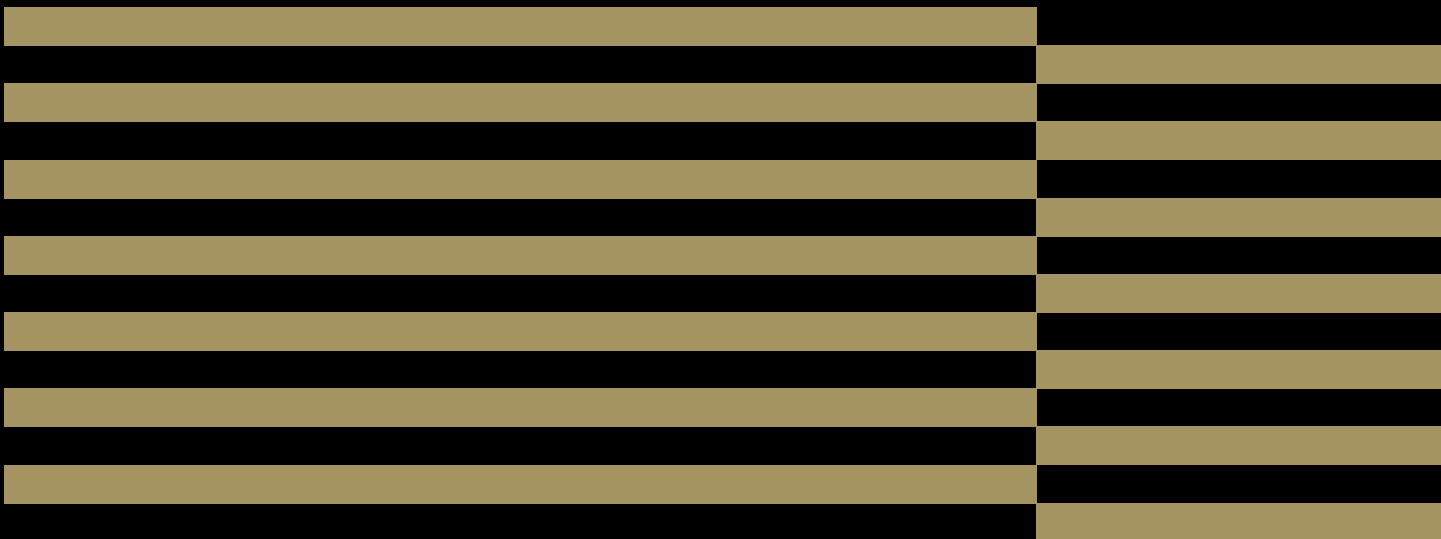


TUS

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

TUS Institutional Profile

CINNTE 2023-2024



CONTENTS

| | | |
|-------------|---|----|
| 1.0 | Foreword by TUS President | 4 |
| 2.0 | Introducing the Technological University of the Shannon (TUS) | 5 |
| 3.0 | The Inaugural TUS Strategic Plan | 10 |
| 4.0 | The RUN-EU European University Network | 12 |
| 5.0 | Governance and Management | 14 |
| 6.0 | Quality Assurance and Enhancement | 16 |
| 7.0 | Educational Ethos Embedding Graduate Attributes | 19 |
| 8.0 | The Student Experience - Supporting the Student Lifecycle | 22 |
| 9.0 | Library and Information Services | 25 |
| 10.0 | Programme and Student Profile | 27 |
| 10.1 | Programme Profile | 28 |
| 10.2 | Student Profile | 30 |
| 10.3 | Flexible and Life-Long Learning | 34 |
| 10.4 | Apprenticeship Education | 36 |
| 10.5 | Collaborative Programmes | 38 |
| 10.6 | Microcredentials and Short Advanced Programmes | 39 |
| 11.0 | Research Degree Provision | 41 |
| 12.0 | Research Activity | 43 |
| 13.0 | Internationalisation and International Profile | 48 |
| 14.0 | Graduate Profile | 52 |
| 15.0 | Equality, Diversity and Inclusion | 56 |
| 16.0 | TUS Staff | 58 |
| 17.0 | Supporting Learning, Teaching and Assessment | 60 |
| 18.0 | Industry and Sectoral Engagement | 63 |
| 19.0 | Development, Innovation and Enterprise | 66 |
| 20.0 | External Relationships and Community Engagement | 68 |
| 21.0 | Multicampus Infrastructure and Campus Development | 71 |
| 22.0 | Commitment to Sustainable Development | 76 |
| 23.0 | Financial Summary and Position | 78 |
| Appendix 1. | Proposed New Organisational Structure | 79 |
| Appendix 2. | Faculty and Department Profile | 80 |
| Appendix 3. | List of Abbreviations and Acronyms | 81 |
| Appendix 4. | Table of Tables | 82 |
| Appendix 5. | Table of Figures | 83 |

1.0 FOREWORD BY TUS PRESIDENT

The Technological University of the Shannon (TUS) was designated a Technological University on October 1st, 2021, and was founded on the merger of two well established and prestigious Institutes of Technology, *Athlone Institute of Technology (AIT)* and *Limerick Institute of Technology (LIT)*. A multicampus Technological University, TUS is unique in geographical reach and regional composition, bordering almost half of Ireland's 26 counties. Therefore, it has a national impact with a major regional focus delivering for all its stakeholders, in its Midlands and Midwest regions of Ireland.

TUS has significant scale with circa 15,000 students and circa 1,800 staff. TUS offers a comprehensive programme portfolio with access points from Level 6 to 10 of the National Framework of Qualifications and a broad range of educational opportunities for full-time, part-time, flexible and life-long learning, apprenticeship and international education. We strive to realise our overarching value that integrity and excellence underpin all we do and to create an inclusive and supportive environment for our students and stakeholders. TUS is committed to impactful applied research, growing the research community and to tackling issues at the regional, national and international level, including our leadership role in the *Regional University Network- European University (RUN-EU)*. TUS is deeply embedded and connected to the communities we serve and is committed to development, innovation, enterprise and sustainability. The launch, in March 2023, of the *Inaugural TUS Strategic Plan 2023 – 2026*, was a signature moment in the evolution of TUS and the strategy provides the anchor to enable the realisation of our *Purpose, Values* and *Priorities* in the pivotal initial years.

I trust that this *CINNTE Institutional Profile* will provide a helpful introduction to TUS. It presents the current organisational profile across our diverse range of activities, functions and collaborations. It reflects the role of our people and stakeholders in creating a dynamic community that contributes to our achievements and success. I am grateful to all our staff, students and stakeholders for their contributions and to all who have had input to developing this profile.

TUS welcomes the CINNTE Cyclical Review process and the significant opportunity it provides for reflection and for engagement with our stakeholders. We value the associated opportunities for enhancement.



Professor Vincent Cunnane
TUS President



2.0 INTRODUCING THE TECHNOLOGICAL UNIVERSITY OF THE SHANNON (TUS)



Figure 2.1. Geographical Profile of TUS Campus Locations

The Technological University of the Shannon: Midlands Midwest (TUS) is one of eleven state universities in Ireland. TUS is an independent autonomous Designated Awarding Body (DAB), with powers to make awards from Level 6 to Level 10 of the National Framework of Qualifications. TUS was designated a Technological University on October 1st, 2021, based on the merger of two well established and prestigious Institutes of Technology. As a new Technological University, TUS has significant scale with circa 15,000 students and circa 1,800 staff, located in its vibrant campuses in Athlone, Limerick, Thurles, Clonmel and Ennis, as depicted in Figure 2.1. TUS is defined by its geographical reach and regional composition, bordering almost half of Ireland's 26 counties. Thus, TUS has the potential to transform the availability and accessibility of university education in the regions it serves and provides leading student-centred higher education that is research-informed, regionally relevant and accessible to all.

Supported by the EU commission, TUS leads the Regional University Network – European University (RUN-EU) in creating one of several new European Universities capable of transcending languages, borders, and disciplines and enabling the consortium to have enhanced influence and impact at regional, national and international levels. We are particularly proud that TUS is the first Irish HEI to lead, and hold the Presidency, of a European University, thereby enabling deeper and sustained impact for the benefit of all our stakeholders.

A key priority for TUS since its establishment was the development of the inaugural TUS Strategic Plan. The development of the strategy has been a collaborative and collegial process and its approval and publication by Governing Body is a signature milestone in the development of TUS as a vibrant TU. The strategy was launched by the Minister of State of the Department of Further and Higher Education, Research, Innovation and Science, Mr. Niall Collins, in March 2023. The TUS Strategic Plan outlines our values, purpose and long-term vision, and identifies a range of strategic priorities and enablers. It provides the focal point for the establishment of a vibrant Technological University that places students at the heart of all we do and that engages effectively, internally and externally, collaborating with students as partners, industry and employment sectors, stakeholder bodies and more widely with community and society, as appropriate.

www.tus.ie

TUS Highlights

This Institutional Profile provides a synopsis of key facets by which TUS fulfils its values, purpose and strategic priorities. The profile evidences a dynamic and vibrant multi-campus community with a student-focused educational experience and deep engagement with the community we serve. Students are at the heart of our collaborative learning community which fosters diversity, inclusion, and social integration. The regionalisation of university education is part of the national ambition underpinning the development of the Technological Universities. The impact of TUS as a cross-regional and national Technological University is evidenced in numerous ways throughout this profile. The span of counties and regions that form the core community that TUS serves is noteworthy, with students in 2022-23 from 31 of the 32 Counties on the Island of Ireland.

TUS offers a diverse portfolio of programmes in a range of areas including science, engineering, health and welfare, business, hospitality, social sciences, informatics, sport, teacher education, and art and design, inter alia. Reflecting the diverse programme portfolio, there has been significant growth across all elements of education provision including full-time, part-time, undergraduate, postgraduate, apprenticeship and flexible and lifelong learning. The growth in the total student population for the four academic years from 2019-20 to 2022-23 is provided in Figure 2.2, with a total student population of nearly 15,000 students in 2022-23.

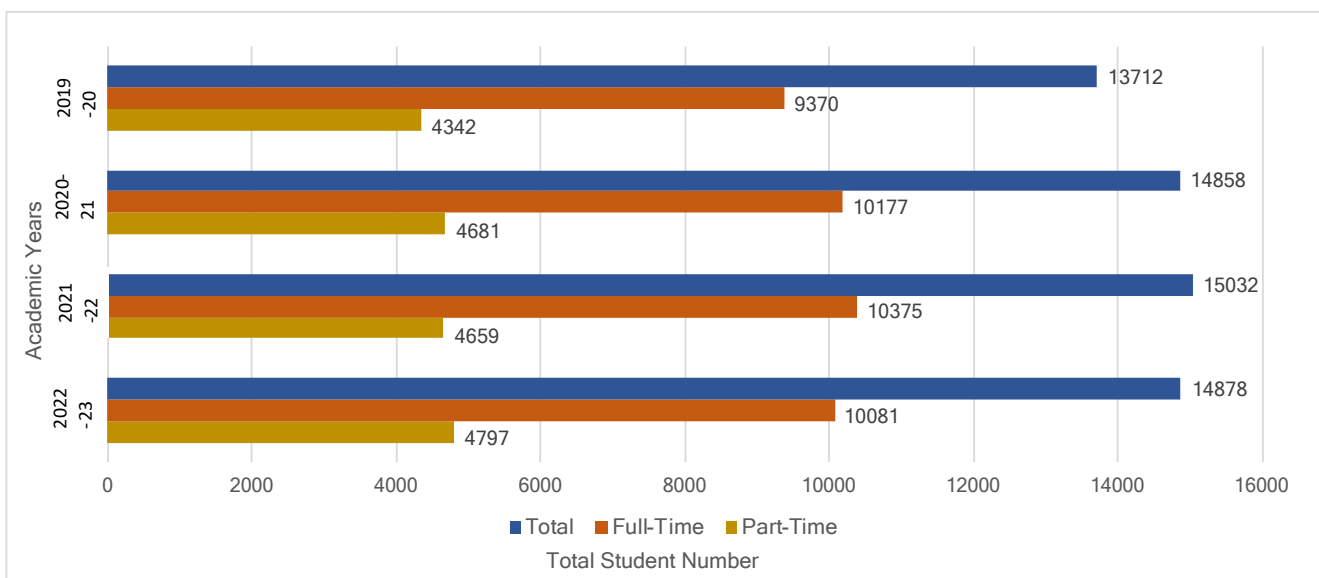


Figure 2.2. Profile of the Growth in Student Numbers in TUS

The total number of students across a range of domains in the 2022-23 academic year is further provided in Figure 2.3.

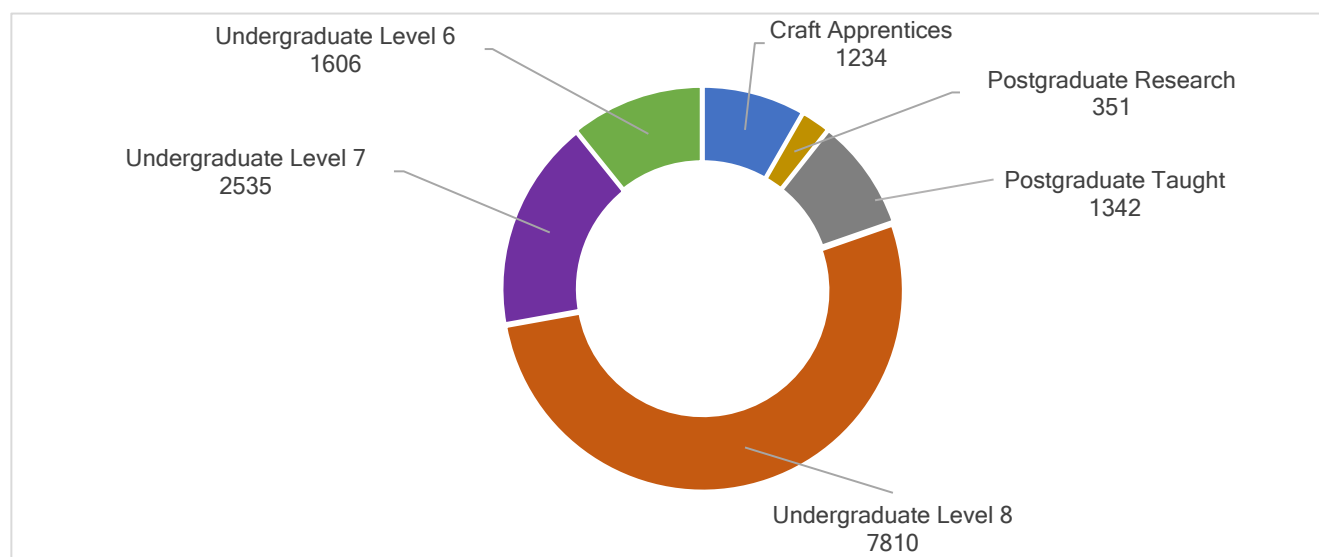


Figure 2.3. Profile of the TUS Student Population 2022-23

TUS is committed to student engagement through its educational philosophy and inclusive learning experience, with a distinctive focus on active and engaged learning and in wider graduate attributes, to enable all of its students to realise their full potential. The admission of students from alternative access routes, and through a range of successful access initiatives, is a core consideration. TUS is particularly proud to have been designated a University of Sanctuary in June 2022. Students are supported through the student lifecycle by an extensive range of services, and dedicated staff, to help them reach their full potential in a supportive and enjoyable environment.

The Research Development and Innovation (RDI) activities of TUS span the entire RDI continuum and support regional and national industry and other stakeholders. The growth of research capacity in TUS is evidenced by the €12m research expenditure in 2021-22 and some 40% increase in Doctoral students since 2019-20, with 197 registered Doctoral students among the 351 research students in the 2022-23 academic year. The TUS research model provides progression opportunities for students and staff. It enables research collaboration and provides world-leading facilities for the research community. The impact of this research output is apparent from the range of collaborations, nationally and internationally, the quality of associated publications and provision of research services. Thus, the collective research capacity across TUS delivers excellence in multidisciplinary research practice that supports social and industrial innovation, knowledge creators, innovators, and entrepreneurs.

TUS recognises that people are vital to delivering on its strategic purpose and priorities and that the effectiveness of staff is central to success in developing and sustaining the long-term future. There is recognition that a holistic approach to staff development is fundamental to this success and accordingly TUS has developed a comprehensive programme of professional development, supported by a new Centre for Pedagogical Innovation and Development (CPID). TUS is proactive in fostering a culture of respect enabling all to reach their full potential.

With over 5,000 graduates annually and through deep engagement with, and support for, industry, innovation and enterprise, TUS is contributing to the development of viable and vibrant communities and to economic, social and sustainable development, both regionally and nationally. The commitment to sustainable development, and the achievement of the United Nations Sustainable Development Goals, is intrinsically embedded in the Strategic Plan, and reflected through our teaching, learning, RDI, and engagement activities. These activities are complemented by a commitment to civic engagement with an ever-increasing diversity of programmes, events and activities.

Some selected highlights from the TUS profile, aligned with the strategic priority areas of Education, Research, People and Organisation and Connecting Communities, are provided here.



EDUCATION

- Comprehensive Programme Offering with Programmes across all ISCED Broad Categories.
- 136% increase in Level 8, and 86% increase in Level 9, offerings (2019-20 to 2022-23).
- Students From All 26 Counties Represented in the 2023 SRS Returns.
- Alternative Entry/Access Routes Account for over 32% of Total Undergraduate Entry in 2022-23.
- Leading Provider of Apprenticeship Education (1,234 Craft Apprentices in 2022-23).
- 40% Growth in International Students (2019-20 to 2022-23).
- 300% Growth in Full-Time Equivalent Flexible Learners (2019-20 to 2022-23).
- 5,367 Graduates in 2021 up 47% from 2018.
- Emerging Capacity for Transnational Provision (Joint Programmes and Short Advanced Programmes) through RUN-EU Network.
- Connected Curriculum Embedding Graduate Attributes, Digital Literacy and Sustainability.
- Student Centred Values and Ethos Permeate through all Provision with Excellent Student Supports.

RESEARCH

- 197 PhD Students in 2023 representing a 40% Growth (2019-20 to 2022-23).
- €12m Research Expenditure in 2021-22.
- 4th Among HEI's in Ireland with 198 Collaborations, Innovation Vouchers and Consultancy Agreements.
- 883 Research Publications (2017 – 2022) (Scopus).
- 23% of Publications in the Top 10% Journals by Citiscore Percentiles.
- 50.9% of Publications Involve International Collaboration.
- Emerging Growth of Collaborative Transnational RUN-EU PLUS Research Degree Programmes with themes of Sustainability, Digitalisation and Social Innovation.

PEOPLE AND ORGANISATION

- Values Driven Organisation with Values Derived From Staff.
- 1,792 Staff (Total Headcount, December 2022).
- Core-Funded – 829 Academic Staff and 318 PMSS Staff (Headcount, December 2022).
- Comprehensive Suite of Accredited and Non-Accredited CPD Opportunities supported through a New Centre for Pedagogical Innovation and Development.
- Proactive in Promoting EDI with Range of Associated Action Plans.
- First TU to be Designated a University of Sanctuary by University of Sanctuary Ireland.
- First Irish HEI to lead and hold Presidency of a European University (RUN-EU) under the European Universities Initiative.
- Unique Geographical Profile with Five Campus Locations Across Four Counties, Delivering Locally, Regionally and Nationally.
- "Campus 2030 Masterplan" Involving Circa €200m+ Investment Over the Period.
- Embedding Commitment to UN Sustainable Development Goals in all Activities to Deliver Sustainable Futures.

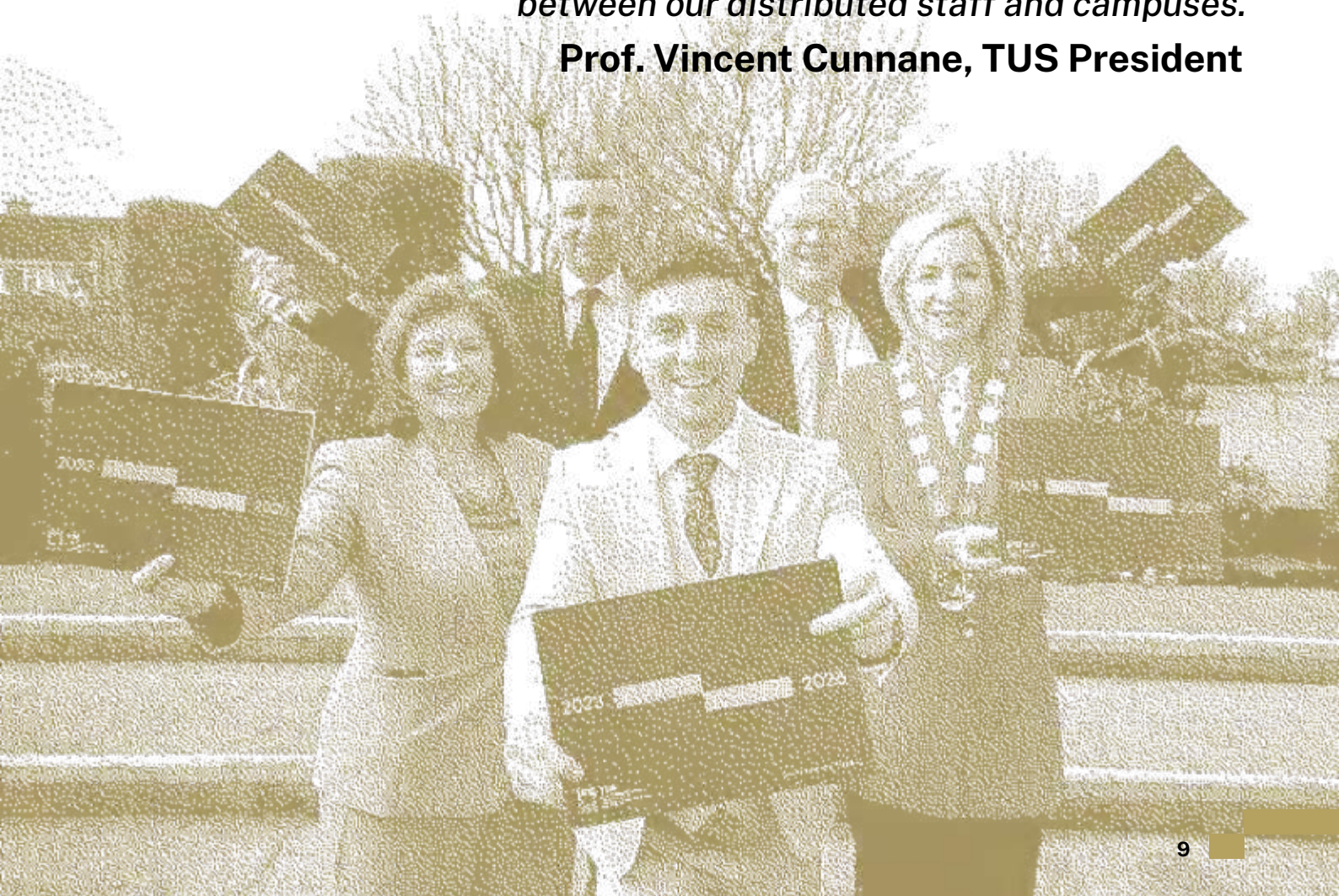
CONNECTING COMMUNITIES

- Connecting Communities Regionally, Nationally and Internationally through our Network of Campuses and the RUN-EU European University Network and International Collaborations.
- Building and Enhancing Partnerships to Drive Sustainable Development.
- Engagement with Industry, Sectoral and Community Stakeholders to Ensure Responsiveness.
- 4 Campus Incubation Centre's Across 2 Economic Regions Supporting 71 Companies (2022-23).
- 150+ New Entrepreneurs Supported through TUS Initiatives (2022-23).
- Contributing to Social, Civic and Economic Life Through Engagement With and Within the Community and Regions We Serve.



The act of connecting is at the heart of our strategic plan - our close connections with industry, business, culture and arts, communities, and our region itself is the essence of our unique heritage and enables the creativity that guides our strategic direction whilst ensuring deepening connections between our distributed staff and campuses.

Prof. Vincent Cunnane, TUS President



3.0 THE INAUGURAL TUS STRATEGIC PLAN

The inaugural TUS Strategic Plan creates the blueprint that will enable TUS to realise its potential for transformative impact. The plan has emerged from an extensive collaborative and consultative process with stakeholders that has been vital in informing the direction it charts.

It provides the fulcrum for all activities of the Technological University in its important initial years. The strategy establishes TUS as a values driven organisation and its value system has been derived from its people through the consultative process. It articulates an overarching TUS Value Statement and the associated TUS Values (Figure 3.1).

“ We operate in an agile manner where integrity and excellence underpin all we do. We are honest, fair and ethical in our focus on doing the right thing through our words and actions.

TUS Value Statement

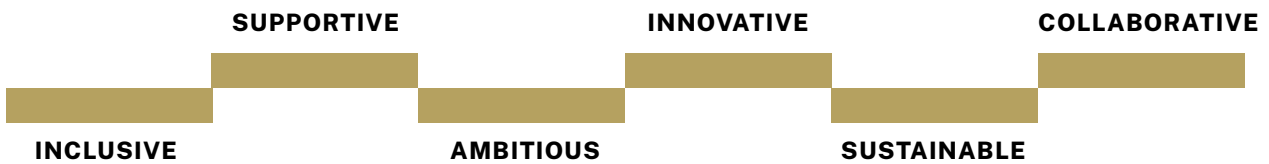


Figure 3.1. TUS Values

Table 3.1. TUS Value Statements

| VALUE STATEMENTS | |
|----------------------|--|
| INCLUSIVE | We embrace diversity as a key strength where everyone is included and has an equal opportunity to progress and achieve. |
| SUPPORTIVE | We care about our people and their well-being, and we maintain a student centred ethos in all we do. |
| AMBITIOUS | We set high standards and are courageous in our actions to deliver impact and achieve our potential. |
| INNOVATIVE | We are forward-looking and encourage creativity and exploration that fosters unique ideas and inspires transformative change. |
| SUSTAINABLE | We are thought leaders and adopt a whole of institution approach to the challenges of sustainable development. |
| COLLABORATIVE | We are open, connected and engaged in bringing people together to develop, co-create and share knowledge for the benefit of our region and beyond. |

The Values of TUS are supported by the TUS Purpose Statement and Vision to 2030.

Purpose Statement

"The Technological University of the Shannon provides leading student-centred higher education that is research-informed, regionally-relevant and accessible to all."

Vision to 2030

"To be a catalyst for sustainable change through education that transforms lives, our region and the world beyond."

The Strategic Plan sets out how the TUS strategy will be achieved through a series of specified Strategic Priorities. The TUS Strategic Priorities are carefully linked to an associated series of Strategic Enablers, Objectives and Expected Outcomes to 2026 and performance will be tracked, through specified key indicators of success, as part of the broader implementation framework (Table 3.2). Full details of the strategic plan including the *Strategic Enablers, Objectives and Expected Outcomes to 2026* are available at: [TUS Strategic Plan 2023 – 2026](#)

Table 3.2. TUS Strategic Priorities and Key Indicators of Success

| PRIORITIES | | KEY INDICATORS OF SUCCESS/TARGETS |
|--------------------------------|--|---|
| EDUCATION | Provide a relevant high-quality education offering, focused on interdisciplinarity, delivered in a flexible way to cater to a diverse cohort of students, across multi-campus locations. | <ol style="list-style-type: none"> 1. Target = 12% increase of student numbers across a range of routes of entry. 2. Target = Overall 3% increase of students who progress across a range of provisions and methods of delivery. 3. Target = 100% of programmes (Full-time Level 8) with a work placement associated. 4. Target = 92% of graduates in employment or further study. |
| RESEARCH | Deliver impactful applied research, growing the research community, engaging in next generation thinking and tackling issues at a regional, national and global level. | <ol style="list-style-type: none"> 1. Target = 40% growth Research, Development and Innovation (RDI) income (€). 2. Target = Publications: Overall increase 100% Other RDI outputs: Overall increase 50% (Research outputs not limited to the traditional outputs). 3. Target = Overall 50% increase of staff involved in RDI activities. 4. Target = Overall 50% increase of collaborative research engagement activity. |
| PEOPLE AND ORGANISATION | Operate as an integrated organisation, where everyone's potential can be realised, and where all individuals are provided with equal opportunities. | <ol style="list-style-type: none"> 1. Target = 25% increase of staff attending accredited and non-accredited programmes. 2. Target = 80% of students who rate their overall TUS experience as good / excellent. 3. Target = 85% satisfaction rate in our people being able to raise their voice. 4. Target: Achievement of expected outcomes by ensuring alignment between structure and strategy. |
| CONNECTING COMMUNITIES | Build and enhance relationships and partnerships to drive the sustainable development of our region and make an impact nationally and internationally. | <ol style="list-style-type: none"> 1. Target = Enhanced engagement as evidenced by biannual survey outcomes. 2. Target = €120m Funds invested (€) in new, refurbished and repurposed spaces, supporting and enabling the projected growth in student numbers. 3. Target = 20% increase of productive partnerships with external bodies. 4. Target for 2025/2026: Overall score 60% (Bronze Level) Performance of TUS using Sustainability Leadership Scorecard (SLS). |

4.0 THE RUN-EU EUROPEAN UNIVERSITY NETWORK

The European Universities Network is part of an EU-wide ambition to create a centralised European Education Area that enables students combine their studies in multiple EU countries. The network, which is expected to increase the competitiveness of European Universities, will be integral to promoting the kind of future and advanced skills necessary for social transformation across the European Union.

The Regional University Network- European University (RUN-EU), supported by the European Commission and funded under the European University Network programme brings together like-minded, regionally focused (HEI's) committed to societal transformation in their regions, in the context of both new and emerging regional and global challenges, and with a particular focus on sustainable regional development and regional needs (Figure 4.1). The network was established in 2020 with 7 founding members in its first phase with TUS as a co-coordinating partner.

In a new cycle on the initiative, the European Commission has approved a second phase with funding of €14.5m for a further four years, 2024-27. TUS is proud to be the new RUN-EU coordinator for Phase 2, making it the first Irish University to lead, and hold the Presidency, of a European University. In this second phase two new partners join the alliance, the University of Burgos (Spain) and the Howest University of Applied Sciences (Belgium), providing a network of nine like-minded institutions drawn from across Europe (Table 4.1). O.M. Beketov University (Ukraine) has also joined RUN-EU as an associate partner. Overall, RUN-EU will comprise of a student population of more than 100,000, 11,000 staff and more than 100 research institutes, centres and groups providing a scale and capacity to support the transformation envisaged. The location of the members of the expanded Network is depicted in Figure 4.1.

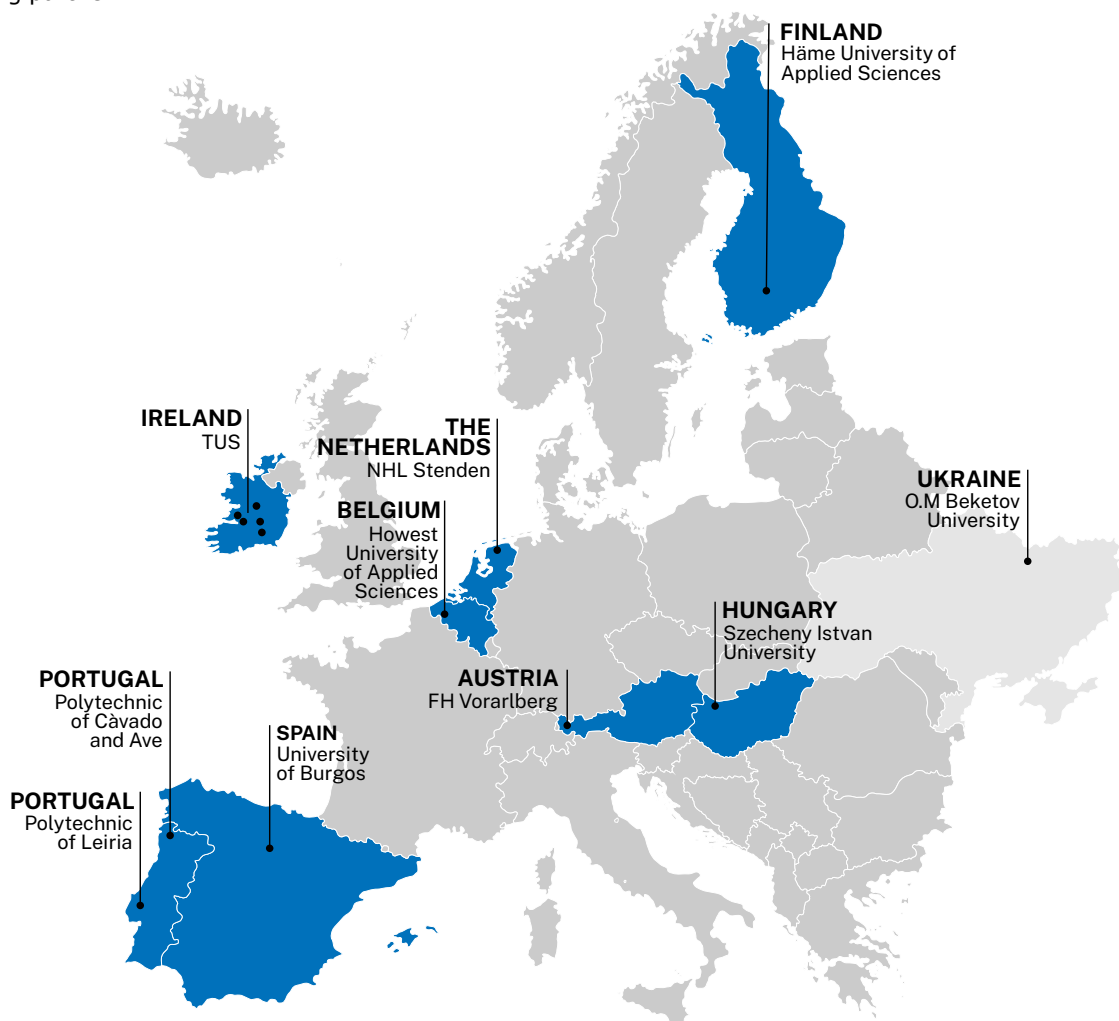


Figure 4.1. Location of RUN-EU Alliance Members (includes O.M. Beketov University at Kharkiv, Ukraine, with which TUS is establishing a long-term partnership)

Table 4.1. Members of the RUN-EU Alliance

| INSTITUTION | COUNTRY | MEMBERSHIP |
|---|---------------------|-----------------|
| Polytechnic of Leiria | Portugal | Founding Member |
| Polytechnic of Cávado and Ave | Portugal | Founding Member |
| Technological University of the Shannon (TUS) | Republic of Ireland | Founding Member |
| Széchenyi István University (SZE) | Hungary | Founding Member |
| Häme University of Applied Sciences HAMK | Finland | Founding Member |
| NHL Stenden University of Applied Sciences | Netherlands | Founding Member |
| FH Vorarlberg University of Applied Sciences | Austria | Founding Member |
| University of Burgos | Spain | Joined 2023 |
| Howest University of Applied Sciences | Belgium | Joined 2023 |

This expanded RUN-EU represents a transnational alliance with members working together to create a regional development-oriented European University that promotes European values and identity and embodies the values of sustainability, multiculturalism, and inclusiveness in all its work. Therefore, TUS membership aligns closely with the TUS ambition to develop a TU which reflects the educational demands and economic needs of Ireland's Midlands and Mid-West regions while contributing to the European Higher Education Area goal of enhanced mobility opportunities and recognition of qualifications across the EU. Accordingly, participation and leadership of RUN-EU will greatly enhance mobility opportunities for TUS students. The design and delivery of Collaborative European Degrees, inclusion of all in educational opportunities and the promotion of a strong sense of European identity, culture, and citizenship are integral elements. To achieve this collective mission, RUN-EU focuses on the delivery of collaborative, future and advanced skills-based teaching, learning, research and engagement activities across the network, and partner Institutes have a proven track record in engagement in these areas relevant to future societal challenges. Selected highlights of the RUN-EU mission are provided in Table 4.2.

TUS is also participating in the Horizon Europe RUN-EU PLUS project which supports RUN-EU development goals by focusing on the strengthening of regional business and society partnerships in research and innovation across the RUN network. PLUS stands for 'Professional Research Programmes for Business and Society'. RUN-EU PLUS is developing professional practice-based research master's and doctoral programmes for business and society. This has resulted in the development of a range of Collaborative TUS Research Degree Programmes involving TUS and other RUN-EU partners (see also Chapter 11 Research Degree Provision).

In addition to the RUN-EU alliance, the twinning of TUS and Ukraine's Beketov National University since 2022 is a highly valued partnership. While the aim is to establish a long-term partnership, there has been an initial focus on identifying ways that TUS can support Beketov in concrete ways by supporting students studying in Beketov. Following a visit by Beketov staff to TUS in 2023, the partnership has developed further to open up research groups and include Beketov as research partners, provision of equipment, hosting of summer schools, as well as the development of collaborative academic and research projects, joint research bids and visiting scholar initiatives.

Table 4.2. Selected highlights of the RUN-EU Mission

THE RUN-EU MISSION

- The development of collaborative and Joint Programmes across the alliance.
- Future and Advanced Pedagogy Skills Academy (FAPSA), which promote and develop joint student-centred, challenge and work-based flexible learning activities, including Short Advanced Programmes and European Degrees, through collaborative and pedagogically innovative inter-university and interregional approaches to higher education.
- European Innovation Hubs (EIH), which will stimulate and create joint interregional research, innovation and regional stakeholder engagement projects and activities across the alliance.
- European Mobility Innovation Centre (EMIC), which will build and share expertise in innovative physical and virtual mobility initiatives and will assess the quality of new mobility activities.

5.0 GOVERNANCE AND MANAGEMENT

Established on October 1, 2021, under Section 36 of the Technological Universities Act (2018), TUS appointed inaugural President, Professor Vincent Cunnane and established interim arrangements for governance and management. Chaired by Ms. Josephine Feehily, the TUS inaugural Governing Body met on October 1st 2021 and approved interim governance and management arrangements, including an interim Academic Council. Governing Body, constituted under Sections 11 and 12 of the Technological Universities Act (2018), has a broad range of statutory functions as well as corporate governance responsibilities, and plays a pivotal oversight and strategic development role as TUS delivers on its transformation agenda.

TUS is committed to national and international best practice in its governance and management and in fulfilling its obligations under the TU Act. Accordingly, TUS takes a multi-layered approach to governance and management and operates a tri-cameral system including Governing Body, Academic Council and Executive Functions. Governing Body and Academic Council together with their associated Sub-committees and Working Groups ensure robust governance in line with statutory obligations and work in partnership with Senior Management through a variety of reporting routes (Figure 5.1).

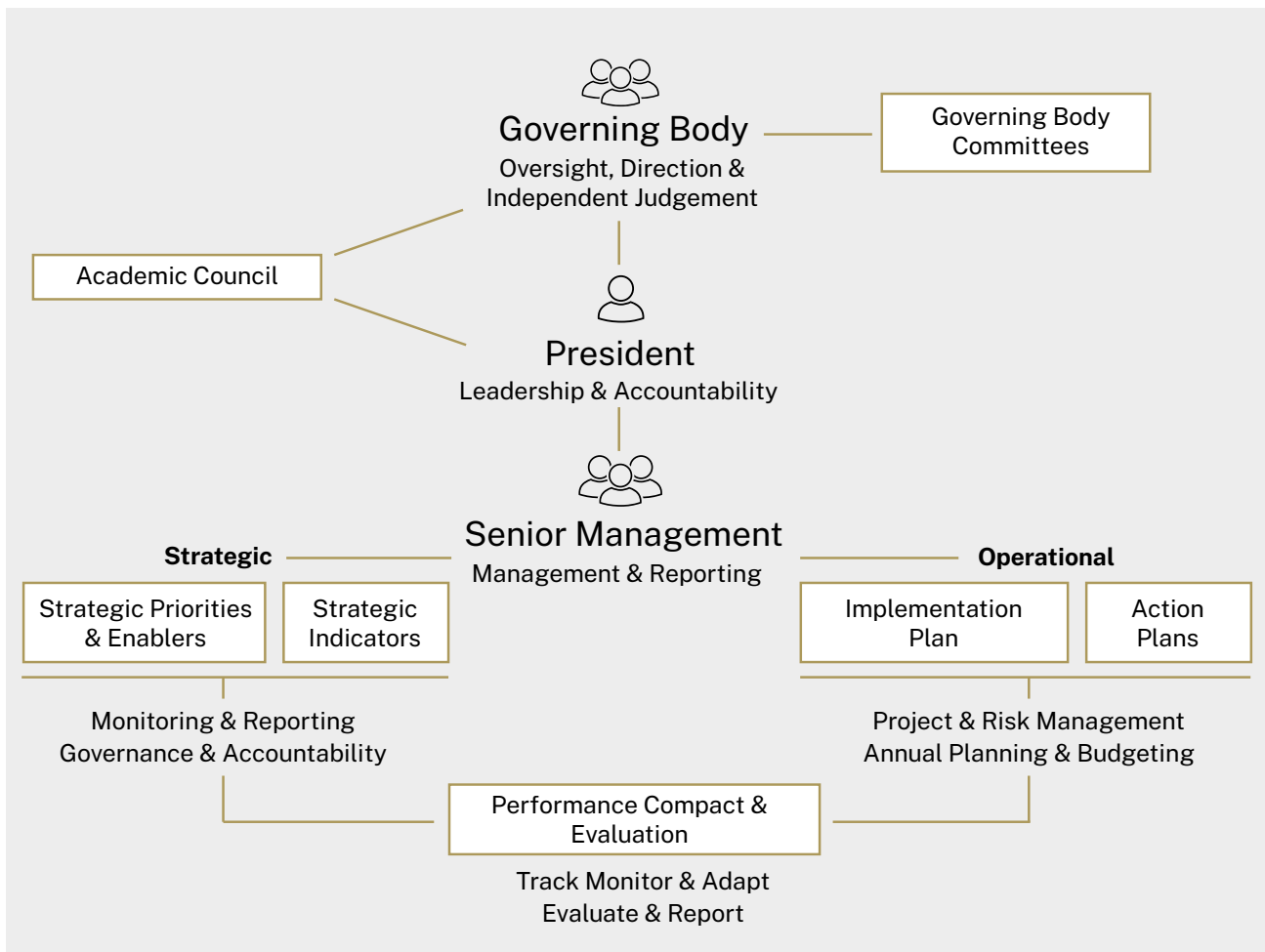


Figure 5.1. TUS Governance & Management Approach

The interim senior management structure appointed upon designation includes a Vice Presidents (VP) Council and a Deans Council and associated current management responsibilities of VPs are outlined in Figure 5.2. The VP and Deans Councils and senior management structures contribute to the overall leadership and accountability.

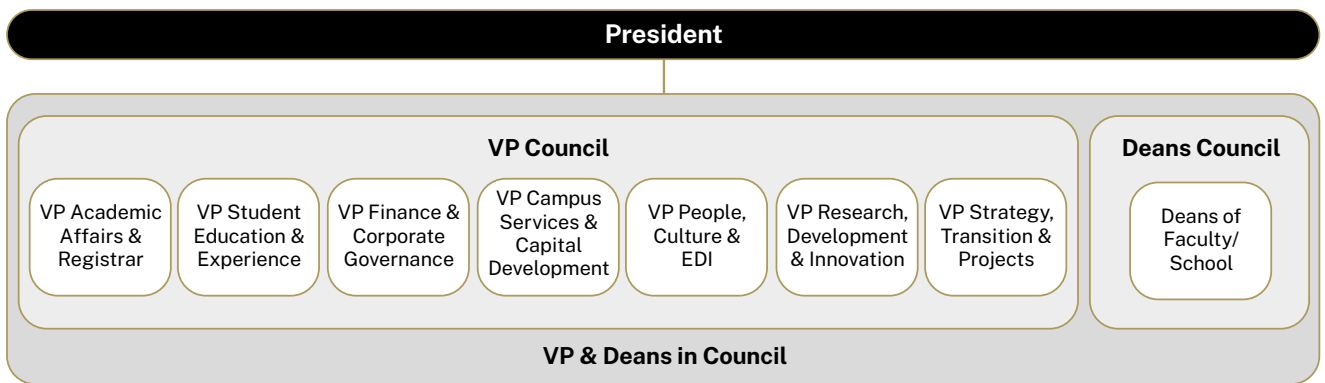


Figure 5.2. TUS Senior Management Structure

As part of the evolution and ongoing development of TUS the organisational structure is under review. An organisational design process involving external consultants and wide stakeholder consultation was undertaken. As part of this process, three different models were considered and a key consideration is designing a structure to realise the ambition and deliver on the priorities of the TUS Strategic Plan. The resulting proposed new organisational and reporting structure is presented in Appendix 1.

TUS Academic Council is the statutory body charged with establishing and maintaining the academic standards, and enhancing the quality of the student experience, of the University. While an interim Academic Council was appointed on designation day, the first fully constituted Academic Council was appointed on 30th September 2022. TUS Governing Body and Academic Council have approved the TUS Academic Council Documentation 2022-2025 in accordance with the Technological Universities Act (2018). This specifies the Constitution, Composition, Membership, Standing Orders and Bylaws of Academic Council. The Council has nine subcommittees designed to support its work delivering on key strategic themes of the Technological University (Figure 5.3).

TUS Academic Council, by statute, maintains academic standards within the Technological University and is committed to continuous improvement with new initiatives being continuously designed and implemented to embed quality policies and practices throughout its operations.

The Academic Faculties/School and their associated Academic Departments are a critical component of the management structure of TUS and for the successful delivery of academic programmes. Faculty/School Boards, Department Boards, and Programme Boards play a key role in good governance, management and in the associate development and implementation of quality assurance and enhancement initiatives. The current Faculty and Department structure is presented in Appendix 2.

Students are key partners at TUS and student representatives are members of Governing Body, Academic Council, Subcommittees, Programme Boards and Working Groups, *inter alia*. Their input and counsel at all fora is respected and valued by TUS to ensure comprehensiveness and equity for learners.

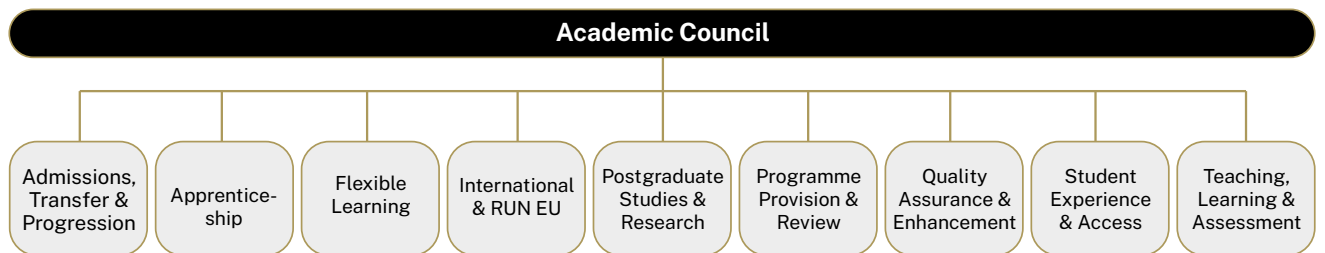


Figure 5.3. Academic Council and its Subcommittees

6.0 QUALITY ASSURANCE AND ENHANCEMENT

The approach of TUS to Quality Assurance and Enhancement (QAE) supports our core purpose, in providing 'leading student-centered higher education that is research-informed, regionally-relevant and accessible to all'. It provides a vital framework that supports our role as an independent Designated Awarding Body and in assuring the quality of our awards and graduates. It also informs our broader engagements with the community we serve, regionally, nationally and internationally and in our partnerships with employers, industry and enterprise. The approach of TUS to the development and implementation of QAE is effective, accountable and robust, with leadership by the VP Academic Affairs and Registrar.

The TUS approach to Quality Assurance is in line with the *Standards and Guidelines for the European Higher Education Area (ESG 2015)*, and with national guidelines and criteria for QA procedures, as overseen by Quality and Qualifications Ireland (QQI) as the authority. The *TUS Policy for Quality Assurance and Enhancement* was approved by Academic Council, in April 2022, and provides a set of overarching, principles which have been adapted from the THEA Technological Higher Education Quality Framework (Figure 6.1).

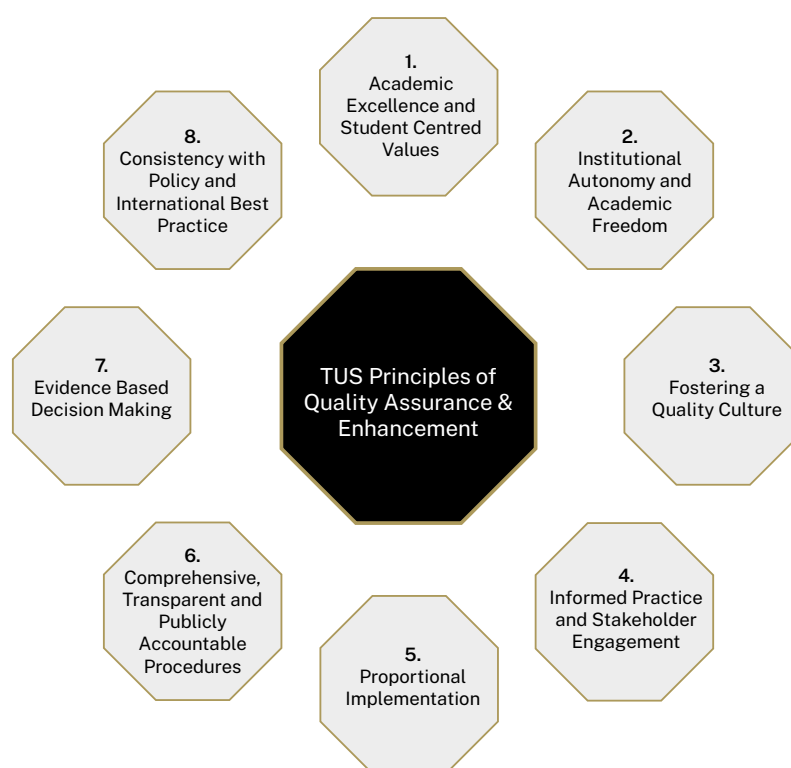


Figure 6.1. TUS Principles of QAE

Aligned with the National Quality Assurance Framework, and guided by the overarching principles outlined in Figure 6.1, TUS operates a consolidated QAE framework that involves a holistic cross-organisational approach with three principal pillars (Figure 6.2):

1. developing and implementing a comprehensive suite of TU-wide policies and procedures;
2. establishing and conducting a broad range of internal reviews; and,
3. participating in annual monitoring (through QQI AQR and Dialogue Meeting) and Cyclical Review.

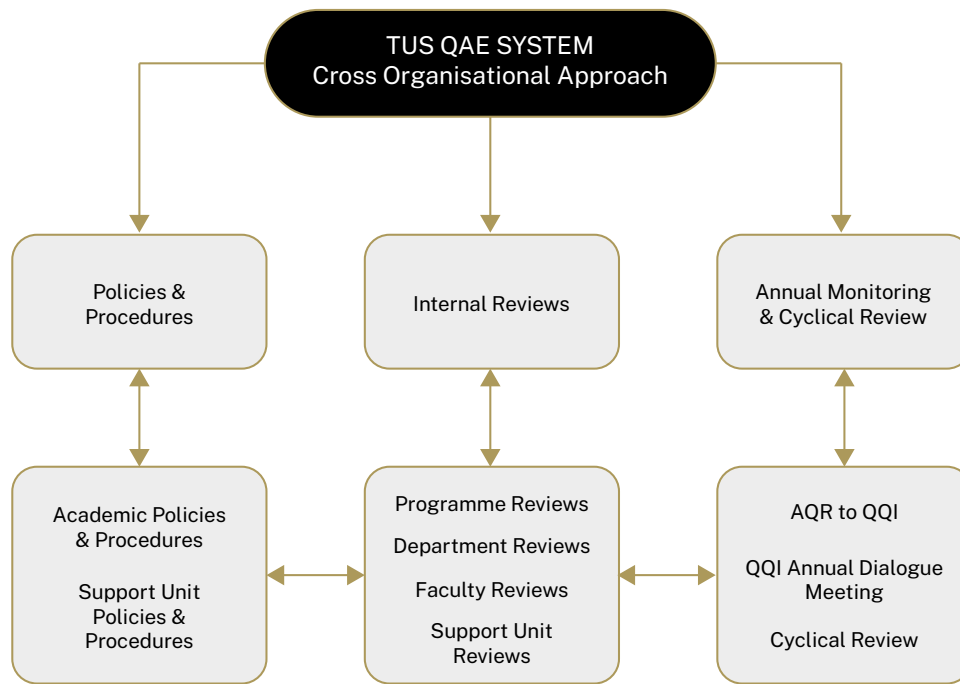


Figure 6.2. Overview of the Cross-Organisational Approach to QAE

The QAE Policies and Procedures form the basis of a coherent framework for assuring and enhancing the quality of education, training and services provided by TUS, and these are collated into the TUS Quality Assurance and Enhancement Handbook.

There are a wide range of processes that support the quality assurance of teaching, learning and assessment and the student experience. Some key examples include the external examiner process, processes for ongoing monitoring, national student survey (StudentSurvey.ie) and student participation in governance, management and quality fora, among a wide variety of others, including the quality enhancement of teaching learning and assessment practice as outlined in Section 17.

TUS is committed to self-study and peer review and recognises the pivotal role this plays in monitoring the effectiveness of the quality policy and procedures. The Qualifications and Quality Assurance (Education and Training) Act (2012) requires 'periodic evaluation of training, research and related services by the provider'.

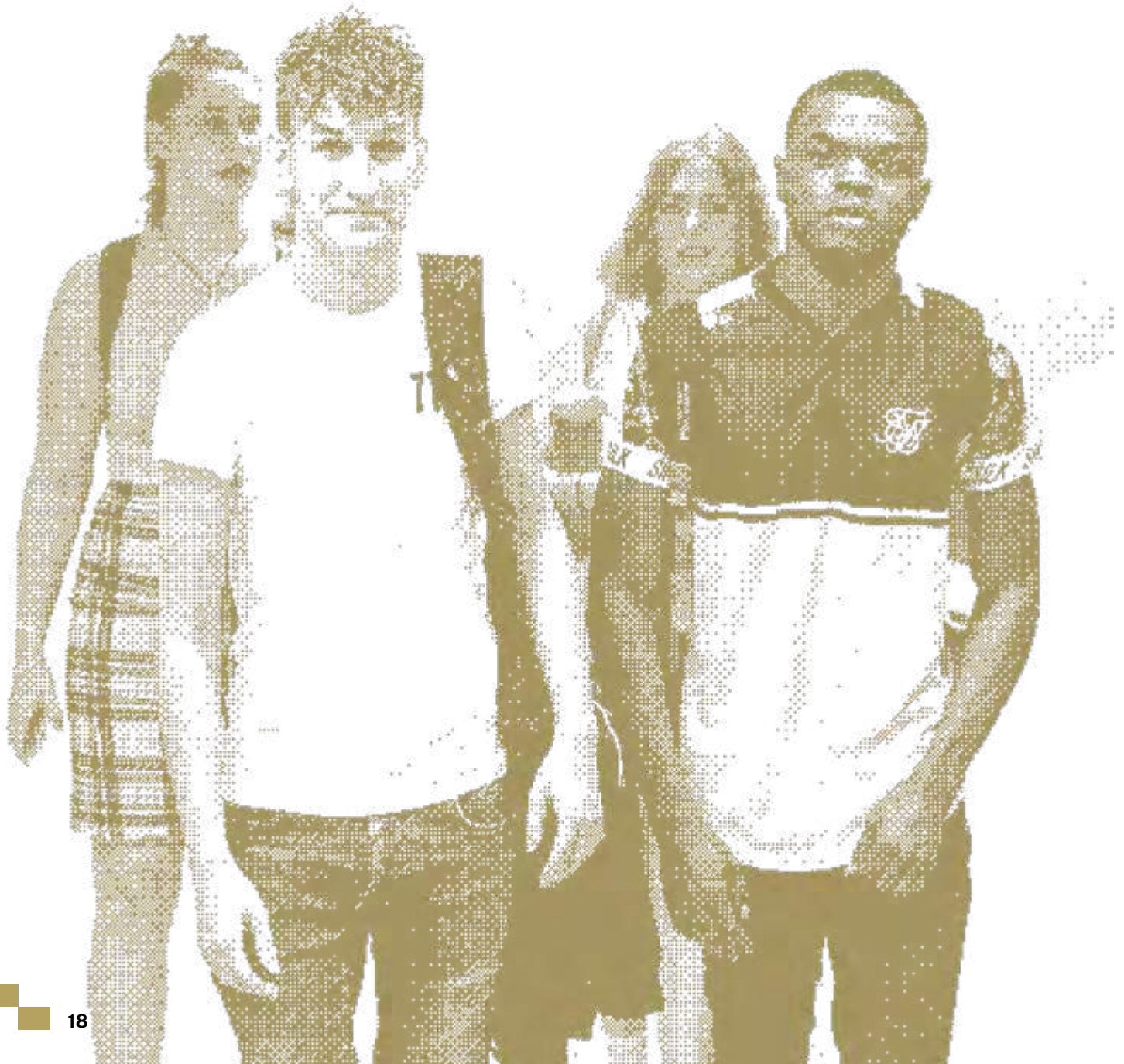
As a consequence, TUS operates a programme of Internal Reviews on a cyclical basis, including reviews of Programmes of Study, Departments, Faculties/Schools, Support Services and Thematic Reviews where appropriate. These reviews include academic, industry and quality reviewers from Irish and International comparator organisations and result in the development and implementation of a range of Quality Improvement Plans.

TUS values its relationship with QQI, the state agency responsible for promoting the quality, integrity and reputation of Ireland's further and higher education system, and benefit from participation in the Annual Quality Review and Annual Dialogue Meeting processes. We recognise that a quality culture is supported by strong academic and corporate governance and a commitment to public accountability, transparency, and continuous improvement with a collaborative and collegiate approach to quality assurance and enhancement.

Strategic Priority 1: Education



Provide a relevant high quality education offering, focused on interdisciplinarity, delivered in both traditional and flexible ways to cater to a diverse cohort of students, across multi-campus locations.



7.0 EDUCATIONAL ETHOS EMBEDDING GRADUATE ATTRIBUTES

In delivering high quality education, the TUS Strategic Plan is supported by the Putting Learning First, TUS Learning, Teaching and Assessment Strategy 2022–2025. The strategy sets out an Educational philosophy and ethos *"that co-creates an inclusive learning experience through leadership in teaching, active learning, research, scholarship, industry and civic collaboration"*. This philosophy underscores our ambition to engage learners through programmes of learning and research that are inclusive and relevant to the needs of industry, society, and the environments our graduates will work in, either nationally or internationally. This is achieved through an emphasis on applied learning and authentic assessment.

The *TUS - Putting Learning First; Learning, Teaching and Assessment Strategy* is comprised of three interconnected elements, namely a TUS Graduate Attributes Framework, TUS Curriculum Design Approaches and Principles and Seven Pillars for Excellence in Learning, Teaching and Assessment. The TUS Graduate Attributes have been developed from the educational philosophy and are the overarching components that inform the principles and approaches for curriculum and programme design in the Technological University. These in turn inform the goals and objectives of the seven complementary pillars, designed to support excellence in learning, teaching and assessment (Figure 7.1).

TUS Graduate Attributes inform programme design resulting in a broader interpretation of the knowledge, skills, and competences which students are required to develop in higher education in keeping with the National Framework of Qualifications. This is particularly relevant to the demand for non-routine, creative problem solving, and the requirement to be able to cooperate, collaborate and communicate with others as global citizens in a digital world. The TUS Graduate Attributes Framework is available to programme design teams for programme mapping (Figure 7.2).

The Graduates Attributes Framework is complemented by a TUS Curriculum Design Principles and Approaches Framework (Figure 7.3). In this, TUS commits to a framework for an internationalised curriculum that is values-driven with overarching principles and a focus on knowledge creation, co-creation and intellectual leadership. It further commits to inclusive and student-centred models of curriculum design. TUS is also committed to providing an inclusive approach to curriculum design which is based on the principles of Universal Design for Learning (UDL), the result of which is enhanced accessibility for all learners.

The Graduates Attributes Framework and Curriculum Design Principles and Approaches are further supported by seven pillars supporting excellence in Teaching, Learning and Assessment (Figure 7.4). Each of the pillars provide a framework for the pursuit of excellence and the enrichment of the learning experience of all learners, and are further supported by a set of goals for development and implementation.

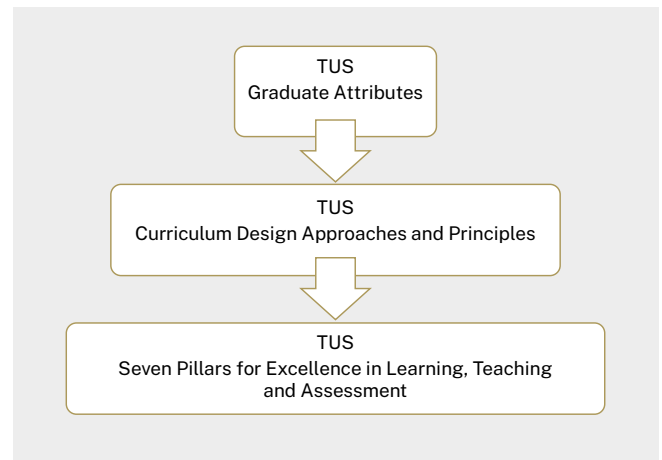


Figure 7.1 Positioning of Graduate Attributes for Curriculum Design and Excellence

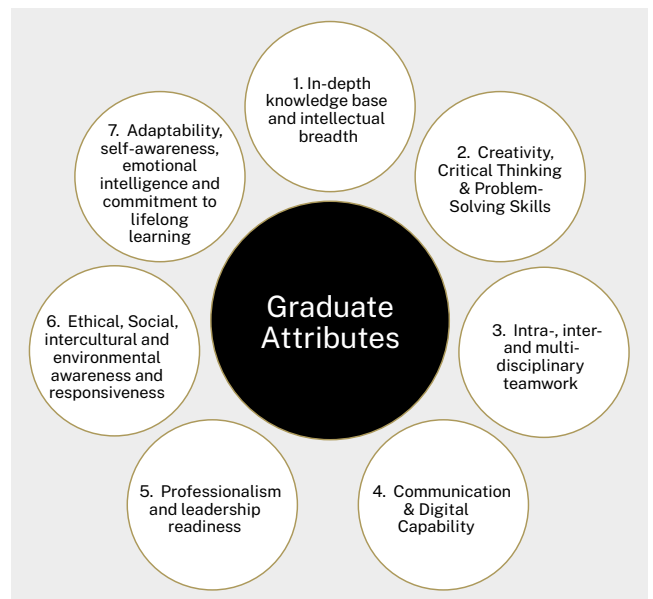


Figure 7.2 TUS Graduate Attributes

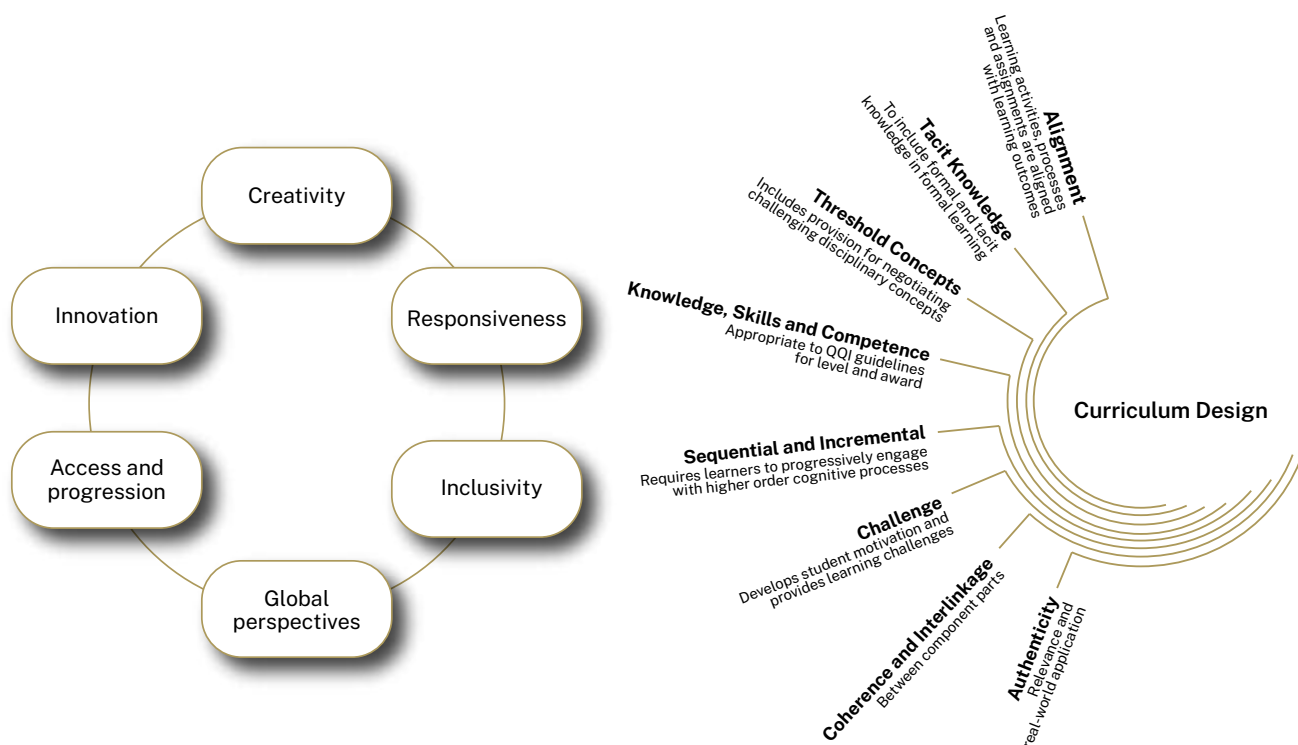


Figure 7.3 TUS Curriculum Design Principles and Approaches Framework

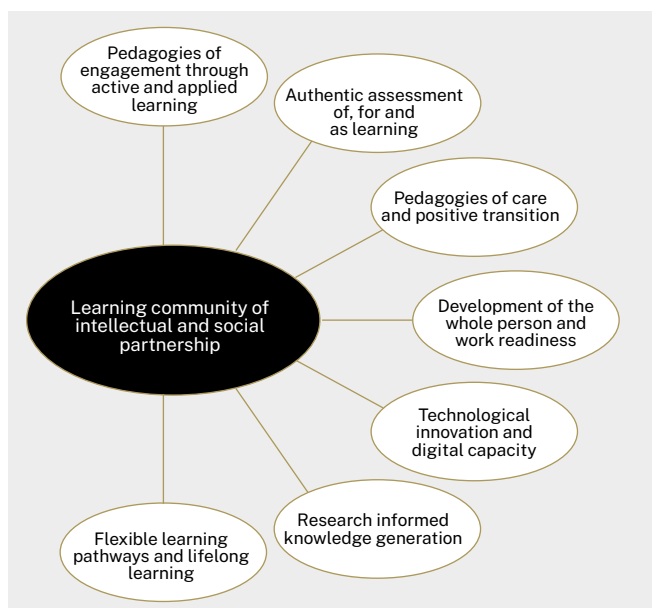
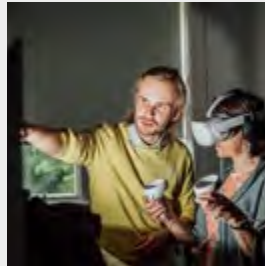


Figure 7.4. Seven Pillars Supporting Excellence in Learning, Teaching and Assessment

Learners are at the core and focus of activity in TUS and the increasing diversity of the learner population and the diversity of learner needs are recognised and valued. Student centred learning is characterised by pedagogies of care and positive transition, engagement through active and applied learning coupled with an emphasis on deep and authentic learning and assessment. Student engagement in the learning process is stimulated by their direct involvement in discussion, debate, dialogue, teamwork, presentations, project work, and work placement *inter alia*. It is complemented by other higher cognitive learning activities such as analysis, enquiry, exploration, evaluation amongst others in all the different contexts they emerge during a programme.

Assessment of, for, and as learning is a key enhancement theme for the *National Forum for the Enhancement of Teaching and Learning in Higher Education*. Assessment is a pillar in supporting student engagement through expanding, exploring, and embedding knowledge. Best practice principles of validity, reliability, practicality, wash-back on learning and authenticity underpin the assessment dynamic, which includes formative and summative approaches. As students at TUS progress through their studies, they experience a range of innovative assessment approaches, which reflect disciplinary needs and professional practice requirements. TUS also prioritises assessment literacy and associated skill development for staff at all levels of curriculum design, delivery and implementation.

Digital literacy is a life skill and is embedded through the curriculum and in the teaching, learning and assessment practices. TUS fully embraces the digital agenda and aims to develop a consistent, seamless and coherent digital experience for students to develop their digital skills and knowledge. TUS continues to develop high capacity infrastructure and platforms to facilitate the development of technology-enhanced learning, digital capacity and creativity across its learning community. Digital technology is vital to support students on different learning paths so that content and learning approaches can be varied to meet the needs of individual students. Technology-enhanced learning is increasingly incorporated to complement the scholarship of teaching and learning in face-to-face, blended, and online contexts. TUS values its participation in the National Technological University TransfORMation for Resilience and Recovery (NTUTORR) initiative aimed at transforming the student experience with a number of projects that focus on enhancing digital capabilities, digital infrastructure and system-wide capability.



8.0 THE STUDENT EXPERIENCE - SUPPORTING THE STUDENT LIFECYCLE

As a dynamic and vibrant multi-campus community, our investment in high quality student supports ensures that student success and a positive student experience is a key priority. Whether students are new to TUS and need help getting started or in an advanced year of study, student supports play a critical role throughout the student lifecycle ensuring students have access to learning in a student-centred supportive environment, which positively contributes to student success including access, retention and progression.

“ *A key objective of the TUS strategic plan is to enhance the experience of our evolving student demographic across all aspects of university life and deliver an education beyond the academic qualification.* ”

TUS has established a VP of Student Education and Experience as part of its commitment to support the holistic development of the student experience throughout the student lifecycle. Working collaboratively, TUS aims to build partnerships and work towards the development of a consistent, equitable and positive student experience across all campuses. Accordingly, TUS is committed to ensuring that supports are accessible, student centred, progressive and are linked to the core values of the Strategic Plan, namely, *Inclusive, Supportive, Ambitious, Innovative, Sustainable* and *Collaborative*.

A key enabler of this is the personal and professional commitment and student-centred ethos of the relevant staff to the quality of the services and supports offered to students. The broad range of supports and services a student has access to during their studies at TUS are provided in Table 8.1. TUS also has an active Students' Union and a vibrant Sports Office who work collaboratively with student services in support of students.

The Students' Union is the representative body for the students of TUS and represents student views at a TUS wide-level and communicates them to management in TUS, with the VP Student Education and Experience as the designated liaison. The Students' Union acts as a voice for every student to enhance the college experience by providing social, academic and cultural support that is effective, reliable and inclusive.

Sport and physical activity are central to life at TUS and promoted by the TUS Sports Office. We firmly believe that active membership in a sporting club has a positive and enhancing effect on students and, in some instances, affords opportunities to represent TUS nationally and in overseas competitions. Students are actively encouraged to become involved in sporting and cultural activities, laying the foundations for diverse and exciting opportunities which contribute to creating an enriched and dynamic student life. Joining a sports or cultural club can be an important part of the student experience, which enhances the student's personal as well as social development, complementing academic life at TUS.



Table 8.1. Summary of TUS Student Supports and Services

TUS STUDENT SUPPORTS AND SERVICES

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

Connect and Engage is an eight-week Induction and Orientation programme. The programme includes an array of curated events and activities ranging from support services to essential information and all created to support students' transition to college and towards a positive student experience. The programme is delivered in a blended format, both onsite and online, across all campuses and has 8 themed weeks.

Access Service

The TUS Access agenda flows from a philosophy of equality and social inclusiveness and is informed by the HEA National Access Plan and the TUS Strategic Plan, promoting equitable access to and successful participation in higher education for all members of society. Through its work, targeted strategies and initiatives are delivered to facilitate entry to and successful participation in higher education for underrepresented students. The Access Service is committed to promoting access for under-represented groups and operates initiatives in partnership with schools, community organisations, and Further Education providers.

Disability Service

TUS Disability Services provide a range of supports for students across the full range of disabilities/specific learning difficulties/ongoing health conditions. Services include, facilitating individual learning support, dyslexia screening, assistive technology training, alternative assessment formats, examination supports and provision of transport. Supports are determined through the completion of an individual needs assessment which informs an individual learning plan for the student developed in accordance with the evidence presented.

Student Counselling Service

The Student Counselling Service provide confidential student centred, accessible, psychological, mental health and wellbeing support to students across our six campuses. The counselling service actively promote positive mental health and wellbeing using a range of focused strategies including workshops, webinars, social media, counselling service newsletters and engaging psychoeducational resources and helpline numbers on the TUS student counselling webpages. Student Counselling Service collaborate and liaise with community, local and regional mental health services, and agencies to provide best care for students and are committed to the ongoing development of out of hours supports for students of the TUS community.

Student Health Service

The Student Health Service provides a confidential and caring Health Service to all full-time registered students and apprentices throughout the academic year, with an emphasis on preventative medicine and health promotion, whilst responding to the needs and concerns of all our students. The service operates as an addition to a student's own family

doctor or specialist medical service. There is a nurse-led service which is free and confidential. A doctor's service is provided within a 3km radius of each of the 6 campuses in the Midlands and the Midwest. Students are also informed of the Out-of-Hours Doctor Service for evenings and weekend cover.

Learning Support Service

The primary aim of the Learning Support Service is to promote retention through progression with supports targeted to students struggling to pass assessments and to students who are aiming to achieve honours grades. The Service is available to all students on a no-cost basis with approximately 20% of students availing of support every year. Support can be organised via referral from lecturers and professional services or more commonly, self-referral by the students individually or through their class reps for group support. During their time in TUS, students can avail of one-to-one consultations, group workshops and seminars to help improve their academic skills. The support delivered is underpinned by the principles of active learning, with the student leading the process.

Pastoral Care

Pastoral Care Service works across our campuses to create a caring and supportive community for our students and plays a significant role in delivering a person-centred education for our students. This service, by its nature, works quietly and often unseen but provides a very effective bridge to other services and supports both within TUS and in the communities we serve. Reflection rooms are available for prayer and meditation on our Moylish and Athlone campuses to cater for our larger student populations on these campuses. A Chaplain, from the Diocese is based in TUS Midlands, while a staff appointed, Pastoral Care Co-ordinator, is based in TUS Midwest campuses.

Careers and Employability

The Careers and Employability Services support students and graduates to identify, develop and enhance their employability skills toward realising their career objectives and maximising their personal and professional potential. These services are available to all students in the form of one to one and group career and educational guidance, workshops, seminars and events. The services work in partnership with academic and professional services in support of students toward enhancing their discipline specific competencies, graduate attributes and employability.

TUS Societies

TUS Societies form a central pillar of life for students and in January 2022 a Societies Officer was appointed to support the activities of societies at TUS. Life on TUS campuses is marked with numerous ceremonies, occasions and community programs that are an integral fabric of the TU and new students are welcomed, graduates are celebrated, exemplary academic achievement is honoured, losses are shared, innovative thoughts on creativity are shared, and the doors of the university are opened for all to explore.



9.0 LIBRARY AND INFORMATION SERVICES

The library is central to the intellectual and academic life of TUS, where students and staff needs are the top priority. TUS Library leads through the provision of knowledge collections and learning services, training for information, digital and media literacy skills, and systems and expertise supporting scholarly communications and research.

The library focuses on wide engagement with the TUS learning community at all levels from undergraduate programmes through to academic research, and collaboration across the organisation for the benefit of all learners. The library endeavours to ensure provision of learning spaces both onsite and virtually that are suitable for personal and collaborative learning. TUS is committed to fostering learning, creativity, and innovation by ensuring access to quality library resources and services, through the expertise and commitment of our library staff and by safeguarding a library environment that is both supportive and engaging for all learners.

Alongside quality information resources, the library is committed to ensuring that students possess the core skills to locate and access the correct information when and where they need it and have the supplementary skills to know how to evaluate and use the information effectively and ethically. These goals are met through the library's annual library induction programmes and information and library skills sessions which cover learning to learn, information literacy and research skills across all libraries and in collaboration with academic departments.

The library has developed a LibGuides series, a collection of specialised research and subject guides and how-to tutorials, which inform our learners about various library facilities and services, subject specialist guides for academic departments, as well as information resources to support learning and research. Library staff are trusted and proud colleagues and partners in TUS collaborating with all stakeholders in the wider TUS learning community from students to academic staff, postgraduates, researchers, alumni and our wider communities.

Table 9.1. TUS Library Collections & Systems Highlights

TUS LIBRARY COLLECTIONS & SYSTEMS HIGHLIGHTS

- Digital first acquisitions, particularly e-books with multi-user licences, continued to be prioritised and aligned with academic curricula to drive collections development.
- There is ongoing updating of core physical and textbook collections and continued engagement with academics to iterate and improve the development of reading lists.
- Sustainability for expanding collection demand is being addressed through advancing IReL membership (Consortium of Irish Research Libraries) at the sectoral TU level and the expansion of Open Educational Resources (OER) within the library's collections, platforms and expertise. The Library's OER project includes extensive academic engagement with lecturers to build awareness of how these resources can support curriculum learning. The OER index per faculty was updated on a regular base to reflect the creation and availability of new resources.
- The Library Management System, Koha, was upgraded in 2022 and RFID technology for collections management is currently being rolled out across TUS campuses.
- Publication of new collections is disseminated through library communications channels, LibGuides, social media promotion and collections displays aligned to thematic or activity weeks.



10.0 PROGRAMME AND STUDENT PROFILE – TAUGHT PROVISION

TUS offers a broad range of taught programmes across its campus network and in the 2022-23 academic year it delivered these to 14,527 students, through 10 Faculties and 27 Departments (Appendix 2). These programmes span the full spectrum of provision including, Full-Time, Part-Time, Level 6 to Level 9 of the NFQ, Flexible and Lifelong Learning, Apprenticeships, and the emerging area of Microcredentials/ Short Advanced Programmes (SAP's). The programmes are offered across a range of entry mechanisms including CAO, Direct Entry, Flexible Learning, Springboard, Apprenticeships and Access.

The TUS programme and student profile presented, unless otherwise stated, has been derived from four years of Student Record System (SRS) returns to the HEA, spanning the 2019-20 to 2022-23 academic years, with 2022-23 as the primary reference point. Comparative national data has been collated from data compiled and published by the HEA with most recent data used where possible (generally up to the 2021-22 academic year).



10.1 PROGRAMME PROFILE

The taught programme portfolio ranges from Level 6 to Level 9 of the NFQ and across all the Broad ISCED Categories¹. The profile of taught programme provision is provided in Table 10.1 and further illustrated in Figure 10.1. This profiles the number of programmes at the respective NFQ Levels in the indicated broad ISCED categories to which all students enrolled in taught programmes (major awards) at TUS enter. Recent trends across the Higher Education landscape have indicated the popularity of Level 8 entry points by students and this is reflected in the TUS profile with 145 such programmes.

The growth of Level 9 taught programme provision is also evident with a total of 52 programmes in 2022-23, including Postgraduate Diplomas and Taught Masters. TUS retains a strong portfolio of Level 6 and Level 7 entry points reflecting its continued commitment to access, transfer and progression pathways and providing choice to students where applicable.

Table 10.1. Number of Programmes at NFQ Levels 6 to 9 across all Broad ISCED Categories (2022-23)

| Broad ISCED Category | NUMBER OF PROGRAMMES AT NFQ LEVEL | | | | Total |
|---|-----------------------------------|-----------|------------|-----------|------------|
| | Level 6 | Level 7 | Level 8 | Level 9 | |
| Agriculture, Forestry, Fisheries and Veterinary | 0 | 1 | 0 | 0 | 1 |
| Arts and Humanities | 4 | 6 | 11 | 0 | 21 |
| Business, Administration and Law | 6 | 9 | 23 | 13 | 51 |
| Education | 2 | 5 | 12 | 6 | 25 |
| Engineering, Manufacturing and Construction | 10 | 21 | 24 | 11 | 66 |
| Generic Programmes and Qualifications | 0 | 1 | 1 | 2 | 4 |
| Health and Welfare | 2 | 9 | 18 | 4 | 33 |
| Information and Communication Technologies | 1 | 8 | 21 | 8 | 38 |
| Natural Sciences, Mathematics and Statistics | 2 | 12 | 17 | 3 | 34 |
| Services | 8 | 12 | 15 | 2 | 37 |
| Social Sciences, Journalism and Information | 1 | 0 | 3 | 3 | 7 |
| Total | 36 | 84 | 145 | 52 | 317 |

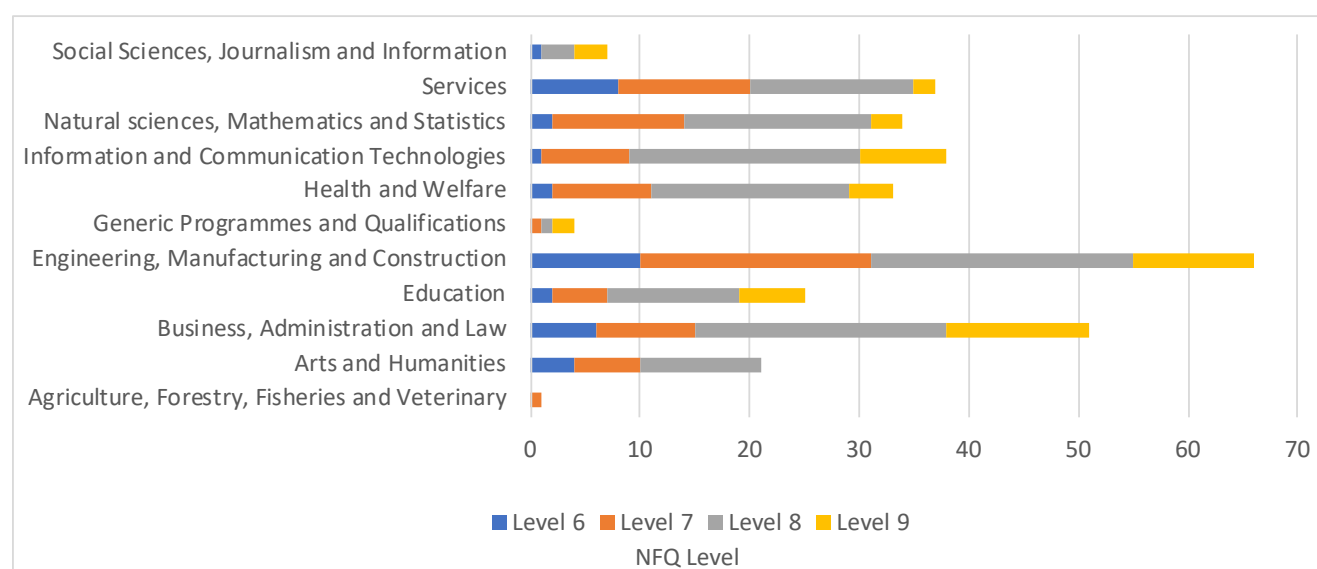


Figure 10.1. Number of Programmes at NFQ Level 6 to 9 across all Broad ISCED Categories (2022-23)

¹ISCED is the reference international classification for organising education programmes and related qualifications by levels and fields of which there are 11 Broad Field Categories.

A profile of programme trends at the different NFQ levels over the period 2019-20 to 2022-23 further evidences the growth in popularity of Level 8 as the main entry point (increasing by 36%), in addition to a significant increase in Level 9 taught provision (increasing by 86% in the period). In the same period, there is a 38% increase in Level 7 programmes but a 39% decrease at Level 6. While the trend to Level 8 is evident, TUS maintains significant provision at Level 7 and Level 6 thereby supporting access, transfer and progression (Figure 10.2).

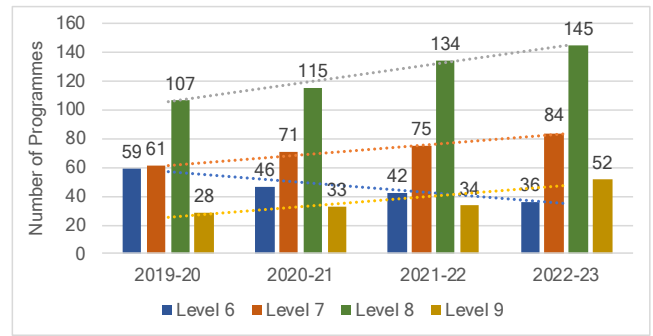


Figure 10.2. Profile of Programme at NFQ Level 6 to 9 across all Broad ISCED Categories (2022-23)

These trends are broadly consistent with other HEI providers nationally. A comparative profile of student enrolments in undergraduate major award, taught programmes for the 2021-22 academic year is presented in Figure 10.3. Among the Technological Universities, TUS has the second highest number of enrolments on Level 8 programmes and Level 9 taught Master’s programmes, nationally (Figure 10.3).

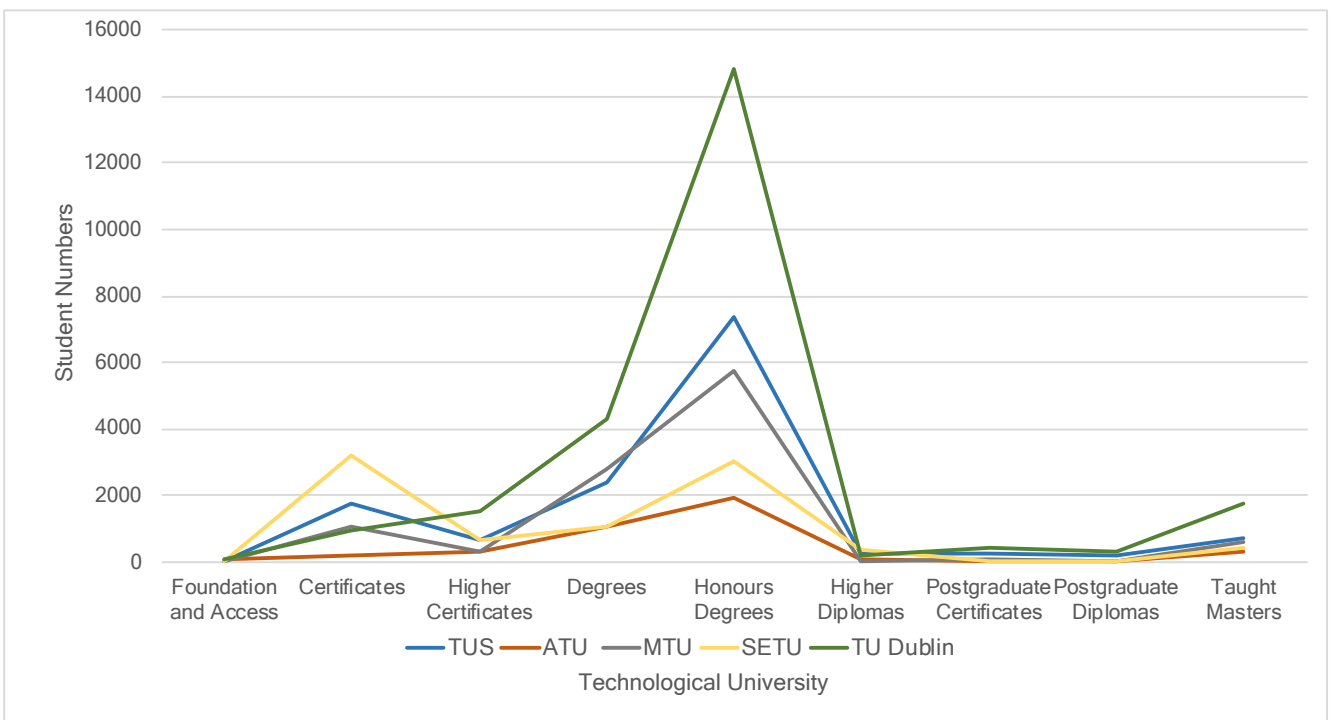


Figure 10.3. Comparative Profile of Student Enrolments on Taught Programmes in Technological Universities for the 2021-22 Academic Year (Latest Comparative Data Available)

A complete list of programmes at TUS by Faculty and Academic Department, for the 2023-24 academic year is available at: [Programmes by Faculty and Department 2023-24](#)



10.2 STUDENT PROFILE

Reflecting the strength and diversity of our programme provision across our campuses, TUS is home to nearly 15,000 students on taught programmes during the 2022-23 academic year. TUS has seen year on year growth in its overall student population, with Full-Time students nearing 10,000 and Part-Time students nearing 5,000 in the 2022-23 academic year (Figure 10.4).

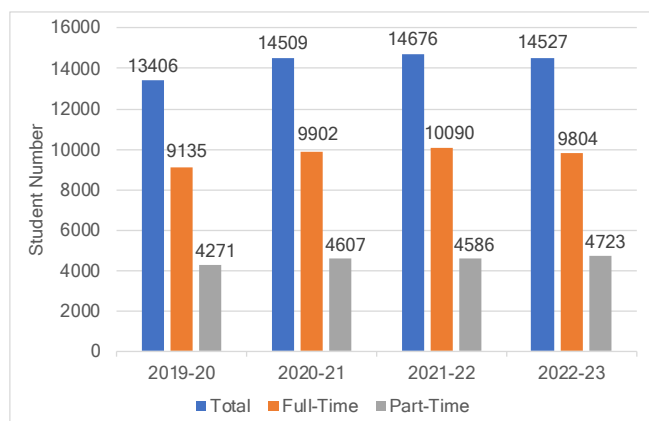


Figure 10.4. Overall Student Enrolment Trends in Taught Programmes 2019-20 – 2022-23

A profile of the entry basis of students for the 2022-23 academic year is provided in Figure 10.5. The Leaving Certificate is the predominant undergraduate entry to TUS with over 67% of students gaining entry based on their Leaving Certificate Points. Direct Entry accounts for over 13% while Further Education Awards account for 7.75%. There were 812 Mature Students in the 2022-23 academic year, accounting for 6.2% of total undergraduate student population. Alternative entry/access routes account for over 32% of total undergraduate entry in the 2022-23 academic year. TUS access initiatives have significant impact and reflect the importance that TUS places on the equity of access agenda.

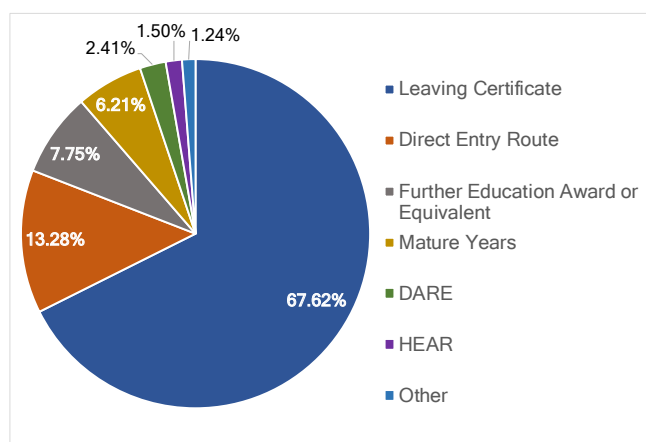


Figure 10.5. Undergraduate Full-Time New Entrant Entry Basis 2022/2023 (Other includes: Portfolio/Audition (0.64%) Previous Higher Education ((P0.19%) Apprenticeship (0.08%) and Other Access Routes (0.08%))

The CAO profile for TUS for the 2022-23 academic year yielded a total of 44,009 mentions with 20% of these being first preferences (8,635) (Figure 10.6).

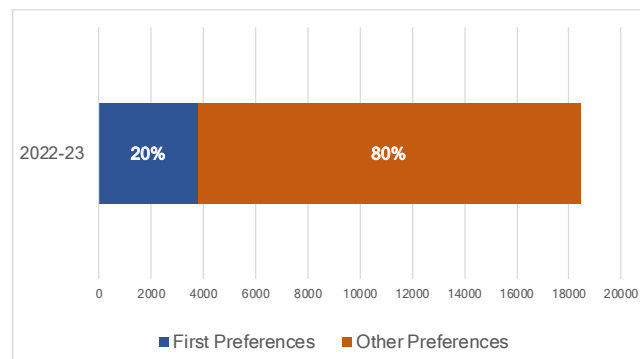


Figure 10.6. Profile of CAO Mentions and First Preferences for TUS 2022-23

A profile of the county of origin of students for the 2022-23 academic year is provided in Figure 10.7 and reveals that 31 Counties of the Island of Ireland are represented. The profile further illustrates the County of origin for both TUS Midwest and TUS Midlands and illustrates the different geographical areas that the respective campuses primarily draw students from. While TUS Midwest campuses draw from a wide geographic area, the importance of Counties Limerick, Clare and Tipperary is evident. Similarly, TUS Midlands draws students from a wide geographic profile and the importance of a broad range of Midlands Counties is evidenced.

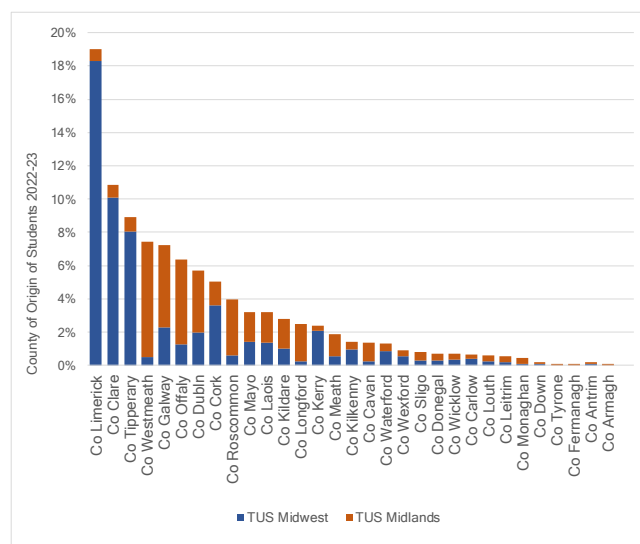


Figure 10.7. The Proportion of Student Attending TUS Midlands and TUS Midwest Campuses from the Counties of origin as indicated

A profile of the Full-time and Part-time enrolments on undergraduate Level 6 to Level 8 programmes for the period 2019-20 – 2022-23 is provided in Figure 10.8 with over 13,000 students in the 2022-23 academic year. The % of enrolments on Level 8 programmes has increased from 70% to 77%, with a reduction of enrolments in Level 7 and Level 6 programmes, respectively (Figure 10.9).

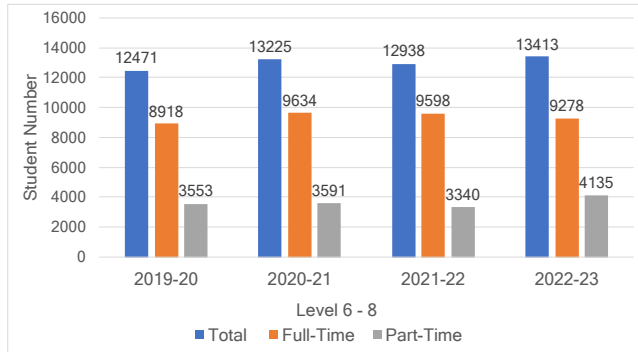


Figure 10.8. NFQ Level 6 – Level 8 Student Enrolments 2019-20 – 2022-23

Student enrolments in Taught Level 9 programmes has seen very significant increases in the four-year period since 2019-20, increasing from over 524 to 1,342 students (Figure 10.10). This reflects the TUS commitment to building progression pathways and success by TUS in the HEA Human Capital Initiative (HCI) funding calls.

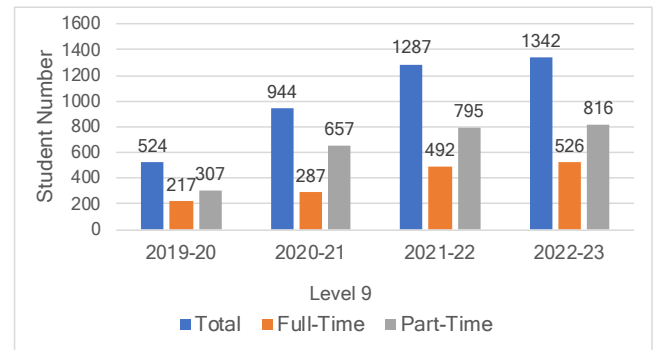


Figure 10.10. Taught Level 9 Enrolments 2019-20 – 2022-23

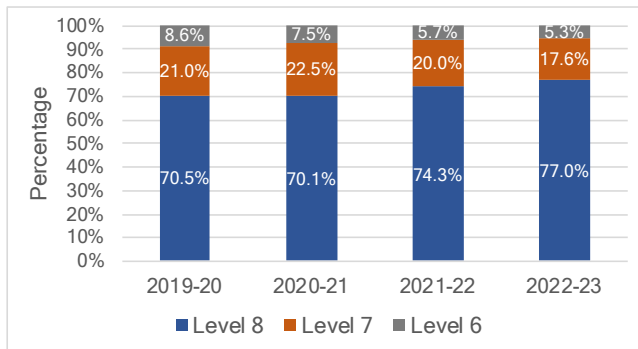


Figure 10.9. The % enrolments on Level 8, Level 7 and Level 6 Full-Time Programmes as percentage of TUS Undergraduates 2019-20 – 2022-23

The TUS student population is enrolled across the range of broad ISCED categories reflecting the diversity of our Faculties, Academic Departments and their associated programme portfolios (Figure 10.11). The top three ISCED categories include Engineering, Manufacturing and Construction, Business Administration and Law, and Health and Welfare.

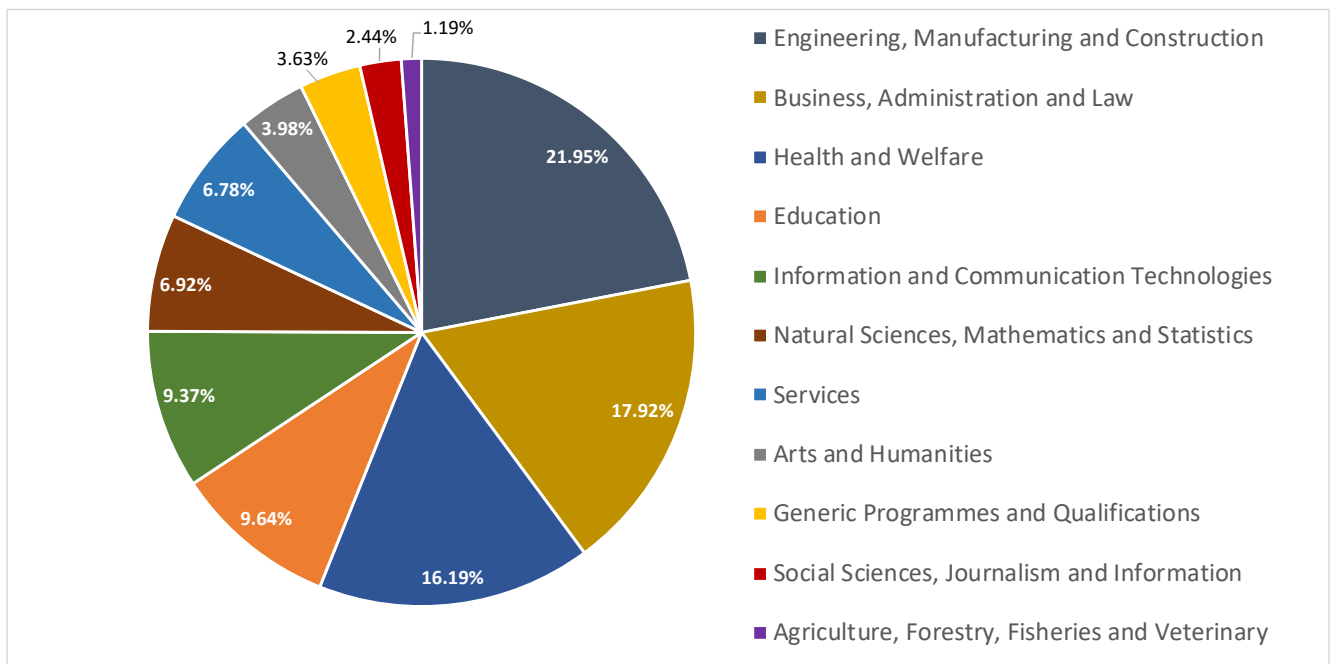


Figure 10.11. All Students by ISCED Broad Area 2022-23

A gender profile of student enrolments, for the 2022-23 academic year, across each broad ISCED category is provided in Figure 10.12. To provide further context, a comparison of female enrolment in TUS for the 2021-22 academic year with the National Average for the 2021-22 academic year shows broad consistency with national trends (Figure 10.13).

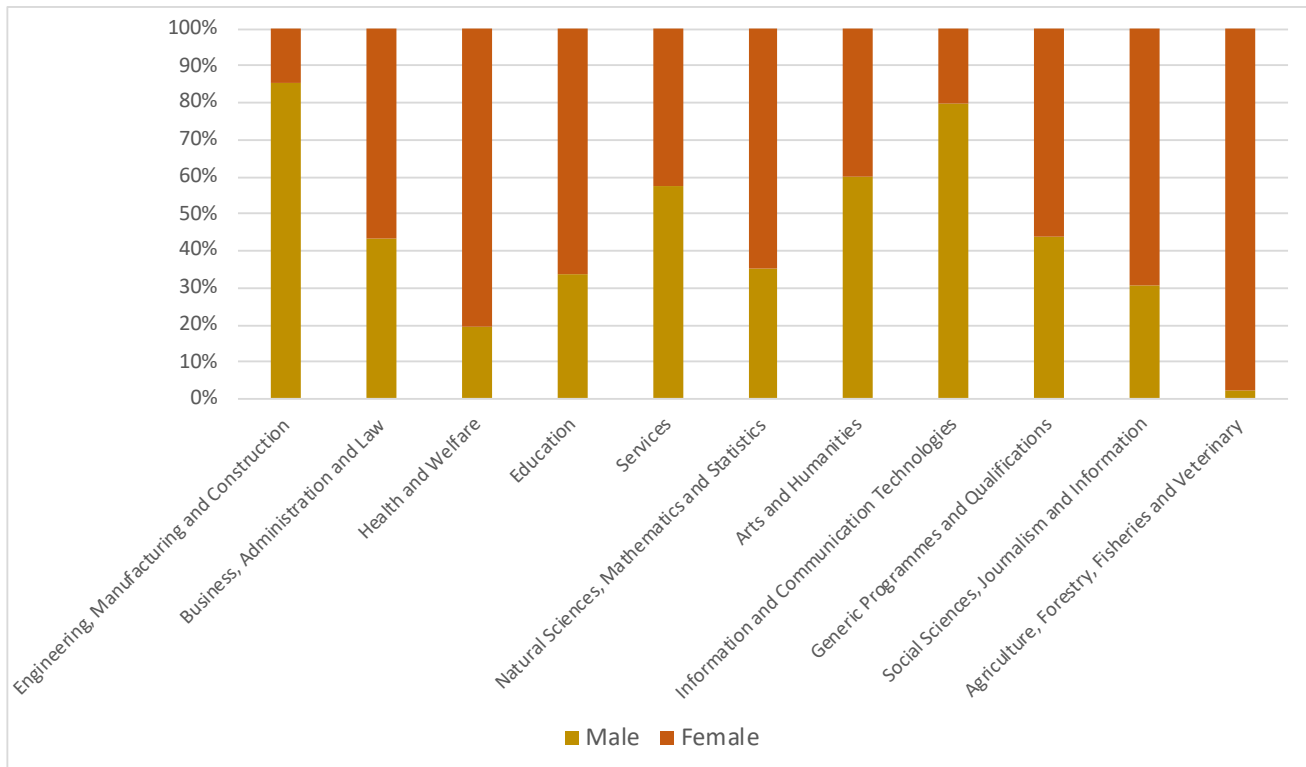


Figure 10.12. Gender Profile of Enrolments per Broad ISCED Code 2022-23

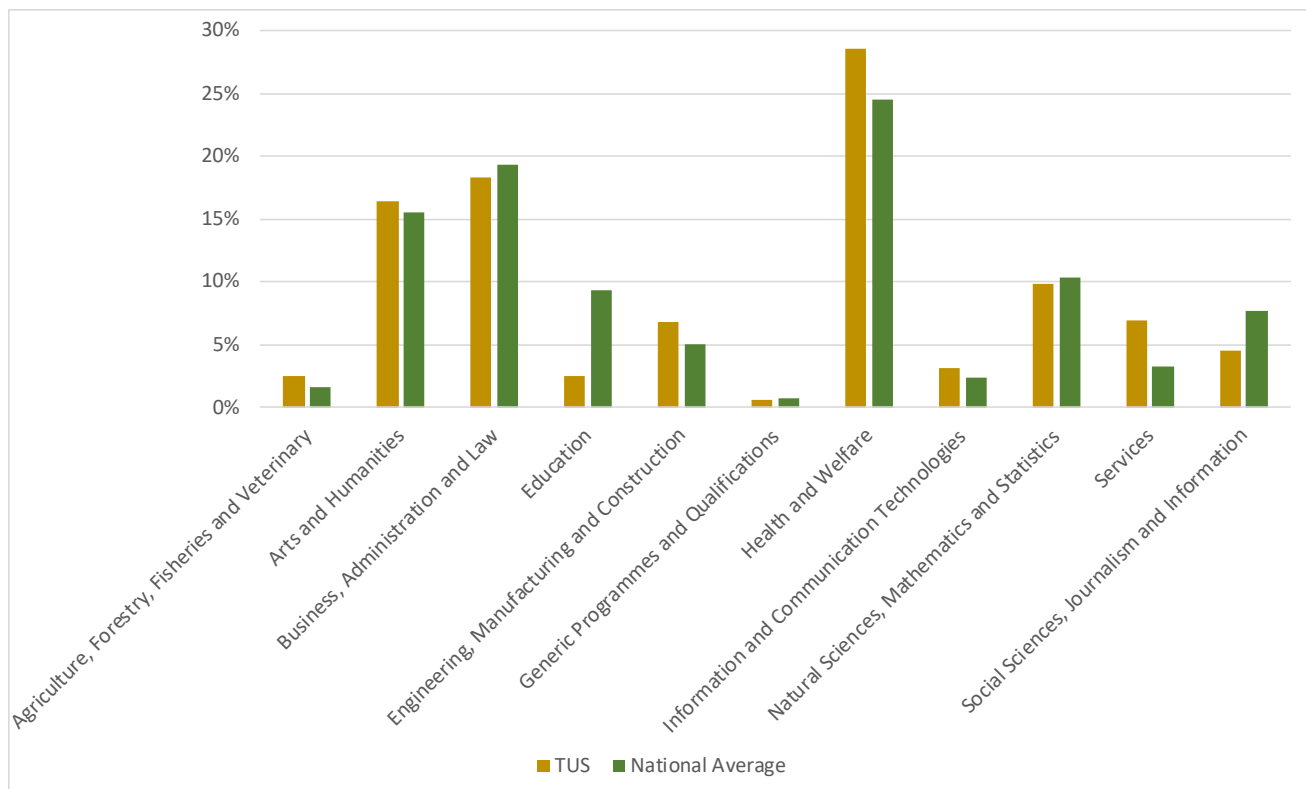


Figure 10.13. Comparison of Female Enrolment Trends in TUS against National Average (2021-22) (Source HEA) (Latest Comparative Data Available)



10.3 FLEXIBLE AND LIFE-LONG LEARNING

TUS designs and delivers relevant up-skilling part-time flexible programmes across all academic disciplines, responding to regional and stakeholder needs, while also delivering on the objectives of the SpringBoard+, HCI, and ICT initiatives. Accordingly, TUS demonstrates that it continues to provide a strong talent pipeline combining knowledge, skills and employability that responds effectively to the needs of our industry, enterprise, public service and community sectors within the Midlands/Midwest region and beyond. The commitment to part-time programmes is currently driven through the *Faculty of Continuing, Professional, Online and Distance Learning (TUS Midlands)* and the *Faculty of Flexible and Work Based Learning (TUS Midwest)*, thus providing the structures and frameworks to respond rapidly and with agility to regional needs.

There has been very significant growth in Flexible and Lifelong learning in the four-year period from the 2019-20 academic year. The number of Full-Time Equivalent (FTE) students has risen from 391 in 2019-20 to 1,099 in the 2022-23 academic year, representing a 300% increase in student numbers over the period, with a total of 2,756 FTE learners supported by TUS at both undergraduate and postgraduate level to acquire new skills (Figure 10.14).

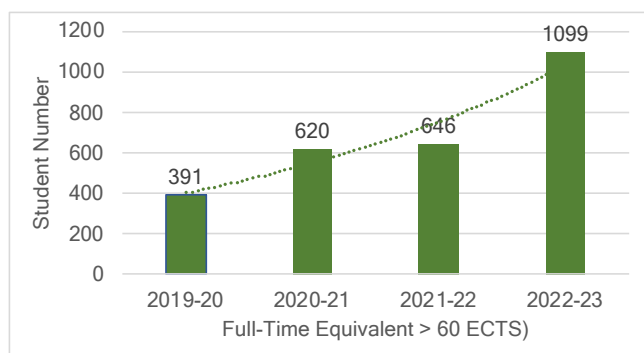


Figure 10.14. Growth in Flexible Learners in the Four-year Period Indicated

TUS has also seen significant growth in the number of flexible learners undertaking Part-Time programmes with awards of less than 60 ECTS Credits. In the four year period from the 2019-20 academic year, TUS has supported a total of 10,577 such learners across a range of awards (Figure 10.15). In total, TUS is now supporting almost 3,000 flexible and lifelong learning students annually to upskill, indicating the scale of provision and the role that TUS is playing in meeting both the needs of society and industry and in fulfilling national and institutional priorities in this area.

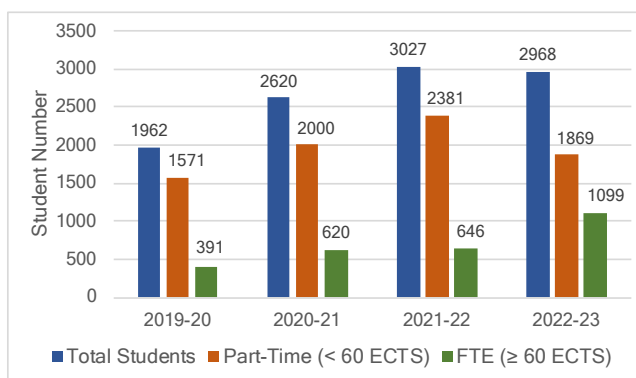


Figure 10.15. Growth in Total Flexible Learners including FTE and Part-Time

It is also noteworthy that there has been continued growth in the number of programmes delivered on-line, driven by a strategic response to industry demand and the impact of the Covid-19 Pandemic. Blended or on-line delivery is now the main mode by which new flexible part-time programmes are being developed, in response to stakeholder feedback and supported by investment in people, infrastructure and supports for students. There is a diverse number of programme types delivered flexibly and these include both Major and Non-Major awards. The profile of programme numbers for a range of different award types is provided in Figure 10.16 and this illustrates the diversity of provision for flexible and lifelong learning at TUS.

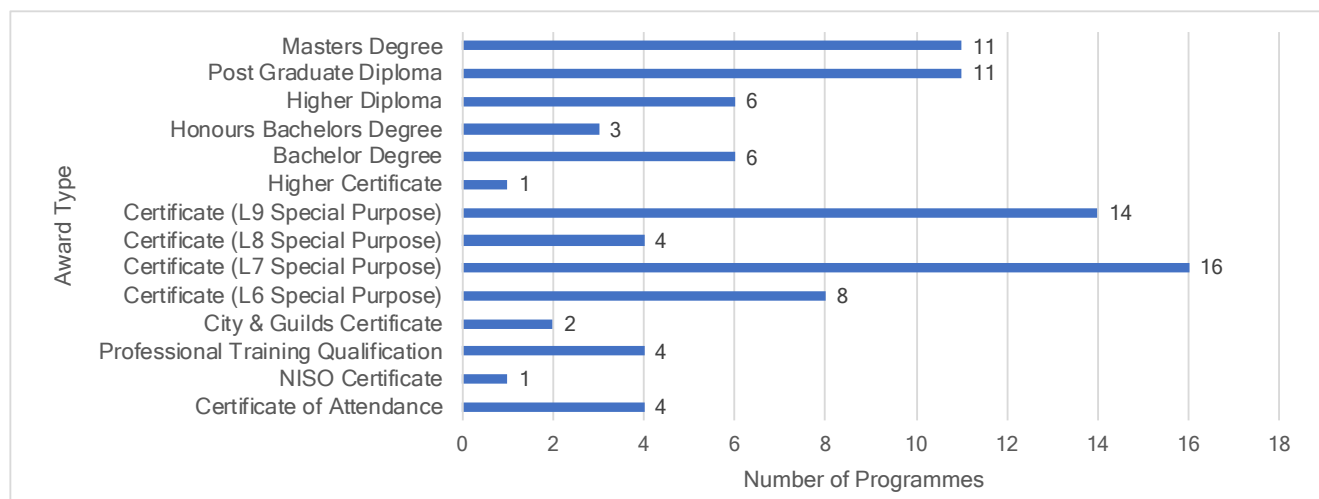


Figure 10.16. Profile of Programme Numbers for the Respective Award Types during the 2022-23 Academic Year

The total student numbers registered on the respective award types are provided in Figure 10.17 during the 2022-23 Academic Year, reflecting the growth in both FTE and Part-time provision.

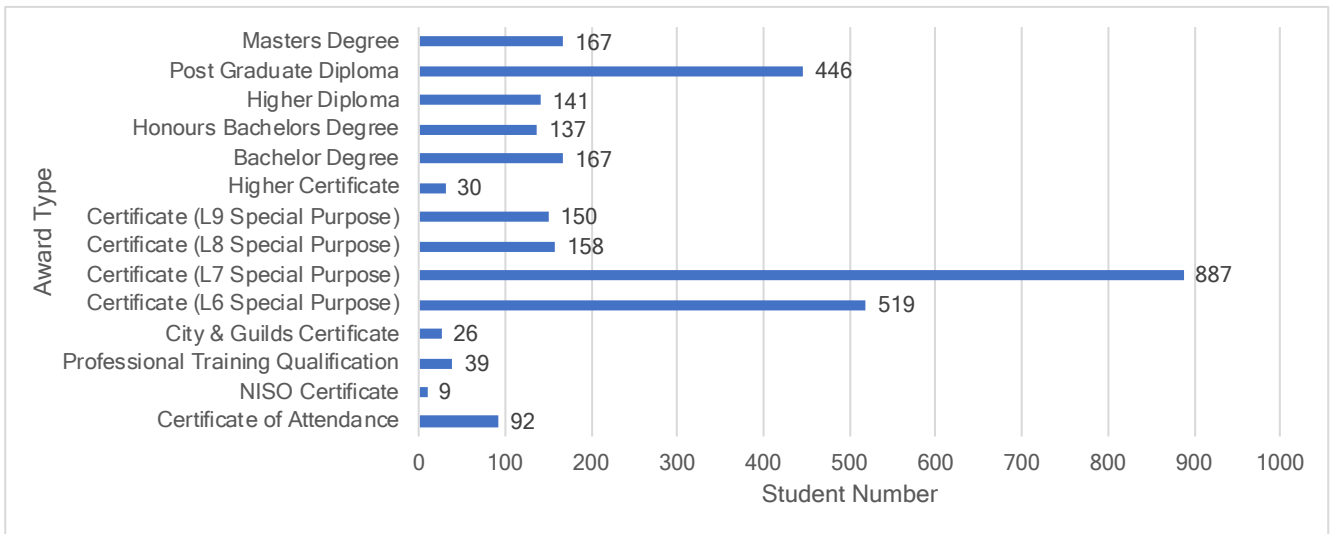


Figure 10.17. Student Enrolment on the Respective Award Types during the 2022-23 Academic Year

Reflecting this range and diversity of provision across our campuses, there were a total of 2,968 flexible learning students in TUS in the 2022-23 academic year (Figure 10.16). While these were spread across a range of disciplines the majority were in the Engineering, Manufacturing and Construction (39.6%) and Business, Administration and Law (39.4%) ISCED Broad Codes (Figure 10.18). A gender profile of Flexible learning students is provided in Figure 10.19 and indicates a relative balance between male and female participation in such programmes.

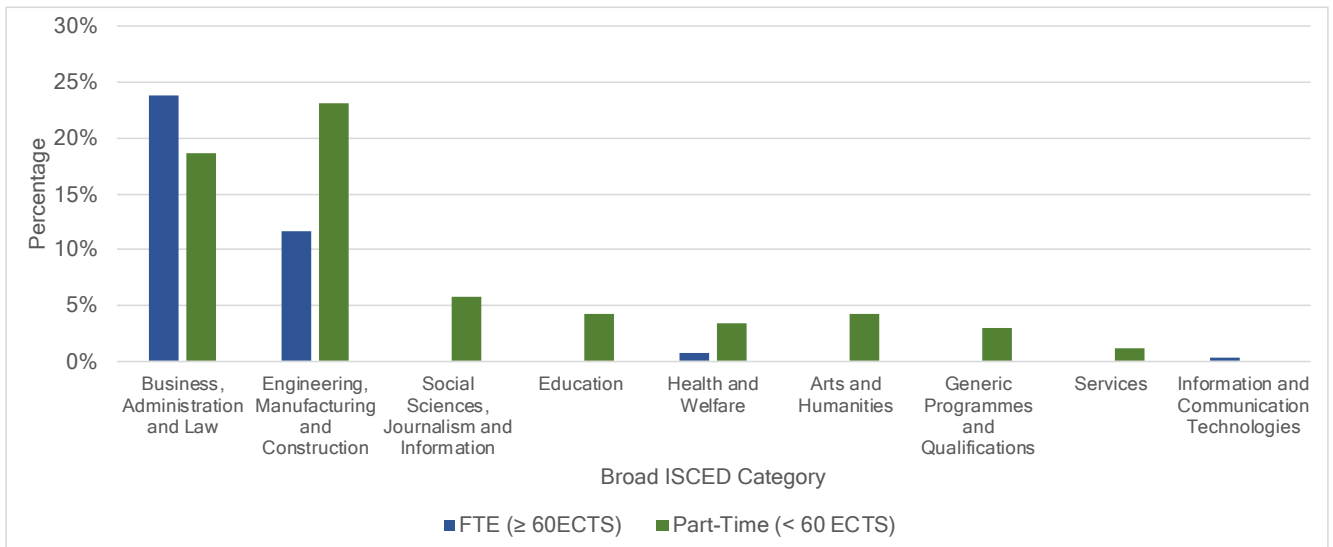


Figure 10.18. The % of Flexible Learning Student in Respective ISCED Broad Codes for the 2022-23 Academic Year

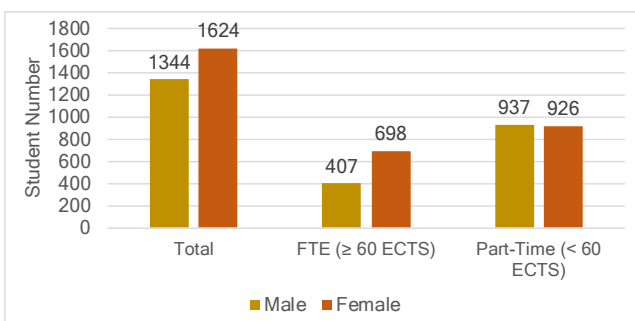


Figure 10.19. The Gender Profile of Flexible Learning Students for the 2022-23 Academic year

The successful growth in flexible learning students’ is enabled through the design and delivery of industry-relevant new programmes, across all academic disciplines, in collaboration with various stakeholders, including Regional Skills Managers and industry clusters operating within and across both regions. The availability of free and part-funded upskilling opportunities for individual learners via the SB+, HCI, July Stimulus and ICT initiatives have been vital components of the recent growth achieved. Working with industry has made it possible to design new programmes that meet sectoral needs, while also complying with the relevant programme requirements.

10.4 APPRENTICESHIP EDUCATION

Apprenticeship education remains a vital part of the education provision of TUS. A range of Craft Apprenticeships are offered across TUS, in conjunction with *An tSeirbhís Oideachais Leanúnaigh agus Scileanna* (SOLAS), including Carpentry and Joinery, Electrical, Mechanical Automation Maintenance Fitting, Heavy Vehicle Mechanics, Motor Mechanics, and Plumbing. Apprentices earn while they learn and build valuable work-ready skills in a chosen occupation. Apprentices are employed by a SOLAS approved employer for the duration of the programme and provide at least 50% workplace-based learning.

During the 2022-23 academic year, there were over 1,234 Craft Apprentices in TUS through programmes in both Athlone and Limerick.

TUS is also playing a significant role in the development of Consortia-led Apprenticeships as both a Coordinating and Collaborative Provider. These apprenticeships have been developed by industry to offer companies the opportunity to grow and develop their talent pipeline.

The range of Consortia-led Apprenticeships offered by TUS reflects the strong engagement with local, regional and national industries and relevant professional bodies. Industries supporting the new apprenticeships are the Limerick for Engineering Group (Industrial Electrical Engineering), Polymer Technology Ireland (Polymer Processing Technology) the Limerick for IT group (Manufacturing Data Integration Engineering), the Society of Chartered Surveyors Ireland (Advanced Quantity Surveyor) and the Precision Turned Parts Manufacturing Association (Precision Machining and Quality Control). Industry in the regions, in conjunction with the regional skills forum managers, have identified shortages of key technical, trade and engineering staff as challenges to the growth and productivity of their enterprises. Key skills requirements include, skilled engineers and craft workers in the electrical engineering, mechanical engineering and built environment disciplines.

Table 10.2. Craft-Based Apprenticeship Provision (2022-23)

| Programme | Campus | Terms | | | Totals | Phases | No. Students |
|------------------------|---------|-----------|-----------|-----------|-----------|---|--------------|
| | | 1 | 2 | 3 | | | |
| Carpentry & Joinery | Moylish | 2 | 2 | 2 | 6 | Terms 1-3 (2 P4) | 90 |
| Electrical | Moylish | 8 | 8 | 8 | 24 | Terms 1-3 (4 P4 + 4 P6) | 343 |
| Electrical | Athlone | 2 | 2 | 2 | 6 | Terms 1-3 (2 P4) | 95 |
| Fitter MAMF | Moylish | 2 | 2 | 2 | 6 | Terms 1-2 (2 P6), Term 3 (2 P4) | 94 |
| Heavy Vehicle Mechanic | Athlone | 3 | 3 | 3 | 9 | Terms 1-2 (1 P4 + 2 P6), Term 3 (2 P4 + 1 P6) | 152 |
| Motor Mechanic | Athlone | 2 | 2 | 2 | 6 | Terms 1-3 (2 P4) | 83 |
| | Moylish | 2 | 2 | 2 | 6 | Terms 1-3 (1 P4 + 1 P6) | 85 |
| Plumbing | Athlone | 6 | 6 | 6 | 18 | Terms 1-3 (4 P4 + 2 P6) | 292 |
| Total | | 27 | 27 | 27 | 81 | | 1234 |

Table 10.3. Consortia-led Apprenticeships in TUS (2022-23)

| Programme | Campus | NFQ | Duration (Terms) | Current No. Students | | | | No. Students |
|--------------------------------|---------|-----|------------------|----------------------|-----------|-----------|----------|--------------|
| | | | | 1 | 2 | 3 | 4 | |
| Polymer Processing Technology | Athlone | 7 | 3 | 16 | 14 | 6 | - | 36 |
| Industrial Electrical Engineer | Moylish | 7 | 2 | 19 | 19 | - | - | 38 |
| Manufacturing Technician | Moylish | 6 | 2 | 75 | 17 | - | - | 92 |
| Culinary Arts – Chef De Partie | Moylish | 7 | 4 | | | 8 | | 8 |
| Culinary Arts – Sous Chef | Moylish | 8 | 2 | - | 4 | - | - | 4 |
| Total | | | | 110 | 54 | 14 | 0 | 178 |

TUS also provides an Access to Apprenticeship (ATA) programme that supports the transition of young people (16-24 years old) from communities of socioeconomic disadvantage into an apprenticeship. ATA is a 12-week full-time programme and is delivered by the Dept. of Built Environment on the TUS Moylish campus. The programme currently delivers for 48 young people each academic year and TUS aims to expand the programme to the Athlone Campus such that the Technological University will enable 96 participants on an annual basis from 2024.

The ongoing commitment by TUS to apprenticeship education as a fundamental part of its provision is illustrated by the opening of a €4 Million apprenticeship facility in the Athlone campus in June 2023 by Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris. The facility will create a capacity for up to 1,000 Apprentices per year, doubling the current offering. Similarly, the opening of the Coonagh campus in Limerick to students in Quarter 4, 2023 will lead to the development of an equivalent capacity in the Midwest region. With an anticipated capacity of 2,000 apprentices though these investments, TUS would be a leading provider of Apprenticeship education.



10.5 COLLABORATIVE PROGRAMMES

TUS has an expanding portfolio of collaborative programmes that include co-delivery of Programmes leading to TUS awards, joint awards, co delivery of leading to an award of another HEI, and partner delivery of TUS award by a collaborative partner. A list of the collaborative partners and award titles is provided in Table 10.4.

TUS is currently engaged with a range of our RUN-EU partners in the development of transnational Joint Programmes, utilising the strengths and capacity of the alliance. This will lead to an increasing provision of transnational joint awards and result in increased mobility opportunities for TUS students.

Table 10.4. Collaborative Programmes in TUS (2022-23)

| COLLABORATIVE PARTNER | TYPE OF COLLABORATION | PROGRAMME TITLES |
|--|-----------------------------------|---|
| Gurteen Agricultural College, Ballingarry, Co. Tipperary | Co-Delivery Leading to TUS Awards | Bachelor of Science in Veterinary Nursing Bachelor of Science in Agricultural Science and Sustainability BSc (Hons) in Agricultural Science and Sustainability |
| Pallaskenry Agricultural College, Co Limerick. | Co-Delivery Leading to TUS Awards | Higher Certificate in Engineering Agricultural Mechanisation |
| University of Limerick | Joint Awards | Professional Master of Education in Art and Design with Digital Media (PME) Bachelor of Education (Hons) in Art & Design Teacher Education |
| Dublin City University | Co-Delivery Leading to DCU Award | Bachelor of Education in Technology, Engineering and Graphics |
| Equal Ireland, Education Research and Related Services Co. Ltd | Co-Delivery Leading to TUS Awards | Bachelor of Arts (Hons) in Social Enterprise Leadership and Management (Level 8 Add-on) Bachelor of Arts in Business and Community Development (Level 7 Add-on) Higher Certificate in Arts in Workplace and Community Studies |
| Atlantic Aviation Group (formerly Lufthansa) | Partner Delivery of TUS Award | Bachelor of Science in Aircraft Maintenance Engineering |
| Dr. Tony Humphreys | Partner Delivery of TUS Award | Master of Arts in Psychotherapy of Relationship Mentoring |
| Atlantic Air Adventure Centre Shannon | Partner Delivery of TUS Awards | Certificate in Aircraft Lease Transition (Level 7, 30 Credits) Certificate in Aircraft Technical Services (Level 7, 30 ECTS Credits) Certificate in Aircraft Leasing (Level 7, 10 ECTS Credits) Certificate in Aircraft Records Technician (Level 7, 10 ECTS Credits) Certificate in Aviation (Level 6, 10 ECTS Credits) Certificate in Continued Airworthiness Management Organisation (Level 7, 10 ECTS Credits) Certificate in Aircraft Lease Transition Project and Data Management (Level 7, 10 Credits) |

10.6 MICROCREDENTIALS AND SHORT ADVANCED PROGRAMMES

TUS Microcredentials are developed to recognise the completion of a shorter learning experience, at Level 6 – 9 of the NFQ, and carry a credit range of 1 – 9 ECTS. Upon successful completion a Certificate of Completion is issued for the Microcredential. TUS is currently developing its systems for managing Microcredentials and is also developing its capacity for digital badging for accredited and non-accredited learning.

Short Advanced Programmes (SAP's) are student-centred, challenge and work-based flexible learning opportunities that are jointly delivered by the various RUN-EU partners.

Combining an inter-university and interregional approach to flexible higher education, SAP's are offered in a blended format which combine an online learning experience with a short 1-2 week mobility learning opportunity for participants. The preparation and delivery of SAP's involves a minimum of two RUN EU partners and the content is relevant to future and advanced skills required for societal transformation in the EU regions. RUN-EU has jointly created and delivered almost 30 SAPs, involving over 100 teaching staff in their design and delivery. More than 700 students from the partner universities have completed a SAP to date, indicating the scale of their potential going forward. A list of SAP's that students and staff from TUS have participated in are presented in Table 10.5.

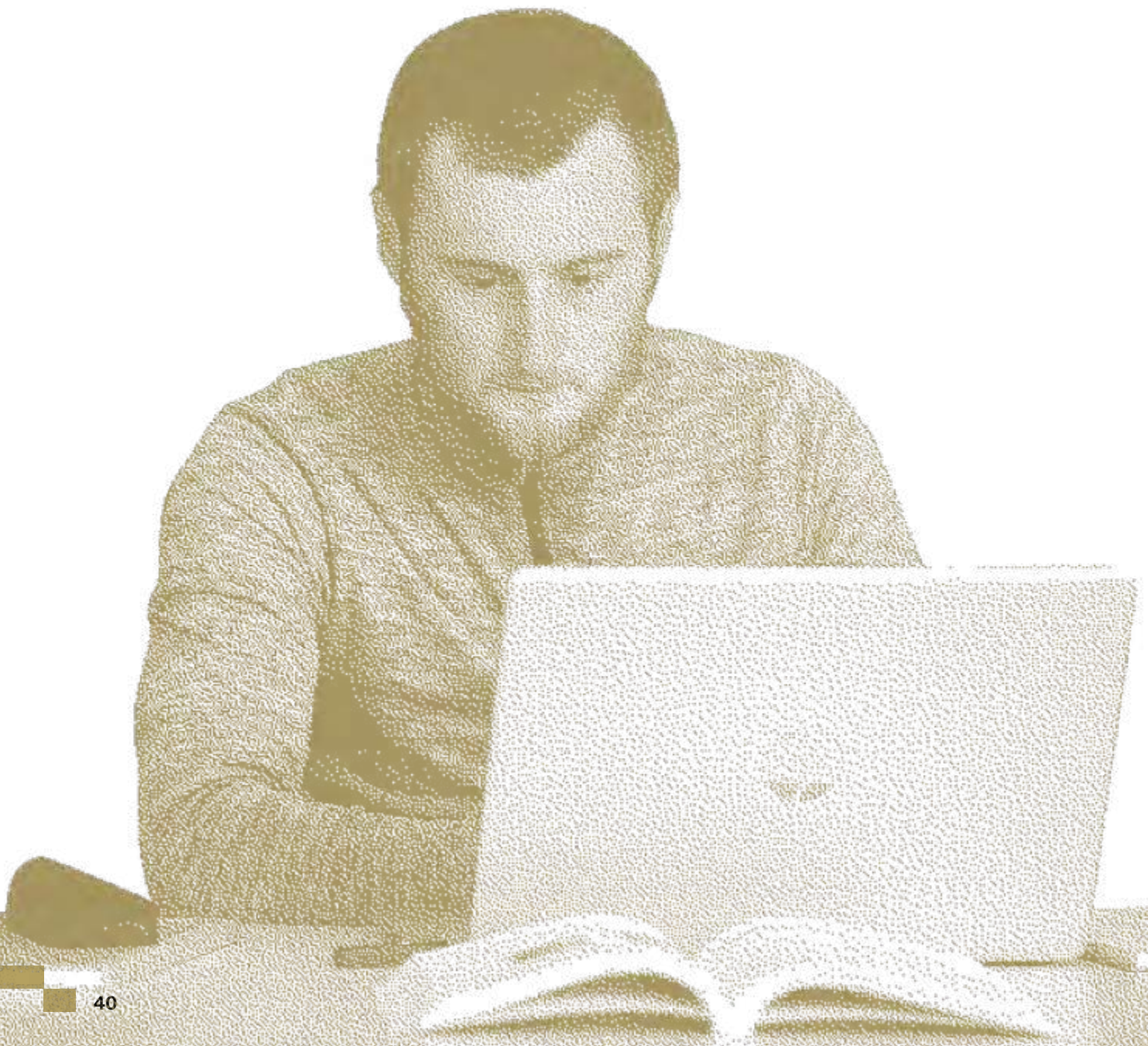
Table 10.5. SAP's that TUS Students Have Participated in to Date

| PROGRAMME TITLE | ECTS |
|---|------|
| How to navigate through unfamiliar contexts | 3 |
| Game Changing Game | 3 |
| Go for a Digital Product | 3 |
| Smart Everything | 3 |
| Future Explorations | 3 |
| Challenging Game Development | 2 |
| How to navigate through unfamiliar contexts | 3 |
| Games Changing Games - 2nd Edition | 3 |
| Drawing and Technology | 2 |
| Who are we? Mapping the identity of the RUN-EU-er | 3 |
| Circular Design with Plastics | 2 |
| Simulating Complex Realities with Serious Games | 3 |
| Sustainable & Inclusive Marketing Strategies | 5 |
| Living Playground in Portugal | 3 |
| Impactful Content Creation Making Media that Matters | 5 |
| Preventing the Social Exclusion of Young People - 2nd Edition | 3 |
| Six-Sigma - Manufacturing Processes Improvement | 2 |
| The Power of the Dutch Social and Health System | 5 |
| Person Centred Social and Health Services in Finland | 5 |
| Social and Community Engagement in the Irish Health and Social Sector | 5 |
| Supportive Care in Loss, Grief and Bereavement | 5 |
| Who are we? Mapping the identity of the RUN-EU-er - 2nd Edition | 3 |
| Sustainable Tourism Destinations | 3 |
| Smart Everything - A Collaborative Process - 2nd Edition | 3 |
| Ethics & Values in Hospitality & Tourism Management | 5 |
| Research Challenge SAPs | 1 |
| Sustainable Footwear Futures | 5 |
| SAP Challenge for Staff RUN-EU PATH | 1 |
| Stress and Stress Management in Educational Contexts | 2 |
| Engineering Applications in Python | 3 |
| Numerical Methods with Python Programming | 3 |

Strategic Priority 2: Research

“

Deliver impactful applied research, growing the research community, engaging in next generation thinking and tackling issues at a regional, national and global levels.



11.0 RESEARCH DEGREE PROVISION

The TUS Strategic Plan 2023 – 2026 identifies Research as a key strategic priority with the aim to “*deliver impactful applied research, growing the research community, engaging in next generation thinking and tackling issues at a regional, national and global level.*”

The Graduate School takes responsibility for the maintenance and development of post-graduate programmes across TUS, including the quality assurance of postgraduate research awards, generic skills training, and flexible modes of delivery. One of its key goals is to encourage undergraduates to continue their studies at NFQ Level 9 and 10 at TUS to grow the research cohort. There has been consistent and robust growth in the quality, quantity and impact of the research undertaken. The Graduate Research Office coordinates all aspects of research activity, including supporting proposal development and submission and monitoring research performance and coordinating dissemination of research outputs. The Graduate School continually enhances links to the TUS Research Institutes and Centres which ensures a sustainable future-facing research environment.

“ TUS will deliver impactful applied research, growing the research community, engaging in next generation thinking and tackling issues at a regional, national and global level.

A profile of research degree students at TUS is provided in Figure 11.1 to Figure 11.3. TUS has 351 research degree students registered in the 2022-23 Academic Year. The number of students registered on a Level 10 Doctoral Degree has increased for the last 4 academic years, and in the 2022-23 academic year, surpasses those registered on Level 9 Research Masters for the first time (Figure 11.1), There is a consistent gender balance in both Level 9 and Level 10 for the four academic years from 2019-20 (Figure 11.2). A profile of student registrations at Level 9 and Level 10 across the broad ISCED codes is provided in Figure 11.3, and a balance of registrations across the ISCED categories is evident, with highest numbers registered in Engineering, Manufacturing and Construction (20.8%), Information and Communication Technologies (17.38%).

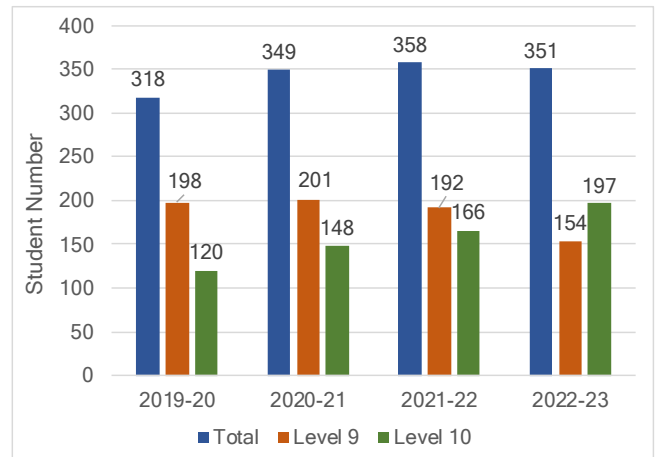


Figure 11.1. Research Student Trends at TUS (Level 9 and Level 10)

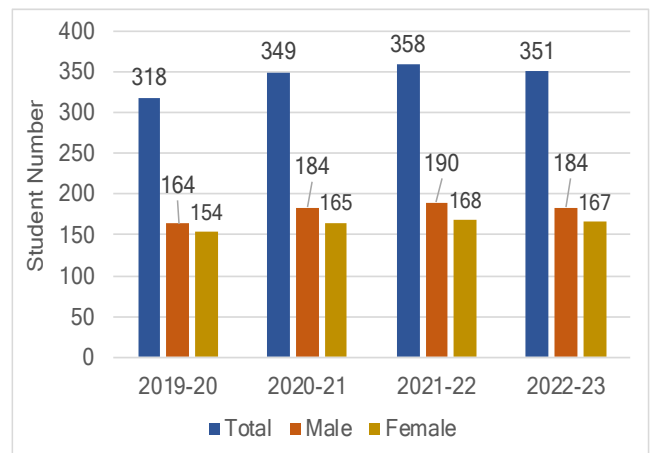


Figure 11.2. Research Trends by Gender

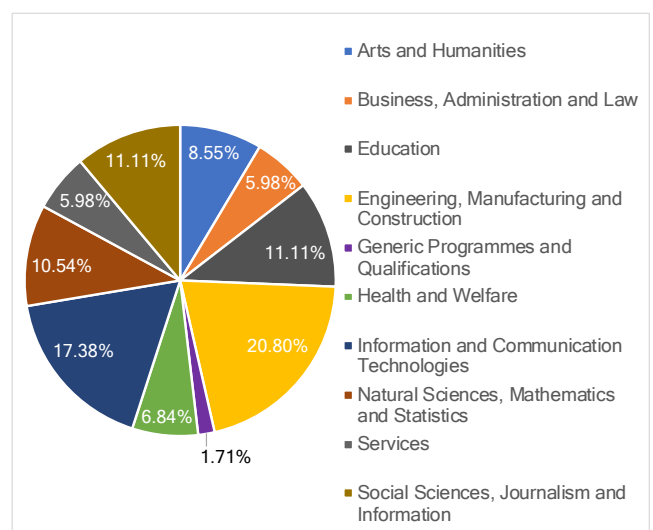


Figure 11.3. Research Student Registration Per Broad ISCED Code 2022-23 Academic Year

TUS is also participating in the Horizon 2020 RUN-EU PLUS project which supports RUN-EU development goals by focusing on the strengthening of regional business and society partnerships in research and innovation across our RUN network. PLUS stands for 'Professional Research Programmes for Business and Society'. RUN-EU PLUS is developing professional practice-based research master's and doctoral programmes for business and society.

Participation in the RUN-EU PLUS Project has facilitated the collaborative transnational research degree provision and enabled the development of collaborative programmes involving TUS and other RUN-EU partners (Table 11.1 and Figure 11.4).

Table 11.1. Noteworthy Features of RUN-EU PLUS Research Degree Programmes

| NOTEWORTHY FEATURES OF RUN-EU PLUS PROGRAMMES | |
|--|--|
| <ul style="list-style-type: none"> • Focused on Sustainability, Digitalisation and Social Innovation themes, in line with the strategic regional development plans of the RUN-EU alliance regions. • Co-designed with business/social organisation partner to ensure alignment with partner strategic goals. • Practice-based to maintain relevance, transfer of knowledge to partner and develop appropriate applied research skills of the learner. • International supervision panels across the RUN-EU partners to ensure that they are compiled of discipline-specific experts in the chosen field of research. | |

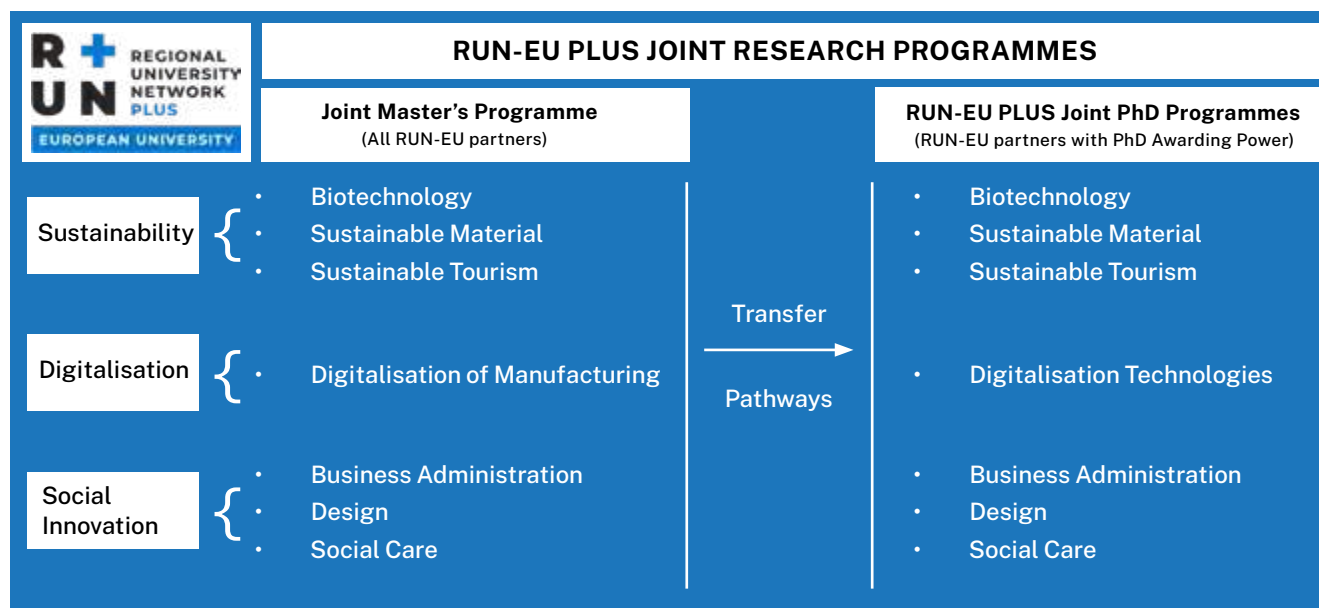


Figure 11.4. RUN-EU PLUS Joint Research Degree Programmes Emerging Areas of Focus

12.0 RESEARCH ACTIVITY

TUS delivers excellence in multidisciplinary research practice and encourages collaboration between researchers and strategic European and Global partners in industry and academia. The aim is to advance the key research priorities relevant to the region, aligned with national research priority areas, European research priorities, and the United Nations' Sustainable Development Goals (SDGs).

The designated TUS Research Institutes and Groups encompass a wide variety of disciplines, from Fine Art and Design to Social Sciences, Biotechnology, IT and Materials Science *inter alia*. The primary purpose of designating Research Institutes, Centres and Groups is to enhance focus and recognition on specialist research areas and expertise within TUS. The Research Institutes and Groups provide access to state-of-the-art research facilities. They interlink with the Graduate School, Faculties and Departments and all have a focus on developing niche areas of expertise to attract international researchers and external funding. They aim to develop postgraduate research opportunities and conduct cutting edge multidisciplinary research. They are centres of excellence in their focused disciplines and collaborate nationally and internationally to develop innovative products and processes for industry partners.

Interlinking with Faculties helps ensure that RDI activity is transferred to taught programmes given our ethos of research informed teaching. An outline profile of the current Research Institutes in TUS is provided in Table 12.1.

“ *Our applied research will generate new knowledge and provide impactful solutions that address regional, national and global challenges and opportunities.* ”

The National Strategy for Higher Education to 2030 highlights the critical importance of research, development and innovation activities envisaging teaching and learning that is research informed and activities to support the development of enterprises and the wider community.



Table 12.1. Outline Profile of TUS Research Institutes

| RESEARCH INSTITUTE | DESCRIPTIONS | SCALE |
|---|---|------------|
| ACADEMY | ACADEMY is the LSAD Institute for research into Art, Creative Education, Applied/Digital Design Enterprise, Media and Innovation. ACADEMY acts as a center to attract funding to encourage research mobility and to support and grow LSAD research collaborations. | 15 Staff |
| IDEAM (incorporating technology gateway) | IDEAM (Research Institute for Design Engineering, Artificial Intelligence and Advanced Manufacturing) is the industry cluster for smart manufacturing and digital engineering. The Technology Gateway supports industry to improve operational performance, increase competitiveness and reduce carbon impacts, through the application of data-driven methods and advanced digital technologies. | 27 Staff |
| Life, Health and Biosciences (incorporating Shannon ABC) | Life, Health and Biosciences Research Institute develops an integrated approach to understanding the connection between health and bioscience and applies new knowledge to improving health and wellness. Shannon Applied Biotechnology Centre identifies, explores and purifies new bioactive molecules for various industry sectors. | 18 Staff |
| Social Sciences ConneXions | Social Sciences ConneXions aims to promote social inclusion, provide a voice for those who are not heard, and enrich the body of academic knowledge informing social and community practitioners from a variety of disciplines. | 32 Staff |
| SDRI | The Sustainable Development Research Institute (SDRI) delivers TUS's ambition to be at the forefront of sustainable development in the TU Region, by delivering inter-disciplinary research and building new knowledge and delivering positive impacts for and outcomes for society. | 35 Staff |
| BRI | The Bioscience Research Institute supports and enables sustaining and disruptive solutions for the Medtech, Agri-food and the Environment with society to the fore. | 18 Staff |
| PRISM (incorporating APT) | The Polymer, Recycling, Industrial, Sustainability and Manufacturing Research Institute is made up of a multidisciplinary team of world class researchers conducting industrially relevant research in the polymer space. PRISM incorporates the Enterprise Ireland Funded Technology Gateway Centre Applied Polymer Technologies. Applied Polymer Technology provides world class solutions for SME's and Multinational companies throughout the product life cycle from product design through production scale -up and characterisation of final products. | 42 Staff |
| SRI (incorporating COMAND) | The Software Research Institute (SRI) conducts research across cybersecurity, cloud-edge computing, network protocols, immersive multimedia systems, robotic control and multi-robot collaboration. SRI also performs cross-discipline research through collaboration with the Materials Research Institute and Bioscience Research Institute. The COMAND Technology Gateway concentrates on the research and development of prospective interactive media technologies focused on; cross-platform applications, mobile media cloud, 3D sensing, and the interoperability for the Internet of Things. | 42 Staff |
| TOTAL | | 229 |

At the heart of TUS's strategic development is the ambition to be a strategic knowledge generator and technology transfer partner of choice for companies and organisations facing the challenges of achieving sustainable competitive advantage in their marketplace. TUS research and development activities are closely aligned with its innovation

and enterprise activities (See Chapter 19 Development, Innovation and Enterprise). A key institutional priority of TUS is to maximise the impact, value and return of our research activities by identifying, developing and protecting new technologies and commercialising them through licencing and establishing new High Potential Start-Up spin-out companies in the region.

Since its formation, TUS has had research expenditure of over €10 million per annum, as profiled in Table 12.2. One of the highlights of TUS research activity has been the significant funding awarded by the EU, Industry and Government which has steadily increased since its formation.

Table 12.2. TUS Research Expenditure

| | 2021 | 2022 |
|-----------------------------------|------------------------|-----------------------|
| EU Funded | €1,592,198.40 | €1,861,273.65 |
| Industry Funded | €1,273,758.72 | €1,737,188.74 |
| Government Funded | €7,324,112.64 | €8,189,604.06 |
| Non-Commercial Entity | €106,146.56 | €124,084.91 |
| Other Self-Funded | €318,439.68 | €496,339.64 |
| Total Research Expenditure | € 10,614,656.00 | €12,408,491.00 |

Additionally, more than 75 agreements and over 110 consultancy agreements have been completed annually since designation (Tables 12.3).

Table 12.3. TUS Research Agreement and Consultancy

| | 2021 | 2022 |
|---------------------|------|------|
| Research Agreements | 79 | 91 |
| Consultancy | 128 | 116 |

TUS has been very successful at European level in terms of funding and, from 2020 to 2023, has been a lead or partner in 25 Horizon Europe funded collaborative projects. These collaborative projects have a total overall value of more than €83 million, with over €11 million awarded directly to TUS. The successful projects have spanned across all disciplines and are often interdisciplinary in nature. European funding by discipline is summarised in Figure 12.1.

A comparative profile of TUS Research Expenditure with selected Technological Universities for 2021 is presented in Figures 12.2 and 12.3. The relatively high % of TUS research funding derived from industry is indicated in Figure 12.2, while the relative number of collaborative agreements including consultancy agreements and innovation vouchers, is profiled in Figure 12.3.

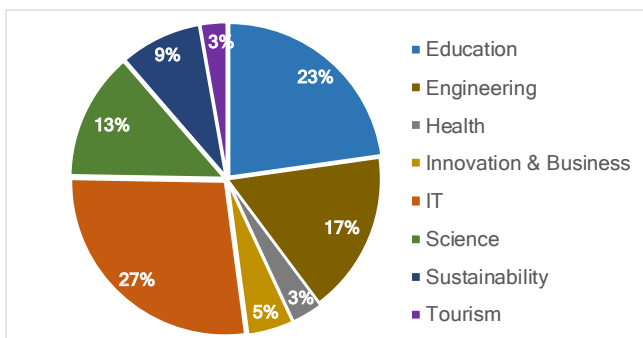


Figure 12.1. European Research Funding by Discipline

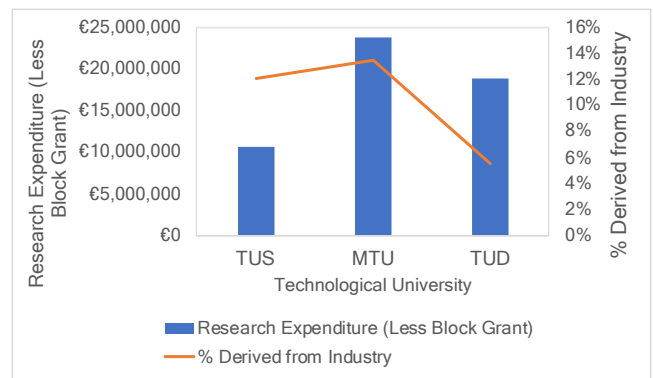


Figure 12.2. Research expenditure & % Derived from Industry (2021)

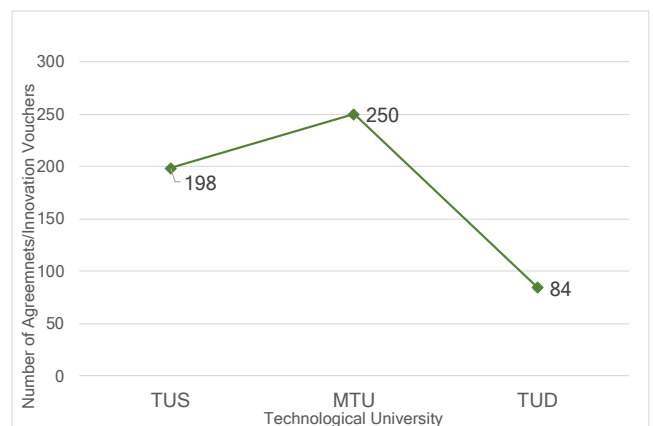


Figure 12.3. Collaborative Agreements, Comparative TU Profile (2021)

The national and international impact of research conducted at TUS is significant and is profiled in Figure 12.4 to Figure 12.9 and Table 12.4, respectively.

In data obtained from Scopus, May 2023, for the period 2017 to 2022, TUS had a total of 883 research publications across a range of academic areas. This involved a total of 481 authors, a citation count of 9,139 (with an average citation per paper of 10.4) and a h5 index score of 29 (Figure 12.4 and Figure 12.5). The quality of the research output is evidenced by a score of 22.9% of TUS publications in the *Top 10% Journal Percentiles by CiteScore Percentile*, for the period (Figure 12.6). It is noteworthy that RUN-EU scores 18.2% as a grouping for this metric indicating the potential for high quality collaboration and research output with alliance partners, supported through RUN-EU PLUS (Figure 12.7).

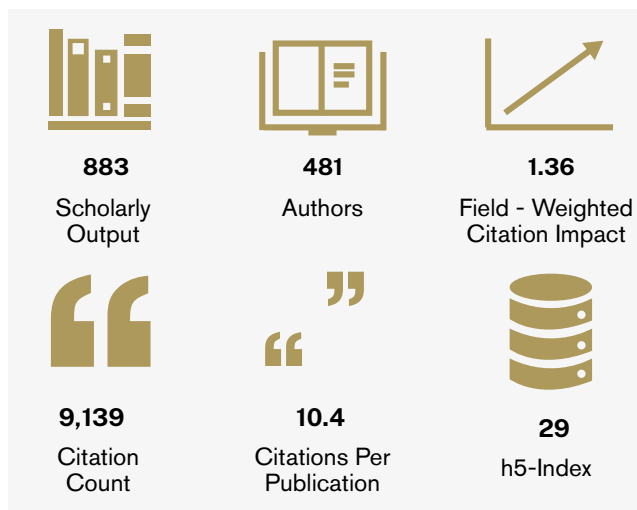


Figure 12.4. TUS Research Publications Impact Overview

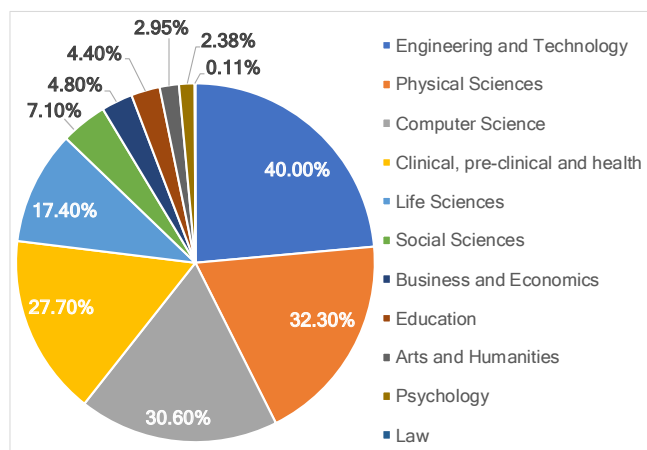


Figure 12.5. TUS Publications by Subject Area for 2017 - 2022 (Scopus 2023)

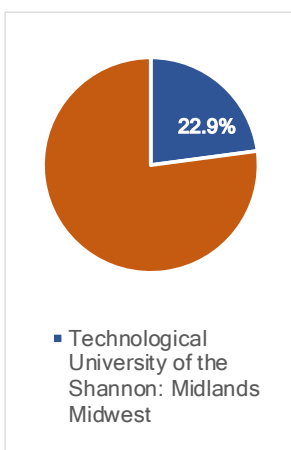


Figure 12.6. TUS Publications in Top 10% Journal Percentiles by CiteScore Percentile, 2017 - 2022, (Scopus May 2023) (Ireland Average = 35%)

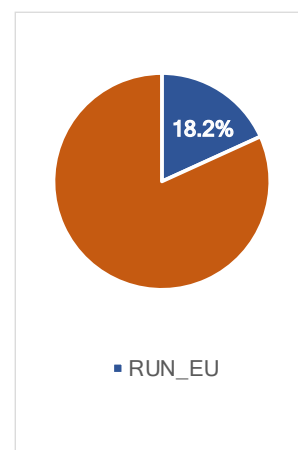


Figure 12.7. RUN-EU in Top 10% Journal Percentiles by CiteScore Percentile, 2017 - 2022, (Scopus May 2023). (Ireland Average = 35%)

The TUS strategic Plan emphasises the importance of international partnerships and collaborations and the research profile indicate the strong foundations to build from. The number of co-authored publications, by region, worldwide is presented in Figure 12.8 with Europe the highest at 281 followed by Southeast Asia with 116. For the period 2017 - 2022, 73.8% of TUS research publications included authors external to TUS with 50.9% and 22.9% of those involving international and national collaborations, respectively (Table 12.4). The geographic spread of European Collaborations is presented in Figure 12.9.

Table 12.4. TUS Collaborative Publications Profile including scholarly output and citation for 2017 - 2022 (Scopus May 2023)

| Metric | Percentage | Scholarly Output | Citations | Citations per Publication | Field-Weighted Citation Impact |
|------------------------------------|------------|------------------|-----------|---------------------------|--------------------------------|
| International Collaboration | 50.9% | 449 | 5357 | 11.9 | 1.69 |
| Only National Collaboration | 22.9% | 202 | 2583 | 12.8 | 1.13 |
| Only Institutional Collaboration | 19.4% | 171 | 1095 | 6.4 | 1.1 |
| Single Authorship No Collaboration | 6.8% | 60 | 104 | 1.7 | 0.39 |

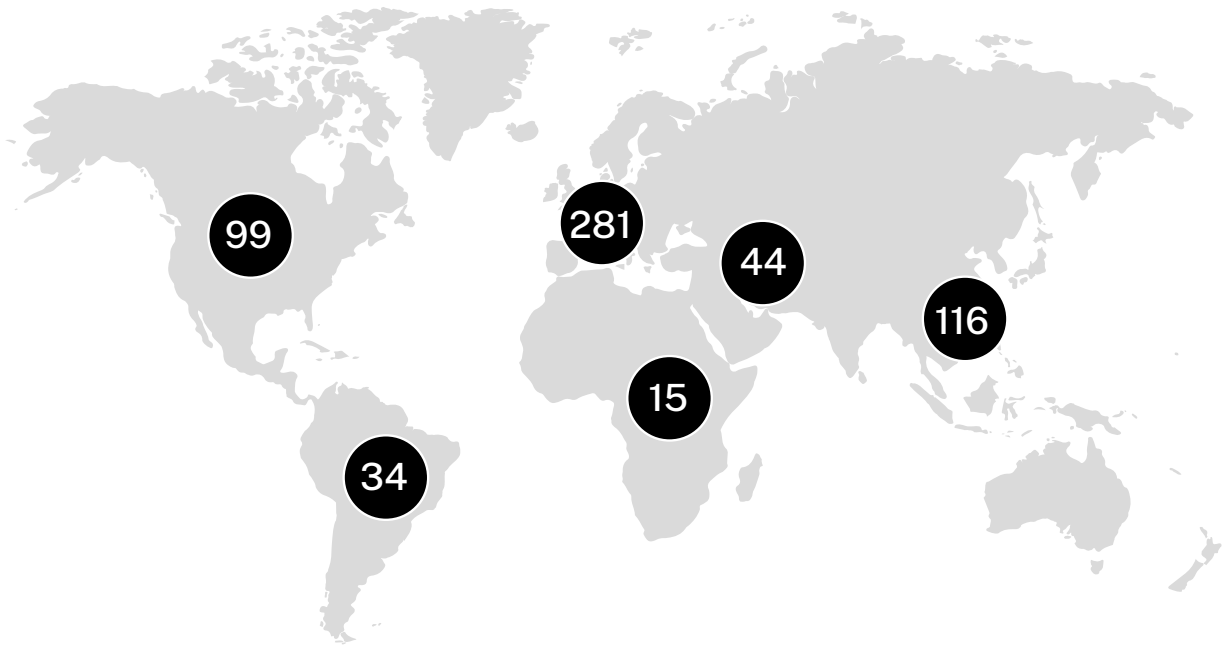


Figure 12.8 Number of Collaborating Institutions Worldwide 2017 - 2022 (Scopus 2023)

“ Our partnerships enable us to share our knowledge with the world, widen research impact and embed a research culture.

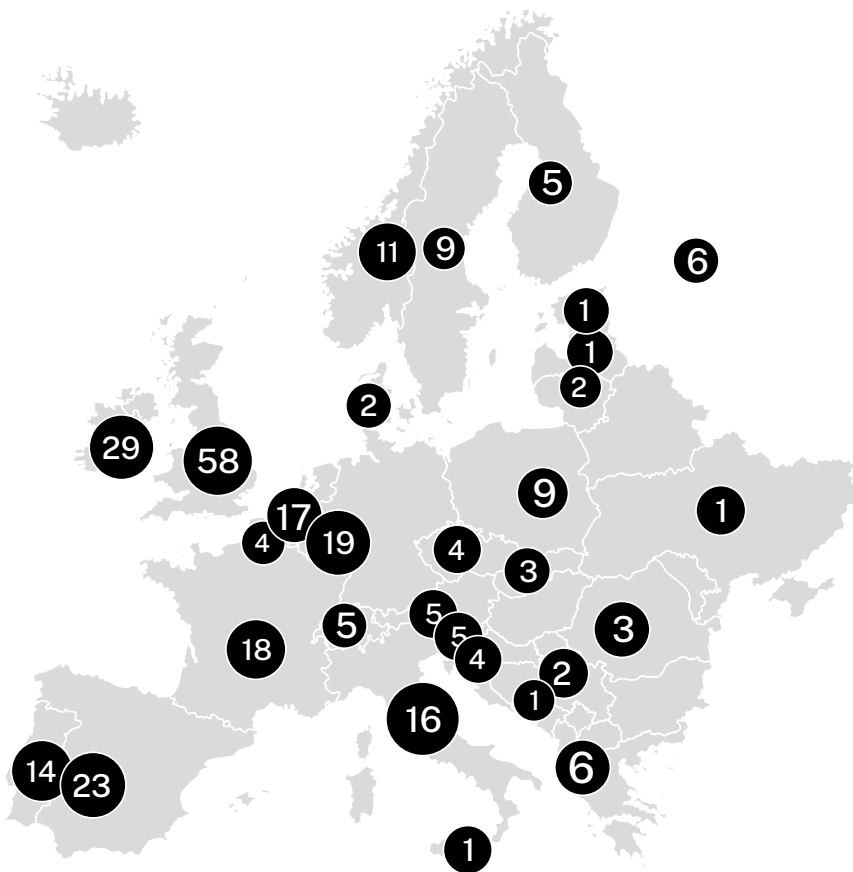


Figure 12. 9. TUS Number of European Collaborating Institutions, 2017 – 2022 (Scopus 2023)

13.0 INTERNATIONALISATION AND INTERNATIONAL PROFILE

TUS is actively embedding global perspectives in all of the Technological University's activities. This is led by the VP International and the TUS International Office working with the Faculties, Academic Departments and other support services across TUS. Collectively, the TUS community is working on the development of an internationalised curriculum, further growing international research, widening our partnership collaborations and extending our transnational education network as we grow mobility for both students and staff. Our strategic plan commits to building and enhancing relationships to drive the sustainable development of our region and to make an impact nationally and internationally.

The initiatives led by the TUS International Office contribute to the enrichment of the academic experience and foster the exchange of knowledge and expertise among diverse cultures and backgrounds. Traditionally, our students and staff have participated in the European Union-funded Erasmus+ programme and have established a wide range of trans-European contacts. Many programmes now offer a semester of study abroad or international placement opportunities across our network of over 200 global partners. TUS is one of the most accomplished Technological Universities in securing ongoing funding in the highly competitive Erasmus+ KA171 International (Non-EU/EEA) mobilities project. This funding has enabled inbound and outbound mobility with key international partners, which plays a pivotal role in promoting and embedding global perspectives in all of our activities and supporting an extensive staff and student mobility network.

An International student at TUS is defined as a student who is Internationally-domiciled. A student's domicile is the country of permanent address prior to entry to their programme of study at TUS. This definition encompasses Transnational, Erasmus, and Other Exchange students.

“ *TUS is committed to internationalisation, creating a positive and enriching environment for students to study, learn, and grow on an international scale.* ”

With a network of over 200 global partners, the TUS International Office is dedicated to enhancing international collaborations in key regions. TUS is committed to developing Student Liaison Offices that create a fully circular support system, enabling seamless interaction between TUS and incoming and outgoing students and graduates. There are overseas TUS International Student Liaison Offices located in New Delhi, India; Kuala Lumpur, Malaysia; Shanghai, China; and Lagos, Nigeria, with International offices located in Athlone and Limerick.

Table 13.1. International Office Outreach Activities

INTERNATIONAL OFFICE OUTREACH– RECENT HIGHLIGHTS AND PLANS

- In October 2022, TUS successfully concluded the first-ever 'Global Skills Opportunity' funded by the Canadian government, in Ireland. This collaborative effort with long-term partner St. Lawrence College (SLC), Canada, resulted in a Programme titled "Entrepreneurial Thinking in a Global Context" which brought together over 20 students from both institutions. The Programme provided a unique platform for students to engage and learn collectively, fostering the development of essential skills to cultivate a global mindset. TUS is proud to host the 2nd Global Skills Opportunity with St. Lawrence College in October 2023, building on the success of the 2022 initiative.
- In May 2023, the Irish Ambassador to Nigeria, His Excellency Peter Ryan, launched the TUS Africa Liaison Office in Lagos marking a significant milestone in TUS's unwavering commitment to providing enhanced support to parents, students, and agents in Africa. TUS is actively exploring opportunities to establish similar offices worldwide, with a primary focus on expanding our reach and fostering global partnerships.
- TUS has one of the highest approval ratings amongst Irish HEIs for Ministry of Education approved undergraduate level programmes in China with nine programmes approved in disciplines of Software Engineering, Mechanical Engineering, Pharmaceutical Science, Graphic Design, Hotel Management, Civil Engineering, Business and Accounting at Chinese partner Universities. The associated agreements result in advanced entry to the final year of the Bachelor degree programmes at TUS.

TUS maintains a strong presence and active engagement in various regions across the globe, including Europe, North America, Latin America, Middle East and North Africa, Sub-Saharan Africa, Asia, and Southeast Asia. While TUS is active in numerous countries, there is a particular emphasis on Europe, China, India, Nigeria, Kenya, Tanzania, Uganda, Canada, USA, Indonesia, Malaysia, Mexico, and Brazil.

TUS International Student Demographic - Inbound

The TUS campuses attract a diverse student body, with over 100 nationalities represented and has experienced a consistent rise in the number of international students over the past five years (Figure 13.1). These students contribute to the cultural richness and global perspective within our campuses, fostering an inclusive and vibrant learning environment.

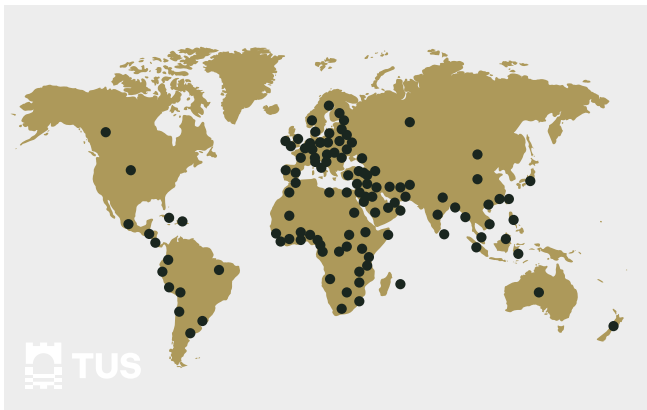


Figure 13.1. The Range of Geographic Locations of Inbound International Students

During the 2022-23 Academic Year, there was a total of 1656 International Inbound Students. This included; International Non-EU (829), International EU (83), Transnational (536), Erasmus Incoming-EU & Non-EU (152) and Other Exchange (56) (Figure 13.2).

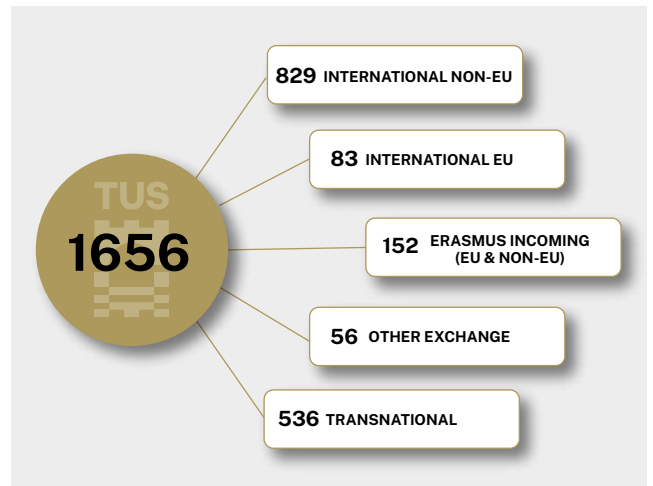


Figure 13.2. Profile of International Inbound Students in the 2022-23 Academic Year

Erasmus Incoming (EU & Non-EU) comprises of Erasmus+ EU exchanges and Erasmus+ International Credit Mobility (ICM) non-EU exchanges. Other Exchange includes three categories: 'EU Study Abroad' (direct study exchange agreements within the EU), 'Global Study Abroad' (direct study exchange agreements outside the EU) and RUN-EU Short Advanced Programmes (SAPs) (short programmes lasting one to two weeks in collaboration with a RUN EU partner).

The commitment to developing Transnational Education is also evidenced with more than 500 students enrolled on transnational programmes at Yangtze University and Wuxi Institute of Technology, China.

The profile of enrolments for the top 20 performing countries is presented in Figure 13.3, and includes both EU and Non-EU. The top 10 Non-EU nationalities for the 2022-23 academic year include China, India, Malaysia, Nigeria, Canada, Mexico, Pakistan, Brazil, Uganda, and the USA (Figure 13.3).

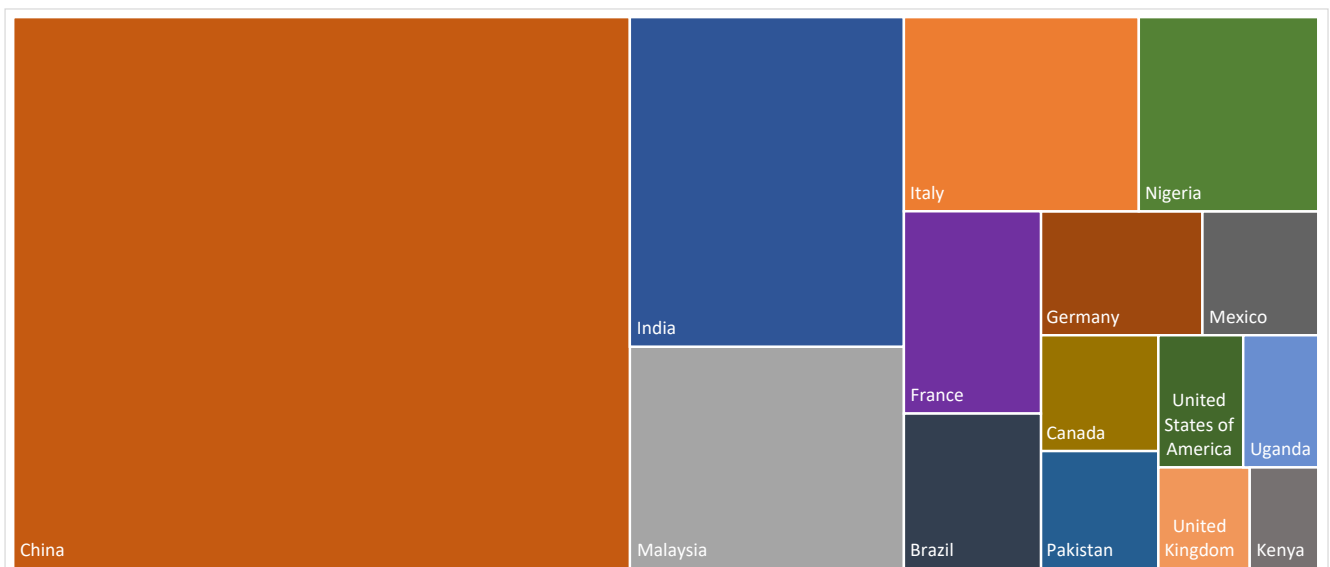


Figure 13.3. Top Performing Countries for Enrolments, including EU and Non-EU (2022 – 2023)

The disciplinary profile of inbound international students at TUS is provided in Figure 13.4. The top five disciplinary areas include Business Administration and Law (23%), Engineering, Manufacturing and Construction (19%), Information and Communication Technologies (22.4%), Natural Sciences, Mathematics and Statistics (9.8%) and Services (4.7%).

TUS has consistently experienced strong interest from international learners in choosing our undergraduate and postgraduate programmes with 40% growth since the 2019-20 Academic year, a significant performance given the impact of Covid-19 and geopolitical issues (Figure 13.5).

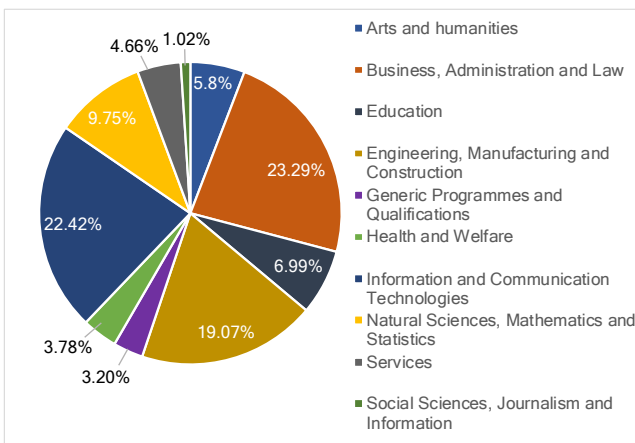


Figure 13.4. International Students by Broad ISCED Codes 2022-23 Academic Year

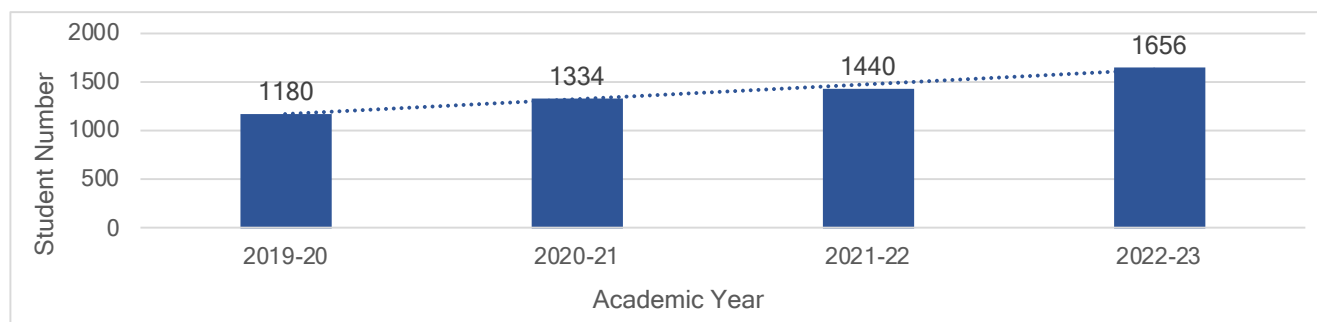


Figure 13.5. Growth Profile of International Inbound Students

TUS International Student Demographic - Outbound

TUS is committed to providing outbound student exchange opportunities to students and staff in a variety of contexts including expanding study abroad programmes, international placements, summer programmes, short-term training, and educational visits. TUS actively seeks funding from sources such as Erasmus+, embassies, and government-sponsored programmes to support mobility opportunities. There were a total of 314 outbound students in the 2022-23 academic year including Erasmus Study, Erasmus Placement and RUN-EU Short Advanced Programmes (SAPs) (Figure 13.6). Additionally, TUS provides scholarships to underrepresented student groups and strives to increase engagement opportunities both at home and abroad, collaborating with community groups on volunteering projects and recognizing participation through achievement awards.

As a committed member of the RUN-EU network, students from TUS are encouraged to take up a funded Study Abroad opportunity for short term or semester long mobilities during their studies in one of the partners Institutions, as well as participate in a range of other virtual interactions. International Office staff have been members of the European Mobility Innovation Centre (EMIC) since its inception. The exchange of staff between partner institutions also contributes greatly to the European/international dimension of our campuses and benefits both staff and students.



Figure 13.6. Profile of International outbound students in the 2022-2023 Academic Year (BIP=Blended Intensive Programme; SAP = short Advanced Programme)

TUS actively engages international alumni through global offices and fairs, leveraging their experiences and insights to support career opportunities for new students. Embracing Internationalisation at home, TUS develops curriculum, fosters inclusivity, and strengthens relationships to drive sustainable regional development with a global impact. This approach fosters innovation-led growth, transforms challenges into opportunities, and equips graduates as global citizens.



14.0 GRADUATE PROFILE

From the period 2017-18 to 2020-21, TUS and its predecessor institutions have graduated 17,659 students, in all its award categories, with the number of graduates increasing annually to 5,367 in 2020-21 (latest published data). A comparative profile of graduate numbers among the Technological Universities for the period is provided in Figure 14.1. The numbers of TUS graduates in the Major Award categories is provided in Figure 14.2 for the 2020-21 academic year, with the Undergraduate Honours and Undergraduate Degrees categories accounting for a significant proportion, as indicated.

Upon graduation, TUS graduates have significant success in gaining employment with 79% of graduates securing employment or further study in 2020, with 62% of graduates finding full-time employment (Figure 14.3) (Source HEA Systems Performance Framework 2020).

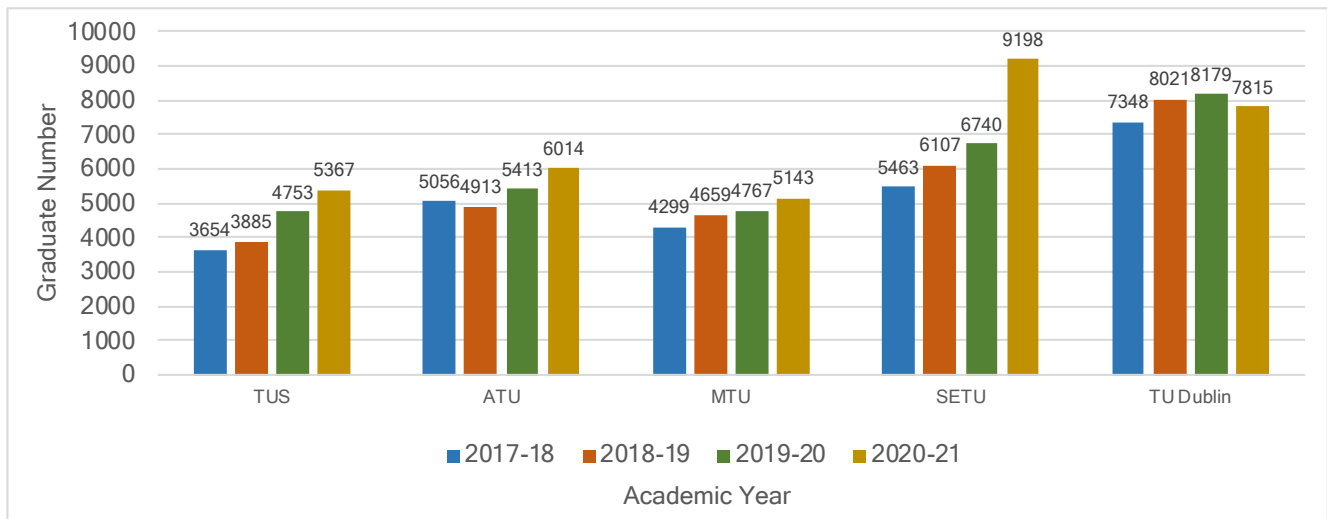


Figure 14.1. National Graduate Trends (Source HEA Published Data)

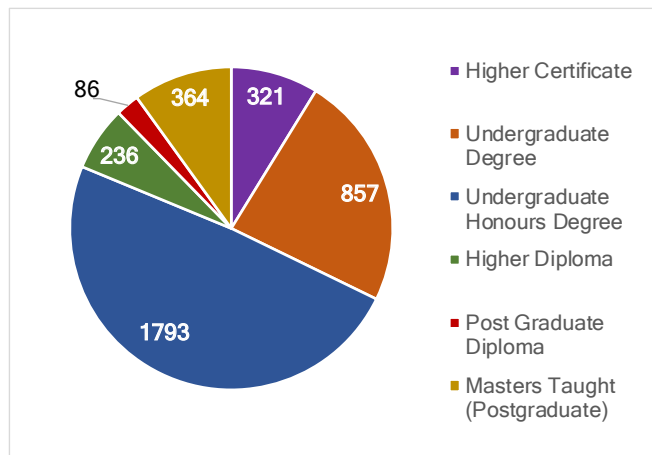


Figure 14.2. Number of TUS Graduates by Major Award 2020-21 (Source TUS SRS Returns)

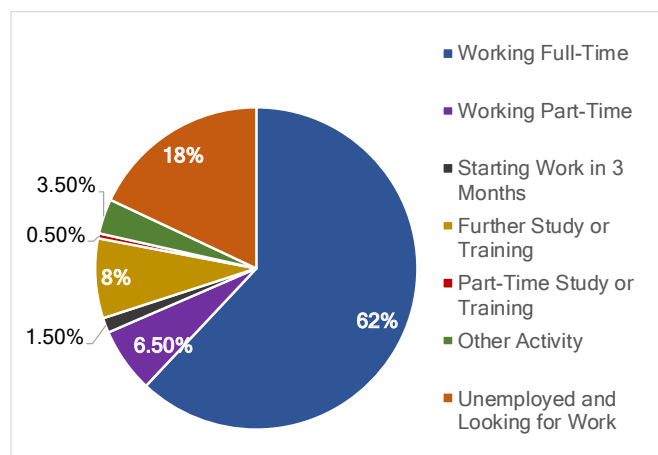


Figure 14.3. Graduates Outcomes 9 Months After Graduation 2020 (Source HEA Published Data)

Reflecting our programme portfolio and student profile, the graduate population is drawn from across the range of broad ISCED categories, with the top three categories including Business Administration and Law, Engineering Manufacturing and Construction and Health and Welfare (Figure 14.4).

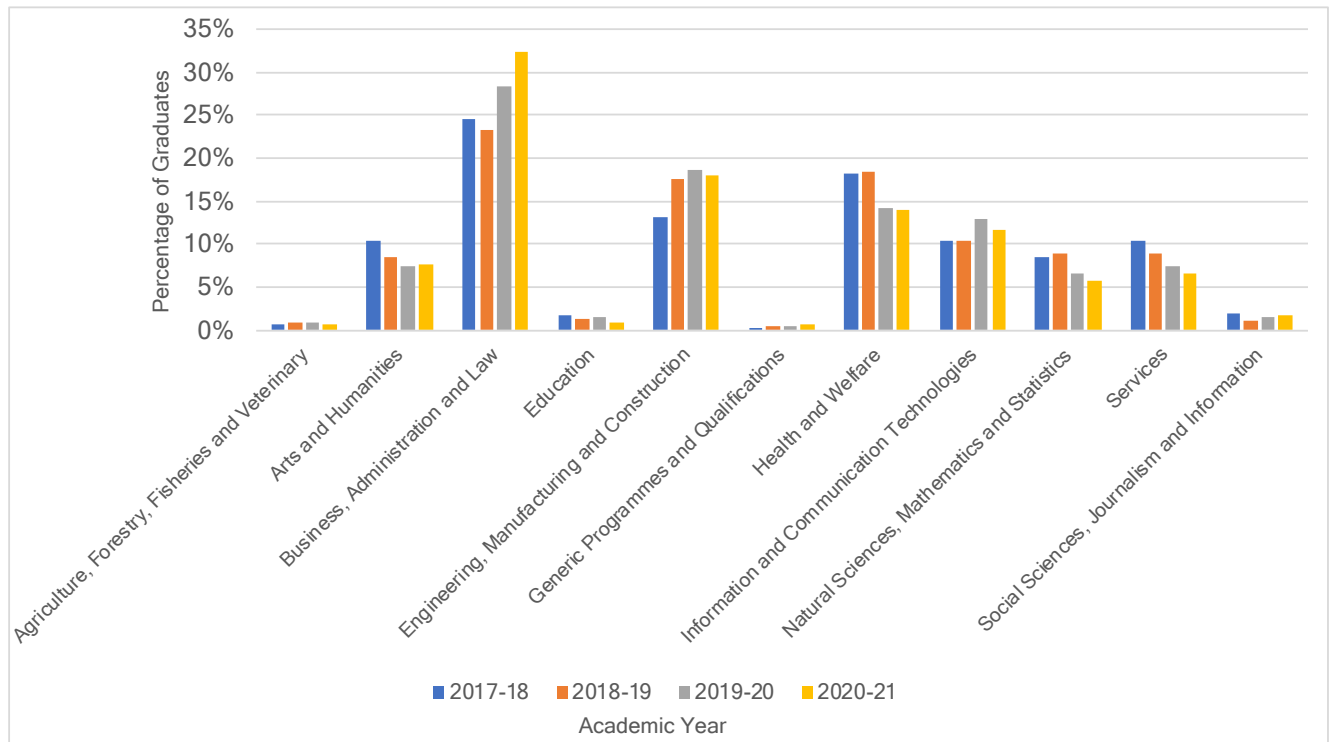


Figure 14.4. TUS Graduate Trends per ISCED Broad Field of Study Area (Source HEA Published Data)

The HEA publishes average graduate income by region (Figure 14.5). While TUS graduates may be employed nationally, the data indicates average earning for graduates in the Midlands and Midwest regions of €36,459 and €37,755, respectively.

In the four year period 2017-18 to 2020-21, the average % of honours degree TUS students graduating with a First Class (H1) increased by 9%, with a marginal increase in Second Class Honours Grade 1 (H2.1) of 2.4% (Figure 14.6). This aligns with National Averages which increased by 9% and 2.5% for H1 and H2.1, respectively. The % of TUS students graduating with a Second Class Honours Grade 2 decreased by 11.9%, also mirroring the national average which decreased by 11.1% in the period.

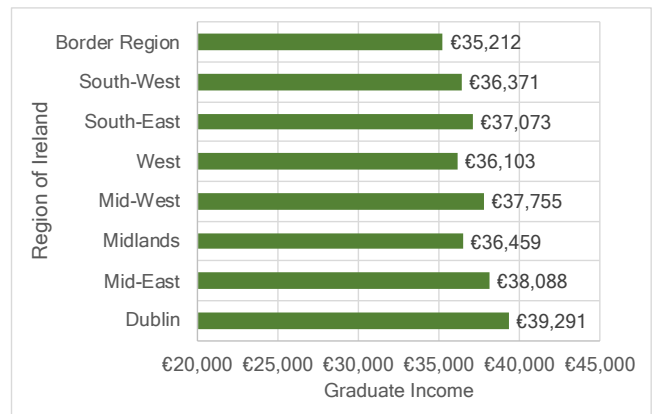


Figure 14.5. Graduate Earnings by Region (Source HEA Published Data)

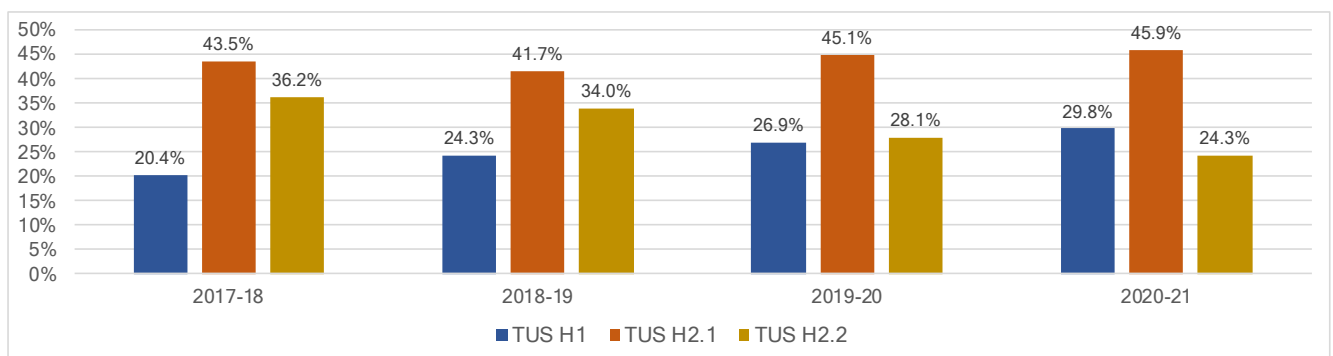


Figure 14.6. Profile of the proportion of TUS Honours Degrees for the period 2017-18 – 2020-21



Strategic Priority 3: People & Organisation

“

Operate as an integrated organisation, where everyone's potential can be realised, and where all individuals are provided with equal opportunities.



15.0 EQUALITY, DIVERSITY AND INCLUSION

TUS is proactive in promoting Equality, Diversity and Inclusion (EDI) and this is reflected in our first Value Statement in the Strategic Plan 2023 – 2026 - Inclusive.

“ *We embrace diversity as a key strength where everyone is included and has an equal opportunity to progress and achieve.* ”

During its formation, TUS developed an Equality Statement, which was approved by Governing Body. This statement outlines our commitments to Equality, Diversity and Inclusion in terms of supporting equality of opportunity for both staff and students, and ensuring this commitment is carried through in our policies, procedures, curricula and pedagogies.

An EDI Steering Committee was established in 2021 to oversee and provide guidance and direction for the achievement of equality, diversity, and inclusion objectives across TUS.

This Steering Committee, which is chaired by the President, includes representatives from Faculty, Human Resources, Student Support Services, EDI, RDI and the Student’s Union. It has a number of subcommittees including an Athena Swan Self-Assessment Team, University of Sanctuary and Promoting Consent and Ending Sexual Violence and Harassment subcommittees. An EDI Sub Committee of Governing Body was established in 2022 to assist and advise the Governing Body in fulfilling its oversight responsibility in ensuring an appropriate governance structure to provide consistent leadership and accountability for EDI across TUS.

Management responsibility for EDI is directed by the VP for People, Culture and EDI and the EDI function has three members working across multiple campuses including an EDI Manager, Senior EDI Officer and EDI Administrator. The function oversees TUS Equality-related action plans including the *TUS Gender Equality Action Plan (GEAP)* and *TUS Promoting Consent and Ending Sexual Violence Action Plan* and is currently finalising its *Equality, Diversity and Inclusion Strategy*.

The TUS GEAP is a merged plan of the previous Athena Swan Bronze Award Action Plans for AIT and LIT, and formed the basis of the TUS application for an Athena Swan Legacy Bronze Award, which TUS successfully achieved in May 2022.



The Athena Swan is a charter established and managed by Advance HE adapted for the Irish context, that recognises and celebrates good practices in higher education institutions towards the advancement of gender equality and building capacity across equality grounds enshrined in legislation. The process requires a rigorous self-assessment of equality in the institution, using quantitative and qualitative evidence, to identify both good practice and areas for improvement and the establishment of a four-year action plan that builds on this assessment and carries proposed actions forward. TUS is currently preparing for a full TUS Athena Swan Bronze Award.

TUS will also further embed intercultural and race equality training for staff and deepen engagements with local community groups working to support refugees and asylum seekers. In June 2023, TUS signed the Higher Education Authority Anti Racism Principles. These are developed arising from the recommendations of a HEA Report on Race Equality in Irish Higher Education Sector. In signing these principles, TUS is making a public commitment to address incidences of racism and support race equality in structures and processes. TUS is currently developing a Race Equality Action Plan. TUS was designated a University of Sanctuary in June 2022, by University of Sanctuary Ireland, becoming the first Technological University in Ireland to be given the award. In the academic year 2022-23, TUS is supporting 29 students through its Sanctuary Scholarship programme and will award over 60 scholarships over 3 years through this programme. One of the key tenets of the TUS Strategic Plan is to be a catalyst for sustainable change through education and research that transforms lives, our region and the world beyond.

TUS intends to build on its Sanctuary Scholarship programme, expanding it to include postgraduate programmes with the assistance of private philanthropic funding from industry and their engagement in the University of Sanctuary Programme through mentoring and financial support activities. This will allow an increase in the number of sanctuary students supported.

The TUS Promoting Consent & Ending Sexual Violence Sub-Committee of the EDI Steering Committee oversees the implementation of the Framework for Consent in TUS through an institutional four-year action plan. TUS launched its anonymous sexual violence, sexual assault, bullying and harassment reporting tool (Speak-Out) in November 2021.

Through the HEA Gender Equality Enhancement Fund, TUS is collaborating with other HEIs on EDI related projects including: embedding EDI in the curriculum; embedding gender identity, expression and diversity training and best practice; and engaging men in building gender equality.

Table 15.1. Implementing the Gender Equality Action Plan

GEAP ACTION PLAN – SOME KEY ACTIONS COMPLETED/IN-PROGRESS

- Establishment of the following
 - ✓ EDI structures within TUS
 - ✓ TUS LGBT+ & Allies Staff network
 - ✓ TUS Community of Practice for supporting disclosures of sexual violence and harassment;
 - ✓ TUS Women’s Network
 - ✓ TUS Parents and Carers Network
- Provision of EDI related training
 - ✓ EDI in Higher Education
 - ✓ Unconscious Bias training
 - ✓ Responding to Disclosures of Sexual Violence
 - ✓ Gender Identity and Expression Training
 - ✓ Aurora Women’s Leadership training
- Publication of EDI newsletters.
- Organisation of multiple EDI related events on campus and virtually for both staff and students.
- Development of EDI related policies and procedures.

16.0 TUS STAFF

TUS has 1,792 academic, technical, and professional staff who support the values, purpose and long-term vision of TUS and play a pivotal role in providing a positive and vibrant student experience for nearly 15,000 students.



A key objective is to create an inclusive Technological University that people are proud to be part of and where our diverse population has a voice.

TUS operates as a unitary organisation and is an equal opportunities employer committed to developing, maintaining and supporting a culture of equality, diversity and inclusion in employment, in which staff are treated equitably and where everyone's potential can be realised. TUS has established a VP of People, Culture and EDI as part of its commitment to developing and promoting the Human Resources of the Technological University. Recognised as our greatest strength, our people are at the heart of the Strategic Plan for 2023 – 2026. Accordingly, *People and Organisation* were identified as one of our strategic priorities with the goal to 'operate as an integrated organisation, where everyone's potential can be realised, and where all individuals are provided with equal opportunities'.

The TUS staff community is committed to excellence in teaching, learning, research, engagement and the provision of high-quality professional service to its students, the community and local regions. This is supported by the effective recruitment and retention of high calibre staff enabling a diversified, supportive, innovative and inclusive workforce. A comprehensive programme of ongoing continuing professional development is a cornerstone of the TUS investment in its staff. Support for professional development encompasses staff at all levels and in all categories of the organisation and TUS recognises that staff are vital and valued and encourages and enables everyone to develop to their full potential.

A profile of TUS Staff is presented in Tables 16.1 to 16.3 and Figures 16.1 to 16.4 respectively, with a data sampling point of December 2022. This includes the total staff profile (Whole Time Equivalent and Head Count) in addition to the distribution of academic management and teaching posts, the numbers of staff in professional services at different salary bands and the gender distributions of staff in all categories throughout. The profile and staffing trends evidenced therein provides clear evidence of the TUS commitment to equality and to developing its people strategy building a diversified workforce to support the achievement of the TUS strategy.

Table 16.1. Total Staff Profile at TUS (December 2022)

| STAFF GROUPING | WHOLE TIME EQUIVALENT | | HEADCOUNT | | |
|---|-----------------------|--------------|------------|------------|--------------|
| | FEMALE | MALE | FEMALE | MALE | TOTAL |
| Academic Core-Funded | 343.9 | 419.5 | 376 | 453 | 829 |
| Academic Contract Research/Specialist Exchequer and Non-Exchequer Funded | 90.2 | 110.4 | 105 | 131 | 236 |
| Professional and supports (PMSS) Core-Funded | 241.5 | 150 | 304 | 177 | 481 |
| Professional and Supports Contract Research/Specialist Exchequer and Non-Exchequer Funded | 109.7 | 73 | 136 | 88 | 224 |
| Total | 785.5 | 752.9 | 919 | 843 | 1,792 |

Table 16.2. Core-Funded Academic Staff Profile (December 2022)

| ACADEMIC POSTS | WHOLE TIME EQUIVALENT | | | HEADCOUNT | | |
|-------------------------|-----------------------|--------------|--------------|------------|------------|------------|
| | FEMALE | MALE | TOTAL | FEMALE | MALE | TOTAL |
| President | | 1 | 1 | | 1 | 1 |
| Vice Presidents | 2 | 5 | 7 | 2 | 5 | 7 |
| Senior Lecturer 3 (SL3) | 3 | 5 | 8 | 3 | 5 | 8 |
| Senior Lecturer 2(SL2) | 11 | 18.81 | 29.8 | 11 | 19 | 30 |
| Senior Lecturer 1(SL) | 9.9 | 15.2 | 25.1 | 11 | 16 | 27 |
| Lecturer (L) | 211.6 | 237.7 | 449.3 | 223 | 247 | 470 |
| Assistant Lecturer (AL) | 108.4 | 142.7 | 251.1 | 126 | 160 | 286 |
| Total | 345.9 | 425.4 | 771.3 | 376 | 453 | 829 |

Table 16.3. Core-Funded Professional and Supports Staff (December 2022)

| SALARY BAND | WHOLE TIME EQUIVALENT | | | HEADCOUNT | | |
|------------------|-----------------------|--------------|--------------|------------|------------|------------|
| | FEMALE | MALE | TOTAL | FEMALE | MALE | TOTAL |
| <€24,999 | 1.5 | 0.5 | 2 | 3 | 1 | 4 |
| €25,000-€45,999 | 48.4 | 63.8 | 112.2 | 50 | 64 | 114 |
| €46,000-€75,999 | 107.2 | 53.2 | 160.4 | 108 | 54 | 162 |
| €76,000-€105,999 | 15.8 | 12 | 27.8 | 16 | 12 | 28 |
| >€106,000 | 2 | 8 | 10 | 2 | 8 | 10 |
| Total | 278.7 | 137.5 | 312.4 | 179 | 139 | 318 |

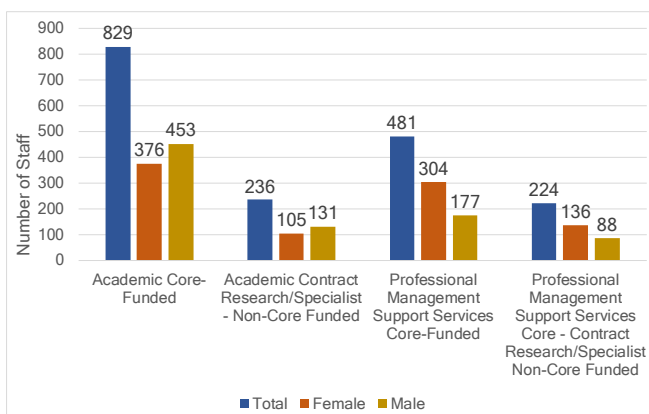


Figure 16.1. Total Staff Profile at TUS (All Funding Sources) (December 2022)

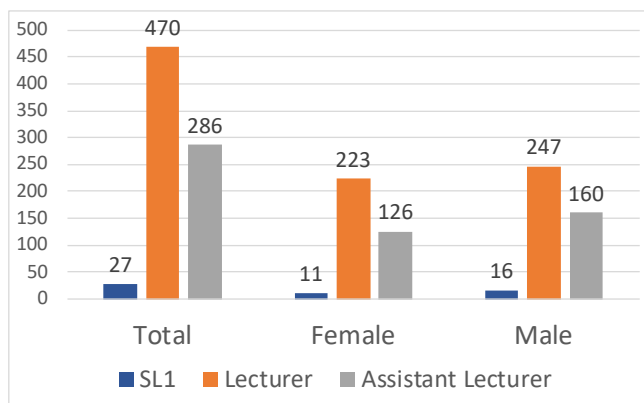


Figure 16.3. Lecturing Staff Profile (Core-Funded) (December 2022)

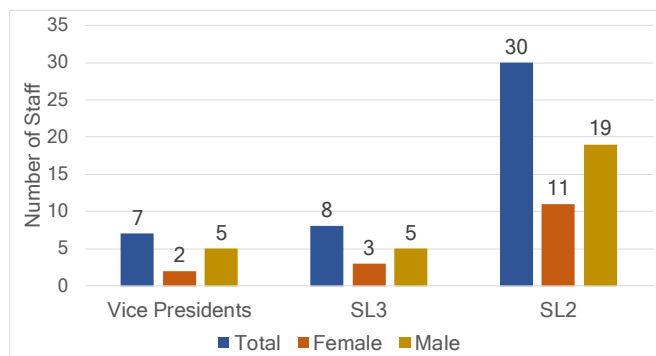


Figure 16.2. Academic Management Staff Profile (December 2022)

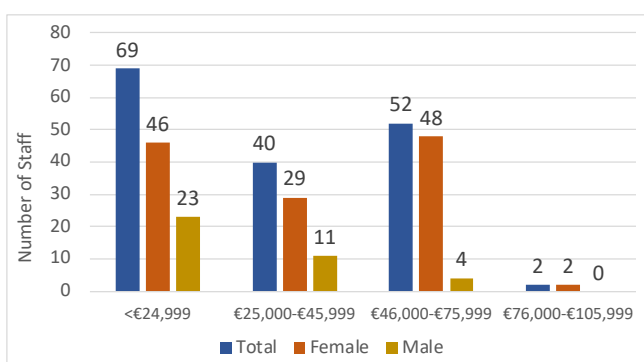


Figure 16.4. Professional Services Staff Profile (Core-Funded) (December 2022)

17.0 SUPPORTING LEARNING, TEACHING AND ASSESSMENT

TUS recognises that supporting pedagogical innovation in learning, teaching and assessment is a vital activity for continuously enhancing academic practice and that staff development is an integral enabler of this. A review of the structure required to support staff development in learning, teaching and assessment practice in 2022 led to the establishment of a new *Centre for Pedagogical Innovation and Development (CPID)*. Reporting to the VP Student Education and Experience, CPID, taking a pan-university approach, oversees the implementation of the TUS Putting Learning first: Learning, Teaching and Assessment Strategy, in collaboration with key stakeholders.

The Centre facilitates transformation and innovation in educational practices, including the use of new technologies which put the student learning experience at the core and promote excellence in academic practice. Accordingly, activities led by the Centre include staff development, scholarship, and educational research and dissemination in learning, teaching, and assessment, including the use of digital technologies.

Through the centre, TUS staff undertake accredited and non-accredited programmes of study which focus on developing their knowledge of different teaching practices and techniques, with the aim of enhancing students' learning experience and outcomes.

Staff can avail of a flexible pathway to an *MA in Academic Practice* which allows participants to select from a range of shorter themed Special Purpose Awards leading to a Postgraduate Diploma or progression to complete the Master's degree. The range and choice of Special Purpose Awards available to Staff is comprehensive and aligns with key themes that support innovative pedagogical practice and the strategic imperatives of TUS (Table 17.1). These include supporting the development of digital literacy, embedding sustainability, innovative, authentic and engaged learning, teaching and assessment practices, research informed teaching and developing inclusive practice.



Table 17.1. TUS Accredited CPD Programme suite in Academic Practice domains

| PROGRAMME TITLE | ECTS CREDITS |
|---|--------------|
| Master of Arts in Academic Practice | 90 |
| Postgraduate Diploma in Learning, Teaching and Assessment | 60 |
| Postgraduate Certificate in Academic Practice | 30 |
| Postgraduate Certificate in Professional Practice in Higher Education | 30 |
| Special Purpose Award, 15 ECTS Credit, Certificates in: | |
| <ul style="list-style-type: none"> • Learning, Teaching and Assessment Strategies for Student Engagement • Team Based Learning • Assessment and Feedback for Engaged Learning • Learning Design and Curriculum Frameworks • Embedding Education for Sustainable Development in the Curriculum • Developing Practice in Learning, Teaching and Assessment Online • Inclusive Learning, Teaching and Assessment Practice • Reflective Academic Practice Through Portfolio Building • Professional Practice in Higher Education • Research Methods • Digitally Enhanced Learning, Teaching and Assessment • Enhancement through Leadership in Education • Action Research for Educators | |

Annually, a comprehensive suite of non-accredited CPD events are also provided across TUS, with high participation by Staff. A typical programme includes themed events, ongoing professional development workshops and seminars, community of practice initiatives, and hosting Institutional, and sometimes national and international, symposia. The range of activities typically focus on diverse areas including the development of digital literacies, curriculum design, assessment, universal design for learning in addition to pedagogies for active learning and student engagement, *inter alia*.

CPID also informs the development of the learning infrastructure, both physical and virtual, by focusing on the requirements of classrooms, laboratories and learning spaces, to ensure TUS is meeting the demands of the 21st Century student and maximising their learning experience.

All staff development activities are aligned with the Putting Learning First: Learning, Teaching and Assessment Strategy (See Section 7.0 Educational Ethos Embedding Graduate Attributes). Putting Learning First celebrates the centrality of the student in the educational activities of TUS. It frames the ambition that TUS has for its students and their development in a living, dynamic, caring, and responsive community. The strategy also emphasises a commitment to lifelong learning and continuous improvement. CPD initiatives are also informed by the key themes of the National Forum for the Enhancement of Teaching and Learning, the National Professional Development Framework and other HEA-funded initiatives focusing on increasing access to higher education. CPID also focuses on developing practices in key areas to ensure TUS staff are equipped to navigate the digital transformation and new models of learning proven to actively engage and benefit students.

The Future and Advanced Pedagogy Skills Academy (FAPSA) initiative of RUN-EU is responsible for promoting a common pedagogical approach across each of the partners. This will play an important role in supporting innovative learning, teaching and assessment and illustrates the potential for sharing good practice across the RUN-EU Network. The FAPSA approach includes a central RUN-EU FAPSA and supporting institutional FAPSA's. The central FAPSA focuses on the provision of educational support for staff and students and monitoring the quality, relevance, and impact of the emerging joint education portfolio. The central FAPSA is supported by the institutional FAPSAs who are responsibility for driving and promoting pedagogical development and supporting activities at an institutional level.

The FAPSA's are responsible for the development and promotion of new pedagogical models and practices designed to enhance trans-disciplinarity, mobility and stimulate the development of new innovative joint education programmes. The initiatives and projects completed by the FAPSA's are research-based innovative pedagogical developments which build on assessing learning, collecting learning analytics and measuring learning and teaching experiences. To date a number of learning design workshops and skills reports have been developed for the RUN-EU partnership to support and inform staff involved in programme design across the RUN-EU partnership.

Strategic Priority 4: Connecting Communities



Build and enhance relationships and partnerships to drive the sustainable development of our region and make an impact nationally and internationally.

The Learning Hub,
Limerick

18.0 INDUSTRY AND SECTORAL ENGAGEMENT

TUS engages a broad range of industry and sectoral stakeholders at all levels of governance and in the design, development and validation of its teaching, learning, research and related activities. TUS continues to develop links and to consult with industry and professional bodies to inform the development and review of programmes and modules, and to ensure that they are responsive to existing and emerging stakeholder needs. Such engagement is an integral part of the Quality Assurance and Enhancement processes within TUS. Where applicable, Professional Accreditation Bodies are critical stakeholders both for informing the development of the curriculum and its delivery, and for accrediting programmes leading to enhanced employment opportunities for graduates.

TUS is committed to making a regional impact and works closely with industry and community stakeholders to support sustainable development. Working with Regional Skills Fora, TUS combines the capacity to audit regional skills needs, identify gaps and respond proactively.

The resulting applied focus of programmes ensures that TUS graduates will continue to be highly sought after and recognised regionally and nationally as having a high level of relevant expertise, skill and competency with multiple career opportunities. Industry and sectoral representatives provide advice and input on strategic issues from the region and nationally, and advise relevant TUS fora and personnel across a range of related areas. Industry and sectoral groups are convened as needed by TUS Senior Management in addition to Faculty/Department and Programme Boards, *inter alia*. Some typical examples of industry and sectoral engagement activities are provided in Table 18.1. TUS has developed a myriad of industry, sectoral and social partners to ensure contemporary and relevant programmes of study are delivered. This approach enhances accessibility to the community and ensures alignment with the needs of industry within the region and nationally.

Table 18.1. Typical examples of industry and sectoral engagement

SECTORAL & INDUSTRY ENGAGEMENT BY TUS

- New Programme Development
- New Programme Validation
- Programme Revalidation
- Professional Body Accreditation
- Industry Advisory Visits.
- External Examination Process
- Guest Speakers
- Onsite Company Visits
- Sponsor Scholarships and Awards
- Apprenticeship Development
- Contribution to Professional Body Activities
- Work Placement of Learners
- Careers Fairs
- Guest attendance at Programme Boards/Student Presentations
- Recruitment Presentations to Students
- Membership of Interview Panels
- Development of Research Partnerships
- Student Research Projects
- Graduation, Sponsorship & Presentation of Special Awards
- Delivery of Programmes to Industry Clients
- Engagement with Regional Skills For a
- Development of Flexible and Lifelong Learning Opportunities

The successful growth in students numbers at TUS as outlined in this profile, has been enabled and assisted through the design and delivery of industry relevant new programmes in collaboration with a broad spectrum of industry and sectoral stakeholders, including Regional Skills Fora (Midlands and Midwest in particular) and industry clusters operating within and across the regions that TUS serves. In addition to disciplinary specific skills and advice, the promotion of transversal and transferrable skills relevant to graduate employability and success are often integral to the discussions.

The participation of industry and sectoral representatives as External Examiners for TUS awards is also a particularly noteworthy contribution forming a key part of the formal quality assurance of teaching, learning and assessment of taught and research provision.

Through the Careers Service, TUS provides students with a link to companies and organisations from different sectors that recruit graduates and students at all levels. The service provides supports and training to students in developing employability skills and in preparing them for work placement, CV and interview preparation, career guidance and employability workshops. Different initiatives to facilitate and promote collaborations with industry, placement providers and employers are organised, including employer events and career fairs. The Careers Service has an active role in preparing students for their work placement providing ongoing support during placement in conjunction with relevant Faculties and academic Departments.

Each year a number of Career's Fairs are held on campuses where companies are invited to meet with students and discuss potential graduate opportunities. Through the TUS Careers Connect Portal, employers can advertise their student or graduate job vacancies (Internships, Graduate Programmes, Full-Time/Part-Time positions) which TUS students can access directly.

TUS hosts the Career and Further Education Expo annually, showcasing some of Ireland's leading employers in areas including Engineering, ICT and Medical Technology. Attendees learn about the demands of the jobs of the future and the soft and hard skills necessary to succeed in a digital, networked world that is constantly in flux. Over the course of the Career and Further Study Expo, students' network with some of Ireland's leading employers and the expo provides industry partners with a gateway for identifying and recruiting talent.

Open days play an important role in providing prospective students with information and context on TUS programmes, their industry partners, placement opportunities, and career trajectories. In particular, the Spring Open Day has a specific focus on career and future employability and gives parents and prospective students the chance to mingle with industry professionals, including engineers, accountants, graphic designers, hotel managers, marketers, scientists and more.



TUS Faculties and Academic Departments increasingly engage with industry to host national and international conferences and collaborate with industry consortia on a range of activities to advance the goal of being a connected and engaged TU. Some highlights of such activity are provided in Table 18.2.

Table 18.2. Selected highlight of industry and sectoral engagement initiatives

SECTORAL & INDUSTRY ENGAGEMENT BY TUS

- TUS consistently hosts a range of National and International Industry-led events and conferences, typified by the following examples:
 - The Nutrition Society held their annual conference in the Athlone campus in June 2023, attracting 400 delegates. In addition to the conference-themed symposia, the conference also offered satellite sessions, a networking programme and the option of opportunities for a range of training workshops.
 - Manufacturing Solutions 2023, a supply chain, technology and engineering conference was held at the TUS Moylish Campus in June. A collaboration between the UK based GTMA (trade association) and TUS and in association with the Irish PTMA. Over 1000 visitors from the engineering, technology, business and government agencies attended the event which included over 120 Engineering and Technology Exhibition and Trade Stands.
 - TUS hosted the second 'Regional Economy and Society Forum on Science Meets Regions -Circular Economy' in partnership with Westmeath County Council TUS and RUN-EU in April 2023. The event explored action plans enabling regional, national, and European-wide development of circular networks to support regional stakeholders address Digital Transformation needs and Socio-Economic Resilience and Sustainability.
- Explore Engineering (formerly Limerick for Engineering) is a collaboration between industry and academic partners at TUS, University of Limerick the LCETB and the Tipperary ETB. The primary goal of Explore Engineering is to increase the quality and quantity of engineering talent (apprentice, technicians and engineers) available in the region. An engineering showcase is held annually and showcases regional work and talent.
- Limerick for IT is an IT skills partnership between major regional industry partners including TUS General Motors, Johnson & Johnson and Kerry Group, Dell and Limerick Chamber; together with UL, Limerick City & County Council and IDA Ireland. This initiative identifies and assesses future skills needs for the region while allowing existing multinationals secure further operational mandates and activities to sustain and support further job development.
- The LSAD Department of Fine Art, in a longstanding collaborative relationship with the Hunt Museum, supports the annual Painting show which takes place every Year at the Hunt Museum. The staff and students of the Department have worked with the Hunt Museum for over 15 Years. The Exhibition is a unique innovative annual event that engages with the public and reinvigorates the Learning Experience of Fine Art Education.

19.0 DEVELOPMENT, INNOVATION AND ENTERPRISE

The TUS Strategic Plan 2023 – 2026 identifies as a key priority for TUS to "build and enhance relationships and partnerships to drive the sustainable development of our region and make an impact nationally and internationally", while the Expected Outcome of Priority 2 - Research is that "our applied research will generate new knowledge and provide impactful solutions". Accordingly, TUS aims to maximise the impact of our research and enterprise development for social and economic benefit tackling the key challenges connected to the global goals for sustainable development. Directed by VP for Research, Development and Innovation, TUS does this by facilitating and nurturing the advancement of the best ideas of our staff, learners, and our engaged external community, from discovery to commercial application, by providing essential business development supports and environments for early-stage businesses to thrive. A key objective of TUS's innovation and enterprise activities is to turn ideas into innovation and innovation into new knowledge-based companies helping to drive economic and sustainable growth within our expanded regions and across Ireland.

Business incubation is central to TUS's engagement with industry, operating as a converging hub for innovation, research, and enterprise. TUS has one of the largest programmes of incubation centres in Ireland with 5 campus incubation centres across two economic regions as well as supporting the Croom Community Enterprise Centres off-campus. A 950 Sq. M expansion of the MIRC will be completed in Q3 2023. The centres provide incubation facilities for innovative and knowledge-based enterprises and enterprise programmes for entrepreneurs and start-ups and make available the wider resources and expertise of TUS to support client companies.

In 2022, 150+ entrepreneurs and innovators were supported on programmes and initiatives in TUS Enterprise and Incubation centres. Companies supported ranged from early and initial stage ventures, right through to Series-A companies with, in addition to Enterprise Ireland, national and international Venture Capital (VC) partners, such as New Venture Partners New Jersey, ACT VC Dublin, in Deep Tech areas (such as AI and Machine Learning), as well as leading-edge nano technology (such as high-density non-volatile memory fabrication and Seroba Life Sciences in innovative oncology treatment). TUS enterprise centres have supported hundreds of companies that have raised well over €100m in investment.



Hartnett Enterprise Acceleration Centre, Moylish (HEAC)



Questum Innovation & Acceleration Centre, Clonmel



Thurles Chamber Enterprise Centre (TCEC)



Midlands Innovation and Research Centre, (MIRC) Athlone



Supporting Croom Community Enterprise

Figure 19.1. TUS Business Incubation Centres Span its Campuses and Regions

In addition to the enterprise centres, TUS works closely with The Learning Hub, Limerick, working in partnership with parents, education providers, statutory agencies, and the wider Limerick community to provide a safe, welcoming and inspiring learning environment where young people can reach their true potential. In 2022 the Learning Hub had more than 35,000 visits reflecting its importance in the region.



The TUS approach is driven by the ‘quintuple helix’ innovation model, which focuses on the interactions among five key elements of society, academia, industry, government, culture, and the environment.

Businesses across the TUS network of centres are supported through partnerships and collaboration, helping to create viable routes for translating research and discoveries into products, processes, and services of benefit to society.

TUS works closely with agencies, business angel networks and venture capital companies to support the development of the ecosystem. TUS continues to build collaborative opportunities with other partners in Ireland and internationally and a growing network of expertise across professional and academic networks. The Innovation and Enterprise team are engaged in particular in the RUN-EU Innovation Hubs programme, supporting the development of 3 new Innovation Hubs; the Bioeconomy Hub, the Future and Sustainable Industries Hub and the Social Innovation Hub.

TUS supports the professional development of entrepreneurs and innovators via a range of Enterprise Programmes such as the *Enterprise Ireland National Entrepreneur Development Programme*, *New Frontiers*, the *Student Inc. HEI Summer Accelerator Programme* and as a partner in *ESA Space Solutions Centre Ireland*. TUS offers *Entrepreneurs in Residence* and *Advisors in Residence* programmes providing tailored support to innovators and entrepreneurs as they develop their concepts, startups and grow their companies.

Knowledge transfer is an embedded and core activity of TUS, developed and supported by Knowledge Transfer Ireland - supporting the identification, protection and commercialisation of TUS intellectual property. Through a dedicated Knowledge Transfer and Commercialisation Office, TUS promotes a pro-innovation culture across our campuses, equipping researchers with the skills required to commercialise the outcomes of their research.

Table 19.1. Impact of TUS Enterprise and Innovation Activities

IMPACT OF TUS ENTERPRISE AND INNOVATION ACTIVITIES

- A total of 71 companies were based in the 4 campus incubation centres (HEAC, MIRC, Questum and TCEC).
- More than 300 people based on and offsite were employed by the TUS incubation centre clients in the reporting period.
- 100+ new entrepreneurs and innovators were supported through our programmes, initiatives, startup clinics, and entrepreneur in residence supports. Programmes included:
 - ✓ New Frontiers Phase 1 Bootcamps.
 - ✓ New Frontiers Phase 1 Evening Programmes
 - ✓ New Frontiers Phase 2 Entrepreneur development programme (2 regional iterations during 2022)
 - ✓ New Frontiers Phase 3 Scale-up phase
 - ✓ Crafting Business Programmes
 - ✓ Empower Programmes
 - ✓ Student Inc Summer Accelerator Programme.
- Lunch & Learn Innovation & Development Workshop Series, in partnership with Limerick Skillnet.
- TUS designed, developed and facilitated a range of awards:
 - ✓ Athlone Chamber Business Awards
 - ✓ Limerick Chamber Regional Business Awards
 - ✓ Tipperary County Chamber Business Awards
- In Knowledge Transfer Ireland’s Annual Knowledge Transfer Survey published in September 2022, TUS ranked fourth among all HEIs in Ireland for total number of collaborations, innovation voucher and consultancy service agreements with Industry.

20.0 EXTERNAL RELATIONSHIPS AND COMMUNITY ENGAGEMENT

TUS Values, Purpose and Long-term Vision are influenced by its key relationships with regional, national and international partners and these are crucial to further the goal of TUS as a connected and engaged Technological University. This includes a myriad of relationships at multiple levels of engagement with regional partners, national bodies and agencies, and a diverse range of deep community engagement and connections in the regions we serve.

At a regional level, important partners include City, County and Town Councils in the catchment areas of our respective campuses, in addition to regional skills fora and an extensive range of industry and sectoral partners. At a national level the relationship between TUS and the Department of Further and Higher Education, Research, Innovation and Science, The Higher Education Authority (HEA) and Quality and Qualifications Ireland (QQI) are fundamental to fulfilling our regional and national purpose and goals.

Other state bodies with which TUS has important relationships include SOLAS, the Education and Training Boards (ETB's) and a broad range of Professional, Regulatory and Statutory Bodies (PRSB's) *inter alia*. TUS also has significant relationships with other Higher Education Providers including Technological Universities, Universities and Institutes of Technology and TUS is a member of THEA, the representative body for the Technological Higher Education sector.

The breadth and global span of international partnerships is set out in Section 13, Internationalisation and International Profile with over 200 partnerships globally. Internationally, a significant, developing, relationship is with our RUN-EU partners as outlined in Section 4.0, RUN EU.

Higher Education Authority (HEA)

The HEA leads the strategic development of the Irish higher education and research system with the objective of creating a coherent system of diverse institutions with distinct missions, which is responsive to the social, cultural and economic development of Ireland and its people and supports the achievement of national objectives. TUS works closely with the HEA in relation to a broad range of strategic initiatives including implementation of agreed objectives (set out in agreed Compacts) and supporting the implementation of national higher education goals and the provision of statutory statistical information.

Quality and Qualifications Ireland (QQI)

QQI is the state agency responsible for promoting the quality, integrity and reputation of Ireland's further and higher education system and ensuring that learners achieve qualifications that are valued nationally and internationally. Providing trusted information on the qualifications included on the National Framework of Qualifications is also fundamental. TUS engages regularly with QQI across a broad range of fora to support its role and promote quality, accountability and transparency in relation to quality standards and that of its education provision. TUS is represented on a range of QQI led fora including the Irish Quality and Qualifications Forum (IQQF) and the National Academic Integrity Network (NAIN).

Technological University Sector & NTUTORR Project

TUS collaborates closely with the Technological University Sector as exemplified by the lead role it plays in the €32 million *National Technological University Transformation for Resilience and Recovery* (NTUTORR) project. This is an innovative collaboration across the Technological University sector that allows TUS to lead and implement transformative change, innovative practice and enhance the student experience. TUS will work with staff and students on a number of projects that focus on enhancing digital capabilities and will provide quality and equality of access to students within TUS, and in so doing will also support access for vulnerable and marginalised groups.

Technological Higher Education Association (THEA)

THEA is the representative and advocacy organisation, acting on behalf of the Technological Higher Education sector. TUS is a member of THEA and contributes at a national level in this forum to further the goals of the sector. This includes the development of sectoral policies, strategies and position papers. THEA also manages the Recognition of Prior Learning in Higher Education Initiative and oversees the National Student Survey process annually.

Professional, Regulatory & Statutory Bodies (PRSB's)

TUS has very valued relationships with a broad range of PRSB's and appreciates the value that professional accreditation and recognition can have for its programmes. There are over 40 TUS Programmes that carry such recognition and the bodies involved are listed in Table 20.1.

Table 20.1. PRSB's that Accredite Specified TUS Programmes

PROFESSIONAL, REGULATORY & STATUTORY BODIES THAT ACCREDIT SPECIFIED TUS PROGRAMMES

- Association of Chartered Certified Accountants
- Academy of Pharmaceutical Sciences
- Association for Nutrition
- Athletic & Rehabilitation Therapy Ireland
- Certified Public Accountants Ireland
- Chartered Accountants Ireland
- Chartered Association of Building Engineers
- Chartered Institute of Civil Engineering Surveyors
- Chartered Institute of Management Accountants
- CORU
- Engineers Ireland
- Institute of Certified Public Accountants in Ireland
- Institute of Chartered Secretaries and Administrators
- Institute of Incorporated Public Accountants
- Institution of Occupational Safety & Health
- Institute of Certified Public Accountants
- Irish Taxation Institute
- Nursing and Midwifery Board of Ireland
- Qualifications Advisory Board (QAB) - Department of Education
- Royal Institute of Chartered Surveyors
- Society of Chartered Surveyors Ireland
- Teaching Council of Ireland
- The Dental Council of Ireland
- The Institute of Chemistry of Ireland
- The Pharmaceutical Society of Ireland
- The Psychological Society of Ireland
- Veterinary Council of Ireland

A list of the associated accredited programmes is provided at: TUS PRSB Accredited Programmes

National Forum for the Enhancement of Teaching and Learning in Higher Education)

The National Forum is the national body responsible for leading and advising on the enhancement of teaching and learning in Irish higher education. It works to shape policy and practice to ensure a valued and informed teaching and learning culture in Irish higher education and has a particular focus on professional development. TUS has a valued partnership with the National forum and is represented at the Forum by its Associates. It participates in the various initiatives of the forum including consultancy initiatives, teaching excellence awards and funding calls, including the Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education. The positive impact of this relationship with the National Forum is widely recognised and valued in TUS.

Regional Skills Forum

TUS is a key driver of growth and development in the regions it serves and is involved in both the Midwest and Midlands Regional Skills Fora collaborating with industry and sectoral employers to meet the emerging needs of both regions.

An tSeirbhís Oideachais Leanúnaigh agus Scileanna (SOLAS)

SOLAS is the State agency that oversees the Further Education & Training (FET) sector in Ireland, including Apprenticeships and a range of Further Education and Training. As a leading provider of apprenticeship education, TUS values its deep and ongoing collaboration with SOLAS through the provision of Craft Apprenticeships and through a range of initiatives to enable learners succeed and to maximise access and progression through education pathways.

National Tertiary Office (NTO)

Established by the Department of Further and Higher Education, Research, Innovation and Skills in a joint initiative between the Higher Education Authority and SOLAS, the National Tertiary Office (NTO) was tasked with the development of new progressive pathways through further education to higher education. This is central to the government's ambition of a unified tertiary education system. The Tertiary Education Programmes are co-designed and co-delivered by Higher Education Institutions and the Education and Training Boards to provide seamless transitioning pathways from Further Education to Higher Education.

Limerick Clare Education and Training Board

TUS and Limerick Clare ETB (LCETB) and Longford Westmeath ETB (LOETB) have long established partnerships, with progression routes into TUS for specified programmes. TUS and ETB's are committed to deepening collaboration across a range of joint undertakings in the regions. This relationship has been further invigorated by the National Tertiary Project and TUS and LCETB are collaborating on the delivery of two TUS Programmes in the 2023-24 academic year, as part of a pilot programme. These "tertiary courses" are programmes that commence in the ETB and continue in TUS, culminating in the award of a TUS degree.

Athlone Chamber and Limerick Chamber

Athlone Chamber is positioned as the leading business organisation for the promotion and development of economic and commercial activity in its associated region. Similarly, Limerick Chamber of Commerce is a progressive business representation and development organisation based in Limerick City, Ireland. TUS is proud to have long standing relationships with both Chambers working closely with them to address local and regional business needs through a myriad of relationships and initiatives for enterprise promotion including the sponsorship of regional business awards.

County Councils

With campuses in Athlone, Limerick, Tipperary and Clare, TUS works closely with Co. Councils in furthering the development of these campuses and the interests of the regions. In particular, Westmeath, Limerick, Tipperary and Clare Co. Councils play a significant and valued role in supporting the development of our campuses, facilities and services. TUS and the Co. Councils also collaborate on various initiatives to create awareness of the education, business, sporting and cultural opportunities in the regions.

Community and Civic Engagement

TUS contributes directly and indirectly to furthering the social, civic and economic life through engagement with and within the community and regions it serves. This includes its commitment to supporting community development and civic engagement. While the commitment to enterprise development, entrepreneurship and innovation and knowledge transfer have been detailed in Section 19, TUS is also committed to supporting civil society organisations and to civic engagement and both students and staff contribute in a myriad of such engagements.

Some illustrative examples of the diversity of TUS civic engagement include:

- TUS's Code4Fun coding camp for transition-year students;
- Visual arts project with the traveller community;
- LSAD pop-up art shop and gallery exhibitions;
- Public Invitations to join TUS events (e.g. 'Creating Our Future' brainstorming at TUS Athlone Campus);
- LSAD students visualise future of Opera Square, Limerick, with animation graphic display;
- Community based research projects such as involving Limerick Mens Sheds;
- Cross Border TUS research setting out pathway for integration of Gaelic Games;
- Variety of student exhibitions open to the public;
- TUS led volunteering initiatives.

The commitment to civic engagement is embodied by the Guided Initiative in Voluntary Engagement (GIVE), which encourages students to engage in voluntary activities. Championed by the Access Service, the project benefits both the community and the volunteers by combining a service experience with a learning and development experience. TUS Societies also make a difference through a strong societies charity programme, where each society takes an active role in the running of a fundraiser for a charity of their choice within the academic calendar, where opportunities exist for all students to participate in the many and varied events. For example, societies from our Athlone and Moylish campuses came together to raise funds for Breakthrough Cancer Research while the Law Society on the Athlone campus worked with the Calcutta Run which raises money for Peter McVerry Trust.

21.0 MULTICAMPUS INFRASTRUCTURE AND CAMPUS DEVELOPMENT



Figure 21.1. TUS Campus Locations

Transcending geography, TUS is a cross-regional multi-campus Technological University, linked by the River Shannon, spanning four counties and two provinces with campuses in Athlone, Limerick, Thurles, Clonmel, and Ennis (Figure 21.1).

These campuses are home to the nearly 15,000 students and over 1,700 staff providing a building infrastructure and focal points for the academic, research, enterprise, development, social, cultural and sporting activities of TUS, as outlined in this institutional profile. The student profile per campus is provided in Figure 21.2.

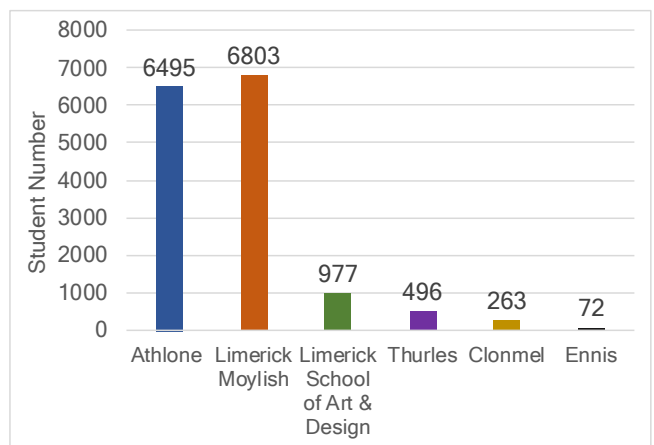
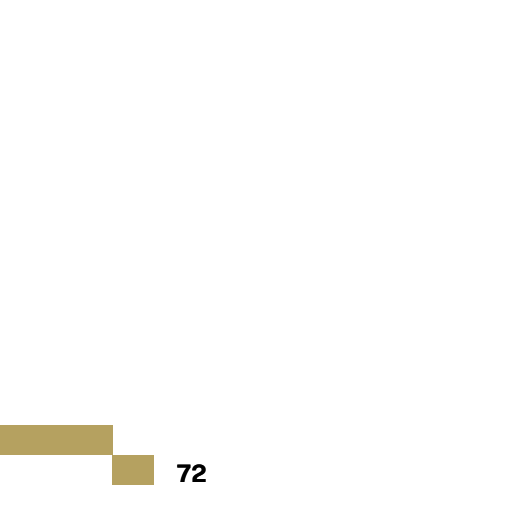
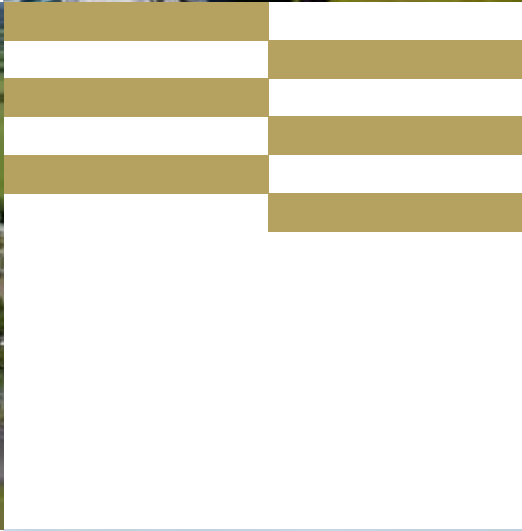
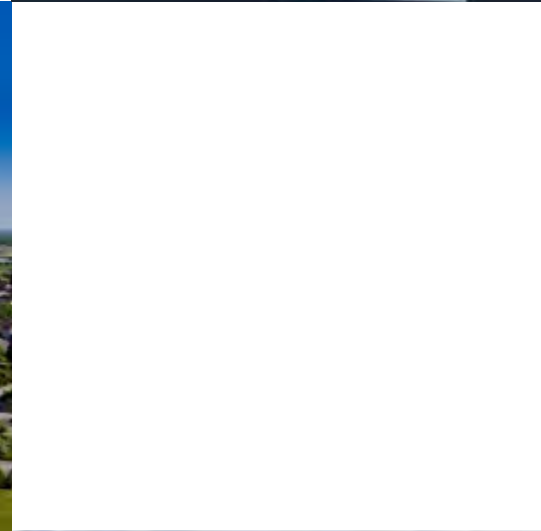


Figure 21.2. TUS Student Profile Per Campus for the 2022-23 Academic Year

An outline profile of the associated campus capacity in Square Meters (Sq. M) is provided in Table 21.1.

Table 21.1. TUS Campus Building Stock Outline Profile

| CAMPUS BUILDING STOCK OUTLINE PROFILE | TOTAL AREA (SQ. M.) |
|--|---------------------|
| Athlone Campus, Main Building & Ten Ancillary Buildings (including Engineering & Informatics Building, International Arena, Hospitality, Tourism & Leisure Building (HTL), John Count McCormack Centre, Auburn 1 Building, Applied Polymer Technology Centre (APT), Nursing & Health Sciences Building, Trades Building & Post Graduate Research Hub, Midlands Innovation & Research Centre (MIRC) and North Gate Street Building) | 65,661 |
| Limerick Moylish Campus, Main Building, Hartnett Enterprise Acceleration Centre & Blocks 12 to 15. | 40,446 |
| LSAD Campus including Claire Street, Georges Quay and Merriman House. | 11,714 |
| Thurles Campus | 5,508 |
| Clonmel Campus | 1,864 |
| Ennis Campus | 674 |
| TOTAL | 124,871 |



Athlone Campus

Athlone is a large and bustling town located in the heart of Ireland and steeped in culture and history and with a population of circa 25,000. The Athlone Campus is home to almost 6,500 students and has undergone a period of considerable development and expansion in recent years. It includes an array of buildings as outlined in Table 21.1 including a dedicated 13,000-square meter engineering and informatics facility. The Athlone Campus also includes the state-of-the-art International Arena opened in 2013 which contains the country's first international-standard indoor athletics track.

Limerick Campuses

On the banks of the River Shannon and sitting at the edge of the Wild Atlantic Way, Limerick is Ireland's third largest city and home to almost 25,000 third level students, and a total population of just over 100,000. At its heart is the city's medieval core and Limerick prides itself on a rich heritage and many historical attractions including the 13th century King John's Castle and the Treaty Stone. The campuses in Limerick include Moylish and the renowned LSAD, based in the Clare Street and Georges Quay campuses.

The Moylish Campus is located on the outskirts of Limerick city near to the world-renowned Thomond Park, home to Munster Rugby, and a short walk from the TUS Gaelic Grounds and with more than 6,800 students' studying there. The campus offers a rich array of sporting, cultural and educational events and facilities. 'The Street' as it's colloquially known, is the main access area leading to and from the foyer of the Moylish building. Moylish campus is also home to our state-of-the-art Millennium Theatre, a 350-seat theatre used during the day for lectures, and in the evenings for some of Limerick's best concerts, recitals, drama, comedy, dance and live entertainment. The complex also includes the Hartnett Enterprise Acceleration Centre, home to over 20 start-up businesses along with an impressive range of sports pitches and facilities.

The Clare Street and George's Quay campuses are home to our internationally renowned Limerick School of Art & Design (LSAD). LSAD, with over 900 students is one of the longest-established centres of art and design education in Ireland and is located in the significant cultural quarter of Limerick.

It is equipped with state-of-the-art bespoke studios, workshops and technical spaces that have been designed particularly for LSAD students. This campus adds an additional dimension to the college's cultural offering, with opportunities for collaborations, exhibitions and events.

Tipperary Campuses

TUS also has a significant imprint in Tipperary with campuses based in Thurles and Clonmel. Thurles is a vibrant town in the heart of Co. Tipperary with a population in excess of 7,500. The Thurles campus is home to nearly 500 students and incorporates a 200-seater conference centre, lecture theatres, computer suites, science laboratories and specialist games development labs. The Thurles Chamber Enterprise Centre is also located on the campus complex, while the Tipperary Technology Park is adjacent, creating an integrated ecosystem. A noteworthy feature at Thurles campus amongst a range of Sports/ Sports Science facilities is our 'SportsLab', a strength and conditioning facility, designed and developed to the highest global standards.

Clonmel, located in South Tipperary, in the heart of the Golden Vale, has a population of almost 20,000. Home to over 250 students, our Clonmel 'Digital' Campus showcases the technical focus and accessibility that TUS stands for. Although a relatively small campus, Clonmel provides a creative learning space for students and is the centre for popular and innovative degrees in areas such as *Game Art & Design, Digital Animation, and Creative Media*. Work is ongoing on the €5 million Clonmel Sports Hub. The facility will be situated beside the campus and will include a 400-metre IAAF standard athletics track, skatepark, walkways and cycleways.

Clare Campus

The Ennis Campus is located on Bindon Street in the town's historic heart. with Social Care Work degrees at Level 8 and Level 7 available through the CAO at the campus hosting over 70 students. Located on one of the finest late-Georgian streets in Ireland, the newly refurbished campus building has brand new contemporary facilities for lectures, study and recreation.

CAMPUS DEVELOPMENT INITIATIVES

TUS is currently developing its "Campus 2030 Masterplan" involving a circa €200m plus investment over the period. The Masterplan is in response to unprecedented growth across TUS disciplines and also reflects the expansion in TUS's Enterprise Centres and the applied research capabilities. The investment will see an additional 50,000 square metres of new facilities as well as extensive refurbishment of existing facilities and will be invested across all its existing campuses.

Table 21.2. TUS Campus Development Initiatives

CAMPUS DEVELOPMENT INITIATIVES

ATHLONE

- TUS has secured a circa €15m funding for a new STEM facility in the Midlands campus as part of the Higher Education PPP scheme and is expected to become operational for academic activity in September 2025.
- A circa €5m extension and refit of the Applied Polymer Technology building in the Athlone campus is at the construction stage and is due for completion in late 2023. The project will create new, expanded and refurbished facilities and infrastructure totalling 1,330sq.m. for the Applied Polymer Technology Gateway to increase capacity for applied polymer research and related activity.
- The development of a circa €4m Athlone Campus Incubator was completed in 2023. It is comprised of a new two storey building containing office accommodation, meeting rooms, circulation space, social space, plant rooms and service risers, and rooftop plant area. Additional floor area of circa 800sq.m is provided.

LIMERICK

- TUS is currently constructing a major new campus at Coonagh near to its Moylish, Limerick campus, totalling 5,984sq. m. Primarily focused on Engineering and Apprenticeship programmes, the circa €17m facility is expected to open to students in 2024. With state-of-the-art learning and research facilities, it will provide the capacity to offer over 500 additional places for Engineering courses.
- TUS has secured a €20m investment for the construction of a new Applied Science and Information Technology building on the Moylish campus as part of the Higher Education PPP scheme.

TIPPERARY

- The Clonmel Sports Hub was officially opened in June 2023 by the Taoiseach, the new facility provides athletic and other sports facilities, along with playground and other community amenities.

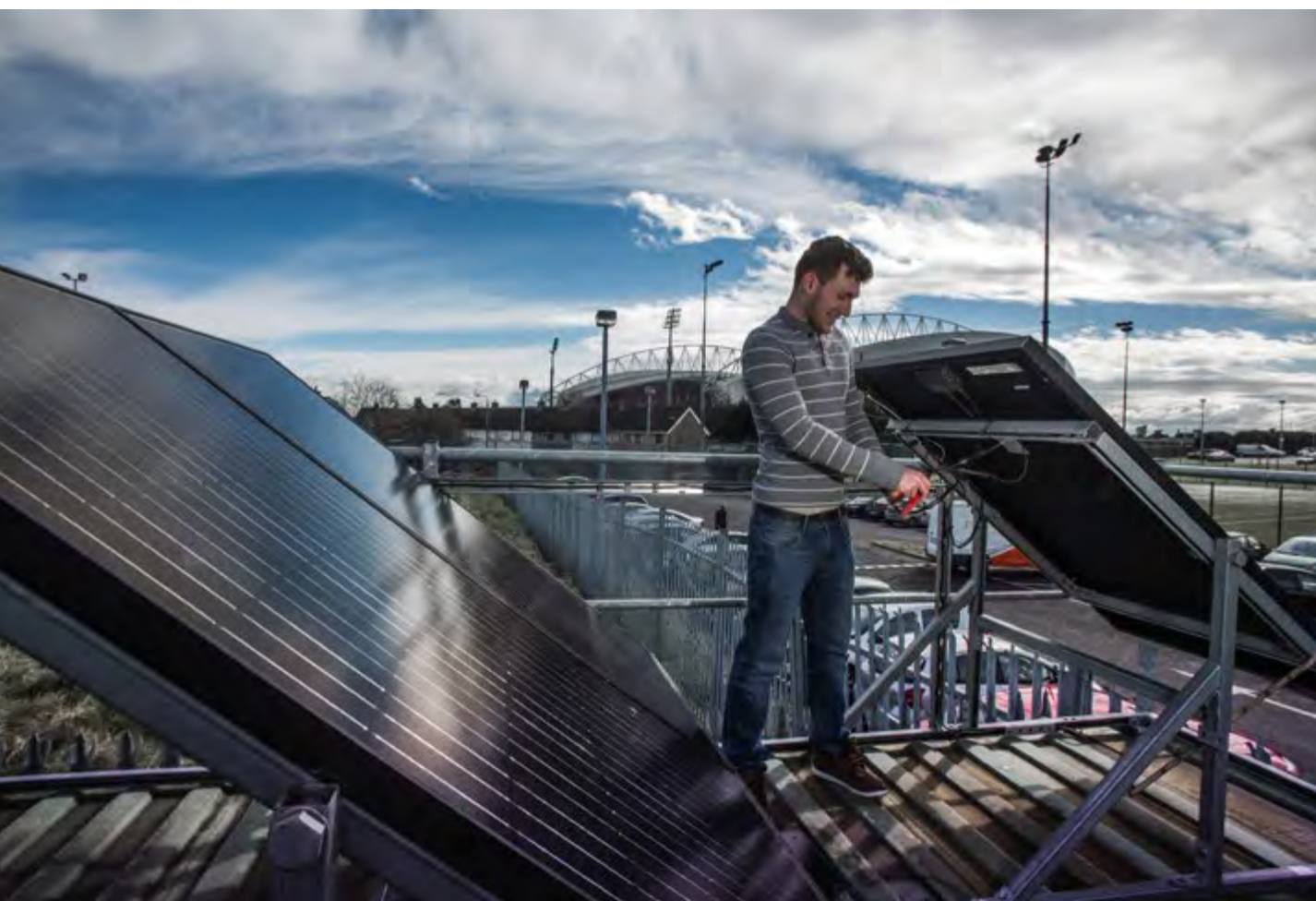


Table 21.3. TUS Campus Improvement Initiatives

CAMPUS IMPROVEMENT INITIATIVES

ATHLONE

- A €4M Apprentice Facility including retrofitting and construction of new footprint totalling 1,442sq.m. of space was completed in July 2022. The state-of-the-art centre will create capacity for up to 1000 apprentices a year, almost doubling its current offering.
- The IT Labs in the Main Building in Athlone underwent a refurbishment in 2022 to improve the quality of the teaching and learning environment via an investment of €850k
- Works are underway at Athlone to develop additional spaces for increased provision of Nursing training programmes via an initial investment of €1.6m.
- The Northgate Street building in Athlone is currently at design stage for a major renewal and refurbishment of the site and building in partnership with Westmeath County Council

LIMERICK

- New classrooms are being developed at the Moylish Campus via an investment of circa €1.5m that will provide state of the art teaching facilities

TIPPERARY

- The Clonmel Connected Campus project at the Kickham Barracks site has been approved to proceed to Preliminary Business Case stage and is seeking funding of circa €20m.
- The decision to award Planning Permission has been granted to a major sports facility development at the Thurles campus; the project will now seek funding of circa €35m with project partners.
- Agreement was reached with An Bord Iascaigh Mhara on the rental of the Mount Lucas Aquaculture Farm for a variety of research activity.

An ongoing works programme will see a significant investment allocated to a wide variety of projects in the summer of 2023 and beyond. This investment is in response to a call for capital investment applications in a wide number of academic, research and support areas, including works to enhance teaching and learning spaces, upgrade and modernise existing spaces and to generally improve campus environments.

A 'Learning in the Hubs' initiative piloted in Athlone under a strategic partnership between Connected Hubs and TUS will cater for adult learners currently learning online through the Faculty of Continuing, Professional, Online and Distance Learning, to complete their courses in their local remote working hub. As part of this initiative, 11 Connected Hubs are participating with plans to expand this network of TUS Learning Gates to all communities which are currently part of the remote working hubs network.

22.0 COMMITMENT TO SUSTAINABLE DEVELOPMENT

TUS is committed to sustainable development and places a particular priority on deepening the understanding of and sharing expertise in relation to the UN Sustainable Development Goals (SDGs) and to mainstreaming sustainable development in all of its activities, in general. Reflecting this ambition, the theme of sustainability has been integrated throughout the Strategic Plan as an overarching goal and critical steps in relation to strategic and implementation planning, funding for integration of SDGs and research and development have been progressed.

“ *A key enabler of the TUS strategic plan is to support sustainable development and embed UN SDG integration across all activities to generate positive impact.* ”

Key initiatives to date have included discussion across the VP and Deans Councils to consider how to embed and integrate the SDGs within the TUS Strategic Plan in a meaningful and impactful way. Accordingly, an *Education for Sustainable Development (ESD) Working Group* has been established reporting directly to the VP/Deans Council within TUS. This committee is comprised of representatives across all aspects of TUS with an initial goal to map existing activities against the new National Strategy for ESD 2030 priorities while also coordinating future activities and actions. Work has also commenced to benchmark progress across TUS using the *EAUC Sustainability Leadership Scorecard (SLS)* which allows for organisational benchmarking against SDGs.

TUS is committed to climate-change mitigation objectives as outlined through international agreements and through national strategy in Ireland’s 2023 Climate Action Plan. Accordingly, key objectives across our campus infrastructure and being embedded in the campus development plans include:

- Greenhouse gas reductions;
- Sustainable energy supply;
- Energy efficiency and green buildings;
- Sustainability and climate action in education and communication;
- Waste management and recycling;
- Green financing and procurement;
- Biodiversity and water resource management;
- Green campus initiatives;
- Transport alternatives.

Positioning our campus infrastructure to showcase best practice, deliver on national commitments and connect with education, research and development agendas are key priorities for the organisation and a demonstrable commitment to the UN SDGs. As an exemplar of this commitment, the Thurles and Clonmel campuses were awarded the An Taisce Green Flag designation in November 2021.

The TUS Teaching and Learning Strategy creates multiple opportunities to support staff and students to integrate various aspects of SDGs into their programmes and learning across the spectrum of education provision in TUS. Supporting our students to become global citizens and develop transversal, and discipline specific skills is a core ambition of the strategy and the opportunities to integrate learning in relation to SDG’s is a priority. As a partner in the NTUTORR project which embeds the SDGs across its activities, there is further opportunity to increase capacity to adapt and meet the challenge of sustainable development. The NTUTORR programme is organised around three connecting streams, each of which has been influenced and informed by the central objective of providing a sustainable pedagogical and learning environment that robustly addresses the SDGs. The ambition and proposed outputs centre on (i) transforming the student experience (with sustainability a key theme), (ii) developing staff capabilities using a sustainable higher education framework and (iii) enabling a digital ecosystem to transform learning, teaching and assessment in a sustainable learning and pedagogical environment.

TUS is leading a consortium to deliver a €7.5m Digital Academy for Sustainable Built Environment (DASBE) initiative which seeks to transform the delivery of education and training on sustainable construction and sustainable energy, digitisation and the circular economy. Already DASBE partners have developed new programmes related to the circular economy, energy infrastructure, digital tools and community energy systems. It recently validated programmes in Residential Energy Retrofit Management and Energy Renovation of Traditional Buildings. The majority of these programmes will be offered in on-line or blended learning formats to facilitate access and have been designed with strong engagement from industry stakeholders. Critically, DASBE is cooperating with the Further Education Sector on initiatives such as Build Digital to maximise synergies and impacts. As a result of this and other initiatives, TUS also offers a wide range of academic programmes, at both Major and Special Purpose Award level, that directly relate to the theme of sustainable development within their cognate discipline areas.

Some examples of such programmes recently developed include:

- Master of Science in Sustainable Energy System Management
- BSc (Hons) in Agricultural Science and Sustainability
- Higher Diploma in Engineering in Residential Energy Retrofit Management Masters in Change Leadership
- Certificate in Community Energy Development
- Certificate in Energy Renovation of Traditional Buildings
- Certificate in Green Procurement
- Certificates in Residential Energy Retrofit Fabric
- Certificate in Residential Energy Retrofit Systems
- Certificate in Residential Energy Retrofit Management

TUS also engages in a broad range of engagement, advocacy and R&D activities relevant to SDG goals and some illustrative examples are provided in Table 22.1.

Table 22.1. Sustainable Development Initiatives

SUPPORTING THE GOALS OF SUSTAINABLE DEVELOPMENT

- TUS is represented on the Shannon Estuary Economic Taskforce which seeks to ensure that sustainability, education and R&D is at the forefront of the recommendations emerging from the Taskforce.
- TUS has multiple engagements with Regional Skills Forums, Local Authorities, Public Authorities, SMEs and industry on the topic of sustainable development. In particular, TUS has appointed a staff member to work with the Offaly Development Company, Laois Offaly ETB and others to explore large scale development projects relevant to sustainable development.
- TUS is leading a €1.7m European Climate Leadership Programme to help achieve carbon neutrality by 2050.
- RUN-EU Network has integrated sustainability across all of its actions (Research, Education, Short Advanced Programmes (SAPs) and student/staff exchanges).
- RUN-EU PLUS research Masters and PhDs are unique programmes which are focused on Sustainability, Digitalisation and Social Innovation themes, in line with the strategic regional development plans of the RUN-EU alliance regions.
- Securing major Erasmus Innovation Action investigating new education and training approaches to sustainable agriculture.
- Securing ManagEnergy III contract to provide education and training supports to local and regional energy agencies across Europe.
- TUS is establishing international multidisciplinary research teams to address major societal challenges, with a particular focus on sustainable themes such as renewable energy, climate change agriculture, food and the bio-economy and social sciences, *inter alia*.

TUS will continue to lead on its ambitious agenda for its sustainability goals and will do this by facilitating and nurturing the advancement of the best ideas of its staff, learners and engaged external community by providing key supports for all its stakeholders and environments to thrive in.

23.0 FINANCIAL SUMMARY & POSITION

TUS prepared its first set of Audited Financial Statements on the 31st August 2022. The financial summary and position of TUS at that date is summarised in Tables 23.1 and 23.2, respectively.

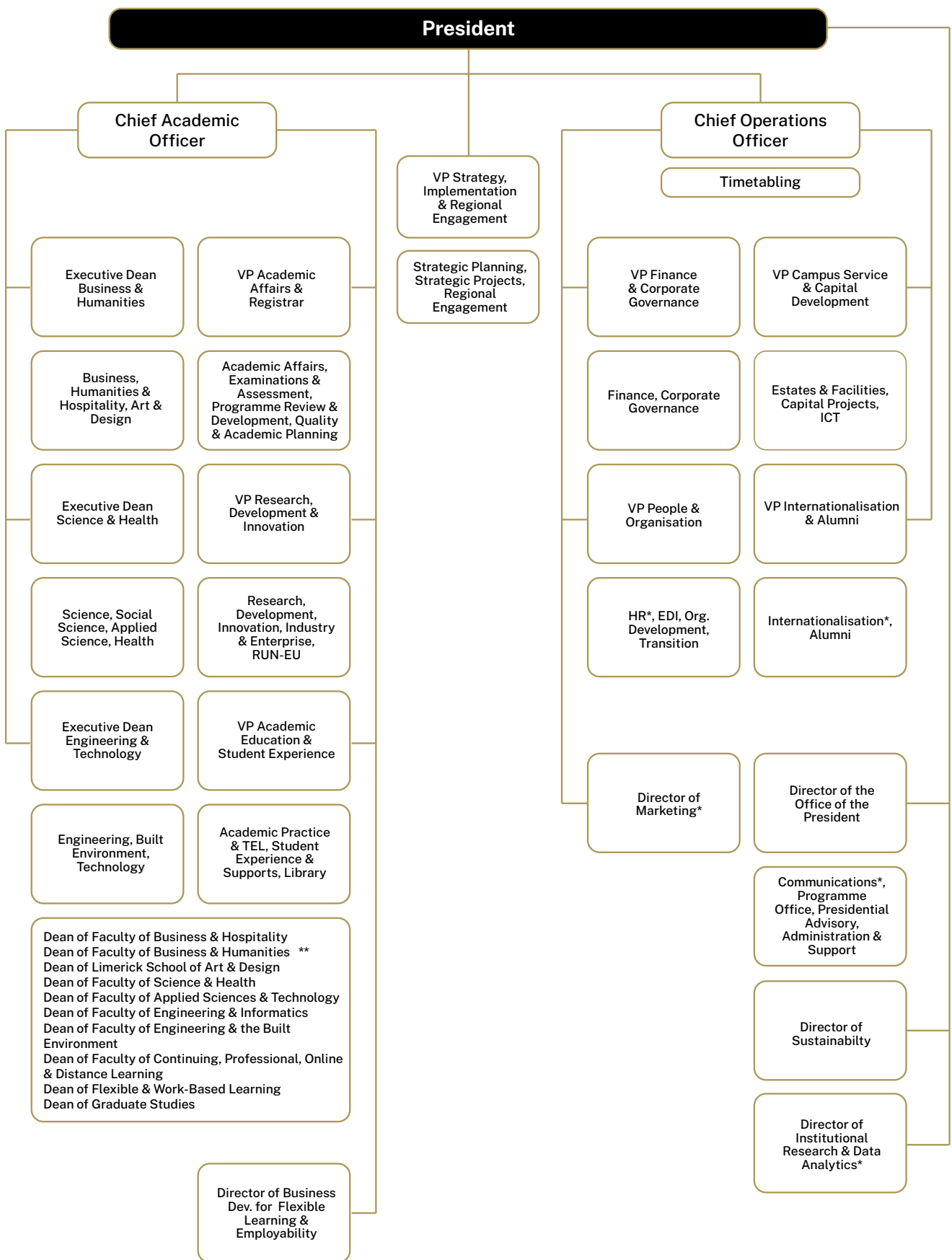
Table 23.1. TUS Campus Development Initiatives

| INCOME | 2021/2022 |
|--------------------------------|------------------------|
| State Grants | €64,818,000.00 |
| Fee Income | €48,057,000.00 |
| Research Income | €13,428,000.00 |
| Other Income | €43,055,000.00 |
| Amortisation of Capital Grants | €6,108,000.00 |
| Sale of Assets | - |
| TOTAL INCOME | €175,466,000.00 |
| EXPENDITURE | 2021/2022 |
| Pay | €100,495,000.00 |
| Non-Pay | €34,178,000.00 |
| Depreciation | €6,888,000.00 |
| Other | €31,454,000.00 |
| TOTAL EXPENDITURE | €173,015,000.00 |
| OPERATING SURPLUS | €2,451,000.00 |

Table 23.2 TUS Financial Position

| | 2021/2022 |
|-------------------------------|------------------------|
| Fixed Assets | €164,287,000.00 |
| Long-Term Creditor | -€1,926,000.00 |
| Net Current Assets | €24,987,000.00 |
| NET ASSETS | €187,348,000.00 |
| REPRESENTED BY | 2021/2022 |
| Deferred State Capital Grants | €147,266,000.00 |
| Capital Development Reserve | €7,423,000.00 |
| Restricted Reserves | |
| Unrestricted Reserves | €32,659,000.00 |
| TOTAL RESERVES | €187,348,000.00 |

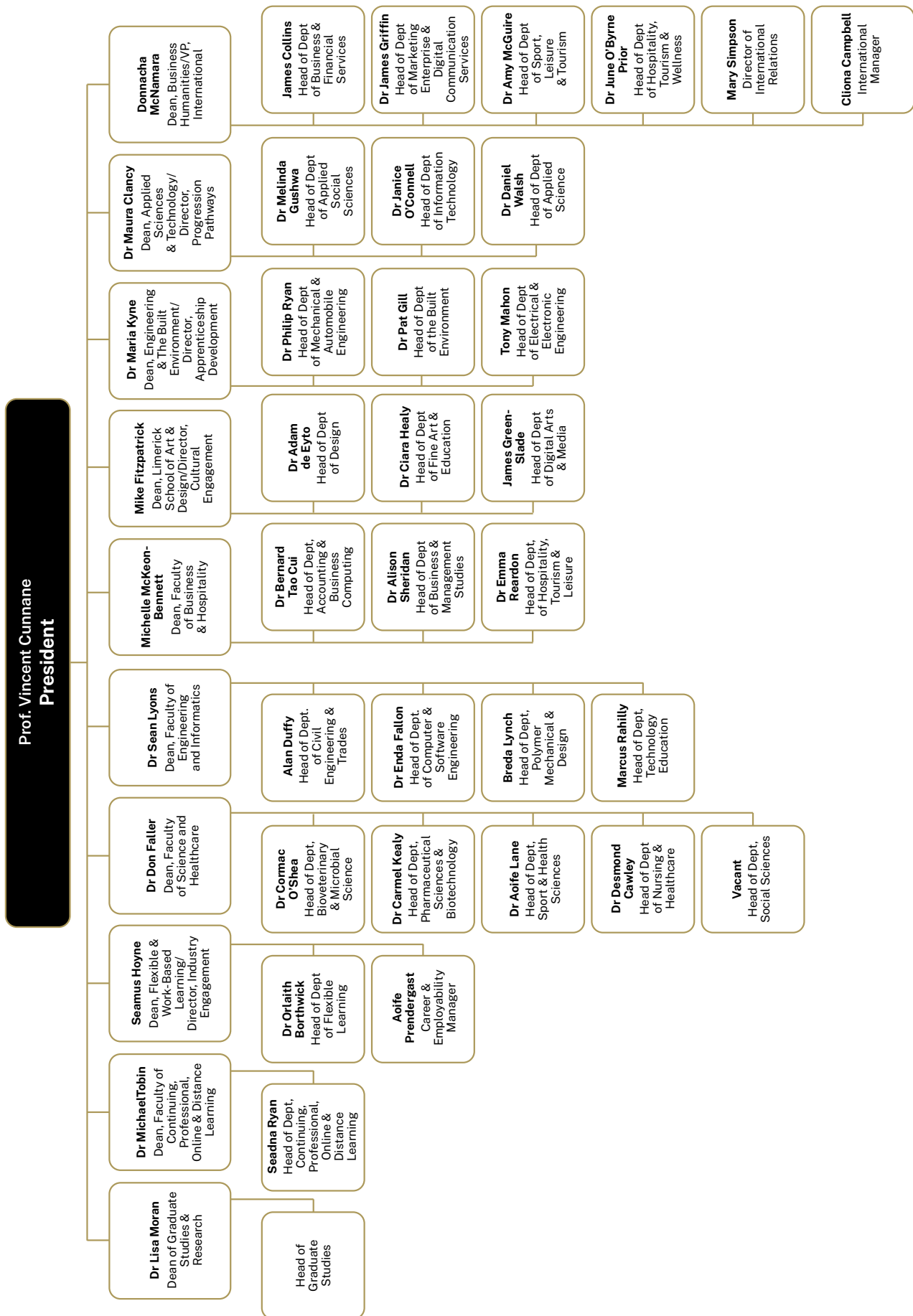
APPENDIX 1. PROPOSED NEW ORGANISATIONAL STRUCTURE



*Subject to finalisation as part of the professional services review (currently underway).

** Dean roles within the current structure - these have not changed.

APPENDIX 2. FACULTY AND DEPARTMENT PROFILE



APPENDIX 3. LIST OF ABBREVIATIONS AND ACRONYMS

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

APPENDIX 4. TABLE OF TABLES

| | | |
|--------------------|--|-----------|
| Table 3.1. | TUS Value Statements | <u>10</u> |
| Table 3.2. | TUS Strategic Priorities and Key Indicators of Success | <u>11</u> |
| Table 4.1. | Members of the RUN-EU Alliance | <u>13</u> |
| Table 4.2 | Selected Highlights of the RUN-EU Mission | <u>13</u> |
| Table 8.1. | Summary of TUS Student Supports and Services | <u>23</u> |
| Table 9.1. | TUS Library Collections & Systems Highlights | <u>25</u> |
| Table 10.1. | Number of Programmes at NFQ Levels 6 to 9 by ISCED Categories | <u>28</u> |
| Table 10.2. | Craft-Based Apprenticeship Provision (2023/2024) | <u>36</u> |
| Table 10.3. | Consortia-led Apprenticeships in TUS (2023/2024) | <u>36</u> |
| Table 10.4. | Collaborative Programmes in TUS (2022-23) | <u>38</u> |
| Table 10.5. | SAP's that TUS Students Have Participated in to Date | <u>39</u> |
| Table 11.1. | Noteworthy Features of RUN-EU PLUS Research Degree Programmes | <u>42</u> |
| Table 12.1. | Outline Profile of TUS Research Institutes | <u>44</u> |
| Table 12.2. | TUS Research Expenditure | <u>45</u> |
| Table 12.3. | TUS Research Agreement and Consultancy | <u>45</u> |
| Table 12.4. | TUS Collaborative Publications Profile | <u>46</u> |
| Table 13.1. | International Office Outreach Activities | <u>48</u> |
| Table 15.1. | Implementing the Gender Equality Action Plan | <u>57</u> |
| Table 16.1. | Total Staff Profile at TUS (December 2022) | <u>58</u> |
| Table 16.2. | Core-Funded Academic Staff Profile (December 2022) | <u>59</u> |
| Table 16.3. | Core-Funded Professional and Supports Staff (December 2022) | <u>59</u> |
| Table 17.1. | TUS Accredited CPD Programme suite in Academic Practice domains | <u>61</u> |
| Table 18.1. | Typical examples of industry and sectoral engagement | <u>63</u> |
| Table 18.2. | Selected highlight of industry and sectoral engagement initiatives | <u>65</u> |
| Table 19.1. | Impact of TUS Enterprise and Innovation Activities | <u>67</u> |
| Table 20.1. | PRSB's that Accredite Specified TUS Programmes | <u>69</u> |
| Table 21.1. | TUS Campus Building Stock Outline Profile | <u>71</u> |
| Table 21.2. | TUS Campus Development Initiatives | <u>74</u> |
| Table 21.3. | TUS Campus Improvement Initiatives | <u>75</u> |
| Table 22.1. | Sustainable Development Initiatives | <u>77</u> |
| Table 23.1. | TUS Financial Summary | <u>78</u> |
| Table 23.2. | TUS Financial Position | <u>78</u> |

APPENDIX 5. TABLE OF FIGURES

| | | |
|----------------------|--|-----------|
| Figure 2.1. | Geographical Profile of TUS Campus Locations | <u>5</u> |
| Figure 2.2. | Profile of the Growth in Student Numbers in TUS | <u>6</u> |
| Figure 2.3. | Profile of the TUS Student Population 2022-23 | <u>6</u> |
| Figure 3.1. | TUS Values | <u>10</u> |
| Figure 4.1. | Location of RUN-EU Alliance Members | <u>12</u> |
| Figure 5.1. | TUS Governance & Management Approach | <u>14</u> |
| Figure 5.2. | TUS Senior Management Structure | <u>15</u> |
| Figure 5.3. | Academic Council and its Subcommittees | <u>15</u> |
| Figure 6.1. | TUS Principles of QAE | <u>16</u> |
| Figure 6.2. | Overview of the Cross-Organisational Approach to QAE | <u>17</u> |
| Figure 7.1. | Positioning of Graduate Attributes for Curriculum Design and Excellence | <u>19</u> |
| Figure 7.2 | TUS Graduate Attributes | <u>19</u> |
| Figure 7.3 | TUS Curriculum Design Principles and Approaches Framework | <u>20</u> |
| Figure 7.4. | Seven Pillars Supporting Excellence in Learning, Teaching and Assessment | <u>20</u> |
| Figure 10.1. | Number of Programmes at NFQ Level 6 to 9 (Broad ISCED) | <u>28</u> |
| Figure 10.2. | Profile of Programme at NFQ Level 6 to 9 (Broad ISCED) | <u>29</u> |
| Figure 10.3. | Comparative Profile of Student Enrolments on Taught Programmes | <u>29</u> |
| Figure 10.4. | Overall Student Enrolment Trends in Taught Programmes | <u>30</u> |
| Figure 10.5. | Undergraduate Full-Time New Entrant Entry Basis 2022-2023 | <u>30</u> |
| Figure 10.6. | Profile of CAO Mentions and First Preferences for TUS 2022-23 | <u>30</u> |
| Figure 10.7. | The Proportion of Students Attending Campuses by Counties of origin | <u>30</u> |
| Figure 10.8. | NFQ Level 6 – Level 8 Student Enrolments 2019-20 – 2022-23 | <u>31</u> |
| Figure 10.9. | The % enrolments on Level 8, Level 7 and Level 6 Full-Time Programmes | <u>31</u> |
| Figure 10.10. | Taught Level 9 Enrolments 2019-20 – 2022-23 | <u>31</u> |
| Figure 10.11. | All Students by ISCED Broad Area 2022-23 | <u>31</u> |
| Figure 10.12. | Gender Profile of Enrolments per Broad ISCED Code 2022-23 | <u>32</u> |
| Figure 10.13. | Comparison of Female Enrolment Trends in TUS against National Average | <u>32</u> |
| Figure 10.14. | Growth in Flexible Learners in the Four-year Period Indicated | <u>34</u> |
| Figure 10.15. | Growth in Total Flexible Learners including FTE and Part-Time | <u>34</u> |
| Figure 10.16. | Profile of Programme Numbers for the Respective Award Types | <u>34</u> |
| Figure 10.17. | Student Enrolment on the Respective Award Types | <u>35</u> |
| Figure 10.18. | The % of Flexible Learning Student in Respective ISCED Broad Codes | <u>35</u> |
| Figure 10.19. | The Gender Profile of Flexible Learning Students | <u>35</u> |
| Figure 11.1. | Research Student Trends at TUS (Level 9 and Level 10) | <u>41</u> |
| Figure 11.2. | Research Trends by Gender | <u>41</u> |
| Figure 11.3. | Research Student Registration Per Broad ISCED Code | <u>41</u> |
| Figure 11.4. | RUN-EU PLUS Joint Research Degree Programmes | <u>42</u> |
| Figure 12.1. | European Research Funding by Discipline | <u>45</u> |
| Figure 12.2. | Research expenditure & % Derived from Industry (2021) | <u>45</u> |
| Figure 12.3. | Collaborative Agreements, Comparative TU Profile (2021) | <u>45</u> |
| Figure 12.4. | TUS Research Publications Impact Overview | <u>46</u> |

| | | |
|---------------------|---|-----------|
| Figure 12.5. | TUS Publications by Subject Area for 2017 – 2022 | <u>46</u> |
| Figure 12.6. | TUS Publications in Top 10% Journal Percentiles by CiteScore Percentile | <u>46</u> |
| Figure 12.7. | RUN-EU in Top 10% Journal Percentiles by Citescore Percentile | <u>46</u> |
| Figure 12.8. | Number of Collaborating Institutions Worldwide 2017 - 2022 | <u>47</u> |
| Figure 12.9. | TUS Number of European Collaborating Institutions, 2017 – 2022 | <u>47</u> |
| Figure 13.1. | The range of Geographic Locations of Inbound International Students | <u>49</u> |
| Figure 13.2. | Profile of International Inbound Students | <u>49</u> |
| Figure 13.3. | Top Performing Countries for Enrolments (including EU and Non-EU) | <u>49</u> |
| Figure 13.4. | International Students by Broad ISCED Codes | <u>50</u> |
| Figure 13.5. | Growth Profile of International Inbound Students | <u>50</u> |
| Figure 13.6. | Profile of International outbound students in the 2022/2023 Academic Year | <u>50</u> |
| Figure 14.1. | National Graduate Trends (Source HEA Published Data) | <u>52</u> |
| Figure 14.2. | Number of TUS Graduates by Major Award 2020-21 | <u>52</u> |
| Figure 14.3. | Graduates Outcomes 9 Months After Graduation 2020 | <u>52</u> |
| Figure 14.4. | TUS Graduate Trends per ISCED Broad Field of Study Area | <u>53</u> |
| Figure 14.5. | Graduate Earnings by Region (Source HEA Published Data) | <u>53</u> |
| Figure 14.6. | Profile of the proportion of TUS Honours Degrees | <u>53</u> |
| Figure 16.1. | Total Staff Profile at TUS (All Funding Sources) (December 2022) | <u>59</u> |
| Figure 16.2. | Academic Management Staff Profile (December 2022) | <u>59</u> |
| Figure 16.3. | Lecturing Staff Profile (Core-Funded) (December 2022) | <u>59</u> |
| Figure 16.4. | Professional Services Staff Profile (Core-Funded) (December 2022) | <u>59</u> |
| Figure 19.1. | TUS Business Incubation Centres Span its Campuses and Regions | <u>66</u> |
| Figure 21.1. | TUS Campus Locations | <u>71</u> |
| Figure 21.2. | TUS Student Profile Per Campus for the 2022-23 Academic Year | <u>71</u> |

