



TUS

Ollscoil Teicneolaíochta na Sionainne:
Lár Tíre, An tIarthar Láir

Technological University of the Shannon:
Midlands Midwest

Technological University of the Shannon: Midlands Midwest

CINNTE Institutional Review Follow-Up Report

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Introduction

As noted in the TUS CINNTE Implementation plan, the CINNTE Review provided an important reference point to TUS in evaluating the effectiveness of university-wide quality assurance procedures, underpinned by an enhancement-led approach to quality. In their Report, the review team noted that *“there is clear evidence of the effectiveness of the governance and quality systems at each level of the organisation”*. It implicitly recognised a quality culture at TUS *“evident throughout the visit”* and recognised in the commendations *“the rapid progress made since TUS designation in developing and embedding a quality culture at all levels, including quality assurance structures and processes”*.

The Report’s 15 Recommendations provided timely and insightful guidance for TUS as it continues to evolve from its early post-designation phase. Importantly, several of the recommendations and the associated actions specified by TUS in the Implementation Plan are reflective of the deep organisational change and systemic transformation necessary to ensure success.

The TUS Implementation Plan 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. This Institutional Review Follow-Up Report, one year after publication of the TUS CINNTE Report, reflects how TUS is maximising the opportunity provided by the CINNTE Review, with the extensive volume of impactful work undertaken across a broad range of themes. 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.

Table 1. Representation of the Implementation Status of Actions

Recommendation	Action	Action Status
1	1	Completed
	2	Substantial Progress & Ongoing
	3	Completed
2	1	Completed
	2	Substantial Progress & Ongoing
	3	Completed
	4	Completed
3	1	Completed
	2	Completed
	3	Substantial Progress & Ongoing
4	1	Substantial Progress & Ongoing
	2	Substantial Progress & Ongoing
	3	Substantial Progress & Ongoing
	4	Completed
5	1	Completed
	2	Substantial Progress & Ongoing
	3	Substantial Progress & Ongoing
	4	Completed
6	1	Substantial Progress & Ongoing
	2	Substantial Progress & Ongoing
	3	Completed
	4	Substantial Progress & Ongoing
7	1	Completed
	2	Substantial Progress & Ongoing
	3	Substantial Progress & Ongoing
8	1	Substantial Progress & Ongoing
	2	Completed
	3	Completed

Recommendation	Action	Action Status
9	1	Completed
	2	Completed
10	1	Completed
	2	Completed
	3	Completed
	4	Substantial Progress & Ongoing
11	1	Completed
	2	Completed
	3	Completed
	4	Completed
12	1	Completed
	2	Completed
	3	Substantial Progress & Ongoing
	4	Completed
	5	Substantial Progress & Ongoing
13	1	Completed
	2	Completed
	3	Completed
	4	Completed
14	1	Completed
	2	Completed
	3	Completed
	4	Completed
15	1	Completed
	2	Completed

Recommendation 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.

Planned Actions

1	Collate progress to date on developing a unified operational model, including Governance, Strategy, Senior Management Structure, Functions/Systems, Quality and Policies.		
	Progress Report	Status	Timeline to Completion
	TUS has made substantive progress toward an integrated, unified operating model across our multi-campus university. TUS is in the latter half of the implementation of its inaugural strategic plan which made 'People and Organisation' a key strategic priority to operate as an integrated organisation and delivering as a single integrated entity. At a macro-level, TUS has implemented integrated governance, developed and progressed a new organisational structure, restructured senior management and initiated a process of Faculty consolidation. Operationally, TUS has consolidated and published its policies (both corporate and academic) establishing coherent, university-wide operating models that unify corporate and academic governance, processes, and service delivery across all campuses. TUS has collated its academic policies into a single, Academic Quality Assurance & Enhancement (QAE) Handbook. TUS is also progressing the integration of key functions and systems across campuses strengthening consistency, effectiveness, and the implementation of a unified operating model. Core systems have also been integrated streamlining for university-wide services that enable coherence, efficiency, and a consistent digital experience and operational environment. TUS aims to ensure that every student, across every campus, benefits from the same robust academic framework, student experience, and student and programme lifecycle. Progress to date has been tracked and collated under the heading of: Governance, Strategy, Senior Management Structure, Functions, Systems and Quality, as follows:	Completed	September 2025

	<u>Governance</u> Governance at TUS is unified, with both corporate and academic structures fully embedded and operating seamlessly across the entire university. This marks a significant step in consolidating institutional coherence and providing a clear framework for decision-making, accountability, and transparency. • Governing Body has been established in accordance with Sections 11 & 12 of the TU Act, 2018. It has established four committees in key areas including: Audit and Risk; People, Culture and EDI; Finance and Physical Development; and Governance and Nominations. • Academic Council has been established in accordance with Sections 16 & 17 of the TU Act, 2018. Academic Council has further established 9 subcommittees which support the council and align with key priority areas for TUS. A new Academic Council is in the process of being established for the period 2026 - 2029 providing an opportunity for effectiveness review and further enhancements, reflecting the maturity of TUS at this juncture. <u>Strategy</u> The <u>TUS Strategic Plan 2023-2026</u>, together with the TUS HEA Performance Agreement, has given the university a unified strategic direction. The strategy set out a range of strategic priorities, objectives and enablers, with key signposts to guide integration and the development of unified operating model across all spheres of university activity. Unified performance metrics and KPI's provide a single lens through which progress is measured, reinforcing transparency, accountability, and consistency across all campuses. Key highlight of strategic planning include: • Inaugural Strategic Plan identifying shared values and developed with broad input from staff, students, industry, and community stakeholders. • Alignment with national priorities through the TUS HEA Performance Agreement. • Range of functional area/supporting strategies developed and in process of implementation supporting the achievement of institutional KPI's: ✓ <u>Putting Learning First, Learning, Teaching and assessment Strategy</u>		
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	✓ <u>TUS Research, Development & Innovation Strategy</u> ✓ <u>TUS Apprenticeship Strategic Implementation Plan</u> ✓ <u>TUS Transitions & Student Success Strategy</u> Additionally, the <u>TUS Student Charter</u> sets out the shared values, responsibilities, and expectations that guide the student experience. Its aim is to foster respect, collaboration, and a supportive learning environment for all. <u>Senior Management Structures</u> Following an organisational design process involving external consultants, TUS is implementing a new organisational and reporting structure. The new organisational model directly supports delivery of the Strategic Plan by aligning leadership capacity with strategic priorities and enablers. There is significant ongoing work in developing senior management and reporting structures. The appointment of the Chief Operations Officer (COO) and Chief Academic Officer (CAO), in Quarter 3 2025, as two newly established roles, represents a major milestone and a pivotal opportunity to strengthen leadership capacity and shape the future direction of senior management at TUS. • Chief Operations Officer (COO); executive lead for operational excellence, focused on operational integration and efficiency across the multi-campus context. • Chief Academic Officer (CAO); executive lead providing strategic leadership for academic affairs, teaching, learning, research, academic quality and the student experience across all campuses. There have been two interim phases to the development of Senior Management Structures since designation. Phase 1, involved the VP & Deans Council providing coordinated corporate and academic leadership across the university, ensuring collective decision-making and shared accountability. Phase 2 of the development of the Senior Management Structure is under active development at the time of writing. It involves a Senior Leadership Team (SLT), Senior Management Team (SMT) and Senior Academic and Operations Management Groups. Governing Body has adopted a resolution for the delegation of specified functions by the President to the members of the SMT, comprising the new SLT, in accordance with specified reporting lines, with members of the SMT accountable to the President for the performance of delegated functions.		
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	There is ongoing consolidation of academic faculty structures to enhance coherence, with two new merged Faculties, with further mergers in process as part of a phased approach: ✓ Faculty of Engineering and Technology - unifying the previously individual Engineering Faculties across campuses. ✓ Faculty of Science and Health - bringing together science and health disciplines under one coherent academic structure. A New Academic Department Leadership Forum (ADLF) was established in Semester 2, 2024 - 2025 academic year; bringing together academic Heads of Department across all campuses (C.f. Action 4 (2)). As the new structures are evolving, the principles of the CINNTE recommendations will be embedded to strengthen governance and management, enhance accountability, and ensure continuous quality improvement across all areas of the university's operations. <u>Functions</u> TUS has strengthened key university-wide functions to enhance consistency, coordination, and support for students and staff, consolidating shared services across the university. Some key highlights include: • Establishment of the Centre for Pedagogical Innovation and Development (CPID) as a unitary Centre to lead and promote innovation, diversity and excellence in learning, teaching and assessment, including the use of digital technologies, across TUS. • Integration of two separate HR and Finance functions merged into single functions, with cross-campus management structures. • TUS has established a Policy Unit which has been a key enabler of ensuring consistency as policies are being developed, reviewed and revised. Accordingly, the TUS Policy Unit is responsible for the development, coordination, and review of university corporate policies, ensuring they are consistent with legislative requirements, regulatory frameworks, and best practice. The Policy Unit provides guidance to policy owners, facilitates consultation and approval processes, and maintains a policy repository.		
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	• Establishment of a TUS-wide Graduate School and appointment of the Dean of Graduate Studies/Head of the Graduate School in 2024. • TUS has established a single point of contact for all Central Applications Office (CAO) applications for first-year students. This centralised approach ensures consistency in the application process, provides applicants with clear guidance and support, and streamlines communication between the university and prospective student. • TUS wide Careers and Employability Service which was established in September 2024, under the overall management responsibility of the Dean of Flexible & Work-Based Learning/Director of Industry Engagement. • Establishment of the Transitions and Student Success function and appointment of Head of Function, providing capacity for developing a cohesive framework for supporting students throughout their academic journey. At an operational level, the role of Student Retention Officer was refocussed to serve the entire university, reflecting TUS's commitment to a consistent and coordinated approach to student success. • Appointment of Director of Institutional Research and Data Analytics providing consistent cross campus data to inform evidence-based university-wide decision making. <u>Systems</u> Following a four-phase integration plan designed around consolidation, execution & delivery, further consolidation, and continuous delivery, core IT systems have been consolidated into a single, integrated environment, providing consistent platforms for staff and students and enhancing efficiency across campuses. Key highlights include: • An ICT Systems Integration Manager and a Systems Integration Team established to lead the migration of ICT systems. Comprehensive audit and prioritisation of all systems/applications completed, with detailed migration plans developed. All TUS users are now logged into and using the TUS ICT environment. Unified tus.ie domain with email, OneDrive, and MS Teams fully migrated. Enhanced TUS Website launched (October 2023). • Unit 4/Agresso financial system integrated (October 2021). • A single CORE/HR integrated system implemented in August 2024.		
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	• KOHA library system fully integrated into a single catalogue in September 2025. This provides users across TUS with seamless access to an expanded range of resources, including books, e-books, journals, databases, and digital materials. Library websites have successfully merged into a single platform, accessible at library.tus.ie, creating a centralised access point for all services. • Significant planning underway for the phased integration of Banner 9, followed by merger of associated systems i.e. Module Manager, GURU, exam scheduler Quality Quality at TUS is anchored within a single, university-wide Quality Assurance and Enhancement Framework that is embedded across all campuses. This unified approach ensures that academic standards are protected and continually enhanced. The <u>TUS Academic Quality Assurance & Enhancement Handbook</u> consolidates all TUS quality documents into ten volumes, enhancing accessibility and setting common standards, ensuring coherent practice and unified operating models across core academic and student-facing domains. The <u>TUS Policy on Quality Assurance & Enhancement</u> outlines the dual obligations of internal and external Quality Assurance, aligning institutional processes with QQI, ESG, and national statutory requirements. The Annual Quality Report (AQR) to QQI spans the full university, providing a single, integrated account of institutional quality systems and performance.		
2	Identify any gaps from the resulting analysis in Action 1 (1).		
	Progress Report	Status	Timeline to Completion
	1) Next Phase of Systems Integration - The phased integration of the Banner 9 Student Administration System has begun with the appointment of an Academic Systems Project Manager in June 2025. The integration timeline is anticipated to span circa 24 months. As part of this transition, business processes are being reviewed, aligned, and harmonised to promote data consistency, ensure regulatory compliance, and support a smooth experience for students, faculty, and staff. The goal is to merge the two current student record systems into a single Banner 9 instance.	Substantial Progress & Ongoing	Variable 2028 for some systems

	Aligning of business processes will streamline and standardise processes across campuses, ensuring students receive a consistent, seamless, and efficient service across all locations. Academic Module Manager, Examinations Management System (GURU), and Digitary have been upgraded to the same version across the university, ensuring consistency. Once Banner 9 is fully embedded, these systems will then be integrated, creating a unified environment for programme management, assessment, and student records. This will further enhance operational efficiency while delivering a more streamlined student experience. 2) Organisational Structure • The appointment of the Chief Academic Officer (CAO) and Chief Operations Officer (COO) roles at the commencement of the 2025 - 2026 Academic Year provides a framework for academic and operational leadership and further embedding a unified operating model across the university. • Evolving structures including Executive Deans, are likely to be an important component of the next phase of the new organisational design. Consultation is ongoing with the Department of Further and Higher Education, Research, Innovation and Science in that regard • Faculty Consolidation: TUS will progress the merger of the remaining faculties as part of its ongoing consolidation. This is an important step in strengthening academic coherence and ensuring that students across all campuses benefit from consistent student experience. • The newly established Heads of Department (ADL) Forum is being embedded as a central mechanism for coherence and collaboration across campuses. Establishing a management Forum for Heads of Function is currently being explored (see Action 4 (2)). 3) As part of the Strategic Review of Student Supports Services, through extensive staff engagement, external benchmarking, and analysis by external consultants, a proposed a new organisational structure for student support services is being considered. Key priorities include consistency of provision, equity of experience and cohesion through integration. Work is ongoing on the implementation of the strategic review (C.f. Action 8 (1)).		
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	4) Continued development of unified TUS Policies and Procedures - Developmental work continues to progress the remaining TUS-wide policies to complete the framework of unified regulations policies and procedures, ensuring full consistency, clarity, and transparency across all campuses (C.f. Action 2 (2)).		
3	Develop estimated targets to implement and achieve a unified operational model across any gaps identified in Action 1 (2). Identify associated KPI's and responsible parties.		
	Progress Report	Status	Timeline to Completion
	Estimated targets have been developed with responsible leads identified. Work is actively progressing across all areas identified in Action 1 (2). The indicative area has been mapped to the universities strategic KPI's. It is noted that the completion of some actions, such as the Banner Integration project, is reliant on the support of external partners and the rate of progression is also dependent on the completion of the pilot project in the TU Sector.	Completed	October 2025

Recommendation 2

The review team recommends that TUS develop a single unified QAE handbook, with input from students and staff, to provide an accessible contemporary framework that acts as a single point of reference for quality priorities and processes across the university, and demonstrates openness, transparency, accountability and integrity. This should include a clear definition of the criteria for revalidation of programmes to ensure that the process is efficient and provides the necessary flexibility for programme teams to maintain the relevance and currency of curricula on an ongoing basis, and a robust process for the development and monitoring of the assessment matrices.

Planned Actions

1	Review and streamline the structure of the TUS Academic Quality Assurance and Enhancement Handbook to enhance accessibility of the constituent QAE policies and procedures.		
	Progress Report	Status	Timeline to Completion
	The TUS Quality Assurance and Enhancement (QAE) Handbook has been systematically reviewed and streamlined to improve accessibility of all constituent quality assurance policies, regulations, and procedures. The handbook is maintained by the Quality Assurance and Enhancement Subcommittee and reviewed annually by Academic Council to ensure its content remains comprehensive, adequate, and up to date. To enhance usability, the constituent documents have been collated and restructured into a series of clearly themed Volumes, enabling straightforward navigation and ease of reference. This approach ensures that staff, students, and external stakeholders can readily locate and access relevant policies and procedures. The Handbook is published in full on the TUS website (Academic Quality Assurance Enhancement Handbook - TUS). To further support clarity, a systematic document naming convention has been implemented. All policies are preceded by the prefix 'TUS' to distinguish them clearly from external documents, and each document includes its in-date period to indicate when the next review is due. The handbook contains a TUS European and National Quality System Resources document that contains ready access to relevant Legislation, Statutory Quality Assurance Guidelines, Award Standards and IHEQN Documents.	Completed	October 2025

2	Develop a refreshed plan for the continued development of unified TUS Policies and Procedures and implement the plan accordingly. Identify associated KPI's and responsible parties.		
	Progress Report	Status	Timeline to Completion
	A full review of TUS policies and procedures has been completed to identify gaps in the development of unified policies and associated consultation is underway. Additionally, a number of existing TUS policies are scheduled for revision as their in-date period concludes in 2025. Policy areas have been mapped against TUS strategic KPIs to ensure alignment with institutional priorities. To progress this work, new working groups have been established to address specific policy domains, with clear responsibility for leading further development assigned. A proposal setting out the prioritisation of these policy areas will be presented to Academic Council in December for approval.	Substantial Progress & Ongoing	December 2025
3	In developing the TUS Policies on Programme Validation/Revalidation streamline documentation requirements and processes and ensure efficiency, flexibility and agility. Consider how bureaucratic requirements can be reduced appropriately, as part of the process. Incorporate processes for developing and monitoring assessment matrices.		
	Progress Report	Status	Timeline to Completion
	This has been addressed through the TUS Policy on Taught Programme Validation and Modification and its accompanying TUS Procedures on Taught Programme Validation and Modification . The policy is clearly structured, providing signposts to the statutory and regulatory context, the TUS Awards Framework, validation criteria, and programme and module design considerations. The associated procedures have been significantly streamlined to reduce bureaucracy and enhance efficiency, flexibility, and agility. A single Programme Specification document, generated through the Academic Module Manager system, now serves as the core reference. This programme specification document will generate common content across systems incorporating necessary information for Academic Council planning applications and provides a template for validation meeting agendas. Proportionate procedures are embedded throughout, tailored to award class, type, and ECTS volume, while processes for developing	Completed	October 2025

	and monitoring assessment matrices are incorporated. All supporting processing forms (See Appendices) have been simplified and optimised for both online completion and review, ensuring greater ease of use. The approach is designed to provide a coherent and agile framework for programme validation and modification while maintaining robust quality assurance standards.		
4	In developing the TUS Policy on the Management of the Curriculum, include clear criteria for what constitutes minor and major changes to the curriculum and clear criteria for the requirements for revalidation and effective and efficient ongoing monitoring.		
	Progress Report	Status	Timeline to Completion
	This has been addressed through the TUS Policy on Taught Programme Validation and Modification (Section 10, Modification of a Programme Outside of Programmatic Review). This outlines the Policy position with respect to annual modification of programmes as a result of ongoing monitoring. It is supported by clear procedures in the accompanying TUS Procedures on Taught Programme Validation and Modification (Section 4.0), presented to Academic Council on October 2025. The policy establishes a structured framework to ensure that modifications to taught programmes and their modules are systematically reviewed and approved through transparent processes. To provide the clarity required, the policy introduces two levels of modification: Grade 1 Modifications (Programme-Level, Differential Validation): These constitute defined changes of a very substantial nature that impact on the nature of the award or substantial alterations to the original validation basis. Examples include changes to award type, programme title with disciplinary shift, major structural redesign, or introduction of new delivery modes. Such changes require Academic Council approval and are subject to differential validation, a formal process guided by established procedures. Grade 2 Modifications (Major and Minor Programme/Module Changes): These cover significant changes which may vary from minor to major in their own right depending on the context. Examples include amendments to admissions criteria, module learning outcomes, assessment strategies, or module scheduling. While impactful, they do not impact at the level of the award or core programme learning outcomes. These changes also require Academic Council approval following review and recommendation from subcommittee, with additional quality assurance such as external desk review provided where, for example new, previously unvalidated modules are introduced.	Completed	October 2025

Recommendation 3

The review team recommends that TUS clearly defines the role of representation of the Students' Union on the deliberative and decision-making bodies of the university, including the function of Academic Council and its relationship to the other instruments of governance and management.

Planned Actions

1	Conduct a review on how the role of the Students' Union is defined on the deliberative and decision-making bodies of the university. Include student representation/ Students' Union appropriately in this review.
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	Progress Report	Status	Timeline to Completion
	TUS has designated the Vice President of Student Education and Experience as the formal communication point between the TUS Student's Union and the University, overseeing wider engagement between the Student's Union and the university. The Student's Union is formally represented on the following deliberative and decision-making bodies of TUS in accordance with the TU Act, 2018: 1. Governing Body: Section 9 of the TU Act sets out the 'Functions of Technological University' while the membership of Governing Body is set out in Section 12 (2) <i>The members of a governing body shall be— (e) 3 student union representatives appointed by the governing body.</i> 2. Academic Council. Under Section 6 (2) Governing Body shall make recommendations that specify the number of members of Academic Council and Section 16 (3) (b) (iii) <i>such number of students of the technological university as it considers appropriate.</i> Section 17 of the TU Act defines the Functions of Academic Council . On designation, Governing Body approved a TUS Interim TUS Code of Governance adopted in October 2021, and adapted from a THEA Code of Governance of Institutes of Technology. The Code outlines the Role of the Governing Body, Role of Chairperson and the Role of Members of Governing Body (Section 3). Both TUS Governing Body and	Completed	September 2025

	Academic Council have approved the TUS Academic Council Documentation which includes the Constitution, Composition, Membership, Standing Orders and Bylaws of Academic Council. The Constitution specifies the General and Particular functions of Academic Council and these have been carefully designed to align with the requirements of the TU Act. The Council has nine subcommittees designed to support its work delivering on key strategic themes of TUS. The Academic Council Documentation specifies that both Academic council and each subcommittee shall have representation from the Student's Union. It is noted in this review that neither TU Act, the TUS Interim Code of Governance or the TUS Academic Council Documentation differentiates the role of representation of the Students' Union from other members of these deliberative and decision-making bodies.		
2	Arising from the review specified in Action 3 (1), ensure that the role of representation of the Student's Union is appropriately defined in the Terms of Reference for relevant bodies.		
	Progress Report	Status	Timeline to Completion
	It is the position of TUS that the role of representation of the Students' Union members on the deliberative and decision-making bodies as outlined in Action 3 (1), is equal to that of any other member in the discharge of the statutory function of those bodies as outlined in the TU Act and further elaborated in the Interim Code of Governance and Academic Council Documentation, including the Academic Council Constitution and the Terms of Reference of the individual Academic Council Subcommittees (which clearly define the general and particular function of each committee, respectively).	Completed	October 2025

3	Provide dedicated information sessions to representatives of the Student Union on their role participating on relevant Boards and decision-making bodies to support their effective participation.		
	Progress Report	Status	Timeline to Completion
	To address the underpinning context of this recommendation on clarifying the role of Students' Union representation, TUS will provide dedicated information sessions to ensure SU members understand their responsibilities and can participate effectively in Governing Body and Academic Council as key decision-making bodies. These sessions will focus on explaining the legal and governance structures, particularly the Technological Universities Act, 2018, and TUS's own Code of Governance and Academic Council Documentation. The training will cover the specific provisions of the Act that outline the statutory responsibilities and functions of the Governing Body (which includes three SU representatives) and the Academic Council (with student representation as determined by the Governing Body). The sessions will help SU representatives understand the formal roles and decision-making processes within these bodies, enabling them to recognize how they can play a key role in shaping outcomes. By clarifying the statutory frameworks and their responsibilities within these fora, the training will empower SU representatives to engage effectively and contribute meaningfully to discussions and decisions. While SU representatives are equal members of these bodies, the sessions will emphasize the importance of their active engagement and contribution, ensuring they understand the decision-making processes and their role in shaping outcomes. Additionally, the training will outline how the SU's participation aligns with the university's strategic priorities, helping representatives navigate the relationship with other instruments of governance and management. By equipping SU representatives with this knowledge, TUS aims to enhance their ability to participate fully in discussions and decisions, ensuring they are well prepared and confident in their roles. TUS also acknowledges that given that Student Union Officers change annually, it is important to provide information sessions on an annual basis before the commencement of a new academic year, as part of the Student Union handover between academic year cycles.	Substantial Progress & Ongoing	Quarter 2 2026

Recommendation 4

The review team recommends that TUS further develop and establish effective structures for staff at all levels to give feedback and have their voice heard. This feedback should contribute to TUS decision-making mechanisms.

Planned Actions

1	Document existing structures and fora to collate existing avenues as a communication tool. As part of this identify avenues of communication and input to decision making for academic and professional services staff. Describe the formal academic structures in addition to other committee structures and communication avenues. Utilise the review to inform staff about relevant communication fora and to identify gaps and potential enhancements.		
	Progress Report	Status	Timeline to Completion
	A summary Table describing existing structures available for staff at all levels to give feedback and have their voice heard has been developed. The Table brings together, in one accessible reference point, the various governance and management fora, committees, and working groups that provide opportunities for staff at all levels to share feedback, raise issues, and contribute to institutional planning and decision-making and contribute through wider engagement opportunities. It highlights the wide range of existing avenues for engagement, including at faculty and department level as well as central university-wide governance and management fora, cross functional committees and working groups and less formal fora, such as Communities of Practice. In addition to formal structures, the document also collates information on thematic-specific committees and Communities of Practice, <i>inter alia</i>, which provide flexible opportunities for staff participation on specific initiatives or emerging priorities. As a means of dissemination, the Table will be included as an Appendix in a new TUS document titled <i>TUS Guide to Promoting Equity in Committees and Meetings (place holder title)</i>. The Guide is currently undergoing development and consultation and will be presented to Academic Council and TUS EDI Steering Group in December. This Guide is intended to provide a useful reference point for promoting diversity of representation on committees, where membership is not fixed, in addition to containing meeting etiquette guidelines to promote equity of participation in meetings. By consolidating this information and guidance, in one document it will serve as a reference point for staff	Substantial Progress & Ongoing	December 2025

	and enhance transparency and awareness of the ways staff can engage with and influence institutional processes, reinforcing TUS's commitment to an inclusive and participatory culture, enhancing the ability of staff at all levels to give feedback and have their voice heard which is central to this recommendation.		
2	Establish a process that will lead to the setting up of appropriate Management fora for Heads of Department and Heads of Function.		
	Progress Report	Status	Timeline to Completion
	During Semester 2 of the 2023-2024 academic year, the Deans Council set up an Academic Department Leadership Forum (ADLF). Membership of the ADLF includes all Heads of Department that report to Deans of Faculty. The ADLF has subsequently met and elected a Chair and Vice-Chair. It is in the process of developing and refining its own Terms of Reference which will set out the working arrangements for the ADLF, such as its purpose, chair and membership, and meeting schedule. Reporting avenues for the ADLF will evolve in alignment with the development of the new senior management framework to ensure effective communication and coherence across all levels of leadership. The forum will promote stronger collaboration and shared learning across departments. It will also support the vertical flow of information between Heads of Department and Senior Management Structures, ensuring clearer communication and alignment. It will also strengthen the collective voice of Heads of Department, enhancing their impact on institutional decision-making and academic priorities. A process for the establishment of a management forum for Heads of Function is being considered in the context of the implementation of new organisational structures (Action 1.1), with a key objective being to ensure communication is optimised across TUS.	Substantial Progress & Ongoing	September 2026

3	In developing the TUS Policy on the Management of the Curriculum, make explicit the role of Staff Representation in the Terms of Reference of Faculty, Department and Programme Boards as decision-making bodies.		
	Progress Report	Status	Timeline to Completion
	A Working Group has been established by the Programme Provision and Reviews subcommittee of Academic Council to develop the TUS Policy on Management of the Curriculum. The Working Group has met on three occasions during the 2024-2025 academic year and will continue to meet during Semester 1 of the 2025-2026 academic year. While it has completed work on the TUS Policy on Programme Validation and Modification, work on the TUS Policy on Management of the Curriculum is ongoing, with a resulting policy due to be submitted to Academic Council on December 5 th . This policy will make explicit the role of Staff Representation in the Terms of Reference of Faculty, Department and Programme Boards as decision-making bodies. The policy is being developed through an inclusive, consultative process, guided by a diverse working group of 20 members representing all TUS faculties.	Substantial Progress & Ongoing	December 2025
4	Conduct a biennial All Staff Survey. Utilise the survey outputs to inform decision making in relevant governance and management fora and committees.		
	Progress Report	Status	Timeline to Completion
	An All-Staff Barometer survey was conducted in April 2025. Launched by the TUS President, the focus of the survey was to garner staff perspectives on the progress being achieved in developing a coherent culture for TUS, which is a Strategic Priority related to People & Organisation. The survey also sought to determine the staff sense of belonging with the campus community, that connects beyond the physical environment to help understand the experiences, challenges, and recommendations that would improve workplace culture and overall sense of belonging within TUS. As part of an ongoing utilisation of the survey outputs, results from the All-Staff Barometer survey will be examined and inform decision making in relevant governance and management fora and committees. While an overview of results will be presented to the EDI Steering Committee and Senior Management, consideration of results pertaining to sections of survey will be as follows:	Completed	April 2025

	• TUS Culture and alignment with TUS Values: outputs will be assessed by President and feed into the next phase of strategic planning for TUS. • Management and Governance: results will downstream from presentation to Senior Management to other management fora, formal and informal. • Staff participation and support: feedback on career development support and continued professional development will inform relevant activities within HR, CPID and Research. • Equality, Diversity & Inclusion: actions required to address responses will be reviewed and monitored by EDI Steering Committee • Sustainability: outputs will inform work of TUS University Sustainability Committee • Healthy Campus: feedback received will feed into action plan being developed under auspices of EDI Steering Committee and University Sustainability Committee on promoting health and well-being in TUS. • Communication and Information: results will influence communication strategies being developed by Office of the President.		
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Recommendation 5

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.

Planned Actions

1	Consult with Heads of Department via a bespoke post CINTE Report Focus Group as part of a needs analysis on supports. Triangulate the outputs of the Focus Group with feedback provided by Heads of Department via the TUS Leadership Programme delivered by Advance HE. Further utilise the Staff Survey process to gain further perspectives and feedback from Heads of Department on supports required.		
	Progress Report	Status	Timeline to Completion
	Two Focus Groups were conducted with Heads of Department to discuss this recommendation and to collate the views of Heads of Department on the implementation of actions to address the recommendation. The process was facilitated by the Quality Office and a total of 22 Heads of Department participated in the process, with very strong engagement. Feedback from Heads of Department was also obtained via the TUS Leadership Programme, delivered by Advance HE in conjunction with TUS HR. This feedback was collated under a number of emerging themes identified as part of the Leadership Programme using a 'Think' 'Do' 'Be' matrix format. The feedback from the Focus Groups was triangulated to the themes identified in the Advance HE Leadership Programme. A Report of the outputs was prepared and shared back with Heads of Department for further reflection and feedback. The outputs from both processes collate a broad perspective on the view of Heads of Department on how they may be supported in their role, as indicated in this recommendation.	Completed	The consultation is in progress but will be completed by end October 2025 & before submission of response

2	Arising from the consultation process as specified in Action 5 (1), consider how best to develop and deliver appropriate supports within viable parameters.		
	Progress Report	Status	Timeline to Completion
	The path forward was discussed during the Advance HE leadership programme and during the Focus Groups (Action 5 (1)). It was noted during the Focus Groups, that some of the issues identified are linked with systemic change in the context of TU integration and would require sustained and ongoing emphasis. Examples include embedding and optimising new communication avenues/input to decision making (vertically and horizontally) across the new organisational structure and equity of scale and scope of role in terms of longer-term alignment of Faculty and Department structures. HR are also actively looking at the recommendations emerging from Advance HE as part of its ongoing implementation. The Report of the Focus Groups aligned with the Advance HE emergent themes has been shared with the HR function. It has also been provided to Heads of Department and the newly established Vice Chairs of the newly established Academic Department Leadership Forum (ADLF) (C.f. Action 4.2) as a resource for further consideration of the path forward at that forum.	Substantial Progress & Ongoing	September 2026 and Ongoing
3	Establish a process that will lead to the setting up of appropriate Management fora for Heads of Department and Heads of Function, in line with Recommendation 4 (2).		
	Progress Report	Status	Timeline to Completion
	As outlined in recommendation 4 (2), a process leading to the establishment of a management forum for Heads of Department was developed during the 2024 - 2025 academic year. A process for the establishment of a management forum for Heads of Function is being considered in the context of the implementation of new organisational structures, with the appointment of the TUS Chief Operations Officer (August 2025) and Chief Academic Officer (September 2025). Please see Recommendation 4 (2) for further context.	Substantial Progress & Ongoing	September 2026

4	Deliver a Bespoke Leadership Programme in partnership with Advance HE for TUS Management, including Heads of Department.		
	Progress Report	Status	Timeline to Completion
	The Bespoke Leadership Programme developed by Advance HE for TUS Management was delivered over a 9-month period in 2024/2025. The programme focused on how Deans/Heads of Department and Vice Presidents/Central Services Managers need to work through leadership and management skills, particularly in the context of multi-campus/hybrid working, change management, whilst simultaneously building organisational culture for the new institution of TUS. Advance HE conducted an evaluation to identify perceived gains and changes in participants' knowledge, confidence and skills to manage and lead effectively and efficiently by performing an entry-exit online survey comparison in terms of individual-level impact. Results highlighted a 25% increase in perceived leadership knowledge, confidence and skills, with changes in leadership skills and confidence following in turn (a 7% and 6% increase respectively).	Completed	April 2025

Recommendation 6

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.

Planned Actions

1	Implement the recommendations from the internal audit review conducted by Deloitte on Resource Planning and Allocation Process.		
	Progress Report	Status	Timeline to Completion
	All of the recommendations of the Deloitte report were accepted by management. In total there were 4 moderate recommendations. The report and recommendations identified a number of areas for improvement around the resource planning and allocation process within TUS, which will contribute towards developing and improving the process. Key areas to note would be the development of a live workforce plan to facilitate the dynamic process, adopting to the different budget timelines, and alignment of the Academic Programme Portfolio Planning (APPP) with the resource planning and budgeting process. Progress was made during the 24/25 planning cycle and further enhancements, in line with the recommendations, are planned for the 25/26 planning cycle which will commence in Q4 2025.	Substantial Progress & Ongoing	Q4, 2026
2	Finalise, approve and implement a Learning & Development Policy for all TUS Staff. Establish a TUS Staff Learning & Development Steering Committee		
	Progress Report	Status	Timeline to Completion
	A Draft Learning & Development Policy has been developed, which includes provisions for the establishment of Learning and Development Steering Committee. Consultation has been undertaken with Centre for Pedagogical Innovation and Development, Finance Office and VP and Deans Council. Additional consultation to be undertaken with TUI in Semester 1 2025-2026. Approval of policy is planned for Q1 2026.	Substantial Progress & Ongoing	June 2026

3	Roll-out a Learning Management System for TUS Staff.		
	Progress Report	Status	Timeline to Completion
	TUS Staff Training Portal (Potential.ly), a centralised hub for professional and personal development across the University, was rolled out on 1 st September 2025. As part of this initial rollout, a Training Calendar, outlining upcoming training events taking place across TUS was introduced. More content, features, and learning pillars on the Potential.ly portal will continue to be developed over the academic year 2025-2026.	Completed	September 2025
4	Develop, approve and implement a Health and Wellbeing Framework and Policy in support of our commitment under the HEA Healthy Campus Charter.		
	Progress Report	Status	Timeline to Completion
	Consultations took place during academic year 2024-2025 to inform the Health and Wellbeing Framework and Policy. These included: • Inclusion of Health Promotion related questions in the 2025 Staff Barometer survey • Focus groups with staff, using the Healthy Campus Self Evaluation tool • Healthy Campus session at TUS Managers meeting in April 2025 Analysis of these consultations will be shared with the TUS EDI Steering Committee in Semester 1 Academic Year 2025-2026. A Healthy Campus Sub Committee, reporting to both the EDI Steering Committee and TUS University Sustainability Committee will be formed in academic year 2025-2026 to guide the development of the Health and Wellbeing Framework and Policy	Substantial Progress & Ongoing	June 2026

Recommendation 7

The review team recommends that TUS reviews 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.

Planned Actions

1	Through the Student Communications Working Group, and/or subsequent forum, conduct a communication needs analysis that takes clear account of student communication needs, the discreet communication requirements, and suitable communication channels for different student demographics in the multi-campus context.		
	Progress Report	Status	Timeline to Completion
	TUS recognises that the communication needs of our students are complex and multidimensional, shaped by diverse student cohorts, varied programme modes, and the multi-campus context. A Student Communications Working Group was established and conducted a desk-based review and organised a variety of consultation meetings. The Desk Review included an analysis of the CINNTE Self-evaluation data conducted with a broad range of student focus groups, in addition to the self-evaluation and outputs of two key strategic reviews: Strategic Review of TUS Student Services and the TUS Library. During the 2023 - 2024 academic year, primary research was conducted through consultation meetings with: • Students Union Representatives • Student Services Managers • Corporate Communications Representatives • Transitions and Student Success Representatives The communication needs analysis sought to explore and understand these diverse requirements, including the most suitable channels for different groups and provided invaluable insights to inform TUS approaches going forward. Arising from the initial findings of the needs analysis, two significant initiatives were undertaken. 1) TUS AI Virtual Assistant (Chatbot)	Completed	December 2025

	This involved a digital first approach, with the overall aim of enhancing the student experience when accessing service-oriented information relating to day-to-day student life by developing and piloting an AI chatbot designed to support students. The Chatbot amalgamates data from information centres/support areas to act as a universal digital information support centre for students. 2) TUS Starter Pack The TUS Starter Pack is an online resource to help new students, especially first years prepare for university life and make a confident, smooth transition into higher education. It is designed to answer common questions, reduce uncertainty, and connect students with the full range of wraparound services available—including academic supports, health and wellbeing, and financial advice. A review of the effectiveness of these initial supports was undertaken to gain insight to support further development and enhancement of these communication channels. This work led to the development of a TUS Student Communications Commitment Statement which has been incorporated into the University Quality Assurance and Enhancement Handbook.		
2	Taking account of the findings of the needs analysis as specified in Action 7 (1), develop a co-ordinated and holistic strategy that addresses the communication requirements of TUS Students and identifies key actions for implementation.		
	Progress Report	Status	Timeline to Completion
	Following the needs analysis, the Student Communications Working Group is currently developing a comprehensive <i>TUS Student Experience Communications and Engagement Strategy</i>. The strategy will be evidenced-based and informed by the strategic analysis of student communications needs addressed under Action 7 (1). This holistic strategy will be designed to reflect: 1. the diverse student population; 2. multi campus locations; 3. multiple discipline and programme offerings; 4. disparate service needs.	Substantial Progress & Ongoing	June 2026

	The overall aim of the strategy will be to position and enable TUS to affect the supply of dynamic, accurate and timely student information, using a range of media channels across the student lifecycle and journey. The strategy will incorporate key action goals and deliverables, in addition to the development of new communication products, including: 1. TUS Communications Commitment Statement; 2. TUS Student Starter Pack; 3. ChatBot Solution [building on the pilot, a phased rollout basis across the functions of TUS to support effective and efficient student initiated ubiquitous communication with TUS using the outcomes and impacts of a pilot phase to inform future development]; 4. Student E-Zine; 5. Virtual University Maps; and, 6. Reconfiguration of Student Information on TUS website. The TUS Student Starter Pack provides a one stop shop to all the relevant information to support the student experience that is relevant to the stage of the student journey in TUS. This is to ensure the efficient and effective availability of information to students based on their specific needs.		
3	Implement the strategy and associated actions identified during Action 7 (1). Identify associated KPI's and responsible parties.		
	Progress Report	Status	Timeline to Completion
	An implementation plan is being developed to identify timelines and enable timely implementation of the strategy and development of the key deliverables. The deliverables are also being aligned to the University Strategic Plan and HEA Systems Performance Agreement.	Substantial Progress & Ongoing	Sept 2026 - December 2028

Recommendation 8

The review team recommends that TUS enhance the provision of student support services to ensure that all students have access to support that is consistent across the university, irrespective of level of study, stage of their learning journey, or campus.

Planned Actions

1	Implement the strategic review of student support services recommendations to ensure high quality service provision for all students, while appropriately addressing the multi-campus context of TUS. As part of this, address the challenges of cohesion and consistency of service provision and equity of student experience across all campuses.		
	Progress Report	Status	Timeline to Completion
	In summer 2024, TUS engaged PwC to develop strategic options for enhancing Student Support Services. This review, grounded in the Student Support Services Self-Evaluation Report, Peer Review Group recommendations, the QQI CINTE Institutional Review (2024), and the HEA System Performance Framework (2023-2028), highlighted the need for transformation to deliver high-quality, equitable services across TUS's multi-campus environment. The review identified four central priorities: 1) Consistency of Provision: Standardising services to ensure that all students, regardless of campus or study level, can access the same high-quality supports. 2) Equity of Experience: Achieving a fair balance in staffing, resources, and leadership across campuses, while addressing disparities in grading and workload. 3) Cohesion Through Integration: Replacing outdated legacy structures with a unified framework that empowers the Vice President for Student Education and Experience (VPSEE) to deliver a cohesive strategy. 4) Innovation and Technology: Leveraging digital platforms for communication, remote access, case management, and data analytics to enable scalable, accessible, and efficient services. PwC, through extensive staff engagement, external benchmarking, and workshops, have in June 2025, proposed a new organisational structure for student support services built on three integrated pillars: • Access & Widening Participation (including disability supports and pre- and post-entry initiatives).	Substantial Progress & Ongoing	June 2026

	• Student Affairs (health, counselling and wellbeing, pastoral care, healthy campus, and societies). • Student Experience (onboarding, induction, digital and communications, guidance, learning support, and staff liaison). Digital transformation and process improvements are required to address inefficiencies and rising costs to ensure continued service sustainability. By implementing the review's recommendations, TUS can establish a student-centred, future-ready support system that guarantees cohesion, consistency, and equity across all campuses. This transformation will not only enhance student satisfaction, retention, and progression but also strengthen TUS's national standing, international reputation, and capacity to meet its strategic and performance commitments. The TUS Executive is currently considering this new structure which is designed to meet the significant needs identified by CINNTE and the Institutional Strategic Review.		
2	Continue to build the growing provision of Societies and support the associated social activities and events to add greater value to the overall student experience in TUS.		
	Progress Report	Status	Timeline to Completion
	TUS Societies forms a central pillar of life in TUS for students and there is a diverse range of Societies for students to join. TUS recognises that joining a society provides the opportunity for students to learn new skills and meet new people to share the student experience with. It provides students with the opportunity to get to know people with similar interests and expand their network across courses. TUS has continued to grow its Societies with 105 Societies now in operation in September 2025, yielding a diversity that practically every interest is catered for. TUS has funded the appointment of a Societies Officer, reporting to the Vice President Student Education and Experience, to support the activities of societies at TUS. The appointment of the Societies Officer has streamlined the management of societies, enhanced student engagement, and ensures compliance with institutional policies. The work has included the development of a Governance Framework for TUS Societies, a Student Societies Registration System and an Event Management Toolkit and Financial Management Reporting. The role has also supported the provision of training and support for Society Officers.	Completed	June 2025

3	Embed the provision of services on a cross-campus basis by the Careers and Employability Service. To further support consistency, develop a TUS Policy on Student Placement.		
	Progress Report	Status	Timeline to Completion
	TUS formally established a university-wide Careers and Employability Service in September 2024, with the roll-out of the Careers and Employability service in the Midlands Campus, with unified TUS-wide management. This has supported consistency in the delivery of a vital service and support for students, staff and a very broad range of TUS placement provider partners. The TUS Careers and Employability Services support students and graduates to identify, develop and enhance their employability skills toward realising their career objectives and maximising their personal and professional potential. Supports are provided in partnership with academic and professional services to enable students enhance their discipline specific competencies, graduate attributes and employability. Support is available to all students in the form of one to one, group career and educational guidance, workshops, seminars and associated events. The service also provides support to individuals and programme boards in the administration of Student Work Placement. For example, in the 2024/2025 circa 4,000 work placements were facilitated across the University. TUS Careers and Employability services has evolved service provision to respond to emerging needs of employers. To this end it has successfully implemented the use of AI Tool - 'Career Set', to support 5,555 CV reviews for students while also expanding opportunities to engage with students on our campuses. To further support consistency the service engaged in an extensive consultation process following across TUS, to develop a TUS Policy on Student Placement. The resulting Policy was approved by TUS Academic Council in June 2025 and is available at: TUS Student Placement Policy. Through this Policy, TUS aspires to create a supportive structure for all stakeholders, students, academic staff, and placement providers fostering meaningful and safe work-based learning experiences. The principles and guidelines herein emphasise the integration of placement opportunities into academic curricula to complement theoretical learning with practical skills and career development. This Policy underscores TUS's strategic goal of embedding placement into all Level 8 (ab-initio) programmes, ensuring students benefits from opportunities that enhance their academic journey and professional readiness, preparing them to meet the demands of a dynamic global workforce.	Completed	June 2025

	The success of an integrated TUS Careers & Employability Service is evidenced in the HEA Graduate Outcomes Survey for 2023, as released in November 2024. TUS has the highest number of honours degree graduates in the country in employment nine months after graduation, 87.4% of 2023 TUS honours degree graduates are in employment. As many as 96.3% of these TUS engineering, manufacturing and construction graduates are in employment, outperforming the national average by over 16 per cent.		
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Recommendation 9

The review team recommends that TUS ensures that the Library is represented at high level strategic, operational and financial decision-making processes.

Planned Actions

1	In implementing the finding of the Strategic Review for TUS Library Services, include Library representation on fora, as appropriate.		
	Progress Report	Status	Timeline to Completion
	The strategic review of the TUS Library in 2024, involved all library staff, and has enabled the formulation of the proposed <i>TUS Library Strategy 2025-2029</i>. Work is ongoing on the implementation of the findings of the review, including the development of the strategic plan which is at an advanced stage of preparation. In line with this CINNTE recommendation and the findings of the strategic review, strengthening library representation on a broad range of internal fora, is a key enabler and objective. This includes Academic Council and its Subcommittees and other panels involved in programme development and programmatic review, <i>inter alia</i>. Accordingly, TUS Governing Body approved the composition of Academic Council for the period 2026 - 2029 in September 2025, and this now includes the Head Librarian as an Ex Officio member. All subcommittees of Academic council will also have library representation. The TUS Policy on Programme Validation and Modification, approved by Academic Council in October 2025, also includes for library representation on Internal Review Panels during programme development. The library is also represented on the University's Research Ethics Committee and the Academic Integrity Committee, in addition to a range of Communities of Practice. Ensuring a Library management representative on Academic Council would enable the management and communications of the activities and deliverables related to the achievement of this goal and the activities associated with the other three of the four pillars of the Strategy. See 2 below also.	Completed	September 2026

2	Arising from the consultation, implement appropriate initiatives to enable effective input by Library at appropriate fora.		
	Progress Report	Status	Timeline to Completion
	The development of the library strategy has included extensive stakeholder consultation in the context of the self-evaluations leading to the internal Strategic Review and CINNTE. Consultation with all TUS Library staff members across the TUS campuses has equally enabled the analysis and formulation of the draft Strategy. This has resulted in four key pillars being identified in the strategy, each with respective goals and associated planned activities: • Pillar 1: Students and Learning; • Pillar 2: Open and Sustainable Processes, Products and Practices; • Pillar 3: Enabling Digital and Physical Environment; • Pillar 4: Fostering Engagement, Community and Partnership. The pillars are further supported by a series of Strategic Enablers and Goals. Staff members of the TUS Libraries will enable the achievement of these goals and associated initiatives led by the senior library management team. In conjunction with the increased library representation as outlined in Action 9 (1), the strategy will guide the implementation of initiatives to enable effective input in diverse fora across the University. The library strategy is due to be completed and approved in Quarter 1, 2026. As outlined in Action (1) library is now represented in a broad cross-section of TUS fora.	Completed	September 2025

Recommendation 10

The review team recommends that TUS continues to build strong partnerships with Education and Training Boards (ETBs), employers and other partners in the provision of a greater numbers of apprenticeships across existing and new disciplines to meet regional needs.

Planned Actions

1	Strengthen ETB Partnerships by developing further pathways of progression from ETBs to TUS.		
	Progress Report	Status	Timeline to Completion
	As part of the National Tertiary Project, TUS is a member of a strategic alliance with both Limerick Clare ETB and Tipperary ETB on the co-delivery of a number of Level 8 programmes. This collaborative initiative is focused on developing new pathways of progression to enable students to start their learning journey within the ETB and seamlessly progress to one of our TUS campuses to complete their studies. Working groups between TUS and our ETB partners have been established to identify suitable programmes that can provide educational offerings regionally across Limerick, Tipperary and Clare to students. This work further enhances the collaborative partnerships that TUS has with ETBs in the region. Programmes being offered include existing TUS Level 8 programmes including Business, Mobile and Web Computing, as well as the development of new common year programmes in Digital Arts and Applied Sports Science which offer students a choice of three different programmes after completion of the common year 1. As the collaboration between TUS and the ETBs continues there is potential to develop new co-designed, co-delivered programmes that address key skills within the region. This initiative strengthens the working relationships between TUS, LCETB and TETB as well as widening access for students to study regionally. TUS also has long-standing partnerships with ETBs, built through decades of collaboration on craft apprenticeships (Craft Apprenticeships - TUS). ETBs act as the Coordinating Providers, while TUS serves as a Collaborating Provider, delivering the Phase 4 and Phase 6 elements of these programmes. This relationship has created a culture where progression opportunities are embedded in the apprenticeship journey. Building on this tradition, TUS has developed	Completed	September 2025

	a broad range of direct entry and advanced entry routes from craft qualifications into higher education where holders of Senior Trade or National Craft Certificates may be considered for advanced entry, typically to Year 2. Progression has also been expanded through consortia-led apprenticeships, most notably the Industrial Electrical Engineering BEng (Level 7). It is a consortia-led apprenticeship developed by TUS and industry partners to address a significant skills and knowledge gap between qualified electricians and industrial engineers in the electrical field. Partnership building will continue and remains an ongoing focus for TUS, extending to other initiatives and new apprenticeship developments emerging in the years ahead. It is also anticipated that there will be expansion of progression pathways via consortia-led apprenticeships. Actions taken include: • Craft Apprenticeship Pathways: Direct entry routes into higher education for qualified craft apprentices. • Advanced Entry Opportunities: Including Mechanical, Electrical, Electronic, Precision, Agricultural, and Renewable & Electrical Energy Engineering degree programmes allow holders of Senior Trade or National Craft Certificates to apply for advanced entry, typically into Year 2. • Industrial Electrical Engineering BEng (Level 7): Specifically designed with industry for qualified craft electricians, ensuring progression from Electrical Apprenticeship (Level 6). • ETB Collaboration on Craft Delivery: Long-standing role as Collaborating Provider for Phase 4 and Phase 6 apprenticeship training. The frequency of communications with ETBs has been successfully increased and is now regular and collaboration has been further strengthened, with their inclusion in graduation events and related activities. Ongoing work to further strengthen ETB partnerships include: • formalising ETB progression pathways through the development of Memoranda of Understanding (MoUs). • extend collaboration to a wider range of ETBs. • enhancing communications to systematically promote progression opportunities. • developing longitudinal tracking systems to monitor learner progression from ETBs into apprenticeships and higher education at TUS.		
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2	Expand the provision of the Access to Apprenticeship programme by delivery in collaboration with Longford Westmeath ETB at the TUS Midlands campus.		
	Progress Report	Status	Timeline to Completion
	The Access to Apprenticeship Programme (ATA) has been expanded to TUS Midlands during the 2024 - 2025 academic year. In collaboration with Longford Westmeath ETB, this initiative aimed to establish a dedicated Midlands hub for ATA delivery, ensuring equitable access for learners across the region. Key actions taken have included: • Programme Establishment: The ATA Midlands programme was formally launched in April 2025 at the Midlands campus, supported by Longford Westmeath ETB. • Delivery Model: The programme operates across both TUS and ETB facilities, with practical modules delivered in Midlands campus and nearby ETB training centres. • Recruitment and Outreach: A tailored recruitment strategy was implemented, with strong collaboration with local ETB schools, Youthreach centres, and guidance counsellors. The impact of the initiative is evidenced by the high demand with the intake exceeding 70 applications from a broad geographical reach for 16 places in the most recent cohort. Early graduates are already progressing into apprenticeships, following pathways created with employer partners. The programme is successfully engaging underrepresented groups, students from socio-economically disadvantaged backgrounds and rural areas.	Completed	April 2025
3	Build and maintain positive relationships with employers to facilitate smooth transitions for Access To Apprenticeship graduates.		
	Progress Report	Status	Timeline to Completion
	The CINNTE Review highlighted employer engagement as a critical factor in expanding apprenticeship provision and ensuring that Access to Apprenticeship (ATA) graduates have clear progression routes into employment. Significant progress has been made in establishing and nurturing employer relationships to support graduates in their transition into craft apprenticeships and related roles, including:	Completed	October 2025

	• developing a structured programme of employer engagement including site visits, workshops, and employer participation in career events and outreach sessions; • close collaboration with employers to enable smooth transitions from ATA into apprenticeships, with direct placement pathways established into construction, electrical, and mechanical trades; • Innovative initiatives such as the “speed-dating” format for employer engagement have been trialled, allowing ATA participants to connect with multiple employers and secure opportunities.; • actively engaged with employers across the region and has begun embedding connections into national apprenticeship consortia. Graduate Outcomes: ATA graduates from both Midlands and Midwest campuses have progressed into apprenticeships with a range of employers. The employers have welcomed the structured preparation ATA provides, highlighting that graduates arrive work-ready, with basic craft skills and employability training already in place.		
4	Develop a range of New Apprenticeship programmes by further developing innovative Consortium-led partnerships.		
	Progress Report	Status	Timeline to Completion
	TUS is actively engaged in the development of Consortium-led apprenticeships, with new programmes progressing across ICT, construction, engineering, and business disciplines. This work reflects national and regional priorities to broaden apprenticeship pathways beyond the traditional craft model, ensuring relevance, quality, and sustainability. TUS also continues its role as coordinating provider for the Industrial Electrical Engineering Apprenticeship (Level 7) in partnership with TU Dublin. A draft Memorandum of Understanding (MoU) with ATU is awaiting internal approval, which will expand delivery of this national apprenticeship across multiple sites. This demonstrates TUS’s leadership in developing significant Consortium-led Apprenticeship with strong industry support and involvement, ensuring sustainable national provision. Actions taken have included: • Advanced Quantity Surveying (Level 9): Launched in September 2024, with 11 apprentices now registered.	Substantial Progress & Ongoing	September 2026

	• Accounting Technologist Apprenticeship (BSc): Approved and launched in September 2025, marking a significant expansion into business and accounting. • Industrial Electrical Engineering Apprenticeship (Level 7): TUS acts as coordinating provider with TU Dublin as delivery partner. A draft MoU with ATU is awaiting approval to expand delivery nationally. This is a significant national Consortium-led Apprenticeship, delivered across multiple sites with strong industry support. • Software Testing (Level 6): At stage 8 of the 10-step development pathway, preparing for rollout. • Road Surface Technical Operative (RSTO): At step 6 of the 10-step framework; progressing well through NAO and HEA processes. • Lift Truck Powered Access (LTPA): At step 1.4, with industry partners considering scope expansion to forklift operations. • Quantity Surveying (Level 6-8): Joint development underway with ATU Sligo. • Industrial Electrical Apprenticeship (Level 8): At step 1, in early scoping with industry and employers. Consortium-led Apprenticeships in development include: • Lift Truck Powered Access (LTPA). • The Manufacturing Apprenticeship Level 7 provision expansion has been approved, building on the existing Level 6 Manufacturing Apprenticeship and expanding progression pathways. • Approval and launch of the Software Testing Apprenticeship by September 2026. • Advance RSTO development through 2025 and 2026 with the view of approval and roll out in late 2026. • Progress the Level 6 - 8 QS Apprenticeship with ATU Sligo. • Expand provision of Advanced QS (Level 9). • Continue development of the Industrial Electrical Apprenticeship (Level 8). • Finalise MoU with ATU to expand national delivery of the Industrial Electrical Engineering Apprenticeship (Level 7).		
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Recommendation 11

The review team recommends that TUS strengthens progression pathways for students, particularly from a lifelong learning perspective.

Planned Actions

1	<i>Continue to embed and maximise access, transfer and progression pathways within the TUS programme portfolio including leveraging cross-campus and inter-faculty synergies.</i>		
	Progress Report	Status	Timeline to Completion
	TUS has actively worked to embed and expand access, transfer, and progression pathways in the programme portfolio across all campuses. The TUS Admissions, Transfer and Progression Policy (2025-2028) was approved by Governing Body in September 2025 and outlines institutional processes supporting learner admission, transfer and progression. The Policy confirms that TUS admits, transfers and progresses students across accredited programmes from NFQ Levels 6 to 10, with flexible and advanced entry routes supported by the Faculty of Continuing, Professional, Online and Distance Learning in TUS Midlands and Faculty of Flexible and Work-Based Learning in TUS Midwest. In parallel, the TUS Policy on Recognition of Prior Learning (RPL) supports lifelong learning through access, exemptions, and credit recognition. Structured progression pathways such as the FET Progression Pathways Scheme and the Certificate in Transition to Higher Education (Level 6) offer defined entry routes into higher awards. Springboard, HCI, Stimulus and ICT initiatives have created valuable funding opportunities that have further broaden access to education. The Certificate in Transition to Higher Education and Access to Apprenticeship programmes also supports mature and underrepresented students preparing for full-time study, and now offered across all campuses. TUS supports a variety of access routes including the HEAR and DARE scheme, in addition to the University of Sanctuary, Foundations in Higher Education Programmes and Tertiary Education Programmes. From a life-long learning perspective, the Flexible and Professional Learning Website and the 2025 Flexible Learning Programme Guide supports the signalling of progression pathways by outlining clear course structures, entry requirements and progression pathways for life-long learners that help prospective students identify progression opportunities.	Completed	October 2025

2	Continue to design all programmes clearly identifying modes of delivery and progression pathways.		
	Progress Report	Status	Timeline to Completion
	TUS designs all programmes in line with the TUS Policy on Taught Programme Validation and Modification , ensuring that modes of delivery and progression pathways are clearly defined at the point of validation. The Policy emphasises that programmes are validated for full-time, part-time, blended, or online delivery as appropriate, with careful consideration of workload balance, credit allocation, and the relationship between directed and self-directed learning. Any subsequent introduction of a new delivery mode undergoes a separate validation process to maintain quality and consistency. Each Programme Specification document have bespoke sections that identify the requisite access, transfer and progression criteria and clearly signal progression pathways. During the 2024 - 2025 Academic Year, TUS engaged in a significant programme of Differential Validations to introduce new Part-time delivery modes for FTE programmes where such a delivery mode had not existed. Programme validation reports published on the TUS website at New Programme Validation Reports consistently reference progression pathways as a standard part of programme design. These reports evidence cross-campus and inter-faculty collaboration, with examples of flexible learning options embedded into new and revised programmes.	Completed	October 2025
3	Continue to make all learners aware of progression pathways available to them on all current part-time flexible programmes, in particular all Full Time Equivalent Programmes.		
	Progress Report	Status	Timeline to Completion
	TUS has made progression routes more visible and accessible for prospective learners, particularly those engaged in lifelong learning. The Flexible and Professional Learning Website promotes part-time and online programmes from NFQ Level 6 to Level 9, designed to support career development and educational advancement across campuses. The Flexible & Professional Learning Hub serves as a central resource for programmes from NFQ Level 6 through Level 9, supported by an interactive Part-Time Programme Guide that helps students explore their next steps. The Flexible and Professional Learning Website also highlights structured routes across part-time, online, and blended programmes. Progression routes are clearly referenced across part-time programmes, such as the programmes listed	Completed	October 2025

	on the Midlands Campus Flexible and Professional Learning page and Midwest Flexible and Professional Learning page, along with a page on the TUS Website giving details of progression pathways for students applying to TUS with a Further Education and Training programme. TUS has a Masters Progression Pathway application page for postgraduate diploma holders to simplify the application process. Additional resources like the Autumn 2025 Flexible Learning Guide and support from the CPID and Access Services further reinforce the university's commitment to flexible, lifelong learning. The Autumn 2025 Flexible Learning Programme Guide reflects TUS's ongoing commitment to supporting learner progression. It outlines a wide range of part-time and flexible courses designed to help individuals upskill, advance their careers, or continue their education. The guide provides information on entry requirements and course structures, helping learners identify opportunities to build on existing qualifications and move forward in their educational journey. Programme coordinators and lecturers also continue to play a key role in ensuring learners are fully informed of progression pathways on all part-time flexible programmes, including on options for progressing to their full-time equivalents. They ensure that students can make informed decisions about their academic journey.		
4	Review and enhance information available on relevant flexible learning programme websites/pages regarding progression and transfer opportunities.		
	Progress Report	Status	Timeline to Completion
	TUS has enhanced the visibility of progression and transfer opportunities across its flexible learning platforms. The Flexible and Professional Learning Website and Part-Time Degree Programmes page now clearly reference progression routes for each programme. The Admissions, Transfer and Progression Policy (2025-2028) further outlines institutional processes supporting learner progression and is published on the TUS website. Additionally, the Autumn 2025 Flexible Learning Programme Guide provides structured course information to help learners identify pathways for continuing education and career development for life-long learners.	Completed	October 2025

Recommendation 12

The review team recommends that a robust governance structure for research activity is established university wide by TUS to support research activity and engagement. A central database of information about TUS research should also be developed.

Planned Actions

1	Establish and embed the Graduate School Faculty Board and the Faculty Research Committees (FRCs) to enable consistent governance across TUS for postgraduate research activity.		
	Progress Report	Status	Timeline to Completion
	The Graduate School Faculty Board has been established, and its Terms of Reference have been approved. The Graduate School Faculty Board met twice during the 2024-2025 academic year. The Board encompasses academics from all seven TUS campuses. It is constituted with a strong gender balance and is also representative of RDI's trajectory in commercialisation and innovation. The Faculty Research Committees have also been established in line with TUS Research Degree Regulations and are now operational across all Faculties in line with the <i>TUS Postgraduate Research Regulations 2023-2026</i>. Research Development and Innovation is also represented on VP and Dean's Council of the university, as well as other boards and committees that are central to the governance and further development of research activities including the IP Committee and the University Ethics Committees.	Completed	April 2025
2	Develop policy and procedure to enable good research practice in line with the <i>HEA Principles of Good Practice in Research within Irish Higher Education Institutions</i> .		
	Progress Report	Status	Timeline to Completion
	TUS has developed a comprehensive suite of policies and procedures designed to uphold the highest standards of research practice and integrity. These frameworks collectively provide clear guidance on postgraduate research, doctoral pathways, ethics, authorship, and progression, ensuring consistency, transparency, and accountability across	Completed	April 2025

	all research activities. By aligning institutional regulations with international best practice, they foster a supportive environment for researchers, safeguard research quality, and strengthen trust with industry, academic partners, and society. The key policies and procedures developed include: • TUS Postgraduate Research Regulations • TUS Framework for the Development of Professional Doctorates in TUS • TUS Postgraduate Research Regulations for Professional Doctorates • TUS Regulations for Industry-Based PhD Research Degrees • TUS PhD Thesis/PhD Thesis by Publication • TUS Progression Assessment Guidelines • TUS Ethics Policy for Researchers • TUS Research Integrity Policy • TUS Authorship Policy A significant addition has been the development of Good Research Practice Guidelines that are directly based on the 'HEA Principles of Good Practice in Research Within Irish Higher Education Institutions' and also aligns with 'Ireland's Framework of Good Practice for Research Degree Programmes'. The TUS Good Research Practice Guidelines 2025 - 2028 was approved by Academic Council in March 2025. These guidelines will ensure consistency and alignment with accepted international norms and best practices. The guidelines apply to all employees of the TUS, all TUS students undertaking research, and to all Adjunct, Emeritus, and visiting personnel officially engaged in research activity at TUS and/or undertaking any research activity in TUS. Accordingly, the document sets out a series of guiding principles and standards for good research practice and applies to all disciplines. Training is now underway on the provisions of the guidelines.		
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3	Roll-out the Research Information Management System, PURE, and implement the key deliverable of the project.		
	Progress Report	Status	Timeline to Completion
	Work commenced on the PURE project in 2023 with a planned roll-out in five distinct phases. Phase one of the roll-out plan, the PURE portal and Researcher Profiles went “live” on April 25th, 2024. Integration with the HR system (CORE) allowed for creation of research active staff profiles in PURE. At present there are 447 staff profiles in PURE, with the vast majority of those accessible on the portal https://research.tus.ie/ Phase two of the project, Research Student Profiles is also live. Data extraction from the Student Record System (Banner) and transformation of this data into a suitable format for PURE has resulted in the creation of 249 PhD candidate profiles and 98 research Masters candidate profiles. Work is underway to establish the staff/student supervisory relationship(s) in PURE, again using data from Banner where available. Phase three has seen the library transition from using Research@THEA as the TUS Institutional Repository to PURE. Allowing a single point of entry for all research related activity, it has the added benefit of having both statistical information and reporting capabilities. Previously, only “traditional” research outputs were captured, PURE has the capacity to capture and store “non-traditional” outputs (essentially any output other than an article or book). Phase four, cataloguing of equipment, has commenced and is live. At present we have 95 pieces of equipment catalogued and showcased on the portal. We continue to work with our researchers to source data on TUS equipment they would like made available in PURE. Having equipment catalogued in PURE, allows for a web presence on the portal, showcasing the state-of-the-art equipment available for research projects. Phase five of the PURE project rollout plan is Award/Grant Management module. This stage of the project will prove the most complex working with a wide range of stakeholders, to identify their needs, and to centralise and digitise a process and associated workflows that previously went ‘unseen.’ Internal funding calls will go ‘live’ first from September 30th 2025, to allow the gradual roll-out of this significant change in practice.	Substantial Progress & Ongoing	December 2027

4	Deliver the TUS staff research time release programme.		
	Progress Report	Status	Timeline to Completion
	The TUS staff research time release programme has been implemented. A call for applications was issued at the beginning of March 2025. Review of the applications from staff took place in April 2025, with consequent staff participation in the time release. A second call under the programme is scheduled for October 2025 in accordance with the process approved by VP and Dean's Council in 2024. The delivery of the staff research time release programme is led by the TUS Graduate School in conjunction with TUS HR and Finance functions.	Completed	April 2025
5	Deliver on targets and objectives of the TUS TU RISE programme for research.		
	Progress Report	Status	Timeline to Completion
	TUS RISE started on 1st January 2024 and has a duration of 48 months running to 31st December 2027. TUS RISE has provided an injection of €12m to TUS to support the development of research capacity, purchase and implementation of systems, development of databases and to support TUS staff and students to engage, compete and win research funding. Reporting is undertaken through written bi-annual reports to the HEA and quarterly verbal update meetings online. TUS is successfully delivering on its targets to strengthen research capacity, enhance innovation, and expand engagement with enterprise and society under five Work Packages (WPs). Under WP1 <i>Strengthened Enterprise Research Support</i>, a structured support function has been embedded across campuses, enabling streamlined processes from Expressions of Interest through to funding applications. This has directly contributed to a notable increase in successful applications, wider staff participation, and measurable funding growth as evident in HEA sectoral reports. The introduction of PURE (C.f. Recommendation 12 (3), TUS's institutional repository and grant management system, together with a comprehensive research mapping exercise, is enhancing visibility, compliance, and alignment with both funding opportunities and industry needs.	Substantial Progress & Ongoing	December 2027

	Under WP2 <i>Human Capital Development</i> TUS has advanced researcher capacity by funding 20 PhD scholarships for four years, several co-funded by industry, thereby extending postgraduate research opportunities beyond the initial allocation. This initiative supports the growth of postgraduate research metrics while strengthening academia-industry collaboration. Under WP3 <i>Innovation and Enterprise Supports</i>, TUS has reinforced its knowledge transfer and commercialisation structures. Key appointments, including a contracts officer and an entrepreneurial programme lead, have improved governance, compliance, and the development of spinouts and IP pipelines. This directly supports TUS's contribution to regional innovation ecosystems and HEA reporting metrics. WP4 Enterprise Public Engagement & Outreach has elevated the visibility of TUS research through the creation of a dedicated Enterprise & Public Engagement (EPE) role, ensuring effective dissemination of outcomes across public, industry, and funding stakeholders. This has significantly raised TUS's research profile and enhanced communication. Finally, under <i>WP5 Project Management & Governance</i> has ensured compliance, timely reporting, and transparent governance of TU RISE. Importantly, TUS has also established a Strategic Research Fund which will see the injection of research funding back into TUS for internal funding to support new staff and students. Overall, TU RISE has strengthened TUS's research ecosystem, delivering sustainable supports, enhanced capacity, and deeper industry and societal engagement.		
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Recommendation 13

The review team recommends that TUS increases the supports available to TUS staff who are engaged on PhD research so as to reach the target of 65% within the allocated time.

Planned Actions

1	Assign responsibility for the monitoring and oversight of the staff PhD metrics.		
	Progress Report	Status	Timeline to Completion
	Responsibility for the monitoring and oversight of the staff PhD metrics has now been assigned to the VP of Research, Development and Innovation (RDI) and Dean of Graduate Studies.	Completed	April 2025
2	Design and implement a structure to promote and support staff participation in PhD programmes including a centralised register of staff who are undertaking PhDs. This register needs to be maintained and updated on an ongoing basis. Structure to involve HR, RDI, Graduate Research Office, and Finance functions.		
	Progress Report	Status	Timeline to Completion
	A structure to promote and support staff participation in research has been developed involving a multi-faceted approach. Responsibility for the daily monitoring has been assigned to the Research Support Office and the Graduate School, and a range of initiatives have been launched including the TUS staff research time release programme. A centralised register of staff who are undertaking PhD Register has been established in the Research Support Office in Moylish Campus Limerick. The establishment of the Register was a collaborative project led by the RDI function, Finance and HR who meet three times yearly to review progress. The register is updated on an ongoing basis.	Completed	March 2025

3	Review on an ongoing basis the barriers and enablers to staff participation in PhD programmes and factors that affect their timely completion. Develop mitigation and support initiatives accordingly.		
	Progress Report	Status	Timeline to Completion
	The Graduate School and Research Support Office launched a call for progress reports from staff involved in research in March 2025 to all staff undertaking PhDs. As part of this, staff were asked to identify milestones and the barriers they find to effective progress through an online survey. The outcomes of this have resulted in the development of a range of mitigation and support initiatives including: • Dedicated writing group to support staff completion • Winter school on research methods to assist staff • Enhanced awareness of time release availability to support completion within the university • More joined-up working with HR and Finance to proactively solve and identify issues raised in surveys. Significantly, these progress reports are updated annually with continuous review of barriers and enablers to staff members' uptake and completion of PhDs quarterly.	Completed	October 2025
4	Roll-out a Procedure for Academic Staff Doctoral Bursary Awards (e.g. updated application form, combined with clear, annual application dates, more effective support and monitoring process to optimise on-time completion).		
	Progress Report	Status	Timeline to Completion
	A Procedures document was approved by the VP and Deans Council in Autumn 2024 to optimise quality and efficiency in the roll out of the Academic Staff Doctoral Bursary Awards. This includes a well-structured application process and associated application form with clear reference to application deadlines. The Procedures document includes reference to the supports that are available and the roles of different officers at each stage of the application process laying out clear processes on responsibility for approvals etc. The Graduate School/Research Offices are available to support staff in completing applications and hold training each semester on the application process. The overall procedure is related to the staff time-release buy-out programme which has also been completed.	Completed	April 2025

Recommendation 14

The review team recommends that, in fulfilment of its ambitions for research development, TUS should 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.

Planned Actions

1	Develop a range of outreach activities related to the theme of belonging, inclusion and researcher identity as part of a 'life cycle' approach to graduate research education.		
	Progress Report	Status	Timeline to Completion
	A range of outreach activities related to the theme of belonging, inclusion and researcher identity have been developed at TUS. Induction is rolled out for all new Postgraduate Research (PGR) students twice yearly - March and October. The Graduate School hosts informal gatherings to welcome new students every October on the Limerick and the Athlone campus. A 'buddy system' for new PGRs is under development and is due to be implemented in Semester 2 2025/2026. In 2025, the TUS Graduate School also participated in Conception X to build research commercialisation expertise, knowledge and experience about IP amongst researchers. The Graduate School also actively engages with the Head of Enterprise at TUS and the TUS Works Coordinator to further build a culture of good research practice around IP, innovation and ethical commercialisation. The second iteration of mentoring for supervisors training was completed in May 2025. There was a strong emphasis on researcher identity and university-industry collaboration which is in line with the trajectory of TUS RDI and national policy (e.g. <i>The National Framework for Doctoral Education</i>). The Faculty Research Committees are central to building research culture in TUS and along with RUN-EU events and research week, our research culture is deepening and expanding at the faculty and department levels. The RDI Research Strategy was also launched in May 2025 in the Coonagh Campus, Limerick and the role of the faculties and departments is emphasised in that document.	Completed	September 2025

	Training on good research skills, ethics and TUS documents on effectiveness in research, including the TUS Authorship Policy 2025-2028, TUS Good Research Practice Guidelines and the TUS Research Integrity Policy is regularly provided to students. Building a research culture at TUS and the associated supervisory code of conduct regularly form agenda items at VP and Dean's Council and are at the centre of meetings of the PG Studies and Research Subcommittee meetings. Codes of practice for supervisors are continually reviewed by the Dean of Graduate Studies in line with the National Framework for Doctoral Education. European and Irish policy around research and graduate skills - Graduate Skills statement by the IUA and identity ethics, competencies and skills are key part of this. , Research Week at TUS is a dedicated annual event that showcases the breadth of research across disciplines, bringing together students, staff, and external partners. By highlighting research achievements and impact, Research Week fosters pride, confidence, and visibility for researchers at all career stages, thereby strengthening researcher identity and reinforcing the value of research.		
2	Develop TUS Effective Practice Guidelines for Research Supervisors to guide them in their research practice in their supervisory role as codified in the <i>TUS Postgraduate Research Regulations 2023-2026</i> .		
	Progress Report	Status	Timeline to Completion
	Effective Practice Guidelines were developed by the TUS Graduate School and titled the TUS Effective Practice Guidelines for Postgraduate Research Supervision 2025-2030. The Guidelines approved by Academic Council in October 2025. These guidelines link to the European and national policy and best practice from the literature around supervision including QQI documentation and extant published literature, as appropriate. The document synthesises pivotal insights from extant academic research and policies on effective supervision that is available nationally and internationally in relation to Masters by Research and PhD students. It crystallises the role of the supervisor as per the TUS Postgraduate Research Regulations 2023-2026 in relation to supervision whilst also offering definitions and critique from extant literature which are salient to contemporary supervision practice. The document contains a broad	Completed	October 2025

	range of links to valuable resources for supervisors to guide them in their research practice and in their supervisory role. Supervisors and students will also benefit from the development and approval by Academic Council of the following key resources. • TUS Individual Development Plan (IDP) for Postgraduate Research Studies • TUS Postgraduate Research Student/Supervisor Learner Agreement • TUS Submission Specifications for PhD and Master's Theses		
3	Develop a dedicated series of workshops for Supervisors on Research Supervision and further develop the supervisor mentorship training programme to advance best practice.		
	Progress Report	Status	Timeline to Completion
	The TUS Graduate School rolled out the <i>Achieving Excellence in Research Supervision Programme: Advancing the State of the Art</i> in Autumn 2024. This involved significant international expertise including Prof. Ann Lee, Dr Mariya Ivancheva University of Strathclyde and experts from the University of Galway, Ireland, University of Oxford and University of San Diego. Mentorship training for supervisors was also held in 2024 and a third mentoring programme for co-supervisors who are based in industry/enterprise is now under development in 2025.	Completed	May 2025

4	Develop and disseminate TUS Research Thesis Specifications Requirements to support students and supervisors during the critical phase of Thesis development.		
	Progress Report	Status	Timeline to Completion
	The TUS Submission Specifications for PhD and Master's Theses has been approved by Academic Council and made available through the Academic Quality Assurance and Enhancement Handbook. It is disseminated to all research students and supervisors through the Graduate School. The document comprises the submission specifications for Masters by Research and PhD theses in the TUS Graduate School. It provides advice on the presentation of theses, language, the format of the thesis and the structure of the front matter. The specifications document aligns with the TUS Guide to Effective Practice that Supports Equity in Technological University Communications and TUS EDI policies	Completed	April 2025

Recommendation 15

The review team recommends that TUS uses insights from data analytics to inform any initiatives for reducing student dropout rates, taking account of the significant variation between male (23%) and female (14%) students.

Planned Actions

1	Conduct a detailed analysis of TUS SRS files to explore the underlying trends in non-progression with respect to a range of parameters such as NFQ Level, ISCED Broad Areas, Programmes, CAO and Related Entry Requirements, taking account of differences in the gender profiles.		
	Progress Report	Status	Timeline to Completion
	A detailed analysis of TUS SRS files exploring the underlying trends in TUS's non-progression rates has been undertaken. It is noted that the dropout rates cited in this Recommendation (15) are based on HEA published data of non-progression at institutional level for the 2022-23 Academic Year for first Years enrolled on Level 8 Programmes. Benchmarking nationally, TUS notes that there is a gap between Male and Female non progression rates, with overall Male National Average of 18% and overall Female National Average of 13% for Level 8 programmes. The following underlying trends were evident in the analysis of the TUS SRS data files for first year Level 8 Programmes: • Male students in Engineering, Manufacturing, and Construction (EMC) at TUS have a higher non-progression rate (31%) compared to the TU sector average (23%). • Female students in EMC at TUS have a lower non-progression rate (17%) than the TU sector average (18%), suggesting that TUS is performing slightly better for females in this field. • TUS has more male students enrolled in EMC programmes (237 male students versus 32 female students), and Information and Communication Technologies (104 male students vs. 13 female students). • This gender imbalance in enrolments may contribute to the gender gap in non-progression rates, especially in male-dominated fields like Engineering and ICT, where male students tend to have higher non-progression rates. • Students with lower CAO points (<250) in EMC have the highest non-progression rates (60-69%). • As CAO points increase, non-progression rates decrease significantly, reaching 8% for students with 500+ points, indicating that students with higher academic scores are more likely to progress in this field.	Completed	March 2025

	- Students with low Maths points (12-28) in EMC have high non-progression rates (ranging from 41% to 55%). - As Maths points increase, the non-progression rate drops. Maths competence appears to be a strong predictor of success in this field. TUS also notes that overall non-progression rates are relatively comparable to other Technological Universities (TUs) with some variations in specific demographics. In line with the TUS Transitions and Student Success Strategy, the University uses an evidence-based approach, supported by the Institutional Research and Data Analysis Database (introduced in 2023/24). This database enables multi-year progression analysis across key variables such as campus, academic department, CAO points, gender, and school type, enhancing TUS's ability to monitor and respond to student outcomes.		
2	Utilise this analysis to contribute to the ongoing implementation of cross institutional initiatives, aligned with the TUS Student Success Strategy, to address appropriate targeted retention strategies and interventions.		
	Progress Report	Status	Timeline to Completion
	TUS has adopted a dual-level engagement approach to student retention, led by the Transitions and Student Success function. This ensures that both university and faculty-led initiatives are strategically aligned and data-informed. This model enables university-wide interventions while empowering academic departments to implement targeted actions tailored to specific student cohorts. Crucially, this work is grounded in the university data capability developed through the Institutional Research and Data Analysis Database, which has enabled departments to pinpoint specific progression challenges and act on them. Building on the analysis outlined in Action 15 (1), a targeted approach was introduced in May 2025, where subject areas with the highest number of non-progressing students were identified and findings circulated to academic departments as a resource to support potential retention initiatives. TUS has launched several key projects that exemplify this coordinated strategy: TUS Second Shot Project: The university's flagship retention initiative, combining live data analytics with targeted interventions to improve outcomes in autumn repeat assessments. A tutorial support programme introduced in June	Completed	October 2025

	2025 enabled departments to respond directly to subjects with high non-progression – including maths – using centrally provided progression data to target support effectively. • A Focus on Retention Series: Delivered to 17 departments to date, this workshop series shares a Student Success Model that reduced non-progression from 36% to 12% in the Department of Business & Management over eight years. • Learner Success Toolkit: A universally accessible suite of academic resources, grounded in Universal Design principles, supporting skill development across the student body. • Connect & Engage Programme: A structured seven-week initiative supporting first-year and progressing students through themed events and digital engagement, fostering academic success and social belonging. This programme plays an important role in supporting first year student retention. As part of the TUS Second Shot project, a targeted tutorial support initiative was introduced in June 2025. Drawing on centrally provided data, Heads of Department coordinated direct tutorial support for identified subjects with high levels of non-completion. The objective was to enhance students' preparation for repeat examinations and assignments, thereby improving their chances of academic success. The range of retention initiatives are underpinned by a unified operating model, with student retention identified as a strategic priority. The appointment of a Head of Transitions and Student Success and the expansion of the Student Retention Officer role have ensured consistent implementation across all campuses. Importantly, this, coordinated, and data-driven approach has yielded measurable impact. Since the publication of the CINTE Institutional Review, TUS has recorded a reduction in overall non-progression rates from 21% to 16%. Notably, outcomes have improved among male students on Level 8 programmes, with non-progression decreasing from 23% to 18% – reflecting the positive influence of targeted, evidence-informed interventions on identified progression challenges. The Transitions and Student Success function will continue to embed a cross-university focus on student retention to build on the progress achieved to date.		
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