

Self-Evaluation Report 2025 Template

Template Guidance Note

- All sections of this template should be completed in full.
- The format of the template should not be altered.
- The template has been pre-populated with the agreed Performance Objectives, indicators and targets. Pre-populated elements of the template reflect the Performance Agreement, and these entries should not be amended. Queries relating to pre-populated information should be submitted to systemperformance@hea.ie.
- Where word count limits apply, these limits should not be exceeded.
- Appendices are not permitted.
- Reporting should be clear, concise, and evidence based.
- Narrative or bullet point formats may be used, and the use of plain English is encouraged.
- Reporting should be cognisant of the information provided in the [System Performance Framework 2023–2028](#) and [System Performance Framework Glossary](#).
- Where institutional strategies, policies, or other institutional documents are referenced, these should be hyperlinked where possible.
- Data presented in the report should be the most recent data available to the institution (timeframe should be specified).
- It is the responsibility of higher education institutions (HEIs) to ensure that the information provided in the report is accurate.
- Redaction may be agreed with the HEA prior to publication, as appropriate.
- The report must be signed by the head of the institution prior to submission.
- The report should be submitted to systemperformance@hea.ie by the stated deadline.

Data Protection

The HEA as data controller will process personal data received via this form in compliance with GDPR and the Data Protection Act 2018. We will only process the data received via this form for the purposes of reviewing, evaluating, and reporting on the System Performance Framework 2023–2028 and data will be retained in line with our Records Management Policy only as long as is necessary to meet this purpose. For more information, please see the HEA's [Data Privacy Notice](#).

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Technological University of the Shannon Self-Evaluation Report 2025

Introduction

This Self-Evaluation Report will form the basis of the HEA's assessment of the strategic performance of the institution with respect to the objectives and targets set in the Performance Agreement established between the Higher Education Authority (HEA) and Technological University of the Shannon (TUS) in accordance with the System Performance Framework 2023–2028.

In line with the HEA's mandate to measure and assess institutions' strategic performance with a view to strengthening the performance of the higher education system and of designated institutions, and to ensure institutions' accountability, this Self-Evaluation Report will be published on the HEA website. The HEA will engage with institutions regarding any required redactions prior to publication.

It is the responsibility of the institution to ensure that the information presented in the submitted report (including qualitative and quantitative data) is accurate.

Part A: Performance Indicators

N.B. Following an institution-wide review of current metric data, the development of internal databases and a data quality clean, TUS has requested modifications to its Performance Agreement 2024–2028 with the HEA. In consideration of the potential number and scope of indicators affected (8 indicators spanning 3 pillars of the System Performance Framework) and the impact on TUS self-evaluation of performance against agreed Performance Objectives in 2024/25 in Part B, Part A of TUS SER 2025 has been modified. Additional data rows in the indicator tables in Part A reflect proposed alternative indicator definitions and corresponding baselines, benchmarks and targets that are subject to agreement with the HEA as part of Strategy and Performance Dialogue in 2025.

Text should be added to the white boxes in each of the tables below. Text in the shaded boxes reflects entries in the Performance Agreement and should not be amended.

For all agreed indicators, the most up-to-date data available should be reported in the **‘Benchmark data’** and **‘2024/25 result’** columns.

The year or range of years to which the reported data relates should be added after the data source in the **‘Data source and timeframe’** column.

For proposed alternative indicators, proposed indicator wording and corresponding data should be presented in *italicised text* within the additional rows provided.

Pillar: Teaching & Learning

Performance Objective 1

To provide a student-centred, research-informed teaching and learning experience that enables a diverse cohort of students to achieve successful academic and graduate outcomes.

Transversal areas of impact: Flexibility, Upskilling & Lifelong Learning; Student Success; International; Equality, Diversity, Inclusion & Belonging; Institutional Leadership & Culture; Sectoral & Tertiary Cohesion.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target ¹
1.1	Number of Apprentice enrolments – through Craft and Consortia-led apprenticeships – as a proportion (%) of total enrolments (FTE)	HEA SRS	2022/23: 1,157 (8.7% of total enrolments, FTE)	TU sector average	Not available	1,380 (9.1%)	Not available	1,460 (9.7%)	1,313 (8.7%)	1,379 (9.1%)	19% increase on baseline
1.1	Number of Apprentice enrolments – through Craft and Consortia-led apprenticeships – as a proportion (%) of total enrolments (count)	TUS SRS	2023/24: 1,412 (11.4% of total enrolments)	Technological sector average	9.8%	N/A	1,509 (11.7%)	TBA	TBA	TBA	TBA

¹ The attainment of the student enrolment targets is co-dependent on the achievement of the overall target student enrolments for the respective years outlined above.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target ¹
1.2	Number of part-time and flexible learners as a proportion (%) of total enrolments (FTE)	HEA SRS	2023/24: 553 (3.6% of total enrolments of 15,049)	TU sector average	Not available	560 (3.7%)	Not available	658 (4.3%)	749 (4.9%)	855 (6.0%)	55% increase on baseline
1.2.1	Number of part-time as a proportion (%) of total enrolments (count)	TUS SRS, 2024/25	2023/24: 26.3% (3,274)	<i>Technological sector average</i>	31.2%	N/A	25.3% (3,254)	TBA	TBA	TBA	TBA
1.2.2	Number of flexible learners as a proportion (%) of total enrolments (count)	TUS SRS, 2024/25	2023/24: 16.3% (2,022)	<i>Not available</i>	Not available	N/A	14.69% (1,919)	TBA	TBA	TBA	TBA
1.3	Number of international (non-EU) students enrolled as a proportion (%) of total enrolments (FTE)	HEA SRS	2023/24: 768 (5.1% of total enrolments of 15,049)	TU sector average	Not available	821 (5.4%)	Not available	878 (5.8%)	939 (6.2%)	985 (6.5%)	28% increase on baseline

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target ¹
1.3	Number of international (non-EU) students enrolled as a proportion (%) of total enrolments (count)	TUS SRS	2023/24: 7.4% (917 count)	Technological sector average	6.3%	N/A	7.6% (979 count)	TBA	TBA	TBA	TBA
1.4	Non-progression rate (%) new entrants (full-time, level 6,7, and 8)	HEA SRS, and Non-Progression and Completion Dashboard, 2022/23 new entrants	2021/22 entrants: 21%	Continue to perform better than Technological sector average	19%	21%	19%	20%	19%	18%	3 p.p. improvement
1.5	Completion rate (%) new entrants (full-time, level 6,7, and 8)	HEA SRS and Non-Progression and Completion Dashboard, New Entrants 2018/19	71% of 2017/18 New Entrants completed by class of 2024	Match or exceed Technological sector average	70%	64%,	74%	66%	67%	68%	3 p.p. improvement

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target ¹
1.6	Number of staff completing CPID Special Purpose Awards (SPAs) & research modules annually	TUS Banner	2023/24: 86	Not available	Not available	90	105	95	100	105	390 over 4 years 22% increase on baseline
1.7	Collaborative Learning index score	Student Survey.ie	2023: 30.5	Continue to exceed national average (30.2 in 2023) and aim to lead TU sector by 2027/28	30.2 in 2023	N/A	29.5	31.5	32.0	32.5	32.5
1.8	Student—Faculty Interaction index score	Student Survey.ie, 2023 and TUS Student Survey, 2025	2023: 15.1	Continue to exceed national average (14 in 2023) and maintain highest score in TU sector	14 in 2023	N/A	11.6	15	15	15	15

Technical note on indicator data for PO 1:

2024/2025 results above for metrics 1.1, 1.2, 1.3 and 1.5 are based on altered definitions and/or methodologies. Existing data are left in as requested; however, it is no longer feasible to supply a result for some of these metrics based on the original definition & methodology – modification application to follow.

In the benchmarks above, Technological sector refers to all 5 TUs plus DkIT and IADT.

1.1 Propose to use counts of students, rather than FTEs. There is no agreed definition yet with the HEA on FTE calculation (ECTS 60 = 1?). Also, counts allow for direct benchmarking – FTE data for other HEIs not published by HEA. In addition, propose to use total, as denominator, = HEA definition of enrolments, which exclude craft apprentices, therefore also allowing for benchmarking to published HEA data.

1.2 Propose splitting up into part-time (including e-learning) and flexible, as these are distinct groups. Again, use counts for reason above and HEA definition of total enrolments as denominator.

1.3 Use counts and use domicile of origin as definition (as per HEA definition), not non-EU fee status.

1.5 Completion rate for the 2019/20 intake will increase when a further year of graduates are included. HEA published data only includes up to class of 2023 graduates at present, internal TUS rates include class of 2024 graduates. Sector average in all instances to include TUS, and DKIT/IADT.

1.7 & 1.8 2023/24 and 2024/25 were fallow years for ISSE due to the national review of the Student Survey. TUS commissioned its own shortened version of the Student Survey to enable reporting on performance indicators both internally (for TUS Strategic Plan) and externally (for HEA Systems Performance Agreement). It maintained the integrity of the questions that were asked on the eight key indices used in its survey and as delineated in the Student Survey, such as the Collaborative Learning and the Student-Faculty indices. The results on these indices in the short version of the survey conducted by TUS differed marginally from the historic results that have been achieved by TUS on these indices from previous iterations of the full conduct of the national student survey historically. This may have resulted from a more in depth focus by the respondents on the eight questions that were asked in the shortened version of the TUS survey conducted for 2024/25 reporting period. A response rate of 30% was achieved amongst the survey population (N = 900 first years; N = 715 final years), which does align with the response rates achieved during the conduct of the national survey. The survey population equally followed that defined for inclusion in the undergraduate national student survey, that is, first years (N = 3020) and final years (N = 2382).

Accordingly, the targets to be achieved in the 2025/26 years onwards will be maintained, as profiled, as the conduct of the national student survey will be implemented.

Pillar: Research & Innovation

Performance Objective 2

To increase staff and student participation in research to drive Research, Development and Innovation (RDI) income, increase postgraduate research enrolments, enhance graduate student satisfaction, and improve overall growth in research outputs.

Transversal areas of impact: Enterprise; Society; Region.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
2.1	Annual RDI income	Statutory Accounts, TUS Financial Reports	2021/22: €11m	Exceed TU average	No published data available	€19.7m in 2022/23	€24.4m in 2024/25	€21m in 2023/24	€22m in 2024/25	€23m in 2025/26	€86m over 4 years 109% increase on baseline
2.2	Number of research publications	SciVal, Scopus	2022: 220	Match TU average	No published data available	250 in 2024	465 in 2024	280 in 2025	330 in 2026	440 in 2027	1,300 over 4 years 100% increase on baseline
2.3	Number of IDFs, Patents, LOAs, Spinouts	KTI Annual Knowledge Transfer Survey	2022: 7	Exceed TU average	Average amongst 5 TUs AKTS 2024: 30	12 in 2024	15	15 in 2025	18 in 2026	20 in 2027	65 over 4 years 186% increase on baseline

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
2.4	Number of Spin-ins/ Entrepreneurs	TUS Records, Reports to Enterprise Ireland	2022: 71	Exceed TU average	No published available	78 in 2024	78	85 in 2025	94 in 2026	100 in 2027	357 over 4 years 40% increase on baseline
2.5	Entrepreneur and innovation development programme participation	TUS Annual Report and Enterprise Ireland (EI) New Frontiers Report	2022: 188 New Frontiers Programme Participants: 88 Other programmes: 100	Exceed TU average	No published data available	203 NF: 88 TUS Works: 10 Other: 105	291 NF:119 TUS Works: 13 Other: 159	218 NF: 88 TUS Works: 10 Other: 120	233 NF: 88 TUS Works: 10 Other: 135	238 NF: 88 TUS Works: 10 Other: 140	892 NF: 352 TUS Works: 40 Other: 500 c.36% increase on baseline
2.6	Number of Collaboration, Innovation Voucher and Consultancy Agreements with industry	KTI Annual Knowledge Transfer Survey	2022: 202	Exceed TU average	Average amongst 5 TUs AKTS 2024: 187	227 in 2024	256	252 in 2025	277 in 2026	304 in 2027	1,060 over 4 years 50% increase on baseline
2.7	Number of Research-active staff	HERD Data	2021/2022: 307 (25%)	Exceed TU average	341 (28%) in 2022/2023	353 29%	502 32%	373 30.37%	406 33%	425 35%	425 10 p.p. increase on baseline

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
2.8	Number of Postgraduate research enrolments	HEA SRS, Graduate School data/ RDI reports and RUN-EU reports	2023/24:32.9% (355)	Exceed TU average	420²	388	359 (2.8%)	408	430	447	+92 26% increase on baseline
2.9	Proportion (%) of Research students reporting a positive experience³	Student Survey.ie	2023: 55.7% responses as 'good' or 'excellent' combined.	Match Irish university average. All PGR student respondents in Student Survey ⁴	72.9% (2023 figure)	55.7%	67.1%	60%	65%	70%	14 p.p. increase on baseline

² This data is drawn on averages as reported from the Performance Agreements of ATU, MTU, TU Dublin, SETU and includes the figure reported by TUS. It should be noted however that the figure reported by SETU includes PhD students only (not master's by Research students) and TU Dublin which includes students from L8 to L10.

³ Question from Student Survey is 'How would you evaluate your entire educational experience at this institution?'

⁴ The respondents to this question are all PGR students from the university sector. Data from the TUs solely is not available.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
2.10	PhD and master's by Research completion figures per annum and completion rate (%) within timescale	Graduate School Data	2021/2022 total completions: 35 Total intake ⁵ 2017-2018: 76 Completion within timescale ⁶ : 46% Total intake, 2018-2019: 82	Not available	Not available	46 Total intake, 2020-2021: 80 Completion within timescale: 58%	23⁷ Total intake, 2020-2021: 108 Completion within timescale: 21%	56 ⁸ Total intake, 2021-2022: 42 Completion within timescale: 63%	58 Total intake, 2022-2023: 74 Completion within timescale: 71%	59 Total intake, 2023-2024: 71 Completion within timescale: 73%	219 Completion within timescale average over 4 years, 66% (20% increase on baseline)
2.10.1	PhD and Research Masters completion rate (%) within 6 year timescale	TUS SRS, 2018/19 entrants	2017/18 entrants: 81% PhD and 64% Research Masters; 68% overall	Not available	Not available	N/A	84% PhD, 41% Research Masters; 57% overall	TBA	TBA	TBA	TBA

⁵ For indicator 2.10, 'total intake' refers to total numbers of part-time and full-time Masters by Research and PhD students that were registered for the first time on said programmes during the time period as stipulated.

⁶ For indicator 2.10, the term 'within timescale' here refers to the percentage of students who completed their research within the requisite timeline. As per the TUS Postgraduate Research Regulations 2023–2026, the length of time allocated to a full-time PhD student is 4 years and to a part-time PhD student is 6 years. For Masters by Research students, this length of time is 2 years full-time and 3 years part-time.

⁷ Total 23 [Masters by Research (on time completion): 14 (36%); PhDs (on time completion): 9 (8%)]

⁸ This projection of 56 is also inclusive of students who received COVID-19 extensions and other delays due to the pandemic, who are expected to graduate in 2025/2026.

Technical note on indicator data for PO 2:

2.5 The complete list of programmes labelled as ‘other’ in the 2024/2025 results column includes Empower AI x 2, Student Inc, ConceptionX and TUS Innovates.

2024/2025 results above for metrics 2.8 and 2.10 are based on altered definitions and/or methodologies. Existing data are left in as requested – modification application to follow.

2.8 Numbers to be revised following review of merged Limerick and Athlone data. Benchmark sector average will include TUS (and St. Angela’s in ATU data). HEA’s standard definition of enrolments to be used as denominator, i.e., excluding craft apprentices, overseas campus students and incoming exchange students.

2.10 Methodology revised for this metric following detailed internal completion rates analysis. Individual student IDs tracked to determine postgraduate research completion within 4-year timeframe. Note: rates increase substantially when timeframe is moved up to 5 or 6 years.

Pillar: Access & Participation

Performance Objective 3

To maximise the range of equitable access opportunities to TUS for a diverse range of students; their enrolment success; and their student experience.

Transversal areas of impact: Flexibility, Upskilling & Lifelong Learning; Student Success; Society; International; Equality, Diversity, Inclusion & Belonging; Institutional Leadership & Culture.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.1	Proportion (%) of new entrants from socioeconomically disadvantaged areas	TUS SRS, 2023/24	2023/24: 13.4% (318)	Continue to exceed average for all HEIs: 11% in 2020/21	10%	15.2% (402)⁹	14.3% (357)	15.4% (408)	15.7% (412)	15.8% (418)	2.4 p.p. increase¹⁰
3.2	Proportion (%) of new entrants with a disability	Equal Access Survey reported on HEA SP Dashboard	2023/24: 11.6% of 2,647 total new entrants (307)	Attain average for all HEIs: 13.8% in 2022/23 (TUS 18.1% in 2022/23)	13.8% in 2022/23	12% (319)	Not available	12.5% (330)	12.9% (343)	13.4% (355)	1.8 p.p. increase on 2023/24 baseline

⁹ Within year target for all years noted from baseline year.

¹⁰ Average proportion across four years.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.2	Proportion (%) of EAS respondents (new entrants) reporting a disability	TUS SRS	2023/24: 27.5% of EAS respondents (450)	All HEIs, average	20.2%	N/A	25.3% (525)	TBA	TBA	TBA	TBA
3.3	Number of new entrants from the Traveller & Roma communities¹¹	TUS SRS	2023/24: ■ students (■%)	Lead nationally, continue to exceed average for all HEIs: 0.3% of new entrants identified as Traveller/Roma in 2023/24	0.3% of new entrants identified as Traveller/Roma in 2023/24	+1	■ students	+1	+1	+1	+4 ■ increase
3.3	Proportion (%) of EAS respondents (new entrants) identifying as members of the Traveller & Roma communities	TUS SRS, 2023/24	2023/24: ■ students, 0.6% of EAS respondents	Lead nationally, continue to exceed average for all HEIs: 0.3% of new entrants identified as Traveller/Roma in 2023/24	0.3%	N/A	0.8%	TBA	TBA	TBA	TBA

¹¹ The level of disaggregation of data disseminated publicly is subject to data protection considerations. Data disaggregated to a level which may allow individuals to be identified (even indirectly) is not disseminated publicly. See the HEA Statistics: [Privacy, Data Protection and Disclosure Control](#).

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.4	Number of new entrants to Access to Apprenticeship Programme	HEA SRS	2023/24: 40	Lead nationally. National data currently not available	Not available	96	70	96	96	96	384 over 4 years 100% increase
3.5	Number of University of Sanctuary Scholars – new entrants	University of Sanctuary Programme	2022/23: 20	Lead on University of Sanctuary Scholars as compared to other HEIs; data available through published institutional self-reporting	Not available	22	17	24	26	28	100 new entrants over 4 years 40% increase on baseline
3.6	Number of TUS Societies	Internal TUS Records	2022/23: 63	Not available	Not available	69	105	72	75	77	22% increase on baseline

Technical note on indicator data for PO 3:

2024/2025 results above for metrics 3.1, 3.2 and 3.3 are based on altered definitions and/or methodologies. Existing data are left in as requested – modification application to follow.

3.1 We now do our own internal geocoding and deprivation index score analysis, so propose to use updated DIS data, including for 2024/25 data not yet published by HEA. Benchmark to be System average, as HEA dashboards do not show TU sector average. To use HEA's standard new entrant definition; only use Irish domiciled students and as % of total known DIS.

3.2 Propose using denominator = respondents to EAS, not population. It's more appropriate to use EAS respondents, given response rate issues and unknown representativeness. 3.3 – again, propose to using denominator = respondents to EAS, not population. 3.4 – Baseline figures to be revised following review of merged Limerick and Athlone data. No benchmark available for 3.4.

Pillar: Engagement

Performance Objective 4

To enhance the sustainable development of our University and our region through a whole-of-institution approach to engagement and sustainability.

Transversal areas of impact: Climate & Sustainable Development; Enterprise; Region; Institutional Leadership & Culture; Sectoral & Tertiary Cohesion.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
4.1	Number of TUS Network of Learning Gates	TUS Learning Gate Audit System	2023: 50	No benchmark available	Not available	65	67	75	85	95	95 90% increase
4.2	Number of TUS Alumni registered members	TUS Alumni Database and other Published TU Alumni databases	2023/24: 4,724	Exceed TU Average based on other Published TU Alumni databases	Not available	4,974	1,872	5,224	5,474	5,724	5,724 21% increase
4.3	Proportion (%) of graduates in full-time employment in TUS Region	HEA Graduate Outcomes Survey Class of 2024	2022 Graduate Outcome data: 58.8%	Exceed TU Average	Not available	59.3%	44.6%	59.8%	60.3%	60.8%	60.8% 2 p.p. increase

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
4.4	Proportion (%) of programmes (full-time Level 8) with a work placement associated	Banner, HEA SRS, 2024/25	2023/24: 93% Total no. of programmes: 97	Exceed TU Average	Not available	95%	93%	98%	100%	100%	100% (7 p.p. increase)
4.5	Proportion (%) reduction in greenhouse gas emissions MTCO2 (from 2016-2018 baseline)	SEAI Monitoring & Reporting (M&R) System and communication from Dept. Climate, Energy & Environment July 25	5.283.93 MTCO2 SEAI M&R Baseline (as calculated on Calendar Year average for 2016-2018)	Maintain current progress benchmarked against similar multi-campus TUs	28.3% reduction	3.659 in 2024 30% reduction	4,122.51 21% reduction	3.165 in 2025 39% reduction	3.058 in 2026 41% reduction	2.836 in 2027 46% reduction	Progress towards CAP target 51% reduction by 2030
4.6	Percentage (%) score on Sustainability Leadership Score Card (or alternative)	EUAC SLS	2023: 34%	Exceed TU (or equivalent) average	TBC: TUS have requested EUAC to extract benchmark data from SLS system.	40%	39%	50%	60%	70%	70% 36 p.p. increase

Technical note on indicator data for PO 4:

4.2 Data existed on two systems from 2024/25. 4,702 were registered via KonnectAgain; 857 via MS Teams Form. Use of the data from the KonnectAgain system was found not to be GDPR compliant. 2025/26 will see new Alumni registration system introduced, which is GDPR compliant. TUS Alumni has taken a conservative approach to growing its 2024/25 data set over the period of the Agreement. Despite this the growth rates projected will see total Alumni figures reach approximately 4,600 by 2027/28.

4.5 TUS Baseline as per SEAI data is adjusted to 5,283,930 kgCO₂ or 5,283.93 MTCO₂ (average of 2016-2018 data). Benchmark HEIs include ATU, SETU, MTU and TU Dublin.

Part B: Performance Evaluation and Strategic Reflection

Text should be added to the white boxes in each of the tables below. Word count should be recorded as indicated. Guidance on the information required in each table is provided in the shaded boxes. Pre-populated elements of Part B reflect the Performance Agreement, and these entries should not be amended.

Section 1: Context

Provide an update on the context for the implementation of the institution's Performance Agreement in academic year 2024/25. This should include information on the following, as relevant:

- Institutional strategy, including stage of development and/or implementation of the Strategic Plan.
- Changes to the organisation's structure and/or senior leadership.
- Changes to the profile of the institution, i.e. significant changes to the number of staff and/or students or to programme delivery.
- Improvement or development of data collection and evaluation systems and processes, e.g. action taken to address data challenges or gaps, or any new challenges or data gaps that have been identified since the development of the Performance Agreement or submission of the previous SER.
- Any modifications (requested or approved) to the Performance Agreement.

Word limit: 500

The TUS Strategic Plan 2023-2026 promotes its purpose as being to provide leading student-centered higher education that is research-informed, regionally relevant and accessible to all. It further states a 2030 vision: to be a catalyst for sustainable change through education and research that transforms lives, our region and the world beyond. The document cites the strategic enablers to achieve TUS's purpose and vision as leadership/resources, reflective practice/continuous improvement, governance/policy, communication technology/digitisation, campus development, and sustainable development. The strategic plan elements are neatly aligned with TUS's undertakings and performance objectives within the Performance Agreement 2024-2028 with the HEA. This is concisely captured in the document itself: *"The performance objectives and indicators identified in this Agreement reflect issues that are important to the TUS mission and purpose and have significance for its regions"*

TUS have developed an implementation tracker and dashboard for Biannual Leadership Team Implementation Progress Reporting. This fully operational Strategic Objective & KPI biannual tracker was most recently presented to Governing Body in September 2025 and has proven to be a very useful tool which can be adapted for use with other TUS projects. (Figure 1 & 2)

Strategic Objective & KPI - Biannual Tracker										
Table 1 - To Be Updated Once As Tracker is Allocated to Objective & KPI Owner				Table 4 - Will update automatically once columns B-L are populated in table 3 for each six months						
Objective #	Objective Description			Summary of Biannual Actions	Not Started	At Risk - Requires Attention	In Progress - Now Overdue	In Progress - Behind Schedule	In Progress - On Track	Completed
				Carried Over from Previous Six Months						
				New Actions this Six Month Period						
				Total Actions for Completion this Six Month Period						
Table 2 - To Be Updated Every Six Months				Table 5 - To Be Updated Every Six Months by KPI Owner						
Relevant Half of Year	Select From Drop Down			Overall Biannual Status of Strategic Objective & KPI (as determined by Owner)	Select Status	High level Rationale for Status				
Table 3 - To Be Updated Every Six Months										
Actions to be completed in six month period to progress against agreed Objective & KPI										
Ref.	Action	Carried Over vs. New	Status	Priority (H/M/L)	Assigned Action Owner	Planned Start Date	Planned End Date	Output / Source / Evidence	Comments	
		Select from drop down	Select Status	Select Status						

Figure 1: Strategic Objective & KPI Biannual Tracker (for use by indicator owners to track supporting actions)

Priority	Status						Total
	Not Started	At Risk - Requires Attention	In Progress - Now Overdue	In Progress - Behind Schedule	In Progress - On Track	Completed	
1. Education	0	0	0	0	4	0	4
2. Research	0	0	0	0	4	0	4
3. People and Organisation	0	0	0	2	4	0	6
4. Connecting Communities	0	0	0	0	5	0	5
Total	0	0	0	2	17	0	19

Figure 2: Biannual Leadership Team Dashboard for Implementation Progress

At this stage of implementation, 84% (16/19) of indicators are in progress and on track with those remaining progressing well. Achievement of these is supported by 204 critical supporting actions across the four areas of priority. (Figure 3)

Strategic Plan Implementation – (Critical supporting actions – Q3 2025)							
PRIORITY	Status						
	Not started*	At risk requires attention	In progress -overdue	In progress – behind schedule	In progress – on track	Completed	Total
EDUCATION	0	0	0	4	20	6	30
RESEARCH	0	1	0	3	35	14	53
PEOPLE & ORANISATION	1	0	2	2	26	5	36
CONNECTING COMMUNITIES	13	1	0	10	28	33	85
TOTAL	14*	2	2	19	109	58	204

*These are new actions which evolved this year from success with earlier implemented actions and are not scheduled to start until Q4 2025

Figure 3: Strategic Plan Implementation – critical supporting actions for delivery on indicators.

Ensuring alignment between structure and strategy and implementation of new org structure has been linked to the Impact of the delayed appointment of both Chief Academic Officer and Chief Operational Officer. However, the impact of their recent appointment will affect further developments regarding implementation of organisational structures at academic faculties and

professional services. Regarding the implementation of the OECD Report on careers, TUS influence was and remains limited due to issues at national level and continuing engagement with Government remains ongoing.

TUS established an Office for Institutional Research and Data Analytics in 2024. Following this, an internal TUS SRS (student records system) has been built based on HEA SRS returns and additional TUS Banner extracts. Student Eircode data are now geocoded internally, allowing for student socio-economic profiling. Detailed non-progression and completion analyses are now conducted internally, including for postgraduate research students. In addition, an internal TUS graduate outcomes survey database has been built, allowing for detailed internal graduate outcomes analyses. Based on a review of current metric data, the development of internal databases and data quality clean, TUS are requesting modifications to the current Performance Agreement between TUS and the HEA under the System Performance Framework 2023-2028 for indicators 1.1, 1.2, 1.3, 1.5, 2.10, 3.1, 3.2, 3.3, 3.4 and 4.3.

Details of proposed changes to definitions are outlined in the technical notes below each section and will be submitted to the HEA via the Performance Agreement modification process.

Section 2: Evaluation of Performance

Provide an evaluation of the institution's performance in relation to each Performance Objective, with reference to the indicator data provided in Part A. This should include:

- Analysis of the indicator data for this Performance Objective, e.g.:
 - Trend analysis and benchmarking of performance with reference to baselines, benchmarks, and targets. Graphs or charts to illustrate the analysis provided should be labelled and cross-referenced in the commentary.
- Assessment of implementation, e.g.:
 - Effectiveness of the specific actions related to the Performance Objective as demonstrated by the analysis of the indicator data.
 - Internal or external factors that have supported or impeded the achievement of targets.
 - Any additional evidence of performance, e.g. qualitative evidence of outcomes.
- Strategic reflection, e.g.:
 - Any learning from the analysis of the institution's performance.
 - How learning is being applied to maintain and/or enhance implementation and outcomes in future.
 - How learning is being used to inform decision making, strategy development, policy, and/or strategic planning.
 - New or emerging opportunities, challenges, and risks related to the Performance Objective.
 - Priority(s) in relation to this Performance Objective for the year ahead, with reference to any new actions or initiatives to support implementation.

Word limit: 1,000

Pillar: Teaching & Learning

Performance Objective 1

To provide a student-centred, research-informed teaching and learning experience that enables a diverse cohort of students to achieve successful academic and graduate outcomes.

Transversal areas of impact:

Flexibility, Upskilling & Lifelong Learning; Student Success; International; Equality, Diversity, Inclusion & Belonging; Institutional Leadership & Culture; Sectoral & Tertiary Cohesion.

Indicator 1.1 Apprentice Enrolments

TUS continues to expand its apprentice enrolments and are above target for total apprentices and ahead of the sector average for apprentice enrolments. Apprentices for this reporting period account for 11.7% of total enrolments, a 0.3% increase on the baseline year, which is reflective of an additional 97 apprentices enrolled in TUS during this period over the baseline year. TUS are awaiting the outcome of an expression of interest to the HEA to further expand apprentice delivery and to develop apprentice facilities on another TUS campus.

Indicator 1.2 Part-time and Flexible learners

Since 2021 the Faculty of Continuing, Online, Professional and Distant Learning (COPDL) and Faculty of Flexible and Work Based Learning have refined its programme offering. This has resulted in rationalisation of programmes including removal of under-performing programmes, which impacts on student numbers. Total student numbers remain stable but % has dropped due to an increase of overall TUS student numbers. Both Faculties have also sought to diversify income streams across a range of programmes (SUSI, SkillsNet, NSLF etc.) to ensure to funding of relevant programmes to meet regional/national skills needs is maximised. In 2025 both Faculties coordinated a successful Springboard+ submission securing funding €5.3m of funding for 980 places. Both Faculties would also note that initial evidence would suggest that there is a slowdown in applications for non-funded programmes, which may be due to business uncertainty in the economy. They will continue to track this trend in the 25/26 academic year.

Indicator 1.3 International students enrolled

While the increase is modest, it confirms steady upward progress and aligns with the trajectory required to achieve the cumulative target of a 28% increase by 2027/28. Performance continues to track ahead of the sector average, demonstrating a strong competitive position.

This growth reflects the impact of recruitment measures including streamlined admissions processes, regional office development, and strengthened partnerships. Internal coordination has supported delivery and improved conversion. However, external factors such as visa

processing delays, intensifying competition, and ongoing accommodation have constrained more rapid expansion. Accommodation & programme capacity in particular pose a significant risk to sustaining enrollment growth.

Performance against this indicator shows resilience and steady progress, with incremental gains achieved despite challenging conditions. Diversification across markets has proven essential in mitigating risks, ensuring growth is not reliant on any single region. The year ahead will require sharper focus on risk management, particularly on accommodation supply and immigration policy shifts, both of which could impact recruitment momentum. At the same time, opportunities exist to expand through new and emerging markets, alongside complementary TNE and online pathways. In summary, TUS remains above sector benchmarks, has achieved year-on-year gains, and is on course to meet longer-term objectives. Strategic emphasis will now be placed on diversifying recruitment, mitigating accommodation and visa-related risks, and maintaining consistent incremental growth to 2027/28.

Indicator 1.4 Non-Progression Rate

Trend analysis summary: Baseline: 21% [2021/22]; Benchmark: 19% [2022/23]; Target for 2024/25 = 19%; Result = 16% for 2023/24 new entrants.

Since the baseline year, the institutional non-progression rate has fallen by 5%, exceeding the targets set in both the TUS Strategic Plan and the Performance Agreement. This improvement reflects the implementation of the *TUS Transitions and Student Success Strategy*¹², informed by the NFTL's *Understanding and Enabling Student Success in Higher Education* and by primary research.

The institution follows a dual-level engagement approach to student retention: central professional services provide supports for all students, while departments and faculties deliver targeted interventions.

The flagship initiative, *TUS Second Shot*, has been a primary driver of the improvement in the non-progression rate, with each of its three iterations contributing to higher student success rates in the autumn repeat examinations and assessments.

The priority in TUS is to develop its data analysis of results to provide evidence-based information on where targeted actions is required.

Indicator 1.5 Completion Rate New Entrants

Trend analysis summary: Baseline: 71% [2017/18]; Benchmark: 70% [2022/23]; Target for 2024/25 = 64%; Result = 68% for 2019/20 new entrants.

The positive performance on the non-progression rates noted for indicator 1.4 have a consequential correlating impact on the reporting of the performance for indicator 1.5 -

¹² [4 Transitions-and-Student-Success-Strategy-for-TUS-AC-29-05-2023.pdf](#)

completion rates by new entrants.

According to the HEA's most recently published data, TUS records the highest completion rate among all technological universities. This achievement reflects the orientation of the *Transitions and Student Success Strategy*, which extends beyond first-year progression to support student performance across all years of study. The dual-level engagement model has facilitated gains in every year of program level. A key driver has been the flagship retention initiative, *TUS Second Shot*, which has enabled students from all years to achieve higher success rates in the autumn repeat assessments. Each iteration is reviewed and formally reported on, with lessons learnt disseminated widely across TUS.

While the institutional gains are significant, the greatest impact is seen at the individual level, where more students are successfully progressing and completing their programs.

In summary, the key priority for TUS is to interrogate the results per module/stage/programme further to assure the maximisation of the progression and completion performance rates (Indicators 1.4 and 1.5) that can be achieved by students, controlling for student academic underlying performance levels. Additional targeted academic supports have been adopted for modules where high failure rates are common, and particularly to support students prepare for repeating examinations in such modules

The recently published Review of the Framework for Student Success in Higher Education will also inform new evaluative practices that are applicable for these indicators.

Indicator 1.6 Number of Staff Completing CPID Special Purpose Awards

Trend analysis summary: Baseline: 86 [2023/24]; Benchmark: N/A; Target for 2024/25 = 90; Result = 105 for 2024/25 (18% increase on baseline).

The target set for the number of staff who completed the CPID Special Purpose Awards and dissertation module was exceeded in 2024-2025. This includes the first cohort of staff who will graduate with an MA in Academic Practice, having completed research pertinent contemporary themes in higher education. It also includes the first iteration of the Certificate in Team-Based Learning (TBL). In the era of Generative AI, TBL develops skills that cannot be automated including critical thinking and working face-to-face in teams built on trust, communication and collaboration.

To continue this upward trajectory, the development of a policy to incentivize staff to develop their pedagogic and academic practice through time release is worth consideration, in addition to, embedding TBL as signature pedagogic approach within the university.

Indicator 1.7 Collaborative Learning Index Score

Trend analysis summary: Baseline: 30.5 [2022/23]; Benchmark: 30.2 [2022/23]; Target for 2024/25 = Not possible to use results from 2023/24 and 2024/25 as these were fallow years for the conduct

of the national survey. Result = 29.5 for 2024/25.

TUS sought to gather student feedback in 2025 on learning experiences, engagement, and the academic environment at TUS on eight key indicators, as defined within the national student survey, that are explicitly used to measure the institutional performance in these areas. Indicators 1.7 and 1.8 were included in the eight indicators surveyed [Overall Satisfaction, Collaborative Learning, Student-Faculty Interaction, Quality of Interactions, Supportive Environment]. A 30% response rate was achieved amongst undergraduate students surveyed (N = 900 first years; N = 715 final years). The survey population targeted followed that normally used for the undergraduate student survey, i.e. first years (N = 3020) and final year students (N = 2382) on a programme.

The key learnings from the survey results indicate that **Collaborative Learning** remains a consistent strength in the student's learning experience in TUS, with the index holding steady at 29.9 in 2025 versus 30.5 in 2023. High engagement is evident, with over 60% of students working with peers on assignments and nearly half explaining course material to others—highlighting a strong culture of peer-to-peer support and academic collaboration.

Indicator 1.8 Student Faculty Interaction Index Score

Trend analysis summary: Baseline: 15.1 [2022/23]; Benchmark: 14 [2022/23]; Target for 2024/25 = Not possible to use results from 2023/24 and 2024/25 as these were fallow years for the conduct of the national survey. Result = 11.6 for 2024/25.

The key learnings from the survey results for **Student Faculty Interaction** score amongst the surveyed TUS students indicate that the overall index score at 11.6 in 2025 is reduced from 15.1 in 2023, with the national average of 14 in 2023. Further reflection is required on potential reasons and enhancement approaches required to improve this score. Equally, the change in the number of questions asked in the shortened student survey in the 2025 year may have influenced the reporting of satisfaction levels on this index score as only eight versus over 60 indices were measured.

The priority in TUS for both of these indicators is to: (i) increase the participation rates in the conduct of the revised national Student Survey, due for conduct from February 2026; to maximise the usage of the dashboard of results within faculties and other relevant areas to identify and interrogate areas of weakness at a granular level and thereby apply relevant solutions.

Pillar: Research & Innovation

Performance Objective 2

To increase staff and student participation in research to drive Research, Development and Innovation (RDI) income, increase postgraduate research enrolments, enhance graduate student satisfaction, and improve overall growth in research outputs.

Transversal areas of impact:

Enterprise; Society; Region.

Pillar 2, 'Research and Innovation' demonstrates strong performance in 2024/25, exceeding expectations in Annual RDI income (2.1), Number of Research Publications (2.2), Number of IDFs, LOAs, and Spinouts (2.3), Entrepreneur and Innovation Development Programme participation (2.5) and Proportion of Research Students Reporting a Positive Experience (2.9). Presently, the risk to these indicators is low. The largest increases are discernible in RDI Income and the number of Research Publications, which have more than doubled from the 2022 baselines. The number of Collaboration, Innovation Voucher and Consultancy Agreements (2.6) has shown strong growth to 256.¹³ This metric outcome increased from 202 in 2022 [baseline] to 256 in 2024, exceeding the target of 227 for 2024 by 13% and outperforming the TU average. A key contributory factor in the increase was new projects by the IDEAM Research Institute via the FactoryXChange European Digital Innovation Hub. In Knowledge Transfer Ireland's Annual Knowledge Transfer Survey 2024, published in September 2025, TUS performed second among all RPOs in Ireland [Universities, College & State Research Organisations, Technological Universities, Institutes of Technology] for Total number of Collaboration, Innovation Voucher and Consultancy Services Agreements with Industry (2.6).

Smaller yet significant increases are in the number of IDFs, Patents, LOAs and Spinouts (2.3) to 15. This TUS metric outcome increased from 7 in 2022 [baseline] to 15 in 2024, more than doubling from the baseline and exceeding the target of 12 in 2024 by 25%. This increase in performance reflects the resourcing of TUS's Knowledge Transfer and Commercialisation Office under Knowledge Transfer Ireland's KT Boost Programme 2024-2027. TUS's 'catching up' trajectory relative to the average for the TUs reflects funding received for the human resourcing of TUS's knowledge transfer function for the first time in 2024 under KT Boost.

The number of spin-ins and entrepreneurs (2.4) has reached the target of 78 and is a 9.85% rise above the 2022 baseline. Overall, these figures clearly demonstrate TUS's progress towards achieving the goals outlined in the [TUS RDI Strategy 2025-2029: Resilience, Sustainability and Inclusive Growth](#). This strategy, published in 2025, further reflects our institutional commitment to "enhance capacity, support research activity and increase research output and impact" (TUS,

¹³ This exceeds the 2024/2025 target figure by 29 and is 26.73% over the 2022 baseline.

2025, p. 5). It further highlights our alignment with *Impact 2030: Ireland's Research and Innovation Strategy* (DFHERIS, 2022), and the European Commission's *Strategic Plan 2020–2024* (DG Research and Innovation, 2020).

TU RISE, a €12 million initiative at TUS, has proven highly effective in strengthening research activity throughout 2024/2025. 2024 has seen the continuing consolidation of TUS's research base and industry engagements, with ongoing development and adoption of new structures, policies, and frameworks to enhance research capacity with a focus on enhancing engagement with regional enterprises. TU RISE contributed directly to Annual Research Income (2.1) and Postgraduate Research Enrolments (2.8) and indirectly to other indicators (i.e. 2.5). Bursaries for conference participation and Open Access (OA) Article Processing Charges (APCs) are currently under development from TU RISE under WP 2 Human Capital Development to strengthen Number of Publications (2.2) and Research Active Staff (2.7). In total, 30 posts have been created under TUS RISE.¹⁴ 20 PhD students received stipends of €22000 per annum plus tuition fees from TU RISE on industry and enterprise-related projects to drive University-Industry Collaboration (UIC), with the strategic aims of driving indicators 2.3 to 2.6. The increase in IDFs, Patents, LOAs, Spinouts (2.3) was also driven by the Knowledge Transfer Case Manager¹⁵ in training and supporting researchers. Responsibility for research contracts transitioned from the Knowledge Transfer and Commercialisation Office (KTCO) to the Research Support Office (RSO), with the recruitment of a Contracts Officer further streamlining processes. Key learnings include the importance of securing dedicated funding to drive the development of research infrastructure and consolidate research activity, particularly in the early stages of our university's growth.

As per qualitative evidence from directors¹⁶, the Research Groups, Centres and Institutes have benefited from additional resourcing in research support including dedicated Research Support Faculty Co-Ordinators (RSFC)¹⁷ who provide training to staff and students, support with submission portals, and grant writing. Under TU RISE, four Industrial Partnership Network Co-ordinators (IPNCs) were hired in 2024¹⁸ to drive research collaborations with industry, to achieve 250 industry co-funded projects by December 2027.¹⁹ The Polymer, Recycling, Industrial,

¹⁴ This includes several roles which are pivotal to our research infrastructure including one Senior Research Support Officer (SRSO) and one Enterprise, Public Engagement and Outreach Co-Ordinator, two Graduate School administrators, an innovation and enterprise officer and a contracts officer.

¹⁵ This post is funded from KT Boost.

¹⁶ Directors refers to leads of research groups, centres and institutes of TUS.

¹⁷ TU RISE has facilitated four new hires as RSFCs in 2024.

¹⁸ The faculties of TUS are as follows: Science and Health, Engineering and Technology, Limerick School of Art and Design (LSAD), Business and Humanities (Midwest), Business and Hospitality (Midlands), Flexible and Professional Learning (Midlands) and Flexible and Work Based Learning (Thurles). The faculties of Science and Health and Engineering and Technology respectively have merged and now operate as one faculty with two main campuses (TUS Midlands and TUS Midwest). One IPNC is shared between Business and Hospitality (Midlands) and Business and Humanities (Midwest) and LSAD respectively. One IPNC is also shared between Professional Learning (Midlands) and Flexible and Work Based Learning (Thurles). One IPNC operates in each of the following faculties: Science and Health and Engineering and Technology.

¹⁹ This is a key target of TUS RISE WP 1.

Sustainability and Manufacturing (PRISM) institute recorded income of €3.2 million in 2024/25²⁰ and aims to submit a total of 8 EU project proposals in September 2025, with the assistance of the RSFCs. Eight new partnerships were forged by the SRI²¹ to leverage future funding. Supports from Enterprise Ireland (EI) are strategically important; the provision of €2 million under an EI capital call to PRISM for a smart sustainability packaging suite²² maximises opportunities for existing projects.²³ It opens novel opportunities to future postgraduate and postdoctoral researchers, driving indicators including 2.1, 2.2, 2.3, 2.7 and 2.8.

Specific measures to optimise implementation have proven effective in driving research capacity, participation, and enhanced RDI income. As a tool to drive research engagement, Research Week has grown from strength-to-strength with 3388 attendees in February 2025.²⁴ Workshops for PGRs including *Excelling in Your Viva Voce* and *Completing your PhD*²⁵ proved highly useful to students and supervisors, as per feedback. PURE is currently in the final stages of implementation and its dividends will be evident subsequently. An implementation approach grounded in early identification and risk elimination—rather than reactivity—is instrumental to our progress. Additional risk mitigation measures, such as clearly defined roles in oversight and compliance, along with regular quarterly review meetings, have proven essential.

Despite significant efforts to drive postgraduate research (PGR) recruitment and several notable successes²⁶, PGR enrolments (2.8) are below target. Mitigation measures are in place to offset this

²⁰ TUS Research Institutes and Centres recorded strong returns as regards income in 2024/2025. The Software Research Institute (SRI) recorded €4.9 million income for this period and the LIFE Institute €2.2 million. The Sustainable Development Research Institute (SDRI) recorded an income of €3 million in 2024/2025.

²¹ Denotes the Software Research Institute.

²² The Smart Sustainable Manufacturing Suite is composed of a range of plastic manufacturing and recycling equipment based around plastic bottle production (but applicable to any plastic manufacturing system), integrated with in-line monitoring driven by machine learning technologies to advance plastic circularity methods, design new sustainable materials and fast-track the adoption of recycled/biobased materials in high-risk applications.

²³ Smart sustainability and bioeconomy research are strategically important to TUS. This investment from EI will advance several projects currently in the cadre of TUS research including MAGICBIOMAT, an EU funded project worth €3.9 million which commenced in January 2025.

²⁴ This represents an increase from 2465 attendees and 48 events in 2024. The number of events in 2025 was 48.

²⁵ The TUS Graduate School has developed and organised several training sessions to drive student enrolment, funding success, improve retention and support supervisors. This includes two dedicated mentoring programmes for supervisors in 2024/2025, the latter of which focused on developing and sustaining relationships with industry. A new entrepreneur in residence programme is being developed by the TUS Graduate School for roll-out from October 2025. A team of dedicated experts is also assembled as an international advisory panel for the TUS Graduate School to grow commercialisation and innovation programmes for our students over the medium to long-term.

²⁶ Successes in 2024/2025 include the following: in 2024, TUS recorded a 62% increase in the number of PhD graduates from 2023/2024 with 42 PhD and 15 master's by Research graduates. For more, please see [Graduation 2024 - TUS](#). In 2024/2025, the TUS Graduate School successfully trialled the ODYSSEY programme led by University College Cork (UCC). The Dean of Graduate Studies in collaboration with the Head of Innovation and Enterprise and the Director of Innovation and Enterprise also won four funded places for PGRs on the ConceptionX programme which advances commercialisation opportunities for students in Deep Tech Ventures. Please see [Conception X](#) for more information.

over the next 12 months. In 2024, regulations for article-based PhDs/PhDs by Publication, industry-based PhDs and professional doctorates were approved by Academic Council. Professional Doctorates are increasingly popular and their introduction in TUS represents a new departure in advancing 2.8. The increased visibility of the Graduate School in TUS and beyond, through enhanced networking with faculties, departments and industry, have led to initiating new projects in 2024/2025 including a PhD in Polymer Engineering at the Faculty of Engineering and Technology.²⁷ A D. Prof in Voluntary Sector and Community Development is also under development²⁸ One of the key learnings is that no single strategy can fully mitigate the risks associated with Indicator 2.8. Instead, a suite of interconnected strategies is required—strategies that reflect a streamlined, whole-of-university approach grounded in sustained engagement and partnership with faculties. Additional efforts to optimise Indicator 2.8 include the launch of an Industry and Engagement funding call, specifically targeted at candidates in full-time employment, co-supervised by TUS academics and industry partners.²⁹ Enhanced supports for PGRs including dedicated meetings with all students who are over time on their studies have contributed to success in 2.9 which demonstrates substantial growth.³⁰

Currently, indicators 2.8 and 2.10 are at the highest risk. The Dean of Graduate Studies leads a network³¹ across the TUs to advance funding collaborations. Substantial engagement is underway with Brazilian universities.³² The risk rating (i.e. stability, growth) of other indicators could be substantially at risk when TU RISE concludes (e.g. 2.2, 2.7). However, the orientation towards continuous learning within RDI remains strong. The RDI Management and Research Directors meetings and monthly TU RISE meetings, are distinctly future-focused. In 2025/2026, the TUS Strategic Research Fund will target recruiting 10 PhD and master's by Research students and a Dynamic Time Release scheme to assist with teaching buy-out (TUS, 2025, p. 23). This drives indicators 2.1, 2.2, 2.7 and 2.8. Other targeted initiatives include a dedicated working group with the research institutes and gateways to harness university-industry collaboration (UIC) for PhD research. For 2.10, it should be noted that TUS recruited well above the target number of students in 2020/2021 and Covid-19 significantly affected postgraduate researcher retention and on time

²⁷ This is currently under development.

²⁸ This programme is expected to launch in 2027. Further initiatives to strengthen postgraduate research enrolments (2.8) include participation in an Erasmus Mundus application for a joint Master's by Research in Polymer Engineering, led by the University of Burgos, with TUS as a partner institution.

²⁹ This has led to 10 additional PGR enrolments in TUS commencing in September 2025. The programme encompasses a full fee scholarship from TUS was approved by VP and Dean's Council in December 2024.

³⁰ These meetings were conducted in February and March 2025. The Dean of Graduate Studies met with students across all faculties who were registered for more than four years (PhD, FTE) or two years (Master's by Research, FTE).

³¹ This network encompasses Heads of Research and Graduate Studies leads and was formed in September 2025.

³² Since 2024, the role of Deputy Director of International Relations has expanded to include responsibility for postgraduate researchers, with substantial engagement currently underway with Brazilian universities. Significant collaborative efforts have also been made between the Deputy Director of International Relations and the Dean of Graduate Studies, particularly regarding the CAPES Global Call and ongoing engagement with the Pontifical Catholic University of Rio Grande do Sul (PUCRS) on joint PhDs in Polymer Engineering.

completion rates in universities globally (see Eringfeld, 2020).³³

The key priorities for 2025/2026 remain rooted in the *RDI Strategic Plan* (TUS, 2025); to harness opportunities developed through TU RISE and strategic engagements to develop new funding streams, forge novel collaborations nationally/internationally, and impact markedly in areas of global importance (e.g. ICT, bioeconomy). Enhancing commercialisation and innovation opportunities for PGRs remains a top strategic priority, alongside maximising funding, training, and research opportunities in collaboration with our RUN-EU partners.³⁴

³³ Eringfeld, S. (2020). Higher education and its post-colonial future: utopian hopes and dystopian fears at Cambridge University during Covid-19. *Studies in Higher Education*, 46(1), 146–157. <https://doi.org/10.1080/03075079.2020.1859681>

³⁴ One salient example of the positive impacts of RUN-EU in TUS is the introduction of a joint PhD in Digitalisation Engineering led by IP Leiria, IPCA and TUS which was approved by Academic Council in 2024/2025 and is currently registering students for 2025/2026. RUN-EU also contributes strongly to RDI funding, adding to our income by €5.1 million in 2024/2025. Dialogues are also ongoing in RUN-EU on joint PhD and Master by Research degrees to strengthen 2.8.

Pillar: Access & Participation

Performance Objective 3

To maximise the range of equitable access opportunities to TUS for a diverse range of students; their enrolment success; and their student experience.

Transversal areas of impact:

Flexibility, Upskilling & Lifelong Learning; Student Success; Society; International; Equality, Diversity, Inclusion & Belonging; Institutional Leadership & Culture.

The indicator results for 3.1, 3.2, 3.3 and 3.4 is now based on altered definitions and/or methodologies to assure future reporting based on secure, available, and transparent year on year demographic data than through student self-reported surveys .

TUS seeks to ensure that it manages its performance in an evidence-based approach. TUS has strategically positioned **Access and Widening Participation** in fulfilment of its vision³⁵ and that demonstrates our values³⁶, including the value of inclusion³⁷. This is evident in the inclusion of a range of targets and indicators in: (i) the TUS Strategic Plan 2022-2026; and the inaugural (ii) TUS's Performance Agreement with the HEA. TUS addresses specific priorities and goals related to Access and Widening Participation, and for under-represented groups in particular, in the following internal strategies in TUS: TUS Strategic Plan 2023–2026; TUS Strategic Plan for Apprenticeships; TUS Transition and Student Success Strategy; and TUS Learning and Teaching Strategy: Putting Learning First 2022–2025.

The **TUS NAP Progress Report** submission in February 2025 substantiates the information also provided in this summary.

Key initiatives that have supported the attainment of most of the targets outlined in this Pillar, include:

- i. Using AIRO Data and other geo-coding methods to target geographical areas in TUS campus regions, and second level schools, where there are low enrolment rates to higher education by socio-economically disadvantaged students
- ii. A range of pre-entry initiatives and projects including:
 - College for Kids
 - Community Connectors

³⁵ TUS Vision to 2030: To be a catalyst for sustainable change through education and research that transforms lives, our region and the work beyond.

³⁶ Inclusive, supportive, ambitious, innovative, sustainable, and collaborative

³⁷ TUS embraces diversity as a key strength where everyone is included and has an equal opportunity to progress and achieve

- Traveller and Roma events
 - Mentoring Pathways
 - Study Clubs
 - HEAR Project (Printing and Lunch Vouchers)
 - Mature Student Events
- iii. Transition to Higher Education programme³⁸ (with plans to extend to TUS Midlands)
- iv. TUS Funding of Laptop for Loan provisions available to eligible students entering TUS from Access pathways
- v. Securing private funding to support access to higher education for University of Sanctuary of Scholars.³⁹
- vi. Bespoke projects to increase the sense of inclusivity for Disabled and Neuro-diverse Students including technology; infrastructural improvements; quiet areas, and training for staff.
- vii. Inclusive Environment initiatives including:
- PASS (Peer Assisted Student Support) Mentoring Programme, which is being extended across all campuses of TUS
 - Software applications and programmes to support targeted students including investment in Brickfield, SensusAccess etc.
 - UD Programme initiatives
 - Staff Training in inclusive practice through non-accredited and accredited programme completion, delivered by CPID (Centre for Pedagogical Innovation and Development) in TUS.

Indicator 3.1⁴⁰ Proportion of new entrants from socio-economically disadvantage areas

TUS can now derive exact data on student numbers in this category, using the SRS, and internal geocoding and deprivation index score allocations by student address. This aligns to the methodology now used for socio-economic profiling of students by the HEA as the basis of the proportional delineation of students within this category.

Using TUS SRS information, the following is the factual trend analysis for 2024/25 on this indicator: Baseline: 13.4% [2023/24] at 318 students; Benchmark: 10%; Actual result for 2024/25 = 14.3% at 357 students. This is a positive result of 0.9% improvement in new entrants, equating

³⁸ TUS Certificate in Transition to Higher Education programme was the 2025 winner of the Aontas Star Award for Third Level Access and Engagement category

³⁹ TUS the first TU to be designated a University of Sanctuary

⁴⁰ **Indicator 3.1:** TUS now does its own internal geocoding and deprivation index score analysis. Therefore, propose to use updated DIS data, including the 2024/25 data not yet published by HEA. Benchmark to be all HE sector, as HEA dashboards does not show TU sector average. To use HEA's standard new entrant definition; only use Irish domiciled students and as % of total known DIS.

to 39 students for the reporting period.

Indicator 3.2⁴¹ Proportion of new entrants with a Disability

The following is the trend analysis for 2024/25 on this indicator using the EAS within the TUS SRS: Baseline: 27.5%, equating to 450 students in 2023/24; Benchmark: 20.2% all HE Average.

Actual result for 2024/25 = 25.3% at 525 students. This is a positive increase in the number of new entrant students reporting with a Disability⁴², i.e. 75 students, subject though to the response rates in the EAS changing.

Indicator 3.3⁴³ Proportion of new entrants from the Traveller and Roma Communities

The following is the trend analysis for 2024/25 on this indicator using the EAS within the TUS SRS: Baseline: ■%, equating to ■ students per Equal Access Survey [EAS] Survey in 2023/24; Benchmark: 0.3% of all HE Average. Actual result for 2024/25 = ■%, ■ students. This is a positive increase in reporting, i.e. ■ students, between the reporting periods and would exceed the HE sectoral average using the 2022/23 average at 0.3 %.

Indicator 3.4⁴⁴ Number of new entrants to Access to Apprenticeship Programme

TUS has expanded the programme and now delivers it to total of 6 cohorts of 16 learners annually. Cohorts are now in place on both the Athlone and Moylish campuses aligned to each of the existing Apprentice Terms. This reporting period has an increase of 75% in new entrants on the programme over the baseline year. Rollout of additional cohorts in the midlands was slower than anticipated due to challenges recruiting suitable staff and resulted in enrolments being 27% below the target for this reporting year. This has now been addressed but highlights the difficulty in securing staff that are skilled in apprenticeships and supporting learners from diverse disadvantaged backgrounds. TUS is now the largest deliverer of the Access to Apprenticeship programme in the state.

Indicator 3.5 Number of University of Sanctuary Scholars – new entrants

The following is the trend analysis for 2024/25 on this indicator using TUS internal data as benchmark data is not available. Actual result for 2024/25 = 17 versus planned 22 students.

TUS was marginally below target on its **new entrant** UoS Scholars projection for academic year 24/25 with a reduction of 5 students [17 versus 22].

TUS supported 25 new entrants in academic year 23/24, well above its 23/24 target. 22 of these

⁴¹ **Indicator 3.2:** TUS proposes using denominator = respondents to EAS, not population. It's more appropriate to use EAS respondents, given response rate issues and unknown representativeness.

⁴² There is a substantial difference in the number of students reporting a Disability through EAS versus those registering with Disability Services in TUS; the margin of difference is 125% higher in the latter case.

⁴³ **Indicator 3.3:** Similar to 3.2, TUS proposes to use denominator as respondents to EAS, not population.

⁴⁴ **Indicator 3.4:** numbers to be revised following review of merged Limerick and Athlone data. No benchmark available for 3.4.

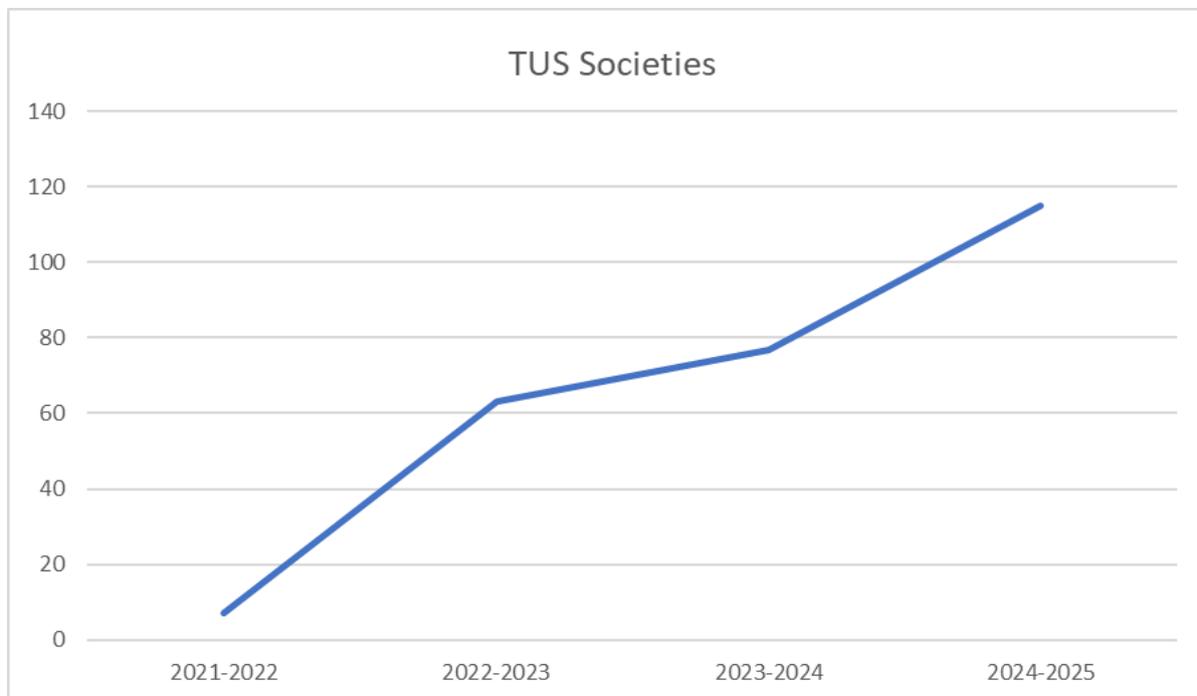
students required continued support through the University of Sanctuary scholarship programme in academic year 24/25 due to them not meeting the eligibility criteria for alternative supports e.g. SUSI/International Protection Student Scheme.

However, this is not negative in the context of both internal and external factors, including:

- I. Internal: TUS supported 25 new entrants in academic year 23/24, well above its 23/24 target. In 2024/25, TUS supported **39** University of Sanctuary students (17 new students and 22 continuing students);
- II. External factors: there has been a distinct change in the political, legal and housing conditions for students targeted under this scheme. As a result, deportations orders have now increased and successful applications for leave to remain by those living in direct provision have decreased. Such students, equally, are being shifted between direct provision centres, which is disabling their ability to complete their studies in TUS. Accordingly, following this Self-evaluation report, TUS will review the annual target for this cohort group of students

Indicator 3.6 Number of TUS Societies

The following is the trend analysis for 2024/25 on this indicator using TUS internal data as benchmark data is not available. The profile below demonstrates the growth of performance in this area since the establishment of TUS in 2021, with 115 societies established in TUS for the reporting period across the seven TUS Campuses:

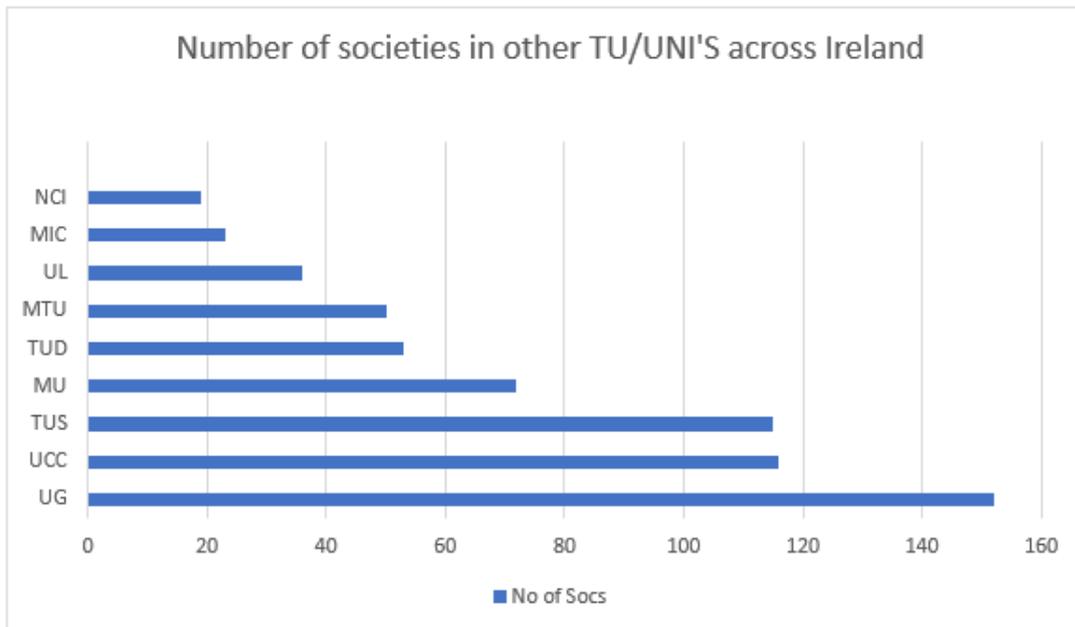


Since their establishment in TUS, each of the societies are formed by the students themselves and provide excellent opportunities for networking, peer to peer learning, and personal development. The diversity of the range of societies in TUS, which demonstrates the

multicultural profile of the student population that enables widening participation, as highlighted below:

Afro-Caribbean Society
Asian Society
Chinese Society
Islamic Society
LGBTQ+ Society
TUS Sanctuary society
Women in Engineering society
Neurodivergent Society
International society
Christian Union
Women in Construction Society

Finally, TUS performance in developing societies in our HEI compares very favourably as quantitatively depicted below:



Strategic Reflection

The pre-entry initiatives undertaken by TUS in deprivation areas surrounding our campus locations is yielding improved entry rates for socio-economically disadvantaged students to TUS. Multi-year actions and activities with community groups, primary and second level schools, and other key stakeholders are key to achieving year on year and sustained improvements in this target area.

TUS welcomed the opportunities to provide input to the review of the HEA PATH 3 programme, through HE cluster arrangements, using TUS unique experiences from engagement in two clusters over many years. We note the benefit of the multi-annual secured funding allocation now provided under PATH 3 to support long term, multi annual, and strategic work in this area. In the context of the funding allocated to TUS, we again note the disproportional impact of DIS scores, and bands, to determine eligibility for inclusion or exclusion of some students.⁴⁵

Despite this, having adequate funding to support all work to assure access and widening participation post entry is challenging. On entry, students across all of these indicator areas require high levels of inter-sectional supports to ensure their engagement, retention, progression, and success.

Priorities in the forthcoming 2025/26 period:

- To achieve all targets set for the indicators.
- To fully implement all PATH related projects and initiatives as submitted to the HEA.
- To support all students who registered with TUS Disability Services (a large % of which do not enter TUS through DARE programme).
- To work with the HEA in addressing sectoral issues that are limiting the full achievement of national access plans in specific areas using an evidence based and ‘learnings’ approach.
- New initiatives:
 - i. To review the Midwest and MEND Path 3 programme portfolio to date to align best practices
 - ii. To integrate fully the funding and project management of PATH 3 activities across TUS related to PATH 3
 - iii. To complete case studies that evaluate the impact and outcomes of PATH initiatives for students, community groups, and key stakeholders.

⁴⁵ **DIS Score:** The use of the cut-off of -10 DIS Score potentially advantages city based HEIs, with a considerable proportion of students from disadvantaged areas, but also a sizeable proportion from affluent areas. Regional TUs may have a larger proportion of students from marginally below average disadvantaged areas, not captured in the funding formula. It accordingly favours more urban HEIs than regional TUs who would have a wide range of catchment areas of disadvantage. Therefore, a usage of a crude cut off point versus a sliding scale point would be more reflective of the student population of TUs, such as to include the marginally below segment, that is, 0 to -10 DIS score.

Pillar: Engagement

Performance Objective 4

To enhance the sustainable development of our University and our region through a whole-of-institution approach to engagement and sustainability.

Transversal areas of impact:

Climate & Sustainable Development; Enterprise; Region; Institutional Leadership & Culture; Sectoral & Tertiary Cohesion.

This pillar is focused on enhancing the sustainable development of our university and our region through a whole-of-institution approach to engagement and sustainability and has transversal areas of impact across: Climate & Sustainable Development; Enterprise; Region; Institutional Leadership & Culture; Sectoral & Tertiary Cohesion. Performance is broadly on track for three of the six indicators (4.1, 4.4, 4.6). Modifications are proposed for 4.2 and 4.3, while 4.5 is off track.

4.1 Learning Gates: Growth continues with steady increases in engagement, though variation exists across centres. Changing business models (e.g. fewer hot-desk spaces) present future challenges and a review and new engagement products are under development to ensure targets are achieved. For **4.2 Alumni** the original growth projections relied on legacy datasets later found non-compliant with GDPR. Following intervention by the TUS DPO, the TUS Alumni Office has established interim systems which are compliant. Membership is now tracked via TUS Alumni Connect⁴⁶ (from Q3 2025), with revised but realistic targets in place.

A revised approach based on a now available TUS graduate outcomes database is proposed for **4.3 Graduate Employment** to ensure alignment with data definitions. Our analysis shows regional differences: Midlands employment decreased by 3.2% between 2022–24, while Midwest grew by 1.1%. Broader labour market trends (growth in Border, Dublin, Southwest and West) affect outcomes and may explain regional disparities. (Figure 4)

Class of	Border	Dublin	Mid-East	Midlands	Mid-West	N.Ireland	South-East	South-West	West	Not Ireland or Unknown
2020	1.9%	14.6%	5.2%	20.9%	29.5%	0.5%	1.3%	5.5%	12.2%	8.5%
2021	1.9%	16.5%	5.1%	20.5%	26.9%	0.7%	2.5%	5.0%	13.6%	7.2%
2022	2.4%	18.1%	5.1%	18.8%	27.9%	0.2%	2.4%	6.1%	9.5%	9.5%
2023	2.6%	16.6%	5.1%	18.4%	25.8%	0.3%	2.6%	7.6%	12.2%	8.7%
2024	3.6%	19.0%	5.4%	15.6%	29.0%	0.4%	2.9%	7.0%	12.8%	4.3%
2020 - 2024 Change	+1.7%	+4.4%	+0.2%	-5.3%	-0.6%	-0.1%	+1.6%	+1.5%	+0.6%	-4.2%
2022 - 2024 Change	+1.3%	+0.9%	+0.4%	-3.2%	+1.1%	+0.2%	+0.5%	+0.8%	+3.3%	-5.2%

Figure 4: Graduate Outcome Survey – Region of Employment

⁴⁶ <https://alumni.tus.ie/>

Considerable progress has been made on **4.4 Work Placement**. By 2024/25, 93% of full-time Level 8 ab-initio programmes included placements (Midlands 86%; Midwest 98%). With differential validations completed for six additional programmes, this will increase to 95% in 2025/26, with 100% expected by 2026/27.

4.5 Greenhouse Gas Emissions is off track. SEAI data⁴⁷ show a 21.8% reduction against a 30.7% target. Current projections suggest 2025 will deliver further reductions, including a 38% decrease in fossil fuel use. Long-term targets remain challenging. Establishing a dedicated Energy Team, new metering, audits, and capital investment provide a stronger foundation for progress. ISO50001 certification is planned for Q1 2026. However, **4.6 Sustainability Leadership** is broadly on track. Internal assessment using the Sustainability Leadership Scorecard (SLS)⁴⁸ was completed in August 2025, with external validation scheduled for Q4 2025. Initiatives funded by N-TUTORR, TSAF and other sources are strengthening performance.

Assessment of Implementation

Learning Gates (4.1): Resourcing delays slowed audits and recruitment of centres, compounded by external shifts in usage models. A revised engagement strategy is being implemented.

Alumni (4.2): Despite early data compliance challenges, the Alumni Office has launched a robust engagement programme, supported by its new Alumni Platform for data management.

Graduate Employment (4.3): Graduate mobility continues to affect Midlands outcomes. However, employer engagement remains strong, supported by dedicated Careers and Employability (CandE)⁴⁹ staff and high participation in TUS careers events⁵⁰.

Work Placement (4.4): Progress reflects strong faculty engagement, programmatic reviews, and validations. Positive academic community engagement and institutional commitment underpin this success.

Emissions (4.5): Progress depends on accelerated decarbonisation, efficiency and demand reduction. New data and governance structures (Energy Team, Sustainability Committee) provide momentum, though further capital investment is essential.

Sustainability (4.6): Progress has been enabled by national, and EU supports and by strong governance through the University Sustainability Committee.

Strategic Reflection

Performance against this objective demonstrates both progress and systemic challenges.

Engagement & Alumni (4.1, 4.2, 4.3): Progress is shaped by both institutional strategies and

⁴⁷ <https://www.seai.ie/plan-your-energy-journey/public-sector/monitoring-and-reporting>

⁴⁸ <https://www.sustainabilityleadershipscorecard.org.uk/Home>

⁴⁹ <https://tus.ie/careers-employability/>

⁵⁰ <https://tus.ie/events/tus-athlone-careers-fair/>

external factors. TUS is developing a unified Engagement Management Tool to consolidate data on Learning Gates, Alumni, and employer engagement. While graduate mobility and labour market shifts lie beyond TUS control, sustained employer participation and targeted alumni strategies demonstrate resilience.

Work Placement (4.4): A strategic decision to embed placement in all Level 8 programmes has been transformative. With strong academic buy-in and systematic validation, the 100% target is realistic. This enhances graduate employability and regional alignment.

Sustainability & Emissions (4.5, 4.6): Emissions reduction remains the greatest risk. While targets are challenging, governance and resourcing structures have been strengthened. Success will require continued capital investment, integration of R&D outputs, and prioritisation across the University. Conversely, progress on sustainability leadership (4.6) demonstrates a growing culture of whole-of-institution commitment, validated by internal and forthcoming external reviews.

Learning for the future:

- Data quality and compliance are critical: revised systems for Alumni, Graduate Outcomes, and Energy Performance strengthen institutional evidence for planning.
- Whole-of-university approaches work best where governance, resourcing, and cultural alignment are strong (as in placements and sustainability), and are also in line with Government policy e.g National ESD Strategy.
- External conditions—labour markets, data protection, regional business practices—require adaptive strategies and contingency planning.

The decarbonisation challenge requires urgent investment and external partnerships, but there are opportunities for securing funding from public and private sources. The strengthened alumni networks present opportunities for philanthropy, mentoring, and enterprise engagement, while graduate mobility trends highlight the importance of regional economic development and TUS's role in supporting it.

Our immediate priorities in 25/26 include completing external validation of the Sustainability Leadership Scorecard and achieve ISO50001 certification and securing investment in energy reduction. Supporting faculty to achieve our 100% programme placement integration by 2026/27 remains a focus as well as piloting the TUS Engagement Management Tool to streamline learning gate, employer, alumni, and graduate engagement data.

Section 3: System Learning and Policy Development

Comment on any learning or insights arising from the institution's self-evaluation of performance in relation to the Performance Agreement that may contribute to system learning and/or national policy development and implementation.

Word limit: 300

Progression:

- Improvement in TUS' non-progression rate, exceeding targets set in both the TUS Strategic Plan and the Performance Agreement, reflects the implementation of the *TUS Transitions and Student Success Strategy*⁵¹, informed by the NFTL's *Understanding and Enabling Student Success in Higher Education* and by primary research. Additionally, the flagship initiative, TUS Second Shot, has been a primary driver of the improvement, with each of its three iterations contributing to higher student success rates in the autumn repeat examinations and assessments.

Student Feedback:

- TUS conducted an in-house TUS Student Survey with indices selected based on Systems Performance Agreement & TUS Strategic Plan. Key learnings indicate that **Collaborative Learning** remains a consistent strength in the student's learning experience in TUS. High engagement is evident, with over 60% of students working with peers on assignments and nearly half explaining course material to others—highlighting a strong culture of peer-to-peer support and academic collaboration.
- Key learnings from survey results for **Student Faculty Interaction** indicate that the overall index score at 11.6 in 2025 is reduced from 15.1 in 2023, with the national average of 14 in 2023. Further reflection is required on potential reasons and enhancement approaches required to improve this score. Equally, the change in the number of questions asked in the shortened student survey in the 2025 year may have influenced the reporting of satisfaction levels on this index score as only eight versus over 60 indices were measured.

Research:

- Significant support for postgraduate research is required – TUS RISE provided impetus, but consideration needs to be given to commercialisation and PGR numbers in the TUs post-TU RISE. Funding like TU RISE at this stage of development to consolidate research activity has proved critically important. Early consultation with TUs must consider how consolidation of research activities will continue post TU RISE.

⁵¹ [4 Transitions-and-Student-Success-Strategy-for-TUS-AC-29-05-2023.pdf](#)

Section 4: Signature of the Head of the Institution

The SER should be signed by the Head of the Institution prior to submission.

On behalf of **Technological University of the Shannon**, I declare that the particulars supplied in this report are true and correct.

Signature:	
Print Name:	Professor Vincent Cunnane
Date:	18 th November 2025