

**Annual Quality Report
(University of Limerick)
Reporting Period 2024-2025**

University of Limerick

2026

**Annual Quality Report
(University of Limerick)
PART A: INTERNAL QA SYSTEM
Reporting Period 2024-2025**

PREFACE

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

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

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

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

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Links to Reference Documents Cited in this Template¹

Legislation

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

QQI Documents

Statutory QA Guidelines (QAG)

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

Other QQI Policy Documents

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

Other National/International References

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

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

PART A: INTERNAL QA SYSTEM

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 |
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| 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 |
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| 2.0 – Programme Development and Delivery | 2.11 | Self-evaluation, Monitoring and Review | 1.9 | On-going Monitoring and Periodic Review of Programmes |
| 8.0 – Monitoring and Periodic Review | | | 1.10 | Cyclical External Quality Assurance |
| 4.0 – QA of Research Activities and Programmes | QAG for Providers of Research Degree Programmes | | | |

Introduction and Overview of Institution

This is the AQR for University of Limerick 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 the Quality Committee and is submitted by **Dr Sinéad O’Sullivan, Director of Quality**.

Established as an educational institution in 1972 and conferred as a university in 1989, University of Limerick (UL) is an independent, research-focused institution. UL is a leading economic driver in the region and boasts a proud record of innovation and engagement with industry and values creativity, curiosity and excellence in an inclusive community that is committed to social good.

UL offers programmes across a wide range of disciplines through its four faculties – Kemmy Business School; Education and Health Sciences; Arts, Humanities and Social Sciences; and Science and Engineering. The University is recognised for research strengths in the areas of materials, manufacturing, software, science and engineering, and medicine/health, and the employment rate for UL graduates is higher than the national average.

With unrivalled sports and cultural facilities, UL is recognised as having one of the most spectacular and environmentally sympathetic third-level campuses in the world. The campus includes Ireland’s first Olympic-size swimming pool, an indoor sports arena, a boathouse with a state-of-the-art indoor rowing tank, the Glucksman Library, the 1,100-seat University Concert Hall, the Irish Chamber Orchestra Building, the Irish World Academy of Music & Dance and an impressive range of visual arts, including outdoor sculptures, the National Self-Portrait Collection of Ireland and the Water Colour Society of Ireland Collection.

The campus is located 20 kilometres from Shannon Airport and five kilometres from Limerick city. The UL City Centre Campus, located in Limerick city, houses the digital fabrication laboratory ‘FabLab’ and the Citizen Innovation Lab.

The campus is home to the Nexus Innovation Centre which supports spin-out activity in the region and is central to the UL Enterprise Corridor which hosts leading R&D companies such as Johnson & Johnson. Adjacent to the University is the National Technology Park (NTP), Ireland’s first science/technology park (263 hectares), which is home to over 80 organisations employing over 3,000 people.

UL’s mission is to build on the expertise of its scholars in creating, harnessing and imparting knowledge for the benefit of its students and the enrichment of its community. The University seeks to create a destination of excellence in education, research and innovation that will attract the highest-calibre staff and the best students from all sections of society, both in Ireland and abroad.

UL operates under national legislation as specified by the Universities Act 1997.

As set down in that legislation, overall authority for the affairs of the University is vested in the UL Governing Authority, which is appointed in accordance with the Act. Executive Committee is

responsible for the overall management of UL. The academic affairs of the University are managed by faculty boards, the Academic Programme Review Committee and Academic Council.

Development and Approval of AQR

Operational responsibility for completion of the AQR rests with the Quality Support Unit. The Director of Quality is responsible for submission of the AQR to QQI. Upon receipt of the report template, the Director of Quality confers with the Provost/Deputy President and other relevant offices/officers as appropriate. The consultation and development process includes, but is not limited to the following:

- Part one is reviewed by QSU to ensure content is relevant and up-to-date and to include any updates for the reporting period.
- A copy of the report template is circulated to the UL Quality Committee. All members are asked to contribute relevant case studies for inclusion.
- An email is sent to the University Executive and senior officers requesting case studies for inclusion in the AQR.
- An app has been developed by QSU for collection of data for inclusion in the Case Study section of the AQR. This is circulated to all members of UL Quality Committee, the UL Quality Team Leaders' Forum and other relevant offices/officers within the University.
- Relevant data is extracted from annual support unit quality reports for inclusion in the AQR.
- Relevant data is requested from academic and professional service units for inclusion in the report.
- Weekly progress update meetings are held internally in QSU to monitor progress.

In early January, a draft AQR is circulated to the UL Quality Committee for review and feedback. A single-item agenda meeting is scheduled to get feedback from members of the Quality Committee. Once final amendments are made, the AQR is circulated to Academic Council and Executive. The finalised report is circulated to Governing Authority for noting.

A documented operational procedure for completion of the AQR is available on the QSU SharePoint site.

1.0 INTERNAL QA FRAMEWORK

1.1 Governance and Management of Quality

Overall authority for the affairs of the University is vested in the [Governing Authority](#), whose functions include approving high-level strategy and policy, statutes and regulations. The Provost/Deputy President (PDP) reports directly to the Governing Authority on all quality-related issues. Matters relating to internal audit or risk management are dealt with by the [Audit and Risk](#) sub-committee of Governing Authority.

[Executive Committee](#), is the senior management committee with responsibility for developing strategic policies and procedures, monitoring corporate performance and ensuring that all aspects of the corporate function operate with optimal efficiency and effectiveness.

[Academic Council](#) has statutory responsibility for UL's academic affairs. It oversees academic awards, standards and regulations and approves all new programmes and changes to existing programmes. Chaired by the President, Academic Council comprises senior officers, deans of faculty, heads of academic departments, Students' Union officers, assistant deans of academic affairs and elected staff representatives.

Reporting to the President, the [Corporate Secretary](#) has responsibility for a number of areas including: Management of the University governance function including attendance at Governing Authority meetings and management of all Governing Authority Committees; Ensuring Compliance with the Universities Act 1997 and HEA Act 2022; Development, revision and distribution of University statutes, regulations, corporate policies and procedures; Legislative Compliance; Management of University corporate legal affairs; Management of the University's Visual Arts Collection; Management of the University's Risk Management Function; Responsibility for the University's Internal Audit Function; Management of Recruitment & Appointment Processes for the President, Academic Vice Presidents and Deans; Management of a range of internal appeals processes; Records Management; Management of the development, progression and completion of various corporate-wide projects.

As per the [academic organisational chart](#), UL comprises four faculties and 23 academic departments, together with research centres, institutes, and externally funded research centres which are aligned to host faculties. Overall responsibility for the [academic faculties](#) resides with the faculty executive deans, who report to the President. Each dean is supported in his/her role by heads of academic schools/departments, a faculty manager, an Assistant Dean of Academic Affairs, an Assistant Dean of Research and an Assistant Dean of Internationalisation. All academic members of a faculty, together with student representatives, comprise the faculty board, which meets regularly to discuss academic matters, such as proposals for new programmes.

All UL professional service (support) units report to a member of Executive Committee. Full details of all professional service units with links to individual functional areas are available [here](#).

The University of Limerick (UL) strategic plan [UL@50 Strategic Plan 2019-2024](#)² articulates institutional mission, vision and strategic priorities. The overall strategic plan is supported by (a) the [UL Equality and Human Rights Strategy](#), which details objectives, actions and expected outcomes for 13 grounds of Equality and Human Rights under 10 themes: Governance; Leadership; Staff Experience; Educational Experience; Research Experience; Campus Development; Events, Clubs and Societies; Public Relations, Marketing and Communications; Technology; and Procurement and Budgeting; (b) our [teaching, learning and assessment strategy](#), which includes a specific commitment to quality in all our activities; and (c) our [Research Strategy \(Wisdom for Action, 2022-2027\)](#). These strategic documents each have associated implementation plans, which are subject to regular monitoring and review.

The University's decision-making processes and procedures are outlined on the Corporate Secretary's website [here](#).

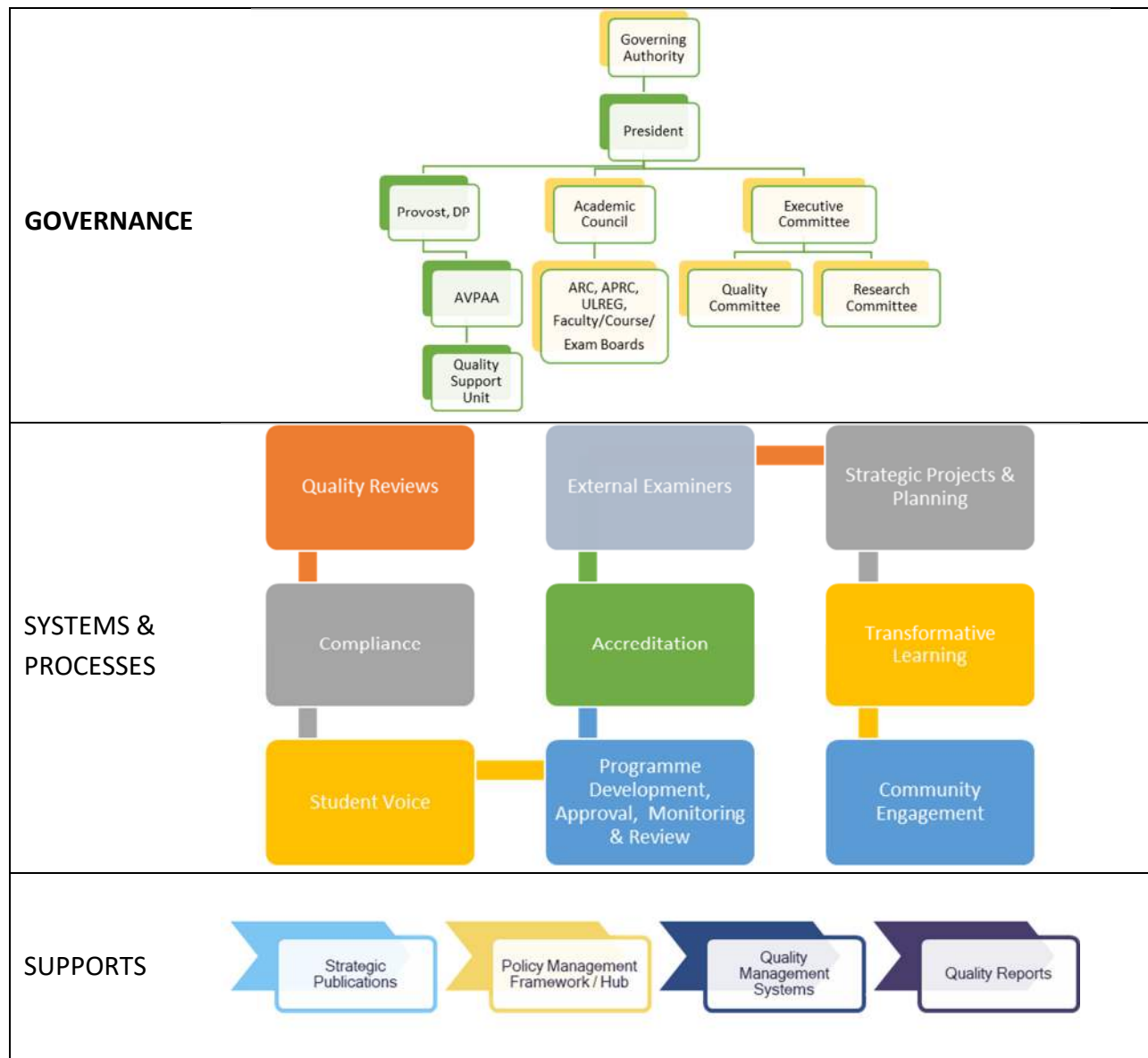
The University is committed to assuring and enhancing the quality of its activities and to fostering a quality culture throughout the institution. The University recognises the pursuit of quality, and hence excellence, as a core value. Responsibility for the quality of our activities rests at institutional, local and individual level. The University Quality Policy is available [here](#). The University's Quality Manual is available [here](#). UL's [risk management policy](#) and associated processes also represent a core university system linking risk, quality and strategy.

UL's institutional arrangements for developing, monitoring, reviewing, enhancing and managing the quality of its activities are multi-layered and multifaceted. They are informed by national acts, statutory quality guidelines and international good practice and are appropriately underpinned by [UL policies](#). The arrangements have evolved and are tailored to institutional organisational structure and mission. They are developed and overseen by relevant institutional and local unit-level governance committees and are reviewed by various means, including internal quality reviews and periodic institutional (external) reviews.

The University's [Policy Management Framework](#) sets out a standard set of principles to follow when developing, implementing and managing institutional policies with a view to promoting a consistent approach to both the development process and format of policies across the University.

² The revision of this strategy is currently in development and is expected to be published in Q3 2026

1.1.1 UL Internal Quality Assurance Governance, Systems and Supports



External Quality Assurance



1.1.2 Representation of Learners and External Stakeholders

The student voice plays a central role in UL's quality assurance framework. Students are represented on all the key decision-making committees of the University (Governing Authority, Academic Council, Faculty Boards, Course Boards, Course Review Boards).

The Student Representative forum provides an opportunity for dialogue and discussion, addressing issues affecting students and enhances links between students and the University. Student Representatives influence change across the campus, from access, facilities, academic delivery, supports and services. They work with the University and become part of the decision-making forum. Elections are held annually for student representatives by UL Student Life, the representative body for UL's undergraduate student population.

Students also participate in the University's quality review process. All review panels comprise a student representative and external stakeholders. External stakeholders are also invited to meet with the quality review group for every site visit.

The Academic Council of the University of Limerick is charged under the University of Limerick Act with ensuring academic standards and the quality of all awards made by the University. In accordance with the University's quality assurance procedures, Academic Council appoints external examiners to all taught programmes to provide an independent view and report on student performance, programme outcomes and proposed awards. Academic Council examination boards will consider recommendations from faculty examination boards and submissions from both internal and external examiners before determining students' final awards.

1.2 Linked Providers, Collaborative and Transnational Provision

1.2.1 Collaborative Provision & Transnational Delivery of Programmes

The University's policy on [Collaborative and Transnational Provision](#) sets out a University-wide approach to collaborative and transnational arrangements in line with the strategic plan and related faculty and divisional strategies. The policy outlines the principles that the University uses to evaluate proposals for partnerships with institutions. The policy and its associated procedures provide direction to staff in evaluating complex proposals, drafting agreements and developing new and existing collaborations, thereby encouraging consistency, transparency and good practice across UL.

1.2.2 Delivery to International Learners

TrustEd Ireland is a statutory quality mark and part of a suite of legislative measures designed to protect international learners. The mark is awarded to higher education and English language education providers who have demonstrated that they meet national standards to ensure a quality experience for international learners from pre-enrolment through to the completion of their programme of education and training.

In support of the mark, QQI published a Code of Practice for the Provision of Programmes of Education and Training to International Learners. The Code of Practice (or 'the Code'), which both draws upon and informs international effective practice, can be accessed [here](#). The Code represents a set of threshold requirements particular to the provision of education and training to international learners.

UL has been externally assessed for compliance with this code and is authorised by QQI to use the TrustEd Ireland mark

1.2.3 Linked Providers

In the context of the Qualifications and Quality Assurance Act 2012 as amended 2019 and in its role as a designated awarding body, the University accredits a number of programmes offered by [linked providers](#). The University's linked provision arrangements are guided by its [Linked Provider Framework](#). The framework covers linked provider approval, annual monitoring and periodic review processes, which include clear governance guidelines.

As a designated awarding body, the University has established relationships with two educational linked providers: [Mary Immaculate College](#) (MIC), Limerick and the [Garda College](#), Templemore, Co. Tipperary.

QA procedures for engaging with linked providers are governed by memorandums of agreement (MoAs) between the University and individual linked providers. The MoAs, and hence the exact profile and scope of the resultant QA oversight, are tailored to best suit individual institutional contexts and are approved ultimately by Academic Council and Executive Committee.

2.0 PROGRAMME DEVELOPMENT AND DELIVERY

2.1 Programme Development and Approval

In accordance with QQI Core Statutory Quality Assurance Guideline 3.1 (Programme development and approval) and European Standards and Guidelines ([ESG](#)) no. 2 (Design and approval of programmes), the University follows a well-established, rigorous process for developing and approving new programmes. The process and its related procedures and guidelines are documented internally on SharePoint. All new programmes must align with the institutional strategic plan, with justification included in approval documentation, and must comply with the National Framework of Qualifications ([NFQ](#)). The NFQ level, award type, learning outcomes, entry requirements, total credits, calculated credits, mode of delivery (full-time, part-time, blended, distance, evening, etc.), progression points and core pathway must all be specified on the programme submission application form for subsequent consideration by the approving groups. The University's Awards Title Framework is available [here](#).

New programmes are formally approved in five stages by five different groups: the host department, host faculty, Executive Committee, Academic Programme Review Committee (APRC) and Academic Council. Academic Council approves new programmes on the advice of APRC. Students and representative stakeholders of the academic units (faculty and department/school) proposing the programme are represented on Academic Council.

Procedures for institution-wide programme design, approval and modification are stored on SharePoint. The approval process procedures and guidelines, including defined criteria, are documented in *Procedures for Processing Programme Proposals* and *Guidelines to Ensure Quality and Consistency of Submissions*, respectively. Joint or dual degrees are subject to the provisions of UL's policy on [Collaborative and Transnational Provision](#).

Following approval by Academic Council, the modification or creation of programme records is maintained by the Programme Management Office of the Academic Registry Division. Further information is available [here](#).

2.1.1 Apprenticeship Programmes

The provision of statutory apprenticeship programmes is an aspect of the University's work-based learning delivery and collaborative provision. The University's [Policy and Procedures for the Provision of Apprenticeship Programmes](#) provides direction to staff and potential partners when considering the provision of statutory apprenticeships. Adherence to the policy and its related procedures ensures that statutory apprenticeship programmes are developed and delivered in accordance with statutory requirements and those of the University of Limerick. The policy is guided by [QQI's Topic Specific](#)

[Quality Assurance \(QA\) Guidelines for Statutory Apprenticeship Programmes](#) and [QQI's Policy for Collaborative Programmes, Transnational Programmes and Joint Awards](#) as key external reference points but is also interdependent with other University policies and procedures relating to programme development, teaching, learning and assessment.

2.2 Admission, Progression, Recognition & Certification

The University's policies and procedures in relation to admission, progression and recognition of prior learning are informed by QQI's [Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training](#).

The [online prospectuses](#) for undergraduate and postgraduate programmes and the Graduate & Professional Studies and UL Global websites specify the admission processes and entry criteria for the University's programme offerings. Programme award titles are aligned with the institution's [Award Titles Framework](#). The [Access and Widening Participation Policy](#) provides for entry mechanisms, programmes and support services that ensure equality of entry, participation and outcome for all student groups at the University. The [Recognition of Prior Learning Policy](#) complies with national and European principles on recognition and recognises all types of prior learning, including that acquired by formal, non-formal and informal routes. Appeals about admissions decisions are managed under the admissions appeals process for undergraduates and postgraduates. The RPL website, which outlines full details of RPL processes and procedures, is available [here](#).

The [Handbook of Academic Regulations and Procedures](#) specifies the regulations relating to learner admission (sections 1.2, 1.3, 5.3, 5.4), progression (4, 5.5, 5.6), recognition (1.4, 1.5, 2) and certification of awards (1.6, 5.2). The handbook is updated annually to ensure all regulations and procedures remain fit for purpose. Handbook updates are recommended by APRC and approved by Academic Council. The [Academic Programme Transfer Policy](#) specifies conditions under which students can apply to transfer between programmes internally or from a programme in another HEI.

The Institutional Research Officer and the ITD Business Intelligence & Reporting team gather statistics on student admission and progression. Reports on student progression per programme are compiled and presented to course directors, heads of department/school, faculty deans and Executive Committee.

In accordance with the Academic Programme Review Policy (which is covered in more detail in section 4.3), each programme's course review board is provided with the following sets of anonymised data, which they use in their annual and periodic programme review reports:

- Course data report, including:
 - o Application data – CAO + international
 - o New entrant CAO points – minimum and median
 - o New entrant entry mode – DARE, Further Education, HEAR and mature students

- o Student enrolment and progression data
- o First-year presence and progression after one year
- o Graduates by award level
- Course-specific results from the Student Exit Survey
- External examiner reports from the previous three academic years
- Graduate first destination reports
- All available annual programme review reports since the previous periodic review.

2.3 Procedures for Making Awards

The UL Academic Council approves the entry requirements, programmes of study and award titles of all degrees, diplomas and certificates that are offered by the University.

Programme learning outcomes and the curriculum designed to achieve those outcomes are articulated as part of the initial approval of a programme by Academic Council. These outcomes are mapped to the appropriate NFQ award descriptor. Learning outcomes for all modules are outlined in the University of Limerick [Book of Modules](#). Assessment of modules is based on the achievement of those learning outcomes.

Each student's performance is considered at the University Exam Board, and award recommendations are then considered at the next meeting of Academic Council.

Learners who successfully complete major, minor, supplemental or special-purpose awards receive a University of Limerick parchment fixed with the UL seal and endorsed by the UL President and Provost & Deputy President. Graduands in receipt of major, minor, supplemental or special-purpose awards are conferred at the next scheduled conferring ceremony. Unless otherwise approved by the Provost & Deputy President graduands in receipt of awards of less than 30 credits are conferred in absentia. Graduands in receipt of awards of 30 credits or greater will be invited to receive their award at the conferring ceremony.

Details of the University's procedures for certification of awards and their alignment with the National Framework of Qualifications is available on the university [website](#).

2.4 Awards Information

The Irish Register of Qualifications (IRQ) provides public confirmation of the formal, technical relationship between a qualification and related programmes and the NFQ and is published online at www.irq.ie. The IRQ is a comprehensive and authoritative list of all quality-assured education and training qualifications recognised on the Irish National Framework of Qualifications. In signing up to the [Joint-Sectoral Protocol between Designated Awarding Bodies \(DABs\) and Quality and Qualifications](#)

[Ireland for the Inclusion of Qualifications within the National Framework of Qualifications](#), DABs endorse it as the basis for determining the inclusion within the NFQ of awards of designated awarding bodies, in accordance with Section 55B of the Qualifications and Quality Assurance Act (2012) as amended 2019.

In accordance with the protocol, signatory designated awarding bodies publish their awards included within the NFQ to the IRQ. The publication of an award on the IRQ confirms that a relevant designated awarding body and QQI have agreed that it is appropriate that such an award be included within the NFQ. In line with EU requirements QQI has also published the IRQ data for Higher Education programmes at European level on the Europass Qualification Dataset Register at www.europass.ie making this information visible at EU level.

The IRQ is currently compiled and uploaded to the QQI portal by the Quality Support Unit and approved by the provost. The QSU is responsible for return for linked providers.

2.5 Teaching, Learning and Assessment

In line with **ESG 1.3 (Student-centred learning, teaching and assessment)**, active and collaborative learning forms a central element of [UL's teaching, learning and assessment strategy](#). Given the diversity of programmes on offer at UL, a variety of modes of programme delivery is available. In accordance with **ESG 1.3**, the mode of delivery is defined for all programme modules in the (new or revised) programme submission documentation approved by APRC/Academic Council as set out above. Academic regulation 1.4.3 (in the [Handbook of Academic Regulations and Procedures](#)) requires the academic staff member(s) to provide details to the students of the learning outcomes of the module, indicative grade descriptors corresponding to each grade, the criteria on which assessment is to be based, the minimum performance standard, the weighting allocated to each assessment instrument associated with the module and repeat assessment instrument(s) associated with the module. Programme assessment policy and procedures are clearly articulated in the Handbook of Academic Regulations and Procedures (in particular chapter 2, Marks and Standards).

The UL Academic Council is charged under the [Universities Act 1997](#) with ensuring academic standards and the quality of all awards made by the University. In accordance with the University's quality assurance procedures, Academic Council appoints external examiners to all taught programmes to provide an independent view and report on student performance, programme outcomes and proposed awards. Academic Council examination boards will consider recommendations from faculty examination boards and submissions from both internal and external examiners before determining students' final awards. The University's External Examiners Policy is available [here](#).

Under the terms of the University's [Academic Programme Review Policy](#), all taught programmes are subject to formal annual review by the relevant course review board with a commitment to periodic

review (usually every five years) by a panel that includes external personnel. Master's and PhD theses by research are monitored by means of an annual progression and monitoring system involving research review panels within each academic unit. The theses are examined and reported upon by internal and external examiners.

Working with UL's four faculties, [Graduate & Professional Studies](#) (GPS) manages the development and delivery of flexible and relevant professional and personal development programmes. GPS uses a hybrid model: academic schools/departments retain ownership of courses and academic material, and GPS provides the support, procedures and processes that enable the development and delivery of flexible learning pathways.

Students are systematically involved in programme delivery and assessment-related activity. Programme boards include student representation (with students absenting themselves when exam results are discussed), as do associated QA oversight fora, including Faculty Board, Academic Council and Governing Authority. Institutional-level student feedback is collected systematically through the [TRUST survey](#) suite (TRUST-EM evaluation of modules; TRUST-SET evaluation of teaching) as well as through a range of other survey activities, including, but not limited to, the national survey, [studentsurvey.ie](#), the self-evaluation of teaching, the UL postgraduate research experience survey and surveys of international students. Survey findings are considered, as appropriate, at local level (by individual academic staff, programme boards, heads of department) and at institutional level (by deans, Executive Committee, Academic Council), and summary reports are made publicly available.

3.0 LEARNER RESOURCES AND SUPPORT

The provision of module resources is the responsibility of relevant academic and support units. Relevant examples of the latter include ITD, Buildings and Estates, the Library and the Student Affairs Division. Where review processes (course review board annual programme review, external examiner reports, student surveys) point to a shortfall in a programme's learning resources and/or learner supports, the course director liaises with the head of department/school to rectify the situation.

[Academic Registry](#) is the main provider of administrative services (e.g. maintains student records, administers end-of-semester examinations, issues graduate parchments and transcripts, and develops and administers procedures for complying with the University's academic regulations and marks and standards) to units running programmes of study and their students. Academic Registry is subject to periodic quality review and, through its QMS, regular QMS auditing.

Many of UL's student support services (Access and Widening Participation, Student Health and Wellbeing, and Student Engagement and Development) reside in the [Student Affairs](#) division. Access and Widening Participation services work to promote and support the participation of students from groups or communities (e.g., socio-economically disadvantaged students, older learners, students with disabilities, students from ethnic minority groups) who have traditionally been under-represented in the third-level education sector. Targeted group and individualised support (advice, financial, academic, practical) is offered to students at pre-entry, transition and post-entry stages, while the [Educational Assistive Technology Centre](#) also works to increase awareness and foster a culture of accessible and inclusive practices across the campus. Other Student Affairs services are universally available to all UL students (e.g., student support and engagement, student health centre, counselling and volunteering) supporting and scaffolding students' academic and social engagement in their studies, as well as supporting and promoting positive health and wellbeing.

Outside of Student Affairs, pastoral care is provided also to students through the Personal Academic Support System ([PASS](#)), and the two students' unions ([Student Life](#) and [Postgraduate Students' Union](#)). Additional specific student support services are also offered through the Centre for Transformative Learning, UL Global and Healthy UL.

Undergraduate programmes include either a six-to-eight-month cooperative education placement ('[Co-op](#)') or practice placement (clinical or teaching). Both types of placements are formal, compulsory and academically accredited elements of the programme. For programmes with professional placements regulated in part by an accrediting body such as the Medical Council or Teaching Council, placements are restricted to sites that are recognised by that accrediting body. In addition to Co-op, language students may undertake an Erasmus placement at a European partner institution.

The [Careers Service](#) (a section of the Cooperative Education & Careers Division) offers support to students and recent graduates in developing and implementing successful career plans and facilitates the recruitment process for students and employers.

The remit of the University's [Access, Equality and Student Affairs Committee](#) includes ensuring that “policies prepared are in accordance with good practice, student equality and diversity principles, and student, University and legislative requirements”.

UL is authorized by QQI to use the TrustEd Ireland mark which demonstrates the University's commitment to supporting international students and compliance with the [Code of Practice for Provision of Programmes of Higher Education to International Learners \(HE Code\)](#).

The [Centre for Transformative Learning](#) offers a number of [initiatives to students](#) to support their learning, including the [First Seven Weeks programme](#), [study skills and exam technique workshops](#), and a number of [student support centres](#) (the five learner support centres listed in section 6.2.2 and [SESU](#)).

HR's Talent Development section provides [training and development courses](#) to support the development of research skills for research and academic staff. Popular programmes include networking for research, grant writing, communicating research effectively, research ethics and PhD supervision. In addition, HR operates a mentoring programme, which brings together those involved in research to exchange experience and provide each other with guidance and support in achieving research outputs, including publications, books and research grants.

The [Buildings and Estates Department](#) manages and allocates space on campus in accordance with the University's [Space Management Protocol](#) (approved by Executive Committee). Buildings and Estates ensures that all aspects of the University's infrastructure are safe.

The Glucksman Library, which is managed and quality assured by the [Library and Information Services Division](#), provides information resources and facilities to students, staff and researchers.

In relation to research, laboratory space and associated equipment falls under the auspices of the individual academic unit and/or research institute in which the facilities reside.

As part of their periodic quality reviews, academic, research and support units evaluate and report upon the adequacy of their physical premises, equipment and facilities. Any recommendations put forward to a unit by the reviewers are itemised in the unit's post-review quality improvement plan.

The institutional [Safety Statement](#) provides a framework for the organisation of safety throughout the University. The statement includes guidelines for personnel with delegated safety duties who will, by their actions and encouragement to others, ensure that the University continues to be a safe place in which to work and learn. The [Health & Safety Essentials](#) booklet, to be read in conjunction with the

Safety Statement, provides guidance on the very broad scope of health & safety at work. The purpose of the booklet is to summarise the main points of the Safety Statement (Part 1) and provide information on a number of general health and safety issues relevant to the whole institution (Part 2). Further details of health and safety policies and procedures, including Garda vetting and foreign police clearance, are available on the [Health and Safety](#) page of the HR [website](#).

3.1 Digital Learning Resources

The Digital Learning Support Hub (DLSH) on ULs Brightspace VLE is a one-stop-shop for students to access ULs five learning centres online supports and schedules for their in-centre, face-to-face supports. Using the DLSH framework, the site also deploys module and subject specific blended support where timely and relevant online content is coordinated with face-to-face supports being offered weekly in the centres during each semester, a high proportion of this active support being peer-led. DLSH currently supports 19 modules across 3 faculties.

The DSH includes a digital skills self-assessment tool, facilitating people to benchmark their digital proficiency, and a range of asynchronous self-study lessons on topics such as digital accessibility, digital wellbeing, video creation, and Generative AI. These resources enable learners to tailor their development to personal, academic, and professional needs.

The DSH design enables teaching staff to independently take and integrate lessons into their modules, such as [AI Essentials: Student Guide to GenAI](#),

Licensed under [Creative Commons](#), the DSH resources are Open Educational Resources (OER) that can be freely adapted by other institutions, advancing digital transformation across the sector.

4.0 QA OF RESEARCH ACTIVITIES AND PROGRAMMES

Overall research strategy and policy is articulated by the University's: (a) [strategic plan](#); (b) [research strategy](#) and (c) [quality policy](#). The management of [institutional-level research](#) is largely the responsibility of the Vice President Research, who is supported by the Office of the Vice President Research. Research-related policies and procedures are available [here](#). The University Research Committee, which reports to Executive Committee, advises and reports on research priorities for the University.

At an institutional level, research master's, PhDs and Professional Doctorates are supported by the Doctoral College with respect to advocating for quality education, increasing infrastructural efficiencies, accommodating diversity of research and research needs, and networking opportunities as part of a community of researchers. Information on postgraduate research is given on the Doctoral College [Doctoral College | University of Limerick (ul.ie)] website. Academic regulations affecting postgraduate researchers are included in the Handbook of Academic Regulations and Procedures (in chapters 2 and 5). In addition to providing access to that handbook, the Codes of Practice and Regulations page of the Doctoral College [website](#) provides access to the policies, procedures, forms and guidelines that underpin the research postgraduate processes. Doctoral College reviews and, where necessary, updates on an ongoing basis these forms, documents and relevant academic regulations. The Doctoral College is committed to embedding the core principles outlined in the National Framework for Doctoral Education [National Framework for Doctoral Education 2023.pdf ([myphd.ie](#))].

QA measures are in place to collectively ensure the effective oversight of the quality of institutional research throughout the full lifecycle of research projects. The [Research Portal](#) provides information and relevant forms relating to research projects, including procedures relating to research proposal development, authorisation, submission and management. The [Research Projects](#) section of the [Finance Department](#) oversees and reports on financial aspects of research activity. The [Human Resources Division](#) publishes HR policies and procedures relating to research staff on its [Research Staff](#) web page.

UL is committed to ensuring that all research carried out under its auspices meets the highest standards of [integrity](#), and that an environment of research integrity prevails through the promotion of good research practices, together with the use of fair, effective, and transparent procedures to address research misconduct. In support of the Research Integrity Policy, UL has appointed a Research Integrity Officer from among its senior faculty and research integrity champions are in place within each faculty.

UL's [Research Integrity Policy](#) applies to all employees of the University, as well as all Adjunct, Emeritus, and visiting personnel officially engaged in research work at the University and/or undertaking any research activity in the University's name. This policy is aligned with the

- [National Policy Statement on Ensuring Research Integrity in Ireland \(2014\)](#)

- [IUA national policy statement on ensuring research integrity in Ireland](#)
- [Procedure for Managing Allegations of Misconduct in Research](#)

The Office of the Vice President of Research maintains overall responsibility for research ethics and governance structures at the University. This is facilitated by the [Operating Guidelines for the Governance and Oversight of Research Ethics](#) and the ULREG Terms of Reference. ULREG (University of Limerick Research Ethics Governance committee) is primarily concerned with research related policies, procedures and governance, whilst all research ethics applications are considered at Faculty level by Research Ethics Committees (RECs). All appeals of Faculty REC decisions are referred to ULREG.

ULREG (University of Limerick Research Ethics Governance committee) is primarily concerned with research related policies, procedures and governance, whilst all research ethics applications are considered at Faculty level by Research Ethics Committees (RECs) and the Animal Ethics Committee. All appeals of Faculty REC decisions are referred to ULREG.

All members of the University staff and students are required to plan and conduct their investigations in accordance with appropriate ethical standards. Staff should ensure that they have knowledge of any relevant disciplinary guidelines on research ethics and that any empirical research has the required approval by the Faculty's Research Ethics Committee and/or other bodies as required. Research on patients (i.e. people who are receiving treatment because of an illness) falls within the remit of the Committee but requires ethical clearance from the relevant hospital Research Ethics Committee prior to the research commencing.

Faculty Research Ethics Committees are charged by the University to consider the ethics of proposed research projects which will involve human subjects and to agree or not as to whether the projected research is ethical.

Faculty Research Ethics Committees must be consulted about any research proposals which involve:

- Direct experimentation on individuals.
- Surveys or questionnaires administered to individuals.
- Use of data derived from individual records where individuals might be identified.
- Experimentation which involves animals
- Animal Science REC

Faculty Committee Information can be found at:

- [Kemmy Business School Ethics](#)
- [Arts, Humanities & Social Sciences Ethics](#)
- [Education & Health Sciences Ethics](#)
- [Science & Engineering Ethics](#)

In 2024, the University conducted a review of research ethics across the University. Guidelines for this review, as well as the published report, are available on the QSU [website](#).

The quality of research is reviewed through the quality reviews of [academic units](#), [research institutes](#) and [professional service units](#). The latter include the Office of the Vice President Research, Doctoral College, Finance, HR, Library and Information Services Division, ITD and Buildings and Estates, all of which contribute to a greater or lesser extent to achieving the University's research goals. Several of the above support units regularly develop, deliver or coordinate various research-related professional development courses, which are widely advertised throughout the institution by email. The University of Limerick tracks and reports on research performance via a number of mechanisms including research performance dashboard available to management, Annual Research Performance report published each year and returns to the Higher Education Authority. External evaluations of research centres and projects are also undertaken by their relevant funder.

The University of Limerick measures its research performance under four broad categories including publications, funding, research postgraduates, and impact. These are reported annually. In addition, the data is captured quarterly to meet ongoing requests for research performance metrics from Research Institutes, Departments/Schools, Executive Committee, etc. A Research Performance Dashboard is in place that allows all UL staff to view publication, funding and commercialisation metrics.

The activity under each of the categories is collated from various data sources both internal and external to UL. The internal data sources include but are not limited to the UL Research information system (ULRIS), Student Record System, Agresso financial system, and MyIP (research contracts and commercialisation activity). External data sources include bibliometric databases fl. Examples of key measures captured under the four categories include:

- Research outputs
- Research postgraduate graduations
- External funding awards
- Impact case studies
- Commercialisation activity

5.0 STAFF RECRUITMENT, DEVELOPMENT AND SUPPORT

5.1 Staff Recruitment

The University's HR [policies and procedures for the recruitment](#) of academic, professional service and research staff comply with Irish public sector recruitment and appointment procedures. Recruitment policies, procedures and practices comply with the [Universities Act 1997](#), the [Employment Equality Act, 1998](#) and subsequent amendments, <https://www.ihrec.ie/guides-and-tools/human-rights-and-equality-for-employers/what-does-the-law-say/eea-summary/> the [Equality Act 2004](#) and subsequent amendments, [Qualifications and Quality Assurance \(Education and Training\) Act 2012 as amended 2019](#), [Athena Swan](#) and the [HR Strategy for Researchers \(HRS4R\) | UL - University of Limerick](#). The University's [Equality and Diversity Policy](#) is designed to ensure that the University's procedures and practices operate in a manner that is consistent with the institution's commitment to equality of opportunity and do not discriminate against individuals on grounds of gender, gender identity, gender expression, civil status, family status, sexual orientation, religious belief, age, disability, race or membership of the Traveler community, socio-economic status, ethnicity, national identity or neurodiversity.

The University's recruitment and staff development procedures for academic staff are designed to ensure that teaching staff are suitably qualified and experienced for their teaching and research roles. Applicants called to interview are required to submit references prior to interview, and subsequent offers of employment are subject to receipt of satisfactory references. Prior to taking up an offered position, the successful candidate must submit evidence (original copies) of academic, professional or technical qualifications. PhD qualifications are the norm for academic staff.

The recruitment policies are reviewed regularly, updated as required, approved by Governing Authority and published on the [Policy Hub | University of Limerick](#)

5.2 Staff Management

Terms of probation and tenure are addressed in each new hire's contract and job specification. Members of staff report to and are managed by their line manager. Established members of staff (i.e. those with a contract of at least 10 months) participate in the University's formal, mandatory Performance and Development Review System ([PDRS](#)). The PDRS is designed to identify the CPD needs of staff and to ensure those needs are met. It aims to ensure the alignment of team and individual objectives with the University's strategic priorities. The overall focus of the system is on improving performance and enhancing professional/career development.

5.2.1 Work Allocation Model

The UL Workload Allocation Model (WAM) aims to provide a fair and transparent approach for the allocation and distribution of workload for all academic staff at UL. The WAM system is a sustainable academic workload allocation tool, based on the WAM framework allocating workload to teaching

(40%), research (40%) and service activities (20%), helping to achieve a work-life balance and reconcile teaching, research, and service activities.

The WAM project at UL aligns with the University's strategic objectives to implement and support equality, diversity, and inclusion, which underpin the institutional Athena SWAN accreditation, the Gender Equality Action Plan and the University's Equality and Human Rights Strategy.

5.3 Staff Development

The [Talent Development](#) Section is an integral part of the University's Human Resources Division. Their aim is to support the University's strategic plan by delivering focused training and talent development solutions to all employees that will enable a high performing organisation. A further aim is to ensure the most effective use of the talents, skills and abilities of employees by supporting employees to maximise the contribution they can make. The Talent Development Section aims to foster close relationships with academic and administrative departments to support them in achieving their objectives.

Newly recruited members of staff participate in an intensive, one-day general induction programme delivered by HR. General induction includes reference to web-accessible HR employee [policies and procedures](#), including the [Code of Conduct for Employees](#) and the [Dignity and Respect Policy and Procedures for Students and Employees](#) <https://www.ul.ie/policy-hub/policies> In addition, new staff are provided with [UL Induction | University of Limerick](#) to familiarise them with their designated roles and responsibilities and their place within the unit.

[Policies and procedures](#) are in place for the promotion of Academic Staff. [Job Sizing](#) and [Job Evaluation](#) procedures are in place for professional, managerial and support staff.

Ongoing CPD is a central feature of the University's professional development environment. Through the [PDRS](#), the head of department/school meets with each member of staff to agree on specific CPD requirements for that staff member. The [Centre for Transformative Learning](#) (CTL) operates a [peer observation of teaching](#) process whereby an academic member of staff observes a colleague's teaching and gives them feedback on how their teaching could be improved. The CTL promotes postgraduate diploma and master's [courses in teaching, learning and scholarship](#). In conjunction with the [National Forum for the Enhancement of Teaching and Learning in Higher Education](#) and the Midwest Regional Cluster, the CTL offers teaching staff regular workshops on various aspects of pedagogy and a wide variety of resources and supports for improving their teaching. The University's [Digital Education Forum | University of Limerick](#) provides a coordinated approach to the use of technology-enhanced and blended learning. CTL have a dedicated website offering specific supports for staff with the move to online learning. The [site](#) covers continuity of assessment, alternative to end of semester exams, guidance on assessment choices and tools and guidelines for online teaching.

6.0 INFORMATION AND DATA MANAGEMENT

6.1 Information Technology and Systems

In addition to maintaining and developing the University's network and communications infrastructure, including the campus data centre facilities, the [Information Technology Division](#) (ITD) maintains a suite of enterprise applications and software systems that are critical to the teaching, learning, research and administrative goals of the institution. The IT strategy, [UL Enable Stage-2 IT Strategy](#) positions IT as an enabling and leading capability for the University in realising its mission and strategic objectives. To date, the strategy's digital transformation projects have greatly enhanced the areas of data-driven decision-making, digital governance, innovation and change, the adoption of new cloud-based systems, and the strengthening of UL's cyber security posture.

A list of IT-related policies and regulations is available on the ITD [website](#).

The University operates the following information management systems:

- SI (Student Record System)
- Agresso (Finance Management System, Unit 4)
- Core (HR Information Management System)
- Elsevier Pure (Research Information System)
- Evasys (module feedback system)
- Qualtrics (surveys)

ITD's Business Intelligence (BI) team provides core BI and reporting systems to the campus community. Ongoing dashboard development by the team for key business units, enhances monitoring and reporting, providing business insight and informing decision making within the University.

Profiles of the student population as well as student progression, success and drop-out rates are gathered, reported and analysed in a number of ways. The Institutional Research Officer gathers statistics on student admission and progression. Reports on student progression per programme are compiled and presented to course directors, heads of department/school, faculty deans and Executive Committee.

The Office of the President compiles student profile data for inclusion in the University's annual Strategic Dialogue self-assessment report to the Higher Education Authority (HEA) – see the published HEA's [Higher Education System Performance Institutional and Sectoral Profiles](#) for details.

The [Academic Registry Division](#) maintains and controls the University's student records through its student records system (SI), from which various officers and offices can extract and tailor data to generate reports. Reports are generated from SI for relevant internal stakeholders at institutional level (e.g. Academic Council and Executive Committee) and local level (e.g. course review boards). Reports

are generated from SI as required for external stakeholders, such as the HEA and the Department of Education and Skills.

The security of SI is maintained through access levels, which are controlled by ITD and the system administrator in the units that use SI. Academics input their students' assessment results into the system, and data integrity scripts are run to check the accuracy and completeness of the data.

6.2 Records Management and Retention

The University operates an institutional [records management and retention policy](#). Policies and procedures on the maintenance and retention of quality-related documentation at unit level form part of each support unit's QMS. One of the quality management processes of the QMS is documentation control. All QMS processes are published on the Quality section of each unit's website.

6.3 Data Protection and Freedom of Information

[Data protection](#) forms part of the remit of the [Corporate Secretary's Office](#). The University operates a [data protection policy](#), which was revised in 2018 to reflect changes under the General Data Protection Regulation (GDPR), a European Union (EU) regulation introduced in 2018 to strengthen and unify data protection within the EU. GDPR replaces the Irish Data Protection Acts 1988 and 2003.

The Corporate Secretary's Office website has a dedicated [Privacy Notices | University of Limerick](#) web page that outlines how and why the University shares personal data with third parties and lists all relevant parties. The Corporate Secretary's Office also manages the University's [freedom of information](#) function. The University complies with the [Freedom of Information Act 2014](#) and has an FOI unit and FOI officer.

The Corporate Secretary's Office website includes an [Information and Compliance](#) page. In addition to the records management, FOI and data protection, this page provides information on the Disability Act, the Official Languages Act, copyright and environmental regulations.

6.4 Key Performance Indicators

The University agrees its performance indicators with the HEA through the [performance framework](#). Designated institutions of higher education set out their contribution to the achievement of institutional and national strategy in performance agreements with the HEA. Performance agreements are developed through engagement and dialogue between HEIs and the HEA. The publication of these performance agreements is intended to promote the transparency of the System Performance

Framework process and ensure accountability across the system. UL's performance agreement can be viewed at [UL Performance Agreement 2024–2028](#).

The University maintains an internal KPI dashboard which is used to monitor key internal performance indicators.

7.0 PUBLIC INFORMATION AND COMMUNICATION

7.1 Public Information

The University regularly updates its [website](#) so that its wide range of stakeholders can easily source information relevant to them. The Office of the President is responsible for maintaining the high-level pages, such as those providing information on [institutional leadership](#), [Governing Authority](#), [Academic Council](#) and [strategic publications](#). Individual units are responsible for maintaining their own websites, all of which are accessible from the University [homepage](#).

The Website Redesign project continues apace. This complete redesign of the website is being carried out with a design-led user focused methodology and will create a modern user-friendly website. The in-house Web Team has carried out all the visual design work, and an external agency will now come on board to help with the functional coding and development of the website. This is due to be completed in Q1 2026.

The University adheres to the Freedom of Information Act 2014, which informs institutional practice in this area. Section 8 of the Act requires FOI bodies to prepare and publish as much information as possible in an open and accessible manner on a routine basis, having regard to the principles of openness, transparency and accountability as set out in sections 8(5) and 11(3) of the Act. Links to each section of the University's FOI Publication Scheme are maintained by the [FOI section](#) of the Corporate Secretary's Office. Links include:

- [General Information about the University of Limerick](#)
- [Information on Functions & Services Provided](#)
- [Information on Decision-Making Procedures](#)
- [Financial Information](#)
- [Procurement Information](#)
- [Other Routinely Published Information / FOI Disclosure Log](#)

The Corporate Secretary's Office [website](#) also includes sections on [data protection](#), [records management](#) and [environmental information](#).

The University's [Student and Staff Gateway](#) provides information on calendars and timetables; policies, procedures and handbooks; learning resources; support and administration; further study; and details on upcoming events.

The Marketing and Communications Division is responsible for gathering and disseminating a wide range of information to audiences both internal and external to the University. The Division also manages the University's institutional social media accounts. The University's Social Media Strategy and Social Media Policy are available on the [UL Marketing webpage](#). The focus of the strategy is to

develop a core tier of social media channels and adopt a proactive social media publishing process that integrates the four faculties and key business units. The Division supports several communities of practice groups, including: the campus-wide University Social Media Community Group, which offers training, strategic advice and policy guidelines; (Staff) Web Editor community, which publishes regular articles on UL Connect that promote advice and best practice, meeting every two months in-person with talks of interest to the community; Monthly MarComms Meet-up, a monthly meeting open to anyone with an interest in Marketing or Communications or involved in Marketing or promotional activities on behalf of UL. New Communities of Practice in both Internal Communications and External Communications are to be established in 2025. A weekly drop-in clinic is held by the web team to allow Web editors to ask any questions they have on any relevant topic. The Division supports the campus-wide University Social Media Community Group and offers training, strategic advice and policy guidelines. A new three-year [Marketing and Communications strategy](#) and implementation plan (2023-26) is available for the UL Campus Community, which outlines the key Marketing and Communications projects to be implemented over the next three years, with the aim of driving overall current strategic goals for University of Limerick. Information regarding UL Open Days is published annually on the University website.

UL Connect is University of Limerick's internal communications and information sharing platform. Linked to users' single sign-on, it comes up as one of three default home pages on all UL laptops and desk top PCs. The platform allows for easy sharing of text, video, images and podcast on a one-to-many basis and enables users to send communications to all users or specific audiences according to location (faculty), department, area (research / academic / PMSS (professional, managerial, support staff, or communities of interest. In addition to allowing for the horizontal sharing of information and events between staff, and the cascade of information from the University, UL Connect acts as a single location for other University information streams and third-party apps: social media accounts, News Centre, UL Podcasts, LinkedIn Learning, Core HR, Agresso, SilverCloud, TopDesk, Speak Out tool and more.

7.2 Learner Information

The online prospectuses for [undergraduate](#) and [postgraduate](#) programmes and the [Graduate & Professional Studies](#) (GPS) and [UL Global](#) websites specify details of (or provide links to) the University's programme offerings. The published information for each programme specifies the programme's title; NFQ level; entry requirements; duration; structure; list of modules; and many include information on career prospects; student profiles; video clips from students, graduates and staff; and a contact name and email address for requesting more information. Hard copies of the prospectuses and supplementary programme descriptor documents are made available to the public during open days, career fairs and information evenings. Current and prospective research students can access information on the University's research activities and offerings on the [Research](#) and [GPS](#) websites.

All programmes published on the online prospectuses lead to an award. Once a programme has been selected on the GPS website, the page specifies whether the programme leads to an award and, if so, what the award is.

Information on internal transfer and progression is available in the [Student Handbook](#), which all new students receive during enrolment.

7.3 Publication of QA Reports

QA evaluation reports are published at unit level in the context of the periodic [quality review process](#) for academic, research and support units. The outputs of the process for each unit include (i) a reviewers' report, which is [published](#) on the QSU website; and (ii) a quality improvement plan (QIP) for the unit, which is based on the recommendations from the reviewers' report. The final QIP implementation summary report is published on the websites of the QSU.

The University publishes the reports from its institutional reviews ([2012](#) and [2020](#) to date) on QSU website. Quality assurance policies are available on the University policy [hub](#). Quality assurance procedures are available on the QSU [website](#) and are also published on individual unit websites.

8.0 MONITORING AND PERIODIC REVIEW

8.1 Self-Evaluation

A diverse range of procedures are enacted at institutional, local and, indeed, personal level with a view to monitoring, self-evaluating and enhancing the quality of our activities. Institutional-level self-evaluation activities incorporate, but are not limited to, the following:

- The University collects, analyses and reports upon a whole range of datasets and other information to external stakeholders (e.g. the HEA, QQI and Department of Education and Skills). These activities are undertaken by a wide range of (largely) support units and offices/officers, as relevant to functional area.
- At an institutional level, the strategic plan sets priorities, objectives and measures of success. Progress on the achievement of the plan's aims and objectives, as defined in terms of indicators of success and outcomes, is monitored on an ongoing basis by Executive Committee and Governing Authority.
- The University's research strategy specifies action items and targets for each strategic objective. The Vice President Research oversees regular reviews of the strategy and reports on performance against targets to Executive Committee and Governing Authority. These KPI's are embedded into HEA compact and Knowledge Transfer Ireland reports which take place on a regular basis.
- Self-evaluation activities (and associated authorship of a self-evaluation report) are carried out as part of academic, research and support unit quality reviews. Review reports are made [publicly available](#), and the review recommendations form the basis of a subsequent quality improvement plan (QIP). The implementation of the QIP is monitored by the QSU, the PDP, the relevant dean and the university Quality Committee.
- UL implements an [external examination process](#) for both taught and research programmes, and external examiner reports are considered at local unit and individual level. External examiners are requested to contact the Office of the Provost/Deputy President directly if they have concerns.
- Under the terms of UL's Academic [Programme Review Policy](#) all taught programmes are subject to formal annual monitoring by the relevant course review board with a commitment to periodic review (usually every five years) by an external panel. The review outcomes are considered at departmental and faculty level and by Academic Council's APRC.
- Student feedback is gathered by means of the [TRUST | University of Limerick](#) surveys. and detailed and/or aggregate reports are made available to individual academics, heads of department, course boards, deans, Executive Committee and Academic Council.
- The QSU and the ITD Business Intelligence & Reporting team gather statistics on the Student Exit Survey. CECD work with BI team on the graduate 1st destination. QSU also gather and report upon the external examiner dataset.
- All UL support units are required to implement a QMS. A requirement of the QMS is the inclusion of a 'QMS Audit' process, whereby all processes are audited by trained QMS auditors on an annual basis. An [Inter-Department Audit Process](#) is in place to help units prepare for quality reviews. The audits are referred to as 'inter-department' because they are conducted by trained auditors both from within the unit under review and from other UL support units. The purpose of the audit process is to ensure that all components of the unit's QMS are audited for compliance with UL's quality framework. The process allows for a sharing of best practice and a focus on inter-department collaboration. Faculties provide an

annual quality report, which is linked to the annual programme monitoring process and resulting faculty action plan.

- The university governance documents are published on the UL Code of Governance website. In addition to the reporting requirements set out in the relevant legislation, the University of Limerick provides the HEA with an Annual Governance Statement that is signed by the President and the Chancellor confirming that the Statement has been approved by the Governing Authority. is published on the University website. In addition to the reporting requirements set out in the relevant legislation, the University of Limerick provides the HEA with an Annual Governance Statement that is signed by the President and the Chancellor confirming that the Statement has been approved by the Governing Authority.
Systematic and ongoing risk assessment exercises (feeding into risk registers) are undertaken by academic and support units in line with UL's [Risk Management Framework](#) , the implementation and monitoring of which is undertaken by Executive Committee and Governing Authority's [Audit and Risk Committee](#).
- Led by the QSU, the University conducts compliance exercises to document the extent to which the institution meets its external QA obligations. This work is guided by the *Process for Assessing Compliance with Statutory and Related Quality Requirements* (an internal document stored on SharePoint). Once the University receives notice of a new or revised quality requirement, the QSU coordinates an exercise that assesses the extent to which the University complies with that requirement. Examples include the 2015 ESG and QQI guidelines and codes of practice. Responsibility for assessing how the University complies with the requirement lies with the unit(s) or officers that have functional responsibility in the area concerned. Refer to the [Compliance](#) page of the QSU for more details. Identified enhancement opportunities lead to the development of a QIP, which is implemented by relevant units.

8.2 Periodic Review

In line with international good practice and national statutory requirements, the University of Limerick undertakes periodic quality reviews of its educational, research and related services every seven years. Coordinated by the Quality Support Unit, the review process represents one cornerstone institutional quality assurance and enhancement mechanism. Information relating to both the current and previous cycle of quality review activity is available on the QSU [website](#). Prior to each cycle of reviews, the QSU engage in a campus-wide consultation process. Timelines are agreed for the review cycle which are approved by the Executive and published on the QSU website.

Quality review guidelines for the various streams of reviews are prepared in consultation with relevant stakeholders. Quality review guidelines are approved by the relevant VP/CO. The QSU co-ordinates the quality review process, offering support and guidelines to all units. There are three key stages to the process:

- a. The unit/Faculty/institute under review initially undertakes a self-analysis exercise, identifying its strengths and weaknesses, as well as opportunities for improvement. The unit/Faculty/institute documents these findings in a self-assessment report (SAR), which is circulated to the review team prior to the site visit.

- b. A quality review group (QRG), comprising internationally recognised experts, is appointed to review the unit. The QRG members study the SAR prior to the site visit and provide preliminary comments to the QSU for circulation to the review team. The site visit is a three-day event on campus at which the review team (QRG) meet with faculty and staff of the unit. They also meet with students and a range of internal and external stakeholders. This leads to the production of a concise report by the QRG (commendation and recommendations), which is read back to the unit at the conclusion of the site visit.
- c. Follow-on activities which include discussion of the report by the UL Quality Committee, publication of the report on the QSU website, the creation of a Quality Improvement Plan (QIP) by the unit/Faculty, and presentation of the report and QIP to Quality Committee. The final stage of this process is a progress update meeting with the PDP 18-24 months after the review, where the Director of the Unit reports on all the actions taken by the Unit/Faculty relating to the report recommendations.

8.3 External Panellists

In compliance with the [guidelines](#) for the periodic quality reviews of academic, research and support units, the review groups include senior academics (academic units), peers (research units) and cognates (professional service units), who come from outside the Republic of Ireland and work in disciplines that provide them with a strong degree of familiarity with the core activities of the unit under review. The expert panellists on academic and research unit reviews typically have a significant international reputation in their field of expertise and come from a prestigious international university or other appropriate institutional setting. The expert panellists on support unit reviews are typically directors or senior members of a similar unit in a leading international university or comparable educational institution outside Ireland. The QSU maintains a record of all quality review group members.

In compliance with the University's policy for the [Recruitment of Staff](#) selection panels include one or two (depending on the level of appointment) external and one internal subject specialist. In compliance with policy for the [Recruitment of Staff](#) selection panels include at least one external and at least one internal subject specialist. In compliance with policy for the [Recruitment of Staff](#), selection panels include a person external to the unit who has expertise in the unit's business. In compliance with the [Policy and Procedures for the Promotion of Faculty](#) panels include two external academics.

In compliance with the [Academic Programme Review Policy](#), (i) expert personnel may be invited onto the course review board (for annual programme review) at the discretion of the chairperson, and (ii) the period programme review panel will include two external academic subject experts and at least one employer representative.

In accordance with the University's QA procedures, Academic Council appoints [external examiners](#) to all taught programmes to provide an independent report on student performance, programme outcomes and proposed awards. The [External Examiner Policy \(Taught Programmes\)](#) specifies the examiners' roles and function, how they are appointed (including reference to conflict of interest) and how the system is administered. External examiners of research programmes are approved by the relevant head of department/school and the Assistant Dean Research and appointed by Academic Council. Two-thirds of external examiners of taught programmes and PhD theses are international.

8.4 How the Internal QA System engages with External Quality Assurance?

Led by the QSU, the University conducts compliance exercises to document the extent to which the institution meets its external QA obligations. This work is guided by the Process for Assessing Compliance with Statutory and Related Quality Requirements (an internal document stored on SharePoint). Once the University receives notice of a new or revised quality requirement, the QSU coordinates an exercise that assesses the extent to which the University complies with that requirement. Examples include the 2015 ESG and QQI guidelines and codes of practice. Responsibility for assessing how the University complies with the requirement lies with the unit(s) or officers that have functional responsibility in the area concerned. Refer to the [Compliance](#) page of the QSU website for more details.

Identified enhancement opportunities arising from these activities lead to the development of a QIP, which is implemented by relevant units.

The University submits an annual quality assurance report ([AQR](#)) to QQI. Following submission of the report to QQI, the University publishes the report on its website. Publication of the AQR by the University is interpreted by QQI as publication of the University's QA procedures. UL also submits a statutory return of the Irish Register of Qualifications.

The University is required to undergo statutory external review through a process of self-evaluation and site visit from an external panel of peer experts. Recommendations arising from self-evaluation and those recommended by the panel are incorporated into an institutional quality improvement plan. The Quality Committee has oversight of the implementation of that plan.

Nationally, the University contributes to inter-institutional dialogue on quality-related issues through its participation on the Irish Universities Association Quality and Qualifications Committee. Internationally, the University engages with quality trends in higher education by participating in relevant international conferences, such as those organised by the European Association for Quality Assurance in Higher Education (ENQA)

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

| Type of arrangement | Total Number |
|---------------------|--------------|
| PRSBs | 28 |
| Awarding bodies | 0 |
| QA bodies | 0 |

| 1. Type of arrangement | PRSB |
|--|--|
| Name of body: | Psychological Society of Ireland (PSI) |
| Programme titles and links to publications | Bachelor of Science in Psychology |
| Date of accreditation or last review | 16/04/2021 |
| Date of next review | 26/11/2025 |

| 2. Type of arrangement | PRSB |
|--|--|
| Name of body: | Psychological Society of Ireland (PSI) |
| Programme titles and links to publications | Bachelor of Arts in Psychology and Sociology |
| Date of accreditation or last review | 16/04/2021 |
| Date of next review | 26/11/2025 |

| 3. Type of arrangement | PRSB |
|--|--|
| Name of body: | Medical Council of Ireland |
| Programme titles and links to publications | Bachelor of Medicine Bachelor of Surgery |
| Date of accreditation or last review | 22/07/2025 |
| Date of next review | 22/07/2030 |

| 4. Type of arrangement | PRSB |
|--|--|
| Name of body: | Foundation for Advancement of International Medical Education & Research |
| Programme titles and links to publications | Masters in Health Professions Education |
| Date of accreditation or last review | 11/06/2024 |
| Date of next review | 11/06/2027 |

| 5. Type of arrangement | PRSB |
|--|--|
| Name of body: | The Teaching Council |
| Programme titles and links to publications | Bachelor of Education in Languages; BSc (Education) in Mathematics & Computer Science; BSc in Physical Education; BSc (Education) in Biology (with Physics/Chemistry/Agricultural Science); BSc (Education) in Physical Science (with Chemistry & Physics); Bachelor of Technology (Education) in Graphics & Construction Technology, Bachelor of Technology (Education) in Graphics, Engineering & Technology; Professional Master of Education (Languages; Mathematics; Music; PE; Technological Education; Science; Business) |
| Date of accreditation or last review | 31/03/2023 |

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|---------------------|------------|
| Date of next review | 31/03/2028 |
|---------------------|------------|

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|--|--|
| 6. Type of arrangement | PRSB |
| Name of body: | Nursing & Midwifery Board of Ireland (NMBI) |
| Programme titles and links to publications | MSc in Nursing (Respiratory Care)/Dementia Care/Palliative Care/Peri-operative Care/Psychosocial Interventions in Mental HealthCare/Peri-natal Mental Health/Older Person); MSc Nursing; MSc Infection Prevention & Control Leadership; Certificate in Nursing (Nurse / Midwife Prescribing); ; MSc in Advanced Practice (Nursing/Midwifery); BSc Nursing (General/Mental Health/Intellectual Disability); BSc Midwifery; Higher Diploma in Midwifery; Postgraduate Certificate in Advanced Practice (Nursing/Midwifery); Postgraduate Diploma in Advanced Practice (Nursing/Midwifery); Professional Doctorate in Healthcare Practice |
| Date of accreditation or last review | 25/04/2024 |
| Date of next review | 25/04/2029 |

| | |
|--|-------------------|
| 7. Type of arrangement | PRSB |
| Name of body: | CORU |
| Programme titles and links to publications | BSc Physiotherapy |
| Date of accreditation or last review | 21/09/2021 |
| Date of next review | 21/09/2026 |

| | |
|--|-------------------|
| 8. Type of arrangement | PRSB |
| Name of body: | CORU |
| Programme titles and links to publications | MSc Physiotherapy |
| Date of accreditation or last review | 04/08/2022 |
| Date of next review | 04/08/2027 |

| | |
|--|-------------------------------------|
| 9. Type of arrangement | PRSB |
| Name of body: | Pre Hospital Emergency Care Council |
| Programme titles and links to publications | BSc Paramedics |
| Date of accreditation or last review | 01/05/2025 |
| Date of next review | 01/05/2026 |

| | |
|--|---|
| 10. Type of arrangement | PRSB |
| Name of body: | Project Management Institute Global Accreditation Center |
| Programme titles and links to publications | MSc in Project Management; MSc in Project & Programme Management; Executive MBA |
| Date of accreditation or last review | 01/01/2022 |
| Date of next review | 01/01/2027 |

| | |
|--------------------------------|--|
| 11. Type of arrangement | PRSB |
| Name of body: | Chartered Institute of Personnel and Development |

| | |
|--|---|
| Programme titles and links to publications | Diploma in Human Resource Management Bachelor of Business Studies (HRM Major) Master of Science in Human Resource Management Master of Science in Work and Organisational Psychology Master of Science in Work and Organisational Behaviour Bachelor of Arts in Human Resource Management & Future of Work (PT) |
| Date of accreditation or last review | 30/06/2022 |
| Date of next review | |

| | |
|--|-----------------------|
| 12. Type of arrangement | PRSB |
| Name of body: | EFMD - EQUIS |
| Programme titles and links to publications | Kemmy Business School |
| Date of accreditation or last review | 10/12/2024 |
| Date of next review | 04/10/2027 |

| | |
|--|--|
| 13. Type of arrangement | PRSB |
| Name of body: | AMBA |
| Programme titles and links to publications | Executive Masters of Business Administration |
| Date of accreditation or last review | 10/05/2024 |
| Date of next review | 10/05/2029 |

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| 14. Type of arrangement | PRSB |
| Name of body: | IChemE (Institution of Chemical Engineers) |
| Programme titles and links to publications | BEng in Chemical and Biochemical Engineering; Graduate Diploma in Chemical Engineering |
| Date of accreditation or last review | 01/06/2024 |
| Date of next review | 01/06/2028 |

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|--|---|
| 15. Type of arrangement | PRSB |
| Name of body: | Engineers Ireland |
| Programme titles and links to publications | Master of Engineering in Aeronautical Engineering; Master of Science in Aeronautical Engineering; Bachelor of Engineering in Aeronautical Engineering; Bachelor of Engineering in Civil Engineering; Master of Engineering in Civil Engineering; Bachelor of Engineering in Mechanical Engineering; Master of Engineering in Mechanical Engineering; MSc in Civil Engineering; MSc in Mechanical Engineering; Bachelor of Engineering in Design and Manufacture Engineering; BSc in Technology Management; MEng in Mechatronics; Bachelor of Engineering in Biomedical Engineering; |
| Date of accreditation or last review | 02/05/2024 |
| Date of next review | 02/05/2028 |

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|--|---|
| 16. Type of arrangement | PRSB |
| Name of body: | Royal Institute of Architects of Ireland (RIAI) |
| Programme titles and links to publications | Bachelor of Architecture |
| Date of accreditation or last review | 08/02/2024 |
| Date of next review | 08/02/2028 |

| | |
|--|--|
| 17. Type of arrangement | PRSB |
| Name of body: | Royal Society of Chemistry (RSC) |
| Programme titles and links to publications | BSc in Pharmaceutical and Industrial Chemistry |
| Date of accreditation or last review | 18/04/2024 |
| Date of next review | 18/04/2029 |

| | |
|--|--|
| 18. Type of arrangement | PRSB |
| Name of body: | AACSB |
| Programme titles and links to publications | Executive MBA; MSc in Financial Services; MSc in Machine Learning for Finance; MSc in Risk Management & Insurance; MSc in Human Resource Management; MSc in Economics & Policy Analysis; Masters in International Entrepreneurship Management; MA in Business Management; Master of Taxation; MSc in Marketing, Consumption & Society; MSc in International Management & Global Business; MSc in Work & Organisational Psychology; MSc in Work & Organisational Behaviour; MSc in Project Management; MA in International Tourism; MSc in Project & Programme Management; Master of Science in Business Analytics; BA in HRM & Future of Work; Bachelor of Arts in International Business; Bachelor of Business Studies; Bachelor of Arts in Management Practice; BSc Economics and Mathematical Science; BSc in Supply Chain Management; Bachelor of Arts in Law and Accounting |
| Date of accreditation or last review | 28/04/2025 |
| Date of next review | 28/04/2031 |

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|--|---|
| 19. Type of arrangement | PRSB |
| Name of body: | Psychological Society of Ireland (PSI) |
| Programme titles and links to publications | Master of Science in Work and Organisational Psychology |
| Date of accreditation or last review | 24/10/2022 |
| Date of next review | 01/05/2027 |

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|--|--|
| 20. Type of arrangement | PRSB |
| Name of body: | Agency for Public Health Education Accreditation |
| Programme titles and links to publications | MSc Public Health |
| Date of accreditation or last review | 03/01/2024 |
| Date of next review | 17/07/2026 |

| | |
|--|---------------------------------|
| 21. Type of arrangement | PRSB |
| Name of body: | CORU |
| Programme titles and links to publications | MSc Human Nutrition & Dietetics |
| Date of accreditation or last review | 27/11/2024 |
| Date of next review | 27/11/2029 |

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|--|--------------------------|
| 22. Type of arrangement | PRSB |
| Name of body: | CORU |
| Programme titles and links to publications | MSc Occupational Therapy |
| Date of accreditation or last review | 07/02/2024 |
| Date of next review | 12/06/2029 |

| | |
|--|------------------------------------|
| 23. Type of arrangement | PRSB |
| Name of body: | CORU |
| Programme titles and links to publications | MSc in Speech and Language Therapy |
| Date of accreditation or last review | 11/07/2024 |
| Date of next review | 01/07/2028 |

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|--|---|
| 24. Type of arrangement | PRSB |
| Name of body: | Institute of Guidance Counsellors |
| Programme titles and links to publications | MA in Guidance Counselling & Lifespan Development |
| Date of accreditation or last review | 10/07/2020 |
| Date of next review | 10/07/2026 |

| | |
|--|--|
| 25. Type of arrangement | PRSB |
| Name of body: | Psychological Society of Ireland (PSI) |
| Programme titles and links to publications | MA in Psychology |
| Date of accreditation or last review | 12/11/2022 |
| Date of next review | 12/11/2027 |

| | |
|--|--|
| 26. Type of arrangement | PRSB |
| Name of body: | Psychological Society of Ireland (PSI) |
| Programme titles and links to publications | Doctor of Clinical Psychology |
| Date of accreditation or last review | 01/03/2023 |
| Date of next review | 28/02/2028 |

| | |
|--|--|
| 27. Type of arrangement | PRSB |
| Name of body: | Chartered Association of Building Engineers (CABE) |
| Programme titles and links to publications | Bachelor of Science in Construction Management and Engineering |
| Date of accreditation or last review | 01/08/2025 |
| Date of next review | 01/08/2030 |

| | |
|--|--|
| 28. Type of arrangement | PRSB |
| Name of body: | Chartered Institute of Building (CIOB) |
| Programme titles and links to publications | Bachelor of Science in Construction Management and Engineering |
| Date of accreditation or last review | 01/02/2025 |
| Date of next review | 01/02/2030 |

| | |
|--|---|
| 29. Type of arrangement | PRSB |
| Name of body: | Institution of Engineering Designers UK |
| Programme titles and links to publications | BSc (Hons) Product Design & Technology; MSc Design for Health & Wellbeing |
| Date of accreditation or last review | 01/01/2022 |
| Date of next review | 01/01/2027 |

9.2 Collaborative Provision

Definitions:

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

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

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

| Type of arrangement | Total Number |
|------------------------------|--------------|
| Joint research degrees | 0 |
| Joint/double/multiple awards | 14 |
| Collaborative programmes | 20 |
| Franchise programmes | 0 |
| Linked providers (DABs only) | 2 |

| 1. Collaborative provision | Linked provider |
|--|---|
| Name of body (/bodies): | Mary Immaculate College, Limerick |
| Programme titles and links to publications | Full list of programmes available at www.mic.ie |
| Date of last review | 08/04/2024 |
| Date of next review | 08/04/2031 |

| 2. Collaborative provision | Linked provider |
|--|---|
| Name of body (/bodies): | Garda College, Templemore |
| Programme titles and links to publications | Bachelor of Arts in Applied Policing; Postgraduate Diploma in Serious Crime Investigation |
| Date of last review | 11/03/2024 |
| Date of next review | 11/03/2031 |

| 3. Collaborative provision | Joint/double/multiple award |
|--|---|
| Name of body (/bodies): | Excellia Business School, France HEC Liege, Belgium KEDGE Business School, Marseilles Audencia Business School, Nantes, France Nagoya Univers |
| Programme titles and links to publications | Bachelor of Business Studies; Bachelor of Business Studies with French/German/Japanese/Spanish - in renewal process |
| Date of last review | 01/09/2019 |
| Date of next review | 01/09/2025 |

| 4. Collaborative provision | Joint/double/multiple award |
|--|---|
| Name of body (/bodies): | University of Galway; University College Dublin |
| Programme titles and links to publications | Professional Diploma in School Leadership |
| Date of last review | 01/12/2024 |

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| Date of next review | 01/12/2028 |
|---------------------|------------|

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|--|--|
| 5. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | Excelia Business School, France HEC Liege, Belgium KEDGE Business School, Marseilles Audencia Business School, Nantes, France Nagoya Univers |
| Programme titles and links to publications | Bachelor of Arts in International Business - in renewal process |
| Date of last review | 01/09/2019 |
| Date of next review | 01/09/2025 |

| | |
|--|---|
| 6. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | Pforzheim University, Germany |
| Programme titles and links to publications | BA International Business (International Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 01/10/2026 |

| | |
|--|--|
| 7. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | Pforzheim University, Germany |
| Programme titles and links to publications | Bachelor of Business Studies (International Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 01/10/2026 |

| | |
|--|---|
| 8. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | Pforzheim University, Germany |
| Programme titles and links to publications | Bachelor of Business Studies with French (International Dual Degree); Bachelor of Business Studies with German (International Dual Degree); Bachelor of Business Studies with Japanese (International Dual Degree); Bachelor of Business Studies with Spanish (International Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 10/10/2026 |

| | |
|--|--|
| 9. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | Pforzheim University, Germany. |
| Programme titles and links to publications | Bachelor of Arts in International Business (International Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 18/11/2026 |

| | |
|--|--|
| 10. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | Pforzheim University, Germany |
| Programme titles and links to publications | Bachelor of Business Studies (International Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 18/11/2026 |

| | |
|--|---|
| 11. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | Pforzheim University, Germany |
| Programme titles and links to publications | Bachelor of Business Studies with French (International Dual Degree); Bachelor of Business Studies with German (International Dual Degree); Bachelor of Business Studies with Japanese (International Dual Degree); Bachelor of Business Studies with Spanish (International Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 01/10/2026 |

| | |
|--|---|
| 12. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | An Garda Síochána |
| Programme titles and links to publications | Postgraduate Certificate in Law Enforcement Oversight |
| Date of last review | 20/06/2024 |
| Date of next review | 20/06/2026 |

| | |
|--|---|
| 13. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | An Garda Síochána |
| Programme titles and links to publications | Graduate Diploma in Intelligence Management; Professional Diploma in Court Presentation |
| Date of last review | 13/01/2024 |
| Date of next review | 13/01/2026 |

| | |
|--|--|
| 14. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | Audencia (Nantes); Excelia (La Rochelle); Grenoble; Neoma (Reims or Rouen); Rennes; Tongji (China); Toulouse |
| Programme titles and links to publications | MSc Finance |
| Date of last review | 18/11/2021 |
| Date of next review | 18/11/2026 |

| | |
|--|--|
| 15. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | Audencia (Nantes); Excelia (La Rochelle); Grenoble; Neoma (Reims or Rouen); Rennes; Tongji (China); Toulouse |
| Programme titles and links to publications | MSc Finance |
| Date of last review | 18/11/2021 |
| Date of next review | 18/11/2026 |

| | |
|--|---------------------------------------|
| 16. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | Europa Universitat Flensburg, Germany |
| Programme titles and links to publications | MA European Studies |
| Date of last review | 14/12/2023 |
| Date of next review | 14/12/2028 |

| | |
|------------------------------------|---------------------------------------|
| 17. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | Europa Universitat Flensburg, Germany |

| | |
|--|---------------------|
| Programme titles and links to publications | MA European Studies |
| Date of last review | 14/12/2023 |
| Date of next review | 14/12/2028 |

| | |
|--|--|
| 18. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | Universidad Catolica De Murcia, Spain (UCAM) |
| Programme titles and links to publications | MA Journalism and Digital Communication |
| Date of last review | 14/12/2023 |
| Date of next review | 14/12/2028 |

| | |
|--|---|
| 19. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | Universidad Carlos III de Madrid (UC3M) |
| Programme titles and links to publications | MSc Human Resource Management |
| Date of last review | 18/04/2024 |
| Date of next review | 18/04/2029 |

| | |
|--|---|
| 20. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | Universidad Carlos III de Madrid (UC3M) |
| Programme titles and links to publications | MSc Human Resource Management |
| Date of last review | 18/04/2024 |
| Date of next review | 18/04/2029 |

| | |
|--|--------------------------------|
| 21. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | Hainan University, China |
| Programme titles and links to publications | BA Contemporary Dance |
| Date of last review | 14/12/2023 |
| Date of next review | 14/12/2028 |

| | |
|--|---|
| 22. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | Hamad Bin Khalifa University (HBKU), Qatar |
| Programme titles and links to publications | MSc Integrated Circuit and Intelligent Systems Design |
| Date of last review | 15/01/2024 |
| Date of next review | 15/01/2029 |

| | |
|--|---|
| 23. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | Hamad Bin Khalifa University (HBKU), Qatar |
| Programme titles and links to publications | MSc Integrated Circuit and Intelligent Systems Design |
| Date of last review | 15/01/2024 |
| Date of next review | 15/01/2029 |

| | |
|--|---|
| 24. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | Henan Polytechnic University, China |
| Programme titles and links to publications | BEng Electronic Engineering (LICHPU); BEng Electronic and Computer Engineering (LICHPU) |
| Date of last review | 20/06/2024 |
| Date of next review | 20/06/2029 |

| | |
|------------------------------------|--------------------------------|
| 25. Collaborative provision | Collaborative programme |
|------------------------------------|--------------------------------|

| | |
|--|---|
| Name of body (/bodies): | Henan Polytechnic University, China |
| Programme titles and links to publications | BEng Electronic Engineering (LICHPU); BEng Electronic and Computer Engineering (LICHPU) |
| Date of last review | 20/06/2024 |
| Date of next review | 20/06/2029 |

| | |
|--|---|
| 26. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | ISCTA-Lisbon, Portugal; SWPS University of Social Sciences & Humanities, Poland; University of Oslo, Norway |
| Programme titles and links to publications | MSc Psychology of Global Mobility, Inclusion and Diversity in Society (Erasmus Mundus) |
| Date of last review | 16/05/2024 |
| Date of next review | 16/05/2029 |

| | |
|--|---|
| 27. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | ISCTA-Lisbon, Portugal; SWPS University of Social Sciences & Humanities, Poland; University of Oslo, Norway |
| Programme titles and links to publications | MSc Psychology of Global Mobility, Inclusion and Diversity in Society (Erasmus Mundus) |
| Date of last review | 16/05/2024 |
| Date of next review | 16/05/2029 |

| | |
|--|---|
| 28. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | Grenoble Ecole de Management, France |
| Programme titles and links to publications | BA International Business; Bachelor of Business Studies; BBS French/German/Spanish/Japanese |
| Date of last review | 18/04/2024 |
| Date of next review | 18/04/2029 |

| | |
|--|---|
| 29. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | Grenoble Ecole de Management, France |
| Programme titles and links to publications | BA International Business; Bachelor of Business Studies; BBS French/German/Spanish/Japanese |
| Date of last review | 18/04/2024 |
| Date of next review | 18/04/2029 |

| | |
|--|---|
| 30. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | Munster Technological University (Cyberskills) |
| Programme titles and links to publications | Professional Diploma in OT Security Operations Specialist |
| Date of last review | 18/04/2024 |
| Date of next review | 18/04/2029 |

| | |
|--|-----------------------------------|
| 31. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | IBEC (Engineering Skillnet) |
| Programme titles and links to publications | Certificate in Quality Technology |
| Date of last review | 13/03/2024 |
| Date of next review | 13/03/2027 |

| 32. Collaborative provision | Joint/double/multiple award |
|--|--|
| Name of body (/bodies): | Audencia (Nantes); Excelia (La Rochelle); Grenoble; Neoma (Reims or Rouen); Rennes; Tongji (China); Toulouse |
| Programme titles and links to publications | MSc Business Analytics (Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 18/11/2026 |

| 33. Collaborative provision | Collaborative programme |
|--|--|
| Name of body (/bodies): | Audencia (Nantes); Excelia (La Rochelle); Grenoble; Neoma (Reims or Rouen); Rennes; Tongji (China); Toulouse |
| Programme titles and links to publications | MSc Business Analytics (Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 18/11/2026 |

| 34. Collaborative provision | Joint/double/multiple award |
|--|--|
| Name of body (/bodies): | Audencia (Nantes); Excelia (La Rochelle); Grenoble; Neoma (Reims or Rouen); Rennes; Tongji (China); Toulouse |
| Programme titles and links to publications | MSc International Management (Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 18/11/2026 |

| 35. Collaborative provision | Collaborative programme |
|--|---|
| Name of body (/bodies): | Skillnet Climate Ready Academy & 20Fifty Partners (formerly Central Solutions Ltd.) |
| Programme titles and links to publications | Fundamentals of Sustainable Resource Management (Part-time Autumn); Fundamentals of Sustainable Resource Management (Part-time Spring) |
| Date of last review | 30/06/2023 |
| Date of next review | 30/06/2026 |

| 36. Collaborative provision | Joint/double/multiple award |
|--|---|
| Name of body (/bodies): | Université Marie & Louis Pasteur (IUT Nord Franche-Comté), France |
| Programme titles and links to publications | Bachelor of Laws in Common and Civil Law |
| Date of last review | 18/12/2023 |
| Date of next review | 18/12/2028 |

| 37. Collaborative provision | Collaborative programme |
|--|--|
| Name of body (/bodies): | NEOMA Business School, France; Tongji University, China |
| Programme titles and links to publications | Master of Science in Economics and Policy Analysis (International Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 18/11/2026 |

| 38. Collaborative provision | Joint/double/multiple award |
|------------------------------------|------------------------------------|
|------------------------------------|------------------------------------|

| | |
|--|--|
| Name of body (/bodies): | NEOMA Business School, France; Tongji University, China |
| Programme titles and links to publications | Master of Science in Economics and Policy Analysis (International Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 18/11/2026 |

| | |
|--|--|
| 39. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | Audencia (Nantes); Excelia (La Rochelle); Grenoble; Neoma (Reims or Rouen); Rennes; Tongji (China); Toulouse |
| Programme titles and links to publications | Master of Science in Human Resource Management (International Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 18/11/2026 |

| | |
|--|--|
| 40. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | Audencia (Nantes); Excelia (La Rochelle); Grenoble; Neoma (Reims or Rouen); Rennes; Tongji (China); Toulouse |
| Programme titles and links to publications | Master of Science in Human Resource Management (International Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 18/11/2026 |

| | |
|--|--|
| 41. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | Audencia (Nantes); Excelia (La Rochelle); Grenoble; Neoma (Reims or Rouen); Rennes; Tongji (China); Toulouse |
| Programme titles and links to publications | Master of Science in Marketing, Consumption and Society (International Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 18/11/2026 |

| | |
|--|--|
| 42. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | Audencia (Nantes); Excelia (La Rochelle); Grenoble; Neoma (Reims or Rouen); Rennes; Tongji (China); Toulouse |
| Programme titles and links to publications | Master of Science in Marketing, Consumption and Society (International Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 18/11/2026 |

| | |
|--|--|
| 43. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | Audencia (Nantes); Excelia (La Rochelle); Grenoble; Neoma (Reims or Rouen); Rennes; Tongji (China); Toulouse |
| Programme titles and links to publications | Master of Science in Project Management (International Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 18/11/2026 |

| | |
|------------------------------------|--|
| 44. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | Audencia (Nantes); Excelia (La Rochelle); Grenoble; Neoma (Reims or Rouen); Rennes; Tongji (China); Toulouse |

| | |
|--|---|
| Programme titles and links to publications | Master of Science in Project Management (International Dual Degree) |
| Date of last review | 18/11/2021 |
| Date of next review | 18/11/2026 |

9.3 Articulation Agreements

Definition:

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

| | |
|---|----------|
| Articulation agreements - Total number | 0 |
|---|----------|

| 1. Articulation agreement | Articulation agreement |
|--|---|
| Name of body (/bodies): | Shandong University of Technology (SDUT), China |
| Programme titles and links to publications | Bachelor of Science in Computer Systems |
| Date of agreement/arrangement or last review | 01/06/2021 |
| Date of next review | 01/06/2026 |
| Detail of the agreement | MOA 2 x 2+2 MOA; 3+1+1; 4+1 |

| 2. Articulation agreement | Articulation agreement |
|--|---|
| Name of body (/bodies): | Shandong University of Technology (SDUT), China |
| Programme titles and links to publications | BEng Mechanical Engineering |
| Date of agreement/arrangement or last review | 01/06/2021 |
| Date of next review | 01/06/2026 |
| Detail of the agreement | MOA 2 x 2+2 |

| 3. Articulation agreement | Articulation agreement |
|--|---|
| Name of body (/bodies): | Shandong University of Technology (SDUT), China |
| Programme titles and links to publications | BSc Computer Science |
| Date of agreement/arrangement or last review | 01/06/2019 |
| Date of next review | 01/07/2026 |
| Detail of the agreement | MOA (2+2) |

| 4. Articulation agreement | Articulation agreement |
|--|--|
| Name of body (/bodies): | Shandong University of Technology (SDUT), China |
| Programme titles and links to publications | MA Teaching English to Speakers of Other Languages |
| Date of agreement/arrangement or last review | 01/01/2021 |
| Date of next review | 01/08/2026 |
| Detail of the agreement | MOA (1+1+1) |

| 5. Articulation agreement | Articulation agreement |
|--|---|
| Name of body (/bodies): | ECAM LaSalle (École catholique d'arts et métiers), France |
| Programme titles and links to publications | MEng / MSc with Science & Engineering Faculty |
| Date of agreement/arrangement or last review | 06/11/2023 |
| Date of next review | 06/11/2028 |
| Detail of the agreement | MOA 4+1 |

| 6. Articulation agreement | Articulation agreement |
|----------------------------------|-------------------------------|
|----------------------------------|-------------------------------|

| | |
|--|--|
| Name of body (/bodies): | Efrei Paris (École d'Ingénieurs), France |
| Programme titles and links to publications | MEng Information and Network Security, MEng Computer and Communications Systems, MSc Mathematical Modelling, MSc AI and Machine Learning |
| Date of agreement/arrangement or last review | 25/05/2020 |
| Date of next review | 01/05/2025 |
| Detail of the agreement | MOA 4+1; new agreement in progress AY2025/26. |

| | |
|--|-------------------------------|
| 7. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | SKEMA Business School, France |
| Programme titles and links to publications | BA in International Business |
| Date of agreement/arrangement or last review | 16/07/2025 |
| Date of next review | 16/07/2030 |
| Detail of the agreement | MOA 2+2 |

| | |
|--|--|
| 8. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | IPAG Business School, France |
| Programme titles and links to publications | MSc International Management & Global Business |
| Date of agreement/arrangement or last review | 01/11/2024 |
| Date of next review | 01/11/2029 |
| Detail of the agreement | MOA 4+1 |

| | |
|--|--|
| 9. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | EUBA, Slovakia |
| Programme titles and links to publications | Bachelor of Arts in International Business |
| Date of agreement/arrangement or last review | 01/06/2024 |
| Date of next review | 01/06/2029 |
| Detail of the agreement | MOA 2+2 |

| | |
|--|--|
| 10. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | Thames International, Philippines |
| Programme titles and links to publications | Bachelor of Arts in Journalism and Digital Communication |
| Date of agreement/arrangement or last review | 01/04/2024 |
| Date of next review | 01/04/2029 |
| Detail of the agreement | MOA 2+2 |

| | |
|--|--|
| 11. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | BUET (Bangladesh University of Engineering Technology) |
| Programme titles and links to publications | MSc Applied Physics |
| Date of agreement/arrangement or last review | 01/03/2024 |
| Date of next review | 01/03/2029 |
| Detail of the agreement | MOA 0.5+1 |

| | |
|--|---|
| 12. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | IMT Nord Europe, France |
| Programme titles and links to publications | MEng / MSc with Science & Engineering Faculty |
| Date of agreement/arrangement or last review | 01/03/2024 |

| | |
|-------------------------|------------|
| Date of next review | 01/03/2029 |
| Detail of the agreement | MOA 4+1 |

| | |
|--|---|
| 13. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | ISEN Yncréa Méditerranée, France |
| Programme titles and links to publications | MEng / MSc with Science & Engineering Faculty |
| Date of agreement/arrangement or last review | 25/10/2023 |
| Date of next review | 24/10/2028 |
| Detail of the agreement | MOA 4+1 |

| | |
|--|----------------------------------|
| 14. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | BUV (British University Vietnam) |
| Programme titles and links to publications | MA / MSc with KBS |
| Date of agreement/arrangement or last review | 16/10/2023 |
| Date of next review | 16/10/2028 |
| Detail of the agreement | MOA Progression |

| | |
|--|--|
| 15. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | ESTACA (École Supérieure des Techniques Aéronautiques et de Construction Automobile) |
| Programme titles and links to publications | MEng / MSc with Science & Engineering Faculty |
| Date of agreement/arrangement or last review | 26/09/2023 |
| Date of next review | 26/09/2028 |
| Detail of the agreement | MOA 4+1 |

| | |
|--|--|
| 16. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | UCAM (Universidad Católica San Antonio de Murcia), Spain |
| Programme titles and links to publications | BA Journalism and Digital Communication |
| Date of agreement/arrangement or last review | 14/09/2023 |
| Date of next review | 14/09/2028 |
| Detail of the agreement | MOA 2+2 |

| | |
|--|---|
| 17. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | ENIM (Ecole Nationale d Ingénieurs de Metz), France |
| Programme titles and links to publications | MEng / MSc with Science & Engineering Faculty |
| Date of agreement/arrangement or last review | 08/09/2023 |
| Date of next review | 08/09/2028 |
| Detail of the agreement | MOA 4+1 |

| | |
|--|---|
| 18. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | ENAC (École nationale de l'aviation civile), France |
| Programme titles and links to publications | MEng / MSc with Science & Engineering Faculty |
| Date of agreement/arrangement or last review | 08/09/2023 |
| Date of next review | 08/09/2028 |
| Detail of the agreement | MOA 4+1 |

| 19. Articulation agreement | Articulation agreement |
|--|--|
| Name of body (/bodies): | Hainan University, China |
| Programme titles and links to publications | BA Contemporary Dance; MA Contemporary Dance; MA Ethnochoreology; MA Classical String Performance; MA Community Music; MA Music Therapy; MA Journalism |
| Date of agreement/arrangement or last review | 13/06/2023 |
| Date of next review | 13/06/2028 |
| Detail of the agreement | MOA 2+2, 4+1, 3+1+1 |

| 20. Articulation agreement | Articulation agreement |
|--|--|
| Name of body (/bodies): | Université de Nantes, France |
| Programme titles and links to publications | LLM in International Commercial Law |
| Date of agreement/arrangement or last review | 29/11/2021 |
| Date of next review | 29/11/2024 |
| Detail of the agreement | Renewal agreement in progress AY2025/26; MOA 4+1 Progression |

| 21. Articulation agreement | Articulation agreement |
|--|--|
| Name of body (/bodies): | Ecole de Biologie Industrielle, France |
| Programme titles and links to publications | MSc International Management & Global Business; MSc Advanced Engineering Materials / MSc Biomedical Device Materials / MSc Sustainable Resource Management-with NUIG |
| Date of agreement/arrangement or last review | 19/11/2020 |
| Date of next review | 01/11/2025 |
| Detail of the agreement | MOA 4+1 |

| 22. Articulation agreement | Articulation agreement |
|--|---|
| Name of body (/bodies): | Further Education Routes |
| Programme titles and links to publications | The University of Limerick offers entry routes to certain first year undergraduate degree programmes for students who have achieved the relevant QQI Level 5 or Level 6 Award. Each undergraduate degree course offers a specific number of places to QQI candidates each year. Details for relevant programmes can be found at https://www.ul.ie/academic-registry/future-students/pathways-ul/qqi-fet-awards |
| Date of agreement/arrangement or last review | 01/02/2026 |
| Date of next review | |
| Detail of the agreement | |

Annual Quality Report (University of Limerick)
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

As reported in the University's Annual Quality Report 2024, the activities of the University are impacted by findings of the Governing Authority review which was carried out at the request of the HEA in accordance with Section 64 of the HEA Act 2022.

During 2024/25, the University has focused installing key Renewal Plan project management initiatives to put in place the required functional and operational architecture to develop and progress the recommendations of the Plan as agreed with the HEA. These initiatives are:

1. Establishment of, resourcing and embedding the Renewal Programme Management Office (RPMO) team.
2. Agreeing a 12-month Report Cycle with the Higher Education Authority.
3. Developing a methodology around stakeholder engagement and agreeing a workable approach to progressing the development and completion of Renewal Plan Recommendations.
4. The external validator reviewing and validating the work completed out of HEA Reports 1 &2, and the draft Standard Operating Procedure.
5. Review of the Tracker System functionality and recommending and implementing improvements to the system for users.

1.2 Quality Enhancement from Internal Monitoring and Review

The University is committed to assuring and enhancing the quality of its activities and to fostering a quality culture throughout the institution. The University recognises the pursuit of quality, and hence excellence, as a core value. Responsibility for the quality of our activities rests at institutional, local and individual level.

All professional service units within UL implement a bespoke Quality Management System (QMS), based upon the seven quality management principles specified in the [ISO9001:2015](#) quality management standard. Continual improvement (Principle 5) is the ethos underpinning quality management systems. Improvement is essential for a unit to maintain current levels of performance, to react to changes in its internal and external conditions and to create new opportunities for quality enhancement. The Quality Support Unit supports the development and maintenance of unit level QMS providing guidance and training to new units as they are created through organisational change or through process audits. The implementation of a QMS is being extended into the administration functions of the faculty offices.

All academic and professional service units proactively engage with periodic quality reviews and use the review findings to drive both unit-level and institutional-level quality enhancements.

Implementation of recommendations arising from quality reviews is overseen by the Quality Committee.

1.3 Update on Planned QA Objectives identified in Previous AQR

| No. | Planned Objectives | Update on Status |
|-----|--|--|
| 1 | Following the Section 64 Review, develop an implementation plan for the review of recommendations, addressing structures, processes and policies of governance with clear action owners and timelines. | The UL Renewal Plan is well underway with the completion and approval of two quarterly reports, which were presented for approval by the Governing Authority (GA) and review by the Higher Education Authority (HEA). The RPMO team has made good progress since it was formed in June 2025 and is progressing implementation the Renewal Plan through engagement with internal and external stakeholders. In Progress |
| 2 | Prepare and submit UL's application for TrustEd Ireland (International Education Mark). | The application was submitted on time and UL has received authorisation to use the TrustEd Ireland Mark. Complete |
| 3. | Create a new Student Support and Engagement Hub to provide centralized and dedicated support for all students who wish to engage with the wide range of professional services provided by the Student Affairs Division, encompassing health and wellbeing, widening access and participation, and student engagement and development services. | Led by the Director of Student Affairs and in conjunction with the Buildings & Estates Department, the hub was opened in September 2024 providing a centralised support hub for student engagement and development services. Complete |
| 4. | Develop an Enterprise Risk Management Policy, Appetite Statement, and Handbook. | Led by the Risk Management Officer in the Corporate Secretary's Office, a comprehensive handbook will complement this policy, providing detailed guidance on the University's risk management procedures. This handbook will support the understanding and implementation of the Risk Management Policy, ensuring that all staff are well-informed and capable of effectively |

| No. | Planned Objectives | Update on Status |
|-----|---|--|
| | | <p>managing risks in line with the University's strategic goals.</p> <p>Complete</p> |
| 5. | <p>Conduct a comprehensive Risk Management Internal Audit on our Risk Management System.</p> | <p>This item has been paused. We recognise the value of an external, independent review in providing assurance and benchmarking against best practice. However, our current approach is deliberately phased. To date, we have prioritised internal audits and reviews to strengthen governance arrangements, address identified gaps, and embed the revised risk management framework consistently across the University. At this point, our focus is on allowing these changes to mature and be put into practice. Commissioning an external audit prematurely would be unlikely to provide meaningful assurance, as it would largely confirm areas of development that are already known and actively being addressed.</p> <p>An external risk management audit is planned once the framework is fully embedded and operating at a sufficient level of maturity. At that stage, an independent assessment will add maximum value by providing assurance to governing bodies, validating effectiveness, and identifying targeted opportunities for further enhancement.</p> |
| 6. | <p>Develop a Student Engagement Forum to bring together UL staff who are involved in student engagement to exchange ideas and work collaborative to enhance the student experience at UL.</p> | <p>Led by the Associate Vice President Student Engagement, the Student Engagement Forum has been set up, Terms of Reference have been approved and the Forum met twice during 2024/5</p> <p>Project progressing</p> |
| 7. | <p>Enhancement of Institutional Student Feedback Mechanisms</p> | <p>Led by the Quality Support Unit, new module level feedback mechanisms have been implemented using a new software solution. See section 2.1 for details.</p> <p>Project on track, phase 2 to be implemented in 2025/26</p> |

| No. | Planned Objectives | Update on Status |
|-----|--|---|
| 8. | Ongoing Policy Revision | <p>The following academic policies have been reviewed and/or approved during the reporting period.</p> <ul style="list-style-type: none"> • Use of Data to Enhance Teaching & Learning (Learning Analytics) Policy • Linked Provider Framework • Academic Integrity Policy <p style="text-align: right;">Complete</p> |
| 9 | Academic Transformation Initiative | <p>Led by the Provost and Deputy President, the Academic Transformation (ATOM) project has been initiated and resourcing has commenced. See section 2.1 for detail</p> <p style="text-align: right;">Project on track and ongoing</p> |
| 10 | Ongoing Digitalisation of University processes | <p>Led by the relevant business unit, the University continues to streamline and digitalise processes. The Professional Development Review System (PDRs) has been moved from a paper based to online format by the HR Division</p> <p>The Quality Improvement Plan (QIP) template arising from internal quality review has been digitalised.</p> <p style="text-align: right;">Ongoing</p> |

1.4 Governance and Management

1.4.1 QA Governance Meetings Schedule

| Body | Meeting dates |
|---|--|
| Governing Authority (GA) | 02.09.24; 24.09.24; 29.10.24; 16.12.24; 28.01.25; 25.02.25; 26.03.25; 01.04.25; 29.04.25; 27.05.25; 03.07.25 |
| Sub Committees | |
| Student Experience, Access and Equality Committee | 03.09.24; 17.10.24; 19.12.24; 10.03.25; 30.04.25 |

| Body | Meeting dates |
|--|---|
| Audit and Risk Committee | 06.09.24; 22.10.24; 15.11.24; 06.12.24; 14.02.25 20.03.25; 11.04.25; 06.06.25 |
| People and Culture Committee | 20.09.24; 11.10.24; 21.11.24; 10.01.25; 06.02.25 ;10.04.25;19.06.25 |
| Finance, Strategy and Performance Committee | 15.10.24; 05.12.24;15.01.25;06.03.25;07.05.25 04.06.25; 01.07.25; 30.07.25 |
| Nominating Committee | 25.03.25 – Replaced and merged into the Nominating & Governance Committee |
| Nominating & Governance Committee | 01.07.25 |
| Campus Development Committee | 18.10.24; 04.12.24; 23.01.25; 01.07.25 |
| Executive Committee | 03.09.24; 04.09.24; 11.09.24; 18.09.24; 25.09.24; 02.10.24; 09.10.24; 17.10.24; 23.10.24; 30.10.24; 05.11.24; 13.11.24; 21.11.24; 27.11.24; 04.11.24; 18.11.24; 08.01.25; 15.01.25; 23.01.25; 29.01.25; 04.02.25; 12.02.25; 20.02.25; 26.02.25; 03.03.25; 04.03.25; 05.03.25; 19.03.25; 26.03.25; 02.04.25; 09.04.25; 16.04.25; 23.04.25; 30.04.25;14.05.25; 21.05.25; 28.05.25; 04.06.25; 11.06.25; 25.06.25; 02.07.25 |
| Sub Committees | |
| Human Rights – Equality, Diversity and Inclusion Steering Committee | 16.09.24; 05.12.24; 27.02.25 |
| Quality Committee | 11.09.24; 23.10.24; 08.01.25; 29.01.25; 06.03.25; 26.03.25; 07.05.25;11.06.25 |
| Standing Panel on Collaborations Sub-Committee of EC Quality Committee | 06.11.24;11.12.24;11.02.25;28.04.25; 28.05.25 |
| University Learning, Teaching and Assessment Committee | 07.10.24;11.11.24; 17.02.25;28.04.25 |
| University Research Committee | 23.09 24; 18.11.24; 24.03.25; 26.05.25 |

| Body | Meeting dates |
|---|---|
| Academic Council | 20.09.24; 02.10.24; 04.12.24; 31.01.25; 05.03.25; 29.04.25;21.05.25; 18.06.25 |
| Sub Committees | |
| Academic Council Grading Committee | 04.09.24; 19.09.24; 28.11.24; 17.01.25; 19.05.25; 05.06.25; 27.06.25 |
| Academic Programme Review Committee | 12.09.24; 10.10.24; 14.11.24; 12.12.24 13.01.25 06.02.25; 13.03.25; 10.04.25;15.05.25; 22.05.25 30.05.25; 19.06.25 |
| Academic Regulations Committee | 03.09.24; 15.10.24; 12.11.24; 17.12.24; 04.02.25; 04.03.25; 08.04.25; 13.05.25; 29.05.25 |
| AHSS Faculty Board Meetings | 09.10.24; 20.11.24; 12.02.24; 19.03.25 |
| KBS Faculty Board Meetings | 09.10.24; 13.11.24; 19.02.25; 19.03.25 |
| EHS Faculty Board Meetings | 25.09.24; 20.11.24; 12.02.25; 19.03.25 |
| S&E Faculty Board Meetings | 16.10.24; 27.11.24; 05.02.25; 19.03.25 |
| Research Ethics and Governance Committee (ULREG) | 27.11.24; 19.02.25; 30.04.25; 18.06.25 |
| University Teacher Education Management Board (UTEMB) | 08.04.25 |
| University Teacher Education Forum | 08.10.24; 19.11.24; 11.03.25; 29.04.25 |
| Library Information Resources Development Committee | 18.09.24; 14.05.25 |
| University Management Council | 19.09.24; 07.11.24; 12.12.24; 30.01.25; 06.03.25; 24.04.25; 05.06.25 |

1.4.2 QA Leadership and Management Structural Developments

Establishment of the Transformation Office to include Lead, 2 Project Managers and 1 administrator.

1.5 Internal Monitoring and Review

1.5.1 Overview of Periodic Reviews

| Unit of review for which report has been published during reporting period | Date of completion | Links to relevant publications |
|--|--------------------|---|
| UL Student Life | January 2025 | Current Review Cycle University of Limerick |
| Postgraduate Student's Union | January 2025 | Current Review Cycle University of Limerick |
| School of Law | April 2025 | Current Review Cycle University of Limerick |
| Department of Economics | June 2025 | Current Review Cycle University of Limerick |

1.5.2 Expert Review Teams/Panels³ involved in IQA

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

NoteReviews of Academic Departments within UL include programme reviews**

| | Total | Academic Schools/ Department** | Professional Services/Support Unit | Approval/Review of Linked Provider | Programme Approval | Programme Review | Other |
|---|-------|-----------------------------------|------------------------------------|------------------------------------|--------------------|------------------|-------|
| Number of review/ evaluation processes | 19 | 2 | | | | 15 | 2 |
| of those: | | | | | | | |
| On-site processes | 4 | 2 | | | | | 2 |
| Desk reviews | 15 | | | | | | |
| Virtual processes | | | | | | | |
| Average panel size for each process type* | | 6 | | | | 6 | 4 |

* Excluding secretary if not a full panel member

³ QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

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

| Type of Expert/ Role on Panel | Total | Gender | | | Internal | National | International | | | Institution Type | |
|----------------------------------|-------|--------|--------|--------------------------|----------|----------|--------------------|-------------------|-------------------------|------------------|-----------|
| | | Male | Female | Other, or unspecified | | | UK, incl. NI | Other European | Outside of Europe | Similar | Different |
| Chair | 3 | 3 | | | | | 2 | | 1 | 3 | |
| Secretary | | | | | | | | | | | |
| Academic/Discipline Specific | 10 | 4 | 6 | | 2 | 1 | 3 | 1 | 3 | 9 | 1 |
| Student Representative | 4 | 2 | 2 | | 1 | 1 | | 2 | | 4 | |
| QA | | | | | | | | | | | |
| Teaching & Learning | | | | | | | | | | | |
| External Industry /Third Mission | 1 | | 1 | | | 1 | | | | | 1 |

2.0 IQA SYSTEM – ENHANCEMENT AND IMPACTS

2.1 Programmes of Education and Training

The [Integrated Curriculum Development Framework](#) (ICDF) is now fully embedded within institutional approval and review processes, that align programme design with research-led, challenge-based and experiential learning. 434 faculty have participated in facilitated workshops on curriculum development and design, in addition to consultations on programme/module revision (194) and quality reviews (5).

2.1.1 Integration of Graduate Attributes and Transferable Skills:

Integration of the revised UL Graduate Attributes has increased from 6.5% of programmes in 2022/23 to 52% in 2024/25, marking a major institutional milestone. The [Transferable Skills Unit](#) (TSU) was set up within the faculty of Arts, Humanities and Social Sciences (AHSS) to strengthen the presence and visibility of transferable skills across our programmes and research. This reflects a growing focus on the need for transferable skills.

For students, the mission of the TSU is to enhance the educational journey by integrating essential transferable skills into undergraduate and postgraduate programmes. These skills which include, critical thinking, complex problem solving, communication, and creativity, are crucial for your academic and professional success. These transferable skills have been aligned with the graduate attributes that reflect the values fostered by UL: curiosity, creativity and academic excellence in an inclusive community committed to social good. (See Case Study 4.1)

2.1.2 Academic Transformation Operating Model (ATOM)

Recognising the complexity of UL's programme structures and progression rules which had developed over time with the growth and diversification of the University and to address issues raised with how these are managed by the student records and other systems within the University, the Academic Transformation Operating Model (ATOM) project was approved for scoping by Academic Council in January 2025. The ATOM team undertook a series of benchmarking activities to across Irish and UK universities to understand how other institutions manage their programme portfolio, structures and progression processes. The project seeks to;

1. **REDUCE REPUTATIONAL RISK**

Reduce reputational risk by eliminating the need for bespoke functionality and high levels of manual processes, ensuring that our data is accurate, complete and timely

2. **STRENGTHEN GOVERNANCE STRUCTURES**

Strengthen governance structures by clearly defining and devolving roles and responsibilities and ensuring more transparent accountability.

3. **REDUCE COMPLEXITY**

Reduce complexity by adopting consistent practices and policies across the university, and a fit for purpose academic calendar, which creates the space to foster balance between teaching, research and administration

4. **MAXIMISE THE STUDENT AND ACADEMIC EXPERIENCE**

Maximise the student and academic experience by allowing time to consider transformative learning opportunities independent of our current constraints.

This is a significant institutional project which will take approximately 4 years to implement fully.

2.2 Staff Recruitment, Management and Development

2.2.1 Introduction of Academic Workload Allocation Model (WAM)

Academic workload allocation has been a recurring theme in sectoral and UL-focused reports, highlighting the need for an effective, institutional approach to the planning and allocation of academic workload. Over a period of four years, the UL WAM has been consulted on, developed and agreed. The WAM and supporting software solution went live in January 2025 and resulted in over 90% of staff having completed the planning cycle by September 2025.

2.2.2 Academic Staff Career Development Framework

The University of Limerick Academic Staff Career Development Framework was approved by Governing Authority in 2024/25. The framework is designed to provide guidance on expectations of performance and activity of Academic Staff from Associate Professor B – Full Professor levels. This document covers broadly the areas of Research, Teaching and Service outlined in the academic role profiles and aims to provide transparency for Academic Staff and those in Academic roles of responsibility. In line with the Declaration on Research Assessment¹ (DORA) and UL's Commitments under the Coalition for Advancing Research Assessment (CoARA), the framework identifies qualitative measures under various headings and works along a scale of achievement and activity levels

2.2.3 Professional Development in Teaching, Learning & Assessment

Strong engagement continues in professional development for teaching, learning and assessment with participation in Level 9 qualifications in Teaching, Learning and Scholarship (PG Cert: 35 participants, Grad Dip: 17 participants, MA: 13 participants). 52 colleagues participated in the Peer Observation of Teaching network and 48 colleagues engaged with the Teaching Excellence Awards demonstrating a sustained culture of reflective practice. The annual teaching, learning and assessment conference ran in January 2025, its theme being '*Naming, Sharing and Transforming Practice*'. 27 papers and workshops were run over a day providing a platform for UL staff to share their research and practice with peers across the University and from invited guest speakers.

2.2.4 Professional Development in the use of Artificial Intelligence

UL's "Let's Talk GenAI" staff CPD programme ran in the spring semester of 2024/25. This programme was a cross institutional initiative involving expertise from the Library, Centre for Transformative Learning, the Academic Integrity Unit, IT Division, HR and the Research Office. Over 350 UL staff attended these locally run workshops, gaining practical insights into Generative AI tools like MS Copilot, focusing on responsible use under the CARE framework (Critique, Acknowledge, Respect, Educate). Recordings, Q&A responses, curated readings, and the AI Jargon Buster are available to all UL staff on the VLE. Staff have also been invited to join UL's active AI Community of Practice.

2.3 Teaching, Learning and Assessment

Further progress has been made on the implementation of the University's learning teaching & assessment strategy 'Action for Wisdom', under its three pillars Transforming the Curriculum, Teaching. Significant progress has been made in professionalisation of teaching, enhancement of data-driven quality assurance, and integration of academic integrity.

2.3.1 Student Feedback Systems

In response to recommendations following the CINNTE review in 2020, the University has embarked on a major review of its institutional student feedback mechanisms. This culminated with the introduction of the [TRUST](#) (Time to Reflect and Understand Students) suite of surveys which were launched in 2024/25. The introduction of new software supporting the survey which is also integrated with the VLE enables systematic evaluation of modules and teaching as well as integrated closure of the feedback loop. In Semester 2 2024/25, 1,205 modules were evaluated using TRUST-EM (evaluation of modules) resulting in a response rate of 28% response rate. An institutional mean score of 5.13 out of a possible 6 was achieved. TRUST-SET (Student Evaluation of Teaching) is being piloted in Semester 1 2025/26 on 293 modules (25% of modules), 184 instructors (27% of lecturers) and 10,515 students (>62% of students).

2.3.2 Learning Analytics

The Policy on the Use of Data to Enhance Teaching, Learning and Assessment to support evidence-based improvement has been revised and approved by Academic Council.

2.3.3 Inclusive and accessible learner experience

Universal Design for Learning badges were awarded to 127 colleagues (increased from 72 in 2024) surpassing annual engagement growth targets of 3.5%. A total of 273 colleagues engaged in development initiatives.

2.3.4 Assessment Reform

Work has begun on programme-level assessment design and standardised grading models to promote fairness, transparency and student understanding of outcomes is in progress.

2.3.5 Employability Focus

UL maintains 100% placement for school-based programmes and 96% participation in Cooperative Education. Postgraduate programmes with embedded work-integrated learning reached 70%, exceeding the HEA target of 65% and the sector average of 36%. More than 230 students secured international placements in 2024/25, up from 140 in 2022, demonstrating growth in global employability.

2.3.6 Internationalisation at Home:

An extensive needs analysis, mapping exercise and engagement with the research literature set the foundation for a values-based approach that actively promotes EDI and the UN SDGs in a newly developed series of modules (Understanding Inclusive Internationalisation, Inclusive Curriculum Design and Intercultural Communication and Engagement). Each unit is supported by a digital badge system to incentivise participation and recognise achievement.

2.4 Supports and resources for learners

UL continues to strengthen inclusion, student partnership and digital empowerment as core components of the student experience.

2.4.1 Student Support & Engagement Hub

The Student Support & Engagement Hub opened in September 2024 providing a 'one-stop-shop' for students to access student supports services. Situated in the Student Courtyard area of the University, the Hub is an accessible and cohesive space in a central location for all students who wish to engage with the wide range of professional services provided by the Student Affairs Division, encompassing health and wellbeing, widening access and participation, and student engagement and development services.

2.4.2 Student Engagement Forum

Established in Autumn 2024, the Student Engagement Forum fosters campus-wide collaboration to address students' diverse needs. The Forum's aims are to support and evaluate engagement initiatives, advise university leadership, and convene inclusive events. For example, in a collaboration with CTL, the Engagement Forum led a First Seven Weeks working group to redesign the F7W programme as a university-wide inclusive programme that ran 278 events to support students' transition to university. The UL Student Charter has been revised by a Working Group chaired by the AVPSE and is at the campus consultation phase of development.

2.4.3 Student Partnership

Students contribute actively to curriculum enhancement, feedback mechanisms and programme governance across all Faculties. Notable initiatives include EHS's PATH1 study on inclusive placements, AHSS' and KBS' curriculum co-creation work, and SEN's student participation in learning and teaching committees. Following recommendations arising from the quality review of UL Student Life and of the Postgraduate Students' Union, the University has commenced work on developing a student partnership agreement.

2.4.4 Inclusive Learning Spaces

The Space Management Committee has been reconvened with revised Terms of Reference. Newly renovated library spaces include a Collaborative Lab for student group study, calm spaces for student wellness and a Creative Lab for faculty media production.

2.4.5 Career and Employability Tools

My Career Kit and Portflow ePortfolio are fully operational, integrating career development, reflective learning and programme-level assessment for students.

2.4.6 Educational Technology

The new VLE Brightspace is fully operational with an approved governance structure.

2.4.7 Digital Learning Supports

The five learning centres (Maths, IT, Science, Regional Writing and Peer Supported) provided learning supports to 4,400 students, increased from 2,344 in 2024, through the Digital Learning Support Hub. In addition, 4,476 students have availed of drop-in meetings (face to face and online). There are over 2,900 students enrolled in the Library's [Academic Success toolkits](#). The Glucksman Library provides a range of toolkits in Brightspace to help students with their learning and assignments. The toolkits are self-paced learning resources with engaging interactive materials. Students can choose to complete the toolkits from start to finish, or explore the specific content as needed. In 2024/25, 2,018 enrolled across 17 modules in the assignment toolkit, 537 enrolled across 10 modules in Special Collections and Archives toolkit and 353 enrolled over 7 modules in Research Information Toolkit.

2.5 Public Information and Communication

Work began in 2024/25 on the redevelopment of the UL website. Redevelopment has involved collaboration with colleagues across the university and consultations with several departments, schools, and user groups. The initial focus of the project has been on creative design and user experience. The new site is currently in development with an expected launch date of Spring 2026.

2.6 Other Parties Involved in Education and Training

Following completion of the University's institutional review of its linked providers in March and April 2024, the University's Linked Provider Framework was reviewed and updated. The updated Linked Provider Framework is available at [Policies | University of Limerick](#).

2.7 Self-evaluation, Monitoring and Review

Annual programme monitoring took place in February 2025 with reports for each programme considered by their relevant Faculty Board. Faculty Board reports were submitted to Academic Council in May 2025.

Quality reviews of the School of Law and Department of Economics took place in April and June 2025 respectively. Quality reviews for programmes owned by each of the departments is included in the quality review of academic departments. Implementation of the recommendations arising from these reviews is monitored by the Quality Committee.

2.8 Quality Assurance of Research Activities and Programmes

2.8.1 PhD Supervision

Recommendations were made in the Faculty of Arts, Humanities and Social Sciences quality review to assure the quality of PhD supervision. The inaugural [UL PhD Supervision Lifecycle Programme](#) was launched in December 2024. The Programme puts structured development in place and contributes to the UL Strategy Goal 2 Research Excellence priority of implementing a high-performance research support infrastructure (for research supervisors working with postgraduate researchers who contribute significantly to the research culture and research metrics of UL). Over 140 staff expressed an interest to join the Programme. To accommodate the demand, the first workshop run in January 2025 was duplicated to allow two cohorts of 40 staff to complete the workshop. Completion of a workshop in April 2025 and June 2025 will result in approximately 80 staff being awarded a digital badge. This comprehensive series of workshops is designed to enhance the effectiveness and impact of supervisors, ultimately benefiting both their professional growth and the success of their doctoral candidates. This programme is a valuable investment in the future of doctoral education at UL.

Arising from these workshops the UL Doctorate Supervisory Network has been formed. The Network was to be considered as a formally organised, yet informal gathering, of doctorate supervisors that would allow supervisors to meet and discuss issues related to doctorate supervision. It is envisaged that such a Network would help address (i) academic, emotional and professional challenges arising from doctoral supervision, (ii) encourage knowledge exchange and collaborative problem-solving with specific doctoral realities, (iii) build a sense of belonging as a community of doctoral supervisors, and (iv) result in improved outcomes (for the supervisor and supervisee) achieved from doctoral supervision.

2.8.2 Research Ethics

Implementation of the recommendations arising from the **quality review of Research Ethics** at UL has commenced under the UL Research Ethics Committee (ULREG). A key recommendation is the development of an online system to support the ethics application and approval process. OVPRI have been progressing the tender process for the system over the past year. The tender document is at an advanced stage with plans to issue the tender in early 2026 with system implementation envisaged in 2027.

Operational enhancements made during 2024/25 were

- **Module-Wide Ethics Application Form:** The Chair of the Faculty of Science & Engineering REC proposed the introduction of a module-wide ethics application form for group projects involving minimal ethical risk. This proposal was approved by ULREG and implemented in September 2025. The initiative aligns

with the launch of a dedicated SharePoint system developed by the Faculty of Science & Engineering to facilitate post committee application approvals.

- REC Performance Feedback Systems: A working group focused on developing feedback mechanisms for REC performance is to be established. This group will be chaired by the Faculty of Education & Health Sciences REC Chair, with its inaugural meeting scheduled for the 2025/26 academic year. 3.
- Ethical Processes Handbook: It is planned to create a comprehensive handbook outlining ethical review processes and procedural pathways. The handbook will provide a general overview of REC operations and highlight Faculty-specific deviations to support consistency and transparency across committees. This will be in line with the online system once implemented.
- Expansion of REC Membership: Faculty RECs have been encouraged to expand their membership in response to the evolving research ethics landscape. This includes the need to incorporate expertise in emerging areas such as artificial intelligence, ensuring that committees are equipped to address increasingly complex ethical considerations have

2.9 Initiatives within the Institution related to Academic Integrity

The [UL Academic Integrity Unit](#) (AIU), established in autumn 2023 within the Office of the Provost and Deputy President, supports the University in upholding the highest standards of academic integrity expected of all educators and learners. The Unit, which is composed of three staff members, an Academic Integrity Lead and two Educational Developers, has three broad functions:

1. Designing and implementing an academic integrity policy and academic misconduct procedures.
2. Delivery of education and training to staff and students. This necessitates collaboration with many teams and Departments from across the University.
3. Promote culture of academic integrity and respond to emerging challenges in academic integrity landscape.

2.9.1 Designing and Implementing and Academic Integrity Policy and Academic Misconduct Procedures

- The [UL Academic Integrity Policy](#) and Procedures for Managing Allegations of Academic Misconduct were approved by Academic Council in December 2024 and implementation commenced in September 2025. The NAIN guidelines have been instrumental in the development of policy and procedures and are also core to the work of the Academic Integrity Unit. The AIU oversee the management of more serious breaches of academic integrity and ensure the educational interventions and supports are put in place to support these students.
- The policy facilitated the creation of a new service/ scholarship role to UL; Academic Integrity Champions, these academics provide practical advice and support to colleagues within each Faculty. This is a proactive measure to ensure that staff are adequately supported with policy implementation.

2.9.2 Delivery of education and training to staff and students

- The UL Academic Integrity Unit's website is a rich repository of information for UL staff and students which are available in multiple formats to enhance opportunities for engagement.
- Teaching and learning events dedicated to academic integrity are now commonplace and prioritised in UL. The AIU has delivered information sessions on academic integrity to all 1st year students as part of orientation in 2024. The AIU has delivered teaching sessions in the Kemmy Business School, the Faculty of Arts Humanities and Social Science, the Faculty of Education and Health Sciences and the Centre for Transformative Learning. The AIU has delivered sessions for international students coming to UL under the Postgraduate, Undergraduate, Study Abroad, Erasmus+, Exchange and Summer School programmes.
- Three academic integrity modules are available on the Virtual Learning Environment '*Introduction to Academic Integrity for Students*' is used by educators to ensure that academic integrity information is integrated into their programmes. '*Introduction to Academic Integrity for Staff*' is accessed by staff to enhance their understanding of academic integrity specifically as it relates to UL policies and procedures. '*Education on Academic Integrity arising from Academic Misconduct*' is a mandatory remediation requirement for students referred to the AIU for academic misconduct.

2.9.3 Promote culture of academic integrity and respond to emerging challenges within UL

- The Academic Integrity Lead was appointed Chair of NAIN by QQI in June 2025. The Academic Integrity Lead shares relevant key discussion points from NAIN Plenaries with UL colleagues at the University Teaching Learning and Assessment Committee. She also works with the Associate Vice-Presidents for

Academic Affairs within each of the faculties to communicate good practice and important messages or action points to educators.

- The AIU regularly offers in-person workshops and webinars to staff to assist them with upholding academic integrity in their professional practice. Topics include the application of the academic integrity policy and procedures and approaches to assessment redesign.

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 | Planned actions and indicators |
|-----|--|---|
| 1 | Establishing the ATOM Project and associated plans | Led by the Provost and Deputy President the project will initiated and resourced. See section 3.1.2 for further detail. |
| 2 | Ongoing implementation of recommendations associated with the HEA Section 64 and other processes including <ul style="list-style-type: none"> • Review of Academic Council and Executive Committee sub committees | Led by the President and co-ordinated by the Renewal Plan Management Office, this is an ongoing body of work. The review of Academic Council and Executive Committee sub committees is led by the Executive Dean of the Faculty of Science and Engineering. |
| 3 | Implementation of Phase 2 of the Student Feedback Mechanisms project | Led by QSU, implement pilot of TRUST-SET (student evaluation of teaching) Develop survey instrument for placement modules |
| 4 | Develop information resource for academic staff engaging in and developing domestic and international collaborative programmes | Led by QSU, develop a one stop shop information resource to guide academic staff engaging and developing domestic and international collaborative programmes. Its purpose is to bring disparate resources together, support internationalisation objectives and ensure compliance with university policy. |
| 5 | Launch of new UL website | Led by the Marketing & Communications Department, the redevelopment of the website will provide an enhanced technical platform for internal users and enhance communication and availability of public information. |
| 6 | Development of UL Strategic Plan | Led by the Director of Strategic Planning, work will commence on the development of the successor to UL@50. The development of the plan will |

| | | |
|----|--|---|
| | | pave the way for the implementation of recommendations arising from internal quality reviews relating to strategic matters. |
| 7. | Creation of Artificial Intelligence (AI) Taskforce | The University of Limerick Artificial Intelligence (AI) Taskforce will be set up to provide institution-wide leadership on the strategic integration, advancement, and responsible use of AI (including Generative AI) across the University. |
| 8. | Implementation of single Customer Relationship Management System | The purpose of the Strategic CRM (Customer Relationship Management) project is to implement a system that builds stronger relationships with students by managing interactions and data throughout their journey. The implementation of the CRM will be a multi-year rollout and is planned in three high-level project phases, Marketing and Recruitment, Admissions and Student Success. The focus for 2025/26 is on replacing the existing legacy CRMs that are used by Graduate & Professional Studies, UL Global, School of Medicine and Academic Registry. |
| 9. | Timetabling Project | Introducing a new timetabling system and policy at the university offers significant benefits across technology, processes, and people. The project will replace our legacy exam and timetabling systems with a modern, scalable, and integrated solution that enhances performance and stability while streamlining class and exam scheduling. Automation will reduce manual workload and errors, improving efficiency for academic and administrative staff. Additionally, the new system will enhance the user experience by providing timely timetable releases and a unified interface, ultimately benefiting both staff and students. |

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

| Unit to be reviewed | Date of planned review | Date of last review* |
|--|------------------------|--|
| Department of Computer Science & Information Systems | 13-16 October 2025 | September 2010 |
| Department of Biological Sciences | 10-13 November 2025 | March 2010 as Life Sciences |
| Department of Physics | 9-12 February 2026 | April 2011 |
| Department of Chemical Sciences | 9-12 March 2026 | November 2009 |
| Department of Mathematics & Statistics | 13-16 April 2026 | April 2013 |
| Department of Work & Employment Studies | 11-14 May 2026 | October 2012 as Personnel & Employment Relations |
| UL Language Centre | May/June 2026 | |
| Student Mental Health Services** | Spring 2026 | |

*UL reviewed its academic activities via quality reviews at Faculty Level from 2018-2023.

** This review is undertaken through an external review of student mental health services by the [JED Foundation](#).

3.2.2 Reviews planned beyond Next Reporting Period

The schedule of quality reviews is published at [Current Review Cycle | University of Limerick](#)

4.0 ADDITIONAL THEMES AND CASE STUDIES

4.1 Conscious, Confident, Active - Boosting Transferable Skills at UL

Theme: Connecting transferable skills, disciplinary knowledge and life experience

Keywords: Transferable skills, e-portfolio, digital badges, student engagement, assessment, collaboration.

4.1.1 Introduction and background

This case study introduces the initiative undertaken in the faculty of Arts, Humanities and Social Sciences to strengthen student transferable skills alongside their disciplinary knowledge and life experience. This is in line with *Action for Wisdom*, the [UL Learning, Teaching and Assessment Strategy 2022-27](#) and its intent to facilitate a ‘.....quality assured student learning experience in the development of skills and knowledge for the future of work’.

This focus is also informed by national and international policy on the place of transferable skills in a student’s education journey and in their subsequent transition to the workplace and a role as active citizens. The [World Economic Forum’s Future of Jobs Report 2025](#), predicts that 39% of core skills in the workforce will change by 2030, highlighting the need for a structured approach to transferable skills in higher education. The importance of transferable skills (or transversal skills) is also highlighted in the Irish Government’s [National Skills Strategy](#) which notes that:

‘Core transversal skills are becoming ever more important to an individual’s successful and sustainable employment. They also enable people to move between jobs and careers, to participate in lifelong education and training and to improve the flexibility and competitiveness of the labour market (p38)

To support the faculty’s commitment to these objectives a new Transferable Skills Unit (TSU) www.ul.ie/tsu was established in 2024.

4.1.2 Aims and objectives

The aim of this initiative is to produce students who are **Active** in acquiring transferable skills, **Conscious** of skill development opportunities and **Confident** in talking about and using their skills. The TSU is focusing on seven main skill areas, though more may be added at a later stage. These are: Creativity, Critical Thinking, Communication, Collaboration, Problem solving, Digital Skills and Sustainability Literacy.

Our related objectives are to encourage students to **Recognise, Record** and gain **Rewards** for their acquisition of skills. This is described in more detail below and at [Recognise Record Reward](#).

4.1.3 Implementation Overview

To achieve our aim, in October 2025, a three-part, student facing campaign was launched:

Recognise: Students are encouraged to reflect on and identify the skills that can be developed across five **Skill Zones** - in academic modules, through volunteering, in external work / Erasmus placements, via activity in student clubs, societies, and from various off-campus activities.

Student recognition of skills is facilitated by the development of a bespoke set of skill related [Transferable Skills Competency Frameworks](#) and by student oriented social media campaigns on Instagram ([TSU Instagram](#)) on Tik Tok ([TSU TikTok](#)) and on LinkedIn ([TSU LinkedIn](#)). We have also developed a Transferable Skills Hub on Brightspace, the UL VLE, with over 3000 students currently registered on the site. We have also benefited from close working relationships with student representative bodies and with the UL President's Volunteering Award in promoting skill recognition.

Record: Having recognised and developed their skills, students are encouraged to gather and curate skill related evidence, using an E-Portfolio equipped with pre prepared templates. The E-Portfolio, [Portflow](#), is fully integrated into Brightspace.

Reward: Finally, students are motivated and rewarded to recognise and record their skills by earning skill specific digital badges and the inclusion of the skill qualification on graduate transcripts.

An externally oriented, companion campaign, [Degree Boost](#), was also launched to inform prospective students, teachers and guidance counsellors about the transferable skills focus in the AHSS faculty.

IMPACT!

While it is too early to point to definitive impacts, we are confident that students will be able to leave UL, not only with their degree, but also with a powerful, sharable record of their transferable skills. This allows students to broaden the ways they can showcase their knowledge, skills and capacities.

We have also developed strong collaboration with UL Colleagues who share an interest in student skill development⁴.

⁴ These include Student Life, President's Volunteer Award, Postgraduate Students' Union, Academic Registry, Marketing & Communications, Information Technology Division, Centre for Transformative Learning, Centre for Sustainable Futures, AHSS Faculty and Department colleagues

4.1.4 Challenges

Finally, we note two main hearts and mind challenges. Firstly, developing skills active, conscious and confident students requires students to take action that is outside the normal task-reward culture of third level education. Working with student organisations and quality messaging is essential to respond to this challenge. The second challenge is to encourage faculty to integrate transferable skills content into their module offerings. We have introduced a 'Tag it, Tell Us, Tell Them' initiative to encourage module coordinators to 'tag' transferable skills in their learning outcomes, making explicit to students how the module content links with skill acquisition. Future workshops and information sessions will support module coordinators in the embedding of transferable skills in teaching and assessment

4.2 Conversations that Count: A Partnership of Professional Learning; Building a Sustainable School–University Partnership: UL and Limerick & Clare ETB

Theme: Collaborations

Keywords: Education; School Placement; Partnership

4.2.1 Abstract:

Conversations that Count: A Partnership of Professional Learning outlines the development of a collaborative School–University Partnership between the University of Limerick and Limerick and Clare ETB. Supported by the Teaching Council’s Féilte Bursary Scheme, the project focused on strengthening mentoring practices, enhancing communication, and improving the school placement experience for student teachers and *teoraithe* (cooperating teachers). Key actions included a professional learning event to co-design mentoring approaches and the creation of shared digital spaces to promote resource sharing and professional dialogue. Despite time-related challenges, the project highlights the importance of structured supports and offers a sustainable model for long-term partnership and professional learning.

4.2.2 Case Study:

The project shares experiences of developing a collaborative and sustainable School–University Partnership between the School of Education at the University of Limerick (UL) and Limerick and Clare Education and Training Board (LCETB). This initiative focused on strengthening communication, enhancing mentoring practices, and building professional structures that benefit both student teachers and *teoraithe* (cooperating teachers).

The long-term goal is to **future-proof a comprehensive framework for school placements**, ensuring clear expectations for everyone involved while acknowledging the unique cultures and contexts of individual schools. With the support of the **Director of Schools at LCETB**, and through the enthusiasm and dedication of participating school leaders and *teoraithe*, we have made significant progress in building a model of partnership that is both meaningful and sustainable.

The development of a co-constructed school-university partnership came about because of a successful application for the **Teaching Council’s Féilte Bursary Scheme**. The Bursary is designed to support a culture of professional collaboration and knowledge sharing amongst teachers and schools, and our project was one of 27 who were successful in securing funding, and one of only 5 post-primary schools that secured funding. The awarding of the bursary resulted in a focused and supported approach to developing a structure with 8 diverse schools

to nurture and sustain partnerships and enhance the school placement process for all stakeholders.

Actions:

1. A Professional Learning Event for principals and treoraithe was hosted at the Limerick Education Centre to initiate project development and build relationships. The event supported participants to collaboratively devise a clear action plan and to upskill on mentoring practices. The event provided a forum for meaningful professional dialogue about the needs of student teachers and treoraithe, the complexity of learning to teach, as well as impactful ways that a treoraí can 'guide' student teachers. The outcome was an agreement from teachers to engage in regular professional conversations, observe student teachers, and provide constructive feedback.
2. Shared digital space: The introduction of a shared digital space further facilitated collaboration, resource sharing, and the emergence of a cross-school professional learning community. It provided a space for participants to discuss challenges and successes; access mentoring supports and share mentoring experiences.

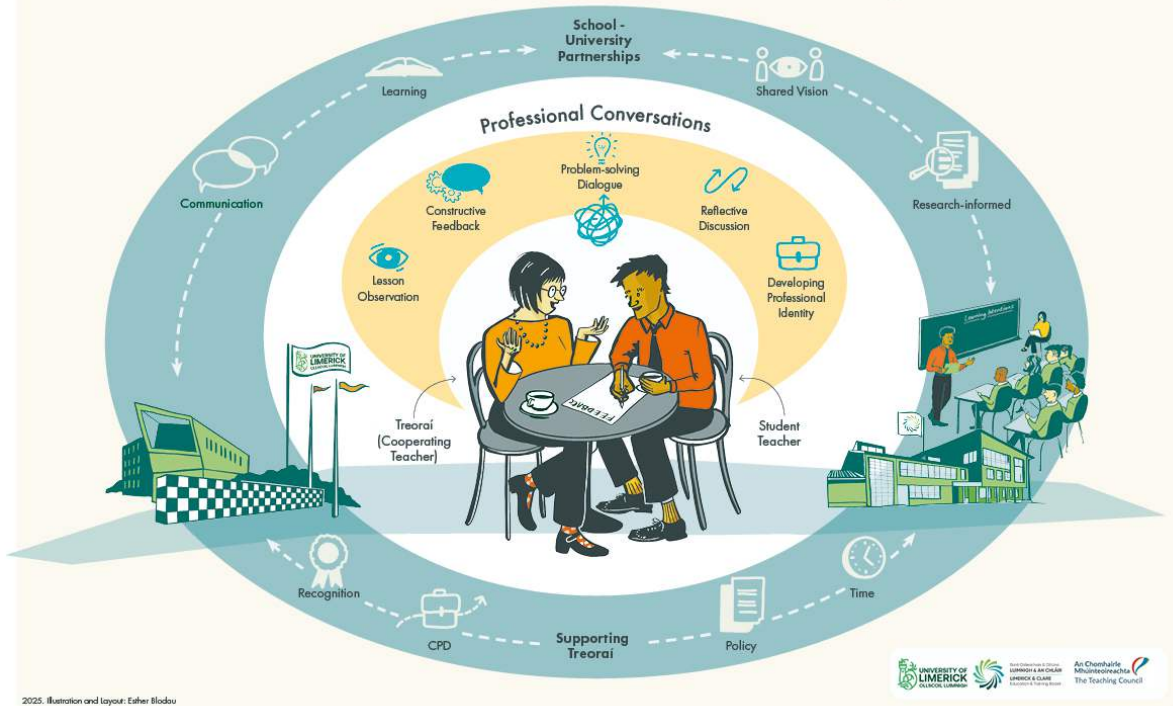
Despite time-related challenges, the project highlights the need for structured support for all stakeholders, protected time and greater collaboration across school and higher education institutions. This project demonstrates that school-university partnerships are complex, but where shared learning is prioritised 'Conversations that Count' offers a structure to strengthen school placement and enhance professional learning.

Next Steps: The project will expand to include more schools and treoraithe. A memorandum of Understanding between UL and LCETB will extend shared roles and expectations together with continued CPD and partnership development which will ensure sustainability and equity of experience for student teachers.

Further information can be found at [Conversations that Count: A Partnership of Professional Learning | Féilte Bursary Scheme 2024 – Digital Assets | Professional Learning | The Teaching Council](#).

[Poster](#)

Conversations that Count: A Partnership of Professional Learning



2025. Illustration and layout: Esther Blodau

4.3 MicroCreds: Stacking for Net-Zero Skills Development

4.3.1 Keywords: Collaboration

4.3.2 Theme: Transforming Education; Programmes of Education and Training

4.3.3 Summary of Initiative / Abstract

University of Limerick champions a collaborative co-creation approach between academia and enterprise across key functional areas of learning, teaching, assessment, and curriculum design and delivery. Through consistent and open communications with industry partners, UL ensures that its learning opportunities respond to both immediate as well as emerging skills needs, particularly in rapidly evolving sectors like renewable energy.

This collaborative model ensures that the learning outcomes and learner experiences align with the needs of both enterprise and learners. It also underpins the need for flexible delivery and course structures that support greater learner engagement and autonomy. As a result, the learning opportunities, in particular micro-credentials, can achieve an effective balance between practical skills development with enhanced employability prospects.

This case-study will focus on the partnership between UL and Climate Ready Academy Skillnet yielding five (5) bespoke micro-credentials that stack into the Certificate of Resource management.

4.3.4 Introduction and Background

The Skillnet Climate Ready Academy is a flagship national initiative funded by Skillnet Ireland and delivered by 20FIFTY Partners. Developed to support the Government's Climate Action Plan and the Climate Action and Low Carbon Development Bill, the Climate Ready Academy supports Irish businesses in developing the skills and insights required to respond to and mitigate the effects of our changing climate and environment.

In 2022, Skillnet Ireland published research on 'Talent for the Green Economy' in partnership with the Economic and Social Research Institute (ESRI). The report found specific skills gaps that are holding back businesses when it comes to developing and implementing sustainability strategies.

Headquartered in Limerick, 20FIFTY Partners has over 20 years' research experience in water stewardship, circular economy and broader sustainability, delivering evidence-based methodologies, tools, technologies and sustainability programmes to the public and private sector across Europe.

4.3.5 Implementation

Relationship building / course design

Engagement with enterprise is a central pillar of UL's strategic and operational priorities and plans. MicroCreds at UL is situated purposefully within the Graduate and Professional (GPS) division. This allows for the University to offer a coherent and coordinated portfolio of part-time professional education programmes and courses. This structure supports meaningful engagement with enterprise and facilitates learner progression through pre-approved learning pathways that foster both personal and professional development.

Targeted engagement with individual companies, as well as regional and national networks, such as Skillsnets, enables UL to address specific skill gaps while remaining responsive to employers' operational needs. At the same time, this approach ensures alignment with broader workforce development priorities across sectors.

Micro-credentials and part-time programmes play a vital role in supporting lifelong learning, enabling employees to stay current with evolving technologies and practices, while also strengthening talent retention and career progression.

Through such established engagements, UL has collaborated with the Climate Ready Academy Skillnet and 20FIFTYPartners to successfully accredit five micro-credentials, providing specialised education and training for businesses on Climate Action, Sustainability and Corporate Social Responsibility. Benchmarked at NFQ 7 and each carrying 9 ECTS, these micro-credentials, include:

1. Biodiversity Management
2. Waste & Circular Economy Management in Practice
3. Energy Management in Practice
4. Implementing Sustainability Practices
5. Water Stewardship in Practice (A Sustainable Enterprise Skillnet programme also delivered by 20FIFTY Partners).

In addition, UL has worked with 20FIFTY Partners to create a "Certificate in Fundamentals of Sustainable Resource Management" (27 ECTS, NFQ7) which enables learners to stack any three of the above listed microcredentials into to a full certificate award.

This stackable approach allows learners to complete the Climate Ready courses at their own pace and in the sequence that best suits their needs. The learning can be applied directly to workplace practices, helping businesses become more sustainable and climate ready. Whether

taken as individual micro-credentials or as part of the Certificate, these courses play a critical role in supporting organisations on their sustainability journeys. They provide learners with recognised third-level qualifications in areas such as Energy Management, Circularity, Water Stewardship, and broader Sustainability, while offering businesses a powerful mechanism to upskill staff and develop tangible actions to address climate change.

4.3.6 Impact

The impact of this collaboration is reflected in the strong engagement with the courses. Since its launch, more than 300 participants have been registered on modules with 132 learners successfully completing three micro-credentials and receiving their certificate awards.

The partnership has also strengthened UL's wider engagement across the Skillnet ecosystem. For example, it has supported the expansion of collaboration with other networks, such as Green Tech Skillnet, to design and deliver bespoke learning opportunities that address critical skills gaps across Ireland's planning, environmental and renewable energy sectors.

4.3.7 Stakeholders

Climate Ready Academy, 20FIFTY Partners, School of Chemical Sciences, Faculty of Science and Engineering

