

Munster Technological University (MTU)

2026

Annual Quality Report
Munster Technological University
Reporting Period 2024-2025

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PART A: INTERNAL QA SYSTEM
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PREFACE

The **Annual Quality Report** forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with higher education institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI's Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports

CONTENTS

| | |
|---|-----------|
| PREFACE | 3 |
| Guidelines on Completing the Report..... | 7 |
| Links to Reference Documents Cited in this Template..... | 8 |
| PART A: INTERNAL QA SYSTEM | 9 |
| Introduction and Overview of Institution..... | 10 |
| 1.0 Internal QA Framework..... | 14 |
| 1.1 Governance and Management of Quality | 14 |
| 1.2 Linked Providers, Collaborative and Transnational Provision | 25 |
| 2.0 Programme Development and Delivery | 27 |
| 2.1 Programme Development and Approval..... | 27 |
| 2.2 Admission, Progression, Recognition & Certification | 32 |
| 2.3 Procedures for Making Awards..... | 44 |
| 2.4 Teaching, Learning and Assessment..... | 46 |
| 3.0 Learner Resources and Support | 57 |
| 3.1 Policies and Procedures Related to Student Welfare and Community Standards..... | 57 |
| 3.2 MTU Libraries..... | 59 |
| 3.3 Digital Environment..... | 63 |
| 3.4 Academic, Career and Welfare Services and Student Life | 67 |
| 4.0 QA of Research Activities and Programmes..... | 73 |
| 4.1 Research Environment and Research Degree Provision Framework..... | 73 |
| 4.2 Postgraduate Research Regulations and Postgraduate Student Lifecycle..... | 74 |
| 4.3 Research Integrity and Ethics | 74 |
| 5.0 Staff Recruitment, Development and Support | 77 |
| 5.1 Recruitment and Professional Development of Staff | 77 |
| 5.2 Staff Wellbeing and Support | 79 |
| 5.3 Equality, Diversity and Inclusion (EDI) | 80 |
| 6.0 Information and Data Management | 84 |
| 6.1 Staff and Student Record Systems..... | 84 |
| 6.2 Curriculum Management System..... | 84 |
| 6.3 Information and Data Management and Freedom of Information..... | 85 |
| 6.4 IT Policy and Systems | 86 |
| 7.0 Public Information and Communication | 87 |

| | |
|---|------------|
| 8.0 Monitoring and Periodic Review | 89 |
| 8.1 Internal Governance Audit and Review | 89 |
| 8.2 External Academic Quality Monitoring and Review Cycles | 89 |
| 8.3 Internal Quality Monitoring and Periodic Review | 90 |
| 8.4 Engagement with Professional and Other External Quality Frameworks | 92 |
| 9.0 Details of Arrangements with Third Parties..... | 94 |
| 9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies | 94 |
| 9.2 Collaborative Provision | 98 |
| 9.3 Articulation Agreements | 100 |
| 9.0 Details of Arrangements with Third Parties..... | 103 |
| 9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies | 103 |
| 9.2 Collaborative Provision | 107 |
| 9.3 Articulation Agreements | 109 |
| | |
| PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT..... | 113 |
| | |
| 1.0 Quality Implementation and Developments | 113 |
| 1.1 Strategic QA Updates | 113 |
| 1.2 Update on Planned QA Objectives identified in Previous AQR | 134 |
| 1.3 Governance and Management..... | 136 |
| 1.3.1 QA Governance Meetings Schedule..... | 136 |
| 1.3.2 QA Leadership and Management Structural Developments | 139 |
| 1.4 Internal Monitoring and Review | 141 |
| 1.4.1 Overview of Periodic Reviews | 141 |
| 2.0 IQA System - Enhancement and Impacts | 145 |
| 2.1 Policy Alignment and Development..... | 145 |
| 2.2 Staff Recruitment, Management and Development..... | 148 |
| 2.3 Teaching, Learning and Assessment | 150 |
| 2.4 Supports and Resources for Learners | 152 |
| 2.4 Information and Data Management..... | 160 |
| 2.5 Other Parties Involved in Education and Training..... | 161 |
| 2.6 Initiatives within the Institution related to Academic Integrity | 163 |
| 3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period | 165 |
| 3.1 QA and QE supporting the Achievement of Strategic Objectives..... | 165 |
| 3.2 Reviews planned for Upcoming Reporting Periods | 167 |
| 3.2.1 Reviews planned for Next Reporting Period | 167 |
| 4.0 Additional Themes and Case Studies | 168 |
| MTU Case Study 1: Developing a Coaching and Mentoring Culture at MTU..... | 168 |

MTU Case Study 2: Reusable Learning Resources (RLR) Initiative 175

Guidelines on Completing the Report

The AQR is aligned with QQI's Core, Sector and Topic-specific Statutory Quality Assurance Guidelines and with the ESG (2015). A mapping of the ESG to QQI Core QA Guidelines is included in Table 1 below; the structure of Part A of this report template aligns with the first column of the table. Additional guidance on completing this template and reference material is included in each section. Institutions should adhere to this guidance and take account of QQI Core, Sector and Topic-specific Statutory Quality Assurance Guidelines. **The guide text within each section should be deleted before submission of the report.**

Submission Process and Timeline

The deadline for submission of the AQR each year is in February of the relevant year, with the call for submission sent to institutions in Q4 of the preceding year. Once the call for submission has been made, QQI will provide access of QQI's provider portal, QHub, to the designated institution contact(s) to facilitate submission of the report. Through QHub, each institution will have access to an editable version of its AQR for the previous reporting period. This document can then be amended/updated to reflect any changes or developments that occurred during the current reporting period before submitting the final report to QQI.

Completing the AQR

- When completing the AQR template, all relevant colleagues in the institution should be consulted.
- Consider whether external audiences will be able to understand the terminology used (particularly local abbreviations and acronyms); it may be helpful to include a glossary.
- Aim to avoid duplication in the report - where information is relevant to more than one section, the first mention may be referenced in subsequent sections.
- When providing reflections on quality enhancement it is interesting to share a broad range of examples including what worked or didn't work.

Report Structure

Part A: Internal QA System

Part A of the AQR should provide a succinct outline of the institution's internal quality assurance (IQA) system and include details of the governance and management structures and supports in place, and all policies and procedures underpinning quality across the organisation.

Links to current QA policies and procedures in operation in the institution should be included. Please ensure that all links are correct and functional. As the AQR is submitted in respect of a specific reporting period, it is recommended that the institution establish a unique SharePoint/OneDrive folder (or similar) for that reporting period to archive current versions of the policies and procedures and include relevant hyperlinks that are included in the AQR.

The information contained in Part A is carried from one reporting period to the next and should not require substantial update on an annual basis. However, institutions are asked to update and highlight any significant changes in the structures and published material that support the internal IQA framework as they arise.

Part B: Quality Assurance (QA) and Quality Enhancement (QE)

Part B of the AQR focuses specifically on the effectiveness and impact of the IQA framework on the QA activities and developments across the institution. Here, the institution is invited to document the quality enhancements adopted and implemented during the reporting period and describe concisely the impact of these across a selected range of QA activities. Part B should also be used to demonstrate how plans set out in the previous AQR were progressed during the reporting period. These plans may be linked to strategic objectives, to QQI reengagement recommendations, or to institutional review recommendations.

Case Studies

In each reporting period, QQI may request updates on thematic areas or may invite the institution to submit case studies in response to specific topics. The institution may also include case studies on topics of their choosing, demonstrating good practice in QA and QE in action. In formulating case studies, the institution is encouraged to

reflect on and highlight areas that may be of interest to other HEIs and would benefit from wider dissemination. Further guidance is provided in Part B.

Links to Reference Documents Cited in this Template¹

Legislation

- [Qualifications and Quality Assurance \(Education and Training\) Act 2012 \(as amended\)](#)
- [Regional Technical Colleges Act 1992 \(as amended\)](#)
- [Technological Universities Act 2018](#)
- [Universities Act 1997](#)

QQI Documents

Statutory QA Guidelines (QAG)

- [Core QAG](#)
- [Sector-specific QAG for Independent/Private Providers](#)
- [Sector-specific QAG for Designated Awarding Bodies](#)
- [Sector-specific QAG for Institutes of Technology](#)
- [Topic-specific QAG for Providers of Statutory Apprenticeship Programmes](#)
- [Topic-specific QAG for Providers of Research Degree Programmes](#)
- [Topic-specific QAG for Blended Learning](#)

Other QQI Policy Documents

- [QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012](#)
- [QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015](#)
- [QQI Policy Restatement on Access, Transfer and Progression, 2015](#)

Other National/International References

- [European Standards and Guidelines for Quality Assurance in the European Higher Education Area \(2015\)](#)
- [IHEQN Guidelines on Collaborative Provision](#)
- [National Policy Statement on Ensuring Research Integrity in Ireland](#)
- [Ireland's Framework of Good Practice for Research Degree Programmes, 2019](#)
- [HEA National Framework for Doctoral Education](#)
- [The Salzburg Principles](#)
- [The Salzburg II Recommendations](#)
- [SOLAS Code of Practice for Employers and Apprentices](#)
- [UN Sustainable Development Goals](#)

¹ These links will be updated as further guidance documents are published.

PART A: INTERNAL QA SYSTEM

Table 1

| Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG) | | | | |
|--|---|--|------------------|---|
| AQR Part A Section | QQI QAG Core Sub-section No. | QAG Core Sub-section Title | ESG Standard No. | ESG Standard Title |
| 1.0 - Internal QA Framework | 2.1 | Governance and Management of Quality | 1.1 | Policy for Quality Assurance |
| | 2.2 | Documented Approach to Quality Assurance | | |
| 2.0 - Programme Development and Delivery | 2.3 | Programmes of Education and Training | 1.2 | Design and Approval of Programmes |
| 4.0 - QA of Research Activities and Programmes | | | 1.9 | On-going Monitoring and Periodic Review of Programmes |
| 8.0 - Monitoring and Periodic Review | | | | |
| 5.0 - Staff Recruitment, Development and Support | 2.4 | Staff Recruitment, Management and Development | 1.5 | Teaching Staff |
| 2.3 - Teaching, Learning and Assessment | 2.5 | Teaching and Learning | 1.3 | Student-centred Teaching, Learning and Assessment |
| | 2.6 | Assessment of Learners | | |
| 3.0 - Learner Resources and Supports | 2.7 | Supports for learners | 1.6 | Learning Resources and Student Support |
| 6.0 - Information and Data Management | 2.8 | Information and Data Management | 1.7 | Information Management |
| 7.0 - Public Information and Communication | 2.9 | Public Information and Communication | 1.8 | Public Information |
| 8.0 - Monitoring and Periodic Review | 2.10 | Other Parties Involved in Education and Training | 1.9 | On-going Monitoring and Periodic Review of Programmes |
| 9.0 - Details of Arrangements with Third Parties | | | 1.2 | Design and Approval of Programmes |
| 2.0 - Programme Development and Delivery | 2.11 | Self-evaluation, Monitoring and Review | 1.9 | On-going Monitoring and Periodic Review of Programmes |
| 8.0 - Monitoring and Periodic Review | | | 1.10 | Cyclical External Quality Assurance |
| 4.0 - QA of Research Activities and Programmes | QAG for Providers of Research Degree Programmes | | | |

Introduction and Overview of Institution

This is the AQR for Munster Technological University for the reporting period **1 September 2024 – 31 August 2025**.

It has been submitted on 26 February 2026.

The AQR has been approved by Professor Christine Cross, Vice President Academic Affairs & Registrar of MTU, for the University Executive and has been submitted by Ms Eva Juhl on behalf of MTU.

a. Profile of Munster Technological University

Munster Technological University (MTU) is a multi-campus technological university, contributing to the South-West region through the provision of academic programmes which support student development and opportunities, education and research. MTU has an extensive and impressive regional footprint with six campuses in Cork and Kerry, a student body of ca. 18,000² (including ca. 2,500 international students) and over 2,000 staff. MTU supports entrepreneurship, enterprise development and innovation, and serves the community and public interest.

MTU was established on 1 January 2021 through the merger of Cork Institute of Technology (CIT) and Institute of Technology (IT) Tralee. Fusing the individual strengths, extensive experience and passion for education and entrepreneurship of both institutions, the new university has an ethos of excellence, an ambition to serve the needs of its community and region, and a vision of higher education provision that is innovative, responsive, entrepreneurial and forward-looking. The Mission, Vision and Core Values of MTU are set out in Table 1:

| Munster Technological University (MTU) | | | | |
|--|---|----------|---------|------|
| Values | Inclusive | Engaging | Dynamic | Bold |
| Vision | To lead transformation through education | | | |
| Mission | To lead change and, through education, empower people for a successful future in a globalised world | | | |

Table 1: MTU Values, Vision and Mission. (From: Munster Technological University, *Our Shared Vision. Strategic Plan 2022 – 2027*, p.7, link [here](#).)

The six MTU campuses are centred in two locations in Munster, Cork and Tralee, and encompass the MTU (Cork) Bishopstown Campus, MTU Crawford College of Art and Design, MTU Cork School of Music and the National Maritime College of Ireland, as well as the MTU (Kerry) North Campus and MTU (Kerry) South Campus.

² Not counting learners availing of conservatoire provision at the MTU Cork School of Music and of short courses offered by [NMCI Training Services](#).

MTU makes major higher education awards at all levels of the National Framework of Qualifications (NFQ) from Higher Certificate (NFQ Level 6) to PhD (NFQ Level 10), as well as minor and special purpose awards. The University also makes joint awards with University College Cork, as well as offering a number of international cotutelle (double) research awards, most at doctoral level.

Building on the statutory functions and historic strengths of the Institutes of Technology, the Technological Universities (TU) Act of 2018 continues to emphasise career education, technology and provision of regional offerings as distinctive traits of the technological university sector in Ireland, marrying this with a strengthened focus on international research excellence, research-informed teaching and postgraduate provision.

MTU's professional focus is reflected in the broad spectrum of its provision which encompasses both academic programmes and craft and degree apprenticeship programmes leading to both further and higher education awards. This is further reflected in the remarkable extent of professional recognition and accreditation achieved by MTU programmes across all discipline areas and is also obvious in the manifold professional development offerings for mature, work-based learners, be it through bespoke delivery of modules and short courses at company premises or through the broad and varied portfolio of part-time and evening programmes. Continuous industry input was, and continues to be, a feature of programme design and emphasis on work placement in many higher education programmes across all academic fields.

Driving forward internationalisation is central to MTU's ambitions for the future. The University's vision for internationalisation is to develop its graduates as global citizens with the necessary abilities and confidence to live, work, achieve and participate fully in an international environment. In order to continue to attract engaged, high-calibre learners from across the globe and to provide them with an excellent educational experience, MTU submitted its application for TrustEd Ireland, the new statutory quality mark for Irish providers of international higher education, in March 2025. On foot of a positive Assessment Panel recommendation, MTU received formal authorisation to use the TrustEd International Education Mark from QQI in December 2025.

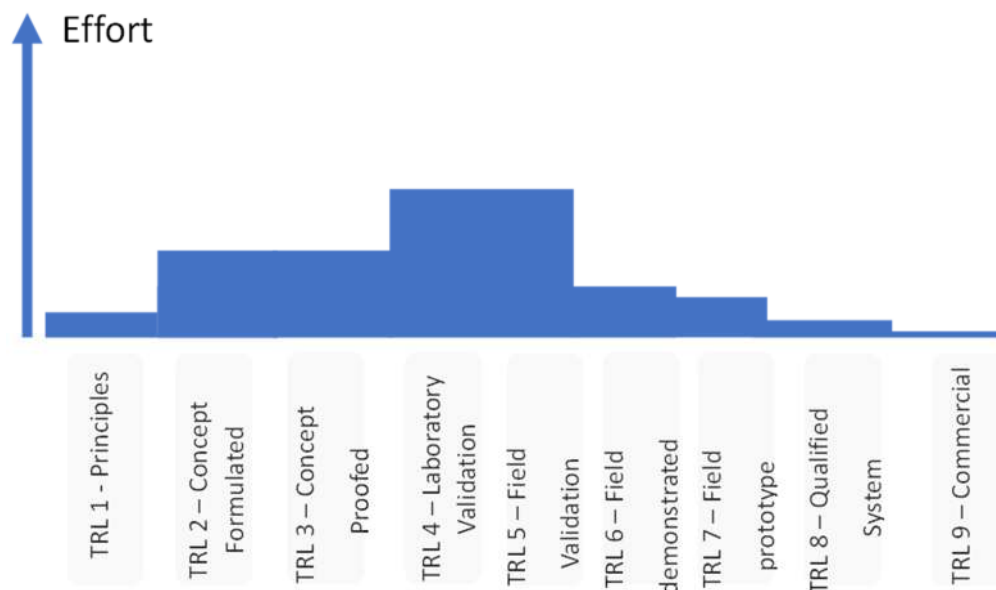
Last but certainly not least, MTU's research and innovation activities have achieved significant national and international impact, as evidenced by a range of recognised key performance indicators including success rates in competitive funding calls, citation rates of scholarly outputs, profile of international collaborators and number of research contracts with industry. The impact profile (see [Table 2](#) overleaf) affirms the excellence of MTU's research activity across the continuum from fundamental to commercialisation.

| Impact Parameter (Bold) | MTU Performance | Source / Comment |
|--|---------------------------|---|
| Scale of Research | | |
| Research Expenditure | Circa €32.8m | KTI survey 2024 / largest amongst TU's |
| PhD students | 178 | PRB annual report 2024 |
| Knowledge Dissemination | | |
| Field-weighted Citations | 2.08 | Bibliometric analysis from HEA using Scival / Publications cited approx. 100% more frequently than global average in 2022 / highest amongst all universities in Ireland |
| Knowledge Transfer | | |
| Direct Industry Funding | €2.49m | KTI survey 2024 / largest amongst TU's |
| Licenses Options & Assignments | 12 | KTI survey 2024/ largest among TUs |
| H2020 (2014-2020) | 15.2% application success | EU / Third highest success rate in Ireland |
| H2020 | €16m | MTU / More than double predecessor FP7 programme |
| Horizon Europe (2021 – 2027) | €23m to date | EU funding portal as of Dec. 2024 |
| Supports for Companies | | |
| Total Number of Collaboration, Innovation Voucher and Consultancy Agreements with industry | 135 contracts signed | KTI / 2024 |

Table 2: Research & Innovation Impact Profile for MTU.

Legend: KTI = Knowledge Transfer Ireland

While MTU focuses on mid-Technological Readiness Level (TLR) activities, MTU research covers the full continuum from fundamental to spin out (commercialisation), as shown in [Graph 1](#):



Graph 1: Effort expended across the MTU R&I ecosystem as per relative amount of research expenditure (“effort”) across the Technology Readiness Levels (TRLs).

b. Development of the Annual Quality Report

While editorial oversight has been applied to maximise overall coherence, focus and flow, this report represents the views of MTU as a whole on its quality systems and activities, as expressed by those of its members responsible for and most familiar with the implementation of the relevant University functions.

The development and implementation of new MTU structures, policies and processes continued during the drafting of this AQR update. With the top tier of the new academic management structure now in place, the focus of development has now moved to the structures and functions within the faculties and administrative units. As for all previous quality reports since MTU's foundation, AQR 2026 aims to present the most up-to-date and accurate snapshot possible, both of the new governance and executive structures introduced during the reporting period and of any remaining elements of the inherited quality frameworks and procedures of CIT and IT Tralee. With further refinement of MTU's quality framework continuing during drafting and following submission of the report, however, certain features described may have been superseded when the report is published.

1.0 Internal QA Framework

1.1 Governance and Management of Quality

1.1.1 Governance and Management Structures

On 1 January 2021, Munster Technological University (MTU) was established under the Technological Universities Act 2018 through the merger of Cork Institute of Technology (CIT) and Institute of Technology (IT) Tralee. With establishment of the new technological university, IT Tralee and CIT stood dissolved.

While MTU is a separate legal entity with a distinct statutory role and governance and management structure, the TU Act 2018 provided for an initial transfer of functions (Section 37), programmes of education and training (Section 59), quality assurance procedures and access, transfer & progression procedures (both Section 61) from the dissolved component institutions to the new technological university on designation day.

a. Governing Body

Under Section (11) of the TU Act 2018, a Technological University “shall have a governing body to perform the functions of the technological university” under the Act.

The first meeting of the Governing Body of Munster Technological University took place on 1 January 2021. At that inaugural meeting, MTU was formally established and Prof Maggie Cusack was appointed as President.

Pursuant to the TU Act 2018, Governing Body furthermore ratified the establishment of a small Academic Council, with a membership and responsibilities legislated for under the Act, and furthermore ratified continued application of the legacy regulations, policies and procedures of the dissolved institutions to the respective MTU campuses to which they applied immediately before establishment of MTU, in accordance with the TU Act 2018. At this point, the majority of legacy regulations and policies have been formally replaced by MTU policy.

Other items addressed at the inaugural Governing Body meeting included staff and student representation on Governing Body; approval of the Governing Body Standing Orders; approval of the MTU Code of Governance; establishment of an Audit and Risk Committee (to independently ensure proper corporate governance of the University and the management of a Risk Register for the University); and approval of the MTU Dignity and Respect Policy and Procedure. The MTU Code of Governance provides the framework for the application of best practice in corporate governance by MTU and is published on the MTU website, as is the MTU Dignity and Respect Policy; both documents may be accessed [here](#).

Soon after designation, MTU Governing Body commenced the process of expanding its membership from the inaugural five members through the appointment of MTU student and staff members, as well as further external members. The fully constituted Governing Body first met on 30 June 2021 and concluded its first two-year term of office at the end of 2022/23.

In June 2021, Governing Body also finalised its committee structure, establishing six Committees in total:

- Arts, Sport & Culture Committee
- Audit & Risk Committee
- Equity, Diversity & Inclusion (EDI) Committee
- Finance Committee
- NMCI Committee
- Strategic Development Committee

Documentation on the current Governing Body and its Committees is available from the [Governing Body page](#) of the MTU website.

b. Academic Council

The Academic Council is the second statutory body of Munster Technological University. Under Section (17) of the TU Act 2018, the Academic Council controls the academic affairs of a technological university, including its curriculum and the instruction and education provided by the university.

Commencing on 7 May 2021, the small ‘Establishment Day’ Academic Council was replaced by a larger ‘transitional’ MTU Academic Council with a majority of elected members, which continued in existence until early 2024. The transitional Academic Council subsequently established an Executive Committee and six “Integration & Development Committees” to support it in the discharge of its functions, with particular focus on the development of new, common academic policies and procedures for MTU.

Two “Academic Legacy Committees” – the former Academic Councils of CIT and ITT – also remained operational to the end of 2021/22 to conclude legacy processes already in train and address local operational issues within the scope of the legacy QA frameworks. Following completion of the legacy processes and adoption of a number of university-wide QA policies and procedures, the two Academic Legacy Committees were stood down.

Membership Regulations for a ‘steady-state’ Academic Council with an ex-officio membership based on the new Executive Structure were approved by Governing Body in May 2023. This was followed by adoption of thoroughly revised and expanded Standing Orders by Academic Council itself in June 2023.

Since recruitment of the eleven new executive posts had not commenced, provisions were invoked whereby the President appointed the ex-officio members on an interim basis in November 2023. Elections for the elected constituencies commenced in December 2023, and the first meeting of the newly constituted Academic Council took place on 9 February 2024.

The new Standing Orders continue to provide for an Executive Committee, which assists Council in ordering and discharging its business, and six further Committees whose remit is focused on specific areas of academic operations, as follows:

- Academic Planning & Review Committee;
- Admissions & Student Affairs Committee;
- Learning Resources/Infrastructure & Student Supports Committee;
- Regulations, Quality Assurance & Enhancement Committee;
- Research & Innovation Committee;
- Standing Orders Committee.

Apart from the Executive Committee (chaired by the President), all Committee Chairs are elected and appointed from and by the membership of Academic Council. Initial elections for the members and chairs of the six topical Academic Council Committees took place in March 2024.

The current Academic Council membership is published on the [Academic Council](#) page of the MTU website. For details on Governing Body and Academic Council activity in the reporting period, see [PART B Section 1](#).

c. Commencement of MTU Regulations, Policies and Procedures

At its inaugural meeting, 4 January 2021, the MTU Academic Council agreed a number of principles in relation to the status and interpretation of the saved quality assurance procedures of the former Institutes of Technology which were subsequently ratified by Governing Body.

The core academic regulations, policies and procedures of MTU which applied at the Institutes immediately before the establishment of MTU were to remain in place until they were amended or replaced by the University. MTU (Cork) or MTU (Kerry) Regulations would continue to apply to the modules and programmes to which they applied immediately before the establishment of MTU, and any students on those modules and programmes were to be subject to the local regulations in respect of any matters covered by those regulations.

Oversight of the regulations specific to MTU (Cork) and MTU (Kerry) and their implementation was to lie with the Kerry Academic Legacy Committee and the Cork Academic Legacy Committee respectively. Any uncertainties or apparent conflicts as to the particular regulation, policy or procedure applicable to a given case would be resolved by a consensus decision of the two Vice-Presidents responsible for academic affairs.

Since then, MTU has been working at pace to replace saved local policies and procedures by new, University-wide regulations, policies and procedures across all operational areas, including academic quality assurance, governance and administration, with the vast majority of legacy policies superseded at the point of writing.

Any new academic regulations, policies and procedures approved by Academic Council during the reporting period are listed in [PART B Section 1](#) of this quality report.

All current MTU regulations, policies, and procedures are published on the MTU website at [MTU Policies and Publications](#). Any local academic regulations and policies which remain in force pending completion and approval of common MTU policy are published at [MTU \(Cork\) Academic Regulations and Policies](#) and [MTU \(Kerry\) Quality Assurance Procedures](#) respectively.

PART A Sections 2 – 8 below provide further details on specific elements of the MTU academic policy framework.

d. University Executive

The [University Executive](#) is a non-statutory committee of MTU, and as such its membership and functions are determined by the President. The Executive meets on a fortnightly basis, and its overall remit is to assist the President with operational direction, oversight and decision-making in relation to any MTU activities which come within the scope of the President's statutory functions under the TU Act 2018.

Initially on establishment of MTU, the members of the former executives of CIT and ITT retained their portfolios. A small Operational Executive and a separate Planning Group were formed from these to support the President in day-to-day operational and planning activities in the first few months post-designation, which were then amalgamated to create the first University Executive.

The design of the new MTU Executive Structure (see [Figure 1](#) overleaf), one of four TU Transformation workstreams, was completed in June 2022, at which time it was approved by the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS). A business case was submitted to the Department of Public Expenditure, National Development Plan Delivery and Reform (DPENDPDR), which approved the new Executive structure in December 2023 when it provided approval for recruitment of the first six members of the new University Executive. Following approval for the remaining five posts by DFHERIS in January 2025, the appointment process for these posts was completed in July 2025, with all members of the

new University Executive in post since the beginning of the 2025/26 academic year. The final [membership of the MTU Executive](#) as of November 2025 is shown in [Table 3](#) below.

Figure 1: MTU Executive Structure

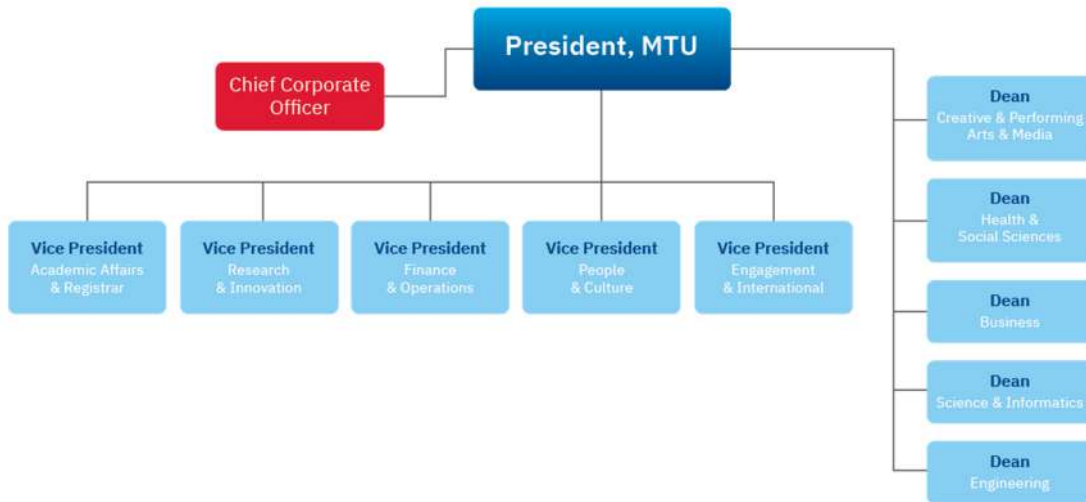


Table 3: Membership of the University Executive (as of November 2025)

| | |
|---------------------------|---|
| Professor Maggie Cusack | President |
| Mr Simon Jennings | Chief Corporate Officer |
| Professor Christine Cross | Vice-President Academic Affairs and Registrar |
| Professor Hugh McGlynn | Vice-President Research & Innovation |
| Mr Tim Daly | Vice-President Engagement & International |
| Dr Pio Fenton | Vice-President People & Culture |
| Mr Paul Gallagher | Vice-President Finance & Operations |
| Dr Noel Murray | Dean of Faculty of Business |
| Professor Alistair Payne | Dean of Faculty of Creative & Performing Arts and Media |
| Dr Seán McSweeney | Dean of Faculty of Engineering |
| Dr Mary Galvin | Dean of Faculty of Health & Social Sciences |
| Dr Brendan O’Connell | Dean of Faculty of Science & Informatics |

The Terms of Reference of the University Executive include the following functions:

- Review and monitor the status and performance of key operational plans and provide information for the President to report on to the Governing Body as necessary and appropriate;
- Ensure that risks are identified, managed and reviewed as relevant and appropriate, and provide information for the President to report on to the Governing Body as necessary and appropriate;

- Ensure delivery of MTU’s strategic vision through projects and initiatives to deliver MTU transformation via the Project Initiation Request process (PIR), and act as champions for the process and the outcomes;
- Communicate the outcomes of UE deliberations to all relevant stakeholders, including staff and students.

Executive matters considered by the University Executive thus include, amongst others:

- Academic and Student Activities
- Corporate Systems
- Finance and Resourcing
- Staffing and Industrial Relations
- Strategic Planning and University Performance
- Research
- Engagement with Statutory Bodies and other stakeholders
- Transformation Activities
- Building, Estate and Capital Projects
- Marketing and Media/PR.

e. Academic Management Structure

Constituting the fourth TU Transformation workstream, a high-level design of the Academic Operating Model was completed in June 2023. This followed a highly consultative process facilitated by KPMG and supported by the Academic Operating Model Working Group of diverse cross-institutional membership.

Key to the early deliberations was work previously done by the MTU Academic Domains Working Group, established during the final stages of the TU application process in 2019. Through this, five academic domains were decided upon and the existing academic departments were aligned to these. Subsequently, the elected membership of the ‘transitional’ Academic Council was organised by these domains, and, following further review, the identified domains were also used to form the basis of the elected academic constituencies of the ‘steady state’ Academic Council. The domains were formally agreed by the University Executive as academic faculties in June 2022, and the alignment of the academic departments was validated in early 2023.

The preferred academic operating model which emerged from the consultative process is a two-tier model wherein Heads of Department report directly to the Deans of the five Faculties of Business; Creative & Performing Arts and Media; Engineering; Health & Social Sciences; and Science & Informatics.

The Faculty Deans sit on the University Executive; other faculty-based senior staff only join the Executive when deputising for the Dean. Faculties span multiple campuses, and faculty leadership roles are cross-organisational.

To support the Deans, new faculty-wide senior leadership roles of Vice-Dean Academic Affairs and Vice-Dean Research & Engagement have been created in each faculty. Additionally, two specialised Vice-Deanships were created in the Faculty of Business (Vice-Dean Business Academy and MTU Foundation) and the Faculty of Engineering (Vice-Dean Apprenticeships). At the point of writing, ten of the twelve Vice-Deans are in post.

Programmes and academic departments remain as originally aligned to the academic domains. The detailed implementation of the Academic Operating Model will be a multi-year project, completed by the faculties on a phased basis.

A representation of the new Academic Management Structure is presented in [Figure 2](#) overleaf.

MTU Faculties




Prof Maggie Cusack
President MTU

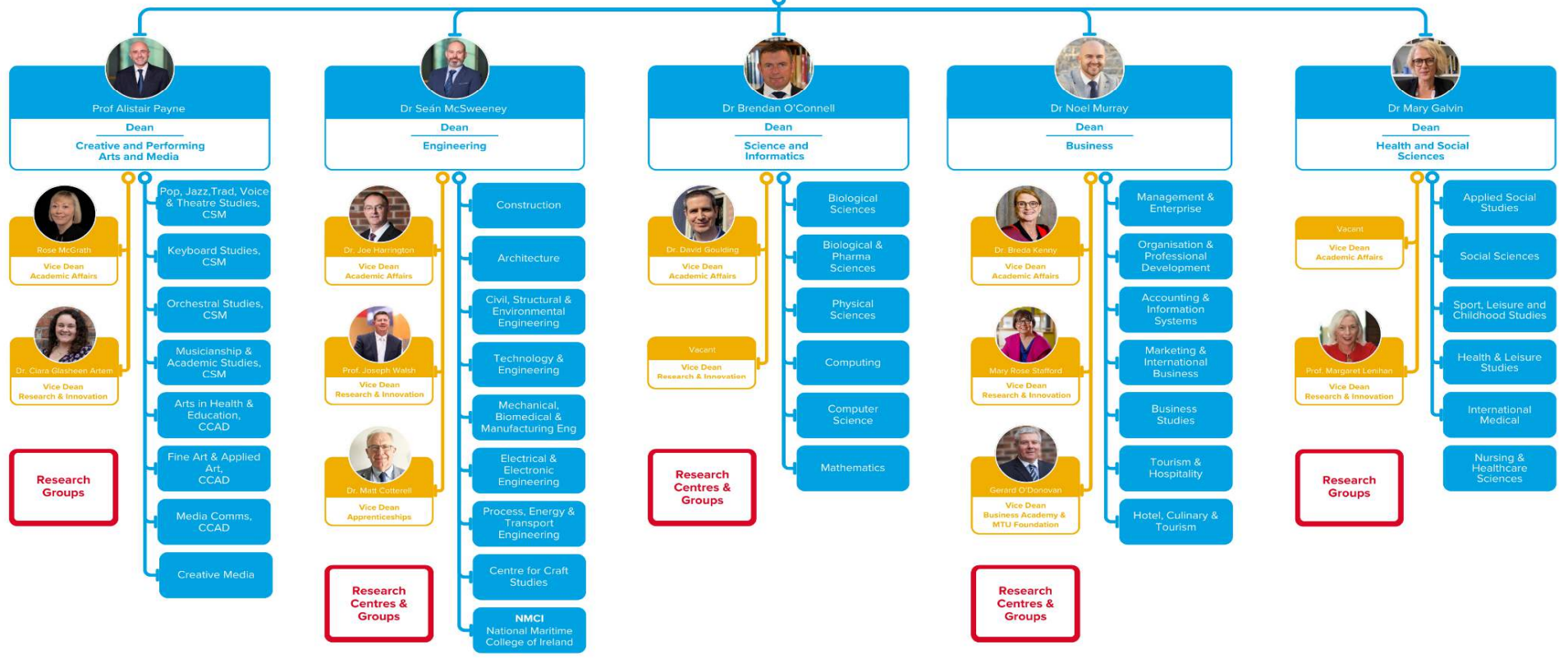


Figure 2: Academic Management Structure (as of November 2025)

1.1.2 MTU Strategy

a. MTU Strategic Plan

Following broad-based stakeholder engagement and a period of intensive development, the first Strategic Plan for MTU was completed in June 2022 and formally launched by Minister for Higher Education Simon Harris in October 2022.

MTU's "Our Shared Vision. Strategic Plan 2022-2027" is published on the MTU website and is available [here](#).

The Strategic Objectives of "Our Shared Vision" flow from five thematic priority areas which were developed through extensive engagement and consultation. The key strategic themes for MTU's first five years will be:

- To deliver outstanding learner education and experience to produce work-ready graduates;
- To increase investment in MTU's staff and the communities within which MTU is embedded;
- To achieve significant growth and impact across MTU's research, innovation and entrepreneurship ecosystem;
- To lead regional development; and
- To adopt a global outlook across all of MTU's activities.

To achieve its strategic outcomes, MTU has identified key Strategic Enablers which will ensure the ongoing success of the University. These are

1. The proactive pursuit of equality, diversity and inclusion across all of MTU's activities;
2. Embracement of the UN sustainable development goals (SDGs) and the creation of a sustainability culture across all campuses;
3. Collective commitment to a multi-campus technological university;
4. Strategic investment in a high-performing digital infrastructure and capabilities ("Digital-by-default");
5. Development of a state-of-the art physical infrastructure and capabilities across MTU's campuses.

For further detail on the MTU Strategic Plan implementation process during the reporting period see [PART B Section 1](#) of this report.

b. MTU Sustainability Strategy 2025 – 2035

The [MTU Sustainability Strategy 2025 – 2035](#) was launched in April 2025, translating one the five key enablers of the MTU Strategic Plan into "a programme of applied and ambitious actions [...] designed to educate, build capacity and provide opportunities for engagement" (p.2) across all MTU campuses.

The implementation of the MTU Sustainability Strategy will be overseen by the VP Finance & Operations and led by the new post of Sustainability Project Coordinator.

i. Overall Design, Sustainability Themes and Objectives

The overall design of the Sustainability Strategy is summarised follows:

"The actions and structure of the Sustainability Strategy have been designed to reflect both the global

ambition and commitments of the UN Sustainable Development Goals and the local context of MTU’s stakeholders, campuses and region. MTU’s Sustainability Strategy is thus constructed around the UN 2030 Agenda Pillars of People, Planet and Partnerships, supported by MTU’s own strategic themes of (i) Teaching, Learning & Research and (ii) Spaces & Places.” (MTU Sustainability Strategy 2025 – 2035, p. 5)

Figure 3: UN 2030 Agenda, SDGs and MTU Sustainability Themes



MTU STRATEGIC PLAN 2022-2027

Strategic Enablers



A number of Sustainability Objectives have been identified under each pillar of the UN 2030 Agenda against each of the two Sustainability Themes, “Teaching, Learning & Research” and “Spaces & Places”.

ii. Decarbonisation

Under the “Planet” pillar, the decarbonisation of MTU’s campuses and operations is at the heart of the MTU Sustainability Strategy. MTU’s plans and commitments under its Climate Action Roadmap are integrated into the Sustainability Strategy and governance structure to ensure coherent implementation and reporting.

The Sustainability Strategy sets ambitious targets for MTU: 51% reduction in greenhouse gas emissions by 2030, net zero by 2050, and 50% improvement in energy efficiency.

Table 4: MTU Decarbonisation Figures 2024

| Metric | Baseline | 2024 Performance |
|----------------------------------|--------------|-----------------------|
| Fossil CO ₂ Emissions | 2,381,148 kg | 2,264,049 kg (-4.9%) |
| Total CO ₂ Emissions | 6,701,690 kg | 4,711,834 kg (-29.7%) |

Achievement of this goal will require ongoing and focused cross-University effort: While the 2024 decarbonisation figures in [Table 4](#) above show encouraging progress, the 4.9% reduction over the baseline is still modest and in fact represents an increase of 4.7% since the last reporting cycling, linked to a range of indicators showing increases due to ongoing construction projects for new building stock since the last reporting cycle. This indicates that further acceleration of decarbonisation efforts will be required to meet the 2030 targets. (Further detail on sustainability initiatives is given in [Part B Section 1.1 h](#), amongst others.)

c. International Education Strategy Statement

An [International Education Strategy Statement 2025 – 2027](#) has also been adopted by MTU. This strategy statement, whose lifetime coincides with the remaining duration of the MTU Strategic Plan, was approved by the University Executive in February 2025 to underpin MTU’s application for authorisation to use the TrustEd Ireland International Education Mark (see [Part B Section 1.1 f](#)).

The MTU *International Education Strategy Statement 2025 – 2027* (IESS) highlights how the University’s approach to international education provision and support is driven by the MTU Strategic Plan and how it aligns with [Global Citizens 2030](#), Ireland’s International Talent and Innovation Strategy launched in 2024.

Articulating how the MTU Strategic Plan sets out key areas of focus for all internationalisation activities in MTU, the IESS identifies a series of key actions to support international education for implementation through to the end of the current Strategic Plan in 2027, including:

- Completion of MTU’s initial round of Faculty Enhancement Reviews (see amongst others [Part A Section 8.3 b](#) and [Part B Section 1.1 a \(iv\)](#));
- Strengthening of post-entry English language supports;
- Review of campus-specific integration programmes for international students;
- Increasing international enrolment in [Student Inc.](#), MTU’s student entrepreneurship programme (see also [Part A Section 2.4.1 e](#));
- Maximising the opportunities of the INGENIUM University Alliance (see [Part A Section 1.2](#) and [Part B Section 2.6 a](#)) for international students;
- Growing non-EU international student numbers across campuses in a responsibly managed and geographically balanced manner by 1% per annum; *in tandem with*
- Efforts to grow suitable student accommodation offerings, inc. through progressing new construction;
- Encouraging increased outward student mobility;
- Expanding opportunities for MTU students to learn international languages as part of their studies;
- Continuing the international recruitment of academic and research staff positions; and
- Targeted increases in longer-term international staff mobility.

MTU’s Strategic Objective under the ‘Global Outlook’ theme of *Our Shared Vision* is to become a

“responsible, international university with world-class ambition and a global hub of knowledge exchange in which staff, students and stakeholders will be enabled to engage in an open-minded, positive, collaborative, sustainable and respectful way.” ([Our Shared Vision](#), p. 33)

Realisation of the strategic actions set out in the IESS will put the University firmly on the path towards achievement of this strategic objective.

1.1.3 Academic Governance and Quality Assurance Framework

As set out in the Technological Universities Act (2018), it is the responsibility of MTU Governing Body to regulate the MTU Academic Council. Pursuant to Section 9 (7) of the Act, MTU Governing Body has delegated to the MTU Academic Council the function of approving all regulations, policies and procedures concerning the academic affairs of the technological university, over and beyond Academic Council's statutory control of the academic affairs of MTU. In accordance with the TU Act 2018, Academic Council may delegate the discharge of any of its functions to any of its committees, as it sees fit. Governing Body reserves the right to revoke any delegated authority provided for under these regulations at any time.

MTU is committed to the highest quality standards, to continuous quality improvement and enhancement and to the creation of a quality culture. The development of an integrated Academic Quality Assurance Framework for the University is a matter of high priority, with much of this work carried out by the Committees of the Academic Council. Responsibility for ensuring implementation and compliance with academic QA policies and procedures rests ultimately with the MTU Executive, particularly the Vice President Academic Affairs & Registrar.

At Faculty and Department level, Faculty Deans, Heads of Department, and Programme Boards have local responsibilities for implementing and monitoring of quality assurance policies and procedures. The academic management of a department's programmes is the responsibility of the Head of Department and the respective Programme Boards.

Information on the evolution of the MTU framework for academic governance and the management of academic quality assurance during the reporting period is provided in [PART B Section 1](#) of this report.

The academic regulations, policies and procedures of MTU cover all aspects of its academic activities, including the quality assurance of MTU's programme provision and of its research, knowledge transfer and innovation activities; academic and research integrity; access, transfer and progression; and student and staff welfare.

For further information on MTU academic policy development in the post-establishment period, see [PART A Section 1.1.1 c](#) above. For details on the quality assurance of research activities and postgraduate research degree provision specifically, see [PART A Section 4](#) below.

1.1.4 Learner Representation in Governance and Quality Assurance

Learner representatives are systematically included in MTU governance and management structures at all levels. MTU's active and engaged Students' Unions on the Cork and Kerry campuses are the main vehicle through which learner representation is organised. While separate Students' Unions are still in place in Kerry and Cork at the time of writing, a single Students' Union structure for the whole of MTU is a requirement of the TU Act 2018, and an MOU was signed by MTU and the two existing Students' Unions to address a merger process and the creation of that single entity. In the meantime, a Joint Executive Committee (JEC) was formed which was recognised by the Governing Body for the purposes of representation as per the Act. This was replaced by the current Single Student Leadership and Representation Council (SSLRC) in November 2025.

The membership of the MTU Governing Body, appointed in accordance with the TU Act 2018, includes both Students' Union (SU) Presidents and the SU Vice-President Welfare on the Cork campuses.

Pending adoption of a unified Students' Union structure, student representation on the Academic Council is governed by Interim Regulations approved by Governing Body to enable determination of a full complement of student members through the JEC respectively SSLRC. Under these, the student representatives on Academic Council comprise the two SU Presidents and two SU Vice-Presidents Education, one representative each of the full-time postgraduate research students and full-time students of the constituent colleges (CCAD, CSM and NMCI), and a further full-time undergraduate. The two SU Presidents also sit on the Executive Committee of Academic Council, and all other Academic Council Committees also include student members.

Learner representatives ('Class Reps') act as the main spokespersons for their cohort at Programme and Stage level. Class reps are elected at the beginning of each academic year to act as principal spokespersons for their cohort and liaise with academic and support staff on its behalf. Each class rep is a member of the Students' Union Council and reports back to the SU Executive at Union Council Meetings on issues of concern to the group.

All new programme validation panels at MTU include learner representatives. MTU students are also systematically enabled to contribute to programme development and monitoring through programme board participation. MTU class reps regularly meet class tutors/programme coordinators and attend academic workshops with programme coordinators or Heads of Department to facilitate continuous monitoring of programmes with regard to issues of concern to learners. During the exploratory phase of new programme development, departments will often consult with existing students and recent graduates on various aspects of the prospective programmes. Student involvement in academic review is being further strengthened in the development of new policy.

In addition to Governing Body, Academic Council and its Committees, and Course Boards, ca. 60 university committees and boards include student representation.

1.1.5 External Stakeholder Representation in Governance and Quality Assurance

Over half the membership of the MTU Governing Body are external stakeholders from a variety of sectors and organisations, including regional education & training boards, the community, industry organisations, enterprise and government.

In relation to programme provision, a key mechanism for ensuring that external peer perspectives feed into academic quality management is the external examiner system. External examiners are approved by MTU Academic Council and provide oversight in relation to learner assessment and monitoring of programmes. Additionally, all core processes for the approval and review of modules and programmes incorporate external stakeholder representation. A further layer of externality is added by the fact that many MTU programmes are professionally recognised, accredited or regulated.

MTU's inaugural Strategic Plan, [*Our Shared Vision. Strategic Plan 2022-2027*](#), was developed through a consultative and collaborative approach that sought the views of MTU's external community as well as those of students and staff.

The development of mutually beneficial relationships with stakeholders in the Southwest Region is at the core of the Strategic Priority Area "Leading Regional Development". The Strategic Objectives in this area include, amongst others, that "MTU will encourage, support and initiate collaborations towards mutually beneficial goals". (*Our Shared Vision*, p. 19).

For further details on the MTU Strategic Plan, see [PART A Section 1.1.2](#) above.

1.2 Linked Providers, Collaborative and Transnational Provision

At the time of writing, the saved policies and procedures of CIT and IT Tralee for collaborative and transnational provision remain in force in the respective campus locations. Development of new, MTU-wide policy on collaborative provision, including transnational provision has commenced, with a view to adoption before the end of 2026. The QA procedures which currently apply are published here:

- [MTU \(Cork\) Academic Regulations and Procedures](#), Section Collaborative Provision, “Academic Policy on the Quality Assurance of Collaborative Provision and Joint Awards”;
- [MTU \(Kerry\) Quality Assurance Procedures](#), Section A15: Collaborative Provision.

Under Section 9 of the TU Act 2018, the functions of MTU include collaboration with higher education providers within and outside of Ireland, including on joint research projects and the provision of taught programmes, as well as collaboration with business, enterprise, the professions, the community, local interests and related stakeholders in the region. Promotion of stakeholder involvement in programme design and delivery is also a function of the University under the Act. Governing Body has delegated authority to the President (and other members of the MTU Executive authorised by the President) to sign off on collaborations or agreements related to contracts with external parties on behalf of MTU. Governing Body has however reserved approval for any high-profile matters and/or matters associated with a high level of cost or risk.

Formal Joint Awarding Agreements are in place for all joint awards made by MTU. All collaborative programmes, irrespective of whether they lead to an MTU award or a joint award, are subject to detailed consortium agreements governing the arrangements for provision and quality assurance of the programme, including assessment standards, learner protection, and the making of the award.

Under the existing quality processes, each joint awarding and consortium agreement made in relation to a collaborative programme to be offered by MTU (Cork) requires prior approval of Academic Council and Governing Body before the collaborative programme and, where relevant, joint award can be validated. Formal agreements made in relation to MTU (Kerry) programmes require approval from the President and University Executive, alongside validation of the programme specification by Academic Council.

With regard to the long-standing overarching joint awarding agreement between MTU and UCC, the institutions operate well-established joint mechanisms for the validation, operation, ongoing monitoring and periodic review of the relevant programmes. These include a Joint Board which has oversight of academic, management and resource issues for all joint programmes and makes recommendations to the MTU Academic Council and UCC Academic Board. A (Joint) Board of Studies is also in place for each of the joint programmes.

Since 2023, MTU is a constituent university of the European University Alliance, INGENIUM. Following identification of similarities and differences between partners in academic quality assurance processes, the Alliance has developed a Quality Assurance Framework for collaborative provision. This guides the development and implementation of collaborative awards within the Alliance under the European Approach, allowing for the incorporation of national or provider-specific obligatory checkpoints and approval steps. Within this framework, the partners are collaboratively developing six ‘flagship’ academic programmes at bachelor and master level as well as micro-credentials, blended intensive programmes and short mobilities. Enhancement of capacity to co-deliver doctoral programmes is also part of the INGENIUM mission.

The creation of a unified tertiary system is one of the priorities of the Department of Further and Higher Education, Research, Innovation and Science. Central to this is the need for alternative routes in tertiary

education, outside of traditional pathways. Under the *New Horizons* Southern Alliance initiative, MTU, in conjunction with the Cork and Kerry Education & Training Boards (ETBs), has established a number of tertiary programmes whereby learners commence their studies under the auspices of an ETB before progressing seamlessly into a programme of study in MTU leading to a higher education award. The programmes operate under an overarching Memorandum of Agreement between the parties. (See also [Part A Section 2.2.2 a \(ii\)](#).)

To date, MTU has not designated any linked providers.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

2.1.1 Evolution of the MTU Programme Quality Assurance Framework

Development of the programme quality assurance system of Munster Technological University continues to advance rapidly. Building on the quality assurance procedures of MTU's predecessor institutions, but evolving these to reflect the broader reach, scope and ambitions of a technological university in a maturing higher education landscape, the University is continuing to progress its programme of academic policy review and creation. Driven by Academic Council and its Committees and relevant central academic functions of MTU, this programme aims to create and implement a comprehensive framework for academic quality assurance and enhancement for the whole University.

With most campus-specific legacy procedures of MTU (Cork) and MTU (Kerry) now superseded by common, University-wide quality assurance policies and processes, it is anticipated that any remaining legacy procedures will have been phased out by the end of 2026.

2.1.2 Policies and Procedures for Programme Development and Approval

The core MTU policy documents regulating the design and approval of new programmes are the [Policy for the Design and Approval of Programmes Leading to Major Awards](#) and associated [Procedure for the Design and Approval of Programmes Leading to Major Awards](#).

The MTU programme design and approval policy came into effect in September 2022, replacing a number of separate legacy policies which had continued to govern programme approval processes on the MTU (Kerry) and MTU (Cork) campuses respectively up to the end of the 2021/2022 academic year.

The Policy sets out the parameters and guiding principles for curriculum development and programme approval and regulates the credit profiles of degree programmes at different NFQ levels under MTU's framework for modular programme provision. The accompanying Procedure specifies the procedural steps involved in new programme development and validation review at MTU, as well as the required sequence of approvals.

In line with the MTU mission and profile, the University's programme design process ensures that programme structure and delivery are informed by engagement and connectedness with industry, business, the professions and the community.

The University's approach to programme design has also long been informed by Universal Design for Learning (UDL) and Sustainable Development principles. This was further developed and formalised in the adoption of a new integrated curriculum framework, [An Inclusive Curriculum for a Sustainable Future](#), in 2023/24, one of the outputs of the N-TUTORR project at MTU. Using a student-centred approach, the framework articulates eight interlinked educational pillars intended to guide programme teams in the design and delivery of programmes and modules. The interlinked pillars are Academic Integrity; Digital Transformation; Entrepreneurship; Employability; Equity/Equality, Diversity & Inclusion; Universal Design for Learning; Research & Innovation, and Education for Sustainability. In addition, the framework formulates a set of programme attributes underpinning the eight pillars and a set of graduate attributes founded on them. (See also [Part A Section 2.2.2 a \(iii\)](#).)

Prior to approval and validation, every new programme and module undergoes a rigorous, thorough, multi-step review process which draws on both internal and external expertise. The selection of independent internal and external experts is subject to the [MTU Policy on Conflict of Interest or Commitment and External Work](#).

The design and approval of programmes leading to non-major awards is guided by the supplementary procedure for the [Validation of Special Purpose, Minor and Supplementary Awards](#). This MTU (Cork) legacy procedure was also adopted by MTU (Kerry) at the end of 2021/2022 pending approval of new common MTU policy.

Amendments to existing programmes and modules are also subject to review and approval. Any major or critical changes to programmes give rise to a differential validation process, which is treated as a new validation of a programme element or elements and – like all new validations – requires Academic Council approval. Module changes are carried out in accordance with the procedures laid down in the new [MTU Policy](#) and associated [Procedure for the Design, Amendment, Review, and Approval of Modules](#). Programme changes, for the time being, follow the MTU (Cork) legacy [procedure for module and programme changes](#), which was adopted by the MTU (Kerry) campuses at the end of 2022.

Programme development procedures governed by saved policy continue to be published on the legacy websites under [MTU \(Cork\) Academic Regulations and Procedures](#) and [MTU \(Kerry\) Quality Assurance Procedures](#), even where relevant processes have been adopted across MTU.

Newly (re)developed and approved common MTU academic policies and procedures are published in the Policies and Publications section of the MTU website and may be accessed [here](#).

2.1.3 Professional Requirements and Programme Quality Assurance

As a public provider of higher education and training, MTU's primary obligation is to achieve excellence in programme provision and research against the academic standards and criteria defined in higher education legislation and academic and research quality frameworks.

At the same time, the TU Act 2018 lists among the functions of a technological university the provision of programmes that reflect the needs of “business, enterprise [and] the professions” and enable graduates to “excel in their chosen careers” (TU Act 2018, Section (9) (1) (b) and (c) respectively).

MTU delivers on these functions by offering a broad portfolio of degree programmes and CPD courses which aim to anticipate the requirements of business, industry and the professions regionally and nationally, delivered flexibly and with curricula designed to develop work-ready graduates at any NFQ level.

Through its programme approval process, MTU ascertains itself that proposed new programmes indeed address the current and developing professional requirements of their respective field and meet the needs of both graduates and employers. The periodic review of existing programme provision, which involves amongst others a scrutiny of graduate performance and industry/employer feedback, confirms that programme curricula have been updated as necessary to keep step with any significant changes in the professional environment.

2.1.4 Programme Validation and Professional Accreditation

In addition to academic validation, where fields of employment are subject to professional regulation or where successful professional practice is predicated on professional registration, academic programmes generally need to achieve recognition or accreditation from professional bodies or statutory regulators such as CORU, the

Nursing and Midwifery Board of Ireland (NMBI), or the Marine Survey Office (MSO) in the Department of Transport, Tourism & Sport.

MTU strives to facilitate and support academic units required or wishing to undergo external professional programme accreditation processes in any way feasible. To support units in minimising unnecessary reduplication of effort, the University may allow for elements or outcomes of a professional review to be recognised against some or all academic (re)validation requirements, provided there is sufficient alignment between the professional and academic review procedures and criteria.

Conversely, the University endeavours to familiarise relevant professional organisations with its academic quality assurance procedures and criteria whenever an opportunity offers. In addition to inviting engagement in the context of various industry liaison fora, MTU may arrange for representatives of regulatory or professional bodies to sit in on academic review panels as observers or, for certain areas, invite them to participate in academic review as panel members. MTU programmes are currently recognised by over 30 separate professional organisations.

2.1.5 Apprenticeship Provision and Work-Based Learning

a. Overview of Apprenticeship Provision

In keeping with the long-standing focus on career-oriented education and training of its predecessor institutions, MTU continues to offer both traditional craft and new ('post-2016') apprenticeship programmes. Information on these can be accessed through the [Apprenticeship](#) page on the MTU website.

MTU delivers craft apprenticeship training for a number of different trades. Apprenticeship programmes for the larger trades (such as electrical, plumbing and carpentry & joinery) are delivered by multiple providers, while other apprenticeships are delivered in one location only. MTU continues to be the sole provider for apprenticeship programmes in construction plant fitting, pipe fitting (Phase 6), plastering and agricultural mechanics.

Degree apprenticeships in the area of hospitality (NFQ L7 Chef de Partie and NFQ L8 Sous Chef) were introduced at IT Tralee and CIT in 2018 and continue to be provided by MTU. MTU also provides several other consortia-led apprenticeship programmes at NFQ Levels 6 to 8 in the areas of logistics, manufacturing engineering, civil engineering and laboratory technology. MTU, in conjunction with UCC, also offers a degree apprenticeship programme in the area of Social Care.

Some of MTU's degree apprenticeships feature novel delivery modes. The *Bachelor of Engineering in Engineering Services Management*, for which MTU is the coordinating academic provider, is a part-apprenticeship programme led by the Confederation of Irish Industry (CIF) that affords craftspersons the opportunity to gain an NFQ Level 7 degree.

b. Quality Assurance of Craft Apprenticeships under SOLAS

Traditional craft apprenticeships lead to further (rather than higher) education and training awards. At the point of writing, they are subject to a separate national quality assurance framework maintained by SOLAS, the state agency established in 2013 to oversee and manage further education and training in Ireland. The implementation of the National Plan for Apprenticeship (2021) will lead to far-reaching systemic changes which will fundamentally alter the role of SOLAS in the process and will align and integrate the overall approach to the

quality assurance of craft apprenticeships with the system for quality assuring higher education provision within the providing institutions.

In terms of curricular structure, craft apprenticeships are delivered in a phased manner over four years. Phases 1, 3, 5 and 7 are work-based, while Phases 2, 4 and 6 consist of 'off-the-job training' delivered by regional ETB Training Centres (basic skills training, Phase 2) and associated education providers, predominantly Institutes of Technology respectively Technological Universities. The trades apprentice calendar does not follow the academic year but consists of three terms spread across the calendar year. For that reason, the timetabling of staff lecturing across both further and higher education programmes and managing demand fluctuations for relevant facilities and equipment are some of the endemic challenges of concurrent provision of apprenticeship and academic programmes for the providing institution.

As it stands, the development of, curriculum and assessment design for, and review of apprenticeship programmes lie within the sole responsibility of SOLAS. While individual lecturers are frequently consulted by SOLAS in the context of these QA processes, this is in the capacity of individual subject expert rather than provider representative. The chief vehicle for interaction between SOLAS and the apprenticeship providers on programme quality issues is the – what is still termed – Institutes of Technology Apprenticeship Committee (ITAC), composed of representatives from providing institutions. Normally, SOLAS will first informally advise ITAC members about impending programme changes during tri-annual meetings with ITAC held at the start of each term. These meetings also provide an opportunity for provider representatives to give feedback on and discuss operational or curricular issues arising during the previous term. Subsequently, formal notification about any amendments to apprenticeship programmes is given to the providing institutions by SOLAS. Review of apprenticeship programmes is to take place annually, though for some trades the review intervals – and consequent changes to apprenticeship programmes – can on occasion be longer.

Underneath this top-level structure, cognate trades are organised into (what is still called) Institutes' Fields of Trades Committees, or 'IFOTs'. IFOTs are composed of representatives of all providers which offer apprenticeship programmes in the relevant field, and generally also meet once per term to discuss technical issues. Conclusions or suggestions arising from IFOTs meetings are reported onward to ITAC for further transmission to SOLAS.

All assessments are centrally set by SOLAS. While the timing of practical assessments is up to each provider, all written theory examinations are 'sat' at the same time nationwide. Marks are determined by local apprentice examination boards based on a common marking scheme set by SOLAS. Recent adaptations of the scheme now allow providers to return marks which represent a more detailed and accurate reflection of apprentice performance in the theory exam. Operationally, the existing, somewhat circuitous processes for apprentice assessment and results processing still present some challenges for providers. Apprentice marks are not released by the providing institutions directly, for instance, but are forwarded to the local Education & Training Boards (ETBs) for release to candidates on behalf of SOLAS. However, assessment appeals are to be dealt with under the appeals procedure of the provider posing potential timeline challenges.

In a very recent development, the Irish government is putting in place a high-level plan to transfer direct responsibility for the curriculum, assessment, and awarding of craft apprenticeships from SOLAS and QQI to education providers. A Designated Awarding Body (DAB) Alliance is to be established, comprising current HE providers of craft apprenticeships. This will be responsible for the development of a "National QA Framework (NQAF) for Craft Apprenticeships", which will be implemented through a National Provider Alliance made up of existing FET and HE providers of current craft apprenticeships. A high-level Project Initiation Document (PID) has been developed which considers the high-level objectives and milestones involved.

c. Quality Assurance of Degree Apprenticeship Programmes

'New' apprenticeship programmes leading to higher education awards at Higher Certificate (NFQ Level 6) or Ordinary Bachelor (NFQ Level 7) level have been delivered at both MTU campus locations from 2017 onwards.

The delivery structure of degree apprenticeships varies; some delivery models combine days of workplace-based learning with days of academic study in one and the same week, while others are phased. However, in the case of phased programmes, certain academic projects may continue during workplace-based phases in order to retain apprentices' connection with academic learning throughout.

Degree apprenticeship programmes fall under the academic quality assurance framework for higher education. By default, delivery and assessment, validation, continuous monitoring and periodic review of the new apprenticeships thus follow the standard MTU QA processes as described in this report. However, in the case of consortium programmes (see next paragraph), it is frequently the regulations and procedures of the lead provider that apply, as governed by the individual consortium agreement. The involvement of SOLAS in the operation and quality assurance of degree apprenticeships is far more limited than in the case of trade apprenticeships, being generally restricted to apprentice registration.

Many new apprenticeships are developed for consortium delivery in the Technological Universities and Institutes of Technologies sectors, with professional organisations also often involved in programme development and delivery of work-based elements in particular. The academic lead institution within a consortium normally takes responsibility for validation of the programme specification and for overseeing programme operation across the consortium partners, for instance by facilitating joint programme board meetings involving all participating providers. The arrangements for quality assurance and delivery are specified in a consortium agreement.

While degree apprenticeship is no longer a new model of provision, to date the QA parameters for consortium delivery have been standardised to a degree only. This means, for instance, that the applicable delivery and assessment regulations and ownership of the award are agreed separately for each new degree apprenticeship. The resulting variations, even between apprenticeship programmes offered by one and the same consortium with the same lead institution, add distinct complexity to the institutional processes for delivery, assessment and academic quality assurance, if somewhat tempered by the fact that the quality procedures across the TU (and IoT) sectors are informed by a historically common sectoral framework.

MTU furthermore participated in the 2022 review of consortia-led apprenticeship commissioned by QQI. The review report, "A Review of Consortia-Led Apprenticeships in Ireland", September 2022, is available [here](#).

d. Action Plan for Apprenticeship

The *Action Plan for Apprenticeship (2021-2025)* by the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) is now concluded, with MTU having participated in a series of OECD workshops aimed at collecting and analysing feedback from all stakeholders involved. A new *Action Plan for Apprenticeship 2026 to 2030* is in development, and MTU is formulating its response to the recently announced public consultation call published on the DFHERIS website (link [here](#)).

e. Work-Based Learning

In addition to apprenticeship provision per se, a broad – and expanding – range of academic degree programmes incorporate significant work placement, ranging from embedded service learning and standard 5 ECTS-credit modules to full placement semesters worth 30 ECTS credits.

2.2 Admission, Progression, Recognition & Certification

2.2.1 Student Lifecycle

a. Admissions Policy and Information for Prospective Entrants

The overarching general principles on admission to MTU programmes are set out in the University's [Admissions Policy](#). The Admissions Policy underpins all other policies and procedures relevant to the admissions process at MTU. It is published in the Policies and Procedures section of the MTU website and may be accessed [here](#).

The MTU Admissions Policy sets out the requirements and procedures for admission to all stages of all taught and research programmes offered by MTU. This includes admission to programmes designed and/or delivered with or on behalf of external partners, whether leading to awards of MTU or not. The Admissions Policy also regulates admission to individual modules leading to single subject certification, as well as admission to any other educational and training offerings of the University. Provision is also made for applicants to appeal admissions decisions within a specific period of time, subject to valid grounds being demonstrated.

MTU is committed to having clear, fair, equitable and consistent admissions procedures. As a rule, programme applicants are required to meet minimum entry requirements and participate in a competitive process. The MTU admissions procedures also give due regard to international, national and regional initiatives which are designed to broaden participation in third-level education.

Prospective entrants may obtain information on admission to MTU programmes from the MTU Admissions Office portal (accessible [here](#)). Bespoke access points for undergraduate, postgraduate, international and part-time learners link to sections detailing entry requirements and application procedures and providing contact information for different types of applicants, including international entrants from EU and non-EU countries, entrants with QQI FET awards, entrants with a disability and entrants from disadvantaged communities. Comprehensive information on flexible study modes, including the ACCS route and the procedures for Recognition of Prior Learning, may also be accessed through the Admissions Office portal, as can information on MTU's student supports and services.

Detailed listings for all full- and part-time programmes of MTU are accessible from any part of the MTU website (see [Figure 4](#) just below) and may be found at [this link](#).



[Figure 4](#): MTU main website with 'hamburger' menu, including 'Courses' button

Each programme entry indicates the specific entry requirements and progression opportunities for the programme, provides an online application link where this is possible, and supplies a University contact for further information. Information on professional registration and accreditation opportunities and requirements is also provided, as is information on placement periods.

The MTU website also offers a Prospectus Builder (link [here](#)) which allows prospective applicants to create and save a personalised, shareable digital prospectus with a bespoke selection of programmes chosen by campus location and field of study. In line with MTU's sustainability agenda, the University no longer produces full paper prospectuses (or their pdf versions). Quick Entry Guides with summary programme listings for different disciplines are however still available in hard copy and pdf formats.

For international applicants, each programme entry provides a link to the relevant web pages of the International Offices which outline the entry requirements and application process for applicants of different nationalities respectively countries of residence. For further information on the application process for international applicants, see [Part A Section 2.2.1 e](#) below.

b. Entry and New Student Induction

Standard entry into Year 1 of full-time undergraduate programmes of MTU is through the Central Applications Office (CAO). CAO entrants apply through the CAO website (www.cao.ie). The CAO Hub on the MTU website (linked [here](#)) provides a 'one-stop-shop' of resources where Leaving Certificate undergraduate students and their supporters can access information on CAO programmes, Open Days and application procedures as well as on campus life, library offerings and available student services and supports in all MTU campus locations.

Application for advanced entry as well as entry into all other programmes, including taught and research postgraduate, part-time and Springboard programmes, is made directly to MTU. Mature applicants (23 year and older) and non-EU applicants residing outside of the European Union apply directly to the University for entry to any programme.

Building on a second chance mathematics opportunities for Leaving Certificate students offered on both Kerry and Cork campuses for many years, a single MTU August Mathematics Examination for Leaving Certificate students is now offered across MTU campus locations.

On the MTU (Cork) campuses, the registration and induction of all incoming first year students is coordinated by the Student Services and Admissions Offices. Students get their student card, receive an academic induction and are brought on a tour of their campus. In parallel, the [AnSEO – The Student Engagement Office](#) organises an annual student-run [Good Start](#) programme which provides new MTU students with a variety of social, sporting, study and support sessions and events to integrate and induct them into life on MTU (Cork) campuses.

Online resources for new students starting in either campus location can be found via the [MTU Orientation Information](#) webpage. This links to campus-specific information on orientation and induction events and registration procedures as well as on campus life and student services.

Bespoke induction and orientation programmes are organised for Access students, i.e. mature students, students with disabilities, and students who receive HEAR and DARE merit and reduced points offers.

In addition, through TSAF funding, MTU is currently trialling an arrival check-in approach for incoming first year students ([MTU Ready](#)), to inform the potential future mainstreaming of early student support mechanisms.

c. Stage and Programme Progression

Having come into effect in September 2023, the MTU [Policy Regulations for Modules and Programmes \(Marks and Standards\)](#) regulate progression and award classification in taught programmes across all University campuses.

Advanced progression to an Ordinary Bachelor degree (NFQ Level 7, 180 ECTS credits) on graduation from a Higher Certificate (NFQ Level 6) or to an Honours Bachelor degree (NFQ Level 8, 240 ECTS credit) on graduation from a Level 7 programme is regulated in the [MTU Admissions Policy](#). MTU considers this to be a process of entry into a different programme, irrespective of whether the graduate enters an add-on programme or transfers to the advanced stage of an ab-initio programme. Advanced progression is normally allowable on achievement of the standard 40% pass threshold, with certain named programmes subject to a higher progression threshold in connection with professional regulation or accreditation requirements.

Within programmes, eligible continuing full-time students are automatically progressed to the next academic stage and year by the Student Record System. Any full-time students in programmes with streaming options and graduates progressing to follow-on programmes at the next-higher NFQ level (e.g. Level 7 graduates progressing to an add-on Level 8 degree) are processed through MTU's proprietary online registration system, OLAPPS.

Information on options for progression and transfer between undergraduate programmes at different levels may be obtained from the [programme listings](#) on the MTU website and from the MTU Admissions Office (accessible [here](#)).

MTU's postgraduate transfer procedures are described in [PART A Section 4](#) of this report.

d. Academic Engagement and Fitness to Study/Practice

Munster Technological University has achieved national and international recognition for its work in the area of student engagement and communication. These successes are testimony to long-established collaborations between academic departments/schools/faculties and the Student Engagement, Access & Disability and Student Services Offices, as well as ongoing effective partnership with the Students' Union.

A focal area of work in MTU is the First Year Experience. Campus initiatives such as the [Good Start programme](#) and the [Kerry Campus Orientation Programme](#) aim to build engagement and proactively identify and support learners in need of early-stage intervention during their crucial first few weeks in college. New students challenged by the academic environment or the competing demands of study, work and/or personal life are supported through integrated academic support provision. On the MTU Cork campuses, this is delivered through the [Academic Learning Centre \(ALC\)](#), which brings together subject-specific academic support, academic success coaching and learning development supports within a single, coordinated service. On the MTU Kerry campuses, academic study support for students is provided through the [Academic Success Centre](#). Unsure or wavering students are supported to systematically explore all available avenues, including alternative programme choices or viable alternatives to academic study, before they continue on a programme to which they are not well suited, limiting their chances of academic success, or else drop out without knowing what to do next.

In relation to learners experiencing other life issues which may fundamentally impede or negate their ability to continue in study or to safely and effectively practice their intended profession, or creating such issues for others, Policies and Procedures to Support and Regulate a [Student's Fitness to Study](#) and a [Student's Fitness to Practice](#) have been implemented MTU-wide. Both policies may be accessed from the MTU website (link [here](#)). The policy frameworks on fitness to study and fitness to practice are complemented by a wide range of well-established academic and welfare supports offered to learners in addressing academic and life issues before

they can cause disengagement and, ultimately, failure or non-completion of the academic programme. The range of MTU student services and supports across all campuses is outlined below in [PART A Section 3](#) of this report.

e. Recruitment, Admission and Retention of International Students

Additional targeted measures are in place to support the recruitment, admission and retention of international students, who make up just under 15% of the MTU student population.

i. Recruitment

In some regions, MTU partners with recruitment agencies to disseminate information about MTU programmes to international applicants. The tendering process requires potential new recruitment partners to sign a “Declaration of Commitment to the [London Principles](#)” of ethical recruitment and to demonstrate the suitability of their recruitment methodologies. Potential partners must also show insurance and tax compliance, and must provide suitable references evidencing their recruitment track record.

Once under contract, partner agencies receive regular online agent training sessions, and their recruitment performance and compliance are monitored through an Annual Agent Review. Representatives of the MTU International Office also meet recruitment agents in-market during market visits abroad.

Should an agency not meet the requisite standards, MTU can terminate the agency contract within one month.

International research students are predominantly recruited through the [EURAXESS](#) database hosted by the Irish Universities’ Association (IUA). The MTU Research Office provides support to academic departments and research centres in the recruitment process.

ii. Programme Costs

For international students, accurate advance information about the cost of studying and living in Ireland is one of the most critical factors in their decision-making. MTU ensures that students are reliably informed about the full cost of coming to Ireland to study on an MTU programme prior to accepting an offer from the University.

To begin with, information on tuition fees and scholarships for international students is available from the [Non-EU Applicants](#) page in the [International](#) section of the MTU website. Where applicable, mandatory ancillary costs, such as for lab coats, are detailed in the offer letter to international applicants, while sample living expenses are detailed on the webpages of the International Office (see [here](#) and [here](#), under “I’ve Received an Offer. What’s Next?”). Costs for fully online programmes are presented in the relevant entries in the [MTU Courses](#) programme database.

Detailed information on costs is also provided in information sessions and packs for recruitment agents, and is furthermore provided to offer holders in online pre-arrival meetings held by the MTU International Office.

iii. Entry Requirements and Recognition of Qualifications

International applicants to MTU programmes must meet academic entry requirements as well as minimum English language proficiency standards.

The minimum English language proficiency requirements for MTU are incorporated in the University’s [Policy on English Language Proficiency \(International Learners\)](#) adopted in March 2025, which is published on the MTU website. Replacing previously existing, campus-specific legacy requirements, a common set of English language

proficiency criteria came into effect MTU-wide in January 2026.

Country-specific minimum academic entry requirements for applicants outside of the EEA are published on the webpages of the MTU (Kerry) and MTU (Cork) International Offices, accessible through the [Non-EU Applicants](#) page in the [International](#) section of the MTU website. MTU uses the international qualification comparison databases of NARIC Ireland, UK ENIC (ECCTIS) and the CAO to determine the equivalence of international qualifications with the award types and levels on the Irish National Framework of Qualifications (NFQ), and also benchmarks its international entry requirements against those of other HEIs. In line with the [Lisbon Recognition Convention](#), unless a 'substantial difference' is identified between an international qualification and a target framework qualification, MTU will recognise an international qualification as equivalent to the NFQ award with which it aligns. Within this framework, two – largely comparable – sets of legacy criteria still apply on the MTU (Cork) and MTU (Kerry) campuses. It is anticipated that work to fully align these across the University will be completed within the current year.

iv. Application Process and New Entrant Progress

To ensure that international applicants are notified of the outcome of their application in a timely manner, the MTU International Office offers a service-level agreement of a three-week turnaround from receipt of an application. During this time, applicants receive progress notifications on their application status through the MTU International Student Application System.

Where an application is refused, a reason is provided to the applicant from a standardised list, enabling them to know how to address the shortcoming in future if appropriate. Conditional offers can be made for applicants who meet the general academic requirements but fall just short of the English language proficiency requirements. To realise the offer, an applicant must show achievement of the minimum standard by the end of the application cycle.

Once enrolled, the progress of new international entrants is monitored through different processes which aim to identify and if possible resolve potential issues, both academic and non-academic, before they derail the progress of the new student. A mandatory International Student Satisfaction Survey has recently been introduced by the International Office. Administered twice in the learner's first academic year, immediately post-arrival and towards the end of the year, the survey asks about the learner's experience of the recruitment process, pre- and post-arrival supports, and of student life on and off campus. The feedback obtained is used to adapt University processes, as well as to address individual problems identified.

In terms of academic progress, certain 'trigger processes' for an impending withdrawal of struggling students have been identified by the Student Engagement Office. Where withdrawal triggers are identified for an international student, the International Office will seek to meet the student to better understand their issues and, where applicable, provide advice on available supports.

Further details on supports for international students, such as induction, are available in [Part A Section 3.4 f](#).

2.2.2 Widening Participation

MTU's commitment to the region and the social and economic welfare of all its people means that fostering inclusive access to higher and further education has always been and remains one of MTU's key institutional commitments and strategic priorities.

For many decades, MTU and its predecessor institutions have offered a broad and varied spectrum of programmes in a variety of delivery modes attracting an ever more diverse learner intake. A comprehensive set of resources and initiatives is in place to proactively widen participation in higher and further education in the region and beyond, and to enable every learner who enters a programme to successfully complete their studies and reach their full academic potential, irrespective of background or circumstance.

a. Equity of Access and Participation

i. Access and Participation Policies

MTU's [Strategic Plan](#) gives expression to the University's deep commitment to social inclusion and equity of access and participation in all interactions throughout the educational lifecycle of the student. MTU welcomes students from all backgrounds, preparing and supporting them to participate in activities related to higher education from pre-entry through to graduation and beyond. Central to this is the cultivation of a sense of belonging among all students and alumni. Promoting access to higher education for under-represented groups is a priority. In these endeavours, MTU is guided by the goals and objectives of the "[National Access Plan: A Strategic Action Plan for Equity of Access, Participation and Success in Higher Education 2022-2028](#)" and its obligations under other relevant national legislation and policy documents.

MTU's many and varied initiatives and activities to foster access and inclusion are underpinned by the University's core [Equity of Access and Participation \(Student\) Policy](#). This policy commits MTU to providing equitable opportunities for participation in higher education and striving to ensure that the MTU student body reflects the diversity and social mix of Ireland's population. The University will work to achieve these goals by implementing access initiatives and creating alternative pathways to higher education, devised and delivered in partnership with students and stakeholders to incorporate their voices and respond to their needs. MTU further aims to support and enable communities to identify and address issues in relation to access to education in their own areas. The University's commitments to equity of access are reiterated in the principles guiding the MTU [Admissions Policy](#).

The [Equity of Access and Participation \(Student\) Policy](#) further commits MTU to "embedding universal design and inclusive practice in all its functions across the MTU community" (ibid., Section 5.2, p. 5) to enable creation of an inclusive educational environment that can be accessed by, understood and engaged with to the greatest extent possible by all, regardless of age, gender, size, cultural origin, race, family/marital status, religion, sexual orientation, neurotype, or ability profile.

At the operational level, the [MTU Reasonable Accommodation \(Student\) Policy](#) frames the provision of reasonable accommodation for students with disabilities, learning differences or significant ongoing health conditions studying in MTU. A supplementary [Procedure for Conducting an Oral Examination as a Reasonable Accommodation](#) is also in place.

The MTU policies and procedures governing access and participation are published on the University's website and may be accessed [here](#).

ii. Access Resources and Initiatives

Spear-headed by the [MTU Access and Disability Service](#) and building on the strong tradition of offering accessible education in both of its founding institutions, MTU continues to provide an extensive range of outreach activities and pre-entry, entry and post-entry support initiatives (including personal, academic, and financial supports) for target under-represented groups. The MTU Access and Disability Service delivers and aims to continually

enhance this programme in collaboration with academic departments and various central units of the University, as well as with regional and national community groups, organisations and initiatives.

The Access and Disability Service is dedicated to widening participation, increasing access opportunities and supporting positive educational outcomes for under-represented groups while providing a high-quality, professional and student-centred service. This is achieved by a strong commitment to the principles of social inclusion and by working in partnership with key stakeholders locally, regionally and nationally.

Extensive information on MTU access procedures and supports for learners from under-represented groups, including members of ethnic minorities and learners presenting with disabilities or learning differences, can be obtained through the web pages of the MTU Access and Disability Service (accessible [here](#)).

The [Mature Students](#) section on the MTU Access and Disability Service web pages (link [here](#)) also provides targeted information for prospective mature entrants (i.e. entrants over 23 years of age). While MTU continues to attract a significant number of full-time mature entrants, in line with national trends it has been experiencing a multi-year decline in the intake of this cohort (see amongst others the 2021 [“Study of Mature Participation in Higher Education”](#) commissioned by the Irish Higher Education Authority). MTU is a member of several national higher education admissions schemes, including HEAR (Higher Education Access Route), which offers places on reduced points and extra college support to school leavers under 23 years, and DARE (the Disability Access Route to Education), which can allocate reduced points places to eligible school leavers under 23 years with learning differences, health conditions and disabilities. Information on the HEAR and DARE schemes may also be obtained from the Access and Disability Service web pages.

MTU also leads or participates in a number of regional access initiatives.

The Linked Schools initiative works in partnership with school staff, local communities, MTU staff, and students from 27 designated primary and second level schools in the Cork/Kerry region to support greater participation in higher education by students in those schools. Academic, personal or social supports are provided for eligible candidates transferring into MTU from Access Linked Schools. Information on the Linked Schools scheme is available from the MTU Access and Disability Service webpages (link [here](#)).

In general, applicants progressing to MTU from further education must present with a minimum of a full award at minimum NFQ Level 5 or equivalent in order to be considered for admission to a Level 6 or 7 programme in MTU and must present with a full award at NFQ Level 5 or 6 with a minimum of 3 distinctions in order to be considered for admission to a Level 8 programme in MTU. Applicants for advanced entry are considered on an individual basis. Individual programmes may have additional entry requirements of other specific admissions criteria for QQI-FET applicants. These are stated on the MTU website and prospectus.

In addition to these general entry routes, MTU, in each campus location, also operates long-standing supported progression schemes for graduates of Further Education Colleges based in the respective region. This links certain MTU programmes to specific FE courses offered in the region, creating supported progression pathways between the linked programmes/courses. MTU reserves a number of places on these linked programmes for applicants who achieve specified levels and other requirements in their QQI FE award.

Since 2023, MTU has been partnering with UCC, Cork ETB and Kerry ETB on a collaborative FET-HE Pathways Project, *New Horizons*, which is one of the initiatives under the joint SOLAS/HEA National Tertiary Office. It aims to strengthen existing and develop new opportunities for learner pathways and transitions between the sectors in order to deliver on the ambition of the Department of Further and Higher Education, Innovation, Research

and Science (DFHERIS), as set out in its vision paper for “*Progressing a More Unified Tertiary System for learning, Skills and Knowledge*” (May 2022). An update on this work during the reporting period is provided in [Part B Section 2.6 b](#) of this report.

The multi-year [SOAR \(Inter-Institutional Collaboration for Access\) Project](#) (funded under PATH 3) brought together the South Cluster (UCC, MTU (previously CIT, IT Tralee) and SETU (previously WIT and IT Carlow) with community partners to collaborate on strategies to increase access to higher education for under-represented groups. The project has enabled the member institutions to build on existing access practice, consolidate community partnerships and develop new initiatives to further the cluster’s collective ambition of widening participation for access target groups. SOAR workstreams are multi-dimensional, including, for instance, [Enabling Transitions](#), aimed at easing the transition of students with disabilities to higher education through use of assistive technologies, and [Travellers in Education](#). MTU Traveller Access Programmes delivered under the Travellers in Education umbrella include MTU (Kerry)’s junior- and senior cycle [Star Pupil Traveller Access to Education](#) programmes as well as [post-entry and early career mentoring for Traveller students and graduates](#) delivered by the Traveller Education Coordinator at MTU (Cork). While national PATH 3 funding is due to expire in May 2025, MTU has approved the mainstreaming of the existing Traveller Education and Transitions support posts to enable continuation of these successful initiatives.

MTU also makes available a range of financial supports to enable students from under-represented groups to enter and remain in higher education. These include the Student Assistance Fund as well as scholarships under the [MTU Sanctuary Scholarship](#) scheme for asylum seeker and refugee students. Under PATH 2, MTU offers [1916 Bursaries](#) to encourage participation by students who are socio-economically disadvantaged. Information on these financial supports is also accessible from the web pages of the MTU Access and Disability Service ([link here](#)). (For further information see amongst others [Part A Section 3.4 b](#).)

iii. Universal Design for Inclusivity

In line with Goal 1 of the [HEA National Access Plan 2022-2028](#), MTU is taking a whole-university strategic approach to the (re-)design and delivery of its systems under the Universal Design (UD) framework. MTU focuses on five pillars: Teaching, Learning & Assessment; Student Supports, Services & Social Engagement; Physical Campus and Built Environment; Digital Environment; and Human Resources. To progress implementation of universal design across its systems, MTU has established a Universal Design Framework Implementation Steering Committee. Reporting to the University Executive, the Steering Committee is tasked with the oversight, coordination and strategic planning of embedding UD approaches and inclusive practices across MTU, including oversight of all relevant national strategic funding programmes in place to support such activities.

The University adopted the ALTITUDE UD Charter in March 2025, and is a member of the AHEAD National Charter Adoption Group promoting the adoption of the Charter in all tertiary education institutions.

An externally-facing webpage dedicated to [Universal Design at MTU](#) was launched on the MTU website in January 2025.

Staff and students wishing to obtain training in UD principles may avail of several short courses leading to digital badges. Staff offerings to date have included *UD for Teaching & Learning* (initially delivered as part of a national roll-out led by UCD/AHEAD, with subsequent internal delivery) and *UD Beyond the Classroom* (delivered as part of the national roll-out). MTU and ATU furthermore led the development of a national pilot digital badge in *Leadership in Universal Design in Tertiary Education*. This short, self-paced online course, funded through HEA PATH 4 Phase 1, is addressed at senior leaders in higher and further education and was

launched in January 2025. A student-facing digital badge, *Unlocking Your Success with UD for Learning*, was also developed in collaboration between the UD Lead Facilitator and Student Engagement Associates (SEAs; see [Part A Section 2.4.1 d](#)) and delivered on a pilot basis. MTU also supports the SEAs to apply UD principles in all their student- and staff-facing events. Several onsite UD recognition events for University members engaged with UD actions were held, with an attendance of ca. 150 staff and students to date. The various UD-related actions have been funded through both a core Registrar's Office allocation and TSAF.

An internal UD Resource Hub for staff was made available to staff in the Canvas VLE in May 2025 which hosts relevant UD resources and exemplars of application of UD at MTU. Staff and students wishing to attend/present at relevant national and international UD Training Events and Conferences can avail of bursary supports.

In the area of curricular design, MTU's commitments to embed inclusion, equity and universal design have found expression in MTU's N-TUTORR-supported new curriculum framework, *An Inclusive Curriculum for Sustainable Future*. Amongst others, this framework aims to guide programme teams in designing and delivering programmes underpinned by universal design and EDI principles to enhance the learning experience and accessibility for all students. Further information on the framework is provided in [PART A Section 2.1.2](#).

iv. Equality, Diversity & Inclusion (EDI) Policy and Resources

Cognisant of its diverse student population, MTU is committed to providing an inclusive learning environment for all students. The pursuit of equality, diversity and inclusion forms an integral part of the MTU Strategic Plan and is understood as a key enabler for the successful achievement of the University's strategic objectives (see [PART A Section 1.1.2](#) for further details on the MTU Strategic Plan). Steered and overseen by the EDI Committee of Governing Body, MTU's activities to foster equality, diversity and inclusion among its students and staff are supported by a number of dedicated University posts, including an EDI Manager and EDI Officer.

The key policy document to enable and ensure implementation of EDI principles across all University activities is the [MTU Equality, Diversity and Inclusion Policy](#) adopted in November 2024. For purposes of confirming compliance with Section 19 of the TU Act 2018, the EDI policy is accompanied by the [MTU Equality Statement 2024 to 2028](#) which summarises MTU's public commitments to enabling access and promoting equality, diversity and inclusion in line with national legislation and policy, as well as MTU's own Strategic Plan (link [here](#)).

Equity/Equality, Diversity & Inclusion furthermore forms one of the eight educational pillars of MTU's new curriculum framework, *An Inclusive Curriculum for a Sustainable Future* (see e.g. [PART A Section 2.1.2](#)).

Further details on EDI procedures and supports are given in [PART A Section 3.1](#), Policies and Procedures Related to Student Welfare and Community Standards, and [PART A Section 5](#), Staff Recruitment, Development and Supports, below. For details specifically on gender equality initiatives for staff and students and the Athena Swan Bronze Award, see [Part A Section 5.3 b \(i\)](#).

b. Flexible and Lifelong Learning Opportunities

i. Flexible Education Provision

One of the actions under MTU's ongoing commitment to inclusive access to education opportunities and a diverse student body is to increase opportunities for mature, work-based, lifelong, part-time and flexible learners through part-time, blended or online programme delivery. MTU already has a sizeable population of learners who avail of learning opportunities later in life, either as returning or as first-time students, and is

committed to further expanding its range of options for lifelong access to higher education to optimise opportunities for life-long learners to achieve a third-level qualification whilst recognising the many work, family and life commitments they invariably have.

One means by which MTU has been delivering on this commitment is the strategic expansion of flexible learning opportunities, in particular the distance learning portfolio. Building on e-learning infrastructure and the dedicated pedagogical and technological supports of the [Department of Technology-Enhanced Learning \(TEL\)](#) and the [eLearning Development Services Unit \(EDSU\)](#), MTU offers a significant [portfolio of flexible online programmes](#) at undergraduate and postgraduate level, both degree programmes (many of which Masters) and shorter courses leading to special purpose or minor awards. The significant expertise built up by TEL and EDSU also served MTU well in its move to predominantly or exclusively online delivery of all its programmes for the duration of the Covid-19 restrictions across higher education institutions.

The online provision complements and extends the reach of MTU's traditionally strong [suite of continuing education and lifelong learning programmes](#) with access and delivery mechanisms tailored to the needs of learners unable to participate in standard full-time programmes. These include a range of bespoke short courses developed in consultation with employers and offered through departments or in conjunction with local development projects. These offerings may be delivered onsite (on or off campus), as well as in blended or fully online formats, allowing work-based learners to enhance existing or gain new qualifications to advance careers. Several short courses offer the opportunity to progress to full-time programmes at the University, gaining exemptions from the modules successfully completed.

In addition, a range of industry-focused programmes are available across the University through the [Springboard+ initiative](#) as supported by the Lifelong Learning Office (Kerry campuses) and the [Extended Campus](#) (Cork campuses) respectively, enabling eligible candidates to gain qualifications across a variety of sectors. All programmes selected for funding under Springboard+ are in areas of identified enterprise skills needs.

ii. Extended Campus

MTU's [Extended Campus](#) works to nurture and maintain relationships with enterprise and to ensure that MTU can help to meet the current and emerging demands of dynamic workplaces. To enhance knowledge and awareness of the University and its programmes, the Extended Campus team coordinate Learning Clinics where MTU subject matter experts and industry partners collaborate to identify organisational learning needs and the programme offerings and delivery strategies best suited to meeting these. Proposed solutions may include existing, 'off-the-shelf' programmes or collaborative development of customised learning pathways utilising modular 'building blocks', may involve workplace or e-supported delivery, and may furthermore make provision for the integration of learning gained at the workplace through MTU's well-established RPL and Work Integrated Learning (WIL) mechanisms.

iii. Regional Lifelong Learning Partnerships

MTU is committed to working with regional partners to support lifelong learning for the region. MTU is a member of the Higher Education Lifelong Learning Network (HELLIN), which in turn is a member of EUCEN, the European University Lifelong Learning Network.

MTU is furthermore a member of the Cork Learning City initiative and supports regional initiatives such as the Lifelong Learning Festival, the Music Generation initiative and the Cork Access Network.

2.2.3 Recognition of Prior Learning (RPL)

Candidates wishing to apply for entry, advanced entry, exemptions, module credit or indeed full awards on the basis of prior learning – be that formal or non-formal/informal learning – can do so in accordance with the [MTU Recognition of Prior Learning Policy](#) published on the University's website (accessible [here](#)).

RPL can be applied for in any validated MTU programme or module. Recognition of prior learning claims are made against complete modules, and applicants must demonstrate that all learning outcomes have been satisfactorily met to gain formal recognition for the prior learning they have.

A range of well-established RPL supports are available to candidates and academic assessors across the University through the [MTU RPL Service](#). This positions MTU at the forefront of RPL practice and policy nationally. Potential applicants may access information on RPL processes and supports through the web pages of the [MTU Admissions Office](#).

MTU was a partner in the HCI Pillar 3 RPL in Higher Education and Lifelong Learning project, a collaboration of Institutes of Technology, Technological Universities and Universities to build a consistent and coherent approach to recognition of prior learning within and across the entire public higher education sector. The project, which concluded in October 2025, has provided the opportunity to build on the existing extensive expertise of the University in RPL and to identify opportunities for further enhancements, specifically in engagement with enterprise. MTU continues to support the RPL in Higher Education and Lifelong Learning PMO as part of the project extension until December 2026.

MTU has a long-established national and international reputation in RPL policy, process, practice and scholarship. MTU's RPL activities include engagement with industry for the purpose of customised and collaborative course development incorporating the recognition of informal and nonformal learning acquired within the workplace. In keeping with the development of a coherent tertiary education sector, MTU has engaged with the Further Education & Training sector on RPL CPD, policy, process and practice development to ensure a consistent approach to prior learning recognition. The University has invested in RPL since 1999 and has continuously striven to embed the culture of RPL within programmes and modules, working with staff and pioneering staff development activities across all University areas to achieve this strategic ambition.

2.2.4 Portability of Qualifications and Credit

a. Curricular Features Supporting Credit Transfer

MTU's programmes are designed to ensure maximal portability of credit for their graduates, not just within Ireland, but within the European Higher Education Area (EHEA). Programme features designed to support transferability include modularised and semesterised delivery and a standard module credit volume of 5 ECTS credits, as set out in the MTU Policy for the Design and Approval of Programmes Leading to Major Awards (available [here](#)). Modules attracting multiples of 5 credits are allowable where the optimal learning experience demonstrably involves integrated learning and assessment, meaning that the learner is required to address complex authentic problems, synthesise previously acquired knowledge and skills, and largely self-direct her or his learning. Typical examples of larger modules are performance-based modules and final year theses or 'capstone' projects, which may attract up to 30 ECTS credits.

b. NFQ Alignment of Awards and Irish Register of Qualifications

MTU awards align with the National Framework of Qualifications, as ascertained and confirmed through all standard MTU programme QA processes. This alignment underpins the recognition and thus portability of MTU qualifications within Ireland and – through alignment of the NFQ with the [European Qualifications Framework \(EQF\)](#) under the [Bologna Agreement](#) – within the European Higher Education Area (EHEA).

All validated awards of MTU included within the NFQ are published on the [Irish Register of Qualifications](#), as per the 2022 [Joint-Sectoral Protocol between Designated Awarding Bodies and \[QQI\]](#). MTU confirms that it continues to endorse this protocol, and states that it is appropriate for its awards to be included in the NFQ.

c. Microcredentials

MTU views micro-credentials as a central mechanism for enabling lifelong learning, promoting workforce responsiveness, and widening participation in higher education, particularly in regional and enterprise contexts.

MTU has developed a Micro-credentials Framework that aligns with the NFQ and with the European Council's [Recommendation on a European Approach to Micro-credentials](#) (2022). The MTU framework, set out in the [Policy on Curricular Structure and Credit Profile of Taught Programmes](#), defines the categories of micro-credentials, mechanisms for recognition, and supporting digital systems.

Key elements include:

- A taxonomy covering award-bearing and non-award-bearing provision up to 30 ECTS;
- Recognition of both stackable and non-stackable learning, supported by RPL processes;
- Fit-for-purpose QA and approval procedures proportionate to scale and risk;
- Integration with MTU's digital infrastructure to enable efficient credentialing and learner support.

This framework ensures that micro-credentials at MTU maintain academic integrity, transparency, and portability while supporting agility in programme development.

2.2.5. Certification

All student assessment performance and award records of MTU students are securely stored by the MTU Exams Office in the central student records database, for which strict data access and protection protocols apply.

Achievement of an award of MTU is certified through the issuing of a formal award parchment, bearing the University seal, and of a transcript of award stage results (Diploma Supplement) to the successful graduate by the MTU Exams Office.

Parchments for major awards record the NFQ level of the award, the named award and detailed programme specialisation, the award classification and the date of the award. Parchments for non-major (special purpose or minor) awards present the same information, together with the credit value of the award and the title of the linked major programme in the case of minor awards.

Parchments for joint awards require the agreement of bespoke parchments formats between the providers respectively awarding bodies, as well as relevant national authorities in the case of international awards. Succeeding long-standing joint awarding arrangements between Cork Institute of Technology and University College Cork and following consultation between MTU, UCC and the National University of Ireland (NUI), an agreed MTU-UCC joint parchment is in place which is awarded to graduates of a range of collaborative programmes leading to joint awards of the two institutions.

The award information on the formal parchment is complemented by the detailed transcript of stage results, recording the academic year and examination 'sitting', full award and programme title and programme delivery mode, overall classification of the stage result, and the credit value and percentage grade achieved for each module completed within the stage.

The [Parchment Secure Online Academic Credentials](#) solution (formerly known as Digitary) is used by the University to issue digitally certified, official documents online. Learners and graduates can share these electronic documents with prospective employers or other higher education institutions in a secure and verified manner. The following record types are available:

- Grademailer – an official report of a learner's grades for a specific term (semester/stage) or examination session;
- Transcript of Results – a detailed statement of the results a learner has achieved during the duration of their studies at MTU, comprising a list of modules completed, the grade awarded for each module, and the student's overall academic standing;
- ['Europass' Diploma Supplement](#) (EDS) – a document available for each graduate, in addition to their parchment and transcript of results, which provides contextual information on the qualification, awarding institution, grading scheme and applicable assessment and award regulations, as well as brief standardised summary of the national higher education and training system.

Together, the award documentation issued facilitates the clear alignment of a graduate's award with the National Framework of Qualifications and indicates its transfer value for academic progression and, where applicable, professional status of the graduate within the European Higher Education Area.

As per national policy as well as custom and practice, successful graduates of Munster Technological University are formally conferred with their award at a public conferring ceremony held several times a year at which prescribed academic dress is worn. Graduates of the joint UCC-MTU programmes are all conferred at an annual joint conferring ceremony, with the venue alternating between MTU and UCC.

2.3 Procedures for Making Awards

2.3.1. Award Standards and Award Titles

The QQI award standards were adopted by the MTU Establishment Day Academic Council as the interim award standards of Munster Technological University, pending adaptation or further development by MTU.

The University's procedures for programme approval and review ensure that the titles of MTU awards fully align with the National Framework of Qualifications and also reflect the MTU award standard which most accurately describes the principal field of learning (see also e.g. [Part A Section 2.2.4 b](#) and [Part A Section 2.3.2 a](#)).

As part of a multi-annual programme to review and update the national system of qualifications in the context of developing HE structures and awarding practices, QQI in May 2024 requested Irish statutory awarding bodies to indicate their assent to a proposed new sectoral *Convention on the Titling of Minor, Special-Purpose, and Supplemental Classes of Awards*. Noting that the MTU [Title Convention Policy for Non-Major Awards](#), approved by the MTU Academic Council in the previous academic year, was already in alignment with the proposed convention, the University on the recommendation of its Academic Council formally agreed to abide by the sectoral convention for the titling of non-major awards.

2.3.2. Development and Review of Module and Programme Learning Outcomes

a. Development of Graduate Profile and Programme Learning Outcomes

The development of a new MTU programme almost always commences with determination of the desired graduate profile and associated programme learning outcomes. The 'Backward Design' process typically employed by the curriculum design team encompasses three major design phases, whereby the team:

1. Researches and describes the desired knowledge, skills and competences to be gained by the learner upon successful completion of the programme or module, taking into account the relevant MTU award standards and criteria of the MTU [Inclusive Curriculum Framework](#), such as education for sustainability. These are expressed as intended learning outcomes for the programme or module under development;
2. Develops an assessment strategy to measure achievement of these prescribed learning outcomes. For programmes, a curriculum map is developed which maps intended module learning outcomes (MLOs) to programme outcomes indicating how the achievement of programme learning outcomes is supported. For modules, based on the concept of constructive alignment, module assessment items are mapped to MLOs. Through purposeful design of module assessment strategies, the achievement of MLOs and hence programme learning outcomes is assured;
3. Describes the teaching and learning strategy to be employed in the curriculum unit. For programme design, the strategy will prescribe the approved programme schedule detailing the modules to be undertaken by the learner. For modules, the module descriptor details the balance of directed and independent learning and class contact hours.

When seeking to validate a programme, the proposers are required to undertake consultation with appropriate stakeholders (industry, professional bodies, regulators, alumni, learners) to determine a graduate profile for the programme under development. In revalidation, stakeholder consultation is conducted to ascertain that the graduate profile continues to meet current professional or progression requirements, and furthermore that the level of knowledge and skills shown by graduates in 'real world' contexts reflects the intended graduate profile. Once determined, the intended graduate profile is expressed in terms of intended programme learning outcomes which describe the knowledge, skills, and competences of the graduate of the programme. The intended programme learning outcomes are then mapped to the MTU award standards to ensure alignment with the target NFQ level and award descriptor for the programme. Programme development teams are supported through this process by the Registrar's Office.

b. Development of Module Learning Outcomes

The equivalent process at module level sees the module author determine the learning to be achieved by the learner upon successful completion of the module. The learning is described in a set of intended module learning outcomes. Depending on the starting point of module development, the MLOs are then evaluated to either establish the level of the prescribed learning, or to confirm that the volume and complexity of the intended learning as described match the target level of the module. This involves interrogating the learning outcomes to determine the nature of the ability/understanding described and the context in which the learning is to take place. The level of the expected ability/understanding is normally determined from the chosen verbs which are reviewed against appropriate taxonomies. The context is evaluated by considering the inherent complexity of

the learning and the degree of autonomy and originality expected of the learner. Module authors are supported through this process by the Registrar's Office.

c. Review of Learning Outcomes and their Alignment with the Award Standards

As part of the overarching quality assurance system, programme and module learning outcomes undergo both an internal and external review process. Particular attention is paid to the alignment of module and programme outcomes with the award standards in programme design and review in the context of collaborations with providers whose education and training provision is not in itself aligned to the National Framework.

2.3.3 Exit/Embedded Awards and Revocation of Awards

In addition to the target award, many degree programmes offer an exit award or awards. Exit awards may be sought by learners who are not in a position to complete their studies towards the target award due to life circumstances. Depending on the target award programme, exit awards may be offered at Higher Certificate, Ordinary Bachelors or Postgraduate Diploma level.

Many Higher Certificates (120 ECTS credits) embedded as exit awards in long-standing Bachelor programmes were created through conversion of the first target award in a 'ladder' suite of programmes, typical of the programme provision in the Institutes of Technology sector in its early years. By contrast, exit awards offered within more recently validated MTU degree programmes are normally created as such and validated together with the target award. Validation of an exit award entails, as a minimum, submission of a set of programme outcomes and a statement of professional value for the exit award as part of the new programme review documentation for the proposed target award programme.

While most exit awards are embedded into the main programme, use of existing cognate lower-level awards as non-embedded exit awards is also possible. This requires a 'differential validation' based on a detailed demonstration of how the minimum intended outcomes of the exit award programme are met through successful completion of the relevant exit stage of the target programme.

Principles governing the provision, validation and making of embedded and exit awards are set out in the new common MTU [Policy and Procedure for Exit and Embedded Awards in MTU Taught Degree Programmes](#) and the Policy for the Design and Approval of Programmes Leading to Major Awards (available [here](#)).

To safeguard the good standing of the University and the excellent reputation of its graduates now and in future, MTU also has in place a [Policy and Procedure for the Revocation of Academic Awards](#).

2.3.4 Validated Awards Register

A register of all valid taught and research awards made by MTU is maintained by the Registrar's Office, and is used to support various processes including parchment production and confirmation of programme and award data, including for the Irish Register of Qualifications (IRQ).

2.4 Teaching, Learning and Assessment

As new, university-wide quality assurance procedures are being approved by Academic Council, they supersede the saved legacy procedures of MTU (Cork) and MTU (Kerry) across all MTU campuses. For policy areas and

procedures where no common MTU policy has yet been approved, the legacy procedures of MTU (Kerry) and MTU (Cork) continue in force at each campus location as relevant.

2.4.1 Teaching and Learning

Core principles governing Teaching, Learning and Assessment are formulated in the MTU [Policy for the Design, Amendment, Review, and Approval of Modules](#), [Policy for the Design and Approval of Programmes Leading to Major Awards](#), and associated Procedures, all published on the MTU website (link [here](#)). The application of these principles to module and programme design and development is detailed in the following sections.

a. Pedagogical Principles in Module and Curriculum Design

When a new module is developed, the design of the formal MTU module descriptor enforces the systematic capture and constructive alignment of fundamental elements of the module teaching and learning strategy from the outset. The descriptor thus defines, describes and encourages a linkage between the module learning outcomes, indicative content, assessment/re-assessment formats and weightings, and delivery formats, including the extent of independent learning expected.

At the curricular level, MTU's principles for modular programme design, set out in the [Policy for the Design, Amendment, Review, and Approval of Modules](#) and the [Policy for the Design and Approval of Programmes Leading to Major Awards](#), embed a number of precepts fundamental to the mission and pedagogy of the University. The attendant design features appear most pronouncedly in full-time undergraduate programmes, where they are aimed at supporting learners in transitioning from second level to higher education and in taking responsibility for charting and developing their own learning.

The first year of each ab-initio undergraduate degree programme offered by MTU must include a bespoke, University-wide academic skills module to support learners in their transition to third-level education and equip them with the skills and knowledge for successful engagement with their studies and with subsequent life-long learning opportunities. Delivery of this module is adapted by each department to the particular context of the discipline, so that no two instances will be exactly alike. Common to all deliveries however is the focus on developing independent learning, thinking and reasoning skills, team-working abilities, academic integrity precepts and basic academic writing and referencing skills as appropriate to the field of study. Learners also develop a vision of their ideal career path to start them out on the journey of taking ownership of their learning.

In addition, to develop graduates who have the skills, knowledge, and ways of thinking to address the sustainable development challenges posed by the UN Sustainable Development Goals (SDGs), each new ab-initio programme is required to conduct a mapping exercise at the programme design stage to ensure that SDGs are addressed throughout the lifespan of the programme. A variety of approaches to integrating the SDGs into the curriculum may be considered by programme teams, including interdisciplinary introductory modules; discipline-specific modules with an SDG focus, including project-based; or co-curricular credit-bearing activities. Departments are also asked to consider the development of sustainability competences when reviewing existing curricula and modules. The recently adopted MTU [Inclusive Curriculum Framework](#) explicitly identifies education for sustainability as one of eight pillars of the MTU programme curriculum (see e.g. [Part A Section 2.1.2](#) above).

To encourage learners to take responsibility for their own learning and personal and professional development, ab-initio degree programmes may include 'Free Choice' modules to a maximum of 10 ECTS credits per stage.

In many existing programmes of MTU (Cork), where inclusion of Free Choice has been a long-standing curriculum design principle, most advanced programme stages include both a cognate elective or electives and a Free Choice option. While many learners avail of cognate modules related to their specialism, some opt to broaden their educational experience by taking modules outside their own field. These could be in the form of language or entrepreneurship modules or in pursuit of unique interests, such as when music students choose certain engineering modules. While logistical or resource constraints put practical limits on the accessibility of modules offered by other disciplines, maintaining the principle of choice as an enabler of competence development is an important element of the pedagogy underpinning MTU's modular model.

b. Quality Assurance of Programme Teaching and Learning Strategies

MTU's [Procedure for the Design and Approval of Programmes Leading to Major Awards](#) and supplementary procedure for the [Validation of Special Purpose, Minor and Supplementary Awards](#) require academic departments to comment on the teaching and learning mechanisms for each programme in the programme self-evaluation report submitted to the external expert panel.

The programme document itself provides a curriculum map showing where the relevant award standards are met and how the intended programme learning outcomes are achieved. Peer reviewers are asked to ascertain that each programme outcome is supported by a sufficient number of modules to ensure it can be achieved by the average learner, irrespective of elective choice. Furthermore, an assessment matrix for each programme is reviewed to ensure that the time and nature of the assessment tasks is appropriate. Reviewers will frequently address issues such as assessment clustering or over-reliance on a particular assessment methodology.

The new MTU [Faculty Enhancement Review](#) (FER) requires faculties to present their teaching, learning and assessment strategy for the faculty, including for its blended and online programmes, in the Faculty Self-Evaluation Report (SER) and discuss this with the externally-based FER Panel. Consideration of programme teaching, learning and assessment methodologies is not a new feature of the Faculty Enhancement Review, of course; it had been part and parcel of 'Programmatic Review' at both of MTU's predecessor institutions from the beginning (see also [Part A Section 8.3](#) below). The Faculty SER and the qualitative feedback obtained from panel meetings with learners, graduates and lecturing staff are complemented by quantitative student performance data which give an indication of the success of the programme teaching and learning strategy in relation to the achievement of the learning outcomes by the different cohorts of learners.

In addition to external peer review, MTU's QA procedures also require that each MTU programme and module undergoes a detailed internal moderation process carried out by the Registrar's Office, respectively its Academic Quality Enhancement Unit in the case of MTU (Cork) and Assistant Registrar's Office in the case of MTU (Kerry), before it is proposed for (re-)validation. Amongst others, internal moderation aims to establish that

- the overall teaching, learning and assessment strategies at module, stage and programme level are pedagogically sound and coherent and optimally support achievement of the intended learning outcomes in the given programme delivery mode; that
- the individual teaching, learning and assessment elements within each module are consistent with each other and reflect the module level and credit weighting; and that
- learners receive appropriate formative feedback allowing them to improve their academic performance.

c. External Stakeholder Input into Development of Teaching and Learning Strategies

To ensure that the programme teaching and learning strategies develop the required professional attributes of the graduate and promote graduate employability, academic units seek advice on their programme proposals from employer groups or industry advisory panels early on in the programme (re-)development process.

Teaching, learning and assessment strategies may also be subject to review in professional accreditation or recognition processes. The professional organisation may wish to ascertain if the methodologies employed are suited to helping learners meet the requirements of the workplace in their chosen field, or it may require use of certain – particularly assessment – methodologies to grant exemptions from or admission to professional examinations. In some cases, professional accreditation processes may evince a degree of divergence between the overall pedagogical philosophy of MTU and that of a particular professional body. The University therefore works closely with its professional partners on an ongoing basis to improve the mutual understanding of each other's educational mission and aims, and to advance the development and promulgation of student-centred approaches to teaching, learning and assessment for professionally-oriented higher education, guided by best current pedagogical theory and practice.

d. Learning through Extracurricular Engagement and Participation

Learning opportunities at MTU are not restricted to the – real or virtual – classroom. In keeping with its institutional mission and ethos, MTU offers learners numerous opportunities to broaden their horizons and to develop their personal and leadership skills through participation in activities and initiatives beyond their academic programme, with online information available through the [Campus Life at MTU](#) section of the MTU website. Both MTU campus locations host many active and popular student societies whose profiles can be accessed through the MTU [Societies page](#) on the website. Likewise, MTU boasts a wide range of [Sports Clubs](#) with access to excellent [Sporting Facilities](#).

The main conduit for achieving personal growth through participation in institutional governance and programme management is the [MTU Students' Union](#); see [Part A Section 1.1.4](#) and [Section 3.4 d](#) for details.

The [Student Engagement Associate \(SEA\)](#) Programme is a staff-student partnership initiative that empowers and amplifies student voice, fosters peer-to-peer connection, enhances graduate skill development (UD, leadership, project planning, digital skills, culture awareness and interpersonal skills) and strengthens students' sense of belonging at MTU. The SEAs work with the Student Engagement Offices across the campuses (incl. [AnSEO – The Student Engagement](#) Office) to support MTU students across various programmes, including Good Start, EDGE, and Le Chéile. SEAs have access to training and mentoring in UD principles and practices to inform their own studies and all activities they design and deliver within the SEA programme to the wider student and staff community. SEAs are also supported to enhance their voice external to MTU through, for example, their representation on the Kerry Children and Youth Services (CYPSC) Committee, the National Student Engagement Programme (NStEP) and at national conferences.

e. Entrepreneurship Education Outside of the Classroom

[Entrepreneurship](#) is a central element of MTU's mission, and the University offers many opportunities for student engagement in entrepreneurial activity outside of the classroom, with active engagement of almost 2000 MTU students annually. MTU [Student Enterprise](#) initiatives include [Student Inc.](#), Ireland's longest-running student accelerator programme, the annual [MTU Prize for Innovation](#) and the [MTU Innovation Challenge](#).

Students can furthermore participate in the [Exxcel programme](#) for women entrepreneurs, part of the range of start-up supports offered by MTU's Rubicon Centre (link [here](#)), as well as the Conception X research commercialisation programme and the CreateHer programme for women undergraduates.

Community engagement opportunities provided by the MTU Societies Office include its long-standing Volunteer Abroad programme (see the [MTU Societies](#) web page).

2.4.2 Assessment and Academic Integrity

Assessment is the means by which learners formally demonstrate the extent to which they have achieved the intended learning outcomes of a module or programme, thereby earning academic credit and, eventually, the right to be conferred with a particular award. The quality assurance of assessment – from its design through delivery and operation to the evaluation of its outcomes – is thus critical to establishing and maintaining confidence in the standards of MTU awards.

Equally as important are measures to foster academic integrity, prevent academic misconduct, and address it where it does occur. While academic misconduct is normally understood as dishonesty in completing assessments, academic integrity is far broader than just 'not cheating'. It refers to a set of positive values which inform daily practice in academic endeavour, be it on the part of learners, lecturers or researchers, and which ideally both feed and are nurtured by an institutional culture of 'doing things right'. Recent technological advances, in particular the introduction of generative AI capable of producing ostensibly cohesive and original text and other artefacts that pose particular challenges for technical 'anti-plagiarism' solutions, only strengthen the argument for an approach which strives to create a whole-University culture of academic integrity and pride in one's own academic accomplishments.

a. Assessment Standards

MTU's assessment standards and regulations are rooted in the long-standing sectorial framework for determination of assessment grades and of progression and award standards set out in QQI's *Assessment and Standards* (last revised edition published in 2013) and should be understood before that backdrop.

With effect from September 2023, the applicable standards, regulations and procedures for assessment and the making of awards to students enrolled in all University programmes are set out in the MTU [Policy Regulations for Modules and Programmes \(Marks and Standards\)](#). Regulations specific to the assessment of postgraduate research degree programmes at MTU are set out in the [MTU Regulations for Postgraduate Research Study](#). Both documents are published on the MTU website (link [here](#)). For further details on MTU's quality framework for postgraduate research degree provision, see [PART A Section 4](#) below.

b. Assessment Design and Review

The format, general design and weighting of continuous assessment tasks and final examinations undergoes rigorous internal and external quality review when modules and programmes are first developed and during each subsequent programme review. This serves to assure assessment quality and the standard of the MTU awards based on these assessments, but also helps ensure that module and programme assessment strategies are student-centred, pedagogically sound and fair. (See [PART A Section 2.1.2](#) and [PART A Section 8](#) below for further details on the quality procedures for new programme approval and programme monitoring and review, including programme board activities.)

In between cyclical programme reviews, assessment design adaptations are routinely proposed by module lecturers based on the operational experience of delivering and marking assessments or on external examiner feedback. In addition, the review of student progression statistics, which forms an important part of both ongoing programme performance monitoring and programme review, may yield valuable information on the validity and reliability of the assessment instruments as implemented. Assessment design issues identified by the programme boards through programme monitoring activities may thus also lead to assessment design changes between scheduled reviews.

In accordance with its [Procedure for the Design, Amendment, Review, and Approval of Modules](#), MTU requires internal module moderation by a member of the academic quality enhancement staff in the Registrar's Office where the assessment design of an existing module is altered in a significant way between periodic reviews. Major changes to assessment also entail referral of the relevant modules for review by external experts (see also [PART A Section 2.4.1 b](#) above).

c. Assessment and Examination Procedures

The organisation of the assessment and examination process, the conduct of examination candidates, and the appeal of assessment and examination outcomes by learners currently still come under the separate legacy policies and procedures of MTU (Kerry) and (MTU) Cork.

However, the principles and procedures governing a formal enquiry into allegations of assessment misconduct are codified in a new University-wide [Academic Integrity Policy](#) and associated [Procedure](#) approved by the MTU Academic Council in March 2025 and published on the MTU website (accessible [here](#)). 'Headline' standards of good conduct, including fundamental expectations on learners in relation to academic integrity, are set out in the [MTU Code of Conduct \(Student\)](#).

Operationally, the organisation of final examinations and the preparation of stage results, records of achievement and award certificates fall under the remit of the Examinations (or Exams) Offices in each campus location. The web pages of the Examinations Offices provide learners in the respective campus location with information and guidance on the assessment and examination process and assessment regulations. The web page for the MTU (Kerry) Exams Office can be accessed [here](#), while the MTU (Cork) Exams Office web page may be accessed [here](#).

In MTU (Kerry), the preparation and production of examination and assessment material is subject to [Section A5.3](#) of the [MTU \(Kerry\) Quality Assurance Procedures](#), while [Section A5.4 a](#) outlines the procedure for setting projects and dissertations specifically. Further sub-sections of Section A5, Assessment of Learners, present detailed procedures for the implementation of different aspects of the assessment and examination process and student-facing procedures concerning the extension and late submission of assignments and gaining access to examination materials (link [here](#)).

Assessment-related legacy procedures which still apply on the MTU (Cork) campuses remain published in the [Academic Regulations and Policies](#) section of the MTU (Cork) website. At the point of writing, these encompass

- A [code of conduct for examination candidates](#) sitting exams on the Cork campuses;
- A [policy on assessment appeals and correction of assessment errors](#); and
- A [procedure for an appeal to the President](#), intended as a 'process of last resort' for learners wishing to appeal earlier decisions taken by different University boards.

d. External Moderation of Assessment in Taught Programmes

A key piece of the quality assurance of assessment is the external examiner system which ensures external moderation of both the design and the outcomes of assessment and examinations.

With effect from September 2023, external moderation of assessment and examinations in taught provision is regulated by the MTU [Policy on External Examination of Taught Programmes](#) and its associated [Procedures](#). The Policy specifies the role of module and programme 'externs', the criteria for their appointment, and the general principles underpinning external examination, while the nomination and appointment processes as well as the specific functions and reporting requirements of external examiners are detailed in the Procedures document.

The procedures for selection and duties of external examiners in research degree programmes are incorporated in the [MTU Regulations for Postgraduate Research Study](#).

Currently, taught MTU programmes whose curriculum is largely anchored in a single discipline or a small number of cognate fields of study are moderated on a per-programme basis, with two 'externs' – one academic and one professional examiner – normally appointed for each programme. Assessment in service-in areas such as mathematics, languages or business skills, by contrast, is moderated by 'subject externs' who review modules in a particular specialism delivered across a variety of programmes. Selection of external examiners for multi-disciplinary programmes looks to ensure reasonable coverage of the main disciplines represented.

Nominations for external examiner are formally approved by the MTU Academic Council for a three-year term, following vetting by the Office of the VP Academic Affairs & Registrar which considers the proposed extern's experience and expertise as well as any potential conflict of interest issues. Re-nomination is possible where a suitable new extern is not available but is not encouraged.

External examiners are responsible for reviewing all draft examination materials, including marking schemes and model solutions, to determine whether the applied procedures for assessment are valid, reliable, fair and consistent. Programme externs also form a view on the overall appropriateness of the programme assessment strategy and the range and type of assessment procedures.

On completion of the assessment processes, external examiners consider the appropriateness of the internal marking in a representative sample of submitted learner work. In some subjects the latter function may also encompass presence during a percentage of oral or performance examinations. Externs are normally expected to conduct at least one visit to the institution to coincide with the meeting of the Progression & Awards Board (Cork) and the Examination Boards (Kerry) for the respective programme. Each external examiner is also required to provide an annual summary report of observations and recommendations to the Registrar which feeds into ongoing programme monitoring and programmatic review.

On the MTU (Cork) campuses, the bespoke MAX^e digital exam paper management system introduced in 2018/19 has simplified communication and reduced the administrative load for both externs and MTU (Cork) staff in relation to scheduled final exams. Ways of obtaining maximum utility from MAX^e to support the external review of continuous coursework, now the dominant form of assessment in many programmes and with an increased adoption post the onset of the pandemic, are being actively explored. Due to the diversity of disciplines and assessment formats, which amongst others include artefacts and recordings, and the sheer volume of assessment, the external moderation of 'continuous assessment' remains subject to greater local variation than is the case for final examinations.

For an outline of the role of external reviewers in postgraduate research study, see [PART A Section 4](#).

e. Academic Integrity

For MTU, cultivating an academic integrity culture which instils in our learners the value of approaching their academic work with honesty and integrity while also operating effective measures to prevent, detect and fairly sanction academic misconduct constitute twin cornerstones of maintaining public trust in the University's assessment system and the awards that are founded on this.

As a [member institution of NAIN](#), the National Academic Integrity Network, MTU is committed to fostering a holistic and sustainable approach to academic integrity which combines a strong policy framework with a range of dedicated resources, supports, and education and training measures for staff and students.

An Academic Integrity Officer has been appointed; this is a central University lead role responsible for educating staff and students on academic integrity and supporting all relevant parties in dealing with alleged cases of academic misconduct. Each academic faculty has appointed at least one Academic Integrity Advisor, who is a member of academic staff providing those teaching within their faculty with advice on academic misconduct matters and assistance in dealing with alleged academic misconduct, as well as supporting the Academic Integrity Officer.

i. Academic Integrity Policy and Procedure

A comprehensive new [Academic Integrity Policy](#) for MTU was initially approved by the Academic Council in May 2023. An updated version of the policy and an associated [Academic Integrity Procedure](#) were subsequently approved by the Academic Council in March 2025 and came into effect in September 2025, replacing all remaining legacy procedures of MTU (Kerry) and MTU (Cork).

The [Academic Integrity Guidelines](#) of the [National Academic Integrity Network \(NAIN\)](#) underpin and inform MTU's approach to academic integrity. The policy details a number of core principles, particularly promoting the principle that upholding academic integrity is the collective responsibility of all stakeholders in a higher education institution, including academic teaching staff, programme developers, professional support staff, librarians, international officers, quality officers, senior managers, learners and their representatives. Collective knowledge, commitment and consistent, informed practice are required to ensure this principle is realised in practice.

The policy and accompanying procedure set out the expectations of students and staff of MTU in upholding academic integrity and preventing academic misconduct, define types of academic misconduct and provide guidance on the detection of academic misconduct. They also outline the procedural stages for addressing possible instances of academic misconduct when they have been detected, from initial consideration by a department to possible department review and/or referral to the University Academic Misconduct Board appointed by Academic Council. When students have been found to have engaged in academic misconduct, their name is entered on the Academic Misconduct Register which is managed by the Office of Vice President Academic Affairs & Registrar. (For further information, see [Part A Section 2.4.2.e iii](#) below.)

ii. Academic Integrity Training and Prevention of Academic Misconduct

MTU takes a multi-faceted, whole-University approach to the creation of an academic integrity culture and the prevention and detection of academic misconduct.

Learners have their attention drawn to the requirement for academic honesty at various points of their academic journey, starting with the common foundational University-wide academic skills module included in standard undergraduate degree programmes. The key academic integrity principles and procedures are furthermore

continually and repeatedly promulgated to learners and staff via communications from the Registrar's Office, academic departments and the MTU Students' Union. Students submitting final theses/dissertations or projects, whether at undergraduate or postgraduate level, are required to sign a declaration confirming the originality of their work and the absence of unauthorised collusion, and comparable declarations must be completed for coursework submissions.

To raise overall awareness of academic integrity and good academic practice, the University has made online training courses on academic integrity available to students and staff across MTU, with the support and advice of the [Department of Technology-Enhanced Learning \(TEL\)](#) in MTU (Cork), the [eLearning Development Services Unit \(EDSU\)](#) in MTU (Kerry), and the [MTU Students' Union](#).

The courses have been developed by HE online learning provider [Epigeum](#), part of Oxford University Press. The student-facing course consists of five units/modules and is available to all undergraduate and postgraduate students via the Canvas Learning Management System. Students who successfully complete this course receive an MTU digital badge for academic integrity. The staff-facing modules, also available via Canvas, address key issues such as contract cheating, dealing with breaches of academic integrity, assessment design, technology, and the promotion of a culture of academic integrity.

The Epigeum staff training complements the assessment design workshops for staff jointly provided by [the MTU Teaching & Learning Unit \(TLU\)](#) and the [Department of Technology-Enhanced Learning \(TEL\)](#). These workshops aim to support staff in reducing the incidence of academic misconduct from the first by, amongst others, demonstrating ways in which careful assessment design can minimise opportunities for 'cheating'. The TLU also collaborates with the MTU Library in offering 'disseminator' training for lecturers to help their students avoid plagiarism and access useful online referencing resources.

Developed by MTU, the MTU Library [Assignment Toolkit](#) includes a suite of modules that guides undergraduate and postgraduate students through the assignment completion process and provides a grounding in academic integrity by using best practice guidance at every stage. The MTU Library Assignment Toolkit is hosted on Canvas. Click [here](#) to access the toolkit directly.

Practical advice and training for students at all levels on assessment literacy, good academic writing and referencing practice and the avoidance of plagiarism is also offered by several other MTU services, such as the Academic Learning Services provided as part of the University's [Student Services](#), the [Academic Success Coaching](#) service and the [MTU Library](#). The annual "[Just Ask! About Results](#)" campaigns of [AnSEO](#), the [Student Engagement Office](#) also aim to raise awareness of poor assessment practices.

MTU is well-represented on QQI's National Academic Integrity Network (NAIN), and an MTU staff member chairs one of its Working Groups. NAIN updates, alerts, and related communications are circulated by Registrar's Office via a dedicated email address set up for this purpose. This ensures a consistent and visible approach.

iii. Detection and Investigation of Academic Misconduct

MTU uses plagiarism detection software TurnItIn, which is fully integrated with the Virtual Learning Environment. Not least given the variety of assessment types and purposes, use of plagiarism detection software is not mandatory in MTU, though department-level usage policies are in place in several academic departments. Many academic staff members use plagiarism detection software not just to support the detection and confirmation of plagiarism in submitted work, but also to prevent plagiarism in written coursework by encouraging students to check drafts for similarity matches and/or requiring submission of assignments through

the software. In addition to staff training opportunities, the offerings of MTU include a staff 'knowledge base' maintained by the [Department of Technology-Enhanced Learning \(TEL\)](#) and the [eLearning Development Services Unit \(EDSU\)](#) with help articles which provide essential information on how to set up assignments, interpret originality reports, and more. These offerings can be found at the following links:

- [TEL Knowledge Base](#)
- [EDSU Knowledge Base](#)

The process for investigating alleged academic misconduct and determining appropriate sanctions is set out in the new MTU [Academic Integrity Procedure](#), which operationalises the principles expressed in the [Academic Integrity Policy](#). Penalties imposed for academic misconduct are to be proportionate and appropriate, taking into account the gravity of the misconduct, the scale of the unfair advantage potentially gained, the degree of premeditation and intent, and the number of violations on record.

To ensure the gravity of an infringement and a proportionate penalty are determined as objectively and equitably as possible across the University, a detailed set of criteria has been developed and scored on a scale from 0 to >501 points. The total score is used to classify a confirmed offence into one of three levels of severity, each of which is mapped to a range of sanctions. This approach allows the exercise of professional judgement while providing secure 'guardrails' which assure assessors and learners alike of a fair and equitable process.

Suspected instances of academic misconduct are dealt with in a phased manner. Where initial review by the internal examiner and module coordinator confirms there is a case to answer, a first violation is forwarded to a Departmental Review Panel (DRP). This panel, composed of the internal examiner, Academic Integrity Officer and/or faculty-based Academic Integrity Advisor, conducts an informal discussion ('Courageous Conversation') with the student. Where the allegation is upheld and the offence is classified as no more than Level 1, the DRP will decide upon an appropriate Level 1 penalty. Where the departmental panel classifies an offence as Level 2 or cannot reach agreement, the case is escalated to Stage 2, a formal review by the University Academic Misconduct Board (UAMB), whose composition is detailed in Appendix 1 of the [Academic Integrity Procedure](#).

During this second, University-level stage, the UAMB will consider (separate) submissions and representations from the student and relevant departmental parties. Offences which have been upheld will be classified as Level 1 (poor academic practice), Level 2 (minor academic misconduct) or Level 3 (major academic misconduct). In the most extreme cases, it is open to the UAMB to sanction an offence through a permanent suspension of study.

Cases where a record of a prior violation is found for the student on the Academic Misconduct Register are escalated to the UAMB immediately on initial review. Students who disagree with the outcome of a departmental review may also choose to escalate their case to the UAMB themselves.

Students are entitled to bring a student colleague or sabbatical officer of the Students' Union to both the Courageous Conversation with the DRP and the UAMB hearing. Students who disagree with a decision of the University Academic Misconduct Board may appeal the decision to the President.

Should credible suspicion of serious academic misconduct on the part of an MTU graduate arise post-graduation, to the extent that this casts doubt on the entitlement of the graduate to their award, the award may be revoked under the [Policy and Procedure for the Revocation of Academic Awards](#). The policy provides for an investigation of the suspected historic misconduct by a high-level Board of Enquiry, chaired by the University's Chief Corporate Officer. The primary aim of this investigation is to determine if, on balance of the evidence, the award conferred

upon the graduate was deserved, or was not deserved and should be revoked. The final decision on revocation lies with the Academic Council of MTU.

With regard to integrity and ethics in postgraduate research education, see [PART A Section 4](#) of this report.

For further details on the development of academic integrity initiatives during the reporting period, including Courageous Conversations, see [Part B Section 2.7](#).

3.0 Learner Resources and Support

MTU is committed to creating and maintaining a safe, welcoming and inspiring academic environment which enables and encourages all learners to reach for and achieve their full academic and personal potential. This section describes the policies, structures and services in place to support both the individual learner and the student community as a whole to thrive and succeed.

3.1 Policies and Procedures Related to Student Welfare and Community Standards

Key policies regarding student welfare and community standards at MTU are published in the Policies and Publications – Academic – Student Policies of the MTU website (link [here](#)).

a. Community Standards and Student Discipline

The [MTU Student Charter](#) sets out the general principles of the partnership between students and the University to enhance and support the learning and teaching experience for all. These principles are built on the premise that all members of MTU should be able to coexist in an environment which allows for freedom of thought and free expression of opinion within a framework of respect for each other.

The Charter sets out the undertakings made by the University to its students and those expected of the students in relation to the teaching and learning environment, equity of participation, dignity and respect, and wellbeing.

The [Code of Conduct \(Student\)](#), published [here](#), is a companion policy to the MTU Student Charter. It details the obligations of students regarding compliance with MTU policies and regulations and specifies the standards of behaviour expected by the University, contrasting standards of good conduct with examples of behaviour that contravenes these standards.

The rules of good conduct and discipline set out in the Code are intended to apply equally to individual students and student organisations. They apply when students are on campus, off campus representing the University, or engaged in a placement or in study abroad.

In line with the precepts of the MTU Student Charter, the standards of good conduct in the Code of Conduct are built on the principles of respect, responsibility and academic integrity. Reported breaches of the Code of Conduct lead to a disciplinary process overseen by the Student Disciplinary Panel. An illustrative table of possible breaches and penalties is provided in an appendix to the Code.

b. Dignity and Respect, Wellbeing and Mental Health

Based on previous work done by the founding Institutes, the first common policy approved by Munster Technological University following designation was its [MTU Dignity and Respect Policy](#) and associated

[MTU Dignity and Respect Procedure](#). These documents form part of a linked set of policies and procedures which also include the Student Charter and the Code of Conduct (see **Part A Section 3.1 a** just above).

The MTU Dignity and Respect Policy aims to foster a positive culture which values the contribution of each member of the MTU community, be they staff or student, promotes respectful and professional behaviour, fosters inclusion, and addresses bullying and harassment where it does occur.

The Dignity and Respect Procedure gives members of the University recourse to a sequence of informal and formal steps to resolve complaints in relation to dignity and respect issues. The complaints process in relation to these issues does not distinguish between staff and students.

The principles of the Dignity and Respect policy and procedure are now complemented by the [MTU Equality, Diversity and Inclusion Policy](#), approved in November 2024. The EDI policy aims to ensure that the University community is representative of all sections of society and that each member of the community is respected and valued and able to give their best as a result, thus supporting the University to fulfil its legal obligations and public sector equality and human rights duty. (For further details, see [Part A Section 2.2.2.a iv.](#))

MTU has furthermore published a [Grievance Policy and Procedure \(Student\)](#). This covers general grievances in relation to module or programme delivery, resources or supports; research degree supervision and monitoring; and general student services and facilities. Not included in the policy are matters related to assessment, appeals or exam board decisions (which are covered under the MTU Assessment Appeals Policy and Procedure as applicable); the policy also does not cover academic difficulties experienced by students on an individual basis in specific modules. Grievances under the policy may be raised by individual students or class representatives.

The Grievance Policy and Procedure (Student) foresees one informal and two formal grievance resolution stages. The informal stage allows for the involvement of the MTU Student Ombudsman, whose terms of reference and powers in the context of the grievance resolution procedure are also set out in the policy.

The appointment of a [Student Ombudsman](#) has proven to be a critical element of resolving student grievances particularly at informal stage. The post holder will normally be a retired member of academic staff. The Student Ombudsman now operates on a pan-University basis, having been originally in place in MTU (Cork). The purpose of the post of Student Ombudsman is to advise and assist students with the resolution of difficulties, complaints or grievances involving staff or services of the Institute in an informal manner. The services provided by this post are complementary to a range of existing student services and the Student Ombudsman may refer relevant student issues for resolution by those services as appropriate.

Appeals and grievance procedures for MTU postgraduate students are set out in the MTU Regulations for Postgraduate Research Study. For further details on these, refer to [Part A Section 4](#) below.

Where a member of the University has a concern over the fitness of a student to safely follow their course of studies, or to practice their chosen profession following graduation, the MTU [Fitness to Study Policy](#) and [Fitness to Practice Policy](#) may be invoked (see also [PART A Section 2.2.1 d](#) above).

An MTU-wide [Protocol for Dealing with Death of a Student](#) has been adopted and published on the MTU website (link [here](#)), with an associated Procedure for Dealing with Death of a Student for internal publication only.

A small number of legacy policies relating to welfare and community standards also still remain in force at the time of writing, to the extent that matters covered therein have not been superseded by common MTU policy. These include the [Student Mental Health & Wellbeing Policy](#) of MTU (Cork), which aims to direct and inform learners registered on the MTU (Cork) campuses looking for mental health supports, as well as staff members concerned about learners with acknowledged or suspected mental health issues. This is published in the Academic Policies and Regulations section of the MTU (Cork) website (link [here](#)). Through the HEA Mental Health Funding, a Mental Health Framework Coordinator has been appointed in MTU and work on the Mental Health and Wellbeing Policy is progressing.

MTU (Kerry) still retains its [Substance Abuse Policy \(Drugs and Alcohol\)](#), published as Section A13.2 of the MTU (Kerry) Quality Assurance Procedures (link [here](#)).

Section A13.9 of the MTU (Kerry) Quality Assurance Procedures (link [here](#)) furthermore sets out the [Gender Identity and Gender Expression Policy](#) in force on the MTU (Kerry) campuses pending adoption of a common set of cross-campus EDI policies for the University.

3.2 MTU Libraries

a. Library Policy and Infrastructure

[MTU Library](#) significantly contributes to the achievements of MTU's education, research and lifelong learning strategies by offering exceptional expertise, scholarly resources, spaces and technologies to all MTU's community, regardless of location or mode of learning. Ensuring equality of access to, and full use of, all library resources and facilities is a critical aspect in the role of library services, and especially in the context of a new Technological University. Standardising policies, procedures, and practices across MTU Libraries to ensure parity of user experience has been a key priority since University designation. Key MTU policies since approved include the [Membership and Lending](#), [Collection Development](#), [Library Usage](#), and [Inter-Library Loan](#) policies. A policy regulating [Library Access by Children Under the Age of 16](#) has also been approved. The MTU library policies are published in the Policies and Publications section of the MTU website (link [here](#)).

Physical library facilities are spread across MTU six campuses and are designed to enhance opportunities for study and reflection while efficiently housing over 193,000 print and [multimedia](#) items and several key collections of artefacts held in the [Special Collections](#) category. The library materials cover all subject areas

represented in MTU from titles in Science and Informatics, Engineering, Business, Health and Social Studies, and Creative and Performing Arts and Media, to thematic collections on [SDGs](#), [Universal Design](#), [Self-Care and Careers](#). All physical library material is publicly searchable by using the [Online Public Catalogue](#) module of *Koha*, the Library Management System.

A variety of over 1,300 well-proportioned, abundantly lit study spaces are available across all the MTU libraries, with WIFI access throughout. Libraries offer flexible and [inclusive](#) social learning and [listening spaces](#) that provide users with comfortable areas for collaborative and group study. In addition to 'hot desk' study spaces for short-term occupancy, PC workstations and height adjustable motorised desks, students can avail of bookable group study hubs, an Audio-Visual Resource room, and an Assistive Technology room with specialised [hardware](#) and [software](#). RFID technology has been implemented throughout, enabling all MTU libraries to provide access to their holdings and services through self-service kiosks. Guided by the Altitude Charter, the Library conducts routine audit checks at regular intervals to ensure Universal Design is incorporated across the digital and physical environments of all campus libraries. In addition, sustainability, holistic wellbeing and biophilic design is embedded throughout all libraries to help to create inclusive spaces for patrons. Some of the recent efforts include the introduction of greenery in library spaces, the creation of a new [wellbeing](#) book collection and dedicated wellbeing area, the development of a [sustainability](#) webpage and increased campus and community engagement through various shared [projects](#) (Healthy Campus, Buildings and Estates, Greenspaces for Health, FashForward and Wildlife Rescue Cork). These are reported on in Part B.

As outlined in the Library's Collection Development Policy, MTU Library seeks to be a hybrid library, i.e. having the optimum combination of varied and in-depth in-house collections while delivering access to premium online resource content to all MTU staff and students. Both physical and electronic materials are mapped to a sophisticated [discovery layer](#), a mega-aggregate of disparate content. This surfaces results of all the library's indexable content into a single search box, retrieving a broad scope of material via a faceted and relevancy-ranked search functionality with ability to drill down instantly to any native database.

The physical library holdings are complemented by a range of digital resources, encompassing 250,000+ e-books accessible through [Ebook Central](#) and a significant collection of both broad-based and specialist [e-journal and standards databases](#), with identical peer-reviewed teaching and research e-content now available across all campuses. The multi-disciplinary databases provided currently include Science Direct, Emerald-Premier and EBSCOhost (with subsections Academic Search Complete, Business Source Complete, CINAHL Ultimate, MEDLINE Complete, APA PyscArticles, OmniFileFull-Text Mega, SportDiscus, SOCINDEX, and MathsciNet). Subject-specific databases include ACM, Bloomsbury Applied Visual Arts, IHS Markit, SAI Global (NSAI, ISO, EN Standards), ARTSTOR, ASABE, Digital Theatre+, Drama Online, IEEE, iSurv, Proquest Health Research Premium Collection, Medici TV, Nexis Répertoire International de Littérature Musicale (RILM), SCOPUS, SAGE Business Cases, and Sage Research Methods (SRM). In addition to containing more than 1,000 of SAGE's renowned books, reference works, and journal articles, SRM includes research tools such as a Methods Map and Project Planner, offers podcasts and a Qualitative & Mixed Methods Collection video channel providing over 400 videos.

MTU's e-resource portfolio expanded in recent years with membership of the [Irish Research eLibrary \(IReL\)](#). A subset of twelve IReL resources were made available to MTU-affiliated staff and students from March 2023; Cambridge University Press, Irish Newspaper Archive, JSTOR, Oxford University Press, Sage Premier, AAAS Science Online, Project MUSE, Proquest Social Science Premium, Springer Nature, Springer Computer Science, Taylor and Francis³, and Wiley Online. This resulted in 13,000+ new online journals added to MTU Library's e-collection portfolio, with over half of the publishers offering a variety of Open Access Publishing opportunities for MTU researchers. The evaluation on e-resource performance is continually monitored via the [CELUS](#) reporting tool.

b. Library Services and Supports

As student learning modes expand and diversify, Library resources continue to adapt and grow in response to developing user expectations. The Library websites, with integrated mobile device compatibility, offer a continually expanding range of instructional guides and online [subject guides](#) created by library staff in collaboration with academic staff from relevant departments. Library staff have created their own dedicated [YouTube channel](#) which hosts a large selection of instructional videos designed and produced by members of the library team.

The Library also utilises a '24/7' Virtual Assistant Chatbot built on IBM's [Watson Assistant](#) platform. Implementation of this AI support tool has allowed the Library to build, train, and deploy conversational interactions with immediate responses to the most frequently asked library queries, regardless of time and user location. Library staff are able to regularly update conversation starter topics, a feature which proved especially useful during the rapidly evolving pandemic crisis as the chatbot can immediately reflect operational changes and new services, such as ['Click & Collect'](#).

[Lib Chat](#) service is also available on the Springshare platform. This allows Library staff to interact online with library users and answer questions in real-time via the Lib Chat interface on the Library website. The service was particularly useful during Covid-19 and is used in conjunction with the regular library support services. A [FAQ resource](#) has also been developed.

An [Assignment Toolkit](#) which includes a suite of self-directed modules that guide students through the assignment completion process and provides a grounding in academic integrity is available online. This is an open and reusable learning resource that was developed by the library through SATLE funding facilitated by the Department of Technology Enhanced Learning. A public version of the course is available [here](#) for other academic institutions to freely re-use and re-adapt content for their students. In September 2023, [the University of Limerick](#) acknowledged the value of this resource in building their version of an [Assignment Toolkit](#). From September 2023 all MTU students are automatically enrolled on the course within Canvas and receive digital badges on completion of each module.

³ Social Sciences & Humanities, & Medical Collections

The highly qualified, experienced and skilled staff of the MTU Library – without a doubt its greatest resource – continually demonstrate significant capacity to deliver innovative library services combined with a passion for engagement and outreach within MTU and the wider community. There is a clear commitment to enable students to discover and utilise resources for their study and future career, become independent and self-motivated learners and to learn the necessary skills to become independent life-long learners. The MTU Library caters for information literacy requirements at all levels, i.e. undergraduate, postgraduate and PhD level, as well as academics and researchers. Presentations and workshops for members of the MTU academic and research community are delivered either face-to-face or online as requested and range from individual support to group and class tutorials.

The MTU Library is committed to promoting and supporting scholarly communications via its Institutional Repository, [SWORD](#) (Southwest Online Research Deposit). SWORD records, preserves, and disseminates MTU research outputs and features publishing capabilities and a conference hosting infrastructure. Between September 2024 and August 2025, 384 works were added to SWORD. Downloads increased by approximately 74% on the previous year (from 68,975 to 120,169), and readership distribution across recognised institutions saw a growth of almost 57% (2132 to 4956), which included a 6% (188 to 200) increase on the number of countries accessing MTU research outputs ([verified data available here](#)).

The MTU Library is actively developing Open Science [training tools](#) and infrastructures that support the data management needs and research integrity agenda of the research community. In addition to managing MTU's membership of the Irish ORCID consortium, the Library provides a DOI minting service via [CrossRef](#) and provides access to [DMPonline](#), a toolkit to help researchers create, review and share data management plans. Thanks to Library's continued adoption of IReL Read and Publish⁴ Deals, Article Processing Charge (APC)⁵ provision increased by 33% on the previous year. This enabled MTU research – from Science to Business to Engineering – to be shared Openly and reach the widest possible global audience. The University's Research Data Management (RDM) Librarian is a member of the MTU Human Research Ethics Committee (HREC) and the Animal Research and Education Ethics Committee, providing specific support for reviewing applications that require an expert in data management.

⁴ Read and Publish Deals are transformative agreements usually made between publishers and library consortia which provide both access to the publisher's content to consortia member institutions as well as access to Open Access publication in the publisher's titles without the researcher having to pay an APC.

⁵ An Article Processing Charge is the cost many academic journals charge to authors to make their publication immediately Openly available, as opposed to being behind a paywall. It is often called 'Gold OA', and charges can range from €1,000 to €11,000 per article, depending on the publisher and journal.

3.3 Digital Environment

3.3.1 Information Technology Services and Supports

MTU sets out to provide an engaging, high-quality, flexible and inclusive learning experience for all students, built on an excellent, modern educational IT infrastructure and resources across all campuses which are continually enhanced and which have served the University well during the Covid-19 emergency period.

The IT Services Team works to provide high-quality IT services and solutions to students and staff across all campuses, thus enhancing student experience and supporting academic delivery across MTU, in collaboration with relevant technical staff in the academic units. A strong focus is placed on staff development and empowerment through effective IT governance processes and appropriate IT staff training programmes, accompanied by regular awareness-raising campaigns through various media on critical topics such as cybersecurity.

At the time of writing, students are able to access comprehensive information on IT services and supports available to them through the [IT Support Tab](#) on the [MTU \(Cork\) Campuses Student Portal](#) and the [MTU \(Kerry\) Campus Computer Facilities](#) web page. Staff queries may also be posted through the MTU IT Services Space on the internal Workvivo staff server, which furthermore provides staff members with updates on new developments in the IT space.

IT Service Desks, both physical and virtual, respond to a wide range of computer-related queries across MTU. Issues can be related through different channels, with services available to both staff and learners.

All new MTU (Cork) campus students receive their, currently, [myCIT.ie](#) and [Web4 Student](#) account details on registration, along with their MTU (Cork) campus SmartCard. MyCIT email accounts are based on Gmail, with online tutorials supporting learners in setting up and fully utilising their myCIT email account. Students use Single Sign On (SSO) authentication to log into all relevant IT services, including email, Virtual Learning Environment (Canvas) and WiFi. A Microsoft Office plan is available free to current MTU students which permits learners to install, at no cost, the latest version of the MS Office suite (including MS Word, Excel and PowerPoint apps) on up to five personal devices, use MS Office online on any device and avail of 1TB Cloud storage on OneDrive.

Apart from being the primary form of campus identification, the MTU (Cork) SmartCard provides access to Library facilities and services, restricted-access laboratories and campus car parking facilities. It also acts as a personal electronic 'purse' for use at 'Smart' campus locations including photocopiers, print and reprographic services, food services and campus shops.

All new MTU (Kerry) campus students receive their MTU (Kerry) campus computer network account details and [Web4 Student](#) account details on registration, along with their MTU (Kerry) campus T-Card. Online tutorials supporting learners in utilising the campus IT computer facilities are available via the campus Virtual Learning Environment, Blackboard. Students use Single Sign On (SSO) authentication to

log into all relevant IT services, including email, the Virtual Learning Environment (now Canvas) and WiFi. While the T-Card acts as the primary form of on-campus identification, it also provides access to various facilities and laboratories, and is used for reprographic services.

The IT Services Department also provides software, networking and hardware support to the MTU (Cork) [Department of Technology-Enhanced Learning \(TEL\)](#) and MTU (Kerry)'s [eLearning Development Services Unit \(EDSU\)](#) as well as to academic departments involved in the delivery of online or blended programmes.

On the MTU (Cork) campuses, this ongoing support also informed and accelerated the implementation of the Emergency Remote Teaching ('ERT') Model in response to Covid-19 from March 2020 onwards. Covid-19 presented particular challenges for the attainment and assessment of learning outcomes related to laboratory work, which features prominently in many programmes. Following extensive work by IT Services, the range and functionality of the Virtual Desktop Infrastructure (VDI), which had previously mainly supported programme delivery in Computer Science and Mathematics, was massively extended in time for the 2020/21 academic year. Several additional areas – including Engineering, Life Sciences, Business and Music – are now enabled to avail of virtual desktops for remote delivery purposes. Furthermore, remote 'labs' are integrated with the timetabling system, so that any laboratories scheduled are automatically aligned to the class timetable. The VDI permits lecturers to collaborate with students during remote lab sessions, complementing the use of MS Teams to facilitate screensharing and provision of individual assistance to students during class time.

3.3.2 Digital Learning Ecosystem

MTU has a long-established and continuously-improving digital learning ecosystem that reflects sustained institutional investment and development in technology-enhanced teaching, learning, and assessment. Over many years, the University and its antecedent institutes have developed a robust digital infrastructure supported by specialist pedagogical and technical expertise within the [Department of Technology-Enhanced Learning \(TEL\)](#) and the [eLearning Development Services Unit \(EDSU\)](#). These teams work together across MTU's campuses to ensure sector-leading digital learning services and supports while fostering continuous research and innovation in digital learning.

The University's digital learning capability has been built through successive cycles of strategic development, policy alignment, exploratory research projects and evidence-based practice. This includes the adoption of the Canvas Learning Management System as a unified institutional platform, the integration of complementary tools and services (e.g., Zoom, H5P, ScreenPal, Turnitin, Canvas Credentials, UDOIT and Vevox), and the establishment of structured consultation and QA processes for online and blended programme development.

In recent years, there has been a steady and significant increase in the number and diversity of online and blended programmes offered across MTU. This growth reflects changing expectations among learners and staff regarding the role of digital learning in contemporary higher education, as well as MTU's commitment to widening access, supporting flexible modes of study, and embedding inclusive, technology-enhanced pedagogies. Digital learning now forms an integral component of MTU's academic

portfolio, enabling innovative programme design, enhanced student engagement opportunities, and the provision of sustainable pathways for lifelong learning.

a. Digital Learning Policy

Digital learning and associated teaching, learning and assessment activities in the University are framed and guided by the MTU [Digital Learning Policy](#), which is aligned with broader national standards, in particular QQI's [Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Learning Programmes](#) (2023) and the [QQI Statutory Quality Assurance Guidelines for Providers of Programmes Supported by Digital Education](#) (2023).

Digital learning is defined in the MTU policy as follows:

“Learning being supported, facilitated, evidenced, or experienced in a digital or online environment or by otherwise making use of digital learning tools and technologies. Digital learning may take place in contexts where students are co-present in the same physical space as each other and the relevant lecturer or instructor or in contexts where neither students nor the lecturer/instructor are co-present.” (p. 4)

The key purposes of digital learning in MTU are outlined in the policy as follows:

- To enhance and enrich the learning experience of all students.
- To ensure the educational opportunities offered by the University are available and accessible to the widest cohort of learners irrespective of their location or circumstances.
- To support staff to enhance their teaching, learning, assessment and student engagement activities and practices.
- To support the incorporation of universal design principles across all learning environments.

The *Digital Learning Policy* sets out key quality and design principles for digital learning at MTU, stating that its design, delivery, and support must reflect the University's standards of academic quality and excellence; safeguard the fair and equitable treatment of MTU students and staff; and promote an inclusive, high-quality student experience.

The policy clarifies related commitments, requirements and quality assurance arrangements with respect to infrastructure, the provision and support of accredited online and blended mode programmes, access to and dissemination of digital learning materials and activities, as well as policy with respect to data protection and retention, and intellectual property and copyright issues.

Notably, any new online programmes or modules, as well as significant modifications to existing ones involving digital learning, require formal consultation with the [Department of Technology-Enhanced Learning](#) or the [eLearning Development Services Unit](#) before approval. This requirement is reflected in related procedures and processes relating to the development and modification of modules and programmes in the University.

b. Digital Learning Infrastructure and Resources

At the heart of the rich digital learning infrastructure is the Canvas Learning Management System (also called a Virtual Learning Environment, or VLE), managed by the [Department of Technology-Enhanced Learning \(TEL\)](#) and the [E-learning Development Services Unit \(EDSU\)](#) on MTU's Cork and Kerry campuses respectively. Canvas is a cloud-based learning platform with a range of features to support important online teaching and learning functions with respect to assessment, content sharing, communication and collaboration, class management and learning analytics. Canvas is integrated with the Banner Student Record System (known locally as "MyBan") so that staff and students are automatically enrolled on the relevant modules based on the most up-to-date information.

Canvas was selected as MTU's Learning Management System (LMS) for its user-friendly experience, mobile support, learning analytics, and ease of integration with other platforms and tools. Ease of integration has been key to allowing the University to selectively pilot new tools and functionality and to mainstream new integrations in a systematic and evidence-based way. Current integrations include: Canvas Credentials (a digital badging platform), Turnitin (plagiarism detection); e-learning authoring tools (H5P and ScreenPal) UDOIT (a digital accessibility checker) and Vevox (student polling and engagement). A product called Canvas Catalog is now used extensively also to provide online staff CPD and other staff development pathways.

Zoom serves as the University's main platform for live online teaching and learning and is also integrated into Canvas. This integration ensures that learners can access live classes, recordings, and related resources directly through their Canvas module spaces, supporting a coherent and intuitive online learning experience.

Plans are underway to consolidate MTU (Cork) and MTU (Kerry) staff and students onto a single instance of the Canvas Learning Management System. Ancillary integrated systems, in particular Zoom and MTU's plagiarism detection tool Turnitin, will also be unified as part of this transition.

c. Digital Learning Support Services for Students and Staff

MTU provides a comprehensive digital learning support framework for both students and staff. Key support mechanisms include:

- **Induction Sessions:** Interactive digital onboarding sessions introduce students and staff to MTU's digital learning ecosystem, and key online support services.
- **Helpdesk Services:** The TEL and EDSU helpdesks provide technical and pedagogical support for both students and staff. Staff can schedule one-on-one consultations with a learning technologist, while a 24/7 external helpdesk is available through Canvas.
- **Knowledgebase and YouTube Resources:** A continuously updated repository of help articles, guides, FAQs, and training videos is available to support both students and staff.
- **E-learning Studios/Media Booths:** Dedicated studios and media booths designed for high-quality online teaching, learning, and content creation across MTU's campuses.

- Workshops and Training: Regular training sessions on evidence-based practices, covering topics such as online teaching, student engagement, digital pedagogy, and online assessment. Sessions are provided to both students and staff.
- Guest presentations from established researchers and practitioners from HE and industry.
- Staff Pilot Projects: Initiatives that enable staff to trial, test, and implement innovative digital learning strategies to enhance student engagement and learning outcomes.

The above framework ensures that both students and staff receive the necessary technical, pedagogical, and training support to maximise the benefit of digital learning at MTU.

3.4 Academic, Career and Welfare Services and Student Life

a. Student Services Infrastructure and Information on Services

MTU is a student-centred university, with a strong focus on student support and student engagement. The professionals who provide the University's broad range of student services cater to large and diverse student population and are dedicated to supporting the academic, professional and personal development of all students from pre-entry to graduation and beyond, contributing to the fulfilment of MTU's mission 'to lead change, and through education, empower people for a successful future in a globalised world.'

The Student Services team at MTU plays a vital role in empowering students to successfully pursue their academic programmes and long-term career ambitions. Operating under the leadership of the Vice-President Academic Affairs & Registrar (VPAAR), Student Services are a key component of MTU's broader academic and support infrastructure. At their core, the Student Services are committed to fostering a student-centred environment through collaboration and shared responsibility. The team's primary goal is to support students throughout both their educational and personal journeys, ensuring they have access to the necessary tools, guidance, and resources to succeed. The student experience is recognised as a cornerstone of graduate success, and Student Services are dedicated to enhancing this experience in partnership with both students and staff. Students are encouraged to engage with services early and often, reinforcing a culture of openness and support.

Information on the range of available learner services and supports and points of contact for each can be obtained from the [Student Services](#) page on the MTU website. This provides access points to the web portals or pages of the University's [Access & Disability](#), [Careers](#), [Counselling](#), [Health & Medical](#) and [Accommodation](#) Services. Information on [Fees and Funding](#) sources and the location of academic learning supports is also made available, as are links to the MTU Students' Unions (see [Part A Section 3.4 d](#) below), the [Arts Office](#) and the [MTU Libraries](#) (see [Part A Section 3.2](#) above). Registered students may also access academic supports through the University's Virtual Learning Environment (VLE) (see [Part A Section 3.3.2 b](#) above).

Prospective and new students wishing to obtain summary information on student supports and contact details for relevant services may do so through the [MTU Quick Entry Guide](#) (available online via the [MTU Prospectus Builder](#) page), Open Days and various induction events, both on campus and in outreach format. More detailed information on the range and location of the services available in each campus location is provided on the legacy websites of [MTU \(Kerry\)](#) and [MTU \(Cork\)](#).

b. Academic and Career Support Services

Key services and supports related to aspects of programme access and entry, academic study and graduate career development are provided by MTU's [AnSEO, the Student Engagement Office](#), the [Access & Disability Service](#) and the [Careers Service](#), in addition to the core administrative services and supports of the MTU [Admissions](#) and Examinations Offices.

In addition to its work around First Year engagement, AnSEO delivers and coordinates a range of student engagement, communication and academic support initiatives aimed at supporting student success across the lifecycle. A further core strand of AnSEO's work focuses on building student partnership in quality through structured initiatives brought together under the [Le Chéile](#) banner.

Graduate employability and the recognition of learning beyond the curriculum are supported through [EDGE, an institution-wide graduate development framework](#) that recognises student engagement in co-curricular and extracurricular activities.

On the MTU (Cork) campuses, AnSEO incorporates the [Academic Learning Centre](#), which provides an integrated model of academic support, bringing together subject-specific academic support, learning development and related academic supports within a single, coordinated service.

On the MTU (Kerry) campuses, academic support is provided through the [Academic Success Centre](#), which offers one-to-one study guidance and academic skills workshops, both on general academic success topics and tailored to the needs of specific student groups. The web page of the centre also pulls together links to academic resources and skills training opportunities offered by other MTU (Kerry) offices and services.

c. Financial Supports and Funding of Student Services

Information on financial supports available to learners can be obtained via the [Grants, Scholarships and Financial Assistance](#) page of the MTU website. Grants are principally available through the [Student Universal Support Ireland \(SUSI\)](#) scheme; a range of [Scholarships](#) is also available to prospective MTU learners.

Learners facing economic hardship may apply for financial support through the [Student Assistance Fund](#). Targeted supports are furthermore available to international students who find themselves facing short term financial difficulties.

MTU offers a number of [Academic and Sports Scholarships](#) linked to specific academic programmes on offer in one of the two campus locations. Individual application links are provided for each relevant programme. Two further scholarships, the [Sanctuary Scholarship](#) and the [1916 Bursary Scholarship](#), aim

to support participation in higher education by asylum seekers and refugees and by resident applicants from socio-economically disadvantaged backgrounds respectively. These scholarships are offered to eligible applicants across all MTU campuses.

Heretofore, student support services provided on the MTU (Cork) campuses, including the MTU (Cork) Sports and Societies Offices, but also services such as the Medical Centre, Counselling and the Accommodation Office, have been funded through a devolved budget managed by the Student Finance Committee. Reporting to the Finance Committee of Governing Body, the membership of the Student Finance Committee includes representatives of the University Executive and relevant services as well as four representatives of the Students' Union. Devolution of service funding to this committee thus ensures that learners, through their formal representational structures, are enabled to play a critical part in the governance and management of the services provided to them. Any funds remaining once allocation of funding to the regular student services is complete are invested in the Capital Development Reserve and are also utilised to support various student-focused special projects. Thus, for example, the new MTU Arena on the Bishopstown campus came to be planned and brought to completion, while special projects of a smaller nature include study hubs in library spaces and enhancements to the Rory Gallagher Theatre. A similar model was agreed for MTU and put in place in late 2022/23. Work is ongoing on the development of a unitary devolved student services funding process involving the MTU Students' Union and a 3- to 5-year budget plan. This is to be rolled out across the University in the near future to ensure a more consistent experience of supports for students across all six campuses.

Responsibility for the management of the two European Social Fund (ESF) funds, the Student Assistance Fund and the Fund for Students with Disabilities, lies with the Access Funding Committee. The Access Funding Committee is tasked with evaluating and revising policies and procedures regarding these funds and preparing for internal and external audit. The Committee includes representatives from the MTU Finance Office and Student Services, relevant MTU senior managers, as well as Students' Union representatives. Following on from the establishment of the MTU Student Finance Committee, it is planned to extend the Access Funding Committee across MTU in the near future.

d. Student Life and Welfare Support Services

MTU's [Clubs](#) and [Societies](#) play a vital role in helping students build friendships and support networks, open themselves up to new possibilities and perspectives and develop a sense of belonging, engagement and pride. In turn, positive integration into the MTU community contributes to improved engagement and retention in the students' chosen academic programme.

Supports and services related to students' physical and mental health and welfare needs are provided by the relevant [Medical/Health Centre](#), [Counselling Service](#) and [Accommodation Office](#), while the [Chaplaincies](#) have an open door policy, welcoming learners and staff of all faiths and none.

On MTU (Cork)'s main Bishopstown campus, the principal student services hub is the Nexus Student Centre. This houses most of the services outlined in the sections below, as well as a Student Common Room, meeting rooms and 'high-street' services such as a mini-market and bistro. The offices of the MTU (Cork) Students' Union are also housed here. A more limited range of comparable services is available in

each of MTU (Cork) constituent college campuses. The Nexus also hosts many key events of the MTU (Cork) annual academic calendar.

In MTU (Kerry), the main Student Services Office is currently located in the Library and Information Centre (U-Block) on the North Campus. Some student services are also available on the MTU (Kerry) South campus. A new dedicated Kerry Campus Learner Centre is currently in planning. The new Learner Centre in the heart of the MTU (Kerry) North Campus, for which a business case was approved in 2023, will provide a central location for learners, allowing consolidation of existing services and the provision of additional facilities, thus supporting MTU's ambition to achieve a unified approach to the delivery of academic and support services across campuses.

(For further detail on the development of MTU's physical footprint, see [Part B Section 1.1 h.](#))

With four separate MTU campuses located at some geographical distance from each other in Cork, a key role in maintaining ongoing links between these continues to be that of the Campus Liaison Officer, who visits each constituent college on a weekly basis.

The Campus Liaison Officer ensures a smooth and student-focused welcome, through careful planning of logistics, development of student-facing publications, and collaboration with departments to showcase Student Services. A core part of the role is managing the Student Leader team, including recruitment, training, mentoring, and supervision, helping to cultivate a strong, visible student leadership culture. Student Leaders play an essential role in enhancing the student experience at all key events run across MTU throughout the academic year such as Careers Fair, Graduation, Open Days and the vast number of multi-departmental events across the academic year. Student Leaders contribute thousands of hours of ongoing involvement in events, campus tours, and peer engagement initiatives annually, playing a significant role in student belonging, wellbeing, and retention (with, for example, over 6,000 hours of Student Leader activities recorded in AY 2024/25).

e. MTU Students' Union

The MTU Students' Unions are the main representative bodies of and for the students of MTU. [MTU Students' Union \(Kerry\)](#) and [MTU \(Cork\) Students' Union](#) currently still operate as separate entities on their respective campuses, but continue to maintain strong communication channels and a high level of collaboration. Work is underway to establish a unified Students' Union structure. In the meantime, a Single Student Leadership and Representation Committee (SSLRC), comprising both SU Presidents and the Vice-Presidents Education and Welfare each from the existing MTU Students' Unions, is in place and is recognised by the Governing Body for the purposes of the TU Act.

In addition to their role in institutional governance (see [Part A Section 1.1.4](#) above), the Students' Unions also offer students many practical supports and services. On the main MTU (Cork) Bishopstown campus, students can access the permanently resourced SU Office in the Nexus Student Centre for day-to-day necessities, as well as to arrange meetings with the SU sabbatical officers to discuss issues or concerns. The MTU (Kerry) Students' Union Office is located in the Business and IT Building (R-Block) on the North campus.

A University-wide MTU Students' Union publication is currently under discussion, building on the tradition of the monthly, online [explicit Magazine](#) written and produced by MTU (Cork) campus students with student interests and information needs in mind.

f. Services and Supports for International Learners

The International Offices located on the MTU (Cork) and (Kerry) main campuses provide end-to-end support to incoming and outgoing learners embarking on an international experience. In line with the National Strategy for Higher Education, the University recognises that different groups of students need different and uniquely tailored academic, life and cultural supports to enable successful integration and participation in their new living and learning environment. The International Offices aim to support incoming students of different cultural origins throughout their student journey, from application through acceptance, pre-arrival and post-arrival orientation to ongoing engagement and support, with the objective of enabling students to have the best possible life and learning experience at MTU, as well as preparing outgoing students for a successful period of living and studying abroad.

The offerings of the International Offices can be accessed through local [MTU \(Cork\)](#) and [MTU \(Kerry\)](#) International Office websites or the central [MTU International Office](#) web page.

The International Office websites provide both incoming ERASMUS and other EU students and prospective non-EU applicants with detailed information on topics such as the application process, programme entry requirements, orientation and registration, fees and scholarships, living in Ireland, visas and health insurance. For students interested in programmes of MTU (Cork), this can be accessed through the [Erasmus](#) and [Non-EU](#) sections of the International Office website. For prospective entrants at MTU (Kerry) through the [ERASMUS and Exchange Students](#) and [International Students \(Non-EU\)](#) applicant portals respectively.

Outgoing students of MTU wishing to study or obtain work placement abroad can gain access to relevant information through the [Study and Work Abroad](#) tab on the MTU (Kerry) International Office website and the [Study Abroad](#) tab of the MTU (Cork) website. At time of offer, incoming international students are issued with a digital International Student Handbook, which is updated annually. There are two versions of the digital handbook offering bespoke information for both [Cork-bound](#) and [Kerry-bound](#) students. Regular information webinars addressing academic and practical information for international students also take place. Post-arrival, the International Offices also work closely with the local Garda Immigration Offices to ensure that incoming students have a seamless and low-stress engagement with the immigration authorities.

An "International Module" is accessible to all MTU international students on Canvas, MTU's virtual learning environment. This module provides practical information on living in Ireland specific to the needs of current international learners (on topics such as PPS Numbers, bank accounts and the immigration process). It is also used as an additional channel for the University to communicate with and distribute information to international learners specifically, improving the reach of targeted information provision outside of emails.

Registered international learners at MTU have access to the same broad range of student services and supports as local students. International students may also draw on the supports of the MTU Students' Union, of which they are members for the duration of their registration with the University. The MTU (Kerry) campus also runs a comprehensive orientation programme prior to and around arrival for all new incoming international students, including an onsite orientation event to ease the transition into MTU.

As outlined elsewhere in this report – see amongst others [Part B Section 1.1 f](#) – , MTU has achieved authorisation to use the TrustEd Ireland International Education Mark (IEM), a statutory quality mark applicable to Irish higher education and English language providers that demonstrates strong governance, learner protection, and a consistently high standard of support and service for international students. The IEM provides added assurance to students, parents and partners, and embeds continuous improvement and good practice across the full international student journey, from recruitment and admissions through to wellbeing, academic supports and progression.

In addition to service provision to students, the International Offices are engaged in advocacy for internationalisation within the University, working closely with other student support services and academic departments to ensure that the additional needs of international learners are understood and supported. MTU is a member of [ICOS \(Irish Council for Overseas Students\)](#) and works actively within that forum to advocate with the Irish Government for international students.

4.0 QA of Research Activities and Programmes

4.1 Research Environment and Research Degree Provision Framework

Research is a core dimension of activity at MTU, in collaboration with a wide range of organisations, including Higher Education Institutions, industry, state and voluntary bodies. MTU's Research, Innovation & Entrepreneurship constitute one of MTU's five strategic themes, with the Strategic Plan envisioning that excellence in research, innovation, scholarly activity, knowledge transfer and engagement that have measurable impact will be a hallmark of the University.

MTU's research activities are founded on collaboration and expertise across science, engineering, business, social sciences, humanities, the creative and performing arts and media. They are increasingly linked to issues of global relevance which the University addresses through the UN Sustainable Development Goals whilst aligning to, and advancing, national and European research priorities and strategies.

MTU has the largest-scale of R&I expenditure (€30.3m) and highest direct-funded research income from industry partnerships (€1.99m) across the entire TU sector (AKTS 2023). The University currently has close on 220 research postgraduates and over 30 postdocs.

Most research income is competitively generated, through funding applications to national and international funding agencies for specific research projects under relevant funding calls. Through the RFAM budget, provided as additional funding via the HEA and based on a transparent rubric which takes account of PG graduations, research income and knowledge transfer metrics, the Research Offices are enabled to support research activities targeted at building sustainable capacity in the MTU research and innovation ecosystem. The allocation of €14.6m under the ERDF-funded TU RISE programme (2023) has facilitated the strengthening of the Research Advisory Offices (Research Office, Innovation and Enterprise Office, Graduate Research School) with an additional 17 personnel, with the associated increase in support for the entirety of the MTU R&I ecosystem. The same fund enables MTU to register 18 PhD's and 8 Research Masters, along with 25 postdocs, and further provides support for over 20 academic staff to buy out time for research and supervision duties.

Since July 2024, the strategic development of the MTU research environment is under the stewardship of the VP Research & Innovation, with important contributions from the Research & Innovation Committee of Academic Council to policy development. While the development process is in train, knowledge transfer activities arising from the research outputs are coordinated and supported by the [Innovation & Enterprise Office in MTU](#). Working in tandem with these, the Research Offices focus on innovation activities in each campus location.

The MTU Research Integrity & Compliance Officer (RICO) has responsibility for fostering a research environment that promotes the responsible conduct of research which maintains the highest standards of integrity, along with contributing to the development, implementation and review of the University's research-related policies and procedures.

Overall responsibility for the quality assurance of postgraduate research provision in MTU lies within the remit of the Graduate Research School. The new University-wide School has moved underneath the aegis of the Vice-President Research & Innovation.

4.2 Postgraduate Research Regulations and Postgraduate Student Lifecycle

Research degree provision at MTU is governed by comprehensive MTU Regulations for Postgraduate Research Study which cover all quality-relevant aspects of postgraduate education and are aligned with QQI's [Statutory Quality Assurance Guidelines \[for\] Research Degree Programmes](#) (March 2017), [Ireland's Framework of Good Practice for Research Degree Programmes](#) (2019) and the HEA [National Framework for Doctoral Education](#) (2023). Complementary policy documents covering research ethics and research integrity, intellectual property, authorship, research data management, research student appeals and conflict of interest (see [PART A Section 4.3 a](#) just below) establish a secure legal and ethical framework within which postgraduate education can take place.

Applications for registration, progression or transfer between research registers require the approval of the Head of the Graduate Research School before proceeding, as do notices of 'Intention to Submit' a thesis or other examinable work. Support in reviewing such applications may be provided by the MTU Postgraduate Research Studies Board (PRB) and/or external experts in the field, as relevant.

In addition to providing support on postgraduate research student entry and progression, the Postgraduate Research Studies Board advises the University on matters relating to academic standards in postgraduate academic formation, makes recommendations to the Academic Council on the Postgraduate Research Regulations, and liaises with the Academic Council and its Committees (including the Research & Innovation Committee) on such matters. The functions of the PRB are set out in Appendix C of the [Regulations for Postgraduate Research Study](#).

Information about postgraduate study opportunities at MTU is available on the MTU website under [Postgraduate Research | Munster Technological University - MTU](#).

4.3 Research Integrity and Ethics

a. Research and Knowledge Transfer Policies and Procedures

MTU has in place a substantial number of policies, procedures and guidelines regulating the responsible conduct of research and knowledge transfer activity.

MTU's [Research Integrity Policy](#) and the [Code of Good Practice in Research](#) outline the key requirements on all those engaged with research in MTU, including all researchers, students, technical, administrative and research support staff. The Policy and Code summarise the principles and practices under which research in MTU must be carried out and include the associated policies that may be relevant during the course of a research study's lifecycle.

These two core documents are complemented by a range of detailed policies and operational documents regulating specific aspects of ethical research practice, knowledge transfer, IP and the management of research data:

- [Authorship Policy](#);
- [Human Research Ethics Policy](#), with supplementary operational documents;
- [Animal Research and Education Ethics Policy](#), with supplementary operational documents;
- [Intellectual Property Policy](#);
- [Open Access Policy](#);
- [Research Data Management Policy](#);
- [Signing Authority for MTU IP and Innovation Agreements](#).

The Human Research Ethics Committee (HREC), with a membership drawn from all six MTU campuses, has responsibility for reviewing applications for research study involving human participants on the basis of the [Procedures or Review of Human Research Ethics Application Forms from University Staff and Research Students \(Masters and PhD\)](#) and the [Procedures for External Research Requesting Access to MTU Research Participants](#).

All research-related policies and procedures are published in the Policies and Publications – Academic section on the MTU website (link [here](#)).

Further guidance and access to a wealth of additional resources is provided to researchers on the dedicated [Research Integrity and Compliance](#) webpage of the University.

b. Strengthening MTU Research Integrity Culture

To strengthen the existing positive research culture and support MTU researchers to continue carrying out research and knowledge transfer activities with integrity against a backdrop of a changing external R&I landscape, MTU has created the post of designated Research Integrity & Compliance Officer (RICO). Reporting to the Vice-President Research & Innovation, the RICO promotes the responsible conduct of research, contribute to the development and implementation of MTU's research policies, and collaborates with relevant offices and postholders to ensure MTU's research training includes adequate coverage of research integrity and the ramifications of research misconduct.

All research-active staff and research students in MTU are required to undertake research integrity training. A training option is delivered online via [Epigeum](#) and includes a robust certification framework based on the key learner outcomes.

MTU researchers also have the option of registering on a credit-bearing module entitled [Fostering Research Integrity](#) (10 ECTS credits, Expert level). This module counts towards the credit requirements of MTU's Structured PhD programme, which is applicable to PhD students across all disciplines.

Postgraduate research students also have access to other research-specific training available within MTU, such as the [offerings of the MTU Libraries](#). A suite of digital badges is on offer for completing training units on topics such as the research ethics application process, research data management, and responsible dissemination.

5.0 Staff Recruitment, Development and Support

5.1 Recruitment and Professional Development of Staff

a. Policy and Procedures for Staff Recruitment, Induction and Progression

The approval of the new Recruitment and Selection Policy for MTU in September 2025 represents the final major milestone towards full alignment of processes for the recruitment, induction, progression and professional development of the University's staff across all campus locations.

Operationally, a unified online employment application process has been in place for some years, supported by the University's merged CoreHR portal.

Members of internal interview boards are provided with a guidance manual designed to facilitate the interview process, for instance by outlining appropriate interview questions.

In order to 'gender-proof' recruitment, selection and promotion procedures and practices, MTU (Cork) has also been providing unconscious bias training to all staff who are routinely called upon to sit on interview boards, including Heads of Department.

Recently, MTU (Kerry) received national recognition by AHEAD (Association for Higher Education Access & Disability) for supporting graduates with disabilities in the workplace. MTU was awarded the [AHEAD Willing Able Mentoring \(WAM\) Leader Award 2024](#). The WAM Programme helps graduates with disabilities gain meaningful paid work experience, while giving employers the opportunity to create inclusive, supportive workplaces.

b. Continuous Professional Development for Academic Staff

MTU makes provision for staff development for all categories of staff, and its staff development programme is addressed at all staff groups. Each academic unit is allocated funding for staff development, which is generally used to fund attendance at conferences and seminars for staff members of that unit.

Staff may apply for funding to pursue further, part-time academic studies in MTU or in other higher education institutions, mainly on Masters or doctoral programmes. All staff development funding applications require the approval of the head of the relevant academic or administrative unit. Academic units and central university functions may also apply for funding for dedicated short courses, workshops and seminars designed to meet specific identified staff development needs. Depending on the nature of the requirements, these may be confined to a particular department or may be interdepartmental.

Finally, the continuous development of the professional and pedagogical competence of academic staff forms an important part of the activities of the [Teaching & Learning Unit \(TLU\)](#) in MTU (Cork) and the Assistant Registrar's Office (Kerry). CPD offerings in this space across the campuses range from a part-time [Master of Arts in Teaching & Learning in Higher Education](#) to [national digital badges](#) and a wide range of short staff development seminars, workshops and guest speakers. Seed funding for academic department-led teaching & learning initiatives is also available. MTU also facilitates learning communities and networking events, all offered in formats designed to maximise ease of access.

Supported by national funding initiatives, MTU was able to develop and initiate several successful new staff CPD programmes in recent years which have since been mainstreamed. These include:

- [‘EAT-PD’: Enabling Academic Transitions through Professional Development](#)

This CPD programme, developed by the [Teaching & Learning Unit \(TLU\)](#), is aimed at new and early career academic staff who have been teaching full-time for three years or less (or equivalent). EAT-PD enables staff relatively new to teaching to develop their competencies in the classroom. The focus of this 15-week experiential programme (1 hour per week) is to expose staff, in a supportive and constructive environment, to a range of research-based teaching strategies that can be used to enhance lectures and support learning.

Initially funded through the Strategic Alignment of Teaching & Learning Enhancement (SATLE) Fund 2019, such was the success of the initial offering that it received mainstream funding within MTU from Semester 2, 2021/22 onwards, with planned offerings every semester going forward.

- [‘Elevate’ Leadership Development Programme](#)

Elevate is MTU’s bespoke leadership development programme, open to all staff members on all campuses.

Developed by the [TLU](#) in conjunction with the HR Managers and the MTU Transformation Office, this programme was delivered by the TLU for the first time in 2022/23. Initially funded through HEA Systems Performance Funding and the Technological Universities Transformation Fund (TUTF), it is now funded through the Technological Sector Advancement Fund (TSAF).

Elevate is specifically aimed at staff in non-senior management roles and offers leadership skills training on a cohort basis, with particular emphasis on transformation, communication, planning and change in support of Teaching, Learning, Assessment and Student Engagement (TLASE). The project enables distributed leadership and emphasises collaboration, with a view to supporting the implementation of MTU strategy and personal or team professional objectives that align with this. Staff self-select one of three programme strands based on their previous experience of leadership, current and previous roles, and their interest in developing leadership skills: Leadership Fundamentals, Leadership Core, or Experiential Leadership.

Elevate is delivered on an annual basis, with 90, 157 and 120 participants respectively enrolled on each of the three deliveries to date, many of whom have been administrative or technical staff.

[c. Recruitment and Development of Researchers](#)

MTU is a two-time holder of the [EURAXESS](#) HR Excellence in Research Award (achieved by its predecessor institution Cork Institute of Technology in 2017 and 2019 respectively), recognising the institutional commitment to the adoption and realisation of the 40 principles of the *European Charter for Researchers and Code of Conduct for the Recruitment of Researchers* ([“Charter & Code”](#)), and showcasing MTU

internationally as a favourable working environment for researchers. MTU is working towards a renewal of this EURAXESS award on a whole-University basis, which will recognise MTU's progress in supporting researchers at all career stages.

In line with MTU's strategic goals of strengthening and extending research activities and engaging and empowering staff, the University recognises the need for research units to be in a position to recruit talented researchers as expeditiously as possible while adhering to best practice in recruitment, selection and provision of opportunities for professional development.

A significant milestone towards full implementation of the EC Charter & Code was the adoption of an 'OTM-R' (open, transparent and merit-based) Researcher Recruitment Policy for MTU, detailing every step of the recruitment process, from advertising to appointment. Other actions include appointment of a HR staff member dedicated solely to researcher recruitment, provision of MTU graduate internships for research positions, and provision of paid student work placement opportunities in a research centre or group.

5.2 Staff Wellbeing and Support

A range of MTU human resources policies to support staff in different life circumstances who may require leave, as well as an [MTU Annual Leave Policy](#), are in place. The majority of these are published in the Policies and Publications – HR section of the MTU website (link [here](#)), with a small number of additional policies available from the Workvivo staff server.

MTU has also implemented a [Dignity and Respect Policy](#) and associated [Dignity and Respect Procedure](#), which have the distinction of being the first new MTU-wide policy documents to be approved upon TU designation.

The Dignity and Respect Policy establishes the right of staff and students of MTU to be treated with dignity and respect and commits the University to ensuring that staff and students can work and learn in a positive and safe environment free from all forms of bullying, harassment, victimisation and sexual harassment. The linked procedural document sets out the process for making complaints related to issues covered by the policy and the steps towards achieving a resolution.

MTU offers ongoing support for the mental wellbeing of its staff members through its Employee Assistance Service (EAS), now provided by [Spectrum.Life](#). The assistance service is designed to support employees with personal or work-related concerns through telephone support, specialist information and face-to-face counselling. Beyond fully anonymised usage level data, no information on service use is shared with MTU. Information on the service and the associated wellbeing platform/app is available in the MTU Staff Wellbeing space on the internal Workvivo staff portal.

Building on nationally recognised legacy health promotion entities on both the MTU (Cork) and (Kerry) campuses, MTU and University College Cork jointly signed the HEA Healthy Campus Charter and

Framework (link [here](#)) in January 2023, with implementation of the Charter principles at each institution to draw on collaborative research generating health and wellbeing data from substantial cohorts of student and staff participants. In MTU, HEA Technological Sector Advancement Fund (TSAF) funding enabled expansion of '[A Healthy MTU](#)' (AHMTU) as a whole-university initiative, supported by a designated Senior Researcher and informed by a bespoke portfolio of health projects within [MTU's HEX-SPO Research Group](#). AHMTU is jointly directed by staff of the Department of Sport, Leisure & Childhood Studies, supported by an operational AHMTU Team with representation from both Cork and Kerry campuses, in addition to a whole-university Advisory Group. Pertinent research-informed campus activities have included a bespoke 'A Healthy MTU' Roadshow' (February 2025) with a varied programme of health and wellbeing initiatives for students and staff on both Cork and Kerry campuses. The AHMTU Co-Directors were involved in the development of the HEA's Healthy Campus Self-Evaluation Tool (link [here](#)); AHMTU is also represented on the HEA Student and Staff Health and Wellbeing Advisory Group.

Finally, a new [MTU Hormonal Health Policy](#) and [Hormonal Health Toolkit](#) were recently put in place. The policy and toolkit aim to create awareness of hormonal health issues in the workplace which could potentially affect many MTU staff members; offer guidance for staff experiencing challenges, as well as their colleagues and manager; and provide guidance on practical measures to increase the wellbeing of staff members affected.

5.3 Equality, Diversity and Inclusion (EDI)

a. EDI Policies, Procedures and Awareness-Raising Activities

As an employer and higher education provider, MTU not only has the responsibility of adhering to legislative requirements regarding Equality, Diversity and Inclusion, but – as importantly – of doing so in a manner that is visible to all. Relevant pieces of legislation include the Safety, Health and Welfare at Work Act (2005), the Equal Status Acts (2000-2018), the Employment Equality Acts (1998-2015), the Irish Human Rights and Equality Act (2014), and the Gender Recognition Act (2015), which inform all aspects of staff recruitment and management.

As outlined in [Part A, Section 2.2.2 a \(iii\)](#) above, implementation of EDI principles across the activities of the University is underpinned and guided by the new [MTU Equality, Diversity and Inclusion Policy](#), adopted in December 2024. This is complemented by the [MTU Equality Statement 2024 to 2028](#) which summarises MTU's commitments to enabling access and promoting equality, diversity and inclusion in line with Section 19 of the 2018 TU Act and other national legislation, as well as MTU's own Strategic Plan (link [here](#)).

The EDI policy aims to ensure that the University community is representative of all sections of society and that each member of the community is respected and valued and able to give their best as a result, thus supporting the University to fulfil its legal obligations and public sector equality and human rights duty.

Various training, policy development and communications activities and greater student and staff participation in EDI research support MTU in communicating legislative requirements and acceptable behaviours and in fostering active support for 'living' EDI principles among the members of the university. Activities designed to raise awareness for equality, diversity and inclusion issues are organised by a number of MTU services and the MTU Students' Union. Not least, Equity/Equality, Diversity and Inclusion also forms one of eight educational pillars of MTU's curriculum framework entitled [An Inclusive Curriculum for a Sustainable Future](#) (see e.g. [PART A Section 2.1.2](#)).

The [Equality, Diversity and Inclusion \(EDI\) team](#) plays a key role in ensuring the promotion and mainstreaming of equality, diversity, and inclusion throughout MTU. The team is comprised of two full-time members – an EDI Manager and an EDI Officer – reporting to the new Vice President People & Culture with responsibility for EDI on the Executive. The EDI team drives key equality, diversity and inclusion initiatives, projects and events while also working with colleagues within and outside of MTU on the implementation of MTU's strategic goals in relation to EDI.

An MTU Sexual Violence & Harassment Prevention (SVHP) Officer has been in post since January 2024, leading on training and awareness activities around sexual consent, gender-based violence and sexual assault, and supporting members of MTU with disclosures. The EDI team regularly collaborates with the SVHP Officer, along with the Access Offices, Disability Support Services, Counselling, Student Societies, Teaching & Learning functions and Students' Union, on initiatives such as the Code Red Period Dignity Project or the EDI Roadshows held on all campuses to raise awareness of existing EDI-related initiatives or supports. (For additional information on initiatives to prevent sexual violence and harassment, see [Part B Section 2.2 e.](#))

EDI-related initiatives include installation of Progress Pride window decals in the Administration Building on the main Cork campus and on the Kerry North campus in February 2024 and 2025 respectively, representing a public commitment of the University to providing a safe and inclusive environment for its LGBT+ community. Feedback from EDI-related staff and student surveys and focus groups organised throughout 2024/25 indicates that these visible demonstrations of support are welcomed and appreciated.

Pending the implementation of University-wide Gender Identity and Gender Expression Policy, the [Student Change of Details Regulations](#), published in the Policies and Regulations – Academic section of the MTU Website (link [here](#)), sets out the processes by which transgender and otherwise gender-transitioning students may request a change of their personal details in the University's records.

Elements of the saved [Gender Identity and Gender Expression Policy](#) however continue in force on the MTU (Kerry) campuses; see Section A13.9 of the MTU (Kerry) Quality Assurance Procedures (link [here](#)).

b. Gender Equality

i. Athena Swan

Following successful application in November 2023, MTU now holds its first Athena Swan Bronze Award as a new university (published [here](#)).

This institutional achievement builds on a previous Athena Swan Bronze Legacy Award received by MTU in 2021, on foot of the Bronze award having been achieved by – then – Cork Institute of Technology in 2019. Receiving this prestigious accreditation paves the way for future improvements to equality to be made an institutional level, and also allows individual university departments to seek departmental awards. The application process included undertaking an institutional EDI Survey; collating and analysing all evidence required to meet the submission requirements; and compiling and committing to a comprehensive evidence-based, four-year plan to improve equality for all MTU staff and students.

The [Athena Swan Charter](#) was launched in the United Kingdom in 2005 by [AdvanceHE](#), a sector-owned charity working with higher education institutions globally to improve higher education for staff, students and society, and was extended to Ireland in 2015 with funding from the Higher Education Authority (HEA). Adoption of the Charter commits higher education and research institutions to removing barriers that contribute to gender-based underrepresentation and to taking a targeted approach to address issues of both internal and external origin. Initially focused on female academic staff in STEMM areas (science, technology, engineering, maths and medicine), the Charter was transformed and expanded in 2021 to include all staff and students, with specific awareness of intersectional inequalities and the experiences of MTU's trans and non-binary community. Achievement of an Athena Swan Bronze Award requires a thorough analysis of institutional data, policies and procedures, identification of key issues, and the creation and implementation of a four-year action plan to address the issues identified.

The national Gender Equality Taskforce has noted that engagement with the Athena Swan process has been transformative for Irish HEIs and has encouraged institutions to work towards obtaining a Silver- and, eventually, Gold-level award by demonstrating progressive levels of achievement in relation to the embedding and promotion of gender equality and evidence of impact against challenges from actions implemented. While cognisant of the growing momentum around Athena Swan certification, the taskforce has also recognised that, owing to revised application requirements which have increased the workload involved, the original timelines may not be achievable for institutions. Some additional detail on the Bronze Award application process in MTU is provided in [Part B Section 1.1 d](#).

ii. Aurora Leadership Initiative

All staff who identify as women are invited annually to apply the Advance HE [Aurora Leadership Development Initiative](#). There were 11 participants in 2024/2025, increasing from 10 in 2023/24 and six in 2022/23. MTU is committed to continue participation in the Advance HE Aurora programme on an annual basis to support female leadership among its staff going forward.

iii. Strategic Academic Leadership Initiative (SALI)

Following a successful application to the first call under the [HEA's Strategic Academic Leadership Initiative \(SALI\)](#), MTU has one SALI postholder at Senior Lecturer III, the grade at which SALI posts in the Technological Higher Education sector were pegged. Following appointment of all members of the final University Executive, the 10 posts at Senior Lecturer (SL) III grade are equally distributed between female and male postholders. However, a gender imbalance remains at SL I and, to a lesser extent, SL II grades when compared with the breakdown for Assistant Lecturer/Lecturer grades.

6.0 Information and Data Management

6.1 Staff and Student Record Systems

Core learner, graduate and staff data are collated in MTU's MyBan Student and CORE HR Staff Records Systems. Relevant Banner and CORE data are made available to authorised users in the faculties, schools and the central administration for purposes of managing and quality assuring the provision and related supports as necessary.

At this point, all MTU campuses are operating Version 9 of the Banner Student Record System (SRS), following a phased University-wide upgrade to this version in 2023.

However, while all student records are now housed in Banner V9, there are still two instances of the system in MTU which are managed by the University Banner team. The University has been actively engaged with EduCampus since early 2024 to initiate the merger implementation project, with the discovery phase commencing in July 2025. The Banner Merger Project Team is continuing the alignment of Banner-related processes as they await notification from EduCampus regarding the start of the merger implementation.

6.2 Curriculum Management System

The [AKARI curriculum management system](#) is a core element of MTU's digital academic infrastructure, supporting the full curriculum lifecycle from initial development and approval through delivery, review, and [publication of the approved programme descriptor on the MTU website](#). It enables consistent capture, management, and dissemination of programme and module information across all MTU campuses as well as externally to prospective students and other stakeholders, ensuring a single authoritative source of academic and delivery data. Whereas programme and module information had been published from Banner for programmes delivered on the MTU Kerry campuses previously, from 2025/26 onwards, programme and module descriptors are captured in and published from AKARI across all campuses.

The AKARI system:

- Facilitates the creation, approval, version control, and governance of all programmes and modules in alignment with MTU's academic quality assurance framework;
- Supports curriculum delivery planning by linking approved curricula to delivery schedules, resource requirements, and teaching assignments across academic units and campuses;
- Enables structured publication of approved curriculum information to internal and external audiences through a user-friendly and accessible presentation interface;
- Provides comprehensive reporting and analytics capabilities to support academic planning, compliance, and institutional decision-making;
- Integrates seamlessly with MTU's existing systems, including Banner (Student Records), the institutional learning management system, and timetabling and resource management tools.

6.3 Information and Data Management and Freedom of Information

Soon after TU designation, the MTU Governing Body approved a suite of policies in relation to Information and Data Management. All published information and data management policies may be obtained from the Policies and Publications – Data Protection section of the MTU website (link [here](#)).

The [Information Governance Policy](#) provides direction on the classification, ownership, deletion and retention of data and information for the University as well as clarifying accountability for data and information. Data and information as pertaining to this policy includes electronic and non-electronic data. MTU is reliant upon the confidentiality, integrity, and availability of its data and information to successfully conduct its operations, meet student and staff/faculty expectations, and provide services. All staff, students, and external parties of the University have a responsibility to protect University data and information from unauthorized generation, access, modification, disclosure, transmission, or destruction and are expected to be familiar with and comply with this policy. University data and information is an important asset and resource. All data and information is categorised according to appropriate needs for protection, handling and compliance with regulatory requirements. The purpose of classification is to ensure that data and information is managed in a manner appropriate to the risks associated with ensuring that it remains reliable, trustworthy and available for appropriate use. It is also provided to make staff aware of their responsibilities for the protection of sensitive/confidential data and information and that access to such data and information should be restricted to appropriate authorised personal that require this access and that personal information is only disclosed to third parties as it applies.

MTU is committed to complying with all applicable data protection, privacy and security laws and regulations (collectively referred to as requirements) in the locations in which it operates. In Europe, the data protection requirements of the General Data Protection Regulation (GDPR) came into effect on May 25, 2018.

MTU's [Data Protection Policy](#) creates a common core set of values, principles and procedures intended to achieve a standard set of universal compliance parameters based on GDPR.

The [Data Retention Policy](#) ensures that the University applies retention periods appropriately and retains data only for the period for which it is allowed.

The security and protection of MTU assets, facilities and staff are fundamental to the efficient and effective operations of the University. The [Data Handling and Clean Desk Policy](#) establishes the minimum requirements for handling data and maintaining a “Clean desk”, i.e. a work space where sensitive/critical information about University employees, students, University intellectual property, and University vendors is handled correctly, is secure in locked areas and out of sight. The [Data Protection – Breach Response Policy](#) applies throughout the Organisation in the event of a personal information/data breach. The [Data Access Management and Privileged User Policy](#) ensures that processes and tools are in place to manage secure access to critical information, manage the lifecycle of systems and application accounts, and to manage administrative privileges on computers, networks and applications.

Implementation of GDPR across MTU is overseen by a Data Protection Officer both on the MTU (Cork) and Kerry campuses. In addition to the GDPR-related duties, the Data Protection Officer also processes any freedom of information requests made to MTU (Cork) / CIT.

Pursuant to Section 8 of the Freedom of Information Act 2014, the [FOI section of the MTU website](#) sets out key public information on the University under the FoI Publication Scheme, including on its public services, decision-making processes and procurement policy. Contact information for making Freedom of Information requests is also provided.

6.4 IT Policy and Systems

A number of policies in relation to the management and protection of the University's IT systems have also been adopted by MTU and are available in the Policies and Publications – IT section of the MTU website (link [here](#)).

The MTU [Information Security Policy](#) sets out the overall approach to information security. It provides a security model aimed at implementing best practices to protect information assets from unauthorized use and at providing the required controls by protecting data confidentiality, where sensitivity warrants this. In addition, the policy is concerned with the integrity of data, to ensure its completeness and accuracy regardless of confidentiality and criticality; with the availability of data, so that it is accessible as and when required; and with protecting the work and study environment of staff and students and the good name and reputation of MTU.

The [Third Party IT Engagement Policy](#) sets out the conditions that must be met to ensure the security of University data and resources are maintained when a third party is engaged to provide a service while the [Staff Machine Replacement Policy](#) ensures that the machines connecting to the University's network are not posing an increased risk to the University's staff and students.

7.0 Public Information and Communication

The main repository for public information about MTU is the [MTU website](#). The website allows prospective students and other stakeholders to obtain comprehensive information about the University and its [six campuses](#), [campus life](#) as an MTU student, and the MTU [programme portfolio](#). MTU's programmes can be accessed and searched from anywhere on the MTU website, and all programme listings link through to the full current approved specifications for MTU programmes and modules.

The mission, vision and values of the University are outlined in several sections of the MTU website as well as in a number of published documents, first and foremost of which is the [MTU Strategic Plan Our Shared Vision 2022-2027](#). The MTU website also records the University's commitment to [Equality, Diversity and Inclusion](#) and to the implementation of [Universal Design](#) principles. MTU's lived commitment to [Sustainability & Community](#) is showcased on the [MTU Green Campus website](#).

Interested stakeholders may furthermore access information on MTU's [Research](#) and [Innovation and Enterprise](#) ecosystem and on various [opportunities for engaging and partnering](#) with the University.

Policies, reports and public records related to the governance and quality assurance activities of the University are available through the [Governance](#) section of the MTU website, which provides access to relevant [Governing Body](#) and [Academic Council](#) documentation as well as the current [Policies and Publications](#) of the University.

Currently, the MTU website still links to the legacy websites of the two predecessor institutions where this remains relevant; thus, the [Policies and Publications – Academic](#) section provides links to the remaining Campus Policies of MTU (Cork) and MTU (Kerry). These links are being iteratively phased out as new common content is added to the MTU website itself on a phased basis.

As part of its commitment to reduce its impact on the environment, MTU has been reducing the volume of its printed programme literature. Full printed programme prospectuses were phased out at the end of the 2022/23 academic year and replaced by a [digital MTU Prospectus builder](#). A Quick Entry Guide with summary programme listings is still being distributed in printed and pdf formats. Information on the University and its programmes of study is also disseminated via different social media outlets, including the [MTU Facebook](#), [MTU Instagram](#) and [MTU Bluesky](#) pages and the [MTU Youtube channel](#); MTU also has a presence on [LinkedIn](#).

In addition to MTU's expanded online presence, the University continues to hold regular in-person information events both on its campuses and in an outreach format, such as Open Days, a Postgraduate Fair, Mature Student Evenings or Roadshows, and is also represented at national third-level exhibitions such as Higher Options.

The Marketing Unit in the Office of the Vice-President Engagement & International works with members of the University to enhance MTU's image and visibility amongst its external stakeholders and to ensure that MTU projects a consistent, high-quality message to the outside world. It provides services in

advertising, branding and marketing; publications, design and print; public relations; student recruitment; and digital services.

8.0 Monitoring and Periodic Review

8.1 Internal Governance Audit and Review

Immediately upon University designation, the Governing Body of MTU at its first meeting established an Audit & Risk Committee to assist the Governing Body in fulfilling its oversight responsibilities regarding risk management, internal control and internal audit, as set out in the [MTU Code of Governance](#) adopted in January 2021 and the Technological Universities Act 2018.

8.2 External Academic Quality Monitoring and Review Cycles

a. Monitoring and Review of the Institutional Quality Framework

The internal academic quality assurance system of MTU is systematically linked into external QA cycles at the national level through a number of quality monitoring and review mechanisms.

Chief amongst these are the annual reports – including the present Annual Quality Report – to the two statutory agencies with legal and regulatory responsibilities for Irish further and higher education, Quality and Qualifications Ireland (QQI) and the Higher Education Authority (HEA). The engagement of MTU with each agency is governed by the statutes, national strategies and government policies that determine the remit of each authority vis-à-vis the Irish higher education providers.

The ongoing formal and semi-formal engagement of MTU with the HEA, the statutory planning and development body for further and higher education, encompasses an annual programmes & budgets process and strategic dialogue as well as other HEA-sponsored programmes, initiatives and functional audits. A link to the HEA Performance Management web page is available [here](#).

The Annual Quality Reports to QQI are complemented by biannual quality dialogue meetings (see the [Quality Monitoring](#) page on the QQI website) and comprehensive cyclical institutional reviews wherein international expert panels evaluate the integrity and effectiveness of the quality assurance and governance framework of Irish higher education providers with a focus on enhancement.

MTU successfully completed its first whole-University review in March 2024, as part of the 2018 – 2024 cycle of ‘CINNTE’ Institutional Reviews organised and overseen by QQI. The [MTU Institutional Review Report](#) of the independent international CINNTE Review Team and a summary [MTU Quality Profile](#) were published on the QQI website in September 2024; the [MTU Implementation Plan](#) and [CINNTE Follow-up Report](#) followed in February and December 2025 respectively. For further details on the follow-up to the CINNTE review process at Munster Technological University, see [Part B Section 1.1 c](#) below.

b. Evaluation of the Student Experience

With regard to the evaluation of the student experience, the key instrument at a national level is the annual [‘StudentSurvey.ie’](#) in which all public higher education providers in Ireland have been participating

since its inception in 2013. The outcomes of the student survey are analysed by the University and discussed by the Academic Council and other relevant units. Through funding awarded by the National Forum for the Enhancement of Teaching & Learning, the recently launched [SUCCEED – Standardising the Use, Communication and Capability of StudentSurvey.ie Data](#) project aims to make StudentSurvey.ie data more accessible at academic unit and programme level and therefore provide an evidence-based mechanism to close the feedback loop.

The annual [HEA Graduate Outcomes Survey](#) is also carried out by the University, and the results are made available to the faculties for analysis.

8.3 Internal Quality Monitoring and Periodic Review

a. Ongoing Monitoring of Academic Programmes

Continuous monitoring of academic programmes is carried out under the [Policy and Procedure for the Annual Programme Status Review \(APSR\)](#) based on the legacy process of MTU (Cork), which was adopted across all campus locations in November 2022.

Ongoing programme monitoring is a core function of the MTU Programme Boards. A new, University-wide Terms of Reference and Composition for Programme Boards was adopted by the MTU Academic Council in November 2025, replacing legacy provisions hitherto in operation in the different campus locations; this is published on the Workvivo staff server.

Programme boards are required to report annually on programme development and enhancement measures. To support and guide the boards, the [Evisions ARGOS](#) Enterprise Reporting Tool has now been implemented across all MTU campuses. This tool provides authorised users with a standardised report template for each programme, pre-populated with key programme performance data which are drawn down automatically from MyBan. When analysing programme performance, the programme boards also consider qualitative feedback from different sources – such as external examiner reports – as well as a range of quantitative performance indicators (applications and acceptances, enrolment and retention, student and graduate performance).

At Faculty level, the collated programme status reports, together with the outputs of other programme quality processes, will be considered by the Teaching & Learning Committees of the newly constituted Faculty Boards of Study (FBoS).

Working with academic departments and the Faculty Executive, the remit of the FBoS is to oversee the design, quality and delivery of the faculty's programme portfolio, ensuring in particular that curricula, assessments, and teaching practices meet University and relevant external standards. In addition, the FBoS have a role in academic policy formulation and implementation and research promotion in the faculty, with the latter function carried out through the FBoS Research & Innovation Committee. Recommendations of the two FBoS Committees are brought to the full Faculty Board of Studies for decision. Issues of University-wide relevance are reported onwards to the Academic Council or one of its

Committees as relevant. The Terms of Reference and Composition of the Faculty Boards of Study are also available from Workvivo.

b. Faculty Enhancement Review Process

The review of MTU's programme portfolio will be undertaken as part of the University's first Faculty Enhancement Review (FER) process under the new [Faculty Enhancement Review Policy](#) and associated [FER Procedure](#), adopted by Academic Council in November 2024.

MTU considers ongoing reviews and updating of its programmes to be an integral part of its quality assurance mechanisms, ensuring that the University's programmes are relevant to learners and contribute to the wider economic, academic and social context. Thus, academic staff continually update and further develop modules and programmes, design new modules and programmes in response to rapidly emerging market needs, and critically evaluate programmes which no longer address a real need. These processes need to be accompanied and supported by academic quality procedures which are robust and flexible enough to maintain and improve the quality of established programmes, while not stifling their vitality or hindering the momentum for change.

Informed amongst others by MTU's experience of the CINNTE Review, the new FER process aims to build on the ongoing quality development work in a faculty by evaluating each faculty's quality assurance procedures whilst also exploring how the faculty has enhanced its teaching, learning and research in the period under review. FER furthermore affords each faculty an opportunity to step back from the day-to-day business of programme delivery and management to reflect, in a multi-campus context, on the current status and envisaged future direction of the faculty in the context of the strategic development of MTU and the wider environment.

The overall approach to FER will be largely forward-looking; retrospective review will focus on the period since designation in the first instance. Thus, in the initial cycle of FE Reviews, the term 'period under review' will generally refer to the period from January 2021 onwards, although the faculty and/or its constituent departments may comment on and review developments prior to designation if they so wish.

In summary, the objectives of the Faculty Enhancement Review process are thus to

- Measure faculty accountability for adherence to MTU standards and procedures for quality assurance and other quality-relevant University policies and procedures;
- Evaluate the effectiveness of the faculty in implementing MTU policies and procedures for purposes of assuring and enhancing the quality of the education, research and related services provided by the faculty;
- Explore and make visible enhancements and impacts achieved by the faculty in relation to its teaching, learning, research, innovation, engagement, and QA activities in line with MTU's mission and strategy;
- Support the faculty in developing a five-year strategy in the areas of curriculum, research, internationalisation, and engagement in line with MTU's mission and strategy.

Coordination of the Faculty Enhancement Reviews rests with the Office of the Vice President Academic Affairs & Registrar.

The Faculty Enhancement Review is built on a self-study by the relevant faculty, complemented by meetings of the FER Panel with staff, students and other stakeholders. A key question for the FER Panel throughout will be if there is sufficient evidence of a thorough, effective and reflective self-review which identifies opportunities and challenges, addresses shortcomings and recognises enhancements, and which lays the foundations for a successful development of the faculty and its programme portfolio over the next five years.

At the recommendation of the University Executive, Academic Council has agreed that the Faculty of Creative & Performing Arts and Media and the Faculty of Business will be the first two faculties to undergo Faculty Enhancement Review. It is envisaged that these two faculties will complete FER in the academic year 2025/26. Proposed timelines for the Faculties of Health & Social Sciences, Engineering, and Science & Informatics are being worked out at present.

8.4 Engagement with Professional and Other External Quality Frameworks

As described earlier in this report, MTU systematically engages with a number of other external quality frameworks.

Some of these are engagements sought by MTU to streamline and certify particular function- or area-specific management processes. These include certification of the management and quality system of NMCI under ISO 9001-2015.

MTU also engages with the discipline-specific external QA frameworks for regulated professions under the remit of CORU (Social Care Work, Biomedical Science, Nursing) or the International Standards of Training, Certification and Watchkeeping (STCW) overseen by the Marine Survey Office (Nautical Science, Marine Engineering, Marine Electrotechnology). In certain joint postgraduate programmes with University College Cork, the QA procedures of the Teaching Council also apply (Art & Design Education); these procedures are also taken into account in undergraduate programmes leading to single MTU awards which articulate with consecutive teacher training programmes at Masters level, such as the [BA \(Honours\) in Home Economics and Business](#).

Even where professional registration is not mandatory, the desirability of professional accreditation for graduates in fields such as Engineering, Architecture or Accountancy means that MTU regularly engages with many different professional QA frameworks maintained by representative professional bodies or associations, both national and international. The engagement of the University with these professional quality frameworks may take different forms, but more often than not implies regular external review or audit of curricula, arrangements for programme delivery and the overall academic quality framework of MTU by the regulator or relevant professional body.

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

| Type of arrangement | Total Number |
|---------------------|--------------|
| PRSBs | 33 |
| Awarding bodies | 0 |
| QA bodies | 0 |

| 1. Type of arrangement | PRSB |
|--|---|
| Name of body: | Association of Chartered Certified Accountants (ACCA) |
| Programme titles and links to publications | <ul style="list-style-type: none"> • Higher Certificate in Business [Cork campuses], Link: https://www.mtu.ie/courses/crbbusa6/. ACCA Exemptions: Business & Technology (BT); Financial Accounting (FA) and Management Accounting (MA). • Bachelor of Business (Honours) in Accounting (full-time) [Cork campuses], Link: https://www.mtu.ie/courses/mt942/. ACCA Maximum Exemptions: BT; FA, MA, LW, AA, FM, FR, PM and TX. • Bachelor of Business (Honours) in Accounting (part-time) [Cork campuses], Link: https://www.mtu.ie/courses/crbacce8/. ACCA Maximum Exemptions: BT; FA, MA, LW, AA, FM, FR, PM and TX. |
| Date of accreditation or last review | 01/01/2025 |
| Date of next review | 31/12/2029 |

| 2. Type of arrangement | PRSB |
|--|---|
| Name of body: | Association of Chartered Certified Accountants (ACCA) |
| Programme titles and links to publications | MT541 Bachelor of Business [Accounting stream] [Kerry campuses], Link: https://www.mtu.ie/courses/mt541/ |

| | |
|--------------------------------------|------------|
| Date of accreditation or last review | 01/01/2024 |
| Date of next review | 24/07/2027 |

| | |
|--|--|
| 3. Type of arrangement | PRSB |
| Name of body: | Association of Chartered Certified Accountants (ACCA) |
| Programme titles and links to publications | Bachelor of Business (Honours) [Accounting stream] [Kerry campuses], Link: https://www.mtu.ie/courses/mt941/ |
| Date of accreditation or last review | 01/01/2023 |
| Date of next review | 31/12/2027 |

| | |
|--|---|
| 4. Type of arrangement | PRSB |
| Name of body: | Irish Tax Institute (ITI) |
| Programme titles and links to publications | <ul style="list-style-type: none"> • Bachelor of Business (Honours) in Accounting (full-time) [Cork campuses], Link: https://www.mtu.ie/courses/mt942/. ITI Group 2 exemptions. • Bachelor of Business (Honours) in Accounting (part-time) [Cork campuses], Link: https://www.mtu.ie/courses/crbacce8/. ITI Group 2 exemptions. No defined review date. Should there be any changes to any of the exemption-relevant modules, ITI needs to be informed immediately. This triggers a review, or at a minimum a clarification, that the exemption-relevant content continues to be covered/examined appropriately. |
| Date of accreditation or last review | 01/06/2025 |
| Date of next review | |

| | |
|--|--|
| 5. Type of arrangement | PRSB |
| Name of body: | Department of Transport, Tourism and Sport |
| Programme titles and links to publications | <ul style="list-style-type: none"> • Bachelor of Science in Nautical Science [NMCI], Link: https://www.mtu.ie/courses/mt766/; • Bachelor of Science (Honours) in Nautical Science - Chief Mate/Masters (Academic and Professional Pathway) [NMCI], Link: |

| | |
|--------------------------------------|--|
| | <p>https://www.mtu.ie/courses/crsnasc8/; • Bachelor of Engineering in Marine Engineering [NMCI], Link: https://www.mtu.ie/courses/mt764/; • Bachelor of Engineering in Marine Electrotechnology [NMCI], Link: https://www.mtu.ie/courses/mt765/; • Certificate in Nautical Science - Chief Mate/Masters (Professional Pathway Only), Special Purpose Award, NFQ L8, 55 ECTS credits [NMCI], Link: https://www.mtu.ie/courses/crsnsnci8/; • Certificate in Nautical Studies - Officer of the Watch and Master on Ships of Less Than 500GT, Special Purpose Award, NFQ L6, 20 ECTS credits [NMCI], Link: https://www.mtu.ie/courses/crsnsow6/; • Certificate in Nautical Studies - Officer of the Watch, Special Purpose Award, NFQ L7, 45 ECTS credits [NMCI], Link: https://www.mtu.ie/courses/crsnasta7/. Publication: Marine Notice No. 14 of 2025 / Publication of Revised Directions as to the Examination of Deck Officers and Ratings in the Mercantile Marine and of Deck Officers for Fishing Vessels, Link: https://assets.gov.ie/static/documents/publication-of-revised-directions-as-to-the-examination-of-deck-officers-and-ratings-i.pdf; Examination Directions published at: Link: https://www.seafarers.ie/; See particularly: Link: https://www.seafarers.ie/General-Information/Examination-directions. NB: "Date of accreditation or last review" entry represents the date of publication of Marine Notice 14 of 2025 and the pertinent Examination Directions.</p> |
| Date of accreditation or last review | 19/03/2025 |
| Date of next review | |

| | |
|--|--|
| 6. Type of arrangement | PRSB |
| Name of body: | Chartered Institute of Building (CIOB) |
| Programme titles and links to publications | <p>• BSc Construction Management / • BSc Quantity Surveying, https://www.mtu.ie/courses/mt758/; • BSc (Hons) Construction Management, https://www.mtu.ie/courses/mt856/; • BSc (Hons) Quantity Surveying, https://www.mtu.ie/courses/mt857/. CIOB Publications: https://www.ciob.org/learning-providers/accreditation-education-framework;</p> |

| | |
|--------------------------------------|--|
| | file:///C:/Users/MS0017263/Downloads/Overseas%20Accredited%20September%202025.pdf. |
| Date of accreditation or last review | 19/11/2024 |
| Date of next review | 18/11/2029 |

| | |
|--|--|
| 7. Type of arrangement | PRSB |
| Name of body: | Irish Association of Counsellors and Psychotherapists (IACP) |
| Programme titles and links to publications | • BA (Hons) Counselling with Addiction [collaborative programme of MTU (Kerry) and Galilee House of Studies, Athy], Links: https://www.mtu.ie/courses/mt925/ . Publications: https://iacp.ie/register-of-accredited-courses |
| Date of accreditation or last review | 21/11/2024 |
| Date of next review | 20/11/2030 |

9.2 Collaborative Provision

Definitions:

QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012 defines collaborative provision as a process that occurs where two or more providers are involved by formal agreement in the provision of a programme of higher education and training.

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'joint award' as a single award made jointly by two or more awarding bodies

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'linked provider' as a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body.

| Type of arrangement | Total Number |
|------------------------------|--------------|
| Joint research degrees | 18 |
| Joint/double/multiple awards | 19 |
| Collaborative programmes | 24 |
| Franchise programmes | 0 |
| Linked providers (DABs only) | 0 |

| 1. Collaborative provision | Joint/double/multiple award |
|--|--|
| Name of body (/bodies): | University College Cork |
| Programme titles and links to publications | <ul style="list-style-type: none"> • Bachelor of Arts (Honours) in Social Care [Apprenticeship Mode], 3-year Honours degree, NFQ L8, 240 ECTS credits (3 stages of 80 credits each); Link: https://www.ucc.ie/en/appsoc/courses/basocialcare/. • BA (Hons) in Applied Social Services, NFQ L8, 3-year Honours degree, 240 ECTS credits (3 stages of 80 credits each); Alternative degree pathway for students who do not satisfy the pass standard for placement on the BA (Hons) in Social Care [Apprenticeship Mode] or decide not to continue with their professional training. 3 programme stages of 80 credits each. Graduates not eligible to register with CORU as qualified social workers. |
| Date of last review | 27/03/2025 |

| | |
|---------------------|------------|
| Date of next review | 26/03/2030 |
|---------------------|------------|

9.3 Articulation Agreements

Definition:

Per the IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision, an articulation agreement may be defined as a process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advance standing to a subsequent stage of a programme of a degree awarding body. These arrangements are subject to a formal agreement between the parties.

| | |
|---|-----------|
| Articulation agreements - Total number | 14 |
|---|-----------|

| 1. Articulation agreement | Articulation agreement |
|--|--|
| Name of body (/bodies): | St Lawrence College of Applied Arts and Technology, Kingston, Ontario, Canada. |
| Programme titles and links to publications | <ul style="list-style-type: none"> • Bachelor of Science in Computing with Software Development [option to progress to Honours Bachelor stage]; • Bachelor of Arts in Early Childhood Education and Care [option to progress to Honours Bachelor stage]; • Bachelor of Science in Health, Sport and Exercise Sciences; • Bachelor of Science in Coaching and Sports Performance [option to progress to Honours Bachelor stage]; • Bachelor of Business (Honours) in Accounting / in Marketing • Bachelor of Science (Honours) in Veterinary Bioscience; • Bachelor of Arts in Hotel Management [National Trainee Manager Development Programme]; • Bachelor of Science in Civil Engineering Year 4 [subject to successful completion of alignment studies]. Links to Publications: https://www.mtu.ie/courses/course-search/?courseLocationName=Kerry&courseStudyModeName=Full-time; https://www.stlawrencecollege.ca/programs/credit-transfer-opportunities/munster-technological-university-; https://www.ittralee.ie/en/InformationFor/International/NonEUStudents/CanadianCollegesOntarioStudyPathways/. |
| Date of agreement/arrangement or last review | 01/11/2024 |
| Date of next review | 31/10/2029 |

| | |
|-------------------------|---|
| Detail of the agreement | To be eligible for consideration for entry to any programme, St Lawrence College graduates will have achieved a minimum grade average of 60%. This grade requirement is subject to periodic review. |
|-------------------------|---|

| 2. Articulation agreement | Articulation agreement |
|--|---|
| Name of body (/bodies): | Niagara College, Niagara, Ontario, Canada. |
| Programme titles and links to publications | <ul style="list-style-type: none"> • Bachelor of Business in Marketing; • Bachelor of Business (Honours) in Marketing/Accounting; • Bachelor of Science (Honours) in Computing with Software Development; • Bachelor of Arts (Honours) in Social Care; • Bachelor of Science (Honours) in Health and Exercise Sciences with Massage Therapy; • Bachelor of Science in Health, Sport and Exercise Sciences; • Bachelor of Science in Coaching and Sports Performance; • Bachelor of Arts in Early Childhood Education and Care. Links to Publications: https://www.mtu.ie/courses/course-search/?courseLocationName=Kerry&courseStudyModeName=Full-time; https://www.niagaracollege.ca/pathways/; https://www.ittralee.ie/en/InformationFor/International/NonEUStudents/CanadianCollegesOntarioStudyPathways/. |
| Date of agreement/arrangement or last review | 01/09/2024 |
| Date of next review | 01/09/2029 |
| Detail of the agreement | To be eligible for consideration for entry to any programme, Niagara College graduates will have achieved a minimum grade average of 60%. This grade requirement is subject to periodic review. |

| 3. Articulation agreement | Articulation agreement |
|--|--|
| Name of body (/bodies): | Methodist College Kuala Lumpur (MCKL) |
| Programme titles and links to publications | MTU Destination Programmes: • Bachelor of Arts (Honours) in Early Childhood Education and Care, Link: https://www.mtu.ie/courses/mt971/ ; • Bachelor of Science (Honours) in Computing with Software Development, Link: https://www.mtu.ie/courses/mt803/ . Articulating |

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|--|---|
| | Programmes at MCKL: • Diploma in Early Childhood Education, Link: https://mckl.edu.my/programme/diploma-in-early-childhood-education/ ; • Diploma in Computer Science, Link: https://mckl.edu.my/programme/diploma-in-computer-science/ . Further Publications: https://eduadvisor.my/articles/fast-track-to-degree-in-early-childhood-education-mckl-irish-partnership . [Renewal of arrangement not captured in previous AQR.] |
| Date of agreement/arrangement or last review | 01/12/2023 |
| Date of next review | 31/12/2026 |
| Detail of the agreement | To be eligible for consideration for entry to any programme, MCKL diploma graduates will have achieved a minimum CGPA of 2.5 out of 4.0. This grade requirement is subject to periodic review. |

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

| Type of arrangement | Total Number |
|---------------------|--------------|
| PRSBs | 33 |
| Awarding bodies | 0 |
| QA bodies | 0 |

| 1. Type of arrangement | PRSB |
|--|---|
| Name of body: | Association of Chartered Certified Accountants (ACCA) |
| Programme titles and links to publications | <ul style="list-style-type: none"> • Higher Certificate in Business [Cork campuses], Link: https://www.mtu.ie/courses/crbbusa6/. ACCA Exemptions: Business & Technology (BT); Financial Accounting (FA) and Management Accounting (MA). • Bachelor of Business (Honours) in Accounting (full-time) [Cork campuses], Link: https://www.mtu.ie/courses/mt942/. ACCA Maximum Exemptions: BT; FA, MA, LW, AA, FM, FR, PM and TX. • Bachelor of Business (Honours) in Accounting (part-time) [Cork campuses], Link: https://www.mtu.ie/courses/crbacce8/. ACCA Maximum Exemptions: BT; FA, MA, LW, AA, FM, FR, PM and TX. |
| Date of accreditation or last review | 01/01/2025 |
| Date of next review | 31/12/2029 |

| 2. Type of arrangement | PRSB |
|--|--|
| Name of body: | Association of Chartered Certified Accountants (ACCA) |
| Programme titles and links to publications | MT541 Bachelor of Business [Accounting stream] [Kerry campuses], Link: https://www.mtu.ie/courses/mt541/ |
| Date of accreditation or last review | 01/01/2024 |
| Date of next review | 24/07/2027 |

| | |
|--|--|
| 3. Type of arrangement | PRSB |
| Name of body: | Association of Chartered Certified Accountants (ACCA) |
| Programme titles and links to publications | Bachelor of Business (Honours) [Accounting stream] [Kerry campuses], Link: https://www.mtu.ie/courses/mt941/ |
| Date of accreditation or last review | 01/01/2023 |
| Date of next review | 31/12/2027 |

| | |
|--|---|
| 4. Type of arrangement | PRSB |
| Name of body: | Irish Tax Institute (ITI) |
| Programme titles and links to publications | <ul style="list-style-type: none"> • Bachelor of Business (Honours) in Accounting (full-time) [Cork campuses], Link: https://www.mtu.ie/courses/mt942/. ITI Group 2 exemptions. • Bachelor of Business (Honours) in Accounting (part-time) [Cork campuses], Link: https://www.mtu.ie/courses/crbacce8/. ITI Group 2 exemptions. No defined review date. Should there be any changes to any of the exemption-relevant modules, ITI needs to be informed immediately. This triggers a review, or at a minimum a clarification, that the exemption-relevant content continues to be covered/examined appropriately. |
| Date of accreditation or last review | 01/06/2025 |
| Date of next review | |

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|--|--|
| 5. Type of arrangement | PRSB |
| Name of body: | Department of Transport, Tourism and Sport |
| Programme titles and links to publications | <ul style="list-style-type: none"> • Bachelor of Science in Nautical Science [NMCI], Link: https://www.mtu.ie/courses/mt766/; • Bachelor of Science (Honours) in Nautical Science - Chief Mate/Masters (Academic and Professional Pathway) [NMCI], Link: https://www.mtu.ie/courses/crsnasc8/; • Bachelor of Engineering in Marine Engineering [NMCI], Link: https://www.mtu.ie/courses/mt764/; • Bachelor of Engineering in Marine Electrotechnology [NMCI], Link: https://www.mtu.ie/courses/mt765/; • Certificate in Nautical Science - Chief Mate/Masters (Professional Pathway Only), Special Purpose Award, NFQ L8, 55 |

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|--------------------------------------|---|
| | <p>ECTS credits [NMCI], Link: https://www.mtu.ie/courses/crsnsci8/; • Certificate in Nautical Studies - Officer of the Watch and Master on Ships of Less Than 500GT, Special Purpose Award, NFQ L6, 20 ECTS credits [NMCI], Link: https://www.mtu.ie/courses/crsnsow6/; • Certificate in Nautical Studies - Officer of the Watch, Special Purpose Award, NFQ L7, 45 ECTS credits [NMCI], Link: https://www.mtu.ie/courses/crsnasta7/. Publication: Marine Notice No. 14 of 2025 / Publication of Revised Directions as to the Examination of Deck Officers and Ratings in the Mercantile Marine and of Deck Officers for Fishing Vessels, Link: https://assets.gov.ie/static/documents/publication-of-revised-directions-as-to-the-examination-of-deck-officers-and-ratings-i.pdf; Examination Directions published at: Link: https://www.seafarers.ie/; See particularly: Link: https://www.seafarers.ie/General-Information/Examination-directions. NB: "Date of accreditation or last review" entry represents the date of publication of Marine Notice 14 of 2025 and the pertinent Examination Directions.</p> |
| Date of accreditation or last review | 19/03/2025 |
| Date of next review | |

| | |
|--|---|
| 6. Type of arrangement | PRSB |
| Name of body: | Chartered Institute of Building (CIOB) |
| Programme titles and links to publications | <p>• BSc Construction Management / • BSc Quantity Surveying, https://www.mtu.ie/courses/mt758/; • BSc (Hons) Construction Management, https://www.mtu.ie/courses/mt856/; • BSc (Hons) Quantity Surveying, https://www.mtu.ie/courses/mt857/. CIOB Publications: https://www.ciob.org/learning-providers/accreditation-education-framework; file:///C:/Users/MS0017263/Downloads/Overseas%20Accredited%20September%202025.pdf.</p> |
| Date of accreditation or last review | 19/11/2024 |

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| Date of next review | 18/11/2029 |
|---------------------|------------|

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|--|--|
| 7. Type of arrangement | PRSB |
| Name of body: | Irish Association of Counsellors and Psychotherapists (IACP) |
| Programme titles and links to publications | • BA (Hons) Counselling with Addiction [collaborative programme of MTU (Kerry) and Galilee House of Studies, Athy], Links: https://www.mtu.ie/courses/mt925/ . Publications: https://iacp.ie/register-of-accredited-courses |
| Date of accreditation or last review | 21/11/2024 |
| Date of next review | 20/11/2030 |

9.2 Collaborative Provision

Definitions:

QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012 defines collaborative provision as a process that occurs where two or more providers are involved by formal agreement in the provision of a programme of higher education and training.

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'joint award' as a single award made jointly by two or more awarding bodies

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'linked provider' as a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body.

| Type of arrangement | Total Number |
|------------------------------|--------------|
| Joint research degrees | 18 |
| Joint/double/multiple awards | 19 |
| Collaborative programmes | 24 |
| Franchise programmes | 0 |
| Linked providers (DABs only) | 0 |

| | |
|--|--|
| 1. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | University College Cork |
| Programme titles and links to publications | <ul style="list-style-type: none"> • Bachelor of Arts (Honours) in Social Care [Apprenticeship Mode], 3-year Honours degree, NFQ L8, 240 ECTS credits (3 stages of 80 credits each); Link: https://www.ucc.ie/en/appsoc/courses/basocialcare/. • BA (Hons) in Applied Social Services, NFQ L8, 3-year Honours degree, 240 ECTS credits (3 stages of 80 credits each); Alternative degree pathway for students who do not satisfy the pass standard for placement on the BA (Hons) in Social Care [Apprenticeship Mode] or decide not to continue with their professional training. 3 programme stages of 80 credits each. Graduates not eligible to register with CORU as qualified social workers. |
| Date of last review | 27/03/2025 |

| | |
|---------------------|------------|
| Date of next review | 26/03/2030 |
|---------------------|------------|

9.3 Articulation Agreements

Definition:

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| | |
|---|-----------|
| Articulation agreements - Total number | 14 |
|---|-----------|

| 1. Articulation agreement | Articulation agreement |
|--|--|
| Name of body (/bodies): | St Lawrence College of Applied Arts and Technology, Kingston, Ontario, Canada. |
| Programme titles and links to publications | <ul style="list-style-type: none"> • Bachelor of Science in Computing with Software Development [option to progress to Honours Bachelor stage]; • Bachelor of Arts in Early Childhood Education and Care [option to progress to Honours Bachelor stage]; • Bachelor of Science in Health, Sport and Exercise Sciences; • Bachelor of Science in Coaching and Sports Performance [option to progress to Honours Bachelor stage]; • Bachelor of Business (Honours) in Accounting / in Marketing • Bachelor of Science (Honours) in Veterinary Bioscience; • Bachelor of Arts in Hotel Management [National Trainee Manager Development Programme]; • Bachelor of Science in Civil Engineering Year 4 [subject to successful completion of alignment studies]. Links to Publications: https://www.mtu.ie/courses/course-search/?courseLocationName=Kerry&courseStudyModeName=Full-time; https://www.stlawrencecollege.ca/programs/credit-transfer-opportunities/munster-technological-university-; https://www.ittralee.ie/en/InformationFor/International/NonEUStudents/CanadianCollegesOntarioStudyPathways/. |
| Date of agreement/arrangement or last review | 01/11/2024 |
| Date of next review | 31/10/2029 |

| | |
|-------------------------|---|
| Detail of the agreement | To be eligible for consideration for entry to any programme, St Lawrence College graduates will have achieved a minimum grade average of 60%. This grade requirement is subject to periodic review. |
|-------------------------|---|

| 2. Articulation agreement | Articulation agreement |
|--|---|
| Name of body (/bodies): | Niagara College, Niagara, Ontario, Canada. |
| Programme titles and links to publications | <ul style="list-style-type: none"> • Bachelor of Business in Marketing; • Bachelor of Business (Honours) in Marketing/Accounting; • Bachelor of Science (Honours) in Computing with Software Development; • Bachelor of Arts (Honours) in Social Care; • Bachelor of Science (Honours) in Health and Exercise Sciences with Massage Therapy; • Bachelor of Science in Health, Sport and Exercise Sciences; • Bachelor of Science in Coaching and Sports Performance; • Bachelor of Arts in Early Childhood Education and Care. Links to Publications: https://www.mtu.ie/courses/course-search/?courseLocationName=Kerry&courseStudyModeName=Full-time; https://www.niagaracollege.ca/pathways/; https://www.ittralee.ie/en/InformationFor/International/NonEUStudents/CanadianCollegesOntarioStudyPathways/. |
| Date of agreement/arrangement or last review | 01/09/2024 |
| Date of next review | 01/09/2029 |
| Detail of the agreement | To be eligible for consideration for entry to any programme, Niagara College graduates will have achieved a minimum grade average of 60%. This grade requirement is subject to periodic review. |

| 3. Articulation agreement | Articulation agreement |
|--|--|
| Name of body (/bodies): | Methodist College Kuala Lumpur (MCKL) |
| Programme titles and links to publications | MTU Destination Programmes: • Bachelor of Arts (Honours) in Early Childhood Education and Care, Link: https://www.mtu.ie/courses/mt971/ ; • Bachelor of Science (Honours) in Computing with Software Development, Link: https://www.mtu.ie/courses/mt803/ . Articulating |

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|--|---|
| | Programmes at MCKL: • Diploma in Early Childhood Education, Link: https://mckl.edu.my/programme/diploma-in-early-childhood-education/ ; • Diploma in Computer Science, Link: https://mckl.edu.my/programme/diploma-in-computer-science/ . Further Publications: https://educadvisor.my/articles/fast-track-to-degree-in-early-childhood-education-mckl-irish-partnership . [Renewal of arrangement not captured in previous AQR.] |
| Date of agreement/arrangement or last review | 01/12/2023 |
| Date of next review | 31/12/2026 |
| Detail of the agreement | To be eligible for consideration for entry to any programme, MCKL diploma graduates will have achieved a minimum CGPA of 2.5 out of 4.0. This grade requirement is subject to periodic review. |

Annual Quality Report
Munster Technological University (MTU)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2024-2025

PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

a. TU Transformation Programme

In 2024/25, the two Transformation Facilitators (Academic/PMSS) built upon work commenced in the previous reporting period and continued working closely with staff across the University, enhancing the strong working relationships developed across all campuses while cultivating working relationships with new connections/appointees.

A key function of the Facilitators was to support managers of academic and administrative units in developing staff engagement by bringing their staff together, building relationships and trust, enhancing communications and gathering feedback. Guided by a two-year plan developed on the basis of completed and ongoing work, the Facilitators furthermore continued to work closely with management and staff in reviewing and aligning processes, organisational structures and quality assurance frameworks.

The following subsections provide some details on the development of specific activity streams.

i. Staff Workshops

Throughout AY 2024/25, a number of workshops were convened for staff across the University. In October 2024, a strategy workshop for senior staff focused on regional development and global outlook. This workshop was addressed by external experts from IBEC, Enterprise Ireland, IDA and contributors from an SME startup, a multinational and the creative sector. Research & Innovation strategy workshops were held in September 2024 and March 2025. The Office of the President convened two all-staff townhalls in November 2024 to allow staff to hear from the initial appointees to the new University Executive, with a Q&A session included.

ii. Workstream 3 – PMSS

Implementation of the Finance organisational structure has now been completed. Several workshops and individual meetings with all Library staff to discuss and propose options for the organisational structure of the Library took place over AY 2024/25. Workshops and individual meetings with all PMSS staff in the Registrar's Office to review processes, identify differences and plan for alignment were also held, alongside a review of the organisational structure with the VP Academic Affairs & Registrar and Registrar's Office senior staff and. Planning and preparation work for the merger of the two MyBan systems into one, which is due to commence in Semester 2 of AY 2025/26, is ongoing. This will ensure a smooth transition to a single system for all stakeholders and allow for more efficient operational management of the

system.

iii. Workstream 4 – Academic

A regular cadence of faculty leadership team meetings has been established in all faculties, with several opportunities identified for cross-campus collaboration. All-staff faculty workshops were held in January and June 2025 welcoming ca. 280 staff of the Faculty of Engineering, ca. 200 staff from the Faculty of Business, and ca. 150 staff from the Faculty of Creative and Performing Arts and Media. These sessions provided an opportunity to update staff, in-person, on the progress of integration and allow time for questions, staff networking and relationship-building. Each of the sessions also facilitated meaningful discussion and planning by academic, administrative and technical staff across all campuses. This engagement was widely welcomed and offered an important opportunity for staff from all campuses to contribute collectively, further strengthen working relationships, and experience some of the other campuses.

iv. Faculty Enhancement Review

The Faculty Enhancement Review (FER) (formerly programmatic review) policy, procedure and principles were approved by Academic Council in November 2024. FER is a periodic quality process in which peer evaluators analyse the effectiveness of the faculty, with an emphasis on quality, standards, and flexibility as well as appropriateness of response to changing needs. Guided by the principles set out in the ENQA [*Standards and Guidelines for Quality Assurance in the European HE Area \(ESG 2015\)*](#), FER is one of the most significant academic quality instruments of the University. FER evaluates the effectiveness of how the faculty implements University policies and procedures for the purposes of establishing, ascertaining, maintaining and enhancing the quality of the education, research and related services that the faculty provides. Embedding MTU's Inclusive Curriculum Framework in programmes and modules is also a key feature of FER.

Two faculties were approved by the University Executive to commence preparations for FER during AY 24/25, namely the Faculty of Business and the Faculty of Creative & Performing Arts and Media. Faculty Leadership Teams from these faculties, supported by a number of FER secondments in each faculty, have been meeting regularly to explore opportunities for alignment and cohesion as well as data gathering and to finalise the faculty programme portfolio. The remaining three faculties will commence the FER process in January 2026.

b. Further Development of Faculty Structures

During the reporting period, MTU introduced new Vice Dean roles to strengthen academic leadership, support faculty strategic priorities, and enhance academic quality, research and innovation and the student experience across campuses. These faculty-wide, cross-campus roles will provide focused leadership capacity, ensuring effective implementation of key initiatives and stronger engagement between academic staff, professional services, and senior university governance.

The roles of Vice-Dean Academic Affairs and Vice-Dean Research & Innovation have been created in every faculty, with two additional, specialised Vice-Deanships introduced the Faculty of Business (Vice-Dean Business Academy and MTU Foundation) and the Faculty of Engineering (Vice-Dean Apprenticeships).

Work was also undertaken to create a terms of reference for the newly established Faculty Boards of Studies (FBoS). The Faculty Boards of Study will provide a collegiate forum to oversee curriculum development, assurance of standards, and academic enhancement within each faculty. These Boards will strengthen faculty-level academic governance, ensuring consistent engagement with quality processes and strategic priorities across all programmes and campuses. (See also [Part A Section 8.3 a.](#))

c. CINNTE Institutional Review

MTU continues to progress the implementation of the CINNTE Review recommendations. Work is ongoing across all relevant areas of the University to address each of the 27 recommendations in a systematic and coordinated manner. Responsibility for the achievement of each recommendation has been allocated to members of the University Executive. Activities are being monitored through established governance structures to ensure steady progress, alignment with institutional priorities, and timely reporting to QQI.

MTU has submitted its yearly Follow-up Report summarising progress against the actions of the Implementation Plan to QQI; this has been published on QQI's website and is accessible [here](#). Academic Council is updated as work progresses. The CINNTE Institutional Review Report and the implementation workplan were forwarded to the Governing Body in 2025, as was the Follow-up Report in January 2026.

d. Implementation of MTU's Strategic Plan: Our Shared Vision to 2027

i. Strategic Plan Implementation and Reporting

The implementation of the Strategic Plan, now in its third year, continues to be led by the University Executive, reporting to the President, and overseen by the Strategic Development Sub-Committee of the University's Governing Body. Reports on each of the five Strategic Themes and related KPIs within the plan are brought to Executive Team meetings during the course of the year and subsequently scrutinised by the Strategic Development Sub-Committee and Governing Body itself. Overall performance is also reviewed annually. The appointment of the final members of the revised Executive in late summer 2025 has ensured there is a clear focus for leadership in each of the Strategy's five thematic areas, with the Vice-President Academic Affairs & Registrar leading on those aspects most directly relevant to the QQI.

ii. Performance Agreement with the HEA

MTU's Performance Agreement comprises four key pillars representing the key domains of institutional activity – Teaching & Learning, Research & Innovation, Access & Participation, and Engagement. These intersect with a number of transversal areas of impact that reflect national system level priorities for the higher education and research system. As with the Strategic plan, the President has assigned Executive Team leads to each of the four pillars. As reported last year, the University's Strategic Plan closely aligns

with the framework, including a number of shared KPIs/metrics, leveraging the system- and institution-level data available through the HEA's System Performance Dashboard in order to refine both the Strategic Plan KPIs and indicators. The work done to ensure a good level of congruity has helped avoid confusion between multiple definitions for measures used for similar or overlapping objectives between the two documents. This, in turn, has aided managers and other staff to have a clearer focus around the University's strategic objectives as they plan and prioritise their day-to-day work.

MTU submitted its first Self-Evaluation Report 2025 (SER) in September this year. The document's narrative was developed by the relevant executive leads, supported by their teams, with a small central team drawing together and refining the data reporting in collaboration with others. The submission was reviewed by the University Executive in the round and the report was also provided to the Strategic Development Sub-Committee of Governing Body. The subsequent meeting with the HEA took place in mid-November 2025 and, with the first report indicating progress that was at, or exceeding, the milestones the HEA had set for the year in question, was largely positive in nature.

With specific reference to the Teaching & Learning pillar of the agreement and related indicators, the SER showed:

- A significant increase in the progression rate for new entrants at NFQ Levels 7 and 8 (+5 percentage points to 86%), ahead of the milestone for this year.
- A 3% increase in the completion rate for NFQ Level 7 and 8 students five years post entry, taking this to 73% and ahead of the milestone for this year.
- No change in the score for effective teaching practices due to the continued pause in the collection of StudentSurvey.ie data.
- A one percentage point decline (to 90%) in the proportion (%) of graduates entering the workplace or remaining in higher education (within the NUTS 2 region) within 9 months of graduation.
- An initial figure of 8% against a year one milestone of 15% for the proportion of all new and existing taught programmes that have curricula aligned with the [*Inclusive Curriculum for a Sustainable Future*](#).

In light of this, discussion in relation to these aspects primarily focused on the work to ensure alignment with the *Inclusive Curriculum for a Sustainable Future*. The Faculty Enhancement Reviews (FER) already underway in two faculties will be central to this work and will support the achievement of this target, in addition to ensuring a focus on the quality and viability of the University's programmes.

e. Academic Council

Elections were held in February 2025 for four available places within Constituency A (Non-Management Academic Staff). All four seats were filled.

There was one vacancy in Constituency D (Academic Staff in Central Roles). Following a call for expressions of interest (EOI), one valid EOI was received and the candidate was deemed elected.

Authority was delegated to the Executive Committee of Academic Council on three occasions as follows:

- Academic Council Meeting of 21 March 2025: Academic Council delegated authority to the Executive Committee of Academic Council to validate an NFQ Level 4 award, the *Certificate in Cultural Citizenship* (SPA, 30 FET credits). Authority was delegated subject to the programme successfully completing the programme validation process and a copy of the validation panel report being included on the agenda of the subsequent Academic Council meeting for noting. This report was noted at the Academic Council meeting on 2 May 2025.
- Academic Council Meeting of 21 March 2025: Academic Council delegated authority to the Executive Committee of Academic Council to approve an interim emergency and critical event response plan for examinations for the Semester 2 examination sitting, AY 2024/2025. It agreed that a copy of the interim emergency and critical event response plan for examinations should be included on the agenda of the next Academic Council meeting, for noting. This was noted at the Academic Council meeting on 2 May 2025.
- Academic Council Meeting of 18 June 2025: Academic Council agreed to delegate authority to the Executive Committee of Academic Council to deal with any critical academic matters which might arise during the Summer academic leave period. This was subject to any decisions taken during the period would be subsequently reported to the Academic Council. No time sensitive matters arose during this period and therefore an AC Executive Committee meeting was not required.

A new chairperson was appointed to the Regs QAE committee in May 2025.

The Academic Council Dashboard, a 'one-stop-shop' for all matters relating to Academic Council, was further developed and enhanced.

f. Athena Swan Institutional Bronze Award

Following the achievement of its first institutional Athena Swan Bronze Award in March 2024, MTU continues to progress the implementation of the four-year action plan outlined. Athena Swan remains a recurring item on the agenda of the EDI Subcommittee of the Governing Body with regular updates shared with the Executive.

Since achieving the award, 14 of the 94 actions outlined in the plan have been completed, with at least 36 actions currently progressing on target for completion within the time prescribed. It is anticipated that the appointment of the new VP People & Culture with responsibility for EDI on the Executive will ensure the remaining actions are unlocked and progressed.

g. Physical Infrastructure

MTU has made significant strategic investment in two new buildings to enhance teaching, learning and the student experience, aligned with QQI quality themes relating to Teaching and Learning, Resources and Infrastructure, and Learner Experience. Both buildings were delivered in 2024/25 as part of Bundle 1 of the Third Level PPP programme under a design, build, finance and maintain contract, procured by the

NDA on behalf of DFHERIS and delivered under Project Ireland 2040.

i. An Cuan – MTU Kerry North Campus

An Cuan is a purpose-built, 8,913m² STEM facility accommodating approximately 1,000 students. The building provides high-quality lecture theatres, classrooms, laboratories, workshops and specialised engineering and agri-tech spaces, alongside staff and student facilities. As a centre of excellence for STEM education, An Cuan supports innovative, practice-based and industry-aligned pedagogy, strengthening academic quality, student engagement and graduate outcomes. The building is delivered under the Higher Education PPP programme and designed to Nearly Zero Energy Building (NZEB) standards, supporting institutional sustainability objectives.



An Cuan, MTU Kerry North Campus



ii. Le Chéile – Bishopstown Campus

Le Chéile is a 6,600m² landmark building accommodating approximately 1,000 students and 70 staff. Located at the main entrance to the Bishopstown campus, it provides flexible classrooms, lecture theatres, group study and postgraduate spaces, seminar rooms, staff offices, social learning areas and a café. These facilities support inclusive, collaborative and student-centred learning, enhancing learner engagement and staff–student interaction.



Le Chéile, MTU Cork Bishopstown Campus

Together, An Cuan and Le Chéile enhance MTU's capacity to deliver high-quality, student-centred education through modern, flexible and sustainable learning environments. These developments directly support QQI expectations regarding the adequacy, effectiveness and strategic alignment of institutional resources in support of teaching, learning and the learner experience.

iii. Further Infrastructure Developments

Additional capital development or renovations projects which were progressed or completed during 2024/25 include the deep retrofit of the Melbourn Building on the MTU Cork Bishopstown campus (see overleaf), completed in October 2024.

Supporting MTU's Sustainability Strategy, the project aimed to decarbonise the building by reducing carbon emissions by 50% and increasing the building energy rating to a B. One year on, project performance exceeded performance targets by delivering a peak heating load of 53.2 W/m² (target: < 55 W/m²) and a carbon emissions reduction of 51.4%. (See [Part B Section 1.1 h](#) just below; also see [Part A Section 1.1.2 b.](#))



Melbourn Building, MTU Cork Bishopstown campus, after retrofit

h. Sustainability

MTU continues to advance its sustainability agenda through strategic actions aligned with the European Green Deal, the United Nations Sustainable Development Goals, Ireland's Climate Action Plan and the Public Sector Climate Action Mandate. Key achievements include a number of decarbonisation projects and improvements in energy efficiency along with publishing a 10-year sustainability strategy and enacting a governance structure to embed sustainability across university operations and education.

i. Strategy – Sustainability Strategy 2025 – 2035

A new [MTU Sustainability Strategy 2025 – 2035](#) was developed during the academic year 2024/25 and launched in April 2025 (see [Part A Section 1.1.2 b](#) for details).

The actions and structure of the strategy reflect both the global ambition and commitments of the UN Sustainable Development Goals and the local context of the University's stakeholders, campuses and region. MTU's Sustainability Strategy is thus constructed around the UN 2030 Agenda Pillars of People, Planet and Partnerships, supported by MTU's own strategic themes of (i) Teaching, Learning and Research and (ii) Spaces and Places.

ii. Governance – MTU Sustainability Centre

To manage the implementation of MTU's sustainability commitments, the University established a 'Sustainability Centre' in 2025, led by the VP Finance & Operations and an Executive Climate & Sustainability Champion. The Centre is supported by four Sustainability Groups, each of which leads out on a particular activity strand, and is advised by a broad-based Climate & Sustainability Steering Committee, whose membership includes five Faculty Sustainability Champions as well as student and industry representatives.

Figure 5 visualises the governance framework for the Centre:

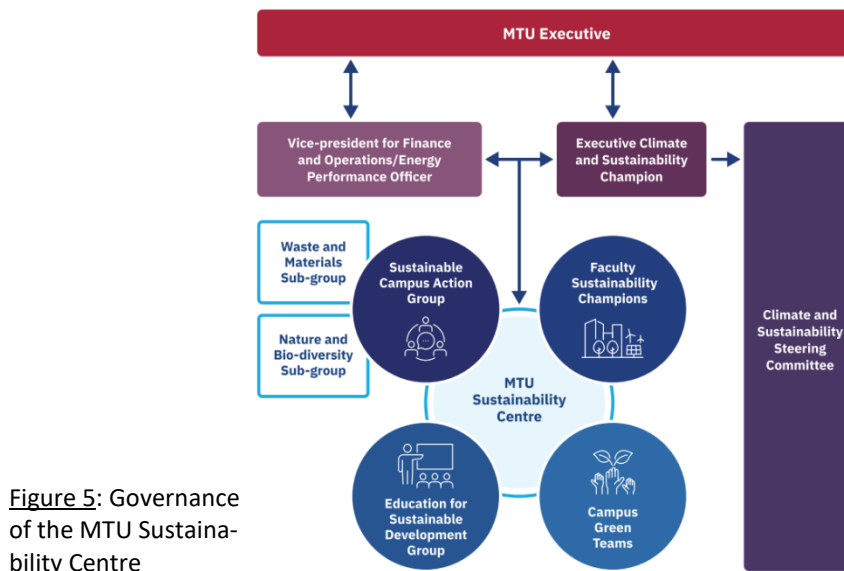


Figure 5: Governance of the MTU Sustainability Centre

iii. Infrastructure – Initiatives Under the Public Sector Climate Action Mandate

MTU demonstrates a very high compliance with the Public Sector Climate Action Mandate through integrated actions across transport, buildings and resource management. Transport initiatives include expanded Park & Ride services, upgraded EV Charging infrastructure and enhanced cycling facilities, supporting low carbon commuting. Building projects prioritise NZEB standards and fossil fuel free heating systems. Deep retrofits, such as the Melbourn Building retrofit (see [Part B Section 1.1.g iii](#) above) and the 1974 Building refurbishment, incorporated low carbon materials and fabric-first measures to minimise heat demand. Circular economy principles are embedded through Green Public Procurement, elimination of single-use items, and ICT procurement achieving 80% EPEAT Gold compliance. These measures collectively advance MTU's decarbonisation targets and resource efficiency goals, ensuring alignment with national climate objectives and sectoral mandates.

iv. People – Sustainability Training Opportunities for Staff

Training and development opportunities in relation to sustainability were provided for all staff in 2024/25.

- **Staff Training:** The *Sustainability 101* eLearning training programme, developed by Change by Degrees and facilitated by the Department of Technology-Enhanced Learning (TEL), was made available to all staff. The programme consists of the following units:
 - Introduction
 - Tackling the Climate Crisis
 - Caring for Nature

- Playing your Part
- Conscious Consumption
- Embracing the Circular Economy
- Stepping Up for Sustainable Transport
- Switching to Renewables

Alongside this, MTU continued to advance staff development in support of the [Inclusive Curriculum Framework](#), with particular emphasis on embedding principles of inclusion, universal design for learning, and sustainability across teaching practice. Over the past year, targeted training sessions and workshops were delivered to academic and professional staff, focusing on practical approaches to designing programmes and assessments that are accessible, future-focused, and aligned with MTU's commitment to a sustainable and socially responsible learning environment. This ongoing training ensures that staff are equipped to implement the Framework effectively within their disciplines.

Lastly, with the aid of TSAF funding, a bespoke climate action literacy training programme is currently being developed for MTU staff, aligning with MTU's sustainability goals and fostering an understanding of climate action from both local and global perspectives. This will be delivered to staff in 2026.

- Senior Leadership Training: To ensure that senior leaders understand the strategic importance of climate action and are empowered to drive sustainability throughout the organisation, the University held a focused climate literacy training session for senior leaders, covering climate risks and opportunities, regulatory frameworks, and governance responsibilities. The session was delivered to senior managers at PO level or equivalent and above, as well as to members of the University Executive and Governing Body. The climate literacy training is intended to support leaders in integrating climate considerations into decision-making, planning, and performance reviews, and will be repeated every 18 months.

i. TrustEd International Education Mark

i. Background

The *Qualifications and Quality Assurance (Education and Training) Act 2012* entrusted QQI with the creation of a code of practice for provision of education to international learners, as well as creation of an International Education Mark ("IEM") for use by providers who could show compliance with this code. The two provider classes to be addressed by this scheme were HEIs and English language education providers, with a separate code applicable to each. Initial versions of the two codes of practice were published in 2015, but implementation of the IEM was held up for some years due to a need for supplementary legislation in relation to private English language providers.

With such legislation in place, QQI published updated Codes of Practice in August 2024, together with an overarching *Policy on Authorisation to Use the IEM*, which came into effect on 1 September 2024.

The new QQI [Code of Practice for Provision of Programmes of Higher Education to International Learners](#) (“HE Code”) applies to all higher education programmes included in the National Framework of Qualifications. Given that the Technological Universities Act 2018 obliges TUs to align their programmes with the NFQ to the furthest extent possible, this effectively encompasses all of MTU’s academic provision.

The HE Code sets out a range of principles and conditions for provision of education to international learners, both general and specific.

The general conditions require HE providers to have established QA procedures; to have established arrangements for access, transfer and progression; and to have their programmes or awards included in the NFQ. For public providers such as MTU, fulfilment of the general conditions has already been assured through existing, long-standing internal and external quality processes, including this Annual Quality Report.

The detailed criteria specific to the provision of education to – fee-paying and visa-bearing – international students relate to quality procedures in the areas of Marketing and Recruitment; Admissions and Qualifications’ Recognition; Fees, Refunds and Subsistence; Supports and Services for International Learners; English Language Policy and International Foundation Year Programmes; and International Learners Outside the State (i.e. enrolled in fully online and transnational programmes).

In making application for inclusion in the IEM scheme, providers were required to demonstrate compliance with the detailed criteria through a critical self-assessment against each criterion, accompanied by a description of the relevant quality structures and processes, provision of statistical data, and evidentiary documentation (both published and internal) following a set [IEMAS Template](#). To obtain authorisation to use the IEM, no less than 80% of the detailed criteria must be met fully across all HE Code principles (an initial requirement to achieve at least 80% compliance in each section separately was subsequently modified by QQI). Where relevant, successful providers must close any remaining compliance gaps to achieve and maintain 100% compliance within two years of initial authorisation.

ii. IEM Application Process

Following submission of MTU’s intention to apply for the IEM during the first application window, the Institutional Review Facilitator (IRF) in the Registrar’s Office was appointed to project-manage the application process in mid-October 2024. The IRF convened an IEM Working Group composed of representatives of key University functions enabling and supporting MTU’s international education provision, as follows:

- International Offices;
- Admissions Offices;
- Finance Offices;
- Academic Administration and Student Affairs;
- Department of Technology-Enhanced Learning;
- eLearning Development Services Unit;

- Banner Student Record System (SRS) Team;
- Academic and Administrative Change Management Facilitators;
- Academic Quality Assurance & Enhancement Functions.

Where relevant functions operate parallel but aligned processes in each campus location, or were still operating separate legacy processes pending full integration into a single MTU function at the time of the IEM application, the IEM Working Group (IEM WG) included staff from both Cork and Kerry offices.

The University Executive was represented on the IEM WG by the VP Academic Affairs & Registrar (VPAAR), VP for External Affairs, and Head of Strategic Development, as the vast majority of the MTU structures and processes that frame and support international education came under the aegis of these three roles at that point. The membership of these three MTU Senior Executives furthermore ensured the ongoing visibility of the work to compile the IEM Application Submission (IEMAS) at the University Executive level⁶.

The Head of Department of International Medical Commencement was also a member, tasked with providing information on the collaborative International Medical/Pharmaceutical Commencement (IMCP/IPCP) programmes delivered on the Kerry campuses under the overall leadership of the Royal College of Surgeons in Ireland (RCSI).

Meetings of the full IEM Working Group commenced in November and were held at intervals of between one and four weeks, as necessitated by the nature of the work at hand. In addition, different IEM WG sub-groups held many separate topic-specific meetings to gather information and address development needs, with additional staff members joining these as required. IEM WG members also liaised with external stakeholders as relevant.

A dedicated SharePoint site was created to ensure that all project documentation – including policy and guidance, working, and evidentiary documents – was easily accessible to all IEM WG members at any time.

The work programme commenced with a detailed Gap Analysis against the criteria of the HE Code. This was conducted by a core group consisting of the International Officers and the IRF, joined by staff members with responsibilities in the areas covered by each section.

Where procedural gaps were found, the relevant WG members deliberated whether it would be possible to address these within the given timeframe, which generally implied developing and putting in place relevant policy or procedure. In some cases, analysis pointed up structural inefficiencies resulting from the continued operation of parallel legacy functions. While it was not within the capacity of the group to resolve these, it could be assumed that implementation of the new, unitary University structures would address the majority these as a matter of course (which in some cases has happened at this point).

⁶ The legacy roles of VP for External Affairs and Head of Strategic Development were superseded by the new, cross-University function of VP Engagement & International shortly after submission of IEMAS. The new post was filled by the former Head of Strategic Development, so that the IEM application process could be completed seamlessly.

The key deliverables identified through the Gap Analysis for development and adoption prior to submission of IEMAS were an *International Education Strategy Statement* (see [Part A Section 1.1.2 c](#)) and unified English Language Proficiency Requirements, to replace the separate sets of requirements in place on the Cork and Kerry campuses. Following initial Academic Council approval, the new MTU-wide English language requirements were integrated into a newly created English Language Policy (see [Part B Section 2.1 a](#)).

Alongside the Gap Analysis, a Workplan was drawn up to assign lead authorship of the different sections of IEMAS, which included responsibility for collating suitable documentary evidence. For the majority of sections, this responsibility rested with the International Officers.

In December 2024, information on the IEM application process and the implications of achieving TrustEd authorisation was circulated to all MTU staff members via email from the desk of VPAAR.

An online focus group meeting for international students was organised by the International Officers on 14 February 2025. The theme of the focus group was “What you wish you knew before joining MTU and arriving in Ireland”. Questions centred on the practical experience of daily life both on and off campus and ended with an open floor for any other feedback on the students’ experience. The outputs from this focus group fed, amongst others, into the design of student satisfaction surveys to be delivered to international students soon after their arrival in Semester 1 and again in Semester 2.

As the final key element of the work, an advanced draft of the MTU IEM application and the documentary evidence collated at that point was submitted to two independent external experts for a ‘Critical Friend’ Review from a QA and international education specialist point of view. The aim was to obtain outside perspectives on strengths and weaknesses of the draft IEMAS, and to draw MTU’s attention to potential unidentified gaps. The terms of reference clarified that the review was requested in an advisory capacity only and that responsibility for the submission rested with MTU alone. The two experts identified were the Director of Quality of a traditional University and International Officer of another Technological University. Their feedback, received in early March 2025, was shared with the IEM WG, and the International Officers and IRF met sub-groups of the IEM WG to determine how relevant observations should be addressed.

Prior to submission, an advanced IEMAS draft was made available to the University Executive, from whence it was communicated to all MTU senior staff for feedback. The final IEMAS was submitted to QQI on 28 March, alongside a referenced set of evidentiary documents.

iii. Post-Submission Stages

On Tuesday, 17 June 2025, QQI forwarded an “Outstanding Queries Report” with requests of the MTU IEM Assessment Panel for clarifications, further details on particular points, and some additional evidence documents. Given MTU’s recent successful completion of the CINNTE Review, some requests asking for outputs of standard programme QA processes came as somewhat of a surprise.

The timing of the panel queries was not ideal, especially in relation to faculty inputs, as academic staff

were occupied with follow-up work resulting from the release of the summer exam results, after which many commenced their contractual summer break. However, with the generous support of academic colleagues across the University, an institutional response and supplementary document pack were compiled by the relevant members of the IEM WG. Follow-on information on the collaborative IMCP/IPCP programmes delivered under the oversight of RCSI was furthermore coordinated with the Head of the Quality Enhancement Office in the Royal College of Surgeons, who also provided some additional documentation.

The MTU Response and supplementary documentation were submitted to QQI by 8 July 2025, in time to be considered by the IEM Assessment Panel in the collation of its report and formulation of the recommendations contained therein. The University Executive was kept informed of progress via a memo summarising the panel queries and MTU responses and outlining the next process steps.

In late October 2025, MTU received the draft HE Assessment Report confirming that the University had demonstrated the requisite level of compliance to be authorised for use of the International Education Mark.

The Assessment Panel agreed with MTU's self-assessment of compliance levels under the different HE Code sections and made two conditions and nine recommendations. All of these were welcomed by MTU as valuable signposts towards opportunities to further enhance MTU's international education provision. The University noted that one condition concerned finalisation of a development which had been completed by the time the final report was received, so that the relevant condition had already been met.

In parallel to a factual accuracy review of the Assessment Report, the IEM WG core group began to collate the formal, publishable MTU Response to the conditions and recommendations, the final step in the IEM application process. This entailed liaising with all relevant MTU postholders – both IEM WG members and additional colleagues as relevant – to identify relevant enhancement actions and timeframes. Given the institutional-level commitments outlined in the final MTU Response, confirmation was again sought from the University Executive via VPAAR prior to submission to QQI.

On 18 December 2025, the University received confirmation of authorisation to use the TrustEd Ireland International Education Mark (HE Pathway) from QQI. Together with other successful providers, MTU is currently awaiting the formal authorisation certificate and TrustEd Ireland brand guidelines, as well as details of the further process towards achievement of full compliance with all HE Code criteria.

j. Funding Opportunities

i. Technological Sector Advancement Fund (TSAF)

MTU's TSAF project, *Transforming MTU by Enabling and Empowering our Students and Staff to Realise Their Potential*, continues to make strong progress under the strategic themes of Learner Education & Experience and People & Community. The project is structured across four work packages:

1. Governance & Project Management
2. Recentring the Student Experience

3. Workplace Success & Wellbeing
4. Transforming Enterprise Systems.

The project is managed and governed through a robust internal structure, including weekly implementation meetings and monthly governance oversight, with external advisory input supporting strategic alignment.

Key highlights from the current reporting period include:

- Continued rollout of the *Ready Steady Work* programme for students registered with Disability Support Services, including expanded employer engagement and D&I training.
- Implementation of MTU's Universal Design Framework and recruitment of Student Engagement Associates.
- Development of a 10-year environmental sustainability strategy and appointment of a Sustainability and Climate Action Coordinator and Energy/Decarbonisation Technical Officer.
- Completion of climate leadership training for senior management, with broader staff training scheduled for 2025.
- Establishment of external advisory groups and continued use of RAID logs for risk tracking and mitigation across work packages.
- Progress in enterprise systems transformation, including Office 365 rollout, secure Azure environment configuration, and system mergers.

Overall, TSAF is now operating at full momentum, with most deliverables progressing as planned and the university on track to deliver a meaningful institutional transformation.

ii. TU RISE – Technological University Research & Innovation Supporting Enterprise

TU RISE is a project co-funded by the Government of Ireland and the European Union under the ERDF Southern, Eastern & Midland Regional Programme 2021 – 2027.

The University's TU RISE programme *MTU Research-to-Impact: Strengthening the Southern Region R&I Ecosystem* (link [here](#)) will support MTU's strategic ambitions in research and innovation by helping to scale up MTU research activities across all campuses. With a fund of €14.6 million, the programme aims to:

- Strengthen the R&I Advisory Offices of the University through strategic recruitment of support professionals with targeted skills in key areas that will enable MTU's R&I community to expand capacity, competitiveness, activity and engagement.
- Expand MTU's researcher human capital through building a substantial additional cohort of researchers, integrating postgraduates, postdocs and highly-experienced research leaders. Working with MTU's already-established research entities, this expansion will add critical capacity focused on widening MTU's engagement and strengthening its regional mission.

- Embed MTU's threefold sustainability ethos and region-wide multidisciplinary collaboration across all MTU R&I activities and provide the University's R&I community with the skills and knowledge to win national, EU and enterprise funding to deliver on MTU's regional mission.

MTU's TU RISE project is structured across seven work packages:

1. Governance & Equity
2. Sustainable R&I Ecosystem
3. Empowering & Engaging Human Capital
4. Multidisciplinary R&I
5. Strengthening Regional R&I Ecosystem
6. Communication, Dissemination & Exploitation
7. Project Management.

The project is managed and governed through a robust internal structure, including weekly implementation meetings, risk awareness reviews and monthly governance oversight, with external advisory input supporting strategic alignment.

TU RISE highlights from the 2024/25 reporting period include:

- The Researcher Training Coordinator developed a comprehensive suite of training resources to enhance the breadth and depth of researcher skills. This includes both mandatory and optional learning opportunities, designed to address key skills areas identified through two Research Training Needs & Skills Gap analysis surveys (April – June 2025) in line with institutional priorities. The output of this activity is a robust and accessible training offer that supports the professional development of researchers.
- 12 support professionals with targeted skills were recruited to strengthen the R&I Advisory Offices.
- 18 TU RISE-funded PhD students were registered as full-time students at MTU. Costs related to these will be incurred by December 2028 as per the TU RISE call.
- The process for measuring and assessing multidisciplinary activity was completed and a performance baseline captured, marking a pivotal step in strengthening the multidisciplinary practices across the TU RISE ecosystem. Following on from this, the Research Impact Coordinators (RICs) successfully launched the MTU Research-to-Impact Support Survey, enabling collection of comprehensive data across academic units and research centres. This has been a key activity for institutional tracking and planning of multidisciplinary research, enabling the University to monitor activity and devise evidence-based interventions based on the established baseline to support and encourage multidisciplinary engagement and growth.
- The RICs furthermore engaged with the researcher community to enhance collaboration and communication processes, develop a framework for ongoing engagement and impact tracking, develop a responsive researcher communication protocol, and establish a feedback process that will feed into the MTU Research-to-Impact communication plan. These activities will support

the dissemination and exploitation of the project outcomes in the final evaluation impact report.

- MTU also continued to strengthen the regional enterprise research and innovation ecosystem across the region. The TU RISE Enterprise Liaison Officer (ELO) delivered MTU's first Research-to-Impact Enterprise Engagement Workshop on the MTU Kerry North Campus in December 2024, entitled "Connect with MTU Research & Innovation: Harness the Power of Design Thinking".

Further collaborative workshops were hosted on the MTU Cork and Kerry campuses or delivered online at monthly intervals. Initially cross-sectoral, the workshops subsequently became more sector-specific. Highlights include: "AI in AgriFood" (with AgriTech Ireland Cluster), "Cybersecurity & Research Collaboration" (with Cyber Ireland), and "Innovation & Funding for Early-Stage Female Founders" (with the Rubicon Centre). Each session provided valuable networking, expert insights and collaborative exercises, leading to promising follow-up opportunities.

The ELO furthermore attended 38 enterprise networking and engagement events, meetings and training sessions across the region, spanning many sectors.

- The TU RISE Project Manager continues to ensure MTU's TU RISE programme evolves and delivers on its objectives and goals, with the aid of appropriate reporting structures, regular risk awareness reviews and implementation meetings.

TU RISE is now operating at full momentum, with most deliverables progressing as planned and the University on track to deliver a meaningful institutional transformation.

iii. N-TUTORR

MTU oversaw the distribution of €4,963,641 of N-TUTORR funds to the University over an 18-month period until its conclusion in June 2025. The project was funded by NextGenerationEU and co-ordinated by THEA and HEA, with a mid-point audit in early 2025.

During the 2024/25 period N-TUTORR contributed to three main streams:

- Student Empowerment: As part of this stream, a Student Digital Backpack consisting of open courses was created and [integrated into the Open Courses website](#) of the National Forum of the Enhancement of Teaching & Learning. Student champions also contributed to national and on-campus events, the creation of digital learning resources as well as supporting student and staff initiatives. In addition, student fellowship projects encouraged a culture of student-staff partnership in enhancement and contributed to improving learning, teaching and the student experience
- Staff Development: Based on the initial staff needs survey, a variety of continuous professional development initiatives continued to be funded during 2024/25 to enhance staff capabilities and develop teaching and assessment. Samples include the purchase of LinkedIn Learning, Canvas Catalogue, Canvas Studio, IRel membership, the provision of an Academic Integrity Digital Badge, and funding staff attendance at various conferences.
- Digital Ecosystem: Funding the Turnitin plagiarism detection solution across all MTU campuses, as

well as the development of a digitally enabled Research Ethics Application Management system for staff and students (REAMs).

Upgrades to the physical infrastructure included facilities for teaching and learning in the new An Cuan Engineering Building (see also [Part B Section 1.1 g](#)) and conversion of 14 rooms throughout the University for hybrid delivery. A number of conference papers were also developed by N-TUTORR staff.

iv. PATH 4.1

The HEA PATH 4 Phase 1 – Inclusive Environment Fund was established to build on the significant progress made in the implementation of initiatives supported under PATH 4 Phase 1 – Universal Design. The purpose of the Inclusive Environment Fund is to support the implementation of inclusion measures aimed at fostering students' sense of belonging within higher education environments, including the roll-out of sensory maps of college campuses to support autistic learners, and measures to tackle prejudice and racism.

On the submission of a detailed project plans and budgets to the HEA in March 2025, two project plans were approved:

- Whole-systems strategic and sustainable embedding of Universal Design actions at MTU through the adoption and implementation of the ALTITUDE Charter;
- Embedding Leadership, Awareness and Understanding of Lived Experience of Race and Ethnicity in MTU.

MTU was allocated funding of €167,088, with €25,865 of this allocation ringfenced for anti-racism measures, with key deliverables in progress and on track.

v. PATH 4.2

MTU continued its participation in the national pilot on programme provision for students with intellectual disabilities to inform future HEA and MTU policy and programme provision in this area. The HEA PATH 4 Phase 2 funding is resourcing this national pilot, of which MTU is part of alongside 11 other HEIs. There are three strands to the HEA approved MTU EmpowerEd programme:

- Research and Consultation;
- Delivery of the *Certificate in Cultural Citizenship* (Cork campuses) – Special Purpose Award, NFQ Level 4, 30 FET credits, 13 students;
- Delivery of the *Certificate in Personal and Professional Development for Employability and Further Studies* (Kerry campuses) – Special Purpose Award, NFQ Level 6, 30 ECTS credits, 6 students.

Both Certificates were validated by MTU Academic Council for the fixed duration of the national pilot, due to conclude in August 2026. Students were recruited and completed modules supporting their transition

to university life. Academic staff were seconded internally to the MTU EmpowerEd programme, with external recruitment for new additional student support roles. The MTU UNESCO Office secured MTU research ethical approval to progress desk-based research and consultation. MTU engaged in the HEA national community of practice for the pilot and UCC sharing events.

vi. Strategic Alignment of Teaching & Learning Funding (SATLE)

During the academic year 2024/25 (Sept. to June), SATLE funding enabled 11 projects. Of these, 8 action research projects were focused on the module level and were led by individuals (6 projects) or pairs (2 projects), while 3 programme-level projects involving teams of 4 participants, were also undertaken. In total, 22 staff were directly supported via a one-hour buy-out by the RAFT initiative (see below), 16 for the full academic year and 6 for one semester.

In keeping with the action research tradition, the project focus was dictated by participants. Two common focal points emerged: the co-creation of assessment rubrics with participants (4 projects) and the enhancement of academic integrity (3 projects); with 4 projects dedicated to other themes. Collectively, these 11 action-research projects led by 22 directly supported staff impacted 780 students and involved a further 80 academic staff. 8 case studies and 1 book chapter have been prepared to disseminate the outputs and findings from these projects.

vii. RAFT (Re-Imagining Assessment and Feedback Together)

RAFT is a year-long change project where academic staff work to enhance assessment and feedback using an action research approach. The RAFT initiative engages with programme teams in addition to individual lecturers for their individual modules, supporting a review of their assessment and feedback to improve practice and enhancing academic integrity. This has a cross-campus wide impact across MTU. In Semester 1, participants explore the assessment literature, collaborate with peers, and engage with students-as-partners to understand issues from multiple perspectives. The semester culminates in an action plan for change. Semester 2, involves implementing the plan, gathering evidence of its impact, and generating findings. Staff are supported to engage with educational research processes, e.g., obtaining ethical approval and enabling dissemination of findings where consent is given.

viii. Disciplinary Excellence in Learning Teaching and Assessment (DELTA)

Supporting activities and funding pathways were established to assist discipline-specific teams to apply for the prestigious national team-based award for disciplinary excellence in learning, teaching and assessment. A TLU-funded call invited teams across MTU to take part in a supported programme of activities leading to a DELTA application. This initiative supported 11 staff across 4 DELTA teams. A DELTA Learning Community was created to enable peer supported learning from all existing awardees to new applicants within MTU to help raise awareness and encourage future participation. These supports within the MTU community have positioned MTU as a leading institution in Ireland in terms of DELTA award success. MTU is the proud holder of 6 DELTA awards since August 2025 (and 8 awards since November 2025). Two more teams have submitted a full application with panels being held in December 2025. The

DELTA award is a significant undertaking for discipline teams and symbolises exceptional dedication and commitment of these teams to excellence.

ix. RLR Reusable Learning Resources

The Reusable Learning Resources (RLR) initiative is jointly led by the Department of Technology Enhanced Learning (TEL) in Cork and the E-Learning Development Services Unit (EDSU) in Kerry. The initiative supports the development of high-quality, media-rich Open Educational Resources (OERs) designed for reuse across MTU and the wider higher education sector. In October 2024 (the second year of the initiative), the call attracted 19 applications, demonstrating strong and expanding engagement across the university. During this reporting period, eight projects were funded, including the first cohort of multi-annual projects, with 4 proposals progressing over longer timelines to support sustained innovation and iterative development.

Across the funded projects, participation included 57 MTU staff members (academic and PMSS), 5 students acting as co-designers and subject-matter contributors, and 8 external collaborators from industry and the wider higher education sector. As the initiative has developed, there is increased cross-campus collaboration and engagement from students as partners in design and production.

Project outputs in this reporting period (Sept. 2024 – August 2025) represent a breadth of formats and pedagogical approaches, including:

- Video-based training and instructional media
- Immersive content creation (3D scanning and 360° capture)
- Interactive and gamified learning design (including cybersecurity CTF challenges)
- Digital archives and curated educational collections
- Canvas-integrated resource hubs and structured learning pathways
- Applied practice resources supporting health, wellbeing, and sustainability education

MTU's [TEL](#) and [EDSU](#) teams were also awarded the inaugural [HEA SATLE Impact Award 2024](#) (December 2024) for sector-leading work in digital transformation (see also [Part A Section 2.3 b \(iv\)](#)). As part of this recognition, MTU is now collaborating with the HEA on a project focused on building digital competencies among staff and students. This project commenced in early 2025 and will run over an 18-month period.

x. LEP / LEP+ Learning Enhancement Projects

There were 25 detailed applications for Learning Enhancement Project (LEP) funding which were assessed by an international panel. 7 one-year LEP projects and 5 two-/three-year LEP+ projects were awarded funding and commenced in September 2024, all of which were aligned with the key funding themes for the National Forum and the MTU strategy. The 7 LEPs focus on enhancement of work placement assessment and feedback practices, exploration of the student experience in MTU, and expansion of the Assignment Toolkit for students. The 5 longer-term LEP+ projects are designed to have a wider and deeper impact across MTU and be more strategic in nature, addressing strategic themes on GenAI, Learner

Spaces, Professional Identity, Sustainability and Timetabling. A number of LEPs are collaborative, linking in with 12 higher education institutions (including within the INGENIUM university alliance) and 7 other external bodies overall.

In keeping with the ethos of distributed leadership, LEPs are typically led by staff who have previously succeeded with smaller-scale initiatives funded under the Combined Funding Call. This creates a progression model where staff build capacity and experience in leading innovation projects. LEPs typically involve partnerships with students ranging from surveys through workshops to full partnership on project teams. These projects aim to deliver broad and sustainable impacts, not just at the module or programme level, but across MTU, the Irish Higher Education sector, the INGENIUM university alliance, and the global education network. LEPs address contemporary issues impacting the student experience. They are informed by research with innovations delivered and assessed by MTU staff, and contribute to the global education community through seminars, conference papers and journal articles. An annual showcase with workshops involving LEP and RLR Leads took place in March 2025 impacting over 160 staff.

1.2 Update on Planned QA Objectives identified in Previous AQR

| No. | Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable | Update on Status Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion. |
|-----|--|---|
| 1 | CINNTE (AQR 2023, Section B.1.2) | Review complete. MTU CINNTE Follow-up Report submitted in December 2025 and published by QQI. Implementation of recommendations ongoing. (See Part A Section 8.2 a and Part B Section 1.1 c.) |
| 2 | Development of MTU Academic Affairs Policies and Procedures in relation to Assessment (Academic Integrity, Individual Extenuating Circumstances, Assessment Appeals and Reviews, Student Feedback, Late Submission Penalties). (AQR 2024, Section B.1.2) | In AY 2024/25, Academic Council approved Academic Policies and Procedures on Academic Integrity and on Individual Extenuating Circumstances. Work is ongoing on the Assessment Appeals and Reviews procedures due to the need for a unified Academic Calendar to be in place. Policies related to Student Feedback are in development. |
| 3 | Development of MTU Student Affairs Policies and Procedures in relation to the following: <ul style="list-style-type: none"> • Substance Abuse • Student Wellness & Health • Gender Identity and Gender Expression • Posthumous and Aegrotat Awards (AQR 2024, Section B.1.2) | Ongoing. |
| 4 | Protocol and Procedure for Death of Staff (AQR 2024, Section B.1.2) | Ongoing. |
| 5 | MTU Examinations Administration Process (AQR 2024, Section B.1.2) | In 2024/25, MTU had not yet appointed a manager for the MTU Admissions, Access or Examinations areas, so work had not begun on this process. Since AY 2025/26, the postholder is in place and work is underway. |
| 6 | Student Affairs: <ul style="list-style-type: none"> • Alignment of MTU Forms and Fees in | |

| | | |
|---|---|---|
| | <p>relation to application, admissions, international, repeat examinations;</p> <ul style="list-style-type: none">• Alignment of MTU processes in relation to management of Student Assistance Fund;• Alignment of MTU processes in relation to assessment of Mature applicants;• MTU Code of Practice in relation to admissions. <p><i>(AQR 2024, Section B.1.2)</i></p> | <p>In 2024/25, MTU had not yet appointed a manager for the MTU Admissions, Access or Examinations areas, so work had not begun on these processes. Since AY 2025/26, the postholder is in place and work is underway.</p> |
| 8 | <p>Implementation of MTU Executive Structure</p> <p><i>(AQR 2024, Section B.1.2)</i></p> | <p>The full MTU Executive Structure is in place since August 2025, and all Executive roles have been filled.</p> |

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

| Body | Meeting dates |
|--|---|
| <p><i>Governing Body</i> (9 meetings)</p> | <p>3 October 2024 7 November 2024 5 December 2024 6 February 2025 6 March 2025 3 April 2025 1 May 2025 5 June 2025 3 July 2025</p> |
| <p><i>Academic Council</i> (8 meetings)</p> | <p>4 October 2024 8 November 2024 12 December 2024 7 February 2025 21 March 2025 2 / 30 May 2025 18 June 2025</p> |
| <p><i>University Executive</i> (23 meetings)</p> | <p>3 / 17 September 2024 1 / 16 / 29 October 2024 12 / 25 November 2024 10 December 2024 7 / 21 January 2025 4 / 14 February 2025 4 / 18 March 2025 4 / 15 / 28 April 2025 13 / 27 May 2025 10 / 24 June 2025 15 July 2025 19 August 2025</p> |
| <p><i>Academic Council Executive Committee</i> (8 meetings)</p> | <p>25 September 2024 23 October 2024</p> |

| | |
|--|--|
| | <p>4 December 2024 30 January 2025 13 March 2025 11 April 2025 23 May 2025 11 June 2025</p> |
| <p>Academic Planning & Review Committee of Academic Council (16 meetings)</p> | <p>21 October 2024 4 / 18 / 25 November 2024 2 / 9 / 16 December 2024 27 January 2025 24 February 2025 3 / 10 / 31 March 2025 28 April 2025 12 / 26 May 2025 9 June 2025</p> |
| <p>Admissions & Student Affairs Committee of Academic Council (7 meetings)</p> | <p>4 September 2024 16 October 2024 13 November 2024 18 December 2024 5 March 2025 7 / 28 May 2025</p> |
| <p>Learning Resources/Infrastructure & Student Supports Committee of Academic Council (8 meetings)</p> | <p>17 June 2024 3 October 2024 7 November 2024 19 December 2024 30 January 2025 4 / 27 March 2025 29 May 2025</p> |
| <p>Regulations / Quality Assurance & Enhancement Committee of Academic Council (10 meetings)</p> | <p>16 September 2024 7 October 2024 4 November 2024 9 December 2024 13 January 2025 10 February 2025 24 March 2025</p> |

| | |
|---|---|
| | <p>28 April 2025</p> <p>19 May 2025</p> <p>3 June 2025</p> |
| <p>Research & Innovation Committee of Academic Council (10 meetings)</p> | <p>5 September 2024</p> <p>3 October 2024</p> <p>7 November 2024</p> <p>5 December 2024</p> <p>16 January 2025</p> <p>27 February 2025</p> <p>27 March 2025</p> <p>8 / 15 / 29 May 2025</p> |
| <p>Standing Orders Committee of Academic Council (3 meetings)</p> | <p>23 September 2024</p> <p>10 December 2024</p> <p>28 March 2025</p> |
| <p>MTU-UCC Joint Board (3 meetings)</p> | <p>15 October 2024</p> <p>02 December 2024</p> <p>28 April 2025</p> |

1.3.2 QA Leadership and Management Structural Developments

a. Organisational Structure

By the end of August 2025, the full University Executive was in place. The full University Executive is now comprised of the Vice President Academic Affairs and Registrar, the Vice President People and Culture, the Vice President Research and Innovation, the Vice President Engagement and International, the Chief Corporate Officer, the Vice President Finance and Operations, the Dean of Creative and Performing Arts and Media, the Dean of Health and Social Science, the Dean of Business, the Dean of Science and Informatics, and the Dean of Engineering. As approved in June 2023, the faculties span multiple campuses and faculty leadership roles are cross-organisational.

b. Senior Staff Appointments

With the consolidation of the new organisational structures, a large number of senior staff were newly appointed or permanently reappointed in the academic year 2024/25.

The following appointments were made on a permanent, acting and/or fixed-term basis:

- Eilish Broderick, Head of Department of Biological & Pharmaceutical Sciences, September 2024
- Dr Seán McSweeney, Dean of Faculty of Engineering, September 2024
- Dr Daniel Riordan, Director for Industrial Engagement, IMaR Research Centre (secondment), September 2024
- Prof Christine Cross, Vice President Academic Affairs & Registrar (VPAAR), September 2024
- Kevin Fitzgibbon, Halpin Centre & NMCI Research Manager, October 2024
- Dr Áine Ní Shé, Head of Department of Mathematics, October 2024
- Gillian O'Sullivan, Acad. Administration & Student Affairs Manager, Kerry campuses, October 2024
- Mr Simon Jennings, Chief Corporate Officer, October 2024
- Prof Alistair Payne, Dean of Faculty of Creative & Performing Arts and Media, October 2024
- Al Devine, Head of Department of Accounting & Information Systems, November 2024
- Don Crowley, Project Lead, Academic Change Management & Integration, January 2025
- Theresa Murphy, Project Lead, PMSS Change Management & Integration, January 2025
- Dr Breda O'Dwyer, Head of Department of Organisation & Prof. Development, January 2025
- Jean Ricken, Librarian, January 2025
- Dr George O'Mahony, Head of Department of Computer Science, April 2025
- Dr Michael Hall, MTU Coordinator INGENIUM University Alliance, April 2024
- Eimear Foley, Head of Department of Health & Leisure Studies, May 2025
- Deirdre Creedon, Acad. Administration & Student Affairs Manager, Cork campuses, June 2025
- Dr Brendan O'Donnell, Director of Student Services, July 2025

- Tim Daly, Vice President Engagement & International, July 2025
- Dr Ciara Glasheen Artem, Vice Dean Research & Innovation, Faculty of Creative & Performing Arts and Media, July 2025
- Dr David Goulding, Vice Dean Academic Affairs, Faculty of Science & Informatics, July 2025
- Dr Breda Kenny, Vice Dean Academic Affairs, Faculty of Business, July 2025
- Dr Tadgh Leane, Programme Manager MIS Integration, July 2025
- Dr Margaret Linehan, Vice Dean Research & Innovation, Faculty of Health & Social Sciences, July 2025
- Dr Mary Rose Stafford, Vice Dean Research & Innovation, Faculty of Business, July 2025
- Prof Joseph Walsh, Vice Dean Research & Innovation, Faculty of Engineering, July 2025
- John Fox, Finance and Compliance Manager, Kerry campuses, August 2025
- Dr Mary Galvin, Dean of Faculty of Health & Social Sciences, August 2025
- Ciara Looney, Director of Finance, Kerry campuses, August 2025
- Dr Noel Murray, Dean of Faculty of Business, August 2025
- Dr Brendan O'Connell, Dean of Faculty of Science & Informatics, August 2025
- Barry Coughlan, Head of Legal Affairs, August 2025

15 further senior staff appointments were made in the first week of September 2025; these will be detailed in the next update of AQR.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

The review of MTU's programme portfolio will take place through the University's inaugural Faculty Enhancement Review (FER) cycle, conducted under the [Faculty Enhancement Review Policy](#) and [Procedure](#) approved by Academic Council in November 2024.

The FER approach draws on lessons from MTU's CINNTE Review. Its purpose is to evaluate how effectively each faculty implements MTU's quality assurance processes, while also examining how teaching, learning and research are being strengthened. FER provides faculties with an opportunity to step back from routine programme management and to reflect—across all campuses—on their current position and strategic direction in the context of the University's overall development and the wider external environment. The emphasis is forward-looking, with retrospective analysis focused mainly on the period since MTU's designation. While the review period will generally begin at designation, faculties may draw on earlier developments where relevant.

FER assesses how well faculties apply University policies and procedures to establish, maintain and enhance the quality of their education, research and related services. The process is coordinated by the Office of the Vice-President Academic Affairs & Registrar and is grounded in the TU Act 2018. FER examines accountability for meeting University quality standards, adherence to relevant policies, and evidence of enhancement in teaching, learning, research, engagement, innovation and alignment with MTU's strategic priorities.

MTU views continuous review and development of programmes as central to its quality assurance system. Academic staff regularly update module and programme content, create new offerings in response to emerging needs, and evaluate programmes that may no longer meet a clear purpose. These activities must be supported by robust yet adaptable quality procedures that safeguard academic standards without impeding necessary innovation or change.

Each FER is based on a faculty self-study and is supplemented by meetings between the Review Panel and staff, students and other stakeholders. A central question for the Panel will be whether the faculty provides convincing evidence of a comprehensive and reflective self-evaluation that identifies opportunities, challenges and areas for improvement, and that supports effective future planning for the programme portfolio over the next five years.

On the recommendation of the University Executive, Academic Council agreed that the Faculty of Creative & Performing Arts and Media and the Faculty of Business were to be the first to undertake FER, with completion expected during the 2025/26 academic year. Timelines for the Faculties of Health & Social Sciences, Engineering, and Science & Informatics will begin in January 2026.

(Further information on FER can be found in [Part A Section 2.4.1 b](#) and [Part A Section 8.3](#).)

| Unit of review for which report has been published during reporting period | Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted) | Links to relevant publications |
|---|--|---------------------------------------|
| n/a | | |

1.4.2 Expert Review Teams/Panels⁷ involved in IQA

(i) Expert Review Team/Panel Size and Related Processes

| | Total | Academic Schools/ Department | Professional Services/ Support Unit | Approval/ Review of Linked Provider | Programme Approval | Programme Review | Other |
|---|------------------|------------------------------|-------------------------------------|-------------------------------------|--------------------|------------------|-------|
| Number of review/ evaluation processes | 35 | 0 | n/a | n/a | 35 | 0 | n/a |
| <i>of those:</i> | | | | | | | |
| On-site processes | 1 | | | | 1 | | |
| Desk reviews ¹ | 7 | | | | 7 | | |
| Virtual processes | 27 | | | | 27 | | |
| Average panel size for each process type* | 4.7 ² | | | | 4.7 ² | | |

* Excluding secretary if not a full panel member

- Annotations:
1. Desk reviews were conducted for a number of reasons: Restructuring of 3+1 offering to a 4-year ab-initio degree (1); addition of embedded exit awards (1); addition of online delivery mode (1); revision of programme title (1); adoption of an externally approved programme (2); adoption of an externally approved joint programme (1).
 2. MTU programme approval policy specifies different panel sizes for different award types. Furthermore, MTU policy for the approval of major awards includes a learner representative in addition to the standard panel membership of 4+1. All panels for new major awards, with one exception, included a learner representative.

⁷ QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

(ii) Composition of Expert Review Teams/Panels involved in IQA

| Type of Expert/ Role on Panel | Total | Gender | | | Internal | National | International | | | Institution Type | |
|-------------------------------------|-----------------|--------|--------|--------------------------|----------|----------|--------------------|-------------------|-------------------------|------------------|-----------|
| | | Male | Female | Other, or unspecified | | | UK, incl. NI | Other European | Outside of Europe | Similar | Different |
| Chair | 28 ¹ | 18 | 10 | 0 | 18 | 10 | 0 | 0 | 0 | 7 ² | 3 |
| Secretary | 3 ² | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | n/a | n/a |
| Academic/Discipline Specific | 48 ³ | 28 | 20 | 0 | 22 | 20 | 4 | 2 | 0 | 18 | 8 |
| Student Representative | 7 ⁴ | 3 | 4 | 0 | 1 | 6 | 0 | 0 | 0 | 6 | 0 |
| QA | 11 ⁵ | 9 | 2 | 0 | 11 | 0 | 0 | 0 | 0 | n/a | n/a |
| Teaching & Learning | n/a | | | | | | | | | | |
| External Industry /Third Mission | 37 ⁶ | 20 | 17 | 0 | 0 | 37 | 0 | 0 | 0 | n/a | n/a |
| | | | | | | | | | | | |

- Annotations:**
1. Applicable MTU policy for validation of non-major award provides for an internal Chair from a different school. 18 Chairs were senior internal academics, with external Chairs coming from the relevant discipline area; two Chairs were senior industry representatives.
 2. Where formally assigned, the Secretariat was taken on by a representative of the internal QA function in each case (also included in count of QA representatives, but excluded from the average panel size count in 1.4.2 (i) for that reason).
 3. / 6. Excluding chairs.
 4. Learner representatives are included in validation panels for major awards only; University policy for validation of non-major awards does not provide for learner representation on the panel.
 5. In each case, constituted by an internal Registrar's Office / Academic QAE representative, as per the applicable policy.

2.0 IQA System – Enhancement and Impacts

2.1 Policy Alignment and Development

a. Portfolio of Academic Policies and Procedures

The MTU Academic Council approved or reapproved 35 academic policies, procedures and associated operational documents during the reporting period, see [Table 5](#) just below.

Newly approved policy documents include a policy and procedure for the Faculty Enhancement Review, which will allow MTU to commence the first periodic review of academic faculties and their programme portfolios in the 2025/26 academic year. (See also [Part A Section 2.4.1 b](#), [Part A Section 8.3](#), and [Part B Section 1.4.1](#).)

[Table 5](#): Academic Policies and Procedures Approved or Re-approved by the MTU Academic Council in 2024/25

(NEW MTU policies and procedures are emboldened)

| Policy / Procedure / Associated Operational Document | Version | AC Approval | Effective Date (if different) |
|--|---------|-------------|----------------------------------|
| Academic Integrity Policy | 2.0 | 21-Mar-25 | 1-Sept-25 |
| Academic Integrity Procedure | 1.0 | 21-Mar-25 | 1-Sept-25 |
| Animal Research and Education Ethics Policy | 1.0 | 30-May-25 | 1-Sept-25 |
| Animal Research and Education Ethics Screening Checklist | 1.0 | 30-May-25 | |
| Authorship Policy | 2.0 | 21-Mar-25 | |
| | 3.0 | 30-May-25 | |
| Code of Good Practice in Research | 2.0 | 21-Mar-25 | |
| Exit and Embedded Awards in MTU Taught Degree Programmes Policy and Procedure | 2.0 | 30-May-25 | |
| Faculty Enhancement Review Policy | 1.0 | 08-Nov-24 | |
| Faculty Enhancement Review Procedure | 1.0 | 08-Nov-24 | |
| Full Ethical Review Animal Research and Education Ethics Application Form | 1.0 | 30-May-25 | |
| Full Ethical Review Human Research Ethics Application Form | 3.0 | 12-Dec-24 | |
| HEAR and DARE Procedure | 2.0 | 18-Jun-25 | |
| Honorary Awards Policy | 3.0 | 02-May-25 | |
| Human Research Ethics Policy | 2.0 | 12-Dec-24 | |
| | 3.0 | 21-Mar-25 | |
| Human Research Ethics Screening Checklist | 2.0 | 21-Mar-25 | |
| Individual Extenuating Circumstances Policy | 1.0 | 18-Jun-25 | 1-Sept-25 |
| Individual Extenuating Circumstances Procedure | 1.0 | 18-Jun-25 | 1-Sept-25 |
| Minimal Risk Animal Research and Education Ethics Application Form | 1.0 | 30-May-25 | |
| Minimal Risk Human Research Ethics Application Form | 3.0 | 12-Dec-24 | |
| Open Access Policy | 2.0 | 21-Mar-25 | |
| Policy and Procedure for the Revocation of Academic Awards | 1.0 | 18-Jun-25 | |

| | | | |
|--|-----|-----------|-----------|
| Policy for Cyclical Review of Academic Quality Assurance Policies and Procedures | 2.0 | 02-May-25 | |
| Policy for the Design, Amendment, Review, and Approval of Modules and Other Certified Learning Units | 2.0 | 21-Mar-25 | |
| Policy on Curricular Structure and Credit Profile of Taught Programmes | 1.0 | 07-Feb-25 | |
| Policy on English Language Proficiency (International Learners) | 1.0 | 21-Mar-25 | |
| Procedure for Cyclical Review of Academic Quality Assurance Policies and Procedures | 1.0 | 07-Feb-25 | |
| Procedure for the Design, Amendment, Review, and Approval of Modules and Other Certified Learning Units | 2.0 | 21-Mar-25 | |
| Procedure for the Revocation of Honorary Awards | 1.0 | 30-May-25 | |
| Procedures for External Research Requesting Access to MTU Research Participants | 2.0 | 21-Mar-25 | |
| Procedures for Review of Human Research Ethics Application Forms from University Staff and Research Students (Masters and PhD) | 2.0 | 21-Mar-25 | |
| Regulations for Postgraduate Research Study | 3.0 | 30-May-25 | |
| Research Data Management Policy | 2.0 | 21-Mar-25 | |
| Student Appeals Against Postgraduate Research Degree Examination Outcomes [Policy and Procedure] – <i>to be published</i> | 1.0 | 18-Jun-25 | |
| Title Convention Policy for non-Major Awards | 2.0 | 21-Mar-25 | |
| Work Placement Policy | 1.0 | 18-Jun-25 | 1-Sept-25 |

b. Other University Policies and Procedures

Significant development of new MTU-wide policies and procedures also occurred in other operational areas of the University in the reporting period, including:

International Education

In February 2025, to underpin MTU’s application for the TrustEd International Education Mark (see [Part A Introduction](#) and [Part B Section 1.1 b](#)), the University Executive approved a new MTU [International Education Strategy Statement 2025 – 2027](#) whose lifetime coincides with the remaining duration of MTU’s current Strategic Plan.

The *International Education Strategy Statement* (IESS) highlights how the University’s approach to international education provision and support is driven by *MTU’s Strategic Plan 2022 – 2027 (Our Shared Vision)* and aligns with *Global Citizens 2030*, Ireland’s International Talent and Innovation Strategy.

Further details on the IESS can be found in [Part A, Section 1.1.2 c](#) of this report.

EDI and HR

New MTU policies on [Domestic Violence](#); [Equality, Diversity & Inclusion](#); and [Hormonal Health](#), with associated [Toolkit](#), were approved by Governing Body between Nov. 2024 and February 2025.

A new [Recruitment and Selection of Staff Policy](#) was approved by Governing Body in July 2025.

ii. Health & Safety

Adoption of a comprehensive set of new, MTU-wide health & safety-related policies and procedures, covering Accident/Near Miss Reporting and Investigation, Asbestos Management, Contractor Management, Hazardous Materials, Health & Safety Risk Assessment, Hot Work, Permit to Work, Provision of First Aid, and Working at Height/Roof Access. All documents are available to staff on the Workvivo staff server.

All policies were approved by Governing Body in April 2025; approval for the associated procedures was given by the VP for Finance and Operations in May 2025.

A new Safety Statement for the University was also approved by Governing Body in July 2025.

iii. Corporate

A [Regional Provision Policy](#) for MTU was approved by Governing Body in July 2025.

iv. Marketing & Communications

New MTU policies on Marketing and Communication and on Sponsorship (both published on the Workvivo staff server) were approved by Governing Body in November 2024.

c. Development and Review of Policy Approach

i. Tertiary Provision

PATH 4 Funding Phase 2 is a three-year pilot program (2022-2025) by the [Department of Further and Higher Education](#) to develop and enhance higher education courses for students with intellectual disabilities, aiming to create more inclusive environments and inform future policy, with funding supporting initiatives at various Higher Education Institutions (HEIs) across the country.

Academic Council in February 2025 approved the introduction of a pilot NFQ Level 4 programme, the *Certificate in Cultural Citizenship* (SPA, 30 FET credits), as part of the University's commitment to widening access, supporting diverse learner pathways, and responding to identified educational need. This programme was introduced under PATH 4. The pilot will provide an opportunity to evaluate the effectiveness of Level 4 provision within a technological university context, including progression opportunities, learner support requirements, and alignment with national frameworks. The outcomes of the pilot will inform future decision-making regarding the development and sustainability of Level 4 programmes within MTU.

ii. MTU – UCC Relationship Review

MTU and UCC have been awarding joint degrees for over 20 years. Currently, the two institutions jointly offer and award 4 Honours Bachelors, 2 Postgraduate Diplomas and 4 Masters (including a Master of Architecture and a Professional Master of Education), as well as a joint Minor Award. The Presidents of MTU and of UCC requested both institutions to undertake a review of the MTU-UCC relationship in 2024/25. Working groups were established to cover seven thematic areas: People, Research, Academic Collaboration, Finance & Fees, Legal & Governance, Resources & Estates, Operations & IT. A report on its initiation was presented for information to Academic Council in February 2025. Five meetings were held over the course of the year to report on progress. The work on the review is still ongoing, as not all areas have completed their review work. An interim report was presented to the University Executive on 20 January 2025. A final report will be presented to Academic Council in the academic year 25/26.

2.2 Staff Recruitment, Management and Development

a. Leading and Empowering Staff in TU Transformation

In the academic year 2024/25, MTU continued to invest in the development of its team through leadership development initiatives. The LEAD@MTU programme – which was established through the HEA Systems Performance Framework in 2022 – has now become an embedded aspect of MTU’s leadership development ecosystem. Approximately 70% of MTU’s senior management have participated in this programme, which serves as an engine for culture development and MTU’s transformation agenda. The programme has gained national attention and has influenced and informed other HEIs nationally and internationally: LEAD@MTU forms the basis of the LEAD Inc programme now offered across all of the TU sector; the LEAD@MTU project lead (who has since taken up the post of VP People and Culture) is furthermore a member of the [expert pool of the EUA’s pilot Leadership Development Programme](#) launched in 2024.

MTU is committed to the principles of Distributed Leadership. In support of this, the University offers leadership development training to all staff who request it. This is delivered through MTU’s “Elevate” programme, which to date has supported approximately 20% of all MTU staff, but is predominately undertaken by PMSS and technical staff. Participation in “Elevate” requires ongoing commitment from participants and has helped inculcate a culture of general staff development around the edges of it. The programme involves workshops, seminars, peer groups, action projects and psychometric evaluations. This programme and LEAD@MTU are currently supported by TSAF. (See also [Part A Section 5.1 b.](#))

Broader supports are also offered, including coaching and mentoring. MTU became the first university in the world to be awarded the Gold Award by the European Mentoring and Coaching Council in 2025.

In 2025, MTU furthermore supported the development of a national programme called LEAD Inc. This programme was focused on inclusive leadership across the TU sector. It was oversubscribed and is now delivered through MTU. MTU’s leadership development experience also informs the European University Association’s pilot Leadership Development programme through the participation of the university’s VP for People and Culture as an advisor to the EUA’s programmes. In June 2025, MTU and UCC co-hosted the Hope Summit. This event brought together international and national voices to discuss the leadership challenges of the HE landscape.

b. MTU Pathway to Fellowship Programme (Advance HE)

In 2024/25, MTU continued to offer its staff access to the [Advance HE Fellowship Programme](#), an internationally recognised professional accreditation system that offers [accreditation through distinct categories](#) from Associate Fellow to Principal Fellow. The Fellowship programme supports staff who wish to accredit their professionalism in teaching and learning, and is open to all staff in MTU who are directly engaged in teaching and learning or who support teaching and learning.

During the same period, [Advance HE](#), the UK-based higher education charity aiming to improve higher education for staff, students and society globally, celebrated a milestone of 200,000 fellows globally with 500 in Ireland. To date, over 90 staff in MTU are accredited with Fellowship status, making MTU one of the leading higher education institutions in Ireland with Advance HE Fellowship status.

During the reporting period, the MTU Advance HE Fellowship programme facilitated and supported over 30 staff applying for their individual Advance HE Fellowship recognition. The following fellowships were awarded: Associate Fellow (5), Fellow (8), Senior Fellow (12), and Principal Fellow (1).

Notably, the 2024/25 fellowships awarded to MTU staff included MTU's first Principal Fellow, a coveted award only achieved by a small number of applicants globally.

A new pathway to fellowship was furthermore created by aligning the MTU "Enabling Academic Transitions through Professional Development" programme with the Associate Fellowship category, which is open to staff at the beginning of their teaching and learning career. Creation of this pathway resulted in 5 new Associate Fellows, with potential to grow the numbers of staff availing of this pathway in the future.

c. Sexual Violence and Harassment Prevention

Following the appointment of a full-time Sexual Violence and Harassment Prevention Officer in 2024, considerable work has been started in this area.

i. Staff and Student Training in ESVH and Consent

Underpinned by the Department of Education and Skills' *Framework for Consent in Higher Education* (2019), information sessions and training on ESVH ("Ending Sexual Violence and Harassment") and consent were delivered to multiple student and staff groups during the reporting period. In total, 408 participants, both staff and students, engaged in ESVH/Consent/Disclosures/Support training.

ESVH information sessions on supporting and reporting were provided to 40 student leaders ahead of Sem. 1 of 2024/25, with 30 further student leaders trained during the semester. ESVH and consent sessions were also delivered to specific student cohorts (35 first-year *Visual Communications* students based in Cork and 20 First-Year *Health & Leisure* students based in Kerry) and 111 members of student societies based across MTU campuses (75 in Cork, 36 in Kerry). ESVH staff sessions were conducted with 25 Student Services staff each working on the Cork and Kerry campuses.

ii. ESVH Initiatives at the National Maritime College of Ireland (NMCI)

Further engagement included a "Speak Out and Report" event attended by 80 participants at the National Maritime College of Ireland (NMCI), as well as "SeaSafe", a bespoke maritime training pilot programme that addressed consent, the causes of sexual violence and harassment, and an understanding of rape culture.

Following a successful Wellness Day in 2024 which addressed sexual violence in the maritime industry, counsellor Paul McCarthy, in consultation with the MTU Sexual Violence Prevention Officer, researched and developed a bespoke Bystander Intervention Course to equip NMCI cadets to call out inappropriate behaviour at sea when it is safe to do so. This pilot programme, which ran in April 2025, was entitled "Sea Safe".

SeaSafe provided guidance on support and reporting while at sea, incorporated awareness-raising on masculinities, and used realistic sea-based scenarios to work through potential situations. The programme was delivered in collaboration with sponsor companies and aligned closely with their HR policies to ensure accurate, relevant, and meaningful training.

The pilot delivery of SeaSafe was attended by 42 participants. When asked if they deemed the programme and its content relevant to life at sea, 82% of participants answered "relevant" or "very relevant".

2.3 Teaching, Learning and Assessment

a. Digital Teaching & Learning: Enhancements and Impact

MTU has continued to strengthen and enhance its digital learning capacity through a coordinated range of training initiatives, programme supports, infrastructural developments, and research-led policy contributions. These enhancements reflect the University's ongoing commitment to providing high-quality, flexible, and inclusive digital learning opportunities for all staff and students.

i. Digital Teaching & Learning Training and Support

MTU has significantly expanded its digital learning training and support services, ensuring staff and students can engage confidently and effectively with the University's digital learning ecosystem. A diverse range of training and development opportunities – including structured workshops, online resources, tailored consultations, and a growing set of on-demand supports – continues to meet the evolving needs of the university community.

Impact:

- 1,642 students participated in live and on-demand start-of-semester digital learning sessions.
- 7,000+ helpdesk queries were resolved during AY24/25 by TEL and EDSU, demonstrating sustained engagement with digital learning support services.
- 49 new training videos were developed to provide accessible, self-paced guidance for students and staff.
- 100+ one-to-one staff development consultations were delivered, supporting bespoke pedagogical and technical needs.
- A new Generative AI Seminar Series, hosted by TEL, featured seven external expert speakers during AY2024/25, with each session attracting 80+ staff registrations. This level of engagement reflects the curiosity, and commitment of MTU staff as they and the institute navigate the opportunities and challenges of GenAI in higher education. The series is continuing on throughout the 2025/26 academic year.
- A new "Walk the Talk" Seminar Series was launched by EDSU. Two external expert speakers featured in 2024/25 and the series is continuing on throughout the 2025/26 academic year, facilitating growing institutional engagement with emerging themes in digital learning.

ii. MTU Online and Blended Programmes

MTU continues to develop and enhance its portfolio of online and blended mode programmes, meeting diverse learner needs and supporting greater flexibility, accessibility, and lifelong learning. TEL and EDSU play a key role in enabling this provision by offering extensive technical, pedagogical, and design support to academic units across the University.

Impact:

- TEL and EDSU provide ongoing support for an expanding suite of over 112 online and blended programmes across all disciplines.
- Six state-of-the-art meeting and recording booths have been installed across multiple campuses to support high-quality online teaching and recording.
- MTU's e-learning delivery booths now support an average of 100 online teaching staff per month.

- The MTU Media Hub launched on the Kerry North Campus, offering three dedicated recording studios (MTU Media Pro, Plus, and Lite) and achieving over 60 hours of usage within its first months of operation.

iii. Engagement with MTU's Digital Learning Ecosystem

The University continues to maintain and enhance a contemporary, feature-rich digital learning environment centred on the Canvas Learning Management System (LMS), supported by a suite of integrated tools that enable effective teaching, learning, and assessment. Usage patterns across AY 2024/25 reflect deep and sustained engagement with these systems across all campuses.

Impact:

- Over 14,000 active staff and student users engaged with Canvas across Cork and Kerry campus locations.
- In AY24/25:
 - Zoom supported 253,124 meetings and events, used by 13,195 unique users across 4,828 modules.
 - The Qwickly Attendance tool recorded 12,274 launches from 1,935 users across 570 modules.
 - Canvas Studio was accessed 62,671 times by 8,503 users.
 - Turnitin supported 70,176 submissions by 3,062 users across 1,031 modules.
- TEL and EDSU successfully rolled out the Vevox live polling and Q&A platform, supporting 330 sessions with 8,754 participants between January and September 2025, enhancing active learning and real-time engagement.

iv. Digital Learning Research, Policy, and Publications

Research, evidence-informed practice, and sectoral collaboration continue to underpin MTU's digital learning strategy and its associated quality frameworks. The University has contributed meaningfully to national and institutional digital learning policy and practice and has been recognised repeatedly for its leadership and innovation in this area.

Impact:

- MTU received the inaugural [HEA SATLE Impact Award 2024](#) for the Reusable Learning Resources (RLR) initiative, involving 41 staff, 2,000+ students, and 12 external partners in the development of media-rich open educational resources.
- TEL contributed to major institutional and sectoral policy developments, including the MTU Micro-credentials Framework, the MTU Academic Integrity Policy, and several N-TUTORR national policy white papers.
- Staff produced 9 new publications and delivered 6 conference presentations in AY 2024/25, disseminating MTU's digital learning research and best practice.
- The TEL Department was awarded the [Association for Learning Technology \(ALT\) EdTech Team of the Year Award 2024/25](#), recognising excellence in digital learning innovation and support.
- MTU led out on the establishment of the National Digital Learning Network (NDLN), a sectoral forum created to support leaders at all levels of Irish higher education by providing high-level guidance on digital trends, challenges, and opportunities, and in the alignment of these developments with wider

institutional and national priorities.

b. Academic Calendar

Following consultation including with staff unions, the academic calendar for 2025/26 was presented to and approved by the Academic Council in May 2025. The creation of a common academic calendar for AY 2024/25 remained a challenge in relation to the completion of examinations-related processes (appeals and reviews) for the Semester 2 modules on the Cork campuses. A pilot of a new approach to Module Examination Boards (MEBs) and Progression & Awards Boards (PABs) in Cork will take place in the academic year 2025/26.

c. Examinations

During the reporting period, the Students' Unions again requested that all examinations for Semester 1 take place prior to the Christmas break. Finding the best option for the examination schedule required some manual exam scheduling on the timetabling software because there were only nine days to complete the Semester 1 examination session. A limitation on the main MTU Cork campus in Bishopstown was space; while a second large test hall was located, the amount of invigilators and other support personnel needed in the venues put pressure on rosters. There is very little room for flexibility given all the restrictions imposed by the start and end date for lecturers (1 September and 20 June), because a single request for a modification in the examination timetable will have an effect further down the line. The University Executive has now designated the upgrade of the exam scheduling software as a top priority.

Looking to the longer term, examination paper management and examination scheduling are two of the processes included in the Process Alignment Programme currently underway, ahead of the merger of the two student record systems, currently planned for 2026.

2.4 Supports and Resources for Learners

2.4.1 Student Services

a. Restructuring of MTU Student Services Post-Designation

Operating under the leadership of the Vice-President Academic Affairs & Registrar (VPAAR), Student Services are a key component of MTU's broader academic and support infrastructure.

Subsequent to her appointment in September 2024, the new VPAAR initiated the restructuring process for the Student Services area, with team leads from all areas within Academic Administration & Student Affairs (AASA) across campus locations continuing to work closely to develop organisational structures and align processes.

Best practice models were examined and in March 2025, a delegation of 16 AASA staff travelled to Galway to visit Atlantic Technological University and the University of Galway. The feedback on this initiative was very positive, not only in relation to the learnings regarding structures, operations, systems and policies, but also on the opportunity to strengthen relationships with counterparts on other campuses and connect with peers in other institutions.

Following this, a new Director of Student Services was appointed in June 2025. This post reports directly to VPAAR, while the two Academic Administration & Student Affairs Managers based on the Cork and Kerry campuses now report to the Director of Student Services. As part of the restructure, the Admissions and Examinations Officers now report to one of the AASAMs and Access reports to the other AASAM. Student Services remain campus-based for the time being.

b. Impact of Potential PATH 3 Funding Withdrawal on Student Services

PATH 3 funding through the HEA was initially due to expire in May 2025. This threat of discontinued funding had an impact on the sustainability of three key Access posts within the University: the Traveller Education Coordinator post, the Transitions Coordinator post (which involves working with students with Autism), and a Disability Support post on the Kerry campuses. A resource case for all posts was made to the University Executive and a commitment to sustain these posts was given. PATH 3 funding was subsequently received later in the Summer 2025, which allows for the continuation of initiatives and supports for Access students.

c. Student Counselling

The MTU Student Counselling Service works within the Comprehensive Student Counselling Service Model (CSCS) adopted by Psychological Counsellors in Higher Education Ireland (PCHEI) in 2024. This model takes a whole-campus approach to student wellbeing, combining counselling, outreach and policy development to better support students. The capacity for a service to deliver as a CSCS is dependent on staffing, space and support within a university. It involves five key areas:

- Clinical Services: Providing direct counselling and crisis support for students
- Consultation & Collaboration: Working with staff, faculty, and external services
- Mental Health Promotion & Prevention: Running workshops, training, and awareness programs
- Training & Education: Educating staff and student leaders on mental health
- Research & Development: Using research to improve services and policies

Noteworthy enhancement initiatives of the MTU Student Counselling Service delivered in 2024/25 include:

i. Active Chats

An “Active Chats” initiative was introduced on MTU Cork’s Bishopstown Campus in AY2024/25, running on Thursday mornings between October 2024 and May 2025 for both staff and students. This initiative was largely funded through the Additional Mental Health Funding, with the Academic Administration & Student Affairs Office contributing to sourcing and funding a Student Leader throughout the year.

Active Chats meets several themes of the HEA’s [National Mental Health & Suicide Prevention Framework](#) (2019) which underpins collaboration and commitment to support students in challenging times, specifically the ‘Engage’ theme which aims to strengthen peer support, reduce isolation, and foster a sense of community.

The Active Chats initiative was also launched on the Kerry campuses at the beginning of AY 2025/26.

ii. Identifying & Responding to Distressed or At-Risk Students (Blended Training Programme)

The MTU Student Counselling Service in conjunction with the HEA and Psychological Counsellors in Higher Education Ireland (PCHEI) also developed a new blended training programme designed to support staff if they are presented with a student in distress or at risk. Entitled *Identifying and Responding to Distressed or At-Risk Students*, the programme includes two online modules which provide information about student mental health, referral pathways and role boundaries, so staff can support students in the best way possible within their current role and workload. Completion of the two modules (which take 30 and 45 minutes respectively) is rewarded

with a Digital Badge. The programme also incorporates a third module, an in-person bespoke workshop facilitated by MTU Student Counselling with staff to create discussion and support in specific scenarios.

In Semester 2 of 2024/25, through the support of the Department of Technology-Enhanced Learning (TEL), Modules 1 and 2 were placed on every staff member's Canvas dashboard. Roll-out of Module 3 (in-person workshop) also commenced, and delivery will continue in the subsequent reporting period.

2.4.2 Library Enhancements

a. Collections and Spaces

Sage Business Cases (SBC) is a robust multi-disciplinary digital collection of business cases with global perspectives. During the reporting period, MTU secured perpetual access to the 2024 and 2025 SBC collection, resulting in an additional 1,200 topical cases for in-demand subject areas such as entrepreneurship and sustainability.

The [Self-Care eBook Collection](#) continues to be available to all students and staff 24/7 and the installation of QR codes across over 1,300 study spaces in 2024 ensures greater signposting of this free and confidential online resource across all campus libraries, maximising visibility and reinforcing self-care messaging.

In partnership with faculties, student services, the Counselling Unit, [TLU](#) and the *Healthy Campus* initiative, a physical wellbeing space incorporating a curated print book collection was piloted in the Bishopstown Library. This [Wellbeing Wall](#) aligns with the [Policy on Curricular Structure and Credit Profile of Taught Programmes](#) and reinforces the University's dedicated programme attributes and educational pillars such as nurturing holistic learner development, application of UD principles, embracing diversity, fostering inclusivity, and educating for sustainability. The project greatly benefitted from input from PhD students doing research on various aspects of wellbeing, who provided recommendations for suitable titles on nutrition, fitness, lifestyle behaviours and sleep/relaxation. Evidence-based messages focusing on the [Five Ways to Wellbeing](#) were furthermore printed on the wall to guide and inspire students and staff towards a balanced, purposeful and fulfilling lifestyle, recognising the importance of connection, keeping active, being mindful, continuous learning and the importance of giving. This has created a bright, positive holistic learning space where the growing print book-collection is nestled among green leafy plants and positive messaging. To launch the Wellbeing Wall and promote the Library resources available, two sound-healing sessions were organised for staff and students prior to the end-of-term exams which gave participants a much-welcomed opportunity to unwind and relieve stress.

In addition, a review of UD-related library resources specifically was conducted with a view to identifying additional resource requirements. TSAF funding was utilised to purchase relevant additional resources both in paper and e-resource format and make these available in all MTU libraries. A link to the UD Collection List in the MTU Library Catalogue is available [here](#).

Upgrades to physical spaces included refurbishment of the first and second level flooring in [Bishopstown](#) library. Power outlets were installed across all study desks at NMCI's [John Holland](#) library, and a number of height-adjustable desks introduced. Improvements on the ground floor of the Kerry North Campus Library aimed to create a calming, comfortable and inclusive environment with different zones to cater for the diversity of students' needs. [Ergonomic semi-enclosed chairs and an enclosable acoustic chair](#) were introduced; the acoustic works for students who may need to reduce sensory input and creates privacy for those who need quiet time. The new chairs face outwards to overlook outdoors areas previously planted by the MTU Green Campus group to create a calm and reflective zone which embraces the principles of biophilic design.

NTUTORR funding aided the delivery of group study pods across [Kerry](#), CSM and NMCI library locations which can be [booked](#) by groups of up to four students per pod. All five campus libraries were made navigable via online [360degree tours](#) with new key information points such as the [Listening Spot](#) and study pods added. [The Library Metro](#) was introduced in the Kerry North Campus Library to create a self-directed visual journey to assist student learning and engagement with the services on offer. Based on the idea of a metro journey, 10 stations were placed throughout the library in a linear format that serve as an introduction to the basics of the physical library and ‘a need to know’ for our incoming new students.

b. Library Systems and User Experience

During 2024/25 the MTU Library Systems team continued a programme of work to align and merge the IT systems that support the library’s service provision across the Cork and Kerry campuses. In September 2024 the Cork campus libraries upgraded to *LibGuides Content Management System* as part of a broader project to align and standardise the Subject Guides used by students on the [Cork](#) and [Kerry](#) Campuses. By January 2025, the newly developed Subject Guides were ready to launch following an intensive redesign project in collaboration with student partners and incorporating feedback from academic staff. The new guides provide the ideal starting point for course topic research as well as easy access to listings of and links to subject-specific resources and content. They were introduced to the MTU community via a series of demonstrations, workshops, [Pop-Up Stands](#), and [competitions](#) which ran throughout Semester 2 of 2025.

In July 2025 MTU library successfully rolled out a new MTU instance of [MultiSearch](#). This is a key system that library patrons use as a portal to search our entire library catalogue and electronic resources (eBooks, eJournals etc). This project replaced two separate instances of the system at the Cork and Kerry campuses with a single MTU instance of *MultiSearch*, ensuring that all library patrons across MTU now have the same, secure and efficient access to all the owned and subscribed content the library has to offer. Library staff have also been actively involved in ensuring that our Library Management System (*Koha*) continues to support library functions such as circulation, cataloguing, acquisitions & inter-library loans. Following on from the merger of *Koha* into a single MTU instance in July 2024, which was the key library systems project of the preceding year, *Koha* was upgraded twice in 2024/25, to Version 24.05 in November 2024 and to Version 25.11 in June 2025.

In July 2025, EBSCOhost migrated to a new User Interface. Its new look and feel allows users to access information in a more streamlined, accessible manner. The personalised dashboard offers a centralized hub for projects, saved items, searches, and viewed items. Search and refinement options have also been enhanced, now including filters and limiters. Bulk export has increased considerably, to 25K records.

In alignment with the [Guidelines for the Responsible Use of AI in the Public Service](#), three AI-enabled library tools were assessed during the 2024/2025 academic year: Ebook Central Research Assistant, the IBM Watson-based library chatbot, and Ebscohost AI Insights. Each tool was evaluated against the criteria provided in the AI Canvas Tool from the guidelines. A framework document for future appraisals of library-based AI resources has been adopted, allowing a proactive approach to evaluating emerging technologies against criteria including ethical use, human agency and oversight, data protection, and user safety.

c. Sustainability

A new [Sustainability webpage](#) and [Guide](#) were developed in response to the [MTU Sustainability Strategy 2025-2035](#) (see [Part A Section 1.1.2 b](#)) and the University-wide commitment to embedding sustainability across campus life. These bring together available library resources on sustainability – the SDG eBook collection, print books, eBooks, eJournals and official publications – while also highlighting the MTU Sustainability Strategy and

MTU Green Campus.

In conjunction with *FashForward*, a local start-up company, [fashion-repair kits](#) are now available, to borrow for student and staff use. The kits promote a culture of reuse and repair. A collaboration between [Green Spaces for Health](#), MTU Library and MTU Buildings and Estates led to the installation of [Swift bird nest boxes](#) on the Bishopstown campus. With [swifts in massive decline](#) in Ireland, this successful project is of great significance. Another joint project between the Library, Buildings & Estates and the charity *Wildlife Rescue Cork* saw [a bottle return bin](#) scheme introduced with all proceeds being donated to the charity.

Students and library staff partnered to co-create a [rain garden](#) in the Kerry campus to reduce the amount of water runoff and serve as a green feature to be appreciated from inside and outside the campus windows. Building on the concept of the benefits of nature on health, a [Blue Health Exhibition](#) was organised May 2025. In a wide-ranging collaboration with the Centre for Applied Bioresearch (CABR), Digital Innovation for Blue Enterprises & Social Tourism (DIBEST), MTU student societies, Kerry ETB and PATH 4 students (see also [Part B Section 1.1.i iv](#)) among others, the exhibition focused on the emerging research area that is receiving growing attention.

During INGENIUM Sustainability Week (14 – 18 October 2024), the Library organised a series of guest speakers across campuses on the themes of “Branching Out – Cultivating a Culture of Sustainability through Community and Campus Collaboration” and “Exploiting Nature for a Sustainable Green Environment”. Librarians from MTU, South-Eastern Finland University of Applied Sciences, University of Rouen and the Medical University – Sofia met to discuss initiatives and sustainability projects, enhancing INGENIUM partnership and shared experiences.

d. Training and Outreach Programmes

Building on the work of NTUTORR and SETU, the Library partnered with Dr Angela Wright to launch the [CROP](#) campaign in March 2024. This new resource is part of the [Responsible Study @ MTU](#) suite of online [resources](#). The [CROP \(CReate it/ Own it/ be Proud of it\)](#) module covers essential guidelines for harnessing the power of Gen AI responsibly. Students gain valuable insights into the principles, practices and guidelines which empower them to navigate the dynamic AI landscape ethically and effectively. CROP was officially [launched](#) by the Registrar & VP for Academic Affairs in March 2024.

Throughout 2024/2025, a wide variety of online, hybrid, and [in-person information sessions](#) were delivered, with 135 workshops conducted and more than 1,700 students and staff participating across all campuses. Topics covered included *Information and Digital Literacy; Effective Use of Library Resources for Study, Teaching, and Research; Referencing; Misinformation; The Literature Review Process and Research Methods*.

A [Murder Mystery](#) event was piloted which helped familiarise students in an engaging and imaginative way with the library spaces, services and research tools. Utilising an interactive, games-based approach, students followed a series of clues to identify the culprit that guided them around the library and encouraged them to engage with the library staff and services.

Online [Referencing Guides](#) were updated to reflect the latest standards and Gen AI guidance for the following referencing styles: APA, IEEE, HARVARD, MLA, and CHICAGO. The content of the [Referencing Module of the Assignment Toolkit](#) was updated accordingly also. Due to an increased demand for Literature Review support, an updated version of the *Systematic Review Service Level Agreement* was published on [Cork](#) and [Kerry](#) library websites. This updated document clearly defines the scope and quality of literature review support that research students/supervisors can expect from library staff by establishing clear expectations, standards and responsibilities for all parties.

During the 2024/2025 academic year, Library staff across all campuses engaged in a diverse range of continuing professional development (CPD) opportunities. Topics included *Sustainable Development, Systematic Review Support, Open Access & Open Science, Media & Communication, Generative AI & Education, Online Resource Training, Leadership & Management Skills, Cybersecurity, Research Collaboration, Research Integrity, Student Wellbeing, Coaching and Mentoring, Licensing Skills* etc. A tailored training session through [IBEC Training Academy](#) was arranged to support staff in front-facing roles.

e. Research and Digital Scholarship

From January 2025 MTU gained entry to the IReL [PLOS](#) (Public Library of Science) agreement. As a nonprofit fully Open Access publisher of academic journals in science, technology, and medicine and other scientific literature under an Open Content license, the terms of this agreement are extremely favourable with an unlimited OA article quota threshold for MTU researchers. This allows current MTU staff and students to make articles accepted for publication in eligible PLOS journals open access, without author-facing article processing charges (APCs). During the reporting period MTU also secured an upgrade to its American Psychological Association [PsycARTICLES](#) deal via IReL to include a publishing discount for MTU-affiliated researchers.

In September 2024, MTU Library staff began a Bibliometric Data Validation Project, to record all academic publications produced by MTU and its predecessor institutions up to 2024. The purpose of this was to investigate whether MTU was reaching Open Access research output targets set both [locally](#) and [nationally](#). Metadata was exported from Open Alex, the Lens, and Scopus. These datasets were combined, deduplicated, and cleaned. Results were presented to the Academic Council Research & Innovation Committee in May 2025 by the Digital Scholarship Librarian. They showed that MTU and its predecessors have published 4264 items between 1975 and 2024. The project highlighted that Open Access output from MTU has increased by 700% between 2015 and 2024, though work must continue to reach [NORF](#) national targets towards 100% OA by 2030. This exercise will be repeated annually to maintain comprehensive, library-validated data of MTU's research output.

Building on MTU Library's commitment to Open Access and Open Infrastructure, MTU [became a member](#) of the NORF-funded [Open Repositories Ireland \(ORI\)](#), a community network for Open Repository managers on the island of Ireland to develop best practices and advocate for open research ecosystems.

MTU's institutional repository, [SWORD](#), provided the digital home for the [International Symposium of Adapted Physical Activity and International Symposium on Physical Activity and Visual Impairment and Deafblindness](#), which was hosted in MTU Kerry.

In collaboration with the Research Office and the Research Integrity & Compliance Officer, MTU Library began minting DOIs via [Crossref](#) for [MTU Research, Innovation and Postgraduate Policy and Procedure documents](#) and [depositing a copy of these documents in SWORD](#). This is an innovative step forward for MTU in terms of ensuring the long-term preservation and discovery of key institutional documentation and developing Open best practices. The [Research Data Management](#) section of the Library website was restructured in August 2025 into seven sub-sections: FAIR Principles, Research Data Compliance, Writing a DMP, Research Data Retention, Research Data Storage, Copyright Licensing, and Further Support & Training. This enhancement including updated content linking procedure to relevant policies provides researchers with a clear, documented framework for research data management throughout the research lifecycle, incorporating research integrity, regulatory compliance, and open research practices.

2.4.3 Access and Participation

a. SOAR Access Initiative and Revised PATH 3 Funding Model

The Access Service in MTU was part of SOAR for Access, an initiative within the South Cluster (including MTU, UCC, and SETU) funded under PATH Strand 3 and part of the National Access Plan framework (see amongst others the previous update of this quality report, MTU's [AQR 2025](#)). As a cluster partner, MTU took great pride in the substantial achievements in the different SOAR workstreams and the exceptional level of collaboration and collegiality, involving Registrars, Access practitioners, and community partners, which has been a defining strength of this initiative. This enduring partnership was clearly demonstrated by requests from both community stakeholders and Access practitioners to sustain the collaborative structures established through this project, even beyond the timeframe of the initial funding.

SOAR has now disbanded. As a result, the future of the initiatives was uncertain for a long period of time, as was the future of staff who were paid salaries from PATH 3 funding. In light of this, the announcement from the Minister for Further and Higher Education, Research, Innovation and Science regarding the future of PATH 3 in the summer of 2025 is welcomed.

The new model is a strategic shift away from short-term project funding towards multi-year, ring-fenced funding explicitly dedicated to Access work. This approach will empower MTU to engage in long-term planning and realise more sustainable, impactful outcomes.

b. Alignment of Access and Disability Service

As noted earlier in this report, there is now one AASAM for Access across MTU (see [Part B Section 2.4.1 a](#)). This role was created in 2025.

Cross-campus collaboration has occurred across several Access and Disability initiatives and funds, including the Student Assistance Fund, Fund for Students with Disabilities, 1916 Bursaries, Sanctuary Scholarships and Tomar Trust, etc. There is agreement that this collaborative work is both important and necessary in order to ensure parity of service provision across all campuses, although Access and Disability Service staff have noted that it does result in a considerable amount of additional administration in the short-term.

c. Academic Access Initiatives

A multitude of access initiatives are in place across all MTU campuses. The projects presented below provide some examples of MTU's work aimed at increasing access and widening participation.

i. Access Modules

With the aid of N-TUTORR funding, a 5 ECTS-credit Access module entitled *Building Social Connections* was rolled out in Semester 2 of 2023/24 in collaboration between Access Service staff and students from the Faculty of Health & Social Sciences. This offering aimed to increase participation from underrepresented groups in Higher Education, as outlined in the National Access Plan 2022-2028.

Two further 5 ECTS-credit Access modules at Fundamental level/NFQ Level 6 were added to this offering in 2024/25. These were designed to support students who are preparing to enter full-time programmes, whether in FE or HE, or other lifelong learning opportunities, with funding provided by the Access Service (for tutoring costs, materials etc.). The two new modules on offer were *Creativity, Innovation and Teamwork* and *Personal and Professional Skills for HE*, both delivered in Semester 1 of 2024/25. As for *Building Social Connections*, a UD

approach was applied to teaching, learning and assessment in each module. The level of demand for these modules will allow MTU to gauge the viability of developing an Access Foundation Course at MTU.

ii. Neuro Divergent Mentoring Programme

The Department of Mechanical & Biomedical Engineering Neuro Divergent Mentoring Programme continued for a second year. This initiative arose when a need for programme-related information was noted within the first-year autistic student group. The goal of this programme is twofold: to support students to feel confident in communicating with department staff when information is needed or when challenges arise, and to alleviate secondary anxiety arising from information gaps or unaddressed challenges students might face. We know that when students' anxiety levels reduce, learning improves. Successful learning outcomes can support students' mental health and their ability to manage the ups and downs of university life.

In keeping with this, the programme serves the following purposes:

- Advice and support in relation to programme workload management;
- Advocacy for the student in situations where they might find it challenging or impossible to advocate for themselves;
- Introduction to academic learning supports and other MTU supports that the student may not have been aware of;
- Preparation for the workplace after graduation and assistance in securing undergraduate internships.

Some indicators of the success of this programme are:

- 5 lecturers now volunteer as department mentors, an increase from 4 in the previous academic year;
- Engagement from students has doubled from the previous year, with 12 students currently participating;
- 2 students chose department mentoring as their preferred first-year support, and an additional 3 students will transition to the programme from the DSS Transitions programme;
- The Department Mentoring Coordinator reports increased awareness of student support services and disability needs within the Department.

Given the success of the programme, there are intentions within the department to widen the scope of the mentoring support to all students with a disability. For the third year of the programme, plans are in place to conduct a programme evaluation with students.

2.5 Information and Data Management

a. Banner Upgrade and Merger Project

Following the upgrade to Banner V9 on all campuses the pivot to Banner broadsheets processing on the Cork campuses in 2022/23 and the roll-out of new functionality to improve user experience and the implementation of new MTU Marks & Standards in Banner in 2023/24, the focus for the reporting period 2024/25 was on alignment.

Achievements in AY 2024/25 included:

- Development of applications and supports for Seanad Éireann Voter Registration verification within the University.
- Re-development of the online repeat registration functionality in order to allow students to select the modules they wish to repeat from a list specific to each student. This was a significant development which enhanced the user experience for both students and Exams Office staff.
- Roll-out of Student Aid functionality through Banner 9 in the Kerry instance, with full University implementation planned for AY 2025/26.
- Alignment of timings for the release of European Diploma Supplements through Parchment for the University (formerly Digitary).
- Extension of the Individual Learning Requirements (ILR) application – previously developed for the Kerry campuses – to the Cork Banner instance, enabling secure sharing of ILR data between Student Services, lecturers, and Examination Office staff. Full roll-out targeted for AY 2025/26.
- Support for the transition of all student invoicing (third party/sponsors) to Banner.
- Design and implementation of the Programme Dashboard, a tool supporting academic QA by monitoring programme performance. The initial deployment was focused on CAO programmes; non-CAO programme implementation is scheduled for AY 2025/26.
- Planning and preparation for Curriculum Management System alignment, addressing previously disparate systems across campuses. As the Curriculum Management facility in Kerry was developed in-house and built in Banner, the Banner team is responsible for the export of data.
- Development of a Data Store and associated views for University reporting with regular snapshots, supporting data requests at University level from either instance and providing rich data for analysis.
- Commencement of the formal Banner merger process with EduCampus, DXC, and Ellucian.

The first phase – discovery through a series of discovery workshops – began in AY 2024/25 and is continuing into Q1 of AY 2025/26. Ahead of the merger of the two student record systems of the Kerry and Cork campuses, currently envisaged to take place in 2026, formal work began on identifying all associated processes and systems that must be aligned for the final Banner merger. An academic manager was seconded as Process Alignment Manager to coordinate this work.

2.6 Other Parties Involved in Education and Training

a. INGENIUM European University Alliance

The INGENIUM European University Alliance, comprising 10 partner universities across the European Union, reached its mid-term (interim) review stage during the reporting period.

The leader of each INGENIUM Work Package – of which WP8 is led by MTU – presented an update on achievement of the deliverables specified in the original application document. The outcome of the interim review, received on 8 April 2025, was “Satisfactory”, with clear recommendations for the remainder of the 4-year funding period.

| Work Package | Work Package Label | Lead Institution |
|---------------------|---|-------------------------|
| 001 | Management and Coordination | UNIOVI (Spain) |
| 002 | Building a Cohesive Cooperation Framework | MUS (Bulgaria) |
| 003 | Digital INGENIUM | UOC (Greece) |
| 004 | The INGENIUM European Campus | HKA (Germany) |
| 005 | INGENIUM for Innovative Teaching and Lifelong Learning | XAMK (Finland) |
| 006 | INGENIUM for Research | UDA (Italy) |
| 007 | INGENIUM for Sustainable Development | HS (Sweden) |
| 008 | Entrepreneurial INGENIUM | MTU (Ireland) |
| 009 | INGENIUM for Non-discriminatory and Socially Engaged Higher Education | URN (France) |
| 010 | Impact and Dissemination | TUIASI (Romania) |

Work Package 2, “Building a Cohesive Cooperation Framework” based on a quality assured approach, approached the interim report with the following deliverables:

1. Identification of Obstacles to set-up of the inter-university campus (e.g. Student Mobility, Joint Degrees, Staff Mobility, Financing, Management);
2. Preparation of the Inter-University Campus Framework. This was presented as a quality assurance framework, based on European Approach, for the development, approval and delivery of joint programmes, including micro-credentials, across the alliance, while acknowledging individual partners’ requirements for approval of new programmes. In addition, an overall quality management document for decision-making steps and quality assurance across the wider alliance was subsequently completed;
3. Joint Quality Assurance Systems and Accreditation of the INGENIUM European Campus. This was presented as a quality assurance framework, based on European Approach, for the development, approval and delivery of joint programmes across the alliance. Further work on specific aspects of the procedures to guide implementation of the Inter-University campus is continuing.

The INGENIUM QA Committee has oversight and approval authority for all developments relating to quality assurance, including implementation of student-centred learning and teaching, ensuring the best environment

for the student 'life-cycle', ensuring staff development opportunities, and ensuring appropriate learning resources and student support. While the concept of accreditation of European University alliances had been mooted at European Commission level at the time of the original proposal, this has not materialised. The concept of the European Degree, based on specific quality criteria, is currently a focus of guidelines for development of bachelor programmes.

MTU has been a strong partner in quality assurance-related developments within the INGENIUM European University (WP2) and their subsequent implementation in the INGENIUM Faculty development phase (WP4). WP4 supplemented the quality approach with programme framework guidelines and calls for collaborative delivery with embedded mobilities. The MTU staff member working on WP2 is a member of the MTU Academic Council as well as the Academic Council Committee for Regulations, QA and Enhancement, therefore learning and experience can be communicated directly, in either direction.

b. FET-HE Pathways and Tertiary Programmes

Further to the MOA between MTU, the Cork and Kerry Education & Training Boards (ETBs), and the National Tertiary Office approved by the MTU Academic Council in November 2023, a number of tertiary programme pathways have been developed at MTU. The following programmes progressed during the reporting period:

i. Tertiary Programmes Based on the Kerry Campuses

- Bachelor of Arts (Honours) in Animation, Visual Effects and Motion Design (NFQ Level 8):

The existing MTU programme was mapped to facilitate a student cohort to progress through 2 years in further education, followed by 2 years at MTU to gain the HE award. By the end of 2024/25, the initial entry cohort of 12 students had completed FE Stages 1 and 2, with each stage consisting of the agreed NFQ Level 5 FE (QQI award) programme plus additional MTU modules. The students have now commenced a modified HE Stage 3 in MTU, with a view to completing the Honours Bachelor award stage in 2026/27.

- Bachelor of Science (Honours) in General Nursing / Mental Health Nursing (both NFQ Level 8):

In these programmes, the students complete an initial year in further education, followed by 4 years in MTU to complete Stages 1 – 4 of the HE programme. 34 students completed the FE Stage of the General Nursing pathway in 2024/25, and 19 students were registered on the Mental Health Nursing pathway

Recruitment is ongoing for further student cohorts.

ii. Tertiary Programmes Based on the Cork Campuses

In the academic year 2024/25, MTU reviewed the operation of tertiary pathways articulating with programmes on the Cork campuses.

- Bachelor of Science (Honours) in Software Development & Operations (NFQ Level 8):

Working with Cork ETB, a decision was taken to amend the proposed Software Development pathway. Initially, it had been proposed that learners on this pathway would complete QQI NFQ Level 5 and Level 6 FE awards and subsequently complete bridging modules leading to an MTU Special Purpose Award before articulating into Stage 3 of the existing *Bachelor of Science (Honours) in Software Development*.

Whilst undertaking the mapping exercise to identify the learning gaps to be addressed by the bridging modules, it was determined that a preferable solution would be to develop a bespoke higher education programme for this cohort of tertiary learners. This new 120 ECTS-credit programme, entitled *Bachelor of*

Science (Honours) in Software Development & Operations, is delivered over 5 semesters, providing a HE progression route for graduates of two Cork ETB Further Education & Training Colleges having completed the relevant QQI awards in Software Development. One intake of 12 learners has been enrolled initially. This pilot scheme will be reviewed by the Department of Computer Science and external stakeholders (NTO, Solas, HEA) in 2027 on completion of the pilot cohort.

- Bachelor of Science in Process Manufacturing & Technology (NFQ Level 7):

MTU has also developed its first tertiary programme leading to an NFQ Level 7 award, entitled *Bachelor of Science in Process Manufacturing & Technology*. On this pathway, learners complete the QQI Level 5 award *Life Sciences Manufacturing Operations* before completing 120 ECTS HE credits on the MTU Cork campuses. This programme conforms with the newly developed programme credit profile model for tertiary programmes leading to NFQ Level 7 and 8 MTU awards approved by the MTU Academic Council.

2.7 Initiatives within the Institution related to Academic Integrity

a. Development of Academic Integrity Policy and Procedure

The development of the Academic Integrity Policy and Procedure took place over a number of years. The new MTU Academic Integrity Policy approved by Academic Council in March 2023. The associated procedure was then developed and case-tested on both Cork and Kerry campuses. As with the policy, the procedure is informed by the outputs of NAIN, in particular by the [Framework for the Investigation of Allegations of Academic Misconduct](#). The new procedure provides more guidance for the informal, department-based stage, and draws on the experience of ‘courageous conversations’ in Australia. The Academic Integrity Procedure was approved by the Academic Council in May 2024, with a view to implementation from September 2025. Policy and procedure provide for a number of faculty-based Academic Integrity Advisors (AIAs) and one University-wide Academic Integrity Officer (AIO), and also underline the University’s commitment to provide resources and support and training for both staff and students.

b. Development of Academic Integrity Supports for Staff and Students

For the calendar year 2024, two wholtime lecturers were seconded to N-TUTORR, following an internal expression of interest process, to work as academic developers for the academic integrity pillar. Apart from the development of the Academic Integrity Procedure and implementation plan for same, some preparatory work was done on the possible introduction of [Wiroo](#), an Australian software tool developed by Macquarie University. This tool detects and reports on contract cheating and collusion cases at scale, using non-learning analytics and network visualisation.

Supported by SATLE 2023 funding, the Academic Integrity Working Group has undertaken the development and implementation of a ‘Courageous Conversations’ project entitled “Academic Integrity – Supporting Staff Student Courageous Conversations in MTU”. A central aim of this ongoing initiative is to establish, through student–staff partnership, a clear and supportive framework for embedding the Courageous Conversation approach at both the informal and formal stages of the new MTU procedure. During the reporting period, the project team developed practical, accessible and user-friendly MTU Academic Integrity Courageous Conversations Guidelines, aligned with the University’s new policies and procedures, to assist both staff and students in navigating these conversations, which are to be rolled out in Academic Year 2025/26. As part of this work, the team has produced a step-by-step handbook addressing a range of Academic Integrity-related issues, a set of email templates to support communications with students and staff, a compilation of tips and suggestions for effectively conducting

Courageous Conversations, and gathering, analysing and disseminating both quantitative and qualitative data on academic integrity issues and their impact on students. The project also includes the development of an online app to support case management of Academic Misconduct issues. This work, which commenced in May 2025 and is nearing completion, entails a substantial collaboration between academic functions and IT Services to support both academic and PMS staff involved in cases, remove reliance on manual processes, and enable enhanced reporting.

Further SATLE funding was obtained in 2024 for a three-year project entitled “MTU – Ethical Learning with GenAI”. The project aims to strengthen academic integrity across MTU by updating existing guidelines, developing new student induction resources, and establishing evidence-based practices for the ethical use of Generative AI in teaching and learning. The project will revise and expand the Courageous Conversations guidelines to align with MTU’s new Academic Integrity Policy and pilot these across departments. It will also create an Academic Integrity and GenAI induction programme for first-year students, to be later extended to all undergraduate students, addressing issues identified in recent student surveys. In parallel, staff perceptions and use of GenAI will be explored through surveys and focus groups to inform best-practice approaches to assessment and teaching. The Academic Learning Centre will trial GenAI as a tutoring tool, comparing it with traditional study methods to understand its role in supporting student learning. The project will additionally evaluate the accuracy of GenAI-generated learning materials and provide staff with guidance on their safe and effective use.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

3.1.1 Development of Processes for Periodic Review

For developments planned in relation to the processes for programmatic review and periodic review of MTU units, please refer back to [Part B, Section 1.4.1, Overview of Periodic Reviews](#), of this AQR.

| No. | Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable | Planned actions and indicators <i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation. If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i> |
|-----|---|---|
| | CINNTE (AQR 2023, Section B.1.2) | Continued implementation of recommendations as per the CINNTE Follow-up Report submitted in December 2025. (See Part A Section 8.2 a and Part B Section 1.1 c.) |
| | MTU Strategic Objectives related to Learner Education and Experience: 1. MTU will equip learners to succeed in the world of work and be active global citizens | In 2025/26 we will design, develop and deliver a series of workshops and digital learning experiences for students and staff developing Gen AI literacy. This will be led by the Teaching and Learning Unit (TLU) and the Technology Enhanced Learning (TEL) and EDSU units. |
| | 2. MTU will excel in teaching, learning, assessment, and engagement by designing and delivering high quality programmes and flexible curriculum frameworks | In 2025/26 we will roll out the Faculty Enhancement Review (FER) process across all five Faculties. One focus of the FER will be on the inclusion of the Inclusive Curriculum Framework into each programme we offer. Training on the ICF will be delivered for all academic staff by the TLU. |
| | 3. MTU will provide a digital learning experience to increase flexibility, create new learning opportunities and | In 2025/26 MTU will strengthen its digital learning provision through continued investment in infrastructure, services, and staff and student development. Training, consultations, self-paced resources, and on-demand support will enable confident |

| | | |
|--|--|---|
| | enrich the learning experience of all students | and effective use of an expanding ecosystem of digital learning technologies, while close collaboration with academic staff and other University functions will support the continued growth of a suite of flexible online and blended-mode programmes. |
|--|--|---|

3.2 Reviews planned for Upcoming Reporting Periods

For developments planned in relation to planned review of MTU units, please refer back to [Part B, Section 1.4.1](#), Overview of Periodic Reviews, of this AQR.

3.2.1 Reviews planned for Next Reporting Period

| Unit to be reviewed | Date of planned review | Date of last review |
|---|-------------------------------|--------------------------------------|
| Faculty of Creative & Performing Arts and Media | 2025/26 | First MTU Faculty Enhancement Review |
| Faculty of Business | 2025/26 | First MTU Faculty Enhancement Review |
| Faculty of Engineering | Semester 1, 2025/26 (Phase 1) | First MTU Faculty Enhancement Review |
| Faculty of Health and Social Sciences | Semester 1, 2025/26 (Phase 1) | First MTU Faculty Enhancement Review |
| Faculty of Science and Informatics | Semester 1, 2025/26 (Phase 1) | First MTU Faculty Enhancement Review |

4.0 Additional Themes and Case Studies

MTU Case Study 1: Developing a Coaching and Mentoring Culture at MTU

a. Using External Accreditation to Support Quality Enhancement

Munster Technological University (MTU) has been developing a coaching and mentoring culture for more than a decade through a phased and evolving set of programmes and initiatives spanning staff development, student engagement, and leadership. Rather than operating as a single programme, coaching and mentoring at MTU have been positioned as a strategic approach to supporting staff and students, leadership practice, and a way of working across the University.

This case study examines how MTU has used the [European Mentoring and Coaching Council \(EMCC\)](#) International Standards for Mentoring and Coaching Programmes (ISMCP) framework to support quality assurance, learning, and sustainability over time. It focuses on institutional decision making and learning rather than on detailed descriptions of individual programmes and initiatives.

The work described is grounded primarily in activity led through the [MTU Teaching & Learning Unit \(TLU\)](#) and [AnSEO – The Student Engagement Office](#), in partnership with colleagues across the University.

b. Overview

MTU began its coaching and mentoring journey in 2015, in what was then Cork Institute of Technology (CIT). Initially, a coaching and mentoring approach was adopted in staff induction and early forms of student support through academic success coaching. These early efforts were grounded in practical need: supporting new colleagues, helping students navigate transition, and strengthening teaching and learning practice in a way that was developmental rather than corrective.

As this work developed, coaching and mentoring extended beyond specific initiatives and were increasingly understood as approaches that could be applied more broadly across the University. This gradual broadening of capability provided a foundation that would prove particularly important in times of change.

In 2020, the rapid move to remote teaching and learning during the COVID-19 pandemic created significant challenges for both students and staff. Drawing on existing coaching and mentoring capacity, MTU was able to respond through the REACH Academic Mentoring initiative, with 80 Academic Mentors to support students during a period of unprecedented disruption and uncertainty. (See also [MTU AQR 2023, Part B Section 2.3 g.](#))

The formal establishment of MTU in 2021 added a further layer of complexity, as it brought together multiple campuses, disciplines, and institutional cultures. In this context, coaching and mentoring provided a way to support people through transition by creating space for thinking, conversation, and shared learning. This section sets the context for the case study by outlining how coaching and mentoring emerged at MTU and how it has become an important part of MTU's culture.

c. Background and Motivation

MTU's approach to coaching and mentoring developed in response to a range of practical needs and

emerging challenges across the institution. These included supporting new staff as they transitioned into their roles, improving student engagement and success in an increasing complex higher education environment and strengthening leadership capacity during a period of organisational change. Coaching and mentoring offered a practical way of responding to these needs by encouraging reflection, autonomy and shared responsibility, rather than relying on more prescriptive or directive approaches.

Early investment in professional development focused on building coaching and mentoring capability among staff. The Coaching in Higher Education programme was developed to equip staff with skills and shared language that could be used flexibly across teaching, supervision, student support, and leadership roles. This reflected a belief that meaningful and sustained change depends largely on how people work together on a day-to-day basis rather than solely on formal structures and roles.

MTU also began to explore leadership development as part of its wider teaching, learning, assessment and student engagement (TLASE) work, recognising leadership as both a senior responsibility and a distributed practice across the institution. An early initiative, supported through the Strategic Alignment of Teaching and Learning Enhancement (SATLE) fund, provided valuable learning and highlighted the importance of creating more foundational opportunities for reflection on leadership role and environment, before progressing to more structured programmes. At the same time, capacity for distributed leadership was also developing through staff-led enhancement activity, including local funding calls and the growth of learning communities focused on TLASE enhancement. These initiatives supported collaboration, peer learning, and shared ownership across disciplines and campuses.

Taken together, this work helped establish coaching and mentoring as practical ways of supporting staff development, leadership practice, and student engagement in a joined-up and more sustainable way. This became particularly important as MTU prepared for, and then navigated, the transition to a multi-campus technological university.

d. The Journey

Figure 6 overleaf shows how the development of coaching and mentoring at MTU took place over three distinct but overlapping phases between 2015 and 2025. Rather than following a definitive plan, MTU's coaching and mentoring culture evolved through cycles of piloting, learning, and gradual expansion, with each phase informing what came next.

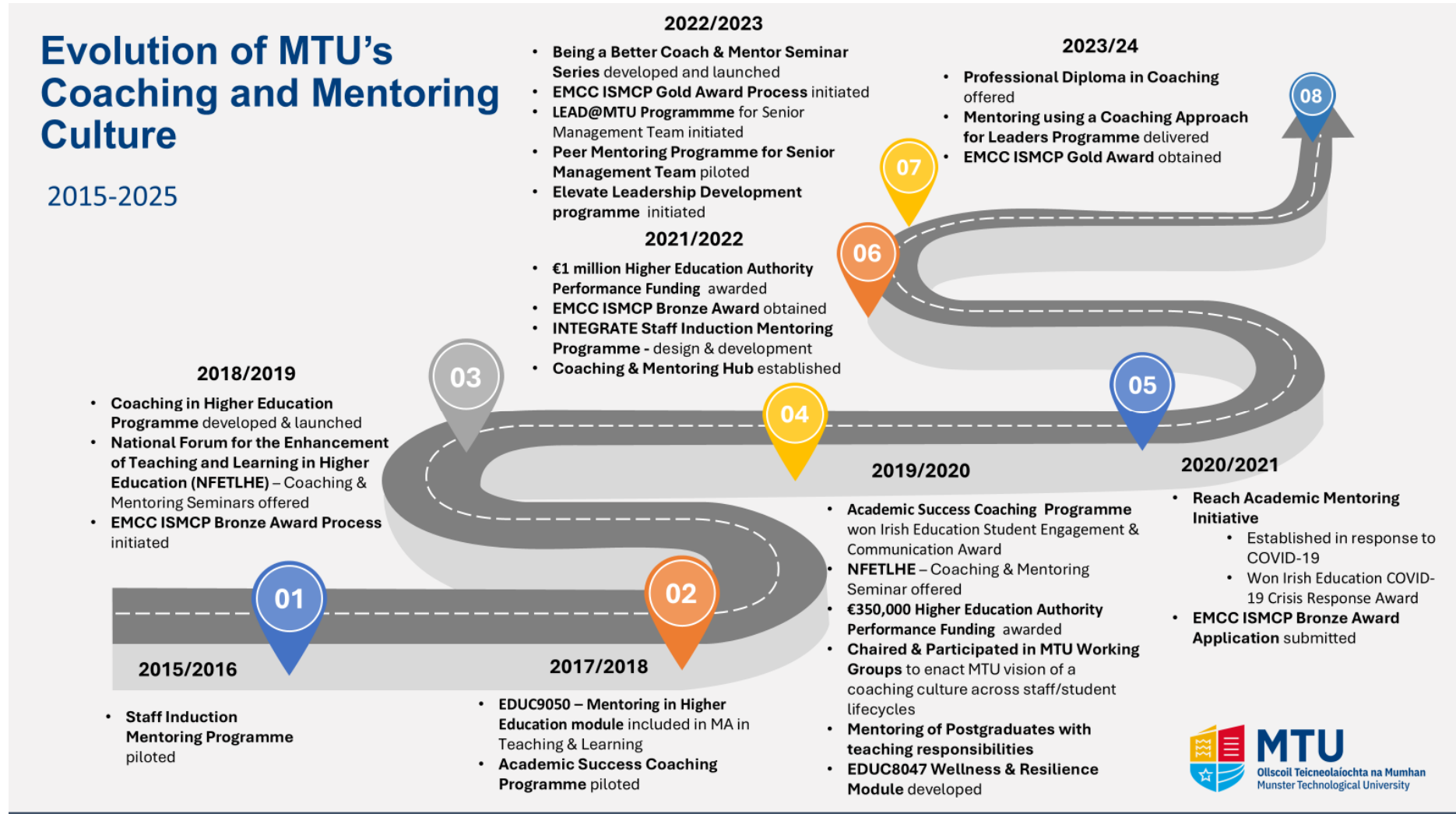


Figure 6: Evolution of MTU's Coaching and Mentoring Culture

The first phase focused on laying foundations. Initial activity centred on structured mentoring for staff and academic success coaching for students. These initiatives were deliberately small in scale and allowed MTU to test approaches, build confidence, and understand what was required to support meaningful transition and engagement for both staff and students. During this phase, mentoring was also embedded within accredited professional development through the inclusion of the EDUC9050 Mentoring in Higher Education module on the MA in Teaching & Learning in Higher Education, reinforcing mentoring as a legitimate and relevant element of academic practice rather than a standalone intervention.

The second phase focused on broadening access to coaching and mentoring approaches and building capability across the institution. As experience grew, there was a deliberate move to make coaching approaches more widely accessible to staff across different roles. Investment in professional development supported the development of shared language and skills that could be applied flexibly across teaching, supervision, student support, and emerging leadership roles. This period included the development of the Coaching in Higher Education programme and the continued development and expansion of academic success coaching for students.

As activity expanded, it became clear that greater attention to quality and consistency was needed. MTU therefore began to benchmark its work against external standards, using these as a means of reflecting on practice, strengthening oversight, and supporting longer-term sustainability.

This phase was subsequently tested by the rapid changes brought about by the COVID-19 pandemic. Rather than driving the creation of entirely new approaches, this period highlighted both the value of existing coaching and mentoring capability and the limitations of relying on informal or unevenly supported activity in times of sustained pressure.

The most recent phase has focused on sustainability and coherence across a more complex institutional landscape. This has included more deliberate attention to leadership development through both senior-focused (LEAD programme) and distributed leadership initiatives (ELEVATE Programme), clearer structures to support ongoing practice, and continued engagement with external quality frameworks.

Taken together, this phased approach reflects a pattern of starting small, learning from experience, and strengthening supports over time, rather than pursuing rapid or uniform implementation.

e. Quality Assurance and the EMCC ISMCP Framework

As coaching and mentoring activity at MTU became more established and visible across different parts of the University, attention increasingly turned to how quality could be assured and strengthened in a way that supported further development over time. Rather than seeking to standardise practice, MTU looked for a framework that could act as a shared reference point for reflection, learning, and improvement across a growing range of activity.

Engagement with the [EMCC ISMCP](#) provided this framework. MTU first applied for and was awarded the ISMCP Bronze Award in 2021, becoming the first university in Europe to achieve this recognition. The Bronze process offered an important opportunity to take stock of existing practice and to receive structured external feedback on areas requiring further development.

The learning from the Bronze award process directly informed a programme of enhancement activity. This included the development of a [Coaching and Mentoring Hub](#) on the TLU website to support access to resources and shared learning, the introduction of the *Being a Better Coach and Mentor* seminar series to support ongoing staff development in coaching and mentoring, and clearer alignment with the EMCC Global Code of Ethics. MTU also revisited and strengthened aspects of practice such as record keeping and supervision arrangements and reimagined its staff induction mentoring programme due to learning from earlier phases. This learning was applied across a defined set of ongoing staff-facing coaching and mentoring initiatives, including staff induction mentoring which became *INTEGRATE, Mentoring Using a Coaching Approach for Leaders*, accredited coaching programmes, and institution-wide CPD supports.

Importantly, leadership development began to evolve more deliberately during the period between the Bronze and Gold award applications. Engagement with the ISMCP framework highlighted the role of coaching and mentoring not only in staff and student support, but also in leadership practice. This prompted greater attention to how coaching and mentoring approaches could support leaders in reflecting on role, responsibility, and decision-making within a complex and changing institutional environment. Alongside this, opportunities were created for several staff to undertake further professional development through a Professional Diploma in Coaching.

Building on this work, MTU subsequently prepared to apply for ISMCP Silver Award recognition. However, based on the maturity and breadth of activity evidenced, MTU was advised to apply directly for the Gold Award. In 2025, MTU became the first university globally to [achieve the ISMCP Gold Award](#). Importantly, MTU used external accreditation to strengthen its work, not simply to achieve an award.

All the above work has been developed and delivered through a close partnership between the TLU and AnSEO, under the strategic guidance of Marese Birmingham, former Head of TLU and AnSEO. The EMCC ISMCP Gold Award application was led by Linda O’Sullivan, Academic Project Lead, TLU and AnSEO, working in collaboration with colleagues across both teams and with external consultants where appropriate. This team-based approach has been central to supporting quality, coherence, and sustainability over time.

f. Impact and Learning

The impact of MTU’s approach to coaching and mentoring can be seen both in the scale of engagement over time and in how staff and students engage with learning, support, and leadership. Rather than being confined to individual initiatives, coaching and mentoring approaches have increasingly shaped everyday interactions across teaching, student support, and leadership roles.

Investment in staff capability has been a consistent feature of this work. Between 2018 and 2025, almost 200 staff completed the Coaching in Higher Education programme, building a shared foundation of coaching knowledge and skills across academic and professional management support roles. Leadership development formed a complementary strand of this work. Between 2022 and 2025, almost 150 staff engaged with the LEAD programme, which focused on senior management, while nearly 500 staff participated in the ELEVATE programme, supporting leadership development more broadly across academic and professional staff. Engagement with ongoing professional development has remained

strong, with over 250 staff registering for the Being a Better Coach and Mentor seminar series during the 2024/25 academic year indicating continued interest in developing and sustaining coaching and mentoring capability. A key learning for MTU was that lasting change came less from introducing new programmes or structures, and more from supporting people to develop the skills and confidence to work differently in their everyday roles. Staff feedback consistently pointed to changes in how everyday conversations with students and colleagues were approached, particularly in relation to listening, questioning, and reflection.

For students, coaching and mentoring approaches supported engagement and confidence at key transition points. During the 2024/25 academic year, academic success coaching and mentoring supported over 500 students through a combination of one-to-one coaching conversations and group-based engagement designed to foster reflection and a sense of belonging. These coaching and mentoring conversations highlighted a common set of challenges that students tended to discuss. These included managing workload, motivation and procrastination, developing effective study and note taking practice, preparing for assessment, and navigating wider well-being and life pressures. This reinforced the value of coaching and mentoring approaches that frame students as active participants in their own learning rather than as recipients of remedial support. Students highlighted the importance of a supportive learning environment, with one student noting *“the kind and caring approach from staff that allows you to make mistakes in a safe environment.”*

Earlier phases of this work also demonstrated the capacity of coaching and mentoring approaches to operate at scale. Through the REACH Academic Mentoring initiative, over 7000 students were supported across its two years of operation (2020/21 and 2021/22) in response to the disruption caused by the COVID-19 pandemic. These figures are not presented as measures of impact in themselves, but as indicators of reach and responsiveness during exceptionally challenging times.

Overall, this work reinforced the importance of taking a long-term approach, supporting people to develop over time, and being clear about what good practice looks like. The experience also highlighted that the most meaningful impact of coaching and mentoring lies not just in participation numbers, but in the conditions they help to create for reflective practice, learning and shared responsibility, and in how they shape everyday conversations, relationships, and ways of working across the University.

g. Ongoing Challenges and Future Focus

While MTU made steady progress in developing a coaching and mentoring culture sustaining this work remained a challenge. Much of the progress depended on people carrying the work forward alongside other responsibilities, rather than on permanent structures or dedicated roles. From the 2025/26 academic year, responsibility for staff-facing coaching and mentoring development is transitioning from the TLU into the newly established People and Culture area. This marks a clear shift in ownership, with future development, coordination, and sustainability of this work now sitting within People and Culture as part of the University’s wider approach to staff development and organisational support.

The formation of MTU brought together campuses with different starting points in relation to coaching and mentoring. While this work was more established on the Cork campuses, colleagues on the Kerry

campuses engaged actively from the outset following the formation of MTU, particularly through participation in professional development such as the Coaching in Higher Education programme. The challenge lies in supporting and sustaining this work across campuses that started from different places, while maintaining the strengths of local engagement and ownership.

Looking ahead from 2024/25, the focus is on consolidating what has been developed rather than on rapid expansion. Priorities include protecting the quality of existing provision, supporting those already engaged in coaching and mentoring roles, and ensuring that new organisational arrangements provide clearer and practical support for continuity over time. The emphasis is now on ensuring that what has been developed is embedded and sustained through People and Culture as part of MTU's core staff development infrastructure.

h. Reflection

This case study reflects MTU's experience of developing coaching and mentoring through sustained practice rather than through a single programme or intervention. Over time, the work showed that progress depended on supporting people to develop skills they could use in everyday teaching, leadership, and student support, and on creating space to reflect on what was and was not working as the institution changed.

Engagement with the EMCC ISMCP framework provided a useful point of reference for stepping back from day-to-day activity, clarifying expectations, and strengthening quality in a growing and more complex environment. Overall, this experience reinforced the value of using quality processes to make clearer decisions about what needed to be protected, strengthened, and carried forward.

MTU Case Study 2: Reusable Learning Resources (RLR) Initiative

a. Institutional Context

Munster Technological University has a long-standing commitment to open education, as evidenced through its sustained engagement with Open Educational Resources (OER) and Open Educational Practice (OEP) initiatives at institutional, national, and international levels. The University has also actively contributed to national policy and practice in the area, most recently through its role in the development of a sectoral white paper *Open Education Practices in Higher Education: Focusing on Responsiveness, Innovation & Inclusivity* (Jhangiani et al., 2024), a key output of the NRRP-funded N-TUTORR programme (Higher Education Authority, 2024a).

Open education at MTU encompasses a broad spectrum of teaching, learning and assessment approaches that emphasise openness, collaboration, and digitally-enabled services and innovation. These practices are explicitly aligned with the University's Digital Learning Policy, which positions digital learning as continuous with "...the egalitarian traditions, recent and historical, of distance education, open learning, inclusive education and more recent ideologies and values associated with open source, open access, open educational resources (OER) and open educational practices (OEP)" (Munster Technological University, 2022, p. 6). OEP in this context is not a discrete or separate area of activity, but an integral part of MTU's wider digital transformation work and of the University's broader alignment with national policy objectives around inclusion and equity.

In recent years, MTU's work in this area has been evidenced and reinforced through international dissemination and sectoral engagement. A notable example was MTU's hosting of the OER24 Conference in March 2024, which welcomed over 200 delegates from across Europe and beyond and provided a platform for sharing research, policy perspectives, and practice in open education. Alongside this outward-facing activity, MTU has continued to invest in the internal structures required to support open practice at scale.

A key enabling partnership in this regard has been with the HEA's National Forum for the Enhancement of Teaching and Learning, which has funded and supported a number of open education initiatives involving MTU. The National Forum is also home to the National Resource Hub, which MTU has contributed extensively to through the submission of open resources but also through the co-design of media-rich guides and video explainers to support the use and promotion of the hub.

b. The Reusable Learning Resources (RLR) Initiative

i. Purpose, Design, and Operational Model

Against this institutional and sectoral backdrop, the Reusable Learning Resources (RLR) initiative emerges as a flagship example of how MTU is operationalising OER and OEP principles in everyday teaching and learning practice, while responding to related challenges around sustainability, staff capacity, and curriculum design.



RLR is a digital transformation project conceived and jointly led by the Department of Technology-Enhanced Learning (TEL) in Cork and the E-Learning Development Services Unit (EDSU) in Kerry. Launched in 2023 and funded through the National Forum’s SATLE initiative, the RLR project addresses a recognised gap in the availability of high-quality, media-rich OER by supporting the design and development of so-called “Big OERs”, including video, animation, interactive activities, and other complex digital assets that are often beyond the capacity of individual staff to produce independently.

Through structured funding calls, external evaluation, and hands-on learning technologist support, the project supports academic staff in designing, licensing, and sharing reusable open resources that can be adapted across multiple fields within MTU and beyond. Operationally, the initiative runs as a competitive, project-based model, inviting individual academics and cross-disciplinary teams to propose the development of open resources addressing clearly-articulated teaching and learning needs. Successful projects progress through a structured workflow encompassing pedagogical scoping, scripting, production, peer review, and publication to the National Forum’s National Resource Hub.

ii. Participation, Outputs, and Institutional Maturity

Since its launch, the RLR project has attracted sustained interest from across the University, with 79 applications received across its first three calls and 36 projects funded to date. There has been a notable shift from predominantly individual projects in 2023-24 towards more collaborative ones, often involving cross-disciplinary teams, in subsequent calls, signalling a maturing institutional culture for the co-production of open digital resources. Collectively, projects have involved over 100 academic and professional staff, working alongside students as co-designers and contributors, and have also included collaboration with approximately a dozen external subject-matter experts and partners from industry and the wider higher education sector.

Outputs published or in development through the project demonstrate wide disciplinary reach, spanning foundational skills, applied professional learning, and research-informed education. These include virtual and video-based laboratory resources in chemistry, engineering, and soil mechanics; immersive learning experiences using 3D scanning and 360° capture; reusable gamified cybersecurity challenges; creative and archival initiatives; ethics- and values-based education; open science and research literacy; and projects

focused on health, wellbeing, and sustainability.

c. Recognition and Future Direction

In December 2024, MTU's Department of Technology-Enhanced Learning (TEL) and the E-Learning Development Services Unit (EDSU) were awarded the inaugural [HEA SATLE Impact Award for Digital Transformation](#), one of only four higher education institutions nationally to receive this recognition. Reflecting on the significance of the awards, Professor Marie Clarke, Chair of the HEA Student Engagement, Teaching and Learning Committee, noted that "the awardees have demonstrated remarkable educational innovation, leadership, and dedication in areas of central importance to teaching and learning in higher education."



Building on this national recognition, MTU has further consolidated its position as a national reference point for media-rich OER and open digital pedagogy. On foot of funding received as part of the award, the University is partnering with the HEA on the development of a Digital Competency Hub, translating this momentum into DigComp-aligned, openly licensed pathways supporting digital fluency, AI literacy, and open education capability development. This 18-month project commenced in early 2025.

For further information on the RLR initiative, see: <https://go.mtu.ie/rlr>

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