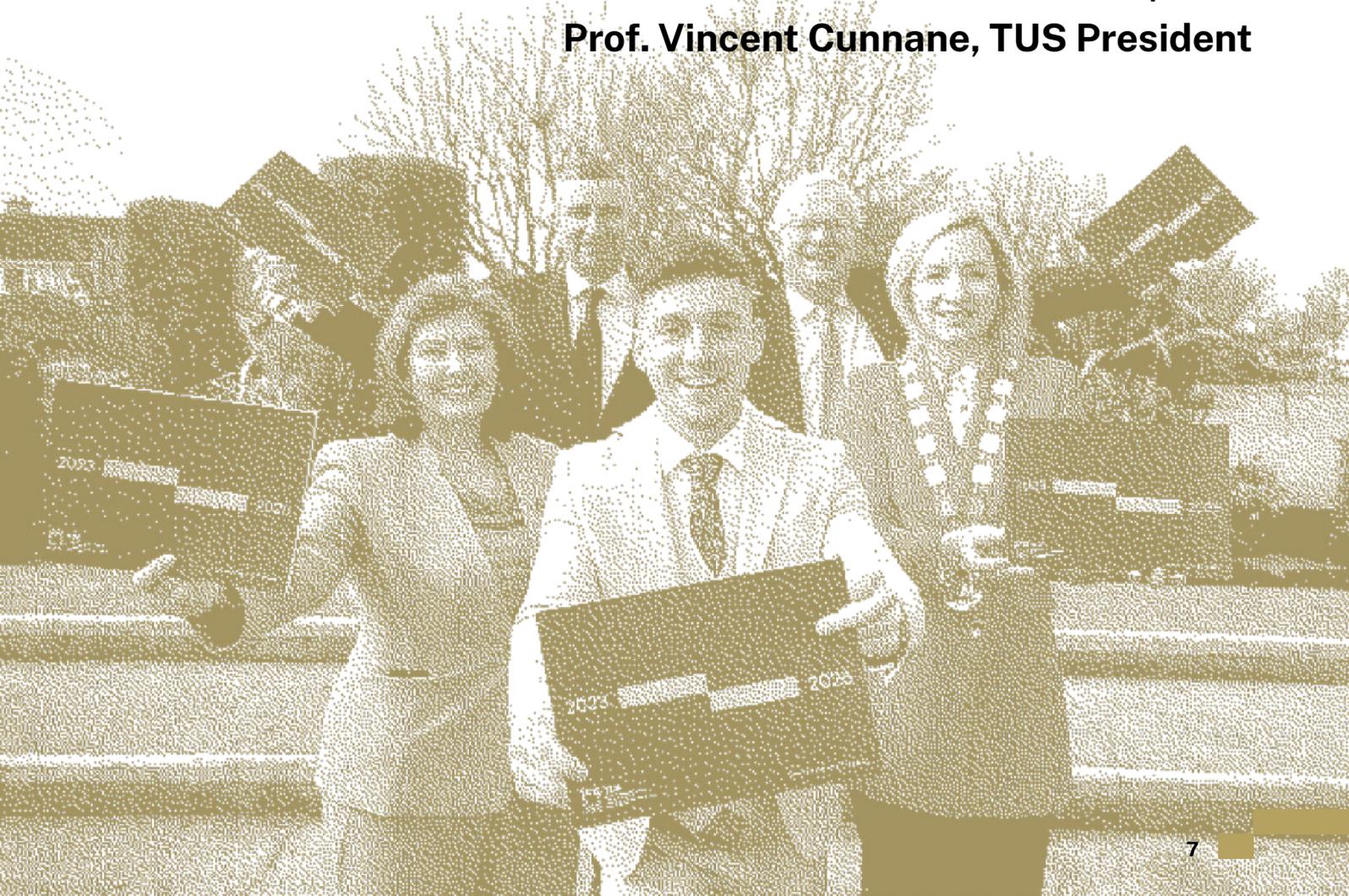
- Values Driven Organisation with Values Derived From Staff.
- Successful CINNTE Review with Finding of Clear Evidence of the Effectiveness of the Governance and Quality systems and an Embedded Quality Culture at all Level of Organisation.
- Comprehensive Programme Offering with Programmes across all ISCED Broad Categories.
- 5% increase in Level 8, and 62% increase in Level 9, offerings from 2021-22 to 2024-25.
- Students From All 26 Counties Represented in the 2025 SRS Returns.
- Alternative Entry/Access Routes Account for over 34% of Total Undergraduate Entry in 2024-25.
- Leading Provider of Apprenticeship Education (1,824 Craft Apprentices in 2024-25).
- 32% Growth in International Students from 2021-22 to 2024-25.
- 60% Growth in Full-Time Equivalent Flexible Learners from 2021-22 to 2024-25.
- 4,855 Graduates in 2023.
- Connected Curriculum Embedding Graduate Attributes, Digital Literacy and Sustainability.
- Student-centred Values and Ethos Permeate through all Provision with Excellent Student Supports.
- 247 PhD students in 2024-25, representing a 49% increase in the period 2021-22 to 2024-25.
- Emerging Growth of Collaborative Transnational RUN-EU PLUS Research Degree Programmes.
- Engagement with Industry, Sectoral and Community Stakeholders to Ensure Responsiveness.
- 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.
- TUS has been informed of a successful outcome in its Application to use the TrustEd Ireland Quality Mark for the Provision of Education to International Learners.



“

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

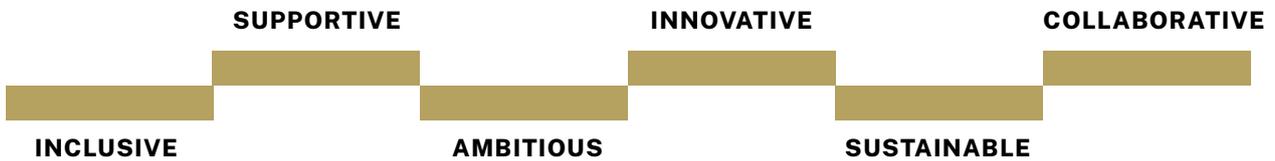


Figure 2.1. TUS Values

Table 2.1. TUS Value Statements

VALUE STATEMENTS	
INCLUSIVE	We embrace diversity as a key strength where everyone is included and has an equal opportunity to progress and achieve.
SUPPORTIVE	We care about our people and their well-being, and we maintain a student-centred ethos in all we do.
AMBITIOUS	We set high standards and are courageous in our actions to deliver impact and achieve our potential.
INNOVATIVE	We are forward-looking and encourage creativity and exploration that fosters unique ideas and inspires transformative change.
SUSTAINABLE	We are thought leaders and adopt a whole of institution approach to the challenges of sustainable development.
COLLABORATIVE	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 is tracked, through specified key indicators of success, as part of the broader implementation framework (Table 2.2). The key indicators of success have aligned with the HEA Systems Performance Framework to align the strategic goals of TUS with National priorities. Accordingly, there is alignment between the implementation framework and the performance objectives agreed with the HEA in the [TUS Performance Agreement 2024-2028](#). 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
EDUCATION	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"> 1. Target = 12% increase of student numbers across a range of routes of entry. 2. Target = Overall 3% increase of students who progress across a range of provisions and methods of delivery. 3. Target = 100% of programmes (Full-time Level 8) with a work placement associated. 4. Target = 92% of graduates in employment or further study.
RESEARCH	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"> 1. Target = 40% growth Research, Development and Innovation (RDI) income (€). 2. Target = Publications: Overall increase 100% Other RDI outputs: Overall increase 50% (Research outputs not limited to the traditional outputs). 3. Target = Overall 50% increase of staff involved in RDI activities. 4. Target = Overall 50% increase of collaborative research engagement activity.
PEOPLE AND ORGANISATION	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"> 1. Target = 25% increase of staff attending accredited and non-accredited programmes. 2. Target = 80% of students who rate their overall TUS experience as good / excellent. 3. Target = 85% satisfaction rate in our people being able to raise their voice. 4. Target: Achievement of expected outcomes by ensuring alignment between structure and strategy.
CONNECTING COMMUNITIES	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"> 1. Target = Enhanced engagement as evidenced by biannual survey outcomes. 2. Target = €120m Funds invested (€) in new, refurbished and repurposed spaces, supporting and enabling the projected growth in student numbers. 3. Target = 20% increase of productive partnerships with external bodies. 4. Target for 2025/2026: Overall score 60% (Bronze Level) Performance of TUS using Sustainability Leadership Scorecard (SLS).

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 coordinating partner.

In a new cycle on the initiative, the European Commission 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 joined the alliance, the University of Burgos (Spain) and the Howest University of Applied Sciences (Belgium). The European Commission approved the addition of a further two partners in November 2025, namely, Technical University of Liberec, Czechia and University of Galati, Romania. 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.

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 greatly enhances 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. A key highlight includes the development of Future and Advanced Pedagogy Skills Academies (FAPSA's), 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.

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.

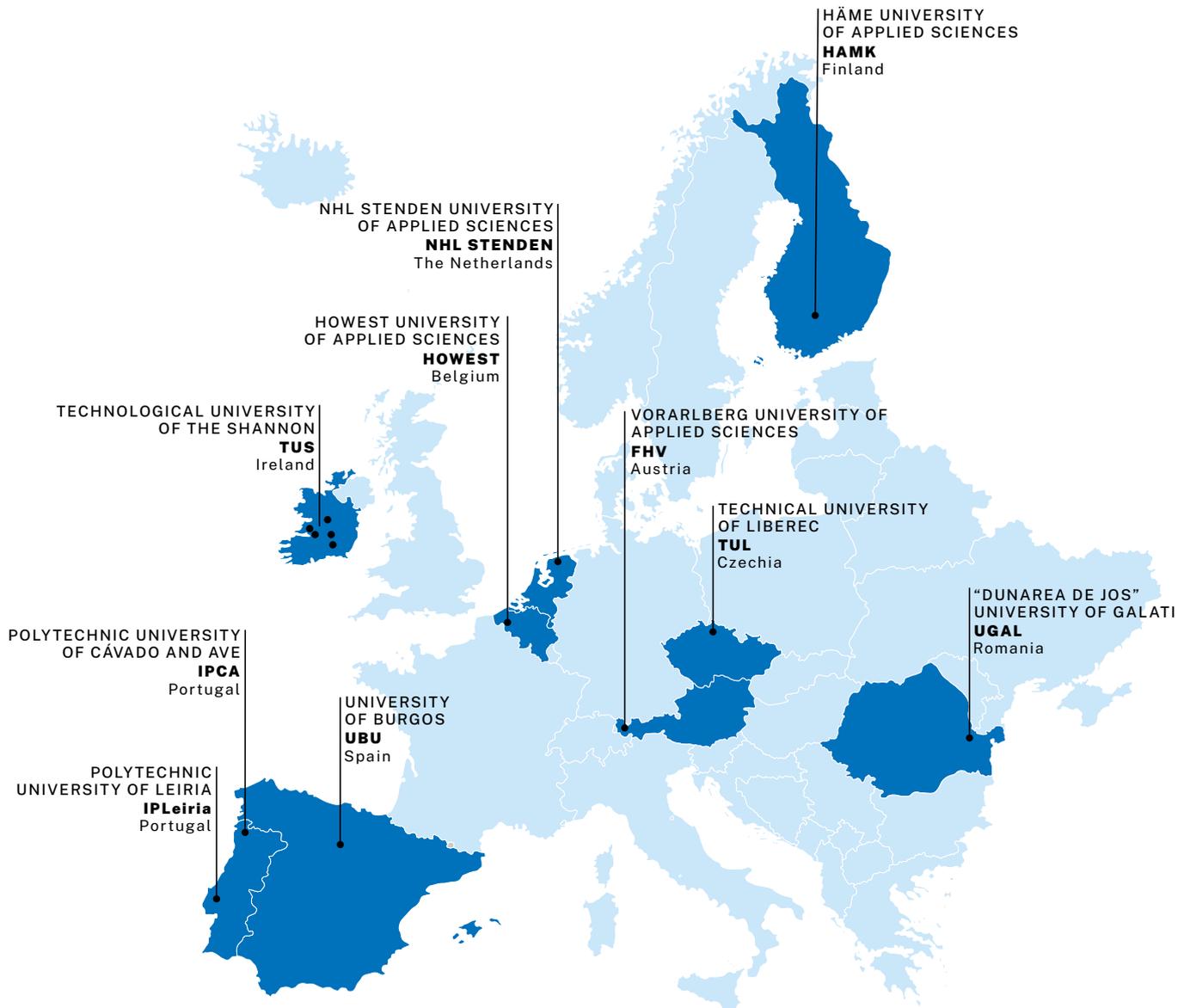


Figure 3.1. Location of RUN-EU Alliance Members

4.0 QUALITY ASSURANCE AND ENHANCEMENT

The approach of TUS to Quality Assurance and Enhancement (QAE) supports our core purpose, in providing 'leading student-centred 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 4.1).

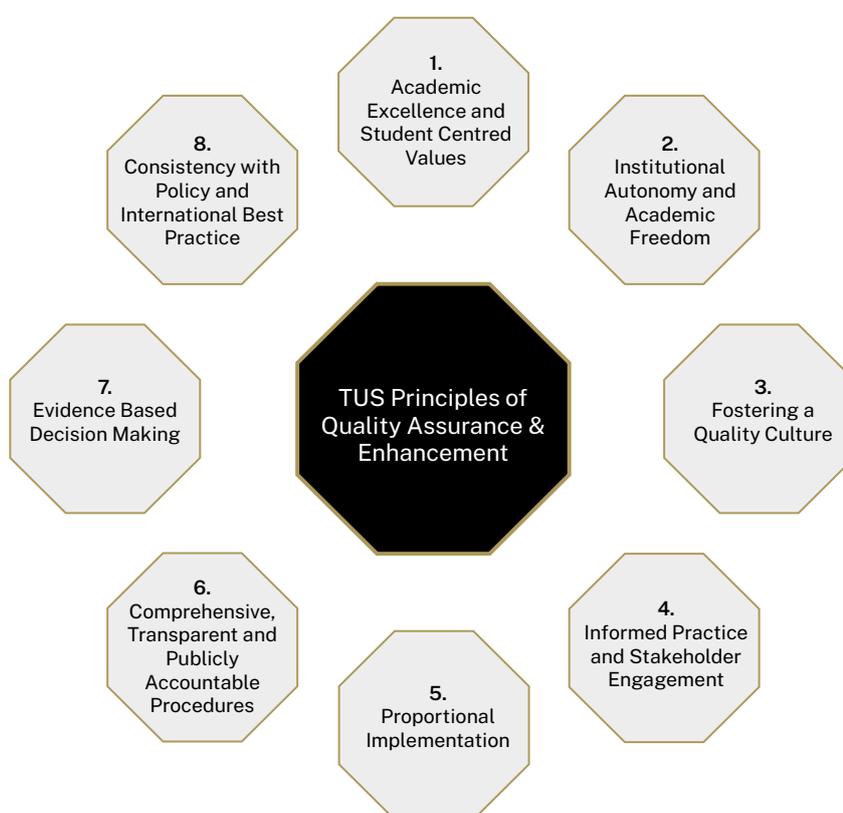


Figure 4.1. TUS Principles of QAE

Aligned with the National Quality Assurance Framework, and guided by the overarching principles outlined in Figure 4.1, TUS operates a consolidated QAE framework that involves a holistic cross-organisational approach with three principal pillars (Figure 4.2):

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.

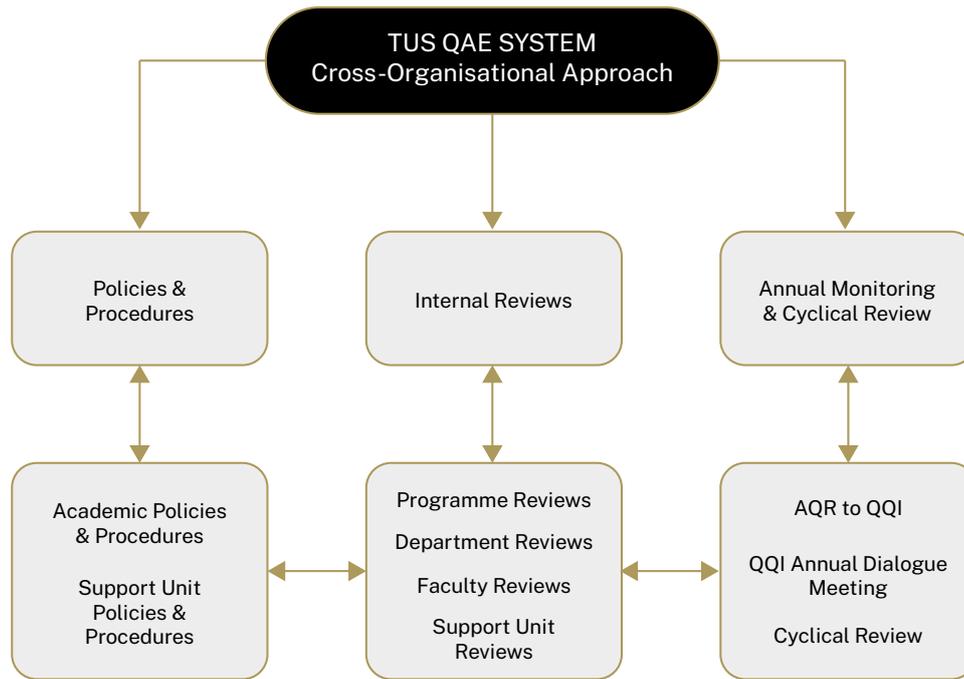


Figure 4.2. Overview of the Cross-Organisational Approach to QAE

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.

4.1 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. 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.
4. 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.

5. 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.

The Report's 15 Recommendations provided timely and insightful guidance to TUS as it continues to evolve. TUS initiated a process to reflect fully on the recommendations to inform the development of a Quality Improvement Plan (QIP). This Action Plan is available at: [TUS CINNTE Quality Improvement Plan](#). Several of the recommendations and the associated actions specified by TUS in the QIP are reflective of the ongoing organisational change deepening integration as a University. The QIP laid out 53 individual Planned Actions addressing the recommendations in a comprehensive way, providing a clear framework to respond to immediate priorities and to drive sustained organisational development and long-term success. A follow-up report detailing progress on implementation of the actions was submitted to QQI in October 2025, one year after publication of the TUS CINNTE Report, and is available at: [CINNTE Follow-Up Report](#).

Of the 53 Planned Actions, 36 are already Completed (68%), with Substantial Progress reported on the remaining 17 (Table 1). The ongoing nature of these 17 recommendations highlights the scale and depth of the actions planned, demonstrating TUS's sustained commitment to long-term organisational success and to fully realising the potential of the CINNTE process, thereby laying the groundwork for sustainable, long-term impact as a vibrant and impactful university.



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. 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).

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.

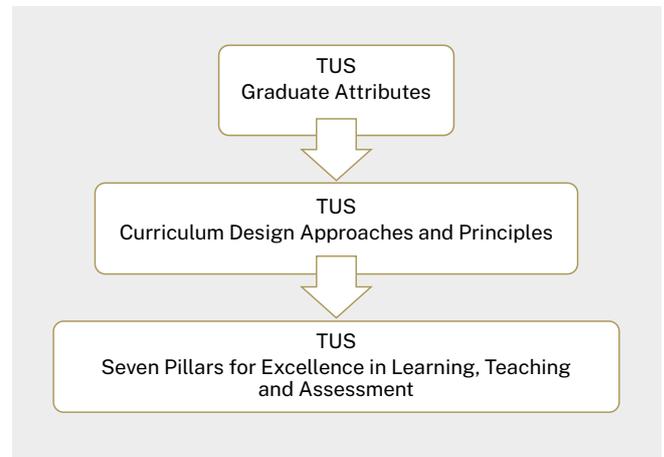


Figure 5.1 Positioning of Graduate Attributes for Curriculum Design and Excellence

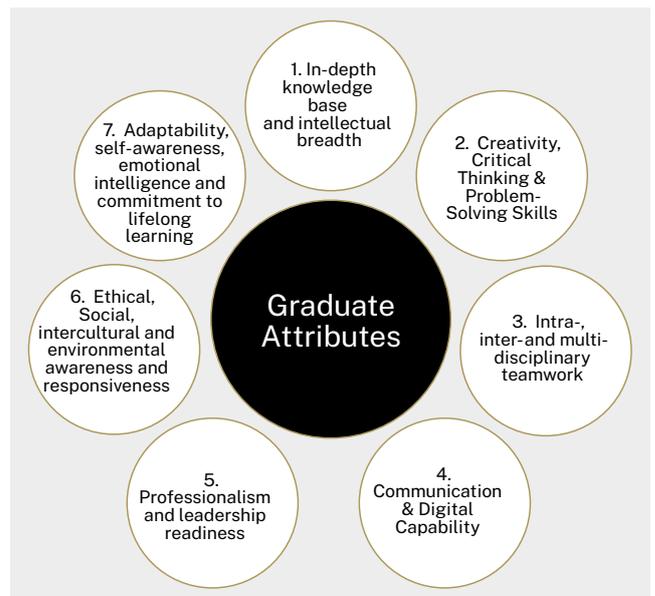


Figure 5.2 TUS Graduate Attributes

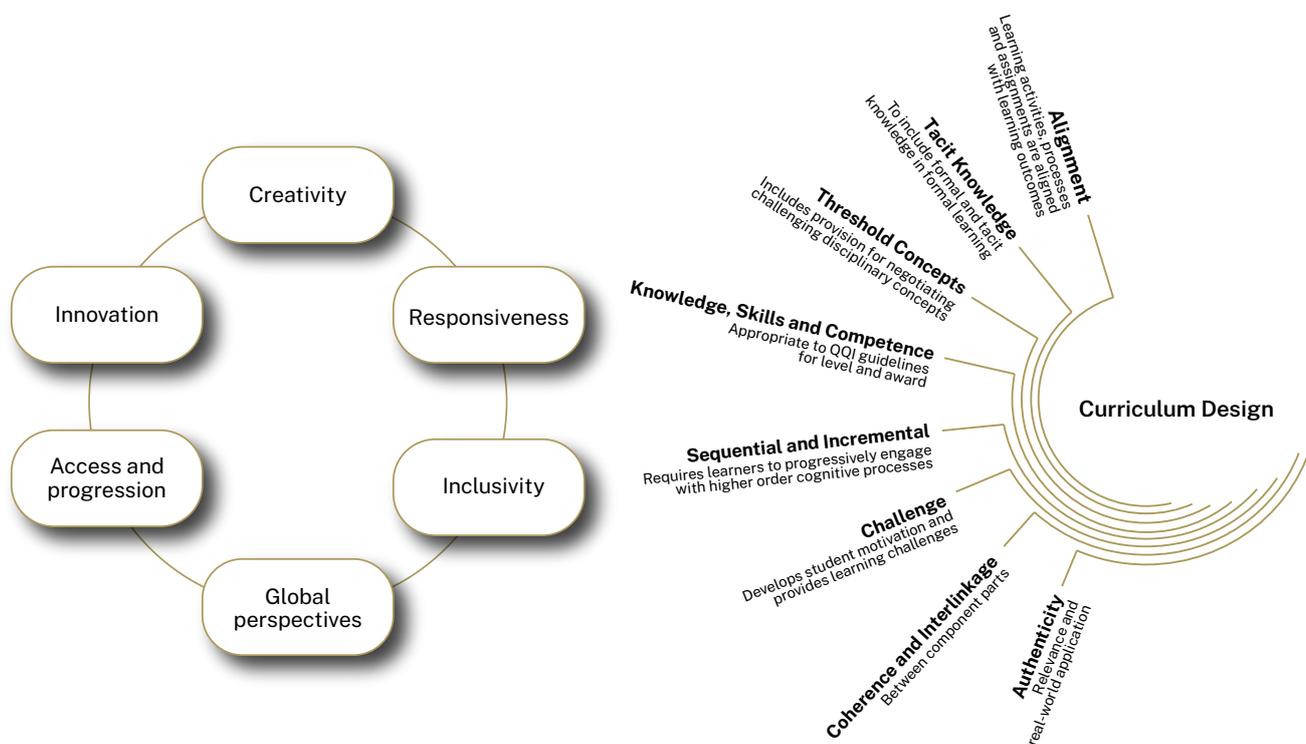


Figure 5.3 TUS Curriculum Design Principles and Approaches Framework

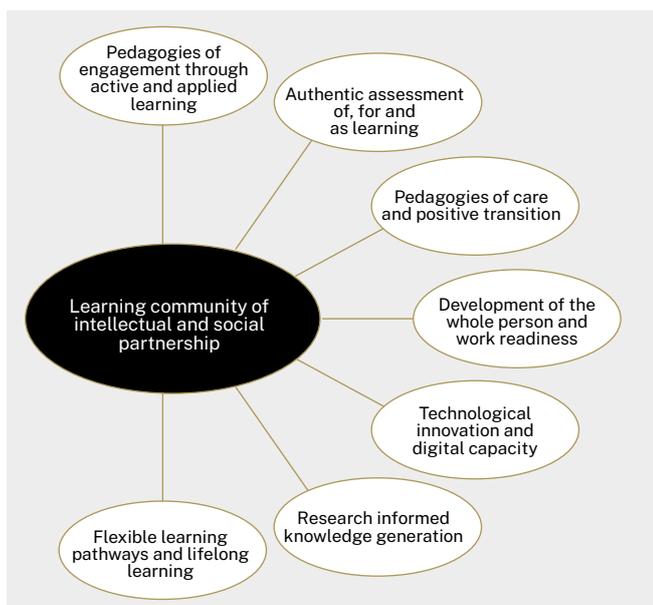
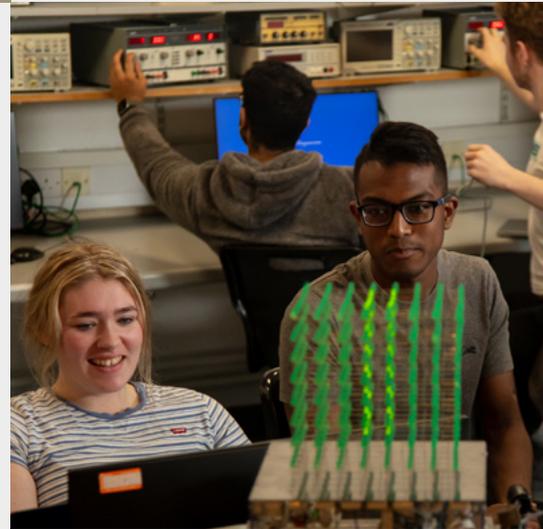
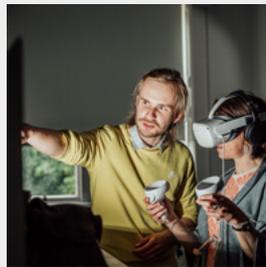


Figure 5.4. Seven Pillars Supporting Excellence in Learning, Teaching and Assessment

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.



6.0 THE STUDENT EXPERIENCE - SUPPORTING THE STUDENT LIFECYCLE

TUS is a dynamic and vibrant multi-campus community where energy, enthusiasm, and a commitment to student success are at the core of everything we do. Our student-focused educational approach fosters academic excellence in a supportive learning environment, where well-being is prioritised. We create a warm, welcoming space for students, encouraging diversity, inclusion, and social integration. Students are at the heart of this collaborative learning community, and we are dedicated to helping students thrive.

Whether students are new to TUS and need help getting started or are in an advanced year of study, student supports and services 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.

Beyond the classroom we offer many opportunities to engage in activities that support the academic, cultural, social, sporting interests and holistic development of our students. These extra-curricular activities help students develop valuable skills for career success, empowering students to shape their future.

TUS has established the office of the VP of Student Education and Experience as part of its commitment to support the student experience throughout the student lifecycle and across our multicampus environment.

TUS learner supports and resources are aligned with university and national policies including but not limited to [TUS Performance Agreement 2024-2028](#), and in particular Pillar 3, *Access and Widening Participation*. [HEA National Access Plan \(NAP\) 2022-2028](#), [National Student Mental Health and Suicide Prevention Framework](#), [The Healthy Campus Charter and Framework](#) across our multi-campus environment.

Accordingly, TUS is committed to ensuring that supports are accessible, student centred, progressive and are linked to the core values of the TUS 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 our staff who are dedicated to ensuring high quality services and supports are 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 an inclusive college experience by providing students with social, academic and cultural support.



Sport and physical activity is promoted and enabled through the TUS Sports Office. 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. 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. 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.

At TUS, student success is our priority.

Table 6.1. Summary of TUS Student Supports and Services

TUS STUDENT SUPPORTS AND SERVICES

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

We are dedicated to ensuring student success and well-being at TUS and have developed a comprehensive seven-week University transitions and progression support programme called *Connect & Engage*, which serves as a gateway to a transformative university experience. New students engage with the online [TUS Starter Pack](#) for essential preparation (registration, IT setup, timetables, and orientation). Following this, the seven-week Connect & Engage program, delivered in a blended format, provides first-year and progressing students with themed weekly activities and support for a successful academic start, social connections, and holistic development which lay the groundwork for a rich student experience.

Access Service

Guided by a philosophy of integration and social inclusion, TUS is committed to ensuring equitable access to and successful participation in higher education for all members of society. The TUS Access Service supports under-represented groups by working with internal stakeholders and external partners, including schools, community organisations, and Further Education providers, to deliver programmes, opportunities, and targeted supports. The service provides wraparound mentoring, guidance, financial and personal supports to a diverse student population, helping to enable their progression and success. It also advises on policy and best practice, aligns its work with national access priorities, and manages associated targeted funding initiatives.

Disability Service

The TUS Disability Support Service (DSS) provides tailored support for students with disabilities, specific learning difficulties, and ongoing health conditions. Upholding statutory obligations under the Disability Act (2005), the DSS promotes equality and inclusiveness and supports TUS's commitment to ALTITUDE, the National Charter for Universal Design in Tertiary Education. As part of the DARE admissions scheme, the DSS offers comprehensive support to all registered students, including learning needs assessment, assistive technology, accommodations, skills development, advocacy, and policy guidance.

Student Counselling Service

TUS Student Counselling Service (SCS) offers professional, confidential individual counselling, which is free to registered students, available in person or online and is staffed by highly qualified mental health clinicians. Our service provides accessible, student-centred psychological and emotional support for students. Students who present in crisis are prioritised for support. TUS Student Counselling Service also offers a variety of skills & support groups, psychoeducational work-

shops and webinars in areas such as overcoming anxiety, building resilience, managing depression, mindfulness, emotional regulation, distress tolerance and more. Throughout each academic year TUS SCS also host mental health and wellbeing events.

Student Health Service

Student Health Service provides help and support through confidential, professional medical care. Offering subsidised services and a comprehensive health service, care is nurse-led with GP support also provided. Emergency care, health promotion and supportive measures are part of the service provided to students. In keeping with the HEA Healthy Student Health Service provides help and support through confidential, professional medical care. Offering subsidised services and a comprehensive health service, care is nurse-led with GP support also provided. Emergency care, health promotion and supportive measures are part of the service provided to students. In keeping with the HEA Healthy Campus Charter and Framework, our ethos is centred around the premise that students who develop a healthy lifestyle in an environment that supports healthy choices are likely to have the best academic outcomes.

Learning Support Service

TUS provides a comprehensive range of no cost tutor services and learning resources to all TUS students including one-to-one, group and in class support. Our online and in person supports are designed to assist students with targeted extra tuition in developing academic skills and enhancing academic outcomes. Learning Support initiatives demonstrate TUS's ongoing commitment to supporting student learning, improving retention, and promoting inclusive academic success.

Pastoral Care

Our Pastoral Care Service is available to students of all religious denominations and of none. The Pastoral Care Service delivers a compassionate, person-centred model across TUS, serving as a confidential listening ear, delivering initiatives and providing a vital bridge to wider university supports across our campuses and within the communities we serve. This service creates a caring and supportive community for our students and plays a significant role in delivering a person-centred support.

TUS Societies

TUS is committed to supporting students' holistic and social development in keeping with our Graduate Attributes Framework and in support of the TUS student experience. Joining a society gives our students the opportunity to develop and grow beyond their discipline specific course choices, widen their interests, learn new skills and meet new and diverse people. TUS is an active member of BICS (Board of Irish College Societies).



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.

TUS Library provides innovative information services and resources, serving as a knowledge hub for discovery, research, and collaboration. The range of information services and resources available, including a broad range of Open Educational Resources (OER) can be viewed at: <https://library.tus.ie/>

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.





8.0 PROGRAMME AND STUDENT PROFILE – TAUGHT PROVISION

TUS offers a broad range of taught programmes across its campus network and in the 2024-25 academic year it delivered these to 14,665 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 2021-22 to 2024-25 academic years, with 2024-25 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 2024-25 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 Categories¹. 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 141 such programmes.

The growth of Level 9 taught programme provision is also evident with a total of 55 programmes in 2024-25, 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 (2024-25)

Broad ISCED Category	NUMBER OF PROGRAMMES AT NFQ LEVEL				
	Level 6	Level 7	Level 8	Level 9	Total
Agriculture, Forestry, Fisheries and Veterinary	0	1	0	0	1
Arts and Humanities	3	7	20	3	33
Business, Administration and Law	7	13	26	15	61
Education	0	0	2	3	5
Engineering, Manufacturing and Construction	13	24	27	14	78
Generic Programmes and Qualifications	1	0	0	0	1
Health and Welfare	3	6	14	7	30
Information and Communication Technologies	2	9	22	9	42
Natural Sciences, Mathematics and Statistics	2	7	12	2	23
Services	11	14	14	0	39
Social Sciences, Journalism and Information	0	0	4	2	6
Total	42	81	141	55	319

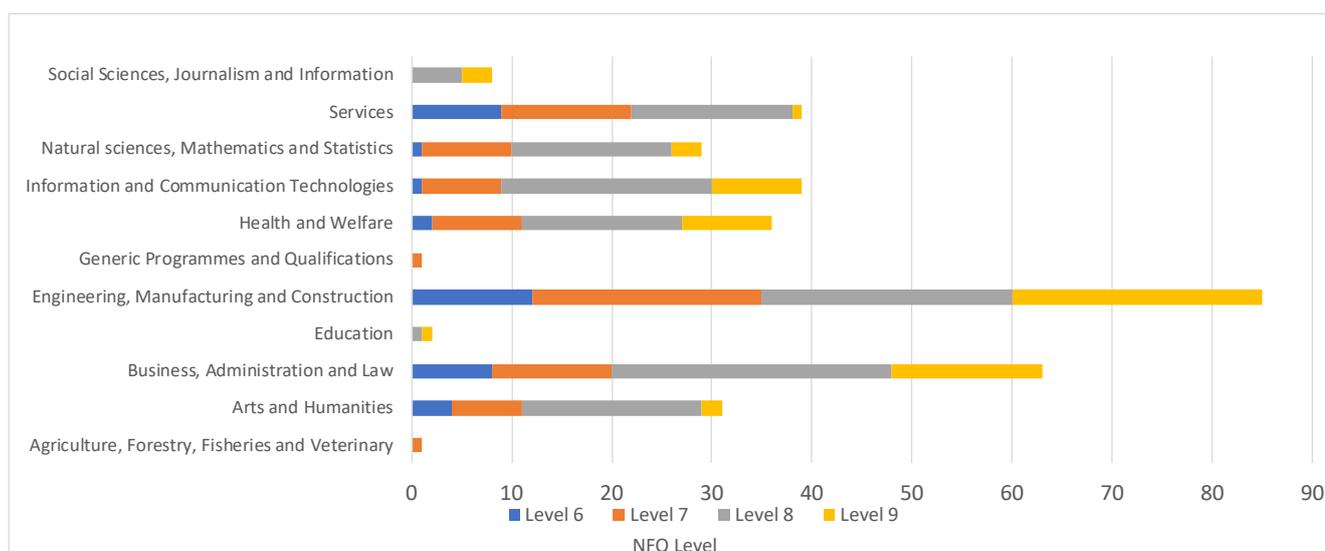


Figure 8.1. Number of Programmes at NFQ Level 6 to 9 across all Broad ISCED Categories (2024-25)

¹ISCED 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 2021-22 to 2024-25 further evidences the growth in popularity of Level 8 as the main entry point (increasing by 5%), in addition to a significant increase in Level 9 taught provision (increasing by 62% in the period). In the same period, there is a 8% increase in Level 7. 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 2024-25 academic year is presented in Figure 8.3. (latest comparative data available) among the Technological Universities.

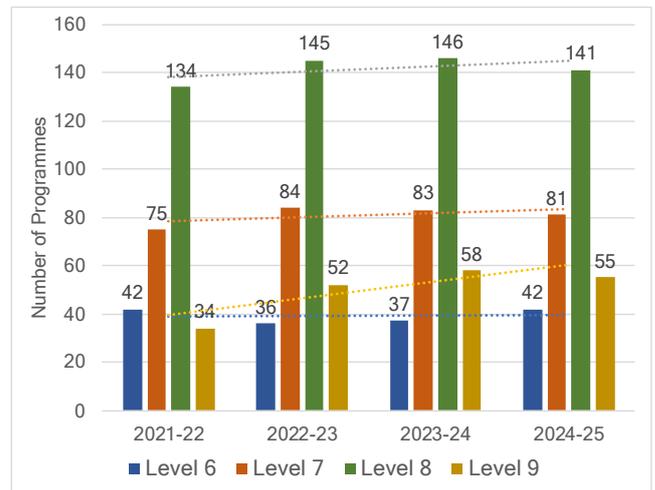


Figure 8.2. Profile of Programme at NFQ Level 6 to 9 across all Broad ISCED Categories (2024-25)

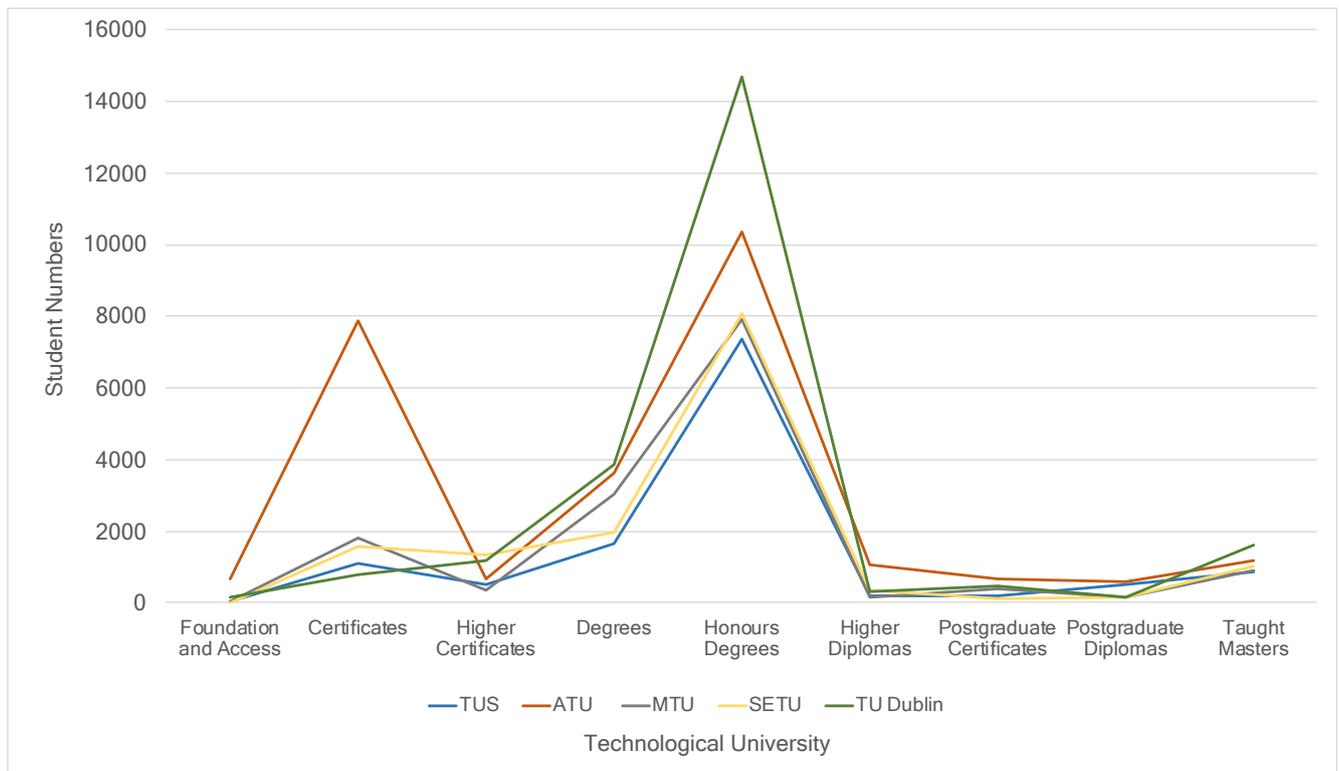


Figure 8.3. Comparative Profile of Student Enrolments on Taught Programmes in Technological Universities for the 2024-25 Academic Year (Latest Comparative Data Available)

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 2024-25 academic year. TUS has had steady growth in its overall student population, with over 10,000 Full-Time students and over 4,500 Part-Time students in the 2024-25 academic year (Figure 8.4).

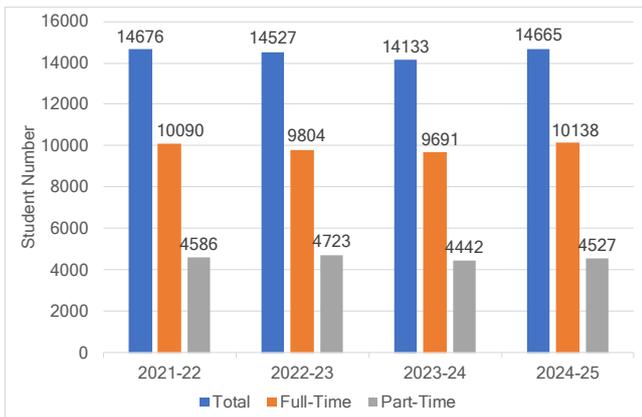


Figure 8.4. Overall Student Enrolment Trends in Taught Programmes 2021-22 – 2024-25

A profile of the entry basis of full-time, first year students for the 2024-25 academic year is provided in Figure 8.5. The Leaving Certificate is the predominant undergraduate entry to TUS with over 46% of students gaining entry based on their Leaving Certificate Points. Direct Entry accounts for almost 14% while Further Education Awards account for 9%. There were 287 Mature Students in the 2024-25 academic year, accounting for 10% of total first year undergraduate student population. Alternative entry access routes account for over 23% of total undergraduate entry in the 2024-25 academic year. TUS access initiatives have significant impact and reflect the importance that TUS places on the equity of access agenda.

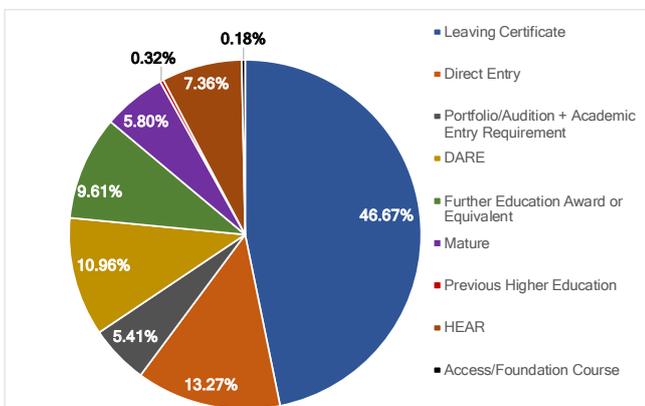


Figure 8.5. Undergraduate Full-Time New Entrant Entry Basis 2024-25

The CAO profile for TUS for the 2024-25 academic year yielded a total of 40,552 mentions with 20% of these being first preferences (7,875) (Figure 8.6).

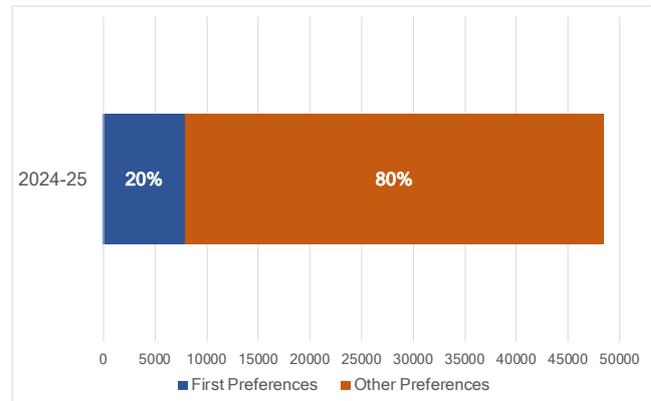


Figure 8.6. Profile of CAO Mentions and First Preferences for TUS 2024-25

A profile of the county of origin of students for the 2024-25 academic year is provided in Figure 8.7 and reveals that 26 Counties of the Republic 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.

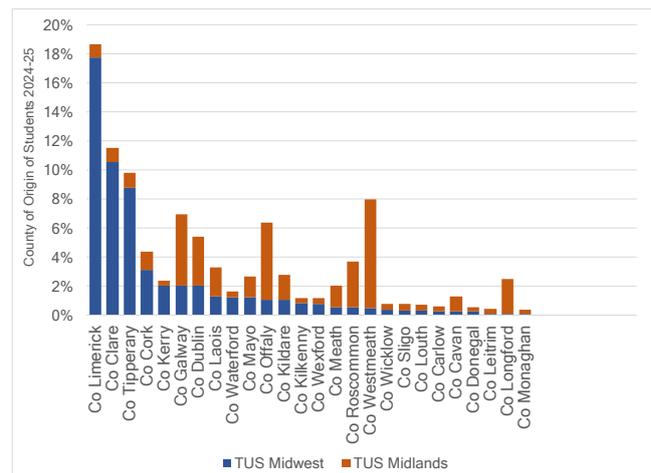


Figure 8.7. The Proportion of Student Attending TUS Midlands and TUS Midwest Campuses from the Counties of origin as indicated

A profile of the Full-time and Part-time enrolments on undergraduate Level 6 to Level 8 programmes for the period 2021-22 – 2024-25 is provided in Figure 8.8 with circa 13,000 students in the 2024-25 academic year. The % of enrolments on Level 8 programmes has increased from 78.4% to 79.9%, with a reduction of enrolments in Level 7 and Level 6 programmes, respectively (Figure 8.9).

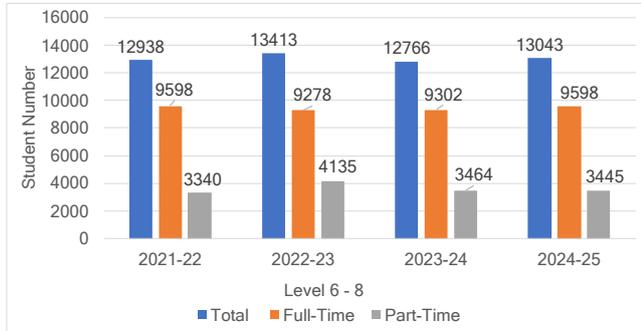


Figure 8.8. NQF Level 6 – Level 8 Student Enrolments 2021-22 – 2024-25

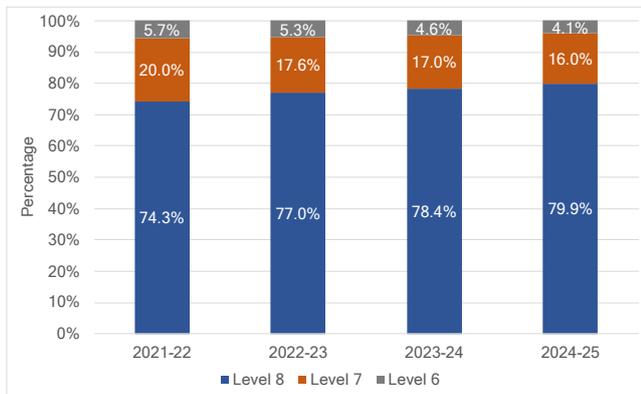


Figure 8.9. The % enrolments on Level 8, Level 7 and Level 6 Full-Time Programmes as percentage of TUS Undergraduates 2021-22 – 2024-25

Student enrolments in Taught Level 9 programmes has seen very significant increases in the four-year period since 2021-22, increasing from over 1287 to 1,561 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.

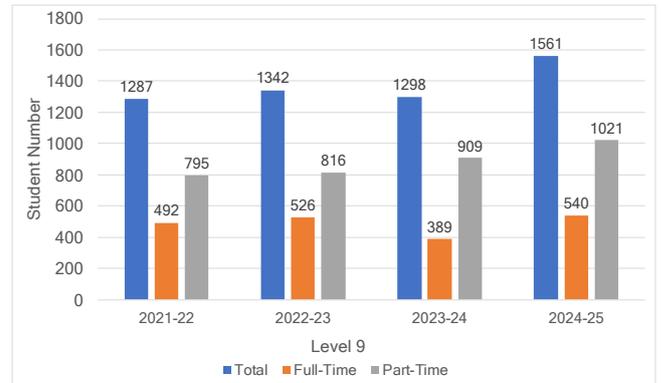


Figure 8.10. Taught Level 9 Enrolments 2021-22 – 2024-25

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.

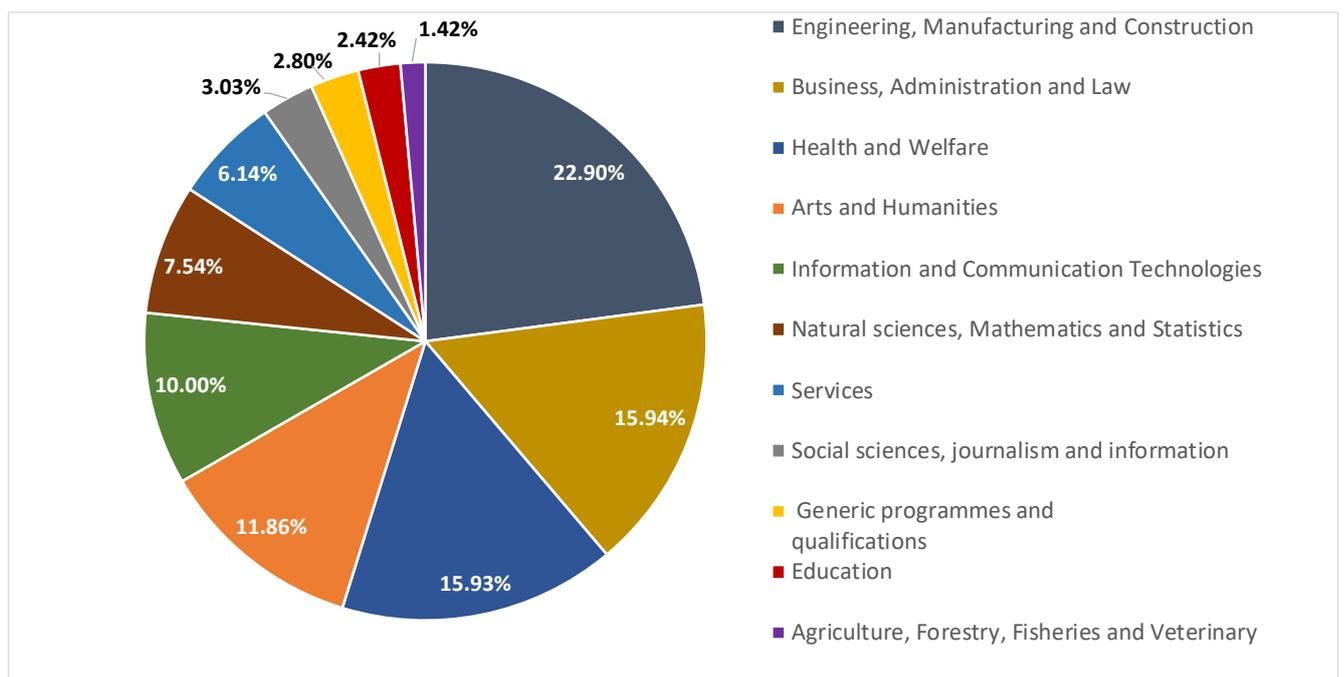


Figure 8.11. All Students by ISCED Broad Area 2024-25

A gender profile of student enrolments, for the 2024-25 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 2024-25 academic year with the National Average for the 2024-25 academic year shows broad consistency with national trends (Figure 8.13) (latest HEA published data available).

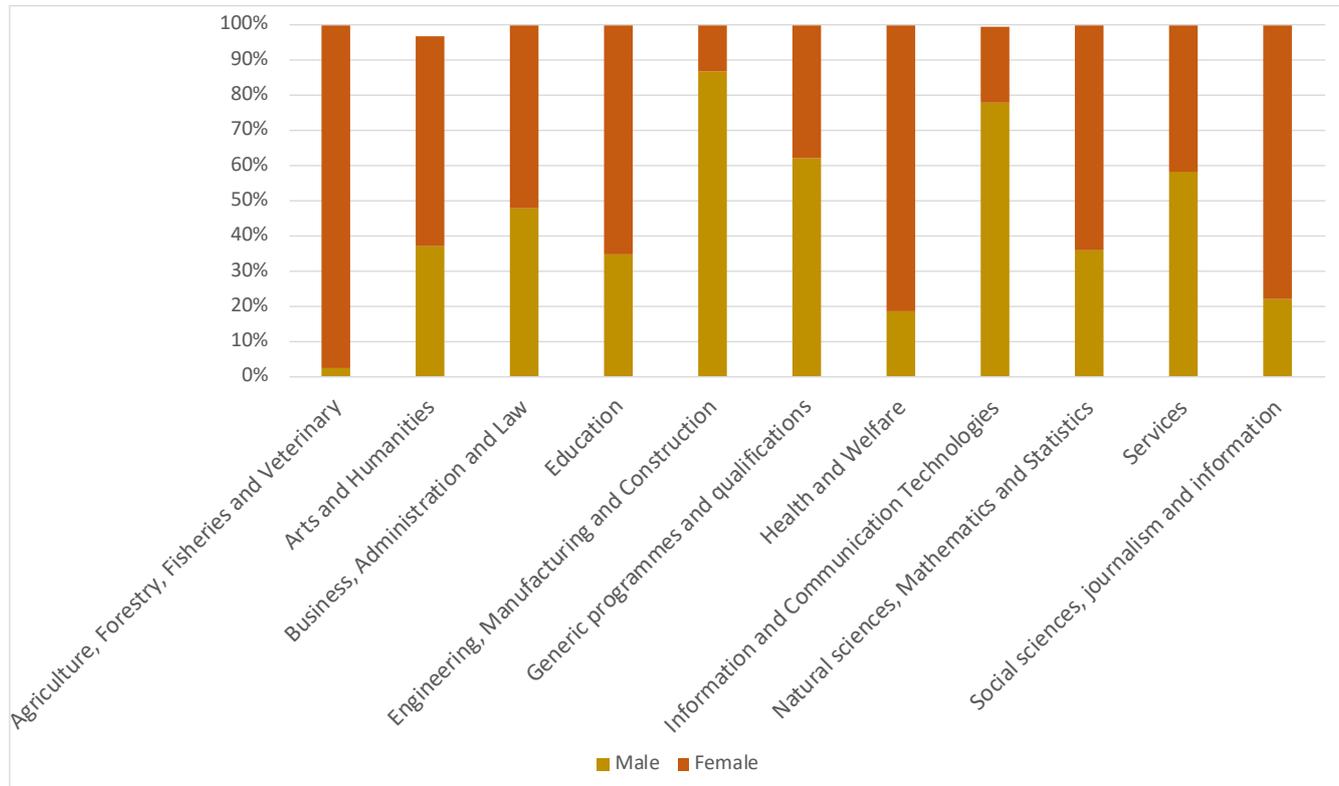


Figure 8.12. Gender Profile of Enrolments per Broad ISCED Code 2024-25

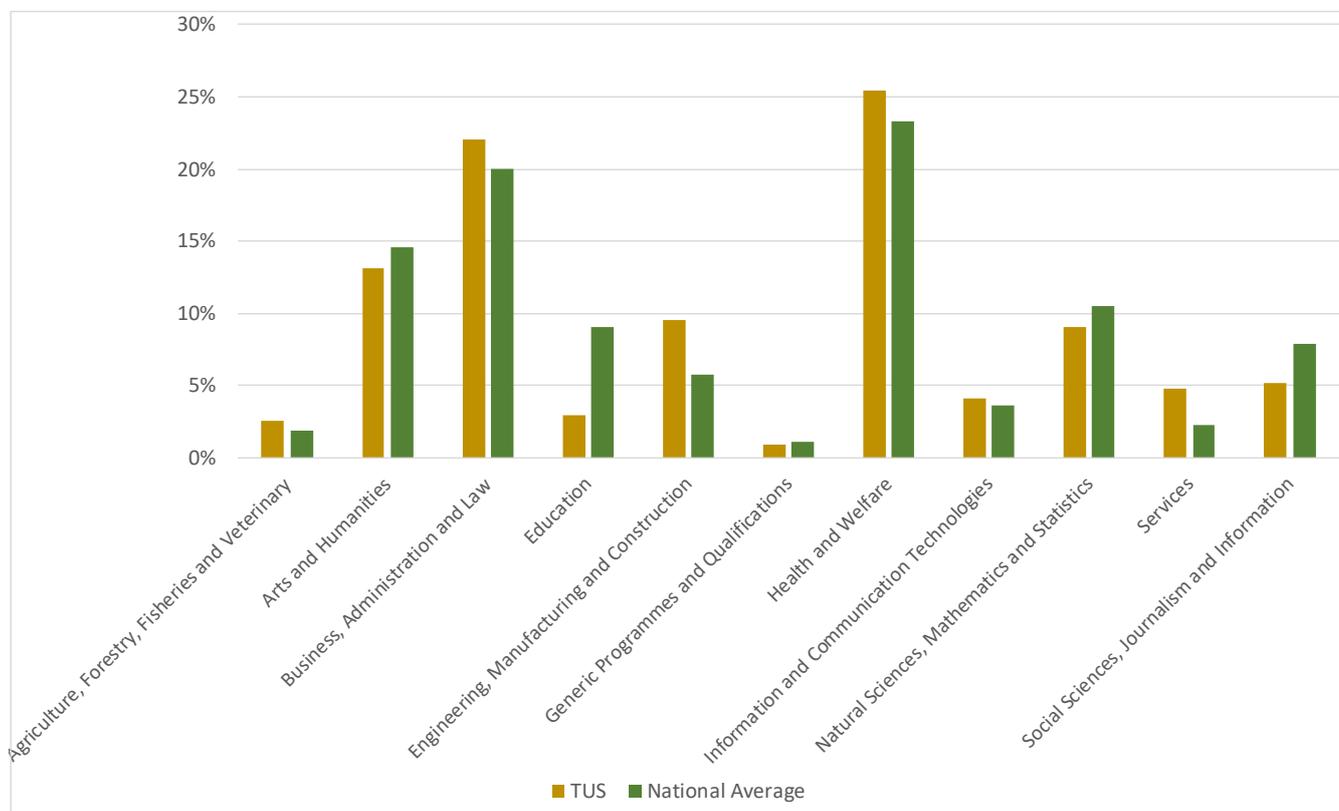


Figure 8.13. Comparison of Female Enrolment Trends in TUS against National Average (2024-25) (Source HEA) (Latest Comparative Data Available)



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 2021-22 academic year. The number of Full-Time Equivalent (FTE) students has risen from 646 in 2021-22 to 1,032 in the 2024-25 academic year. This represents a doubling in student numbers over the period, with a total of 3,964 FTE learners supported by TUS at both undergraduate and postgraduate level to acquire new skills (Figure 8.14).

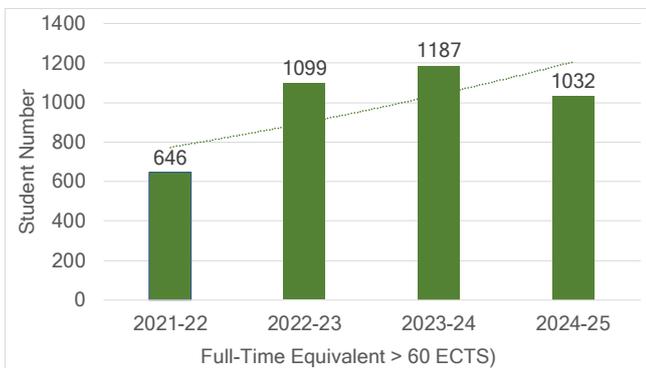


Figure 8.14. Growth in Flexible Learners in the Four-year Period Indicated

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 2021-22 academic year, TUS has supported a total of 7,094 such learners across a range of awards (Figure 8.15). In total, during the period, TUS has supported 11,147 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.

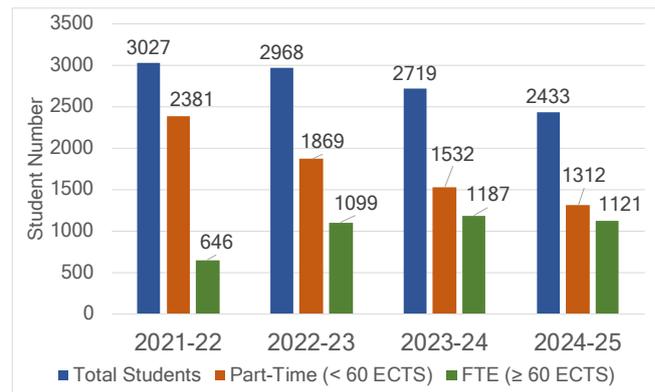


Figure 8.15. Growth in Total Flexible Learners including FTE and Part-Time

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. 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.

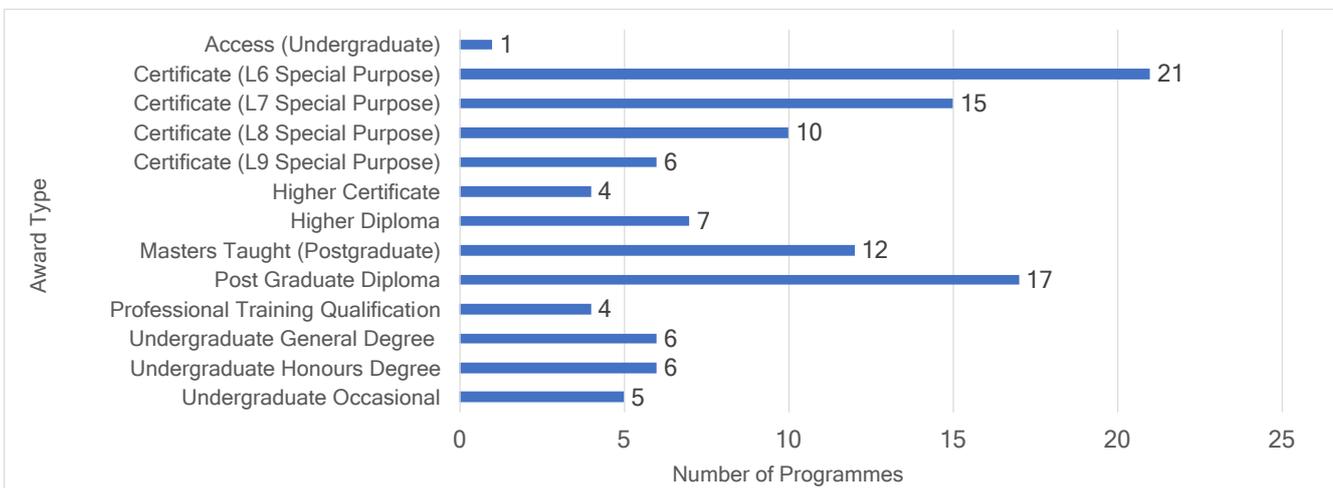


Figure 8.16. Profile of Programme Numbers for the Respective Award Types during the 2024-25 Academic Year

The total student numbers registered on the respective award types are provided in Figure 8.17 during the 2024-25 Academic Year, reflecting the growth in both FTE and Part-time provision.

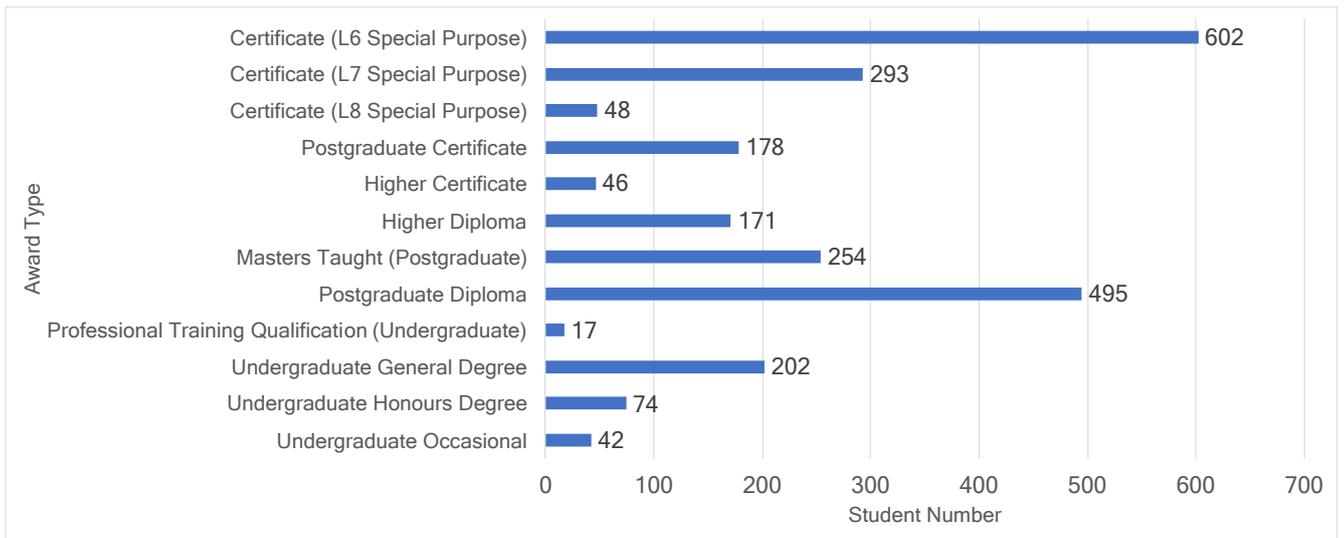


Figure 8.17. Student Enrolment on the Respective Award Types during the 2024-25 Academic Year

Reflecting this range and diversity of provision across our campuses, there were a total of 2,719 flexible learning students in TUS in the 2024-25 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.

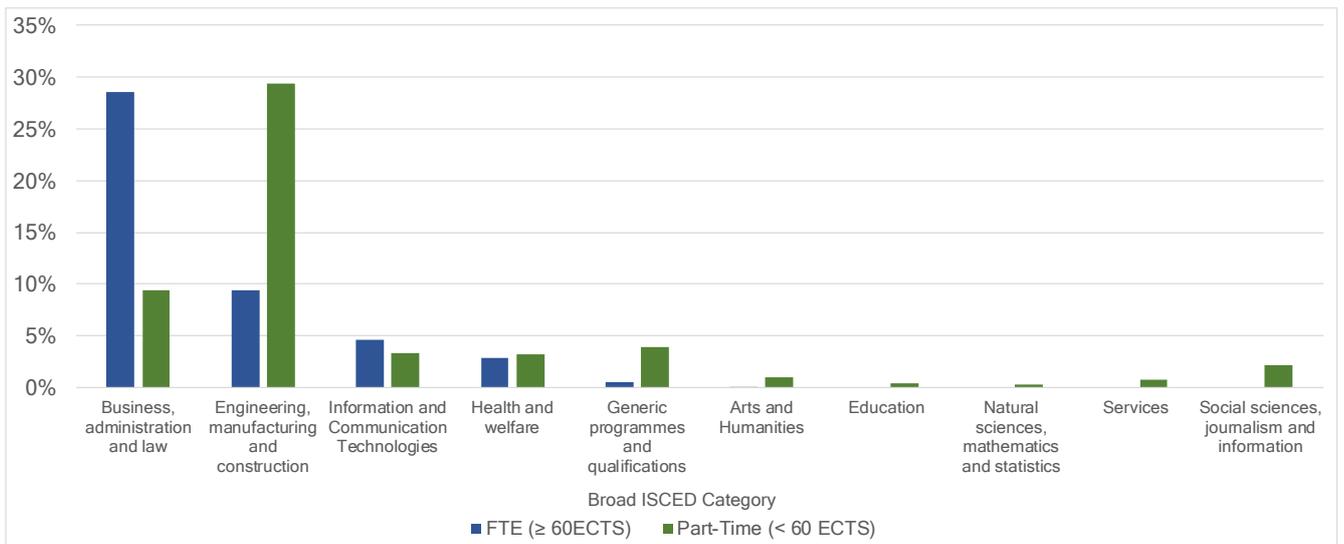


Figure 8.18. The % of Flexible Learning Student in Respective ISCED Broad Codes for the 2024-25 Academic Year

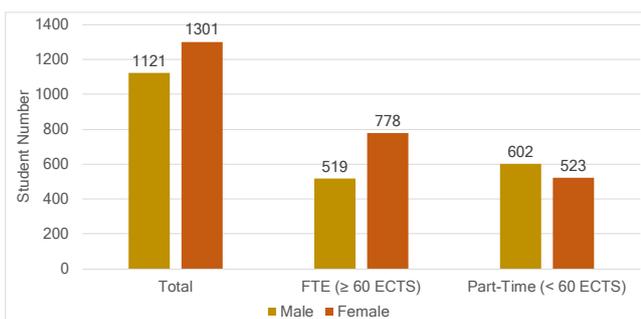


Figure 8.19. The Gender Profile of Flexible Learning Students for the 2024-25 Academic year

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 2024-25 academic year, there were over 1,824 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.

These include the *Polymer Processing Technology, Industrial Electrical Engineer, Manufacturing Technician, and Advanced Quantity Surveyor* apprenticeships (Table 8.3). New Consortia-led Apprenticeships that are at an advanced stage of development include *Road Surfacing Technical Operative, Software Tester and Industrial Timber Maintenance Technician*.

Industries across the regions, working with the Regional Skills Fora, 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. The growing range of Consortia-led Apprenticeships will help address such skills gaps.

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 had 111 students on the programme in the 2023-24 academic year.

Table 8.2. Craft-Based Apprenticeship Provision (2024-25)

Programme	Campus	Terms			Totals	Phases	No. Students
		1	2	3			
Carpentry & Joinery	Midwest	2	2	2	6	Terms 1-3 (2 P4)	96
Electrical	Midwest	12	12	12	36	Terms 1-3 (8 P4 + 4 P6)	576
Electrical	Midlands	6	6	6	18	Terms 1-3 (4 P4 + 2P6)	288
Fitter MAMF	Midwest	3	3	3	9	Terms 1-3 (3 P4)	144
Heavy Vehicle Mechanic	Midlands	3	3	3	9	Terms 1-3 (1 P4 +2 P6)	144
Motor Mechanic	Midlands	2	2	2	6	Terms 1-3 (2 P4)	96
Motor Mechanic	Midwest	2	2	2	6	Terms 1-3 (1 P4 + 1 P6)	96
Plumbing	Midlands	8	8	8	24	Terms 1-3 (4 P4 + 4 P6)	384
Total		38	38	38	114		1824

Table 8.3. Consortia-led Apprenticeships in TUS (2024-25)

Programme	Campus	NFQ	Duration (Terms)	Current No. Students			No. Students
				1	2	3	
Polymer Processing Technology	Midlands	7	3	16	15	10	41
Industrial Electrical Engineer	Midwest	7	2	15	16	-	31
Manufacturing Technician	Midwest	6	2	40	41	-	81
Advanced Quantity Surveyor	Midwest	9	2	8	2		10
Total				79	74	10	163



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. TUS is collaborating with LCETB to deliver Stage 1 of two Level 8 TUS programmes across LCETB campuses. These programmes provide an alternative pathway for students to complete their studies as part of the Tertiary initiative.

Table 8.4. Collaborative Programmes in TUS (2024-25)

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)
Limerick Clare Education Training Board (LCETB)	Co-Delivery Leading to TUS Awards	Bachelor of Business (Hons) in Business Bachelor of Science (Hons) in Computing with AI

8.6 MICRO-CREDENTIALS AND SHORT ADVANCED PROGRAMMES

TUS Micro-credentials are developed to recognise the completion of shorter learning experiences. In TUS, the term Micro-credential refers to a programme underpinned by quality assurance, with an ECTS volume range of 1 to 30 ECTS, and designed to meet a current market need for which there is demonstrable learner demand and value. Credit volumes between 10 and 30 ECTS, lead to a Minor, Special Purpose or Supplemental award at NFQ 6 to 9, profiled in *Section 8.3 Flexible and Life-long Learning*. A Micro-credential bearing a volume of between 1 and 9 ECTS leads to a TUS Certificate of Completion on successful programme completion. TUS also issues Digital Badges for non-accredited learning opportunities. In conjunction with RUN-EU partners, TUS offers some Micro-credentials in the 1 – 9 ECTS credit range as Short Advanced Programme (SAP's). 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
Future Explorations Challenge	1
AI for a Sustainable Future Challenge	1
Building the Born Global Firm Challenge	1
Introduction to the Social and Solidarity Economy Challenge	1
Regional Energy System - Vision 2024 Challenge	1
Geopolitical Challenges in a Rapidly Changing World - 3rd Ed	3
Vital Schools - Movement - Friendly Playground	3
Game Changing Games - 4th Ed	3
Unlocking the Power Within: The Creative Path to Transformative	3
A Successful AI-Driven Product Innovation	3
How to Become a True Ambassador for RUN-EU	3
Eurovalues Nexus: Empowering European Citizens	3
Innovative Methods in Mental Wellbeing	3
Hack your Device Fundamentals of Cyber Security - 3rd Edition	3
You Serious? An Inclusive Society for Young People - 4th Edition	3
Event-Driven Innovation: Zooming in on the World of Surf	2
Bee Analytics & Business - 2nd Edition	3
Next-Gen Content	3
Designing STEM Projects for Pre-University Students	3
Kickstart Your Creativity: The Art of Building Your Business App	3
Navigating EU Values in EU Institutions	3
Green Growth - Circular Entrepreneurship in a Sustainable	2
Sustainable Footwear Futures - 2nd Edition	5
Lifestyle Management in Chronic Disease: the role of Physical	2
SEGAR - Serious Games in AR & VR	3
Future Explorations - 3rd Edition	3
How to Navigate Through Unfamiliar Contexts	2
How to become a True Ambassador for RUN-EU	3
Socio-Economic Transition in the EU (Academic Seminar)	3
Wave Trends Lab: Culture and Beach Sport	1

8.7 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 8.6. The associated review and accreditation process assures students and employers that programmes meet specific standards of quality and relevance and this directly feeds into quality assurance and enhancement of programmes, as part of an ongoing cycle of review.

Table 8.6. PRSB's that Accredite Specified TUS Programmes

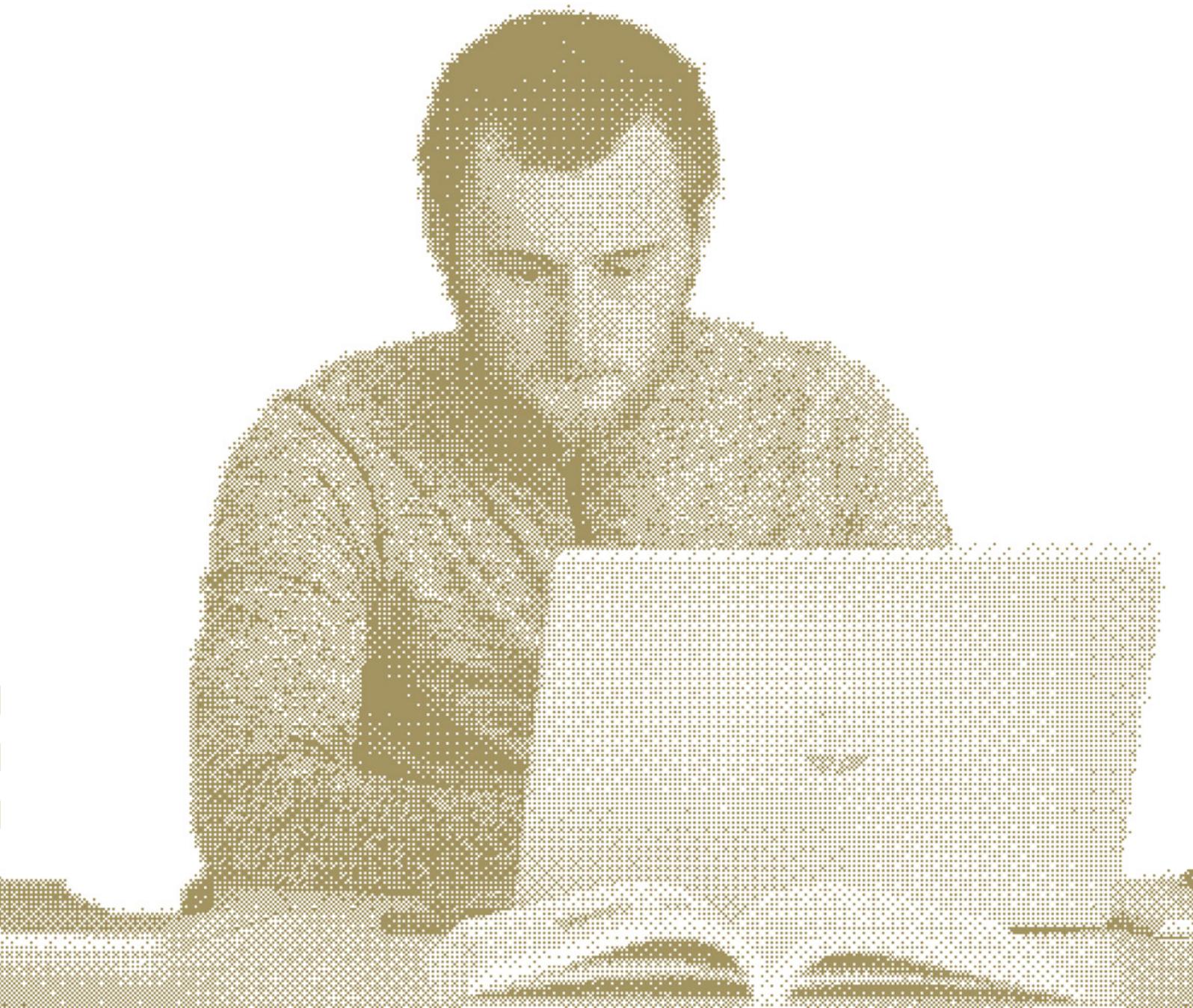
PROFESSIONAL, REGULATORY & STATUTORY BODIES THAT ACCREDIT SPECIFIED TUS PROGRAMMES

- 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

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 359 research degree students registered in the 2024-25 Academic Year. The number of students registered on a Level 10 Doctoral Degree has increased for the last 4 academic years, and in the last three 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%).

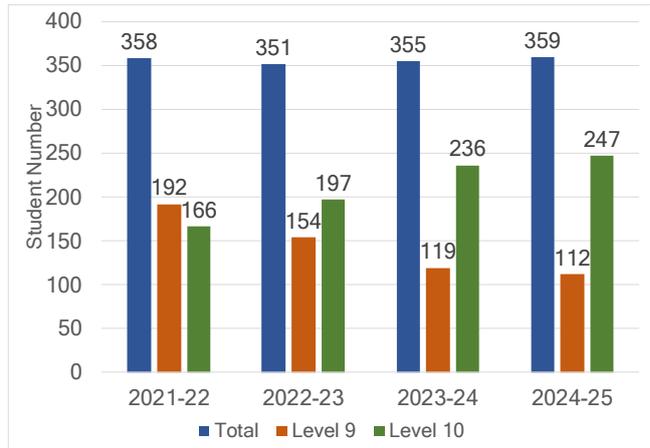


Figure 9.1. Research Student Trends at TUS (Level 9 and Level 10)

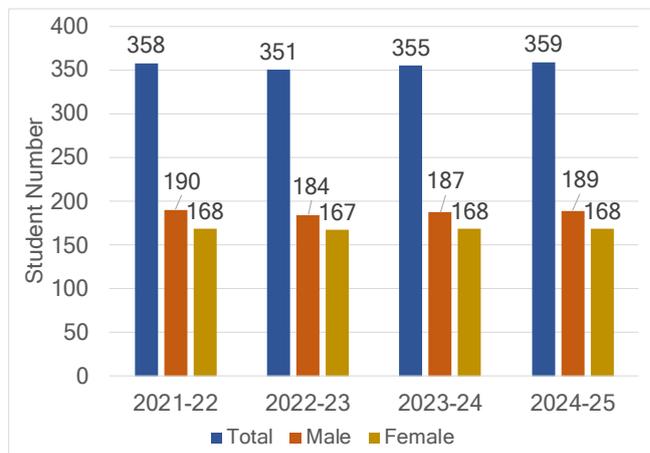


Figure 9.2. Research Trends by Gender

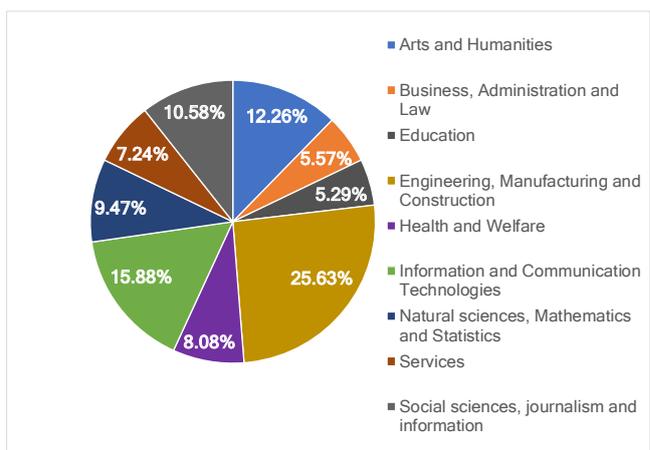


Figure 9.3. Research Student Registration Per Broad ISCED Code 2024-25 Academic Year



10.0 INTERNATIONALISATION AND INTERNATIONAL PROFILE

TUS is actively embedding global perspectives in all of the Technological University's activities. This is led by the Vice President Internationalisation and Alumni and the TUS Global 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 Global 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.

TUS participated in the TrustEd Ireland Mark application process during the 2024 – 2025 academic year and have been informed of a successful outcome. The TrustEd Ireland is a Quality Mark awarded by QQI, which serves as a nationally and internationally recognised assurance of quality and credibility within Ireland's national qualification and regulatory framework, bringing recognition of the university's trustworthiness and reliability in the provision of education to international learners.

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 10.1). These students contribute to the cultural richness and global perspective within our campuses, fostering an inclusive and vibrant learning environment.



Figure 10.1. The Range of Geographic Locations of Inbound International Students

During the 2024-25 Academic Year, there was a total of 1887 International Inbound Students. This included; International Non-EU (950), International EU (131), Trans-national (677), Erasmus Incoming-EU & Non-EU (128) and Other Exchange (2) (Figure 10.2).

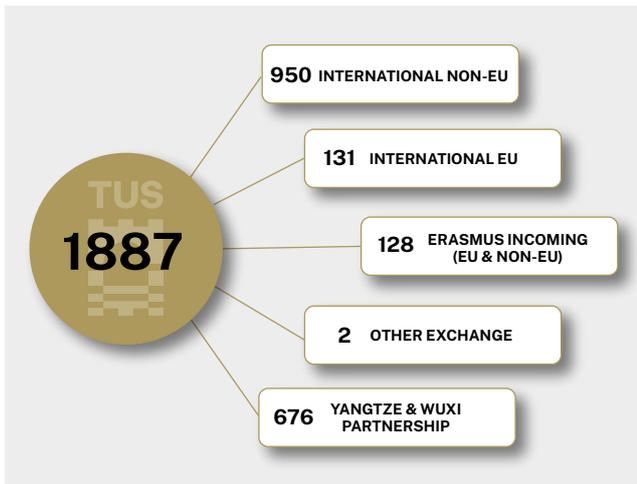


Figure 10.2. Profile of International Inbound Students in the 2024-25 Academic Year

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 676 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 10.3, 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 10.3).

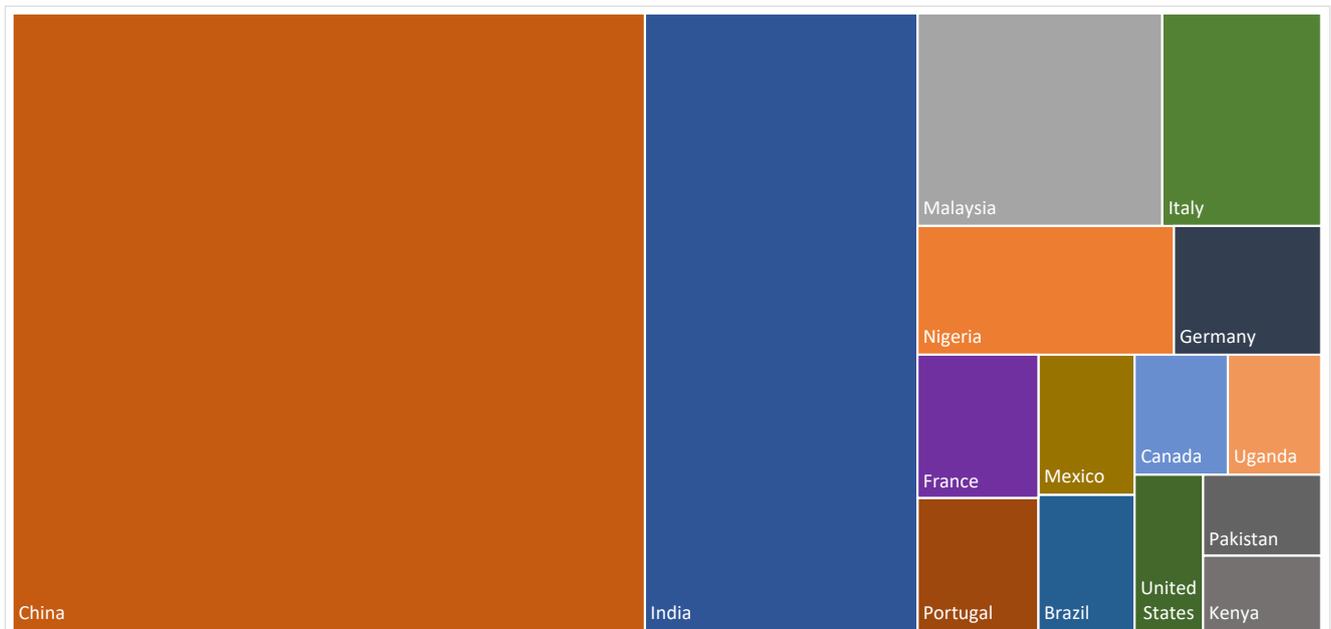


Figure 10.3. Top Performing Countries for Enrolments, including EU and Non-EU (2024 – 2025)

The disciplinary profile of inbound international students at TUS is provided in Figure 10.4. The top five disciplinary areas include Business Administration and Law (15.53%), Engineering, Manufacturing and Construction (33.68%), Information and Communication Technologies (13.58%), Natural Sciences, Mathematics and Statistics (6.21%) and Generic programmes and qualifications (17.26%).

TUS has consistently experienced strong interest from international learners in choosing our undergraduate and postgraduate programmes with 32% growth since the 2021-22 Academic year, a significant performance given the impact of Covid-19 and geopolitical issues (Figure 10.5).

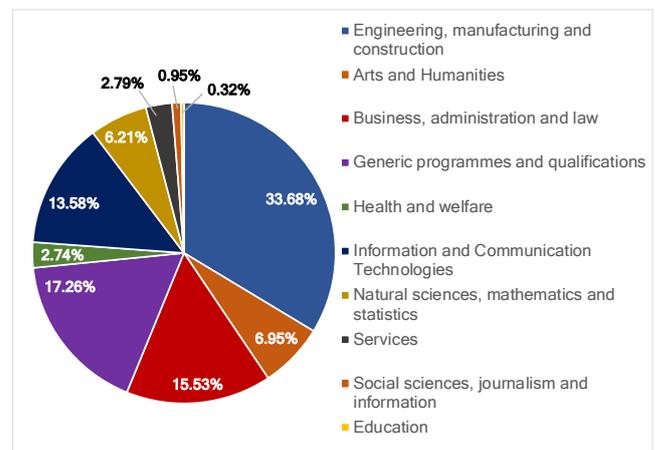


Figure 10.4. International Students by Broad ISCED Codes 2024-25 Academic Year

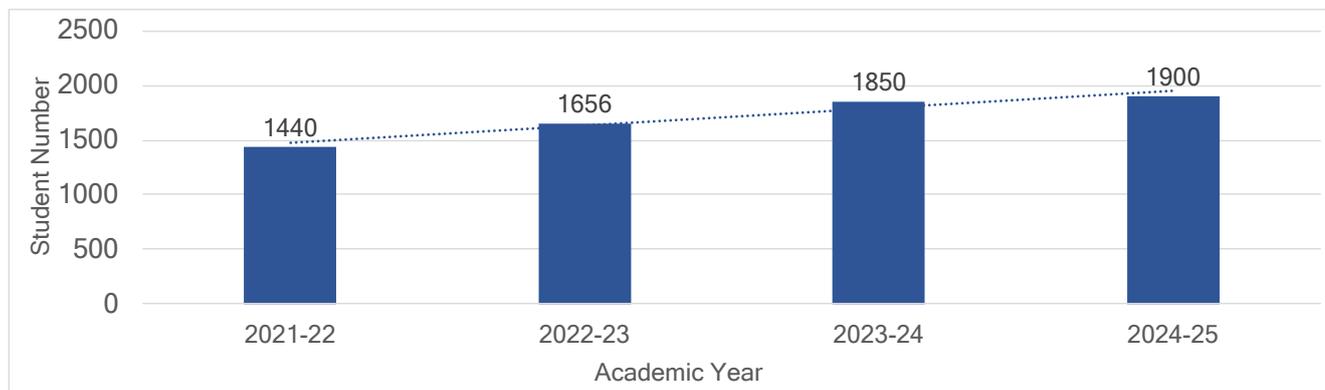


Figure 10.5. Growth Profile of International Inbound Students

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 315 outbound students in the 2024-25 academic year including Erasmus Study, Erasmus Placement and RUN-EU Short Advanced Programmes (SAPs) (Figure 10.6). 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.

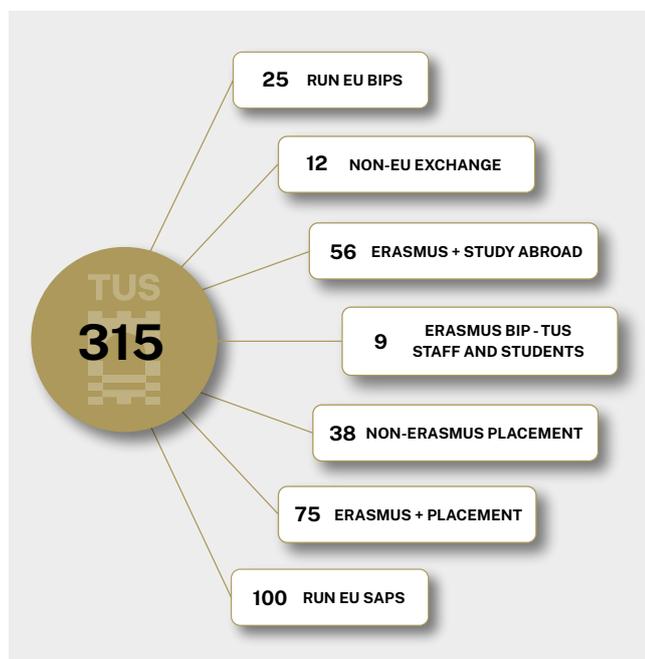
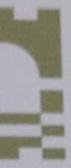


Figure 10.6. Profile of International Outbound Students in the 2024-2025 Academic Year (BIP=Blended Intensive Programme; SAP = short Advanced Programme)

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.

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.

Increasingly, there is also a focus on Internationalisation at Home, which seeks to offer all students global perspectives during their programme of study, regardless of whether they can avail of mobility opportunities to spend time abroad. [The TUS Compendium of Approaches to Internationalisation of the Home Curriculum](#) is an important resource in this context.

 **TUS**

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11.0 GRADUATE PROFILE

From the period 2020-21 to 2023-24, TUS and its predecessor institutions have graduated 20,475 students, in all its award categories, with the number of graduates in 2023-24 at 4,855 (latest HEA published data). A comparative profile of graduate numbers among the Technological Universities for the period is provided in Figure 11.1. The numbers of TUS graduates in the Major Award categories is provided in Figure 11.2 for the 2023-24 academic year, with the Undergraduate Honours and Undergraduate Degrees categories accounting for a significant proportion, as indicated.

The success of TUS Graduates is evidenced in the HEA Graduate Outcomes Survey for 2023, as released in November 2024. The findings indicate that TUS has the highest number of honours degree graduates in the country in employment nine months after graduation, with 87.4% of the 2023 TUS honours degree graduates in employment. As many as 96.3% of TUS Engineering, Manufacturing and Construction graduates are in employment, outperforming the national average by over 16 per cent. According to the national survey, TUS undergraduates are also more likely to take up employment in the regions served by its six campuses, with 57.8% of these graduates currently in employment in the Midwest and Midlands regions.

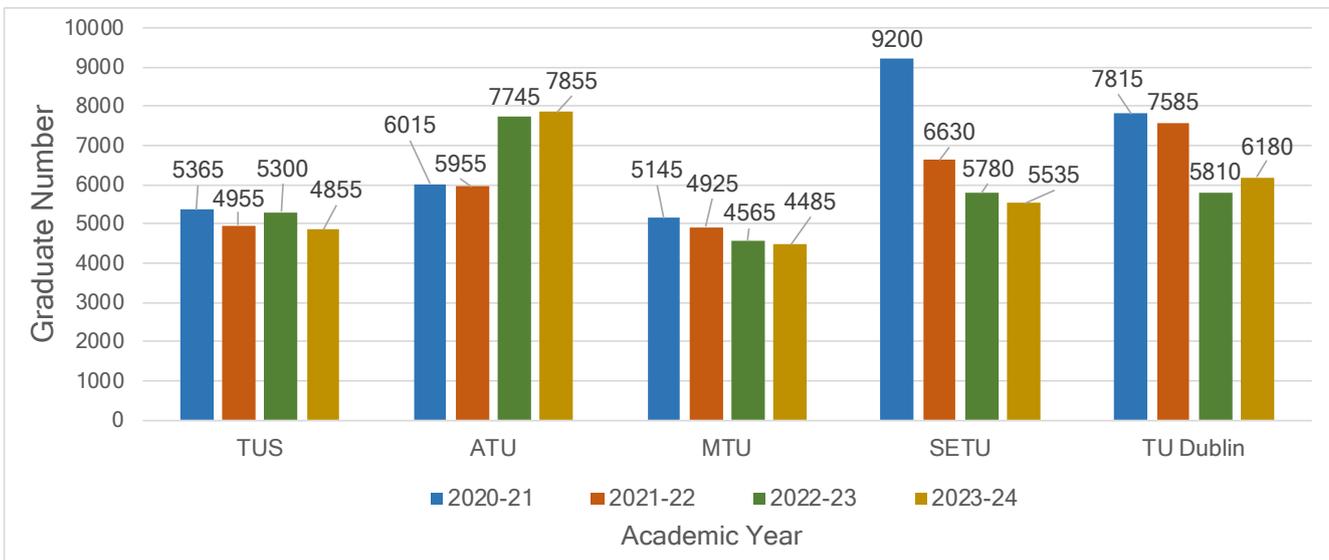


Figure 11.1. National Graduate Trends (Source HEA Published Data)

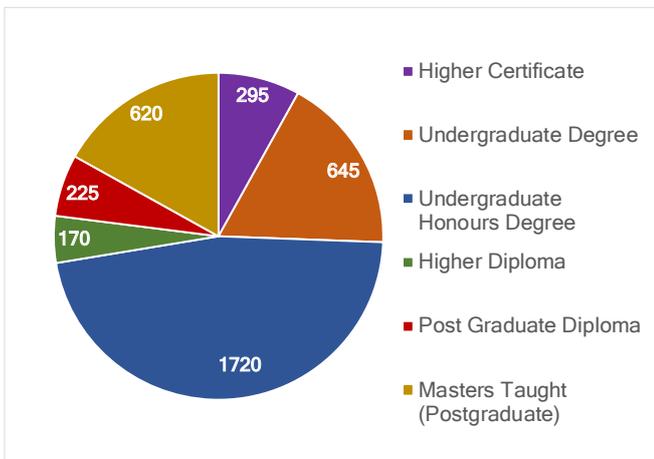


Figure 11.2. Number of TUS Graduates by Major Award 2023-24 (Source HEA Published Data)

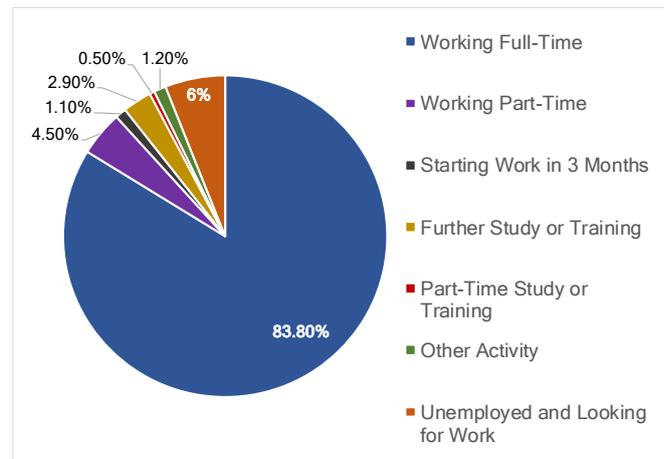


Figure 11.3. Graduates Outcomes 9 Months After Graduation 2024 (Source HEA Published Data)

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 11.4).

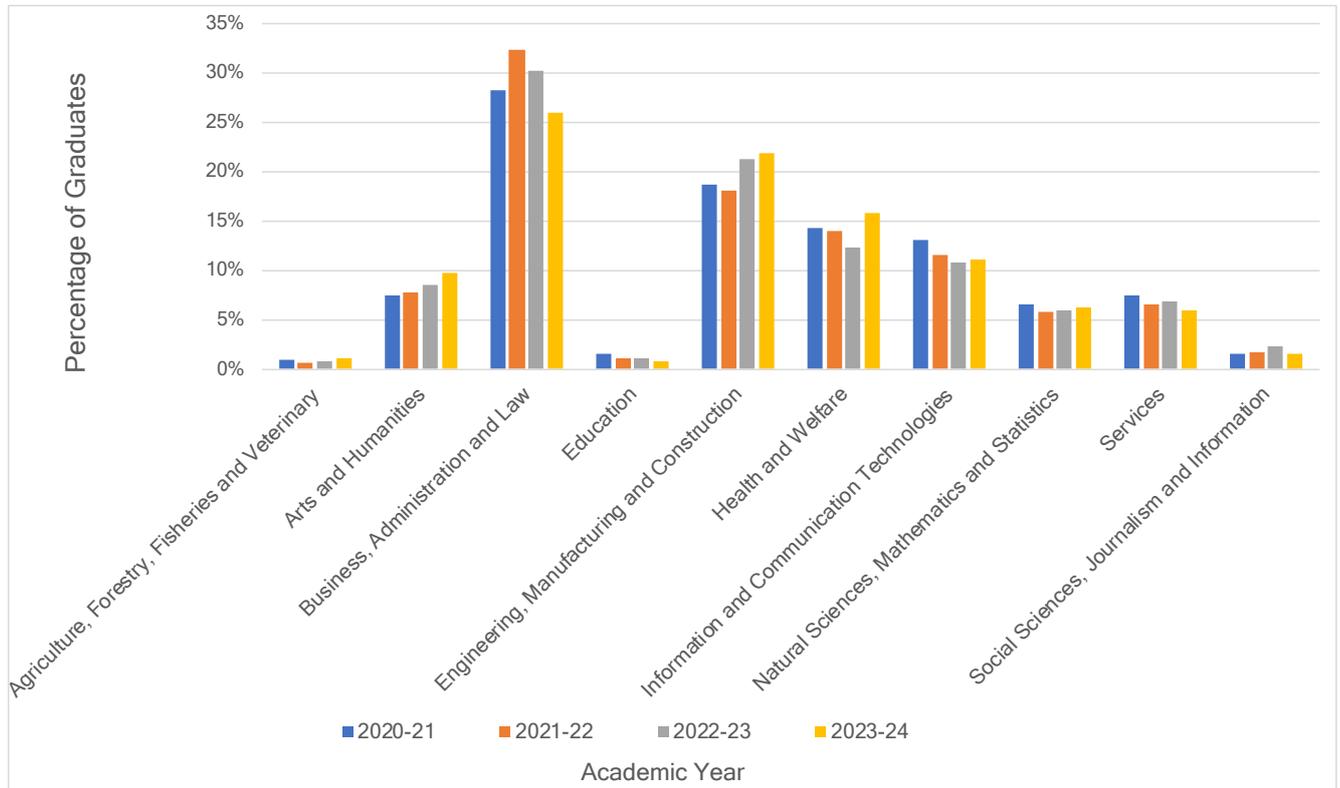


Figure 11.4. TUS Graduate Trends per ISCED Broad Field of Study Area (Source HEA Published Data)

The most recently published HEA average graduate income by region is presented in Figure 11.5. 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.



Figure 11.5. Graduate Earnings by Region (Source HEA Latest Published Data)

Across the four years from 2020-21 to 2023-24, TUS honours outcomes remained stable overall. First Class (H1) awards were slightly lower than the COVID impacted year of 2020-21, settling into a consistent pattern from 2021-22 onward. Second Class Honours Grade 1 (H2.1) also showed only a modest decline across the period. Meanwhile, the proportion of students achieving a Second Class Honours Grade 2 (H2.2) increased, reflecting a broader distribution of results as cohorts normalised post-COVID.

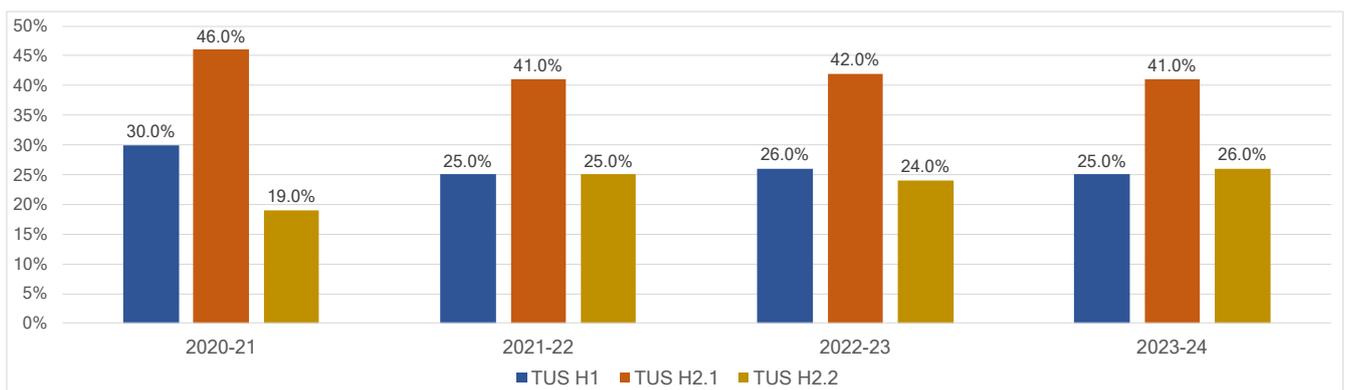


Figure 11.6. Profile of the proportion of TUS Honours Degrees for the Period 2020-21 – 2023-24



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12.0 SUPPORTING LEARNING, TEACHING AND ASSESSMENT

TUS 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 12.1). 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 12.1. 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"> • Learning, Teaching and Assessment Strategies for Student Engagement • Team Based Learning • Assessment and Feedback for Engaged Learning • Learning Design and Curriculum Frameworks • Embedding Education for Sustainable Development in the Curriculum • Developing Practice in Learning, Teaching and Assessment Online • Inclusive Learning, Teaching and Assessment Practice • Reflective Academic Practice Through Portfolio Building • Professional Practice in Higher Education • Research Methods • Digitally Enhanced Learning, Teaching and Assessment • Enhancement through Leadership in Education • Action Research for Educators 	

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 21st 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.

The TUS Value of Inclusive states that "we embrace diversity as a key strength where everyone is included and has an equal opportunity to progress and achieve". In line with this value, TUS is committed to promoting equitable access to and successful participation in higher education for all members of society and supports a wide variety of access routes. TUS is also committed to the principles

of Universal Design for Learning to facilitate the needs of diverse student cohorts and embed Universal Design in quality assurance, teaching, learning and assessment, in accordance with the Altitude Charter, adopted by TUS in 2025. CPID have developed a resource for staff in implementing Universal Design titled: [Reaching Out to All set of guidelines and resources for a Universal Design for Learning approach to learning, teaching and assessment in Higher Education](#).

TUS places significant emphasis on Academic Integrity and is represented on the National Academic Integrity Network (NAIN) established by QQI. The sharing and dissemination of information relating to the current issues, initiatives and best practice in relation to academic integrity is an important activity for TUS, particularly given the rapidly evolving landscape of higher education, including the impact, opportunities and challenges of Generative Artificial Intelligence.

The [TUS Compendium of Active Learning and Assessment](#) is an important resource available to TUS staff to support authentic assessment practice. A comprehensive range of resources are provided by CPID to support excellent in Learning, Teaching and Assessment including dedicated resources and guide including in areas such as academic integrity, Team-Based Learning, Inclusive Education inter alia. These are available at: [Centre for Pedagogical Innovation and Development \(CPID\) - TUS](#).



13.0 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 13.1. 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 13.1. 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.

Careers and Employability

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.



14.0 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.

TUS undertook a review of 65 undergraduate programmes using the STAUNCH (Sustainability Tool for Assessing UNiversities' Curricula Holistically) Tool which was developed by sustainability expert Rodrigo Lozano. This review involved the analysis of the selected programmes documents and module descriptors. The findings highlighted how the relevant programmes were addressing sustainability within the economic, social and environmental pillars as well as considering cross-cutting issues. The results of the analysis have been shared widely across the University to inform future programme development and programmatic review.

Concerted effort have been made to ensure sustainability and Education for Sustainable Development (ESD) is address across TUS programmes. TUS has revised its Policy for Taught Programme Validation and Modification and this policy now includes specific requirements in relation to Education for Sustainable Development. Furthermore, TUS published an ESD Compendium in September 2025. The compendium showcases 43 examples of integration of Education for Sustainable Development (ESD). This resource is available as an Open Educational Resource (OER) and has been shared widely across the organisation. The resource can be downloaded from here: [Compendium of Embedding Education for Sustainable Development in Teaching, Learning and Assessment](#).

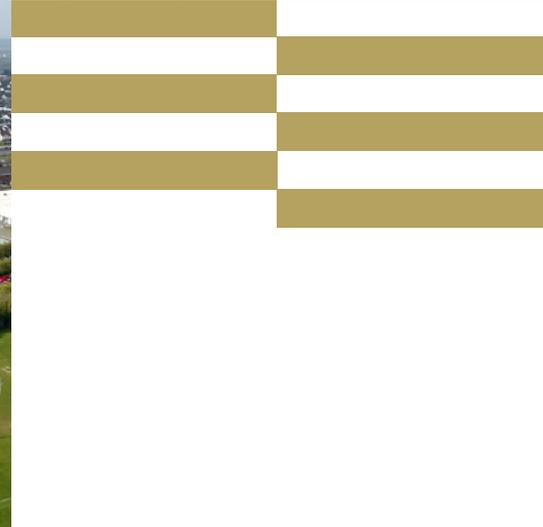
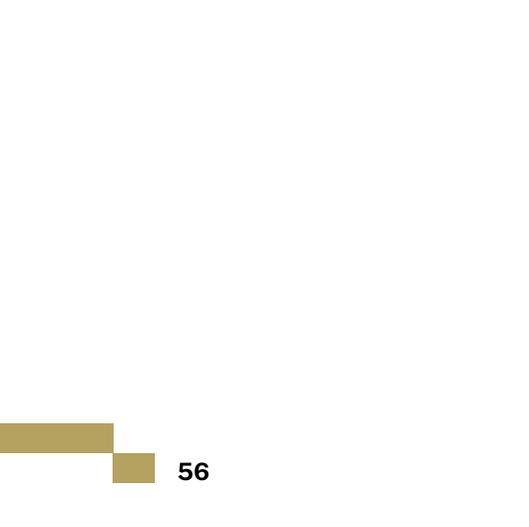
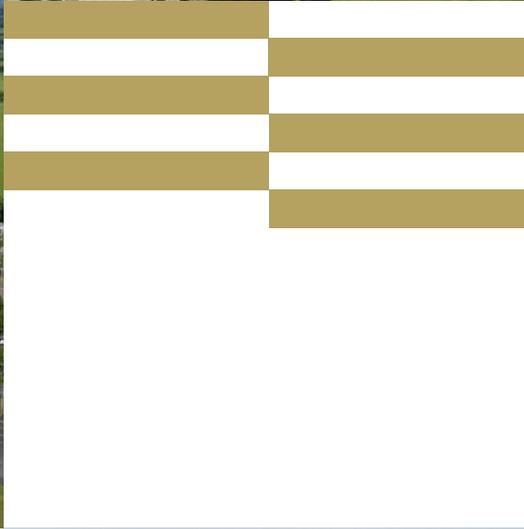
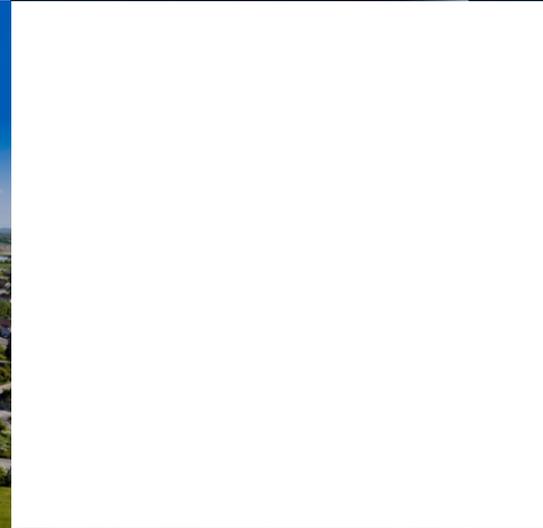
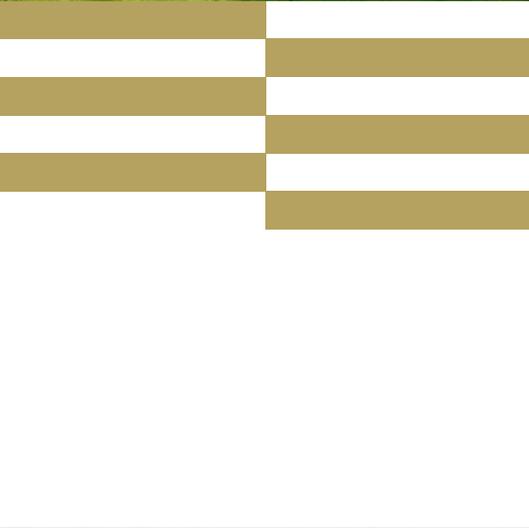
TUS is leading a consortium to deliver a €7.5m Digital Academy for Sustainable Built Environment (DASBE) initiative which seeks to transform the delivery of education and training on sustainable construction and sustainable energy, digitisation and the circular economy. Already DASBE partners have developed 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 sustainable development within their cognate discipline areas. Some examples of such programmes recently developed include:

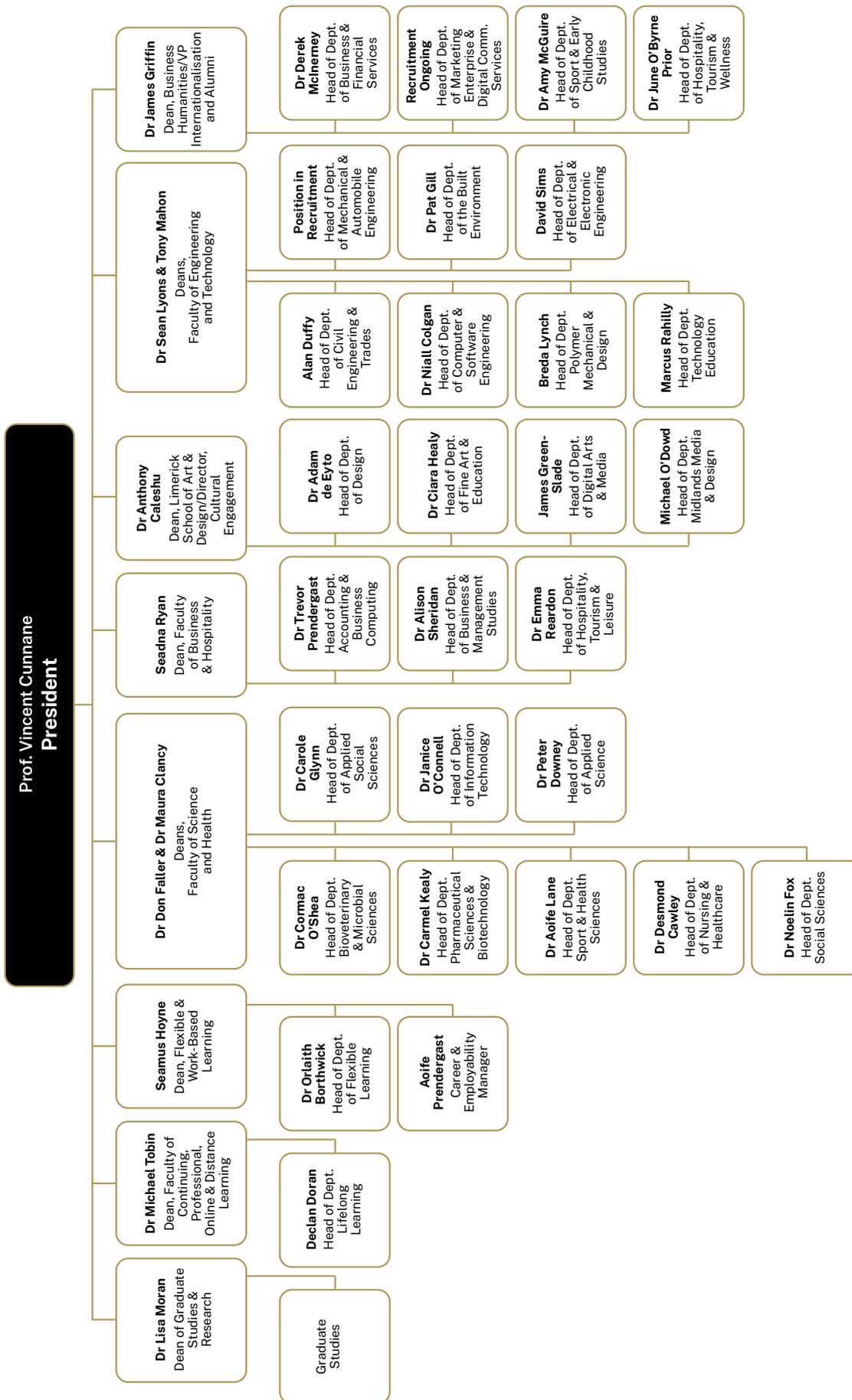
- Master of Science in Sustainable Energy System Management
- Bachelor of Science (Hons) in Agricultural Science and Sustainability
- Higher Diploma in Engineering in Residential Energy Retrofit Management
- Certificate in Change Leadership
- Certificate in Community Energy Development
- Certificate 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. 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.





APPENDIX 1. FACULTY AND DEPARTMENT PROFILE



APPENDIX 2. LIST OF ABBREVIATIONS AND ACRONYMS

AQR	Annual Quality Review
CAO	Central Applications Office
CPID	Centre for Pedagogical Innovation and Development
DARE	Disability Access Route to Education
DASBE	Digital Academy for Sustainable Built Environment
EAUC	Alliance for Sustainability Leadership in Education
ECTS	European Credit Transfer and Accumulation System
EDI	Equality Diversity and Inclusion
ESD	Education for Sustainable Development
ESG	European Standards and Guidelines
ETB	Education and Training Board
FAPSA	Future and Advanced Pedagogy Skills Academy
FTE	Full Time Equivalent
HCI	Human Capital Initiative
HEA	Higher Education Authority
HEAR	Higher Education Access Route
HEI	Higher Education Institute
ICT	Information and Communication Technology
ISCED	International Standard Classification of Education
LCETB	Limerick Clare Education and Training Board
NFQ	National Framework of Qualifications
OER	Open Educational Resources
PRSB's	Professional, Regulatory and Statutory Bodies
QA	Quality Assurance
QAE	Quality Assurance and Enhancement
QQI	Quality and Qualifications Ireland
RDI	Research Development and Innovation
RUN-EU	Regional University Network-European Union
SAP	Short Advanced Programmes
SDG's	Sustainable Development Goals
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna
TUS	Technological University of the Shannon
UDL	Universal Design for Learning
VP	Vice President

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