

Annual Quality Report
South East Technological University
Reporting Period 2024-2025

South East Technological University

2026

Annual Quality Report (SETU)
PART A: INTERNAL QA SYSTEM
Reporting Period 2024-2025

PREFACE

The South East Technological University's (SETU) Annual Quality Report (AQR) forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with Ireland's higher education institutions (HEIs). This AQR provides documentary evidence of the development and evolution of SETU's internal quality system. It provides QQI, and all of SETU's stakeholders, with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR should also assist with document management in University review processes and will facilitate in providing review teams with procedural QA documentation in preparation for external reviews. This year's document played an important part of the evidence base considered by an external review team, as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the SETU'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 enabled 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. Collectively, the collated 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 HEIs' reports.

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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
2.0 - Programme Delivery and Development	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review			1.2	Design and Approval of Programmes
9.0 - Details of Arrangements with Third Parties				
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 SETU

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

It is to be submitted by **Friday, 27 February 2026**.

The AQR has been approved by SETU Academic Council and is submitted by Dr. Paul O'Leary

This is the third SETU AQR, for the reporting period September 1st 2023 to August 31st 2024. The AQR has been approved Academic Council and is submitted by the Head of Quality Promotion, Dr. Paul O'Leary.

South East Technological University (SETU), was established in May 2022 under the Technological Universities Act 2018. As the sole university within the South East region, SETU fulfils a key national objective in higher education: the creation of regionally-focused universities.

The establishment of South East Technological University (SETU) has ushered in a refreshed landscape of higher education within the region. This has built on the valued standings and accomplishments of its constituent Institutes, which had significantly contributed to the economic, social and cultural development of the South East region for over five decades, and leveraged the transformative potential of the Technological University model.

As a multi-campus Technological University, SETU offers a comprehensive array of higher education programs across the region, encompassing a broad spectrum of awards on the National Framework of Qualifications (NFQ), from Higher Certificate (Level 6) to Doctoral Education (Level 10), alongside a diverse range of associated micro-credentials, minor and special purpose awards from Level 6 to Level 9. Furthermore, SETU engages in collaborative higher education initiatives with several international and national partners.

SETU is an internationally-oriented, enterprising, and well-connected university dedicated to empowering the South East. Through driving sustainable economic, environmental, cultural, and social development, the University aims to serve as a cornerstone of regional progress. This objective will be achieved through a commitment to academic excellence, fostering an inclusive and vibrant learning environment. The University's Strategic Plan outlines a vision for "inclusive

education, innovation, and impact," providing diverse learners with access to higher education and research opportunities, including doctoral studies. By cultivating a culture of inquiry, innovation, and excellence, SETU encourages its learners, staff, global partners, and stakeholders to contribute their knowledge and values. The University provides a supportive and dynamic environment that fosters individual and collective growth and encourages the creation of positive change.

1.0 Internal QA Framework

The University's Quality Ethos draws from the Mission, Vision and Values set out in its [Strategic Plan](#). Included in the University's Values are that:

- We place students at the centre of what we do;
- We promote excellence;
- We work collaboratively.

Fulfilling SETU's mission demands a collaborative and positive environment, in which all stakeholders (including Learners, Staff, Employers, Professional and Regulatory bodies) actively promote quality assurance and enhancement and, through the inclusion of student and external voices, contribute to the design and review of the QA Framework itself. This collaborative approach underpins good governance, builds public trust, and ensures the University remains adaptable to evolving needs, while consistently maintaining high standards. To cultivate this culture and achieve high-quality outcomes, SETU developed a comprehensive [Quality Framework](#), approved by the Governing Body in February 2023. This overarching framework encompasses all aspects of University activity across all units, departments, and functions.

The framework is informed by and draws from the [European Standards and Guidelines \(ESG\) 2015](#) and the [Technological Higher Education Quality Framework \(THEQF\)](#), as well as the statutory and regulatory environment in which Irish education operates, in the [QQI Core Statutory QA Guidelines](#) and other relevant topic- and sector-specific QA guidelines.

The Framework sets out the underpinning quality philosophy of the University, the purpose of the framework, how the University approaches quality assurance and enhancement, and twelve principles that guide the development of quality assurance and enhancement activities across the University. The framework encompasses all aspects of University activity, including undergraduate and postgraduate teaching, research activity, and the administrative and professional services that support the student lifecycle, driving continuous improvement efforts. It is also aligned with SETU's Strategic Plan, ensuring a unified, ambitious approach to achieving quality.

The Quality Framework gives voice to each of the University's values – for example, student centrality links to Quality Framework Principle 3 (Learner -Centred Learning); promoting excellence links to Quality Framework Principle 1 (Policies and Procedures for Quality Assurance) and Principle 5 (Development of Staff); and working collaboratively links to the Quality Framework in its totality.

1.1 Governance and Management of Quality

The University has focused on building a strong foundation of quality assurance and governance, since its establishment in May 2022. In accordance with the Technological Universities Act (2018), SETU established a Governing Body and Academic Council, which respectively oversee the University's overall operations and academic affairs. The Governing Body comprises seventeen members, encompassing external experts, staff representatives, and student representatives. A robust competency framework guides membership selection, ensuring the presence of a diverse skillset necessary to effectively support the Governing Body's functions, while also being guided by a Partnership Model, where staff and students are not just Governing Body members but active partners in the quality management of the University. Current membership is available in the Governing Body [section](#) of the SETU website. The Governing Body is supported by seven committees/sub-committees:

- Audit & Risk Committee
- Finance & Capital Investment Committee (FCIC)
- Commercialisation Committee (a sub-committee of the FCIC)
- Equality, Diversity & Inclusion Committee
- Joint Quality Committee (a joint committee of Governing Body and Academic Council)
- Nominations Committee
- Policy Committee

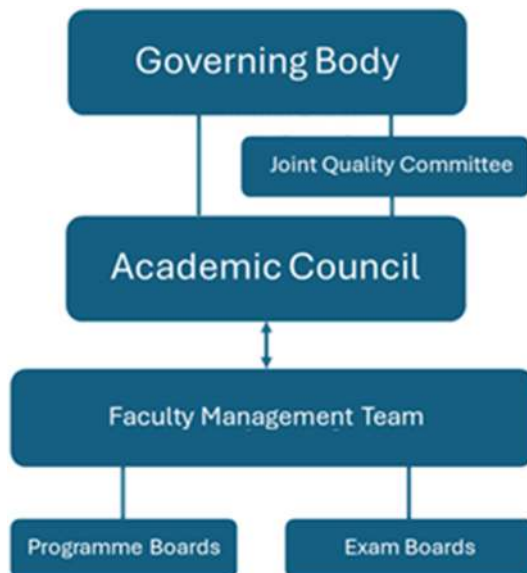
The Audit & Risk and Joint Quality Committee also retain oversight over the quality and efficiency of Professional Services (Finance, IT, Library), and not just over academic outputs. Further information about each of the committees is available on the Governing Body section of the [website](#), where all activities and meeting minutes are also published to

promote communication, openness and transparency. In addition, the Governing Body Chairperson, together with the University President, organise University-wide webinars both to inform and engage with the SETU community on University matters.

Following its own [interim Code of Governance](#) and a commitment to continuous improvement, an internal review of Governing Body effectiveness was conducted in the previous reporting period. This internal review took the form of a self-assessment evaluation questionnaire completed by members to generate proposals for improvements. The review outcomes were considered by Governing Body in [April 2024](#). Changes introduced in the current reporting period include specific induction and training for Governing Body members, communication to the SETU community, including a webinar from the Chairperson. The Code of Governance requires an external review of effectiveness be carried out in the future, by an independent third party.

Academic Council is responsible for the University's academic governance and reports to the Governing Body. In previous reporting period, Governing Body approved the replacement of the interim Academic Council with a new Council design and this has been fully functional for more than 1 year. The new [Academic Council](#) has a dedicated webpage to ensure its Procedures, Terms of Reference and minutes are publicly available. The four new committees of Academic Council: Taught Studies Programmes, Teaching and Learning Committee; Research and Research Programmes Committee; Student Experience Committee; and Joint Quality Committee (JQC) have also operated successfully throughout the reporting period. External stakeholders (industry experts/External Examiners) and learners are formally integrated into the Taught Studies (through programme approvals) and JQC committee (Review Processes) structures. Academic Council also has a Standing Committee to ensure essential academic operations continued in the summer period.

Furthermore, SETU has appointed several key leadership roles, with further appointments in the next reporting period. This approach to governance reflects best practices within the Irish higher education sector.



University Structures for the Management and Governance of Quality

The executive management of South East Technological University and its academic and administrative systems rests with [the Executive Management Team](#) which, through the President, is directly answerable to the Governing Body. Each member of the senior executive is responsible for and represents, at this forum, distinct academic or professional service faculties or departments. Overall responsibility for quality assurance and enhancement, academic standards and programme validation rests with the Vice President for Academic Affairs, Teaching and Learning, with the assistance of the Assistant Registrars and the Head of Quality Promotion and Academic Policy Development.

1.2 Linked Providers, Collaborative and Transnational Provision

The quality assurance of collaborative programmes was guided by the national guidelines (IHEQN and QQI):

- Policy for Collaborative Programmes, Transnational Programmes and Joint Awards ([QQI](#))
- Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision ([IHEQN-QQI](#))

These are implemented as a comprehensive set of regulations and the approval processes managed through relevant Faculty Boards, Executive Management Team and Academic Council.

Current agreements in place include:

1. The BA (H) in International Business, which is a double degree programme with the Munich University of Applied Sciences ([link](#));
2. The Master of Science in International Business/Master of Business in Internationalisation Collaborative Programme, which is a joint degree programme with the École Supérieure de Commerce, Bretagne, Brest ([link](#));
3. Joint Educational Partners with Nanjing University of Information Science & Technology (NUIST) ([link](#));
4. Joint Educational Partners with Henan University of Animal Husbandry and Economy (HUAHE) ([link](#));
5. Joint Educational Partners with Colleges Ontario ([link](#));
6. Joint Educational Partners with TAR Malaysia ([link](#));
7. Joint Educational Partners with Ghana Accra Business School ([link](#));
4. BA (H) International Business which is a double degree with the Hochschule Hannover University of Applied Sciences and Arts ([link](#));
5. Double BA Visual Communications and Design with Jilin Normal University China ([link](#));

Apart from agreements with other HEIs, there are also agreements in place with other organisations and industry bodies:

1. Certificate in Radio Broadcasting and Presenting with WLR FM and Beat 102-103 ([link](#));
2. MA in Social Justice and Public Policy, a collaborative provision with Social Justice Ireland ([link](#));
3. Teagasc and SETU collaboration agreement to establish and deliver educational programmes ([link](#));

4. The Higher Diploma in Arts in Television Production, which is co-delivered by SETU with Nemeton TV ([link](#)).

The University also has long-standing collaborations with Carlow College St Patrick's, [An Cosán](#) and the Irish Defence Forces and currently offers over thirty programmes through these collaborations. They are our linked providers of these programmes.

Other national linked providers include:

- Gestalt Institute of Ireland with programmes including the Master of Arts in Gestalt Psychotherapy ([link](#))
- Tivoli Institute with programmes which includes the Master of Arts in Humanistic and Integrative Psychotherapy (Clinical) ([link](#))
- Dublin Art Therapy College with the BA Hons in Integrative Counselling & Creative Art Psychotherapy ([link](#))
- Chartered Institute of Logistics and Transport which provides programmes including Higher Certificate in Supply Chain Management ([link](#)).
- Irish National Stud with the Certificate in Thoroughbred Breeding programme ([link](#)).

The University has signed progression agreements with partner Colleges of Further Education, to offer preferential entry to students who successfully complete a linked QQI FET programme and who meet certain criteria. The Colleges of Further Education progression agreements are presented on the University website ([link](#)).

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

In April 2024, the University published its framework for the Delivery of Taught Programmes in the [Academic Regulations for Taught Programmes](#), including the Structure and Management of academic programmes. The University will publish a Policy for Programme Development and Validation in the next AQR reporting period. This will be a "Stage Gate" process, including: 1. Initial Concept/Strategic Approval, 2. Internal Academic Peer Review, 3. External Validation Panel, and 4. Academic Council Ratification. Stage 1 requires inclusion of a "Market Need Analysis", and the review of this Stage is included in the validation stage evaluation. Academic and industry external experts are part of the formal validation panels to provide independent oversight, which is a core ESG 1.2 requirement.

Principle 10 of the SETU [Quality Framework](#) mandates regular monitoring and review of all university programmes to ensure they meet their objectives. Programme Boards were established right from the outset within the SETU regulatory structure, while the policy for cyclical programme review will be produced in the next reporting period.

The Joint Quality Committee (JQC) is responsible for developing new policies and procedures for the review of academic units and professional support services.

SETU prioritises student engagement in quality assurance processes. Students actively participate in programme development and review, and their feedback has been systematically collected through University-wide surveys like StudentSurvey.ie and the International Student Barometer. A strong partnership with the SETU Students' Union, including a robust class representative system, ensures student voices are heard and considered. In the next reporting period, the new SETU 100 initiative will commence, to further enhance student engagement by providing an innovative platform for collecting diverse student feedback and facilitating co-creation of educational experiences. This commitment to a student-centred approach ensures that SETU's education will be relevant, responsive to the needs of a diverse student body, and effectively prepare students for success.

Staff training and supports for QA are available from the Quality Promotion Office and on the VLE ([Blackboard](#) and [Moodle](#)), which hosts a number of documents and videos, from preparing Learning Outcomes to the relevant NFQ (EQF: Standards and Guidelines for Quality Assurance in

the European Higher Education Area.). The Quality Promotion Office also promotes and enables continuous quality improvement across the academic and administrative units, primarily by supporting the quality review process for Faculties and Units. This work includes guidance to Heads of Faculties and Directors of Units, as well as academic and administrative staff; engaging and liaising with reviewers; advising on the implementation of recommendations in the review report; analysis of all review process findings.

Transparency around the programme development process is another key to guaranteeing quality and maintaining public confidence in the quality of our awards. Panel reviews are published for public reading on the SETU website ([link](#)). This publication is to assure all stakeholders that all SETU activities are at an appropriate standard and are fit for purpose, and to facilitate their ongoing enhancement and development.

Finally, in terms of programme development, the University has a dedicated Continuous Professional Development week in February each year, during which staff are offered training on a wide range of topics, including QA processes, such as for new programme development or modifying existing programmes and creating NFQ-appropriate module descriptors.

2.2 Admission, Progression, Recognition & Certification

SETU is deeply committed to fostering an inclusive and supportive environment for all students, ensuring equitable access to educational opportunities. The University exceeds national targets set by the National Access Plan (2022-2028), successfully recruiting students from priority groups and building a student body that reflects the diverse demographics of Ireland. The University also launched a new strategy in this reporting period, titled 'Connecting for Impact in Lifelong Learning' to expand access to Lifelong Learning ([link](#)).

To achieve this, SETU has implemented a range of initiatives, including [pre-access programmes](#), [targeted orientation sessions](#), and outreach activities such as College Awareness [Week](#), [school visits](#), and tailored [bursary workshops](#). The University actively engages with marginalised communities through initiatives like the Leaving Certificate revision [programme](#) for DEIS schools and School [Taster Days](#).

Furthermore, SETU demonstrates its commitment to inclusivity through collaborative [projects](#) with DEIS schools, the Sanctuary Scholarship [Programme](#) for asylum seekers, [QQI-FE workshops](#), and tailored support for [part-time](#) learners. The University actively participates in national quality assurance initiatives for access programmes, such as [HEAR](#) and [DARE](#), and offers the first year of

select [tertiary](#) honours bachelor's degree programmes in further education settings to expand access opportunities.

[Peer mentoring](#), small class sizes, and targeted financial, academic, and mental health [support services](#) are core to promoting a supportive environment, especially for students with disabilities and those from disadvantaged backgrounds. Person-to-person support is provided by access teams to present crucial guidance and assistance with bursaries. Retention initiatives such as the [Brighter Futures Programme](#) have significantly improved retention rates and increased engagement among Traveller students.

The National Framework of Qualifications (NFQ) is the foundational framework for recognising and facilitating learner progression across programmes and institutions. The University curriculum is designed to enable seamless transitions between NFQ levels, with Level 8 awards often incorporating pathways to Level 6 and Level 7 awards, allowing students to easily navigate their educational journeys. SETU actively collaborates with further education and training (FET) providers to facilitate student admissions into first-year programmes and through advanced entry routes, particularly via [tertiary](#) programmes.

Recognition of Prior Learning ([RPL](#)) also welcomes a diverse student population and has developed greatly in the University in the reporting period, with approximately one-fifth of full-time students entering through non-traditional avenues annually. Transfer into existing programmes from outside of SETU is enabled through the RPL process, explained in detail and with application forms on the University RPL [webpage](#).

Beyond progression through NFQ levels, SETU has developed several initiatives to support students who find themselves in unsuitable programmes. These [initiatives](#) include the CAO First Year Transfer scheme, Cross-Campus Transfer scheme, and Internal Advanced Entry process.

SETU strives to be an open University, by offering diverse entry routes to its programmes, aiming to be as accessible as possible. This commitment is evident in the abundant sources of information, found across various platforms, including the University website, [prospectus](#), and links on CAO, Qualifax, CareersPortal, and similar sites.

Furthermore, SETU actively participates in initiatives that expand access to postgraduate education. Through the [Human Capital Initiative](#), the University offers fully and partially funded industry-led postgraduate courses in science and engineering, targeting individuals seeking to upskill in high-demand fields.

Recognising achievements beyond academics, SETU offers a [Rising Stars scheme](#) acknowledging accomplishments in innovation/entrepreneurship, sports, and active citizenship. SETU also offers a [Mathematics Entry Exam](#) for students who have not achieved the entry grade in maths, required for

some programmes. This provides another opportunity for students to achieve that grade by attempting a paper at the Leaving Certificate ordinary level and is open to all Leaving Certificate applicants, including those students who sat Foundation maths.

After admission, a University-wide [orientation](#) is held by the President and senior management, faculty and staff and current students. This provides information on their chosen programme delivery, formation and assessment, student supports, and insights into student life in their new community.

Successful completion of their programme of study leads to learner certification. On completion, a graduate receives their award parchment and the Diploma Supplement, which is a key ESG requirement for transparency in the European Higher Education Area (EHEA). Graduates may also request verified transcripts of results long after graduation, by accessing a dedicated SETU Transcripts [webpage](#).

2.3 Procedures for Making Awards

The Quality Framework has a two-stage process for the evaluation of new awards and the Taught Studies Programmes, Teaching and Learning Committee is entrusted by Academic Council to take the lead on evaluating and recommending assessors' reports to Council. Awards are benchmarked against the NFQ and against the University's awards' standards. Every programme undergoes a formal mapping exercise during validation to prove that its outcomes align with the awards standard and NFQ level descriptors ((Knowledge – Breadth / Kind; Know-how and Skill – Range / Selectivity; Competence – Context / Role / Learning to Learn / Insight)). This ensures that all awards, from micro-credentials to doctoral degrees, meet the national standards for the specified level of the NFQ.

These standards are operationalised through the development of Programme Learning Outcomes (PLOs) that define the specific knowledge, skill, and competence a learner must demonstrate. These outcomes are developed using established pedagogical frameworks to ensure they are measurable and level-appropriate. Programme teams map their programme's learning outcomes against each of these benchmarks and confirm the attainment of these outcomes through their programme's constructive alignment.

This oversight ensures quality at the design stage. Following award approval, the University ensures the learner acquires the standard through internal verification and the external examining process ([link](#) and [link](#)). The external examiner is a key quality gatekeeper, who provide

independent verification that the assessment processes are fair, and that the learners have attained the requisite standards for the award that is consistent with the NFQ level and with international peers.

The final ratification of awards by the Academic Council serves as the University guarantee that the learner has fulfilled all requirements of the NFQ level standard before the [award is conferred](#).

2.4 Teaching, Learning and Assessment

The Taught Studies Programmes, Teaching and Learning Committee (TSPTLC) Committee of [Academic Council](#) oversees the University's teaching, learning and assessment activities and is the policy formation and oversight committee tasked with the development of teaching learning and assessment policy. This committee ensures the quality of the learning environment by promoting student-centred pedagogical practices and supporting the SETU teaching and learning strategy, which encourages flexible learning pathways and diverse assessment methods.

The Student Experience Committee has an Academic Integrity (AI) remit and was represented in the reporting period on the National Academic Integrity Network (NAIN), established following the passing of the Qualifications and Quality Assurance (Education and Training-Amendment) Act 2019. This NAIN representation was important in helping the University deal with AI, especially in the face of the growing challenge posed by Generative Artificial Intelligence (Gen AI) and, to some extent, in establishing the University's Staff and Student training in this reporting period.

The university's academic integrity training and support programmes, for staff and students, represent a unified and consistent approach to supporting and upholding academic integrity and is available on the VLE ([Blackboard](#) and [Moodle](#)).

Crucial to the SETU learning environment is the protection of Academic Freedom for both staff and students, as defined in the University's statutes and the Technological Universities Act 2018. This ensures a culture of critical inquiry and intellectual independence. The University is developing a policy on Academic Freedom for approval in the next reporting period.

The [SETU Academic Integrity](#) VLE pages provide staff and students with relevant information on referencing, academic writing, academic integrity principles and guidelines.

The Student Experience committee has a Gen AI Working group, to inform council on developments and advise on a suitable University-wide response. Council issued Guidelines on the use of Gen AI in this reporting period, as a live document due to the fast development pace.

While a unified model for external examining is being developed, the quality of awards is currently safeguarded by the legacy processes ([link](#) and [link](#)). These processes ensure that external subject experts provide independent oversight of the assessment process and confirm that standards are consistent with national and international norms. At present, while external examining is a key component in assessment QA, one model proposes module examiners, while the other model uses programme-based examiners. Clearly both models have merits and the final University version of external examining will be informed by the benefits and experiences of operating each model. To ensure fairness and consistency, all examination papers undergo a formal verification and moderation process by external examiners before being issued to learners.

Academic Council approved the Academic Regulations for Taught Programmes ([link](#)) in the reporting period. These regulations apply to all taught programmes of the University and to all students of taught programmes of the University (including Professional Master's programmes, micro-credentials, the taught elements of research degrees, and independent modules).

3.0 Learner Resources and Support

SETU is committed to delivering an education that prioritises students, founded on the values of accessibility, equality, and inclusion. The University is continuously adapting its learner support to match the unique profiles, economic backgrounds, and regional ambitions of its student population. Supporting such a diverse student body is a key challenge for SETU's Learner Resources and Support staff. SETU provides a comprehensive physical and digital infrastructure, including library and learning support and IT Infrastructure that supports 24/7 access to the VLE ([Blackboard](#) and [Moodle](#)). With the University's strong regional focus, most students come from the southeast, often juggling part-time work and studies. This has led to the adoption of more flexible learning options, including remote access, asynchronous materials, and condensed course formats. Furthermore, SETU actively supports under-represented groups, particularly students with disabilities, requiring specialised resources and services. Dedicated support for our global student community is managed through the International Office. This includes specialised pastoral care, orientation, and compliance with the best practice for International Learners. Finally, with ambitions to offer lifelong learning, the University aims to attract more part-time learners and to expand its extended campus activities, which can be well supported by a curriculum increasingly geared towards flexibility. Micro-credentials, special awards, and online/block delivery options cater to students with limited time or specific needs.

For these reasons and the expanding demands of the entire student body, academic support is a crucial component in their learning. SETU academic support activities include:

1. Library resource ([link](#));
2. Teaching and Learning Centre ([link](#));
3. Centre for Technology Enhanced Learning ([link](#));
4. Centre for Academic Practice
5. Computer services ([link](#));
6. Virtual learning ([Blackboard](#) and [Moodle](#)) support;
7. Computing and Maths Learning Centre ([link](#));
8. Academic Writing support ([link](#));
9. SETU Research Support Unit ([link](#));
10. Access support ([link](#));
11. Student Engagement, Retention & Supports ([link](#));

12. International Office ([link](#));

SETU understands that academic success is intertwined with overall well-being. Recognising this, the University extends support beyond the classroom, offering various initiatives to nurture student development. The "Reach" and "Hear" programmes help open doors for diverse populations, while Student Support Services provides a comprehensive suite of services catering to holistic needs ([link](#)); as do many of the above academic resources.

From academic guidance on study skills and research to workshops on communication, leadership, and career preparation, students receive support tailored to their individual growth. Moreover, mental health and wellness resources, coupled with peer support groups, create a safe space for navigating personal challenges. Financial aid and budget assistance ease concerns about education affordability, while disability services ensure an inclusive learning environment. Social inclusion initiatives further cultivate a welcoming and supportive community for all students. This commitment to providing well-rounded support empowers SETU students to thrive, both academically and personally, setting them on a path for success beyond the classroom.

The general SETU student support activities include:

1. Student Life & Learning / Student Services ([link](#));
2. Students Union ([link](#));
3. Student Engagement, Retention & Supports ([link](#));
4. Student Assistance Fund ([link](#));
5. Careers Development Centre ([link](#));
6. Counselling Services ([link](#));
7. Disability Support Services ([link](#));
8. Orientation / Induction Support ([link](#));
9. Equality, Diversity and Inclusion ([link](#));
10. Chaplaincy & Pastoral Care ([link](#));
11. Health and Safety ([link](#));
12. Medical Services ([link](#));
13. International Supports ([link](#));
14. Peer Mentoring ([link](#));
15. Student Handbook (from individual programmes).

Student Finance is managed by the Office of the Vice President of Finance. Student finance can be complex, so dedicated web-pages exist with information on [scholarships](#), [fees](#) and [grants](#).

Finally, the national StudentSurvey.ie (formerly the Irish Survey of Student Engagement) did not run in the reporting period, so the University ran a bespoke, albeit highly similar model, pending the reinstatement of the national survey in the next reporting period. The SETU iSAID Project, has produced dashboards which can be used to display, action, and embed findings from the survey and this tool is available to all programme boards, Faculty management and Academic Council. Findings from StudentSurvey.ie can be used to inform resource planning for learner supports, ensuring the system remains responsive to student needs.

4.0 QA of Research Activities and Programmes

SETU has put in place a comprehensive governance structure for research and innovation. This includes the Vice President for Research, Innovation and Impact, the Academic Council Research and Research Programmes Committee (R&RP), and the Postgraduate Studies Committee, all supported in the reporting period by Research Programme Boards and Research Examination Boards. The Research Ethics Committee oversees all research involving humans and animals. SETU has also made two appointments, a Data Compliance Officer and a Research Integrity and Compliance Officer, to foster a culture of data protection and ensure adherence to research ethics and data management standards. The quality of research activity is overseen by a tiered governance structure ensuring alignment with the HEA National Framework for Doctoral Education ([link](#)).

The SETU Research Degree Regulations ([link](#)) set out the regulations for the delivery of research degrees, in this case, Masters by Research, Structured PhD and Professional Doctorates. This document establishes the underlying philosophy of research degrees, details the University's approach to quality assurance in the delivery of research degrees and outlines the principles of research degrees at SETU. The [Graduate Studies Operational Procedures](#) identifies roles and responsibilities of research degree stakeholders and outlines the academic processes associated with research degrees, in line with the SETU Research Degree Regulations.

The Office for Research, Innovation and Impact leads quality assurance in research, innovation, entrepreneurship, and graduate studies. This Office oversees the research infrastructure at SETU, which is structured into three distinct entities: Institutes, which represent the largest research units within SETU; Centres, serving as intermediate-sized research units; and Groups, representing smaller-scale research units. Each entity must file an annual report on their activities for the year and plans for the future. The Office also oversees the quality of SETU research, by vetting research proposals internally before being submitted to funding bodies. Moreover, the Office has created a new role of Research Impact Officer to improve the quality of research output, beyond recording income and counting papers. SETU Research will undergo periodic quality review by an international panel of experts and led by the SETU Joint Quality Committee. The review period will be every 5-7 years, the same as for teaching faculties.

SETU supports its researchers through the Research Support Unit and Technology Transfer Offices. A unified approach to research data management (PURE) will be implemented across the University in the next reporting period. The PURE portal will serve as the main access point for information on researchers, research units, and their outputs, impacts, and projects. It will also provide public

profiles for researchers and research postgraduate students and will be the primary source for reporting research funding and expenditure. The PURE portal provides the reliable metrics required for the periodic quality review of research units and will help ensure that resources are directed toward areas of proven excellence.

SETU's research infrastructure is organised into three main entities: Institutes, which are the largest research units; Centres, which are mid-sized; and Groups, which are smaller units. These research bodies must report annually to the Office for Research, Innovation and Impact, which in turn reports to the Governing Body and Academic Council. Additionally, all research bodies at SETU undergo periodic reviews.

Structured Doctorate programmes have been successfully rolled out across the University. A unified approach has been incorporated across the University ensuring that all students take suitable, developmental modules during their research programme. Each Faculty or department houses its own Structured Doctorate programme, managed in the reporting period by a dedicated Research Programme Board. These boards include all active research supervisors within the programme, contributing expertise and diverse perspectives. Their tasks include selecting qualified students, providing consistent progress monitoring, and collaborating on assessment procedures. This approach ensures a well-organised and cohesive experience for doctoral students within each programme. An internal website has been established on SharePoint for researchers, to enable ready access to appropriate forms and regulations for this board ([internal link](#)).

The nature of research supervision has changed in recent years, reflecting the inter-disciplinary nature of research and the consequent benefit of different approaches to research supervision. Often supervision is in teams, who can more readily identify an appropriate education plan from the structured modules on offer. To complement the proposed supervision teams' skills, the University offers Research Mentoring support ([link](#)).

The importance of ethical behaviour in higher education and in higher education research has been underpinned by the Research Integrity training (provided by Epigeum ([link](#))). SETU, as a research performing organisation and publicly funded grant recipient, is guided by the National Policy Statement on Ensuring Research Integrity in Ireland ([link](#)). This is a critical document that protects both the researcher and the University that helps ensure that all University research activity adheres to the highest standards of honesty, reliability, and accountability.

The Research Ethics Committee ([link](#)) scrutinises all research, which involves humans and animals, to ensure it is compliant with statutory requirements and is conducted to the highest ethical

principles, which emphasise the rights and welfare of subjects (both people and animals), treating all with dignity and ensuring that those who participate in research, whether subjects, researchers, other stakeholders and/or SETU are not put at risk.

SETU [TU RISE](#) is a €13.6 million, four-year project, co-funded by the Irish government and the EU's ERDF, aimed at establishing South East Technological University (SETU) as the primary innovation driver in the South East region of Ireland. It will achieve this by enhancing SETU's engagement and impact through collaborative knowledge sharing, benefiting the civic, economic, and social well-being of the area. The project aligns with national and regional development plans, including NDP Ireland 2040, the RSES for the Southern Region, and Impact 2030.

5.0 Staff Recruitment, Development and Support

At SETU, staff recruitment and development are guided by principles of fairness and transparency. This ensures the University attracts and retains competent staff. All relevant policies and procedures supporting recruitment and performance management are readily available within the Policies and Documents [section](#).

Newly recruited staff are supported from the outset by the SETU Staff Induction Programme ([link](#)) with induction sessions taking place twice a year. An induction event is designed as an opportunity for new staff to connect with colleagues from across SETU's campuses and to gain valuable insights into the University and its various functions.

SETU recognises that quality is delivered by a holistic team. Development opportunities are accessible to all staff categories, including technical support and library services, who are integral to the learning environment. Furthermore, the University prioritises continuous improvement by offering dedicated resources for education and development across academic, administrative, and support staff ([link](#) and [link](#)), including the organisation of an annual training and development week in semester 2. There are also supports for staff to pursue academic development including Masters/PhDs, Research Sabbaticals and Teaching & Learning Diplomas, through fee support/waiver and study leave ([link](#)). Separately, the University supports skills training, IT upskilling, Health & Safety ([link](#)) research development ([link](#)) and impact ([link](#)), research integrity ([link](#)) and leadership development programmes.

The University has a strategy to ensure the quality of its staff and for providing them with a supportive environment, in that it:

- follows clear, transparent and fair processes for staff recruitment, appointment, promotion and dismissal that recognise the importance of teaching and learning;
- offers opportunities for and promotes the professional development of staff;
- encourages innovation in teaching methods through its Masters modules in Education, in-house training, online webinars and National Forum initiatives, especially the Strategic Alignment for Teaching & Learning Enhancement (SATLE) funding, along with the similarly themed N-TUTOR project;
- provides opportunities and promotes professional development for all staff and postgraduate learners to undertake training through the Centre for Academic Practice (formed in the reporting period from the merger of the Centre for Teaching and Learning and

the Centre for Technology Enhanced Learning); recognise excellence in teaching through internal academic awards criteria and through national, public awards such as the Teaching & Learning Awards ([link](#)).

SETU's initiatives in Equality, Diversity and Inclusion (EDI) are led by a Vice-President, for whom this is their primary remit. The University was conferred with a legacy Bronze Athena Swan Award ([link](#)) and is committed to achieving equity of opportunity for all and supporting equality, diversity and inclusion amongst our learners, our leaders and our staff. This includes providing support to Departments and faculties to develop bespoke Gender Action Plans and apply for Athena Swan Awards. Associated policies and procedures, including the South East Technological University Gender Equality Action Plan can be found [here](#).

Recognising the value of ongoing staff development, SETU offers a robust support system through its Centre for Academic Practice (CAP) ([link](#)). This Centre provides both accredited and non-accredited programmes, encouraging evidence-based and self-reflective teaching practices across the University. Moreover, CAP fosters collaboration by actively engaging with the National Forum and colleagues both domestically and internationally.

The Faculty of Education & Lifelong Learning also provides development opportunities to staff, by providing modules from their portfolio of programmes, including the Masters in Education in Teaching and Learning ([link](#), [link](#) and [link](#)), for continuous professional development, with modules offered as Minor Awards or as contributors to a Major Level 9 award, in Adult Learning, Research Supervisory Skills, Blended Learning, Academic Enquiry, Applied Pedagogy, Mentoring, Curriculum Development and Assessment, Content and Interaction for Teaching & Learning Online, Education Research Methods, Education Research Project and Independent Learning Project.

Finally, the Centre for Academic Practice (formed in the reporting period from the merger of the Centre for Teaching and Learning and the Centre for Technology Enhanced Learning) run training workshops and a community of practice to support the development and utilisation of the eLearning infrastructure.

6.0 Information and Data Management

Data plays a vital role in guiding decisions, tracking progress, and reporting performance at SETU. The University diligently collects, analyses, and uses relevant information to support strategic planning and efficient management across all facets of its operations. Information and Data Management is undergoing further development with SETU strategic plan goals to create both a 'Digital Campus Strategy' and to transition to unified university IT systems, including Banner Student Information and the Virtual Learning Environments ([Blackboard](#) and [Moodle](#)). The SETU Connecting for Impact university [strategy](#) underscores the significance of data in planning and monitoring progress and managing learner data from application to graduation, such as in tracking non-traditional learner groups, workforce development planning, monitoring EDI goal performance, improving engagement with partner ETBs, and assessing research performance.

A diverse network of formal and informal processes fuels this data gathering and analysis, contributing significantly to the University's internal quality assurance mechanisms. Additionally, this information will inform reviews of academic and support services, ensuring informed panels recommend paths to continuous improvement.

Some examples of the Key Performance Indicators used by the Governing Body and Academic Council include:

- CAO Applications
- Student Retention and Progression rates.
- Completion rates/Award classifications.
- Graduate employability (from the Graduate Outcomes Survey).
- Student satisfaction (iSAID).

Data is also key to participation in national benchmarking via the HEA (Higher Education Authority) profiles, student surveys ([link](#)) or international benchmarking like the International Student Barometer (ISB).

Recognising the value of transparency, SETU actively shares information with the public in many cases and also with various key stakeholders. Prospective and current students, graduates, the general public, and external partners can access a wealth of details through the University's website. This includes programme prospectuses, learning outcomes, qualification details, teaching methodologies, assessment procedures, and progression opportunities.

Furthermore, SETU maintains a robust student record system, through Banner, recording each student's journey from registration to programme completion. The University spearheaded a

significant upgrade to this system nationally, enhancing its flexibility and data recording capabilities both within SETU and across the country. This system generates valuable data, enabling the University to profile its student population, monitor progress and success rates, and identify dropout trends. These insights not only fulfil external reporting requirements but also inform targeted programme improvements. For instance, access, progression, and award statistics are analysed during programme reviews to help drive positive change.

Finally, SETU acknowledges its responsibility to protect personal data entrusted to it in accordance with the General Data Protection Regulation (GDPR) and has a Data Protection Office to oversee this responsibility ([link](#)). Dedicated policies and procedures governing data protection are readily available on a designated webpage, ensuring transparency and compliance with legal requirements and include:

1. Data protection policy;
2. Data Protection Procedures ([link](#));

Privacy Notices on:

3. General Privacy ([link](#));
4. Student Data Privacy ([link](#));
5. Staff Data Privacy ([link](#));

Relevant Data Collection Notices to report and perform analyses:

6. Student Data Collection Notice ([link](#));
7. HEA Data Collection Notice ([link](#));

SETU Data Inventory & Records Retention

8. Data Retention Policy ([link](#));
9. Data Inventory and Records Retention Schedule ([link](#)).

Also included are contact details to seek further information on campus and for the Office of the Data Commissioner, as well as downloadable forms for Data Protection related procedures.

Gathering student feedback is an integral part of SETU's information strategy and to continuously improve the learning experience. Beyond dedicated student representatives on various governing bodies, programme boards and programme evaluation panels, the University has actively engaged with the national [studentsurvey.ie](#). Feedback from this survey is meticulously analysed and discussed at the Academic Council, publicly shared through the Quality Promotion Office, and readily available to all individual schools for internal use, through the iSAID interface. The iSAID dashboards allow for

'Closing the Loop' by enabling bodies, such as Programme Boards, to visualise student feedback alongside academic performance data, facilitating targeted remedial actions.

Further solidifying this commitment to data-driven improvement, SETU has established clear policies and regulations governing data collection, analysis, and utilisation. These guidelines extend to programme boards, whose responsibilities include gathering and analysing various data points. This data can encompass teaching and learning strategy outcomes, student performance including examiner reports, award distribution analysis, and recommending necessary remedial actions when needed. By carefully collecting, analysing, and utilising student feedback alongside other crucial data, SETU ensures a constant feedback loop that informs strategic decisions and ultimately results in an enhanced learning experience for all students.

The University Centre for Organisational Research, Data and Analysis (CORDA) underpins the approach to evidence-informed decision-making and quality assurance. CORDA facilitates evidence-informed decision-making by tracking institutional KPIs, including student progression, retention, and completion rates. Many CORDA metrics are also benchmarked against national standards provided by the HEA.

7.0 Public Information and Communication

SETU is dedicated to maintaining transparent and accessible public communication, ensuring that all stakeholders, such as prospective and current students, alumni, partners, funding agencies, governmental organisations, professional bodies and the general public, can easily find relevant information about the University's activities, standards, and achievements. SETU especially aims for effective communication and collaboration practices, which facilitates smooth cooperation across various support areas, including the library and registry, thereby enhancing support for both staff and students.

Stakeholder engagement channels encompass a local, national and international scope. Local engagement includes Open Days (for example, [link](#)), school liaison visits ([link](#)), University promotion days (such as [link](#)) and regional media engagement ([link](#)). National engagement includes participation in the CAO system ([link](#)) and national career fairs (such as gradireland, [link](#)).

International recruitment portals are the primary digital shop window for global applicants. Because these students cannot visit the campus easily, the accuracy and comparability of the information provided are paramount for quality assurance. SETU manages its presence on these portals (such as Study in Ireland, UCAS, or private recruitment platforms) using the following pillars Transparency of Entry Requirements; Clarity on Legal and Financial Obligations; and Agent and Partner Monitoring in terms of information dissemination.

In the previous reporting period, SETU launched its new website ([link](#)) to serve as a key platform for disseminating information to diverse audiences, including staff, students, prospective students, and external partners. In the next reporting period, the website will be more widely utilised to publish quality data and analysis related to University activities. Expanding the scope of data published on the website is recognised as an important goal for SETU, and its resolution is considered a high priority by University teams.

SETU prioritises transparency and open communication, ensuring that information regarding its activities, standards, and achievements reaches all corners of the University community and other stakeholders. Through initiatives such as the recent establishment of the University data centre, CORDA, SETU aims to identify additional data sources that can be communicated effectively to the public and its stakeholders, ensuring an ongoing commitment to transparency and continuous improvement. Prospective and current students can readily access insightful details about programmes, teaching methods, and University resources, empowering them to make informed

decisions about their academic journey. Each programme's key information (fees, entry requirements, ECTS) is verified by the SETU Marketing/Communications Office in liaison with Registry. Graduates can stay connected to the University community and celebrate SETU's ongoing achievements and contributions. University stakeholders may also examine vital information about SETU's mission, values, and strategic goals, facilitating meaningful engagement. The University website offers the wider public an opportunity to gain a deeper understanding of the University's societal impact, research activities, and contributions to regional development, fostering a sense of connection and appreciation. In alignment with ESG 1.8, SETU maintains a public repository of Quality Review Reports - [link](#). This includes the full, unredacted reports of external peer review panels for programme validations and unit reviews, facilitating public accountability.

For its research activities, the University also provides a public-facing portal ([PURE](#)) that lists research outputs, staff profiles, and impact case studies, ensuring the public can readily access the University's research contribution.

This commitment to open information underscores SETU's values of transparency and accountability, building trust and strengthening relationships with all stakeholders. It routinely provides, to the public, an extensive range of quality assurance and other documents including:

1. this annual report ([link](#));
2. all of its quality policies and procedures ([link](#));
3. outputs of quality processes including:
 - a. complete panel review reports following programme validations ([link](#));
 - b. complete Joint Quality panel review reports covering professional service, thematic and faculty reviews (first reports in next reporting period);
 - c. CINNTE institutional review report ([link](#));
4. operational and financial policies, including data protection and freedom of information policies ([link](#));
5. statutory information such as annual reports and strategic plans ([link](#));
6. advice and guides to students, including handbooks (for example, [link](#));
7. programme information including award levels, progression opportunities and indicative programme content ([link](#));
8. minutes of Governing Body meetings ([link](#));
9. minutes of Academic Council meetings ([link](#));
10. information on complaints procedures ([link](#));

11. contact information on a variety of telephone, email, webpage and social media channels ([link](#) and [link](#)).

Under the Freedom of Information Act 2014, individuals have a right of access to information held in the University's records, a right to have official information relating to them amended where it is incomplete, incorrect or misleading and a right to have made known to them the reasons for decisions that have materially affected them, provided it does not conflict with the public interest and the right of privacy of individuals. The University supports such access for the general community to information about how the University operates, as well as to aid individuals in framing requests, by creating a dedicated webpage explaining how the Act relates to SETU and the process and relevant forms ([link](#)).

Beyond digital platforms, SETU engages the local and national community through a calendar of Open Days and Outreach Events – for example, [link](#) and [link](#), providing prospective learners with face-to-face access to academic and support staff.

8.0 Monitoring and Periodic Review

At SETU, quality review is a robust, cyclical process embedded within the University's approach to quality. This comprehensive approach emphasises several key elements: continuous monitoring and self-reflection; benchmarking; external peer review; student feedback; and transparency and oversight.

In terms of continuous monitoring and self-reflection over defined 5-7 year periods, the University recognises that regular monitoring allows early identification of strengths and weaknesses, while self-evaluation fosters proactive improvement. Transparency is a key component of review success and public confidence building, so the University is committed to publishing expert review panel reports in full.

The SETU Joint Quality Committee ([link](#)) is a joint committee of Governing Body and Academic Council and is responsible for the review of academic units and support services. Independent, external peer review, through external experts, students, and other stakeholders can bring fresh perspectives, providing invaluable insights into a reviewed unit's effectiveness and strategy. The Joint Quality Committee will publish a schedule of quality reviews in the next reporting period, including one thematic, and a mix of academic and non-academic unit reviews.

Benchmarking also plays an important role as the University recognises that it does not operate in isolation. By comparing performance to similar HEIs, for example through QQI's Evaluation of the AQR process ([link](#)), the University can identify best practice and areas for further development.

Student voices matter and can play a crucial role in understanding the learning experience, ensuring students' own perspectives inform improvement efforts. Students are included in the programme approval process as panel members, on Academic Council and Governing Body, where review outcomes are presented and discussed and through the student survey, where analyses of the student voice feed into Self Evaluation Reports, via the iSAID platform. The iSAID dashboards allow for 'Closing the Loop' by enabling Self Evaluation Report teams to visualise student feedback alongside academic performance data, facilitating evaluation, for example in the Review of Engineering ([link](#)). SETU ensures the integrity of its review process by recruiting experts based on defined criteria: peer-recognised academic expertise, relevant industry experience, and a strict 'Conflict of Interest' clearance. Panels are constructed to ensure both gender balance and international benchmarking. In summary, the Selection Criteria for Peer Reviewers include:

- Absence of "Conflict of Interest" (i.e. no recent employment/collaboration with SETU).

- Academic or Professional standing (i.e. seniority in a similar HEI or industry).
- Representation (Gender balance, student and international perspective).

Transparency and oversight can also contribute positively. Reviews can contribute long lasting positive impacts, such as the CINNTE Review of SETU ([link](#)). Publication of findings, as well as reporting and discussing at Academic Council ensure transparency and contribute to informed decision-making.

In terms of SETU engagement with external Quality Assurance, this report will draw on the aforementioned CINNTE Review and Professional, Statutory and Regulatory Body (PSRB) accreditations. The QQI CINNTE Institutional Review preparation process and expert panel visit required contributions from across the University, with almost 100 staff, students and stakeholders involved in considering and contributing to the many diverse and complex contributors to offering a high standard of education. The production and evaluation of a self-evaluation report is further validated by engagement with external agencies, including QQI for the CINNTE Review and periodic accreditation visits from Professional, Statutory, and Regulatory Bodies (PSRBs), including Engineers Ireland, CORU, Royal Institute of Architects in Ireland, Veterinary Council, Pharmaceutical Society of Ireland, Nursing and Midwifery Board of Ireland, and the Energy Institute. Findings from such external bodies are integrated into the internal Faculty Action plans.

The type of review determines the cycle, with Faculty reviews planned to occur periodically on a 5-7 year cycle, and other reviews such as professional service reviews following shorter cycles. Independence is paramount, with panels comprised of external experts, students, and stakeholders and maintain strict confidentiality. To guarantee thoroughness, reviewers are compensated for their time required to engage in a deep dive into submitted materials and presentations. Each review culminates in recommendations for improvement and followed by a concrete action plan developed by the reviewed unit.

This commitment to ongoing review and monitoring extends across all SETU activities, reflecting the University's dedication to continuous improvement and adherence to good governance principles:

1. internal review of activities (including programme management structures), which may also include user feedback (i.e. students or employers);
2. external review of the activities, which may be defined by the interim dual approaches (e.g. external examining), the commissioned review of an activity (e.g. the proposed enhancement of the Structured Doctorate scheme in the next reporting period) or from the production and evaluation of a self-evaluation report;

3. the quality of programmes is monitored on an ongoing basis. Programme Boards, which include student members, report annually to Academic Council. External Examiners validate the quality of assessment activity and work with staff on the ongoing development of programmes.

While academic quality processes are being established, the University is examining and redesigning its approach to ongoing monitoring and review of all areas. During this period, legacy policies and procedures continue in place to ensure continuity. While legacy policies ensure continuity, the new SETU unified approach to Closing the Loop ensures that every review culminates in a published Report and a monitored Quality Improvement Plan (QIP) reported to the Joint Quality Committee.

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	24 PRSBs
Awarding bodies	
QA bodies	

1. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body	The Honourable Society of King's Inns
Programme titles and links to publications	https://www.kingsinns.ie/assets/files/2025_updates/schedule-of-king-s-inns-approved-degrees-21.02.25.pdf
Date of accreditation or last review	2019
Name of body	Kings Inns
Programme titles and links to publications	BA (Hons) in Law BA (Hons) in Legal Studies with Business LL.B. (Hons) degree
Date of accreditation or last review	2008 to 2014 (depending on programme)
Date of next review	No set accreditation period set by the PRSB. Ongoing engagement with PRSB Registrar maintained to maintain Approved status.

2. Type of arrangement (PRSB/awarding body/QA body)	
Name of body	Bord Altranais agus Cnáimhseachais na hÉireann NMBI - Nursing and Midwifery Board of Ireland

Programme titles and links to publications	BSc (Hons) General Nursing BSc (Hons) Intellectual Disability Nursing BSc (Hons) Psychiatric Nursing https://www.nmbi.ie/NMBI/media/NMBI/NMBI-Site-Inspection-Summary-Report-SETU.pdf?ext=.pdf
Date of accreditation or last review	2024
Date of next review	2029

3. Type of arrangement (PRSB/awarding body)	PRSB
Name of body	Engineers Ireland
Programme titles and links to publications	Bachelor of Engineering (Honours) in Civil Engineering; Bachelor of Engineering in Civil Engineering; Bachelor of Engineering in Mechanical Engineering; Bachelor of Engineering in Electronic Engineering; Bachelor of Engineering in Electronic Engineering (Military Communications Systems); Bachelor of Engineering in Aircraft Systems Bachelor of Engineering (Honours) in Aerospace Engineering Bachelor of Engineering (Honours) in Electronic Systems https://www.engineersireland.ie/FindAccreditedProgramme/
Programme titles and links to publications	Master of Science in Construction Project Management Master of Science in Innovative Technology Engineering Master of Science in Sustainable Energy Engineering Master of Engineering in Electronic Engineering Bachelor of Engineering (Honours) in Sustainable Civil Engineering Bachelor of Engineering (Honours) in Electronic Engineering Bachelor of Engineering in Building Services Engineering

	Bachelor of Engineering in Civil Engineering Bachelor of Engineering in Electronic Engineering Bachelor of Engineering in Manufacturing Engineering Bachelor of Engineering (Honours) in Mechanical and Manufacturing Engineering Bachelor of Science (Honours) in Construction Management and Engineering Higher Certificate in Electronic Engineering Higher Certificate in Mechanical Engineering https://www.engineersireland.ie/FindAccreditedProgramme/
Date of accreditation or last review	2021
Date of next review	2025

4. Type of arrangement (PRSB/awarding body)	PRSB
Name of body	Royal Institute of the Architects of Ireland
Programme titles and links to publications	Bachelor of Science in Architectural Technology Bachelor of Science (Hons) in Architectural Technology
Date of accreditation or last review	2018
Date of next review	2024
Programme titles and links to publications	Bachelor of Architecture (Honours) https://www.riai.ie/careers-in-architecture/accredited-programmes
Date of accreditation or last review	2022
Date of next review	2027

5. Type of arrangement	PRSB
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(PRSB/awarding body)	
Name of body	Royal Aeronautical Society
Programme titles and links to publications	BEng (Hons) in Aerospace Engineering BEng Aircraft Systems https://www.engc.org.uk/resources-and-guidance/education-and-skills/course-search/course-search?page=1&q=carlow&s=all
Date of accreditation or last review	2016
Date of next review	2024

6. Type of arrangement (PRSB/awarding body)	PRSB
Name of body	The Irish Association for Counselling and Psychotherapy https://iacp.ie/register-of-accredited-courses
Programme titles and links to publications	M/PG Dip in Gestalt Psychotherapy M/PG Dip in Humanistic & Integrative Psychotherapy (Clinical) BA(Hons) in Integrative Counselling and Creative Art Psychotherapy
Date of accreditation or last review	Accredited from 1996
Date of next review	2025

7. Type of arrangement (PRSB/awarding body)	PRSB
Name of body	Chartered Institute of Building
Programme titles and links to publications	BSc (Hons) Construction Management and Engineering BSc Construction Management MSc Construction Project Management BSc (Hons) in Quantity Surveying https://www.ciob.org/learning/find-courses

Date of accreditation or last review	2022
Date of next review	2027 / 2029

8. Type of arrangement (PRSB/awarding body)	PRSB
Name of body	Society of Chartered Surveyors Ireland (SCSI)
Programme titles and links to publications	BSc (Hons) in Quantity Surveying MSc. in Construction Project Management https://iacp.ie/register-of-accredited-courses
Date of accreditation or last review	2024
Date of next review	2025

9. Type of arrangement (PRSB/awarding body)	PRSB
Name of body	Psychological Society of Ireland
Programme titles and links to publications	BA (Hons) in Psychology BA (Hons) International in Psychology https://www.psychologicalsociety.ie/accredited-courses/PSI-Accredited-Undergraduate-Courses-4
Date of accreditation or last review	2024
Date of next review	2030

10. Type of arrangement (PRSB/awarding body)	PRSB
Name of body	Athletic Rehabilitation Therapy Ireland (ARTI)
Programme titles and links to publications	Bachelor of Science (Honours) in Sports Rehabilitation and Athletic Therapy https://www.arti.ie/certification/

Date of accreditation or last review	2024
Date of next review	2029

11. Type of arrangement (PRSB/awarding body)	PRSB
Name of body	Teaching Council of Ireland
Programme titles and links to publications	Bachelor of Arts (Hons) in Teaching in Further Education and Adult Education Postgraduate Diploma in Teaching in Further Education (P/T) Postgraduate Diploma in Teaching in Further Education (F/T)
Date of accreditation or last review	2012
Date of next review	No set accreditation period set by the PRSB. Ongoing engagement with PRSB Registrar maintained

12. Type of arrangement (PRSB/awarding body)	PRSB
Name of body	Chartered Institute of Management Accountants (Exemptions from sitting some CIMA exams)
Programme titles and links to publications	BA (Hons) Finance & Investment BA (Hons) Accounting Bachelor of Business (Hons) Accounting B Business Studies (Economics & Finance) B Business Studies (Accounting) B Business Studies (Hons) Bachelor of Business (Hons) BA (Hons) International Business B Business Studies Ordinary Bachelor of Business BSc Retail Management

	B Business Studies (Marketing) Master of Business (Accounting)
Date of accreditation/last review	-
Date of next review	-

13. Type of arrangement (PRSB/awarding body)	PRSB
Name of body	Chartered Accountants Ireland (Exemptions from sitting some CA Proficiency 1 (CAP1) exams)
Programme titles and links to publications	Bachelor of Business (Honours) Accounting Stream (link) BA (Honours) Accounting (link)
Date of accreditation or last review	2024/5
Date of next review	2028/29
Programme titles and links to publications	Bachelor of Arts (Honours) in Accounting (link) Bachelor of Business (Honours) in Accounting and Finance (link)
Date of accreditation or last review	-
Date of next review	-

14. Type of arrangement (PRSB/awarding body)	PRSB
Name of body	Association of Chartered Certified Accountants
Programme titles and links to publications	Bachelor of Arts (Honours) in Accounting Bachelor of Business (Hons) in Finance & Accounting (link)
Programme titles and links to publications	BA (Hons) in Accounting BBS (Hons) 4 years (Accounting Stream) BBS (Ord) BBS (Ord) in Financial Services

	BA (Hons) in General & Corporate Administration Higher Certificate in Business (link)
Programme titles and links to publications	BA (Honours) Accounting BA Finance & Investment Bachelor of Business (Honours) Accounting Bachelor of Business (Honours) Economics and Finance Bachelor of Business (Honours) HRM, Management or Marketing Higher Certificate in Business Studies https://www.charteredaccountants.ie/Prospective-Students/Apply-and-Join/Exemptions
Date of accreditation or last review	2023/4
Date of next review	Merged with CAI

15. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body	CORU
Programme titles and links to publications	Bachelor of Arts (Honours) in Professional Social Care Practice Bachelor of Arts in Professional Social Care Practice Bachelor of Arts (Honours) in Applied Social Studies in Professional Social Care Bachelor of Arts in Applied Social Studies in Professional Social Care Bachelor of Arts (Honours) in Social Care Practice Bachelor of Arts in Applied Social Care (link)
Date of accreditation or last review	2022/3

Date of next review	2027/8
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16. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body	Chartered Association of Building Engineers
Programme titles and links to publications	MSc in Sustainable Energy Engineering Bachelor of Architecture (Honours) MSc in Building Regulatory Compliance (link)
Date of accreditation or last review	2020
Date of next review	2025

17. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body	Chartered Institute of Architectural Technologists (CIAT)
Programme titles and links to publications	BSc (Hons) Architectural Technology BSc (Hons) Architectural and BIM Technology (link)
Date of accreditation or last review	2025
Date of next review	2030

18. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body	Chartered Institute of Personnel and Development (CIPD)
Programme titles and links to publications	Master of Business Human Resource Management BBS (Hons) of Human Resource Management (link)

Date of accreditation or last review	Annual
Date of next review	Annual

19. Type of arrangement (PRSB/awarding body)	PRSB
Name of body	Society of Chartered Surveyors Ireland (SCSI)
Programme titles and links to publications	BSc. (Hons.) in Quantity Surveying MSc. in Construction Project Management (link)
Accreditation Date/last review	2020/2024
Date of next review	2025/2029

20. Type of arrangement (PRSB/awarding body)	PRSB
Name of body	Qualifications Advisory Board (QAB) for the Early Learning and Care (ELC) Sector
Programme titles and links to publications	Bachelor of Education in Early Childhood Education and Practice Bachelor of Education (Honours) in Early Childhood Education and Practice (link)
Accreditation Date/last review	2021/2022
Date of next review	2026/2027

21. Type of arrangement (PRSB/awarding body)	PRSB
Name of body	Energy Institute
Programme titles and links to publications	MSc Sustainable Energy Engineering Eng BEng (Hons) Sustainable Energy Engineering (link)

Date of accreditation or last review	2024
Date of next review	2029

22. Type of arrangement (PRSB/awarding body)	PRSB
Name of body	Institute of Analytics
Programme titles and links to publications	Bachelor of Science (Honours) in Digital Marketing with Analytics MSc Digital Marketing with Analytics (link)
Accreditation Date/last review	2024
Date of next review	2029

23. Type of arrangement (PRSB/awarding body)	PRSB
Name of body	Institute of Occupational Safety and Health
Programme titles and links to publications	MSc Environmental, Health and Safety Management (link)
Accreditation Date/last review	Ongoing
Date of next review	Ongoing

24. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body	Institute of Occupational Safety and Health
Programme titles and links to publications	MSc Environmental, Health and Safety Management (link)
Date of accreditation or last review	Ongoing
Date of next review	Ongoing

9.2 Collaborative Provision

Type of arrangement	Total number
Joint research degrees	0
Joint/double/multiple awards	3
Collaborative programmes	40
Franchise programmes	0
Linked providers (DABs only)	6

1. Type of provision	Collaborative
Name of body (/bodies)	Irish Defence Forces
Programme titles and links to publications	<p>MSc in Communications Technology Management</p> <p>PG Dip in Science in Communications Technology Management</p> <p>BEng in Electronic Engineering (Military Communications Systems)</p> <p>Higher Certificate in Engineering in Electronic Engineering</p> <p>MEng in Weapons, Ordnance, Munitions and Explosive Engineering</p> <p>Certificate in International Counter-Improvised Explosive Device/Device Disposal (10 credit, Level 9)</p> <p>MSc in Military Engineering Management</p> <p>PG Dip in Science in Military Engineering Management</p> <p>BA in Leadership, Management and Defence Studies</p> <p>BA in Leadership, Management and Defence Studies (Logistics)</p> <p>Certificate in Leadership, Management and Defence Studies (minor award Level 7 30 Credits)</p> <p>Higher Certificate in Arts in Leadership, Management and Defence Studies</p>
Date of last review	2021
Date of next review	2026

2. Type of provision	Collaborative
Name of body (/bodies)	Munster Technological University
Programme titles and links to publications	<p>Master of Business in Investment Fund Administration</p> <p>Postgraduate Diploma in Business</p> <p>Certificate in Business</p>

	Certificate in Regulated Investment Funds
Date of last review	New
Date of next review	2026

3. Type of provision	Linked Provider
Name of body (/bodies)	The Tivoli Institute
Programme titles and links to publications	Master of Arts in Humanistic and Integrative Psychotherapy (Clinical)
Date of last review	2023
Date of next review	2025

4. Type of provision	Linked Provider
Name of body (/bodies)	Dublin Art Therapy College
Programme titles and links to publications	Master of Science in Creative Art Psychotherapy: Working with Young People (90 credits Level 9) Bachelor of Arts (Hons) in Integrative Counselling and Creative Art Therapy
Date of last review	2025
Date of next review	2028

5. Type of provision	Linked Provider
Name of body (/bodies)	Gestalt Institute of Ireland - Irish Gestalt Centre
Programme titles and links to publications	Master of Arts in Gestalt Psychotherapy
Date of last review	2023
Date of next review	2026

6. Type of provision	Linked Provider
Name of body (/bodies)	Irish National Stud

Programme titles and links to publications	Certificate in Thoroughbred Breeding Management
Date of last review	2024
Date of next review	2027

7. Type of provision	Linked Provider
Name of body (/bodies)	An Cosán
Programme titles and links to publications	BA in Applied Addiction Studies and Community Development (Level 7) BA in Leadership and Community Development (Level 7) Certificate in Leadership and Social Enterprise (Level 6 Special Purpose Award) Certificate in Leadership and Community Development (Level 6)
Date of last review	2021
Date of next review	2026
8. Type of provision	Linked Provider
Name of body (/bodies)	The Chartered Institute of Logistics & Transport Ireland (CILT)
Programme titles and links to publications	Higher Certificate in Business in Sustainable Supply Chain, Digitalisation & Logistics (Level 6)
Date of last review	2024
Date of next review	2027

9. Type of provision	Double Degree
Name of body (/bodies)	L'École Supérieure de Commerce Bretagne, Brest
Programme titles and links to publications	Master of Business in Internationalisation Bachelor of Business
Date of last review	2017
Date of next review	2022 (under renewal)

10. Type of provision	Double Degree
Name of body (/bodies)	Munich University of Applied Sciences

Programme titles and links to publications	Bachelor of Arts (H) in International Business Bachelor of Art (H) in International Management
Date of last review	2019
Date of next review	2024

11. Type of provision	Double Degree
Name of body (/bodies)	Nanjing University of Information Science and Technology
Programme titles and links to publications	Bachelor of Science (H) in Software Systems Practice
Date of last review	2021
Date of next review	2026

12. Type of provision	Collaborative
Name of body (/bodies)	WLR FM (South East Broadcasting Co. Led.) /BEAT 102-103 (WKW FM Ltd.)
Programme titles and links to publications	Certificate in Radio Broadcasting and Presenting
Date of last review	2024
Date of next review	2027

13. Type of provision	Collaborative
Name of body (/bodies)	Nemeton Television Ltd
Programme titles and links to publications	Higher Diploma in Arts in Television and Media Production Collaboration Agreements - SETU Waterford Campus formerly Waterford Institute of Technology (wit.ie)
Date of last review	2024
Date of next review	2027

14. Type of provision	Collaborative
Name of body (/bodies)	Social Justice Ireland
Programme titles and links to publications	Master of Arts in Social Justice and Public Policy
Date of last review	2024
Date of next review	2027

15. Type of provision	Collaborative
Name of body (/bodies)	Teagasc

Programme titles and links to publications	Bachelor of Science in Horticulture and associated Minor Awards Bachelor of Science in Agriculture Bachelor of Science (H) in Agricultural Science Bachelor of Science in Forestry Bachelor of Science (H) in Land Management (Agriculture) Bachelor of Science (H) in Land Management (Horticulture) Bachelor of Science in Food Science Bachelor of Science (H) in Food Science in Innovation
Date of last review	2023
Date of next review	2026

9.3 Articulation Agreements

Articulation agreements - Total number	5
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1. Articulation agreement:	
Name of body (/bodies)	Liffey College
Programme titles and links to publications	Appropriate 1st Year Programmes at Institute of Technology Carlow
Date of agreement/arrangement or last review	6th May 2023
Date of next review	5th May 2026
Detail of the agreement	<p>South East Technological University welcomes applications from qualified graduates of the Certificate in International Foundation Studies (IFS) at Liffey College. The following will be considered by South East Technological University for the purposes of accepting Liffey College students onto the appropriate 1st year programme at the University:</p> <ul style="list-style-type: none"> • Applicants will be accepted based on their merits on a case-by-case basis. Apart from academic achievements, considerations will also be given to factors like areas of study, maturity of applicant and demand for the specific programme. • Students will also demonstrate an achievement of IELTS 5.5 or equivalent with a minimum of 5.5 across all bands. It will be noted that Liffey College IFS graduates will achieve a minimum of B2 on their CEFR scale which will satisfy the requirements. • When required and requested, applicants will need to submit any relevant transcripts and certificates.

2. Articulation agreement:	
Name of body (/bodies)	ATHE
Programme titles and links to publications	MSc in Information Technology Management

Date of agreement/arrangement or last review	November 2021
Date of next review	November 2024
Detail of the agreement	South East Technological University welcomes applications from qualified graduates of programmes. Applicants may also be considered for other programmes of the University on an individual case-by-case basis. In general, applicants will need to demonstrate an achievement of 60% average and will also need to have achieved a minimum IELTS score of 6.0 (or equivalent) in order to be considered for entry onto the students onto a Bachelor degree programme of the University. When required and requested, the applicants will need to submit any relevant transcripts and certificates.

3. Articulation agreement:	
Name of body (/bodies)	The Sir Sandford Fleming College
Programme titles and links to publications	Bachelor of Business in Marketing Bachelor of Business in International Business Bachelor of Business in Business Management Bachelor of Business in Finance and Accounting Bachelor of Business (Ordinary) in Human Resource Management Bachelor of Business (Ordinary) in International Business Bachelor of Business (Ordinary) in Management
Date of agreement/arrangement or last review	February 2019
Date of next review	February 2024
Detail of the agreement	South East Technological University welcomes applications from qualified graduates of programmes. Applicants may also be considered for other programmes of the University on an individual case-by-case basis. In general, applicants will need to demonstrate an achievement of 60% average and will also need to have achieved a minimum IELTS score of 6.0 (or equivalent) in order to be considered for entry onto the students onto a Bachelor degree

	programme of the University. When required and requested, the applicants will need to submit any relevant transcripts and certificates.
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4. Articulation agreement:	
Name of body (/bodies)	Conestoga College Institute of Technology and Advanced Learning
Programme titles and links to publications	Bachelor of Business Administration (Honours) - International Business Management
Date of agreement/arrangement or last review	April 2022
Date of next review	April 2027
Detail of the agreement	In order to facilitate collaborative agreements, Conestoga College Institute of Technology and South East Technological University agree to establish the Articulation and Exchange Agreement to formalise the academic pathways between the two institutions in the areas of credit transfer and advanced standing; Exchange of students to provide students with the opportunity to attend and experience another institution for academic creative and cultural development; Exchange of faculty members.

5. Articulation agreement:	
Name of body (/bodies)	Canadore College of Applied Arts and Technology
Programme titles and links to publications	Bachelor of Arts in Visual Communication and Design (Honours Degree)
Date of agreement/arrangement or last review	November 2021
Date of next review	November 2024
Detail of the agreement	Canadore College and SETU have signed a Memorandum of Understanding (MOU) committing to ongoing collaboration on several important fronts. Under the umbrella of this MOU, specific student pathways have been identified that enhance the

	professional and international learning opportunities for the graduates of Canadore College (affiliated to Colleges Ontario) and of SETU (affiliated to the Technological Higher Education Association).
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Annual Quality Report
South East Technological University
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

The central role of quality assurance and enhancement in the University are captured in the following five strategic themes:

1. To increase the type and variety of awards and to enhance the process by which awards can be created as a means of being more flexible and responsive (ST-A);
2. To meet the QA performance criteria, across teaching & learning, research and the student experience, of the Technological University (ST-TU);
3. To enhance learning opportunities across access and life-long learners (ST-L) and international student (ST-IS) markets,
4. To enhance industry focus by offering greater pathways for continuous professional development and up-skilling in industrial and commercial settings (ST-IF);
5. To improve the effectiveness and responsiveness of administration and quality assurance governance (ST-E).

This strategic focus to quality assurance and enhancement systems supports the University's strategic objectives. These objectives are supported by the five existing QA strategic themes (ST-). Consequently, the University will be known:

- I. For our provision of high-quality educational experiences to students that are student centred and responsive to learner needs (ST-A, ST-IS);
- II. As an accessible new University that offers a wide range of learning opportunities, access and progression routes and flexible modes of engagement with learning that reflect learner needs and societal change (ST-TU, ST-IS);
- III. As a research-led organisation with a demonstrably impactful, innovative, and dynamic research community (ST-TU);
- IV. For being deeply embedded in regional discourse, policymaking, economic, social and cultural activity and as a driver of regional change (ST-L, ST-IF);
- V. For our international profile that finds expression in the approach of our students and staff and in our extensive partnerships (ST-IS);

VI. As an effectively governed and managed organisation that is strategically focussed and demonstrates quality in all its activities (ST-E, ST-A).

1.2 Update on Planned QA Objectives identified in Previous AQR

Guide:

An update should be provided on objectives/planned actions for the year as outlined in the last AQR. If these have not been completed or are no longer applicable this should be indicated.

The table is designed to assist in this process and should include headline information only.

Please delete guide text before submission.

No.	Planned objectives (Previous AQR)	Update on Status
1	Undergo the CINNTE University Review	Review completed
2	Develop a 12-month Quality Implementation Plan post-CINNTE review	Plan created and outcomes will be published in the next AQR reporting period
3	Perform an internal survey of the new Academic Council	Review results will be analysed and discussed at Council in the next reporting period

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Guide:

Include the meeting schedules for all significant academic governance bodies, e.g. governing authority, academic council (or equivalent), quality committee, for the reporting period.

Please delete guide text before submission.

Body	Meeting dates
Governing Body	10 Meetings (link) 2024: 17 th Sept, 22 nd Oct, 26 th Nov, 19 th Dec 2025: 21 st Jan, 25 th Feb, 8 th April, 6 th May, 29 th May, 17 th June, 31 st July
Academic Council	10 Meetings (link) 2024: 17 th Sept, 15 th Oct, 12 th Nov, 10 th Dec 2025: 28 th Jan, 4 th March, 8 th April, 20 th May, 17 th June, 19 th Aug
Taught Studies Programmes, Teaching and Learning	9 Meetings (link - Teams) 2024: 10 th Sept, 1 st Oct, 22 nd Oct, 26 th Nov 2025: 14 th Jan, 11 th Feb, 25 th March, 6 th May, 3 rd June
Student Experience	8 Meetings (link - Teams) 2024: 10 th Sept, 1 st Oct, 3 rd Dec 2025: 21 st Jan, 25 th Feb, 1 st April, 19 th May, 10 th June
Research & Research Programmes Committee	9 Meetings (link - Teams) 2024: 10 th Sept, 1 st Oct, 22 nd Oct, 26 th Nov, 2025: 14 th Jan, 11 th Feb, 25 th March, 6 th May, 3 rd June
Joint Quality Committee	4 Meetings (link) 2024: 1 st Oct, 10 th Dec 2025: 11 th Feb, 13 th May
Research Ethics Committee	9 Meetings

	23 rd Sept, 21 st Oct, 19 th Nov, 12 th Dec, 27 th Jan, 12 th Feb, 7 th April, 13 th May, 12 th June
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1.3.2 QA Leadership and Management Structural Developments

In the next reporting period, the University will appoint three high-level executive functions led by Senior Vice Presidents (Academic, Operations and Finance). The Senior Vice Presidents will be supported by a functional structure led by Vice Presidents.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

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
SETU - CINNTE Review	April 2025	Link
Faculty of Engineering (Waterford Campus)	May 2025	Link

1.4.2 Expert Review Teams/Panels² 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				25			
<i>of those:</i>							
On-site processes				0			
Desk reviews				4			
Virtual processes				21			
Average panel size for each process type*				7			

* excluding secretary if not a full panel member

² 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

	Total	Gender			Internal	National	International			Institution Type	
Type of Expert/ Role on Panel		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair	21	15	6		0	21	0				
Secretary	25	0	25		25	25	0				
Academic/Discipline Specific	46	29	17			36	10			43	3
Student Representative	9	3	6			9				1	8
QA	25	0	25		25	25	0				
Teaching & Learning	65	35	30			55	10				
External Industry /Third Mission	38	25	13			37	1				

2.0 IQA System – Enhancement and Impacts

Academic Council approved revised [Academic Regulations for Taught Programmes](#), which came into effect from September 2024. These regulations apply to all taught programmes of the University and to all students of taught programmes of the University (including Professional Master’s programmes, micro-credentials, the taught elements of research degrees, and independent modules). The regulations address, amongst other areas, entry requirements, the delivery of taught programmes, assessment, progression, and awards. The regulations are part of the University’s commitment to maintaining high academic standards and quality in education.

The University’s quality culture is not confined to academic spheres but extends to robust corporate governance and a commitment to ongoing organisational, resource and staff development and improvement.

The University ethos is to promote accountability, transparency, and the public provision of information. In practice, this includes publishing unredacted outcomes from quality review processes, to foster excellence in corporate as well as academic governance.

Governing Body also passed the following policies in the reporting period that will enhance and the quality of SETU education and student experience:

<u>Export Controls Policy</u>	January	2025
<u>Open Research Policy</u>	January	2025
<u>Protected Disclosures Policy</u>	January	2025
<u>Child Protection Policy</u>	April	2025
<u>Reasonable Accommodation for Students with Disabilities Policy</u>	April	2025
<u>Risk Management Policy</u>	April	2025
<u>Code of Conduct for Responsible Research Practice</u>	May	2025
<u>University Reviews Policy</u>	May	2025
<u>Dignity and Respect Policy for Students</u>	June	2025
<u>Providing Academic References to Students Policy</u>	June	2025
<u>Student Complaints Policy</u>	June	2025

2.1 Initiatives within the Institution related to Academic Integrity

The University Academic Council approved the Student Academic Misconduct Policy and Disciplinary Procedure in the previous reporting period and followed up in this reporting period with the establishment of the Complaints Resolution Office (CRO).

The CRO has the delegated power to:

1. conduct a fact gathering investigation in respect of a Complaint;
2. where appropriate, refer the Complaint to the Head of Department in order to facilitate a voluntary informal resolution between the Complainant and the Respondent;
3. where appropriate, refer the Complaint to the Disciplinary Committee;
4. facilitate an Investigation into the Complaint as directed by the SETU Disciplinary Committee or assist in any investigation undertaken by a third party on behalf of the Disciplinary Committee;
5. facilitate a Voluntary Arrangement or a Formal Outcome under the Formal Disciplinary Process in respect of a Complaint where appropriate.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

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>
1	Academic Freedom Policy	Next Reporting Period: Governance Approval
2	Programme Development and Validation Policy and Procedure	Next Reporting Period: Governance Approval
3	Teaching, Learning, Assessment and Feedback Strategy	Next Reporting Period: Governance Approval
4	Academic Portfolio Project	Ongoing; To be completed after the next reporting period.
5	Updated Academic Regulations for Taught Programmes for 2026/2027 to come next semester	Next Reporting Period: Governance Approval

3.2 Reviews planned for Upcoming Reporting Periods

The Joint Quality Committee has begun operation in the current reporting period and, in the next reporting period will publish a 5-year schedule of University academic, thematic and professional service reviews.

3.2.1 Reviews planned for Next Reporting Period

The Joint Quality Committee has the following reviews scheduled for the next reporting period.

Unit to be reviewed	Date of planned review	Date of last review
Department of Nursing	Sept 2025	May 2016
Thematic Review of University Retention	May 2026	New

3.2.2 Reviews planned beyond Next Reporting Period

The Joint Quality Committee has the following reviews scheduled for beyond the next reporting period.

- The University Programmatic Reviews of all Faculties.
- Professional Service and Thematic Unit Reviews for the Library (Unit Review) and Sustainability, Governance and Institutional Planning (Thematic Review)

4.0 Additional Themes and Case Studies

Case Study: Championing Inclusion and Expanding Progression Pathways

SETU: Inclusive University and Progression Pathways

SETU understands that the south east lags behind many other parts of the country when it comes to educational attainment, and that collaboratively working with partners to expand educational opportunities, serves to address this by creating an open, inclusive, comprehensive university with strong entry and progression pathways.

One aspect to this commitment is our strategic partnerships with regional Education and Training Boards (ETBs) and offering SETU degree programmes at a local level within Further Education and Training (FET) colleges. This facilitates students to begin their degree without many of the barriers that impede access to higher education, such as CAO points, financial constraints, transport and accommodation costs. Students partaking in the initiative benefit from smaller class sizes and targeted guidance in the initial years, while simultaneously being enrolled with SETU and able to avail of the university supports and facilities as part of a scaffolded pathway into higher education.

In 2024, SETU expanded its joint provision in the South East from two degree programmes with Laois and Offaly ETB in 2023, to include Kilkenny and Carlow ETB and Waterford and Wexford ETB, offering a total of eight degree programmes and tripling student intake. Programmes are offered across a wide portfolio of subject areas and include; Health Sciences, Business, IT and Tourism and Hospitality.

Students come from a diverse range of backgrounds, aligning with SETU's core values of equality and inclusion, and for some, this progression pathway has been a second-chance route back to higher education.

"I did first and second year (in university before) so I was really caught, and I thought I'd never get back...so this was like... yeah!" - SETU & LOETB Tertiary Student

In line with our commitment to work to arrest student migration from the region, and in addition to the disciplines listed above, progression routes from FET into highly sought after Nursing programmes at SETU are planned for 2025 provision.

Other programmes, including Engineering, are at discussion stage, and may run from September 2026.

Case Study: Building Institutional and Sectoral Capacity for Generative AI

GenAI:N3 – Generative AI National Network and Hub

Institutional Context and Rationale

The rapid emergence of generative AI (GenAI) has created both opportunities and challenges for higher education, particularly in relation to assessment design, academic integrity, staff capability, and institutional readiness. During the 2024-2025 academic year, South East Technological University (SETU) adopted a coordinated, enhancement-led response focused on supporting staff to engage with GenAI in thoughtful, pedagogically grounded, and responsible ways.

The GenAI:N3 (Generative AI National Network and Hub) initiative was developed to support this work, combining institutional capacity-building with national and international collaboration. This aligns directly with the SETU Strategic plan “Connecting for Impact”.

The initiative was supported through the N-TUTORR programme and aligned with broader sectoral priorities around teaching, learning, assessment, and digital capability.

Collaborative Leadership and Approach

GenAI:N3 was developed and led through a collaborative model involving academic and professional colleagues across SETU and partner institutions, with coordination support provided through the Centre for Academic Practice. SETU Academic Lead for GenAI Dr Hazel Farrell led the growing national network and ensured that the work reflected diverse disciplinary perspectives and professional contexts.

A key principle underpinning the initiative was an emphasis on shared practice, openness, and professional judgement, positioning GenAI as a pedagogical and academic issue rather than a purely technical one.

Key Activities and Outputs (2024–2025)

Across the academic year, GenAI:N3 delivered a sustained programme of activity at institutional and sectoral level, including:

- Development of the Assessment Redesign Framework and accompanying online course for GenAI, providing a structured, values-informed approach to rethinking assessment in light of generative AI. These resources have been shared nationally and internationally and used to support practical assessment redesign conversations.
- Design and facilitation of AI Play workshops, enabling staff to explore GenAI tools through hands-on, reflective formats focused on teaching, learning, and assessment. Workshop designs and facilitation formats were shared openly as open-source resources.
- The GenAI:N3 Hackathon, offering a collaborative space for participants to address real-world GenAI challenges and co-create responses relevant to higher education practice.

- Development and leadership of the GenAI:N3 Network, supporting a growing community of practice across seven Irish HE institutions and fostering sustained dialogue and peer learning.
- Publication of the GenAI:N3 book, crowd-sourced through contributions from partners across the network and formally launched at the Irish Learning Technology Association EdTech Conference that was held in Waterford in May 2025.
- Conference presentations and sector engagement, sharing SETU's and the GenAI:N3 approach and learning nationally and internationally.

Recognition and Emerging Impact

GenAI:N3 was highlighted as an exemplar initiative in the international EDUCAUSE Horizons Report 2025, recognising its collaborative, open, and practice-focused approach to generative AI in higher education.

Within SETU, early indicators of impact include increased staff confidence in engaging with GenAI, more informed conversations around assessment and academic integrity, and growing uptake of shared frameworks and workshop formats. Externally, the initiative has contributed to national capacity-building through open resources, network activity, and sustained sector engagement.

Alignment with Quality Enhancement

The GenAI:N3 initiative aligns strongly with institutional and sector priorities relating to quality enhancement, staff development, and responsible innovation. By emphasising open practice, collaboration, and assessment-focused design, the work demonstrates how universities can respond constructively to emerging technologies while maintaining a clear focus on educational quality, integrity, and sustainability.

Case Study: Strategy to expand access to education through Lifelong Learning

SETU has officially launched its Lifelong Learning Strategy 2025-2028, entitled 'Connecting for Impact in Lifelong Learning', which aims to embed a culture of lifelong learning across the southeast and beyond. SETU is committed to expanding access to education for lifelong learners, to realise their potential and benefit from the economic and personal rewards that education brings.

The strategy sets out targets for 2028 that include increasing lifelong learner enrolments, increased Recognition of Prior Learning (RPL) access, the expansion of micro-credentials, and the introduction of six new part-time degree programmes. It also outlines SETU's leadership in advancing UN Sustainable Development Goals, placing particular focus on inclusive education through lifelong learning. This strategy aligns with the University's broader strategic vision and addresses the opportunities facing SETU to firmly embed a culture of lifelong learning across the South East region and beyond through its actions, programmes, partnerships and engagement with stakeholders internal and external to SETU.

This strategy addresses the following key themes set out in the SETU organisational strategy:

- Advance the social, cultural and economic development of the region, towards the achievement of the UN Sustainable Development Goals, specifically Goal 4: to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;
- Design and deliver innovative programmes, accreditation and delivery options;
- Demonstrate collaboration in all of its activities strongly connected to learners, staff, communities, employers and European and international partners.

The strategy is informed by national and European policy in the field of lifelong learning, the collective experience of both legacy institutions in this field and the specific human and social capital needs set out in our University strategy for the region.

Lifelong Learning at SETU will enhance the socio-economic impact of the University in the region and address Access, Inclusion and Skills. It will work towards further diversifying our population of students with a specific focus on targets set out in the National Access Plan 2022-2028 (HEA, 2022).

Case Study: 2nd SETU Digital Education Conference, DEC24

Digital education has become increasingly important for the University, with growing expectations for more online teaching, learning, and assessment. However, its expansion also brings challenges, including supporting faculty development, ensuring quality, sustaining student engagement, providing adequate support, and safeguarding academic integrity.

The SETU 2nd Digital Education Conference, DEC24, on the 10th and 11th December, supported by Advance HE, marked a significant milestone in the realm of digital education, attracting over 160 participants, more than 60 abstracts submitted and 12 workshops. The conference focused on digital transformation, sustainability, digital health and inclusivity within the higher education sector. The inaugural DEC24 Doctoral Colloquium hosted 35 PhD Scholars on the 9th of December, laying the foundations for ground-breaking research output, dissemination and outreach.

DEC24 evidenced the vast interest and significance to the higher education community of gathering in-person to discuss and share digital education practice with a growing delegate base.

DEC24 offered a remarkably large choice of themes and workshops for participants to roll up their sleeves and try out new digital technologies, sustainability applications, and virtual reality worlds for education. The 45 papers presented covered topics such as data literacy, immersive technologies, sustainability, digital wellbeing, podcasting, organisational digital transformation and entrepreneurship. The enthusiasm and collegial spirit of the delegates were palpable, as they arrived eager to share their knowledge and learn about the latest developments in digital education across the International Education landscape

DEC24 not only fostered a rich exchange of ideas but also laid the groundwork for future collaborations and innovations in digital education practice and research. Participant feedback from the conference showcased the vibrant discussions and innovative practices that emerged during this gathering of the higher education community and its related stakeholders and networks.

Case Study: Embracing International Collaboration

SETU is committed to extending its international reach and impact through collaborative, international partnerships.

By actively engaging with the international community, SETU aims to:

- **Enhance reputation and attractiveness:** Strengthen its standing as a leading institution, attracting both students and researchers worldwide.
- **Drive regional inclusivity and outward-looking qualities:** Foster a vibrant and connected region, open to innovation and collaboration.

A leading example of this is SETU's membership of the EU-CONEXUS European University for Smart Urban Coastal Sustainability, a nine-strong Alliance of universities funded through the European Universities Initiative. The theme, Smart Urban Coastal Sustainability, encompasses a wide range of disciplines, from coastal engineering to social sciences, all working towards improving the lives of coastal inhabitants.

The Alliance focuses on developing and delivering joint education offers, research collaborations, and knowledge-sharing activities aimed at understanding and addressing societal challenges experienced by communities in urban and semi-urbanised coastal regions (rivers, seas and oceans).

By collaborating with these universities in a formal alliance, SETU commits to contributing to education, research, innovation, and inter-campus community activities that support not only the nine regions but impacts the broader European landscape.

EU-CONEXUS fosters collaboration through various initiatives:

- **Joint education offers:** jointly developing and delivering Minor and joint Master programmes, microcredentials, short courses and professional training to Alliance staff and students.
- **Joint Research and Innovation:** increased research collaboration between the Alliance universities, industry and regional ecosystems on common topics, leading to joint activities, such as seed funding projects and other opportunities.
- **Increased mobility:** blended and online mobility opportunities to learn, exchange knowledge and ideas, and experiences which enhance SETU's "internationalisation at home" opportunities for its staff and students.

By actively participating in EU-CONEXUS and pursuing other international partnerships, SETU demonstrates its commitment to global engagement and its dedication to tackling shared challenges for a brighter future.

Case Study: Sustainability in the Arts Festival

The **Sustainability in the Arts Festival 2025** at South East Technological University (SETU) marks a significant expansion of a student-led, multidisciplinary initiative embedding sustainability and the UN Sustainable Development Goals (SDGs) across the arts curricula.

The Sustainability in the Arts Festival is a multidisciplinary initiative focused on embedding sustainability in the curriculum and contributing towards the creation of a culture of sustainability in the university and wider community. It is largely student-led with learners exploring how the SDGs relate to them in their own discipline areas and producing outputs that reflects this. A wide variety of innovative approaches to showcase teaching and learning are evident in the festival including visual art and graphic design exhibitions, music performances, cooking demonstrations, language posters, research posters and presentations. The strength of the project lies in the collaborative approach and peer learning inherent in this both from a student and educator's perspective. The level of learner engagement is notable as they take responsibility for their own contributions and engage in meaningful assessments with tangible outputs that are showcased and celebrated beyond the confines of the classroom. The 2025 festival, held 7–11 April across Waterford, Carlow and Wexford campuses, adopted the theme “**Land, People, Culture.**” This theme was selected to highlight cultural sustainability, indigenous knowledge, respect for the land, identity and legacy. Students proposed initiatives examining the impact of people and culture on the land, developing collaborative projects that fostered reflective dialogue and positive action around resource use, energy conservation and planetary sustainability.

The festival continues to enable students as co-creators of knowledge, empowering them to interpret sustainability through their own disciplines. Highlights of the festival included immersive installations such as *SoundGarden*, sustainable culinary demonstrations focused on zero food waste, *Echoes of Waterford: A Collage of Time and Terrain 1925–2025* a recycled-material visual art project facilitated by artist Ben Hennessy, XR and open-source digital sustainability workshops, and performances including *Gortaithe* and *Galar Na Foláinne*, which connected land, history, language and resilience.

In 2025, the festival was awarded a prize of 25,000 by the funders SATLE through the SATLE Impact Award (Education for Sustainable Development). The award recognises that the initiative demonstrates innovative approaches to teaching and assessment, where students were given opportunities to be assessed on their ability to integrate the SDGs in their learning in creative ways.

Collaborations with the Sustainable Development Solutions Network, EU-CONEXUS, Georgia Southern University, La Rochelle Université and University of Zadar expanded international perspectives. Engagement with local secondary schools and community partners further strengthened outreach and institutional impact.

Outcomes

Student Engagement: Increased confidence, agency and awareness of sustainability as embedded in creative and everyday practice.

Community Engagement: Strong outreach positioned SETU as a welcoming, sustainability-focused institution addressing real-world challenges.

Skills Development: Interdisciplinary collaboration enhanced problem-solving, creativity and digital sustainability competencies.

Teaching & Assessment: The festival model embedded sustainability meaningfully across programmes through transdisciplinary, authentic assessment.

The 2024–25 festival exemplifies sustained institutional growth, sectoral leadership and the development of a vibrant culture of sustainability within and beyond SETU. The theme chosen for the 2026 Festival is *Drift: Journeys across Water and Time* aims to explore journeys both literal and figurative and continue to promote dialogue around how the arts can inspire environmental stewardship, foster cultural diversity, and strengthen communities.