

Technological University of the Shannon

January 2025

Introduction

The publication of the TUS CINNTE Cyclical Review Report represented an important milestone for the university, completing the first external institutional review since designation as a Technological University on October 1st, 2021. TUS welcomes the Report noting that it reflects a deeply held shared vision as outlined in the Strategic Plan 2023-2026. This is evident in the report's thirteen very meaningful commendations including for our *"ambitious vision that pervades key initiatives and guides its collaboration with students, communities, local government, enterprise and business"* and for the *"excellent range and quality of TUS involvement with communities and stakeholders"* in alignment with the TUS vision, priorities and strategic objectives.

CINNTE provided an important reference point to TUS in evaluating the effectiveness of university-wide quality assurance procedures, underpinned by an enhancement-led approach to quality. The review team note that "there is clear evidence of the effectiveness of the governance and quality systems at each level of the organisation" and that they are satisfied that "excellent progress has been made towards the establishment of robust and appropriate governance structures". There is also implicit recognition in the report of a quality culture at TUS "evident throughout the visit" and recognised in the commendation for "the rapid progress made since TUS designation in developing and embedding a quality culture at all levels, including quality assurance structures and processes". TUS also notes the report's finding of compliance with relevant European and National statutory quality assurance guidelines and requirements.

In addition to assessing compliance, CINNTE is a valuable enhancement led review process and TUS appreciates the considered and detailed narrative throughout the report that outlines the context for proposed quality enhancements across the spectrum of university activities, complemented by a range of specific developmental recommendations. These recommendations provide a valuable roadmap to guide and inform the next phase of our development as a vibrant university. TUS accepts the report recommendations and through this Action Plan will implement a programme of activity to address each and thereby to help position TUS to further realise our ambitions.

	Recommendation¹	Commentary²	Planned Actions³	Planned Completion Date⁴
1	The review team recommends that TUS, notwithstanding the progress made on integration to date, develop a unified operational model across the university. This should align with university objectives and be strongly promoted.	<p>As indicated in this recommendation, there has been a significant programme of work and progress with integration to date. The development of a unified operational model across TUS has been an overarching priority in this. This includes fully integrated corporate and academic governance, senior management structures and significant progress in the integration of a broad range of functions, systems and operational processes. There is also significant ongoing work to address outstanding areas and TUS acknowledges that this work is vital and will be a significant enabler of achieving the vision, ambition, priorities and objectives of the TUS Strategic Plan 2023 -2026. TUS also acknowledges the importance of this recommendation in embedding cross-campus consistency and cohesion for the delivery of services. Appropriate actions will be prioritised accordingly.</p> <p>Progress is being made on government approval of proposed Executive Management roles in the new model. The process of merging duplicated faculties started in December 2024 and will continue throughout 2025.</p>	<ol style="list-style-type: none"> 1. Collate progress to date on developing a unified operational model, including Governance, Strategy, Senior Management Structure, Functions/Systems, Quality and Policies. 	May 2025
			<ol style="list-style-type: none"> 2. Identify any gaps from the resulting analysis in Action 1 (1). 	June 2025
			<ol style="list-style-type: none"> 3. Develop estimated targets to implement and achieve a unified operational model across any gaps identified in Action 1 (2). Identify associated KPI's and responsible parties. 	October 2025

¹ A number of recommendations may be combined where they are addressed by a common action.

² Provide an overview of the institution's plans to address the recommendation.

³ Add or remove rows as appropriate.

⁴ This should be no later than 12 months following the publication of the review report.

	Recommendation¹	Commentary²	Planned Actions³	Planned Completion Date⁴
2	The review team recommends that TUS develop a single unified QAE handbook, with input from students and staff, to provide an accessible contemporary framework that acts as a single point of reference for quality priorities and processes across the university, and demonstrates openness, transparency, accountability and integrity. This should include a clear definition of the criteria for revalidation of programmes to ensure that the process is efficient and provides the necessary flexibility for programme teams to maintain the relevance and currency of	<p>Since designation, some 40 individual quality documents have been approved by Academic Council spanning the spectrum of academic QAE and including governance documentation, academic regulations for taught and research programmes, academic policies and procedures, student support policies and quality enhancement resources. These form the basis of a coherent framework for assuring and enhancing the quality of education, training and services provided by TUS. Their development has included student input through a variety of means, including participation in working groups and as members of governance fora in the review and approval of policies and procedures.</p> <p>The suite of policies and procedures have been collated into the TUS Quality Assurance and Enhancement Handbook. The handbook is published on the external website making it centrally available and accessible to students, staff and a broad range of external stakeholders. There is ongoing work in outstanding areas and Working</p>	<ol style="list-style-type: none"> 1. Review and streamline the structure of the TUS Academic Quality Assurance and Enhancement Handbook to enhance accessibility of the constituent QAE policies and procedures. 2. Develop a refreshed plan for the continued development of unified TUS Policies and Procedures and implement the plan accordingly. Identify associated KPI's and responsible parties. 3. In developing the TUS Policies on Programme Validation/Revalidation streamline documentation requirements and processes and ensure efficiency, flexibility and agility. Consider how bureaucratic requirements can be reduced appropriately, as part of the process. Incorporate processes for developing and monitoring assessment matrices. 	<p>October 2025</p> <p>October 2025 and Ongoing</p> <p>October 2025</p>

	Recommendation¹	Commentary²	Planned Actions³	Planned Completion Date⁴
	<p>curricula on an ongoing basis, and a robust process for the development and monitoring of the assessment matrices.</p>	<p>Groups have been established to progress and develop a range of associated policy areas.</p>	<p>4. In developing the TUS Policy on the Management of the Curriculum, include clear criteria for what constitutes minor and major changes to the curriculum and clear criteria for the requirements for revalidation and effective and efficient ongoing monitoring.</p>	<p>October 2025</p>

3	<p>The review team recommends that TUS clearly defines the role of representation of the Students' Union on the deliberative and decision-making bodies of the university, including the function of Academic Council and its relationship to the other instruments of governance and management.</p>	<p>TUS recognises that incorporating the student voice into activities is an integral part of QAE and plays a vital role in shaping and improving the overall student experience. This enables effective engagement between students, staff and TUS and contributes to both decision-making and continuous improvement.</p>	<p>1. Conduct a review on how the role of the Students' Union is defined on the deliberative and decision-making bodies of the university. Include student representation/ Students' Union appropriately in this review.</p>	<p>May 2025</p>
		<p>TUS notes that the National NStEP Strategy 2022 - 2025 envisages embedding the student voice and actively creating "initiatives that support a vision of a learning community where students are partners in the decision-making process".</p>	<p>2. Arising from the review specified in Action 3 (1), ensure that the role of representation of the Student's Union is appropriately defined in the Terms of Reference for relevant bodies.</p>	<p>October 2025</p>
		<p>Accordingly, at TUS students are members of key governance fora such as Governing Body, Academic Council, Subcommittees, and Programme Boards. They also participate in a range of bodies such as working groups on policy development, external validation & revalidation panels, and focus groups/surveys for internal reviews, where student input is highly valued.</p>	<p>3. Provide dedicated information sessions to representatives of the Student Union/Students on their role participating on relevant Boards and decision-making bodies to support their effective participation.</p>	<p>October 2025 and Ongoing</p>

4	<p>The review team recommends that TUS further develop and establish effective structures for staff at all levels to give feedback and have their voice heard. This feedback should contribute to TUS decision-making mechanisms.</p>	<p>TUS staff are members of key governance fora such as Governing Body, Academic Council, Subcommittees of Academic Council, Faculty/Department and Programme Boards. These fora provide formal structures through which staff at all levels can provide feedback, have their voice heard and contribute to decision making.</p> <p>As TUS further develops and embeds a unitary operational model, TUS recognises the importance of this recommendation and of developing avenues to strengthen the ability for staff at all levels to provide feedback and inform decision making. It is acknowledged that this has added importance in the current stage of organisational development as a multicampus Technological University.</p>	<p>1. Document existing structures and fora to collate existing avenues as a communication tool. As part of this identify avenues of communication and input to decision making for academic and professional services staff. Describe the formal academic structures in addition to other committee structures and communication avenues. Utilise the review to inform staff about relevant communication fora and to identify gaps and potential enhancements.</p>	October 2025
			<p>2. Establish a process that will lead to the setting up of appropriate Management fora for Heads of Department and Heads of Function.</p>	October 2025
			<p>3. In developing the TUS Policy on the Management of the Curriculum, make explicit the role of Staff Representation in the Terms of Reference of Faculty, Department and Programme Boards as decision-making bodies.</p>	October 2025
			<p>4. Conduct a biennial All Staff Survey. Utilise the survey outputs to inform decision making in relevant governance and management fora and committees.</p>	April 2025 and Ongoing

5	<p>The review team recommends that TUS give serious consideration to supporting the development of Heads of Departments' important role as middle managers who make a significant contribution to the effective functioning of the institution. The avenues of upward mobility are limited for them due to the flat organisational structure and a lack of fixed terms of office or clear role descriptions.</p>	<p>TUS acknowledges the important role of Heads of Department and their ongoing contribution to the effective functioning of the Technological University. TUS recognises the complexity and evolving nature of the role, including at strategic, tactical and operational levels. Heads of Department, in exercising their management responsibility, contribute to important communication pathways both vertically and horizontally within TUS. They serve as a critical focal point and communication link with students and with a large variety of external stakeholders.</p> <p>TUS acknowledges the recommendation commentary on mobility associated with the role, noting that the OECD Report: A Review of Technological Universities Academic Career Paths, Contracts and Organisation in Ireland is relevant in this context.</p>	<ol style="list-style-type: none"> 1. Consult with Heads of Department via a bespoke post CINNTE Report Focus Group as part of a needs analysis on supports. Triangulate the outputs of the Focus Group with feedback provided by Heads of Department via the TUS Leadership Programme delivered by Advance HE. Further utilise the Staff Survey process to gain further perspectives and feedback from Heads of Department on supports required. 2. Arising from the consultation process as specified in Action 5 (1), consider how best to develop and deliver appropriate supports within viable parameters for all. 3. Establish a process that will lead to the setting up of appropriate Management fora for Heads of Department and Heads of Function, in line with Recommendation 4 (2). 4. Deliver a Bespoke Leadership Programme in partnership with Advance HE for TUS Management, including Heads of Department. 	<p>June 2025</p> <p>October 2025 and Ongoing</p> <p>October 2025 and Ongoing</p> <p>March 2025</p>
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6	<p>The review recommends that TUS prioritise overall workforce planning, development and wellbeing in an agile manner to ensure the sustainability of continued high-quality service and academic provision. While a quality culture has become embedded in the university, there is an opportunity to simplify administrative and operational structures as well as lighten bureaucratic requirements. This will enhance the agility of the university, allowing it to respond to emerging opportunities.</p>	<p>TUS has circa 1,800 academic, technical, and professional support staff. The value placed on Staff is evidenced by its recognition in Strategic Priority 3 of the TUS Strategic Plan, People and Organisation which states that TUS will “operate as an integrated organisation where everyone’s potential can be realised and where all individuals are provided with equal opportunities”. TUS welcomes the recommendation acknowledgement that a quality culture has become embedded in the university and acknowledges the importance of reducing bureaucratic requirements. Deloitte have also conducted an internal audit on Resource Planning and Allocation Process, and the recommendations of this review will support this recommendation.</p> <p>TUS acknowledges the need to reduce bureaucratic requirements as the quality framework is implemented. Recommendations 2 (4) and 2 (5) which govern the lifecycle of programme design, delivery, assessment and ongoing monitoring have been developed to take account of the need to lighten bureaucratic requirements to enhance the agility of the university.</p>	1. Implement the recommendations from the internal audit review conducted by Deloitte on Resource Planning and Allocation Process.	October 2025 and Ongoing
			2. Finalise, approve and implement a Learning & Development Policy for all TUS Staff. Establish a TUS Staff Learning & Development Steering Committee	October 2025
			3. Roll-out a Learning Management System for TUS Staff.	October 2025
			4. Develop, approve and implement a Health and Wellbeing Framework and Policy in support of our commitment under the HEA Healthy Campus Charter.	October 2025 and Ongoing

7	<p>The review team recommends that TUS reviews current practice for student communication and develop a coordinated strategy that addresses students' needs across all modes of programme delivery, and all stages of the student journey from application to completion of studies, to ensure timely access to pertinent academic and pastoral information.</p>	<p>TUS acknowledges the central importance of this recommendation in supporting the student experience. TUS also notes that incorporating the Student Voice is critical to the success of resulting enhancements.</p> <p>Effective and cohesive communication to the whole student demographic on a cross-campus basis has already been identified by TUS as a critical area for development. The different layers required for effective student communication was a strong emergent theme from student input to CINNTE self-evaluation. A Student Communications Working Group, reporting to the Admissions, Transfer and Progression Subcommittee of Academic Council, has been established to develop a holistic strategy and associated actions to progress this important area.</p>	<p>1. Through the Student Communications Working Group, and/or subsequent forum, conduct a communication needs analysis that takes clear account of student communication needs, the discreet communication requirements, and suitable communication channels for different student demographics in the multi-campus context.</p>	May 2025
			<p>2. Taking account of the findings of the needs analysis as specified in Action 7 (1), develop a co-ordinated and holistic strategy that addresses the communication requirements of TUS Students and identifies key actions for implementation.</p>	June 2025
			<p>3. Implement the strategy and associated actions identified during Action 7 (1). Identify associated KPI's and responsible parties.</p>	October 2025 and Ongoing

8	<p>The review team recommends that TUS enhance the provision of student support services to ensure that all students have access to support that is consistent across the university, irrespective of level of study, stage of their learning journey, or campus.</p>	<p>The TUS values of Inclusive, Supportive, Ambitious, Innovative, Sustainable and Collaborative acknowledge the strategic importance to the work of Student Support Services. A suite of student supports is available which form a vital part of enhancing the wider student experience for TUS students. These supports range from an induction and orientation programme to a diverse range of supports made available to students through their education pathway, including Access Service, Disability Service, Counselling Service, Health Service, Learning Support Service, Pastoral Care and Careers and Employability Service.</p> <p>This recommendation aligns with ongoing quality enhancement and integration initiatives within TUS including a Strategic Review of Student Supports and a PWC review of Careers and Employability. These detailed reviews have identified a range of actions to enhance the consistency of the provision of services for all students irrespective of campus and provide a blueprint for TUS in implementing this recommendation.</p>	<p>1. Implement the strategic review of student support services recommendations to ensure high quality service provision for all students, while appropriately addressing the multi-campus context of TUS. As part of this, address the challenges of cohesion and consistency of service provision and equity of student experience across all campuses.</p>	<p>October 2025 and Ongoing</p>
			<p>2. Continue to build the growing provision of Societies and support the associated social activities and events to add greater value to the overall student experience in TUS.</p>	<p>September 2025 and Ongoing</p>
			<p>3. Embed the provision of services on a cross campus basis by the Careers and Employability Service. To further support consistency, develop a TUS Policy on Student Placement.</p>	<p>September 2025 and Ongoing</p>

9	<p>The review team recommends that TUS ensures that the Library is represented at high level strategic, operational and financial decision-making processes.</p>	<p>TUS Library provides onsite facilities in the Athlone, Moylish, Thurles, Clonmel, Claire St. (LSAD), and Ennis campuses and is central to the intellectual and academic life of TUS, where student and staff needs are prioritised. It 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 operates in a very particular external context, whereby national and EU legislation and policy informs its work and creates both opportunities, expectations, and targets.</p> <p>This recommendation aligns with the finding of a Strategic Review of Library Services with respect to library representation in decision making fora to enable and enhance the effectiveness of its work.</p>	<ol style="list-style-type: none"> 1. In implementing the finding of the Strategic Review for TUS Library Services, include Library representation on fora, as appropriate. 2. Arising from the consultation, implement appropriate initiatives to enable effective input by Library at appropriate fora. 	<p>October 2025</p> <p>October 2025 and Ongoing</p>
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10	<p>The review team recommends that TUS continues to build strong partnerships with Education and Training Boards (ETBs), employers and other partners in the provision of a greater numbers of apprenticeships across existing and new disciplines to meet regional needs.</p>	<p>TUS is committed to Apprenticeship education and welcomes the recommendation accordingly. In June 2023, TUS opened a new, state-of-the-art, special purpose Apprenticeship facility in Athlone, which will create an active learning space for up to 1,000 apprentices per year, almost doubling the campus's existing capacity. The new Coonagh Engineering campus was opened in January 2024 and will form a new hub for apprenticeships in the Midwest, enabling an increased intake to 1,900 in Limerick. Taken together, these developments offer a potential doubling in capacity into the immediate period ahead.</p> <p>TUS has fostered strong partnerships with the ETBs in the Midlands and Midwest regions. A prime example of this collaboration is the delivery of the new Access to Apprenticeship (ATA) program. Some modules of this program are taught at Longford Westmeath ETB, while others are delivered at the TUS Athlone Campus. Through the ATA programme, TUS has established new relationships with employers, yielding positive outcomes as the inaugural cohort transitions to the employment phase.</p> <p>In terms of new disciplines, the Academic Apprenticeship function is actively developing apprenticeships in Software Testing and Laboratory Analyst while apprenticeships in Road Surface Technical Operative (RSTO), Lift Truck Powered Access (LTPA) are also in development.</p>	1. Strengthen ETB Partnerships by developing further pathways of progression from ETBs to TUS.	Ongoing
			2. Expand the provision of the Access to Apprenticeship programme by delivery in collaboration with Longford Westmeath ETB at the TUS Midlands campus.	June 2025
			3. Build and maintain positive relationships with employers to facilitate smooth transitions for Access To Apprenticeship graduates.	Ongoing
			4. Develop a range of New Apprenticeship programmes by further developing innovative Consortium-led partnerships.	Ongoing

		<p>Additionally, TUS is collaborating with Atlantic Technological University (ATU) Sligo Campus to offer a Level 6-8 Quantity Surveying (QS) Apprenticeship, complementing the existing Level 9 Advanced QS Apprenticeship. Exploratory discussions are also underway with Griffith College and Fasttrack IT to develop a Level 8 Software Developer Professional Apprenticeship.</p>		
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11	The review team recommends that TUS strengthens progression pathways for students, particularly from a lifelong learning perspective.	TUS is committed to progression and offers learners access to and progression pathways into and along the NFQ from Level 6 to 9 taught programmes and Level 9 and 10 research programmes. Maximising opportunities for transfer and progression are an integral part of the programme development and revalidation process with appropriate routes approved as part of the process. TUS takes a programme pathway approach to all its awards, maximising opportunities to progress to a higher award or to exit with an embedded award. This is an integral part of programme validation. The provision of opportunities to students to progress to research degree programmes of study is a pivotal aspect of the TUS approach. This is a key priority and signifies an important progression opportunity for students in line with the National Access Plan. TUS is committed to Flexible and Life-long learning and acknowledges the importance of strengthening progression pathways for this cohort.	1. Continue to embed and maximise access, transfer and progression pathways within the TUS programme portfolio including leveraging cross-campus and inter-faculty synergies.	October 2025 and Ongoing
			2. Continue to design all programmes clearly identifying modes of delivery and progression pathways.	October 2025 and Ongoing
			3. Continue to design and make all learners aware of progression pathways available to them on all current part-time flexible programmes, in particular all Full Time Equivalent Programmes.	October 2025 and Ongoing
			4. Review and enhance information available on relevant flexible learning programme websites/pages regarding progression and transfer opportunities.	October 2025 and Ongoing

12	<p>The review team recommends that a robust governance structure for research activity is established university wide by TUS to support research activity and engagement. A central database of information about TUS research should also be developed.</p>	<p>The <i>TUS Postgraduate Research Regulations 2023-2026</i> set out the Governance structures for postgraduate research activity in TUS. The academic governance of research operationalises checks and balances to optimise transparency and accountability in decision-making. Academic Council and its subcommittee on Postgraduate Studies and Research (PGSR) serve as a central university forum for oversight and governance. Effective governance on postgraduate matters is also provided by the Graduate School, the TUS Graduate School Faculty Board and Faculty Research Committees (FRCs). Proposed postgraduate research programmes are considered through these academic governance fora. The TUS Research Ethics Committee reports to Academic council via the PGSR also. The <i>TUS Postgraduate Research Regulations 2023-2026</i> further specify devolved governance at Faculty level via a Faculty Research Committee (FRC) for each Faculty. The devolved fora are being established and embedded across TUS.</p> <p>TUS recognises the importance of a centralised research information management system and is implementing a Current Research Information Management System (CRIS) as a priority. Funding was sought and awarded for the purchase of a</p>	<ol style="list-style-type: none"> 1. Establish and embed the Graduate School Faculty Board and the Faculty Research Committees (FRCs) to enable consistent governance across TUS for postgraduate research activity. 2. Develop policy and procedure to enable good research practice in line with the <i>HEA Principles of Good Practice in Research within Irish Higher Education Institutions</i>. 3. Roll-out the Research Information Management System, PURE, and implement the key deliverable of the project. 4. Deliver the TUS staff research time release programme. 	<p>June 2025</p> <p>October 2025</p> <p>June 2025 and Ongoing</p> <p>October 2025 and Ongoing</p>
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		<p>suitable system under the TUTF, and Elsevier’s PURE solution was selected. The funding and delivery of this project has continued through into TUS TU RISE.</p> <p>TUS is implementing the TUS RISE four year research support program which will systemise TUS’s central research functions to build research support capacity and capability. TUS will also continue to deliver a TUS staff research time release programme.</p>	<p>5. Deliver on targets and objectives of the TUS TU RISE programme for research.</p>	<p>October 2025 and Ongoing</p>
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13	The review team recommends that TUS increases the supports available to TUS staff who are engaged on PhD research so as to reach the target of 65% within the allocated time.	<p>TUS interprets this recommendation to relate to the 65% target of TUS Staff with PhD or equivalency as stated in the Technological Universities Act (2018).</p> <p>TUS will continue delivery of the TUS Staff PhD Buy-Out to support staff to undertake PhD programs. Currently, there are 99 TUS staff members undertaking PhD and Professional Doctorate programmes (NFQ Level 10) and TUS will seek to develop and sustain this momentum going forward as part of its strategy towards achieving its associated target.</p>	1. Assign responsibility for the monitoring and oversight of the staff PhD metrics.	April 2025
			2. Design and implement a structure to promote and support staff participation in PhD programmes including a centralised register of staff who are undertaking PhDs. This register needs to be maintained and updated on an ongoing basis. Structure to involve HR, RDI, Graduate Research Office, and Finance functions.	June 2025
			3. Review on an ongoing basis the barriers and enablers to staff participation in PhD programmes and factors that affect their timely completion. Develop mitigation and support initiatives accordingly.	October 2025 and Ongoing.
			4. Roll-out a Procedure for Academic Staff Doctoral Bursary Awards (e.g. updated application form, combined with clear, annual application dates, more effective support and monitoring process to optimise on-time completion).	October 2025

14	<p>The review team recommends that, in fulfilment of its ambitions for research development, TUS should take steps to ensure that every PhD student is embedded in a research culture, all supervisors can demonstrate and maintain the currency of their expertise to supervise students and projects, a code of practice for research supervision is regularly communicated, monitored and reviewed in line with the <i>Framework for Doctoral Education</i>.</p>	<p>The <i>TUS Postgraduate Research Regulations 2023-2026</i> provide for a variety of research functions to support postgraduate student researchers. Programmes from registration right through to graduation, adopt a ‘life cycle’ approach to graduate research education. TUS operates a comprehensive range of supports for Masters by Research and PhD degree students. This includes training and development for staff and students organised by the Graduate School, the Research Office and the Immersive Research Institute (RUN-IRI). Candidates and their supervisors are supported through all stages of the research degree programme.</p> <p>TUS recognises and acknowledges the importance of developing and instilling a research culture for students with the themes of belonging, inclusion and researcher identity at its core. TUS values research practice and this is a significant enabler in promoting research culture. Supporting supervisors and developing supervisory skills is a significant enabler in this context. The <i>TUS Postgraduate Research Regulations 2023-2026</i> codifies the responsibilities of research supervisors. TUS will develop further initiatives to support effective research supervision in line with this recommendation, and consistent with the <i>HEA Principles of Good Practice in Research 2022</i> and <i>The National Framework for Doctoral Education</i>.</p>	<ol style="list-style-type: none"> 1. Develop a range of outreach activities related to the theme of belonging, inclusion and researcher identity as part of a ‘life cycle’ approach to graduate research education. 2. Develop TUS Effective Practice Guidelines for Research Supervisors to guide them in their research practice in their supervisory role as codified in the <i>TUS Postgraduate Research Regulations 2023-2026</i>. 3. Develop a dedicated series of workshops for Supervisors on Research Supervision and further develop the supervisor mentorship training programme to advance best practice. 4. Develop and disseminate TUS Research Thesis Specifications Requirements to support students and supervisors during the critical phase of Thesis development. 	<p>October 2025 and Ongoing</p> <p>October 2025 and Ongoing</p> <p>October 2025 and ongoing</p> <p>June 2025</p>
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15	<p>The review team recommends that TUS uses insights from data analytics to inform any initiatives for reducing student dropout rates, taking account of the significant variation between male (23%) and female (14%) students.</p>	<p>The dropout rates cited are based on HEA published data of non-progression at institutional level for the 2022-23 Academic Year for first Years enrolled on Level 8 Programmes. Using key insight from data analytics and the resulting evidence-based decision making is a key theme of the <i>TUS Transitions & Student Success Strategy</i>, which defines a range of goals for development and implementation under this theme. Benchmarking nationally, TUS notes that there is a gap between Male and Female non progression rates, with overall Male National Average of 18% and overall Female National Average of 13% for Level 8 programmes.</p> <p>It is important to conduct further analysis, including detailed gender based and demographic factors, to determine the contributing factors. This will implement an evidence based approach to enable the design of appropriate strategies and interventions to address this recommendation.</p>	<ol style="list-style-type: none"> 1. Conduct a detailed analysis of TUS SRS files to explore the underlying trends in non-progression with respect to a range of parameters such as NFQ Level, ISCED Broad Areas, Programmes, CAO and Related Entry Requirements, taking account of differences in the gender profiles. 2. Utilise this analysis to contribute to the ongoing implementation of cross institutional initiatives, aligned with the TUS Student Success Strategy, to address appropriate targeted retention strategies and interventions. 	<p>March 2025</p> <p>October 2025 and Ongoing</p>
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