

University of Limerick

2025

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**Annual Quality Report**  
**University of Limerick**  
**Reporting Period 2023-2024**

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**Annual Quality Report University of Limerick**  
**PART A: INTERNAL QA SYSTEM**  
**Reporting Period 2023-2024**

## PREFACE

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

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

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

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

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## Links to Reference Documents Cited in this Template<sup>1</sup>

### Legislation

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

### QQI Documents

#### Statutory QA Guidelines (QAG)

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

#### Other QQI Policy Documents

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

### Other National/International References

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

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<sup>1</sup> These links will be updated as further guidance documents are published.

## Glossary

AC	Academic Council
AHSS	Faculty of Arts, Humanities and Social Science
APR	Academic Programme Review
APRC	Academic Programme Review Committee
AQR	Annual Quality Report
AS	Athena Swan
AVPAA	Associate Vice President Academic Affairs
AY	Academic Year
BI	Business Intelligence
CAO	Central Applications Office
CECD	Cooperative Education and Careers Division
CHN	Community Healthcare Network
CO	Chief Officer
Co-op	Cooperative Education
CPD	Continuous Professional Development
CRM	Customer Relationship Management
CS	Corporate Secretary
CTL	Centre for Transformative Learning
CWELL	Community Wellness, Empowerment, Leadership and Life Skills
DAB	Designated Awarding Body
DARE	Disability Access Route to Education
DGSC	Digital Governance Steering Committee
DLSH	Digital Learning Support Hub
DPO	Data Protection Officer
EC	Executive Committee
EDI	Equality, Diversity and Inclusion
EHS	Faculty of Education and Health Science
ENQA	European Association for Quality Assurance in Higher Education
ESG	European Standards and Guidelines
EU	European Union
EUIP	European Union in the Indo-Pacific

FAQs	Frequently Asked Questions
FOI	Freedom of Information
FTE	Full-Time Equivalent
GA	Governing Authority
GDPR	General Data Protection Regulation
GPS	Graduate and Professional Studies
HAPPEE	The Health Alliance for Practice-Based professional Education and Engagement
HEAR	Higher Education Access Route
HEI	Higher Education Institution
HR	Human Resources
HSE	Health Services Executive
ICAI	International Centre for Academic Integrity
ICT	Information and Communications Technology
ICTLC	Information & Communications Technology Learning Centre
IHEQN	Irish Higher Education Quality Network
IRQ	Irish Register of Qualifications
ITD	Information Technology Division
IUA	Irish Universities Association
IWAA	Irish World Aviation Academy
KBS	Kemmy Business School
KPIs	Key Performance Indicators
LCEN	Limerick Community Education Network
LTAS	Learning, Teaching and Assessment Strategy
MACSI	Mathematics Applications Consortium for Science and Industry
MIC	Mary Immaculate College
MLC	Maths Learning Centre
MoA	Memorandum of Agreement
MOOC	Massive Open Online Courses
MoU	Memorandum of Understanding
MSS	Module Satisfaction Survey
NAIN	National Academic Integrity Network
NFQ	National Framework of Qualifications
OER	Open Educational Resources

OVPR	Office Vice President Research
PASS	Personal Academic Support System
PCC	Plassey Campus Centre
PDP	Provost/Deputy President
PDRS	Performance and Development Review System
PESS	Department of Physical Education and Sports Science
PMSS	Professional, Managerial Support Staff
PMTC	Pharmaceutical Manufacturing Technology Centre
PPN	Public Participation Network
PSRB	Professional, Statutory & Regulatory Body
PVA	President's Volunteer Award
QA	Quality Assurance
QE	Quality Enhancement
QIP	Quality Improvement Plan
QMS	Quality Management System
QQI	Quality and Qualifications Ireland
QRG	Quality Review Group
QSU	Quality Support Unit
RECs	Research Ethics Committee
SAH	School of Allied Health
SALI	Senior Academic Leadership Initiative
SDGs	UN Sustainable Development Goals
SEAI	Sustainable Energy Authority of Ireland
SESU	Student Engagement and Success Unit
SET	Self-Evaluation of Teaching
SI	Student Record System
STEM	Science, Technology, Engineering & Maths
SUSI	Student Universal Support Ireland
TELME	Teaching Foreign Languages in a Multicultural Environment
UL	University of Limerick
ULREG	University of Limerick Research Ethics Governance Committee
ULRIS	UL Research Information System
UTEMB	University Teacher Education Management Board

VLE	Virtual Learning Environment
VP	Vice President
VPGCE	Vice President Global & Community Engagement
WAM	Workload Allocation Model
YERUN	Young European Research University Network

## PART A: INTERNAL QA SYSTEM

Table 1

<b>Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)</b>				
<b>AQR Part A Section</b>	<b>QQI QAG Core Sub-section No.</b>	<b>QAG Core Sub-section Title</b>	<b>ESG Standard No.</b>	<b>ESG Standard Title</b>
<b>1.0 – Internal QA Framework</b>	<b>2.1</b>	Governance and Management of Quality	1.1	Policy for Quality Assurance
	<b>2.2</b>	Documented Approach to Quality Assurance		
<b>2.0 – Programme Development and Delivery</b>	<b>2.3</b>	Programmes of Education and Training	1.2	Design and Approval of Programmes
<b>4.0 – QA of Research Activities and Programmes</b>			1.9	On-going Monitoring and Periodic Review of Programmes
<b>8.0 – Monitoring and Periodic Review</b>				
<b>5.0 – Staff Recruitment, Development and Support</b>	<b>2.4</b>	Staff Recruitment, Management and Development	1.5	Teaching Staff
<b>2.3 – Teaching, Learning and Assessment</b>	<b>2.5</b>	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	<b>2.6</b>	Assessment of Learners		
<b>3.0 – Learner Resources and Supports</b>	<b>2.7</b>	Supports for learners	1.6	Learning Resources and Student Support
<b>6.0 – Information and Data Management</b>	<b>2.8</b>	Information and Data Management	1.7	Information Management
<b>7.0 – Public Information and Communication</b>	<b>2.9</b>	Public Information and Communication	1.8	Public Information
<b>2.0 – Programme Delivery and Development</b>	<b>2.10</b>	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
<b>8.0 – Monitoring and Periodic Review</b>			1.2	Design and Approval of Programmes
<b>9.0 – Details of Arrangements with Third Parties</b>				
<b>2.0 – Programme Development and Delivery</b>	<b>2.11</b>	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
<b>8.0 – Monitoring and Periodic Review</b>			1.10	Cyclical External Quality Assurance

<b>4.0 – QA of Research Activities and Programmes</b>	QAG for Providers of Research Degree Programmes		

## University of Limerick

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

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

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

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

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

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

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

As set down in that legislation, overall authority for the affairs of the University is vested in the UL Governing Authority, which is appointed in accordance with the Act. Executive Committee is responsible for the overall management of UL. The academic affairs of the University are managed by faculty boards, the Academic Programme Review Committee and Academic Council.

## Development and Approval of AQR

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

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

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

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

## 1.0 Internal QA Framework

### 1.1 Governance and Management of Quality

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

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

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

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

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

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

The University of Limerick (UL) strategic plan [UL@50 Strategic Plan 2019-2024](#) articulates institutional mission, vision and strategic priorities. The overall strategic plan is supported by (a) the [UL Equality and Human Rights Strategy](#), which details objectives, actions and expected outcomes

for 13 grounds of Equality and Human Rights under 10 themes: Governance; Leadership; Staff Experience; Educational Experience; Research Experience; Campus Development; Events, Clubs and Societies; Public Relations, Marketing and Communications; Technology; and Procurement and Budgeting; (b) our [teaching, learning and assessment strategy](#), which includes a specific commitment to quality in all our activities; and (c) our [Research Strategy](#) (*Wisdom for Action, 2022-2027*). These strategic documents each have associated implementation plans, which are subject to regular monitoring and review.

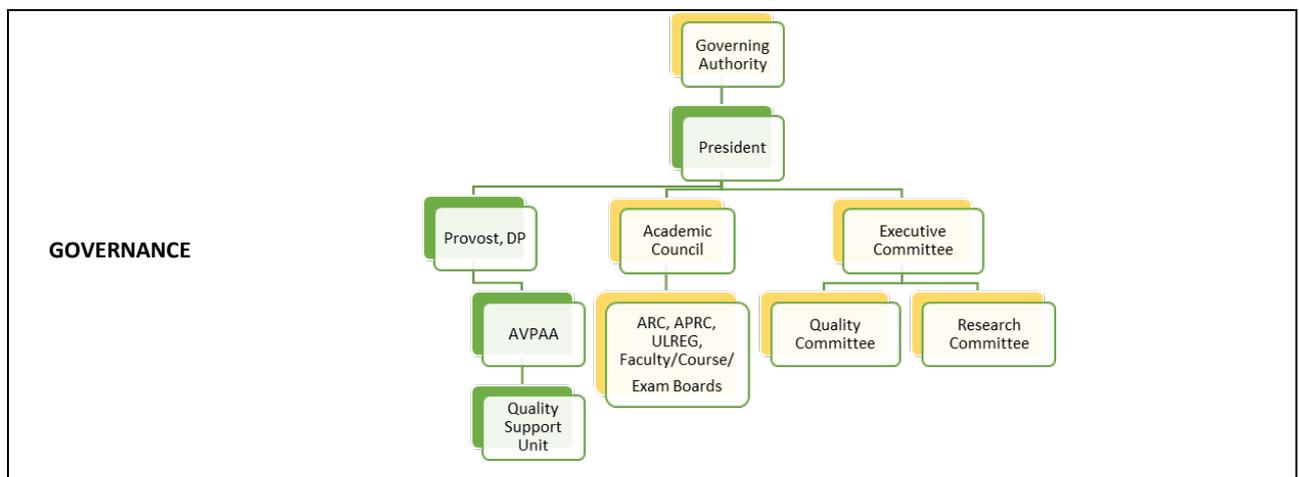
The University's decision-making processes and procedures are outlined on the Corporate Secretary's website [here](#).

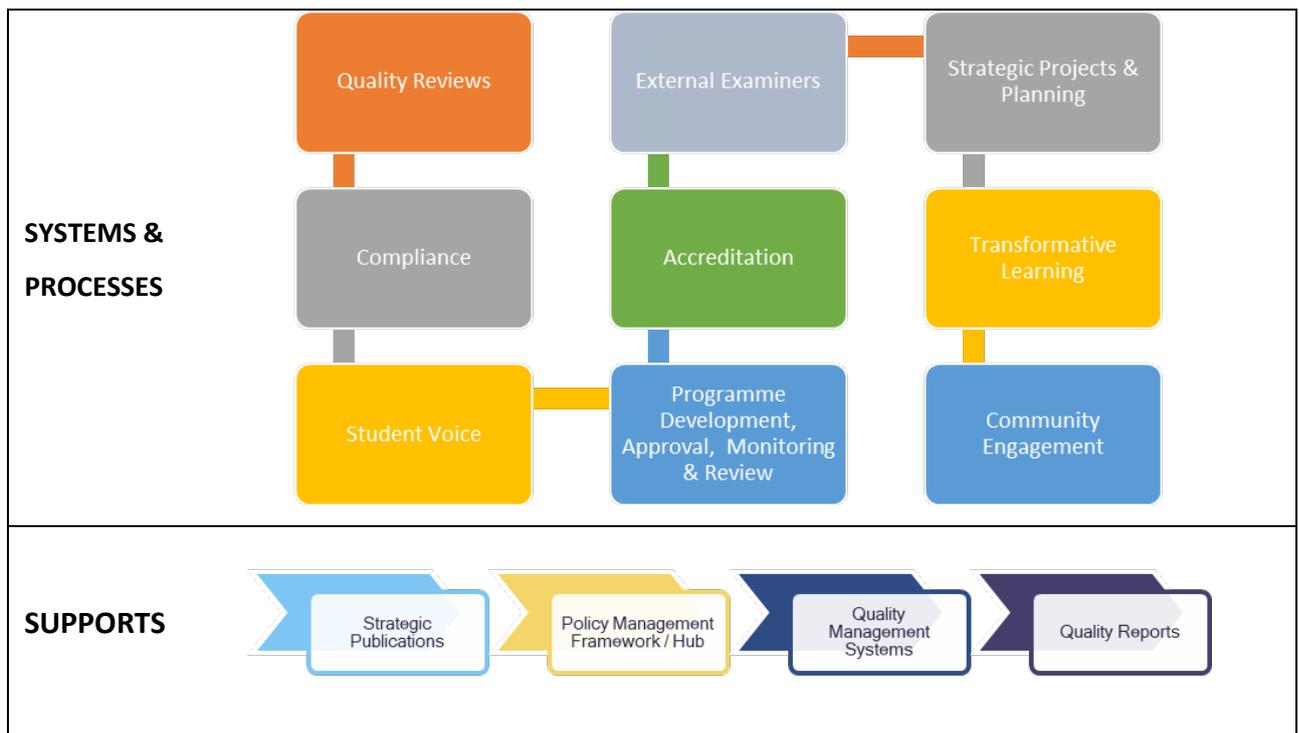
The University is committed to assuring and enhancing the quality of its activities and to fostering a quality culture throughout the institution. The University recognises the pursuit of quality, and hence excellence, as a core value. Responsibility for the quality of our activities rests at institutional,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

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

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

## UL Internal Quality Assurance Governance, Systems and Supports





### External Quality Assurance



### Representation of Learners and External Stakeholders

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

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

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

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

## 1.2 Linked Providers, Collaborative and Transnational Provision

### Collaborative Provision & Transnational Delivery of Programmes

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

### Delivery to International Learners

In July 2015, QQI published a Code of Practice for the Provision of Programmes of Education and Training to International Learners. The Code of Practice (or 'the Code'), which both draws upon and informs international effective practice, can be accessed [here](#) or from the [QQI website](#). The Code represents a set of threshold requirements particular to the provision of education and training to international learners. In the introductory text, QQI indicates that compliance with the Code should be integrated into the provider's quality assurance policies and procedures.

An evidence-based overview of (a) how compliance with the Code is integrated into UL's quality assurance policies and procedures and (b) how UL complies with each of the specific criteria included in the Code is available [here](#).

### Linked Providers

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

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

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

## 2.0 Programme Development and Delivery

### 2.1 Programme Development and Approval

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

The IRQ is a statutory return, which is currently compiled and uploaded to the QQI portal by the Quality Support Unit and approved by the Provost. The QSU is responsible for return for linked providers. MIC return data approved by MIC. Garda College approved by UL PDP. It is a resource that provides public confirmation of the formal, technical relationship between a qualification and related programmes and the NFQ and is published online at [www.irq.ie](http://www.irq.ie). The IRQ is a comprehensive and authoritative list of all quality-assured education and training qualifications recognised on the Irish National Framework of Qualifications. In signing up to the [Joint-Sectoral Protocol between Designated Awarding Bodies \(DABs\) and Quality and Qualifications Ireland for the Inclusion of Qualifications within the National Framework of Qualifications](#), DABs endorse it as the basis for determining the inclusion within the NFQ of awards of designated awarding bodies, in accordance with Section 55B of the Qualifications and Quality Assurance Act (2012) as amended.

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

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

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

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

## Apprenticeship Programmes

The provision of statutory apprenticeship programmes is an aspect of the University's work-based learning delivery and collaborative provision. The University's [Policy and Procedures for the Provision of Apprenticeship Programmes](#) provides direction to staff and potential partners when considering the provision of statutory apprenticeships. Adherence to the policy and its related procedures ensures that statutory apprenticeship programmes are developed and delivered in accordance with statutory requirements and those of the University of Limerick. The policy is guided by [QQI's Topic Specific Quality Assurance \(QA\) Guidelines for Statutory Apprenticeship Programmes](#) and [QQI's Policy for Collaborative Programmes, Transnational Programmes and Joint Awards](#) as key external reference points but is also interdependent with other University policies and procedures relating to programme development, teaching, learning and assessment.

### 2.2 Admission, Progression, Recognition & Certification

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

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

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

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

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

- Course data report, including:
  - Application data – CAO + international
  - New entrant CAO points – minimum and median
  - New entrant entry mode – DARE, Further Education, HEAR and mature students
  - Student enrolment and progression data
  - First-year presence and progression after one year
  - Graduates by award level
- Course-specific results from the Student Exit Survey
- External examiner reports from the previous three academic years
- Graduate first destination reports
- All available annual programme review reports since the previous periodic review.

### 2.3 Procedures for Making Awards

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

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

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

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

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

### 2.4 Teaching, Learning and Assessment

In line with **ESG 1.3 (Student-centred learning, teaching and assessment)**, active and collaborative learning forms a central element of [UL's teaching, learning and assessment strategy](#). Given the diversity of programmes on offer at UL, a variety of modes of programme delivery is available. In

accordance with **ESG 1.3**, the mode of delivery is defined for all programme modules in the (new or revised) programme submission documentation approved by APRC/Academic Council (see last section). Academic regulation 1.4.3 (in the [Handbook of Academic Regulations and Procedures](#)) requires the academic staff member(s) to provide details to the students of the learning outcomes of the module, indicative grade descriptors corresponding to each grade, the criteria on which assessment is to be based, the minimum performance standard, the weighting allocated to each assessment instrument associated with the module and repeat assessment instrument(s) associated with the module. Programme assessment policy and procedures are clearly articulated in the Handbook of Academic Regulations and Procedures (in particular chapter 2, Marks and Standards).

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

Under the terms of the University's [Academic Programme Review Policy](#), all taught programmes are subject to formal annual review by the relevant course review board with a commitment to periodic review (usually every five years) by a panel that includes external personnel. Master's and PhD theses by research are monitored by means of an annual progression and monitoring system involving research review panels within each academic unit. The theses are examined and reported upon by internal and external examiners.

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

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

### 3.0 Learner Resources and Support

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

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

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

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

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

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

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

Led by [UL Global](#), the University's compliance with the Code of Practice for Provision of Education and Training to International Learners is documented [here](#).

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

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

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

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

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

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

Students are asked to give feedback on teaching and learning facilities. The Exit Survey asks students about the appropriateness of the learning environment while the MSS asks students to rate how they feel about their modules' resources, rooms and facilities.

The institutional [Safety Statement](#) provides a framework for the organisation of safety throughout the University. The statement includes guidelines for personnel with delegated safety duties who will, by their actions and encouragement to others, ensure that the University continues to be a safe place in which to work and learn. The [Health & Safety Essentials](#) booklet, to be read in conjunction with the Safety Statement, provides guidance on the very broad scope of health & safety at work. The purpose of the booklet is to summarise the main points of the Safety Statement (Part 1) and provide information on a number of general health and safety issues relevant to the whole institution (Part 2). Further details of health and safety policies and procedures, including Garda vetting and foreign police clearance, are available on the [Health and Safety](#) page of the HR [website](#).

## Digital Transformation

The Digital Learning Support Hub (DLSH) on ULs Brightspace VLE is a one-stop-shop for students to access ULs five learning centres online supports and schedules for their in-centre, face-to-face supports. Using the DLSH framework, the site also deploys module and subject specific blended support where timely and relevant online content is coordinated with face-to-face supports being offered weekly in the centres during each semester, a high proportion of this active support being peer-led. DLSH currently supports 19 modules across 3 faculties. For more information on the DLSH framework and support, please view a short recording presented by the ICTLC director for the 2022 QQI 10<sup>th</sup> anniversary conference [here](#).

The **Digital Skills Hub (DSH)**, developed by the Digital Skills team at the Centre for Transformative Learning (CTL), is a key part of the University's strategic aim for digital transformation under its *Action for Wisdom* Learning, Teaching and Assessment Strategy 2022-2027. Launched in September 2023 on the Brightspace Virtual Learning Environment (VLE), the DSH provides the UL community of students and staff with accessible resources to build essential digital skills and literacies.

### Key Features and Achievements

#### Asynchronous Resources

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

- *Engagement:* To date, ~2,200 people are enrolled in the DSH, with 96% of feedback respondents rating the lessons as "Excellent" or "Good."

#### Live Workshop Calendar

Thirteen live workshops (28 instances) were delivered in Autumn 2024, attracting 394 registrations with 308 attendances. Sessions such as [Introduction to Generative Artificial Intelligence \(GenAI\) for UL Students](#) drew strong participation, with over 100 attendees.

### Integration into Academic Curricula

#### Strategic Embedding

Embedded DSH resources form 20% graded coursework in first-year modules like *Preparing for Academic Success (HP4001)* on the Bachelor of Arts, and *Foundations for Engaged Learning (NM4121)* on the Bachelor of Science in Nursing and Midwifery. These modules consult with the team to integrate DSH self-assessments, quizzes, and lessons on digital skills, GenAI and academic integrity.

- *Impact:* In HP4001, 91% of students in AY2023 reported satisfaction with the digital skills component, highlighting its relevance to academic and real-world applications.

**Ad-hoc Academic Integration**

The DSH design enables teaching staff to independently take and integrate lessons into their modules, such as [AI Essentials: Student Guide to GenAI](#), which is used for module assessments in the Kemmy Business School.

**Collaboration and Sectoral Impact**

Some DSH resources have been developed with collaborative input from colleagues in the Library, Educational Assistive Technology Centre, Academic Integrity Unit, and IT Division. Licensed under Creative Commons ([CC BY-NC-SA 4.0](#)), the DSH resources are Open Educational Resources (OER) that can be freely adapted by other institutions, advancing digital transformation across the sector.

**Future Directions**

The DSH will expand its offerings, including mainstreaming its lessons and workshops on emerging topics like generative AI, ensuring students and staff are informed on and prepared for the opportunities and challenges of a digital future.

## 4.0 QA of Research Activities and Programmes

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

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

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

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

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

- [National Policy Statement on Ensuring Research Integrity In Ireland \(2014\)](#)
- [IUA national policy statement on ensuring research integrity in Ireland](#)
- [Procedure for Managing Allegations of Misconduct in Research](#)
- [Conflicts of Interest –Protocol and Procedures relating to Research Activities](#)

The Office of the Vice President of Research maintains overall responsibility for research ethics and governance structures at the University. This is facilitated by the [Operating Guidelines for the](#)

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

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

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

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

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

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

Faculty Committee Information can be found at:

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

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

The quality of research is reviewed through the quality reviews of [academic units](#), [research institutes](#) and [professional service units](#). The latter include the Office of the Vice President Research, Doctoral College, Finance, HR, Library and Information Services Division, ITD and Buildings and Estates, all of which contribute to a greater or lesser extent to achieving the University's research goals. Several of the above support units regularly develop, deliver or coordinate various research-related professional development courses, which are widely advertised throughout the institution by email. The University of Limerick tracks and reports on research performance via a number of mechanisms

including research performance dashboard available to management, Annual Research Performance report published each year and returns to the Higher Education Authority.

The University of Limerick measures its research performance under four broad categories including publications, funding, research postgraduates, and impact. These are reported annually. In addition, the data is captured quarterly in order to meet ongoing requests for research performance metrics from Research Institutes, Departments/Schools, Executive Committee, etc. A Research Performance Dashboard is in place and available for heads of department, Executive Committee and Directors of Research Institutes/Centres.

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

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

## 5.0 Staff Recruitment, Development and Support

### Staff Recruitment

The University's HR policies and procedures for the recruitment of academic, professional service and research staff comply with Irish public sector recruitment and appointment procedures. Recruitment policies, procedures and practices comply with the Universities Act 1997, the Employment Equality Acts 1998/2015, the Equal Status Acts 2000/2015, Qualifications and Quality Assurance (Education and Training) Act 2012, Athena Swan and the HR Strategy for Researchers (HRS4R) | UL - University of Limerick. The University's Equality and Diversity Policy is designed to ensure that the University's procedures and practices operate in a manner that is consistent with the institution's commitment to equality of opportunity and do not discriminate against individuals on grounds of gender, gender identity, gender expression, civil status, family status, sexual orientation, religious belief, age, disability, race or membership of the Traveler community, socio-economic status, ethnicity, national identity or neurodiversity.

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

The recruitment policies are reviewed regularly, updated as required, approved by Governing Authority and published on the HR website.

### Staff Management

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

### Staff Development

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

Newly recruited members of staff participate in an intensive, one-day general induction programme delivered by HR. General induction includes reference to web-accessible HR employee policies and procedures, including the Code of Conduct for Employees and the Acceptable Behaviour in the

[Workplace Policy](#). In addition, new staff are provided with [local induction](#) to familiarise them with their designated roles and responsibilities and their place within the unit.

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

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

## 6.0 Information and Data Management

### Information Technology and Systems

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

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

The University operates the following information management systems:

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

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

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

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

The annual institutional-level Student Satisfaction process includes internal longitudinal benchmarking. Other sources of student feedback data includes data provided by [studentsurvey.ie](#).

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

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

A list of University programmes is generated annually from SI for submitting to the HEA. Twice a year (mid-semester), a 'not-registered' report is generated from SI and sent to the HEA and grant-funding bodies (e.g. [SUSI](#)). The security of SI is maintained through access levels, which are controlled by ITD and the system administrator in the units that use SI. Academics input their students' assessment results into the system, and data integrity scripts are run to check the accuracy and completeness of the data.

## Records Management and Retention

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

## Data Protection and Freedom of Information

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

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

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

## Key Performance Indicators

The university has agreed a suite of KPIs with the HEA as part of its mission-based performance compact. These KPIs are reported annually to the HEA in our self-evaluation report, as part of the strategic dialogue process.

A suite of KPIs were developed to monitor the UL@50 Strategic Plan – these were agreed with EC and GA. This listing was prepared through extensive consultation with senior management, reviewing the new strategy, consideration of the KPIs used in previous strategies, data requested

and reported on by the HEA, and discussions with GA. As the strategy is now being recalibrated in response to institutional review recommendations, further work on KPIs has been put on hold, pending the outcome of the strategic plan review.

## 7.0 Public Information and Communication

### Public Information

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

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

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

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

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

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

The Marketing and Communications Division is responsible for gathering and disseminating a wide range of information to audiences both internal and external to the University. The Division also manages the University's institutional social media accounts. The University's Social Media Strategy and Social Media Policy are available here. The focus of the strategy is to develop a core tier of social

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

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

## Learner Information

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

All programmes published on the online prospectuses lead to an award. Once a programme has been selected on the GPS website, the page specifies whether the programme leads to an award and, if so, what the award is. UL Global's [International Foundation Programme](#) web page makes it clear that the programme does not lead to an award itself but provides international students with an alternative application route to undergraduate study.

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

## Publication of QA Reports

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

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

## 8.0 Monitoring and Periodic Review

### Self-Evaluation

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

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

are conducted by trained auditors both from within the unit under review and from other UL support units. The purpose of the audit process is to ensure that all components of the unit's QMS are audited for compliance with UL's quality framework. The process allows for a sharing of best practice and a focus on inter-department collaboration. Support units are also required to complete an annual quality report, which provides valuable input for the annual institutional quality report (AIQR).

- Faculties provide an annual quality report, which is linked to the annual programme monitoring process and resulting faculty action plan.
- The [UL Code of Governance](#) is published on the University website. In addition to the reporting requirements set out in the relevant legislation, the University of Limerick provides the HEA with an Annual Governance Statement that is signed by the President and the Chancellor confirming that the Statement has been approved by the Governing Authority.

Systematic and ongoing risk assessment exercises (feeding into risk registers) are undertaken by academic and support units in line with UL's [risk management policy](#), the implementation and monitoring of which is undertaken by Executive Committee and Governing Authority's [Audit and Risk Committee](#).

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

## Periodic Review

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

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

- a. The unit/Faculty/institute under review initially undertakes a self-analysis exercise, identifying its strengths and weaknesses, as well as opportunities for improvement. The

unit/Faculty/institute documents these findings in a self-assessment report (SAR), which is circulated to the review team prior to the site visit.

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

## External Panelists

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

In compliance with the University's [procedures for the recruitment of academic staff](#), selection panels include one or two (depending on the level of appointment) external and one internal subject specialist. In compliance with [procedures for the recruitment of research scholars](#), selection panels include at least one external and at least one internal subject specialist. In compliance with [procedures for the recruitment of professional service staff](#), selection panels include a person external to the unit who has expertise in the unit's business. In compliance with the [procedures for the promotion of academic staff](#), promotion panels include two external academics.

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

In accordance with the University's QA procedures, Academic Council appoints [external examiners](#) to all taught programmes to provide an independent report on student performance, programme outcomes and proposed awards. The [External Examiner Policy](#) specifies the examiners' roles and function, how they are appointed (including reference to conflict of interest) and how the system is

administered. External examiners of research programmes are approved by the relevant head of department/school and the Assistant Dean Research and appointed by Academic Council. Two-thirds of external examiners of taught programmes and PhD theses are international.

### **How the Internal QA System engages with External Quality Assurance?**

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

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

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

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

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

## 9.0 Details of Arrangements with Third Parties

### 9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

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

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

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

3. Type of arrangement	PRSB
Name of body:	Medical Council of Ireland
Programme titles and links to publications	Bachelor of Medicine Bachelor of Surgery
Date of accreditation or last review	10/09/2020
Date of next review	10/09/2025

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

5. Type of arrangement	PRSB

Name of body:	The Teaching Council
Programme titles and links to publications	Bachelor of Education in Languages; BSc (Education) in Mathematics & Computer Science; BSc in Physical Education; BSc (Education) in Biology (with Physics/Chemistry/Agricultural Science); BSc (Education) in Physical Science (with Chemistry & Physics); Bachelor of Technology (Education) in Graphics & Construction Technology, Bachelor of Technology (Education) in Graphics, Engineering & Technology; Professional Master of Education (Languages; Mathematics; Music; PE; Technological Education; Science; Business)
Date of accreditation or last review	31/03/2023
Date of next review	31/03/2028

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

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

<b>8. Type of arrangement</b>	<b>PRSB</b>
Name of body:	CORU

Programme titles and links to publications	MSc Physiotherapy
Date of accreditation or last review	04/08/2022
Date of next review	04/08/2027

<b>9. Type of arrangement</b>	<b>PRSB</b>
Name of body:	Pre Hospital Emergency Care Council
Programme titles and links to publications	BSc Paramedics
Date of accreditation or last review	28/02/2022
Date of next review	28/02/2024

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

<b>11. Type of arrangement</b>	<b>PRSB</b>
Name of body:	Chartered Institute of Personnel and Development
Programme titles and links to publications	Diploma in Human Resource Management Bachelor of Business Studies (HRM Major) Master of Science in Human Resource Management Master of Science in Work and Organisational Psychology Master of Science in Work and Organisational Behaviour Bachelor of Arts in Human Resource Management & Future of Work (PT)
Date of accreditation or last review	30/06/2022
Date of next review	

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

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

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

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

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

<b>17. Type of arrangement</b>	<b>PRSB</b>
Name of body:	Royal Society of Chemistry (RSC)

Programme titles and links to publications	BSc in Pharmaceutical and Industrial Chemistry
Date of accreditation or last review	18/04/2024
Date of next review	18/04/2029

<b>18. Type of arrangement</b>	<b>PRSB</b>
Name of body:	AACSB
Programme titles and links to publications	Executive MBA; MSc in Financial Services; MSc in Machine Learning for Finance; MSc in Risk Management & Insurance; MSc in Human Resource Management; MSc in Economics & Policy Analysis; Masters in International Entrepreneurship Management; MA in Business Management; Master of Taxation; MSc in Marketing, Consumption & Society; MSc in International Management & Global Business; MSc in Work & Organisational Psychology; MSc in Work & Organisational Behaviour; MSc in Project Management; MA in International Tourism; MSc in Project & Programme Management; Master of Science in Business Analytics; BA in HRM & Future of Work; Bachelor of Arts in International Business; Bachelor of Business Studies; Bachelor of Arts in Management Practice; BSc Economics and Mathematical Science; BSc in Supply Chain Management; Bachelor of Arts in Law and Accounting
Date of accreditation or last review	15/07/2019
Date of next review	28/04/2025

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

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

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

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

<b>23. Type of arrangement</b>	<b>PRSB</b>
Name of body:	CORU
Programme titles and links to publications	MSc in Speech and Language Therapy
Date of accreditation or last review	07/02/2024
Date of next review	

<b>24. Type of arrangement</b>	<b>PRSB</b>
Name of body:	Institute of Guidance Counsellors
Programme titles and links to publications	MA in Guidance Counselling & Lifespan Development
Date of accreditation or last review	10/07/2020
Date of next review	10/07/2025

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

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

<b>27. Type of arrangement</b>	<b>PRSB</b>
Name of body:	Chartered Association of Building Engineers (CABE)

Programme titles and links to publications	Bachelor of Science in Construction Management and Engineering
Date of accreditation or last review	01/01/2020
Date of next review	01/01/2025

<b>28. Type of arrangement</b>	<b>PRSB</b>
Name of body:	Chartered Institute of Building (CIOB)
Programme titles and links to publications	Bachelor of Science in Construction Management and Engineering
Date of accreditation or last review	01/01/2020
Date of next review	18/02/2025

<b>29. Type of arrangement</b>	<b>PRSB</b>
Name of body:	Institution of Engineering Designers UK
Programme titles and links to publications	BSc (Hons) Product Design & Technology; MSc Design for Health & Wellbeing
Date of accreditation or last review	01/01/2022
Date of next review	01/01/2026

## 9.2 Collaborative Provision

### Definitions:

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

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

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

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

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

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

3. Collaborative provision	Joint/double/multiple award
Name of body (/bodies):	Excelia Business School, France HEC Liege, Belgium KEDGE Business School, Marseilles Audencia Business School, Nantes, France Nagoya Univers

Programme titles and links to publications	Bachelor of Business Studies Bachelor of Business Studies with French/German/Japanese/Spanish
Date of last review	01/09/2019
Date of next review	01/09/2025

<b>4. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	National University of Ireland Galway University College Dublin
Programme titles and links to publications	Professional Diploma in School Leadership
Date of last review	01/12/2020
Date of next review	01/12/2024

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

<b>6. Collaborative provision</b>	<b>Joint research degree</b>
Name of body (/bodies):	Technological University Dortmund, Germany
Programme titles and links to publications	Joint Research Degree (PhD)
Date of last review	06/09/2021
Date of next review	31/08/2022

<b>7. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Central Solutions
Programme titles and links to publications	Certificate in Lean for Sustainable Healthcare
Date of last review	16/06/2022
Date of next review	16/06/2024

<b>8. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	AEL Consortium

Programme titles and links to publications	Diploma in Applied Languages
Date of last review	10/03/2022
Date of next review	10/03/2023

<b>9. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Audencia Business School (Nantes), Excelia Business School (La Rochelle), Neoma Business School (Reims or Rouen), Rennes Business School, and Toulouse
Programme titles and links to publications	Masters of International Entrepreneurship Management (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2023

<b>10. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Audencia Business School (Nantes), Excelia Business School (La Rochelle), Neoma Business School (Reims or Rouen), Rennes Business School, and Toulouse
Programme titles and links to publications	Master of Science in Business Analytics (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2023

<b>11. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Audencia Business School (Nantes), Excelia Business School (La Rochelle), Neoma Business School (Reims or Rouen), Rennes Business School, and Toulouse
Programme titles and links to publications	Master of Science in Human Resource Management (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2023

<b>12. Collaborative provision</b>	<b>Collaborative programme</b>
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Name of body (/bodies):	Audencia Business School (Nantes), Excelia Business School (La Rochelle), Neoma Business School (Reims or Rouen), Rennes Business School, and Toulouse
Programme titles and links to publications	Master of Science in International Management and Global Business (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2023

<b>13. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Audencia Business School (Nantes), Excelia Business School (La Rochelle), Neoma Business School (Reims or Rouen), Rennes Business School, and Toulouse
Programme titles and links to publications	Master of Science in Marketing, Consumption and Society (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2023

<b>14. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Audencia Business School (Nantes), Excelia Business School (La Rochelle), Neoma Business School (Reims or Rouen), Rennes Business School, and Toulouse
Programme titles and links to publications	Master of Science Project Management (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2023

<b>15. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	MTU (Cyberskills)
Programme titles and links to publications	Professional Diploma in OT Security Operations Specialist
Date of last review	07/04/2022
Date of next review	07/04/2024

<b>16. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Pforzheim University, Germany
Programme titles and links to publications	BA International Business (International Dual Degree)
Date of last review	18/11/2021

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

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

19. Collaborative provision	Collaborative programme
Name of body (/bodies):	NEOMA Business School, France. Tongji University, China
Programme titles and links to publications	Master of Science in Economics and Policy Analysis (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2022

20. Collaborative provision	Joint/double/multiple award
Name of body (/bodies):	Audencia Business School (Nantes), Excecia Business School (La Rochelle), Neoma Business School (Reims or Rouen), Rennes Business School, and Toulouse
Programme titles and links to publications	Master of International Entrepreneurship Management (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2023

21. Collaborative provision	Collaborative programme

Name of body (/bodies):	Audencia Business School (Nantes), Excelia Business School (La Rochelle), Neoma Business School (Reims or Rouen), Rennes Business School, and Toulouse
Programme titles and links to publications	Masters of International Entrepreneurship Management (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2023

<b>22. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Audencia Business School (Nantes), Excelia Business School (La Rochelle), Neoma Business School (Reims or Rouen), Rennes Business School, and Toulouse
Programme titles and links to publications	Master of Science Business Analytics (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2023

<b>23. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Audencia Business School (Nantes), Excelia Business School (La Rochelle), Neoma Business School (Reims or Rouen), Rennes Business School, and Toulouse
Programme titles and links to publications	Master of Science in Financial Services (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2023

<b>24. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Audencia Business School (Nantes), Excelia Business School (La Rochelle), Neoma Business School (Reims or Rouen), Rennes Business School, and Toulouse
Programme titles and links to publications	Master of Science in Human Resource Management (International Dual Degree)
Date of last review	18/11/2021
Date of next review	

<b>25. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Audencia Business School (Nantes), Excecia Business School (La Rochelle), Neoma Business School (Reims or Rouen), Rennes Business School, and Toulouse
Programme titles and links to publications	Master of Science in International Management and Global Business (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2023

<b>26. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Audencia Business School (Nantes), Excecia Business School (La Rochelle), Neoma Business School (Reims or Rouen), Rennes Business School, and Toulouse
Programme titles and links to publications	Master of Science in Marketing, Consumption and Society (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2023

<b>27. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Audencia Business School (Nantes), Excecia Business School (La Rochelle), Neoma Business School (Reims or Rouen), Rennes Business School, and Toulouse
Programme titles and links to publications	Master of Science in Project Management (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2023

<b>28. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Pforzheim University, Germany.
Programme titles and links to publications	Bachelor of Arts in International Business (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2026

<b>29. Collaborative provision</b>	<b>Joint/double/multiple award</b>
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Name of body (/bodies):	Pforzheim University, Germany
Programme titles and links to publications	Bachelor of Business Studies (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2026

<b>30. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Audencia Business School (Nantes), Excezia Business School (La Rochelle), Neoma Business School (Reims or Rouen), Rennes Business School, and Toulouse
Programme titles and links to publications	Master of Science in Financial Services (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2023

<b>31. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Pforzheim University, Germany
Programme titles and links to publications	Bachelor of Business Studies with French (International Dual Degree). Bachelor of Business Studies with German (International Dual Degree). Bachelor of Business Studies with Japanese (International Dual Degree). Bachelor of Business Studies with Spanish (International Dual Degree).
Date of last review	18/11/2021
Date of next review	01/10/2026

<b>32. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	NEOMA Business School, France. Tongji University, China
Programme titles and links to publications	Master of Science in Economics and Policy Analysis (International Dual Degree)
Date of last review	18/11/2021
Date of next review	18/11/2023

<b>33. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	An Garda Síochána
Programme titles and links to publications	Postgraduate Certificate in Law Enforcement Oversight
Date of last review	20/06/2024
Date of next review	20/06/2029

<b>34. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	An Garda Síochána
Programme titles and links to publications	Graduate Diploma in Intelligence Management; Professional Diploma in Court Presentation
Date of last review	13/01/2024
Date of next review	13/01/2026

<b>35. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Audencia Business School (Nantes); Excelia Business School (La Rochelle); Grenoble Ecole de Management; Neoma Business School (Reims or Rouen); Rennes
Programme titles and links to publications	MSc Financial Services (Dual Degree)
Date of last review	08/02/2024
Date of next review	08/02/2029

<b>36. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Audencia Business School (Nantes); Excelia Business School (La Rochelle); Grenoble Ecole de Management; Neoma Business School (Reims or Rouen); Rennes
Programme titles and links to publications	MSc Financial Services (Dual Degree)
Date of last review	08/02/2024
Date of next review	08/02/2029

<b>37. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Europa Universitat Flensburg, Gemany
Programme titles and links to publications	MA European Studies
Date of last review	14/12/2023
Date of next review	14/12/2028

<b>38. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Europa Universitat Flensburg, Germany
Programme titles and links to publications	MA European Studies

Date of last review	14/12/2023
Date of next review	14/12/2028

<b>39. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Universidad Catolica De Murcia, Spain
Programme titles and links to publications	MA Journalism and Digital Communication
Date of last review	14/12/2023
Date of next review	14/12/2028

<b>40. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Universidad Catolica De Murcia, Spain
Programme titles and links to publications	MSc Human Resource Management
Date of last review	18/04/2024
Date of next review	18/04/2029

<b>41. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Universidad Catolica De Murcia, Spain
Programme titles and links to publications	MSc Human Resource Management
Date of last review	18/04/2024
Date of next review	18/04/2029

<b>42. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Hainan University, China
Programme titles and links to publications	BA Contemporary Dance
Date of last review	14/12/2023
Date of next review	14/12/2028

<b>43. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Hamad Bin Khalifa University (HBKU), Qatar
Programme titles and links to publications	MSc Integrated Circuit and Intelligent Systems Design
Date of last review	15/01/2024
Date of next review	15/01/2029

<b>44. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Hamad Bin Khalifa University (HBKU), Qatar
Programme titles and links to publications	MSc Integrated Circuit and Intelligent Systems Design
Date of last review	15/01/2024

Date of next review	15/01/2029
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<b>45. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Henan Polytechnic University, China
Programme titles and links to publications	BEng Electronic Engineering (LICHPU); BEng Electronic and Computer Engineering (LICHPU)
Date of last review	20/06/2024
Date of next review	20/06/2029

<b>46. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Henan Polytechnic University, China
Programme titles and links to publications	BEng Electronic Engineering (LICHPU); BEng Electronic and Computer Engineering (LICHPU)
Date of last review	20/06/2024
Date of next review	20/06/2029

<b>47. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	ISCTA-Lisbon, Portugal; SWPS University of Social Sciences & Humanities, Poland; University of Oslo, Norway
Programme titles and links to publications	MSc Psychology of Global Mobility, Inclusion and Diversity in Society (Erasmus Mundus)
Date of last review	16/05/2024
Date of next review	16/05/2029

<b>48. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	ISCTA-Lisbon, Portugal; SWPS University of Social Sciences & Humanities, Poland; University of Oslo, Norway
Programme titles and links to publications	MSc Psychology of Global Mobility, Inclusion and Diversity in Society (Erasmus Mundus)
Date of last review	16/05/2024
Date of next review	16/05/2029

<b>49. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Grenoble Ecole de Management, France
Programme titles and links to publications	BA International Business; Bachelor of Business Studies; BBS French/German/Spanish/Japanese
Date of last review	18/04/2024

Date of next review	18/04/2024
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<b>50. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Grenoble Ecole de Management, France
Programme titles and links to publications	BA International Business; Bachelor of Business Studies; BBS French/German/Spanish/Japanese
Date of last review	18/04/2024
Date of next review	18/04/2029

<b>51. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Munster Technological University (Cyberskills)
Programme titles and links to publications	Professional Diploma in OT Security Operations Specialist
Date of last review	18/04/2024
Date of next review	18/04/2029

<b>52. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	IBEC (Engineering Skillnet)
Programme titles and links to publications	Certificate in Quality Technology
Date of last review	15/01/2024
Date of next review	15/01/2029

## 9.3 Articulation Agreements

### Definition:

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

<b>Articulation agreements - Total number</b>	<b>0</b>
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<b>1. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Shandong University of Technology, China
Programme titles and links to publications	Bachelor of Science in Computer Systems
Date of agreement/arrangement or last review	01/06/2021
Date of next review	01/06/2022
Detail of the agreement	MOA 2 x 2+2 MOA; 3+1+1; 4+1

<b>2. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Shandong University of Technology, China
Programme titles and links to publications	Bachelor of Engineering in Mechanical Engineering
Date of agreement/arrangement or last review	01/06/2021
Date of next review	01/06/2022
Detail of the agreement	MOA 2 x 2+2 MOA; 3+1+1; 4+1

<b>3. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Henan Polytechnic University, China
Programme titles and links to publications	Bachelor of Engineering in Civil Engineering
Date of agreement/arrangement or last review	01/06/2019
Date of next review	01/06/2024
Detail of the agreement	MOA 2+2 , 3+1+1

<b>4. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Henan Polytechnic University, China
Programme titles and links to publications	Bachelor of Engineering in Electronic and Computer Engineering

Date of agreement/arrangement or last review	01/06/2019
Date of next review	01/06/2024
Detail of the agreement	MOA 2+2 , 3+1+1

<b>5. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Henan Polytechnic University, China
Programme titles and links to publications	BEng Computer Engineering
Date of agreement/arrangement or last review	01/06/2020
Date of next review	01/06/2025
Detail of the agreement	MOA (2+2)

<b>6. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Holland College. Canada
Programme titles and links to publications	BA in Performing Arts (IWA)
Date of agreement/arrangement or last review	01/10/2018
Date of next review	01/10/2023
Detail of the agreement	MOA 2+3

<b>7. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Henan Polytechnic University, China
Programme titles and links to publications	BEng Civil Engineering
Date of agreement/arrangement or last review	01/06/2019
Date of next review	01/06/2024
Detail of the agreement	MOA (2+2)

<b>8. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Shandong University of Technology (SDUT), China
Programme titles and links to publications	BEng Mechanical Engineering
Date of agreement/arrangement or last review	01/06/2021
Date of next review	01/06/2026
Detail of the agreement	MOA (2+2)

<b>9. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Shandong University of Technology (SDUT), China
Programme titles and links to publications	BSc Computer Science
Date of agreement/arrangement or last review	01/06/2019

Date of next review	01/07/2026
Detail of the agreement	MOA (2+2)

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

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

12. Articulation agreement	Articulation agreement
Name of body (/bodies):	Ecole de Biologie Industrielle
Programme titles and links to publications	MSc International Management & Global Business
Date of agreement/arrangement or last review	19/11/2020
Date of next review	01/11/2025
Detail of the agreement	MOA 4+1

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

14. Articulation agreement	Articulation agreement
Name of body (/bodies):	EDJ (L'Ecole du Journalisme) Nice, France
Programme titles and links to publications	MA Journalism
Date of agreement/arrangement or last review	22/01/2020

Date of next review	01/01/2025
Detail of the agreement	MOA 3+1+1

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

16. Articulation agreement	Articulation agreement
Name of body (/bodies):	SKEMA Business School, France
Programme titles and links to publications	BA in International Business
Date of agreement/arrangement or last review	28/06/2018
Date of next review	01/06/2023
Detail of the agreement	MOA 2+2

17. Articulation agreement	Articulation agreement
Name of body (/bodies):	Erican College, Malaysia
Programme titles and links to publications	BSc Computer Systems
Date of agreement/arrangement or last review	25/04/2019
Date of next review	01/04/2024
Detail of the agreement	MOA 2+2

18. Articulation agreement	Articulation agreement
Name of body (/bodies):	KDU Penang University College, Malaysia
Programme titles and links to publications	Approved foundation in Arts, Science and Nursing
Date of agreement/arrangement or last review	19/06/2018
Date of next review	19/06/2023
Detail of the agreement	MOA 1+4

19. Articulation agreement	Articulation agreement
Name of body (/bodies):	UCSI University, Malaysia
Programme titles and links to publications	BSc Computer Systems

Date of agreement/arrangement or last review	28/02/2020
Date of next review	01/02/2025
Detail of the agreement	MOA 2+2

<b>20. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	University of Economics Ho Chi Minh City, Vietnam
Programme titles and links to publications	Bachelor of Business Studies
Date of agreement/arrangement or last review	24/09/2018
Date of next review	01/09/2023
Detail of the agreement	MOA 2+2

<b>21. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	IPAG Business School, France
Programme titles and links to publications	MSc International Management & Global Business
Date of agreement/arrangement or last review	01/11/2024
Date of next review	01/11/2029
Detail of the agreement	MOA 4+1

<b>22. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	EUBA, Slovakia
Programme titles and links to publications	Bachelor of Arts in International Business
Date of agreement/arrangement or last review	01/06/2024
Date of next review	01/06/2029
Detail of the agreement	MOA 2+2

<b>23. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Thames International, Philippines
Programme titles and links to publications	Bachelor of Arts in Journalism and Digital Communication
Date of agreement/arrangement or last review	01/04/2024
Date of next review	01/04/2029
Detail of the agreement	MOA 2+2

<b>24. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	BUET (Bangladesh University of Engineering Technology)
Programme titles and links to publications	MSc Applied Physics

Date of agreement/arrangement or last review	01/03/2024
Date of next review	01/03/2029
Detail of the agreement	MOA 0.5+1

<b>25. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	IMT Nord Europe, France
Programme titles and links to publications	MEng / MSc with Science & Engineering Faculty
Date of agreement/arrangement or last review	01/03/2024
Date of next review	01/03/2029
Detail of the agreement	MOA 4+1

<b>26. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	ISEN Yncréa Méditerranée, France
Programme titles and links to publications	MEng / MSc with Science & Engineering Faculty
Date of agreement/arrangement or last review	25/10/2023
Date of next review	24/10/2028
Detail of the agreement	MOA 4+1

<b>27. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	BUV (British University Vietnam)
Programme titles and links to publications	MA / MSc with KBS
Date of agreement/arrangement or last review	16/10/2023
Date of next review	16/10/2028
Detail of the agreement	MOA Progression

<b>28. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	ESTACA (École Supérieure des Techniques Aéronautiques et de Construction Automobile)
Programme titles and links to publications	MEng / MSc with Science & Engineering Faculty
Date of agreement/arrangement or last review	26/09/2023
Date of next review	26/09/2028
Detail of the agreement	MOA 4+1

<b>29. Articulation agreement</b>	<b>Articulation agreement</b>
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Name of body (/bodies):	UCAM (Universidad Católica San Antonio de Murcia), Spain
Programme titles and links to publications	BA Journalism and Digital Communication
Date of agreement/arrangement or last review	14/09/2023
Date of next review	14/09/2028
Detail of the agreement	MOA 2+2

<b>30. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	ENIM (Ecole Nationale d Ingénieurs de Metz), France
Programme titles and links to publications	MEng / MSc with Science & Engineering Faculty
Date of agreement/arrangement or last review	08/09/2023
Date of next review	08/09/2028
Detail of the agreement	MOA 4+1

<b>31. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	ENAC (École nationale de l'aviation civile), France
Programme titles and links to publications	MEng / MSc with Science & Engineering Faculty
Date of agreement/arrangement or last review	08/09/2023
Date of next review	08/09/2028
Detail of the agreement	MOA 4+1

<b>32. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Hainan University, China
Programme titles and links to publications	Dance, Music and Journalism
Date of agreement/arrangement or last review	13/06/2023
Date of next review	13/06/2028
Detail of the agreement	MOA 2+2, 4+1

<b>33. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Université de Nantes, France
Programme titles and links to publications	LLM in International Commercial Law
Date of agreement/arrangement or last review	29/11/2021
Date of next review	29/11/2024
Detail of the agreement	MOA 4+1

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**Annual Quality Report**  
**University of Limerick**  
**PART B: INTERNAL QUALITY ASSURANCE**  
**ENHANCEMENT & IMPACT**  
**Reporting Period 2023-2024**

## **PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT**

# 1.0 QUALITY IMPLEMENTATION AND DEVELOPMENTS

## 1.1 Strategic QA Updates

The activities of the University during the reporting period have been impacted by significant governance concerns arising from a property acquisition in 2022/2023. This resulted in a formal request by the HEA to the Governing Authority to undertake a review of its concerns in accordance with Section 64 of the HEA Act 2022 (the “**Section 64 Review**”). The terms of reference for the Section 64 Review were set by the HEA rather than by the Governing Authority. The HEA also commissioned a number of supporting reviews examining areas such as subsidiary governance, property acquisitions, institutional culture, and the management of protected disclosures.

The University has cooperated fully and worked proactively with the HEA throughout the various review processes and most of the reviews are now complete. In accordance with its statutory powers, the HEA has directed that the University take remedial measures, which amount to an undertaking to implement the recommendations within the various reviews in full. The University prepared a draft implementation plan for this purpose and submitted to the HEA on 18 December 2024.

On 5 February 2025 the HEA met with the President and members of the Executive Committee to discuss the draft implementation plan. Following that meeting, HEA formally endorsed the plan. It is titled *A Plan for Renewal: Restoring Trust, Confidence and Pride in the University of Limerick*.

The next step is to agree timelines with the HEA for the completion of the actions and recommendations within the Plan, to include a process of independent verification of all actions or recommendations reported to be complete.

### **Quality Enhancement from Internal Monitoring and Review**

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

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

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

Examples of the impact of quality enhancement initiatives at both unit and institutional levels are outlined below:

- **Matrix Quality Accreditation:** The Cooperative and Careers Division has attained Matrix Quality Accreditation. The international Matrix accreditation represents the evidenced, highest quality standards in impartial higher education guidance, advice, signposting and information. The peer review evaluated CECD across Cooperative Education, Careers and School Placement services, with a particular focus on professional expertise, stakeholder insights and collaboration, and leadership and management. The review found that the division excelled across all three service domains.
- **Athena Swan:** The Department of Mathematics & Statistics achieved a Silver Athena Swan Award in August 2023. This departmental award, coupled with our institutional silver award makes UL a leader in the field for equality in higher education, nationally and internationally.
- **Nursing & Midwifery Board of Ireland (NMBI) Accreditation Visit** – During the reporting period, the Department of Nursing & Midwifery (NM) underwent a comprehensive accreditation process for all undergraduate and postgraduate nursing and midwifery programs, conducted by the NMBI. The initial feedback received was highly positive, particularly regarding the curricular documentation and academic processes. While they acknowledged the recent refurbishment of some of the skills labs, they emphasized the growing significance of Clinical Skills Labs and simulation capacity.
- **Rankings:** QS World University Rankings: University of Limerick is ranked in the top 500 of universities in latest QS World University Rankings. UL jumped over 100 places and is now ranked at 426th in the world (and 5th in Ireland (up one place)). The improvement is a testament to UL's community and its improved performance across many measures and also follows the establishment of a cross-university Rankings working group led by the OVPR focusing exclusively on rankings submissions to support UL's submissions to the various ranking agencies.
- In the most recent Times Higher Education Impact Rankings announced in June 2024, UL was ranked 61st out of 1,963 institutions assessed worldwide for sustainability.
- In October 2023, UL research fellow Dr Sinéad O'Keeffe was presented with the inaugural Outstanding Service Award for Promoting Gender Diversity in Science, Technology, Engineering and Mathematics (STEM) by the Institute of Electrical and Electronics Engineers (IEEE) Sensors Council at IEEE SENSORS 2023 in Vienna. One of eight councils within the IEEE – a global organisation with over 427,000 members in 190 countries – the Sensors Council is concerned with the theory, design, fabrication, manufacturing and application of devices for sensing and transducing physical, chemical and biological phenomena.
- **National Education Awards:** University of Limerick was the most awarded institution in the country for the second year in a row at the prestigious national Education Awards 2024. UL won seven awards, including Best Marketing/Communications Team, Best Student Engagement & Communications, Best Erasmus Programme, Best Library Team, Best Internship Programme (Immersive Software Engineering programme), Best Student Accommodation, and the highly esteemed Overall Excellence Award.
- **ITD was shortlisted** in the Best Use of Educational Technology/ICT initiative category at this year's Irish Education Awards. ITD were shortlisted for their work in the ICT category for implementing the University's new Virtual Learning Environment; Brightspace. This project involved digitally migrating

all existing learning materials (online lectures, videos, quizzes, case studies, forums, module outlines, exam structures and documentation) from existing VLE's (equating to six terabytes of data) to the new platform. ITD were also shortlisted in the Most Innovative Transformation category at the Digital Transformation Awards.

- **Access Campus – 20 Years:** Twenty years of community outreach benefiting thousands of Limerick families was celebrated on 20th October, as the University of Limerick AccessCampus marked 20 years since it was opened in November 2003 by Mr Pat Cox, President of the European Parliament. In a unique partnership with Limerick Enterprise Development Partnership (LEDP) the core aim of the facility was to challenge educational disadvantage in areas of social and economic deprivation in Limerick city and its environs. Since its establishment, the UL AccessCampus has seen over 1,500 young people join Study Club from 15 different local secondary schools and has worked with countless local community and educational organisations to offer a range of informal and formal learning opportunities on site. The work in AccessCampus has been supported by almost 1,000 UL student volunteers and its community-based initiatives have provided valuable learning experiences for undergraduate students on Co-op placements. UL AccessCampus has also facilitated community-based Practicum and practice education placements for postgraduate students from disciplines such as Public Health, Occupational Therapy, Music Therapy, and for undergraduate students from Physiotherapy. The AccessCampus is open 12 hours a day from Monday to Friday and also opens for two local church groups at weekends. The diversity of user groups and collaborations displays the breadth and strength of the interest in education across all generations and strata of our local communities.
- **UL to lead next phase of Student Volunteering Platform:** An online student volunteering platform boasting 20,000 students among its ranks is taking a major step forward with plans to expand its service. UL will lead StudentVolunteer.ie (SV.ie) into its next phase, scaling the service offering to all higher education institutions across Ireland and attracting new strategic partnerships. UL was selected following a competitive process to lead the platform, the management of which is transferring from the Irish Universities Association (IUA) to the Limerick institution and several partners from across the sector. UL will work in partnership with UCD, UCC, Technological University of Dublin and University of Galway to fund the platform and maximise the impact of student volunteering in Ireland, which has seen an average of 18,000 students engaged in volunteering with an economic value of close to €30 million per year. There are already 20,000 students registered on SV.ie, which was launched in 2016 as an online portal to match student volunteers with community action projects and to work in partnership with local and global non-profit organisations. Alongside the registered students are 945 community-based organisation staff actively posting, and 298,569 volunteer hours have been logged by students across Irish rural and urban community settings. This next phase of SV.ie will increase the level and intensity of engagement with students, community-based organisations, government and corporate sponsors across the regions and will better link the StudentVolunteer.ie service and portal with national and global volunteering infrastructures.

## 1.2 Update on Planned QA Objectives identified in Previous AQR

No.	Planned objectives (Previous AQR)	Update on Status
1	Conduct a review and evaluation of Cycle 3 quality review activity. (2.08)	A comprehensive review and evaluation of the third cycle of quality reviews was conducted by the Director of Quality. A report was presented to the Quality Committee on 13 November '23. A <a href="#">summary report</a> is published on the UL website. <b>Complete</b>
2	Agree and Publish the review schedule for Cycle 4 of quality reviews for academic and professional service (2.08)	A preliminary schedule for Cycle 4 reviews was compiled by the Quality Support Unit. It was presented to the UL Quality Committee on 13 November '23 and is published on the QSU website <a href="#">here</a> . <b>Complete</b>
3	Develop a Global Engagement Strategy for UL. (2.0.11)	UL "Action through Partnership: Global Engagement Strategy 2023-2028" has been developed. It was approved by the UL Executive on 13 December 2023 and noted by Governing Authority on 27 February 2024. Final approval is pending incorporation into the University Strategic Plan 2025-2028. <b>Complete</b>
4	Develop a Human Rights EDI Strategy for UL. (2.0.12)	The UL Human Rights EDI Strategy was developed by a working group of the Human Rights Equality, Diversity and Inclusion (HREDI) committee, which is a sub-committee of the Executive Committee. Using a template developed by the Irish Universities Association (IUA) and supported by an experienced facilitator, a values-based approach was taken to the strategy's development, where the working group tailored the strategy template to reflect UL's values and our ambition to become an egalitarian University by 2030. The ambition of the strategy is to embed Human Rights, Equality Diversity and Inclusion using a values-led approach across all functional areas of the University, from teaching and learning, to research, governance, community outreach & internationalisation. The published strategy is available on the University website <a href="#">here</a> .

		<b>Complete</b>
5	Conduct a thematic review of Research Ethics. (2.08)	<p>A thematic review of research ethics was conducted across the University. The site visit took place from the 1<sup>st</sup> to 3<sup>rd</sup> May 2024. As part of the self-evaluation process in preparation for the review, an inter-department audit was led by the Quality Support Unit, using QMS auditors from various professional service units across the University. The published review report is available <a href="#">here</a>.</p> <p><b>Complete</b></p>
6	Establish a dedicated unit with responsibility for Academic Integrity. (2.1)	<p>An Academic Integrity Unit was established in autumn 2023. Staff include an Academic Integrity Lead (Associate Professor grade) and two Educational Developers (Assistant Professor grades). The Academic Integrity Unit will progress the key strategic goal of upholding, cultivating and embedding a culture of academic integrity across UL. The Academic Integrity website is accessible <a href="#">here</a>.</p> <p><b>Complete</b></p>
7	Review the UL Policy and Procedures for Collaborative and Transnational Provision to ensure they remain fit for purpose and meet statutory requirements. (2.01)	<p>Under the leadership of the Director of Quality, the <a href="#">Policy and Procedures for Collaborative and Transnational Provision</a> was reviewed by the Standing Panel on Collaborations. The revised policy and procedures were approved by the Academic Council on 19 June '24 and by Governing Authority on 24 September '24.</p> <p><b>Complete</b></p>
8	Develop an institutional framework underpinning academic workload allocation.	<p>A dedicated SharePoint site is available to support staff on the academic workload framework. Further details on the Workload Allocation Model are available <a href="#">here</a>.</p> <p>A revised UL Academic Work Allocation Policy was approved by Executive on 3 May '23 and by Governing Authority on 22 Sept '23. The policy is available on the <a href="#">Policy Hub</a>.</p> <p><b>Complete</b></p>
9	Continue with the digitalisation of key quality assurance processes	<p>The digitalisation programme for our key business processes is built on the principle of integration with UL's existing IT architecture,</p>

		<p>providing secure role-based access via SSO and aims to provide enterprise-level solutions.</p> <p><b>External Examiners:</b></p> <ul style="list-style-type: none"> <li>• Design, development and implementation of a cloud-based External Examiners Nomination process and app. The automation of the approvals process, significantly enhanced data quality and reporting capacity, while reducing manual input and workload. The app included an in-built document viewer and provided a user-friendly approvals and monitoring interface for senior managers, and process administrators.</li> <li>• Automation of attaching claim forms to the external examiner database</li> <li>• Automation of the generation of External Examiner Reports and attachment of same to the database.</li> </ul> <p><b>Quality Review Manager App:</b></p> <ul style="list-style-type: none"> <li>• Development of dashboards for institutional reporting on Cycle 3 quality review demographics and outputs, monitoring progress towards completion, thematic analysis and alignment to UL's strategic plan (at Goal, Priority and Objective level). This detailed reporting tool provides an evidence-base demonstrating the value of the Quality Review process in contributing to the delivery of institutional strategic objectives.</li> <li>• Updating the app to accommodate Cycle 4 quality reviews.</li> </ul> <p><b>Ongoing</b></p>
10	Institutional Student Feedback Mechanisms	<p>The working group on institutional student feedback mechanisms presented proposals to enhance programme and module-based student evaluation to Quality Committee, UL Teaching, Learning and Assessment Committee and faculty based learning, teaching and assessment committees. Implementation of the proposals for module feedback required procurement and implementation of a new software solution. The procurement process was completed by August 2024</p>

		<p><b>Ongoing:</b> 1<sup>st</sup> phase pilot implementation is planned for semester 1 2024/25 with a wider rollout planned for semester 2.</p>
11	Apply for use of the International Education Mark	<p>A working group was established to prepare for the University's application to use the International Education Mark. The group worked throughout the reporting period to conduct a gap analysis on the requirements against the Code of Practice for the Provision of Education Programmes to International Learners. Gaps were identified and actions assigned to individual members.</p> <p>The official launch of the IEM (TrustEd Ireland) did not occur during the reporting period.</p> <p><b>Ongoing:</b> Output from the gap analysis exercise will be used as input for the IEM application template.</p>

## 1.3 Governance and Management

### 1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Governing Authority (GA)	07.09.23, 22.09.23, 08.10.23, 3.10.23, 02.11.23, 27.11.23, 18.12.23, 30.01.24, 27.02.24, 28.03.24, 25.04.24, 30.04.24, 27.05.24, 25.06.24, 23.07.24
*New Student Experience, Access and Equality Committee	20.05.24, 04.06.24
GA Audit and Risk Committee	11.09.23, 17.11.23, 08.12.23, 15.01.24, 19.02.24, 02.02.24, 01.03.24, 20.03.24, 26.03.24, 12.04.24, 13.05.24, 14.06.24, 01.07.24
GA Finance, HR and Asset Management Committee	08.09.23
*New People and Culture Committee	20.05.24, 17.06.24, 22.07.24
*New Finance, Strategy and Performance Committee	16.05.24, 13.06.24, 03.08.24
GA Governance Committee	No meetings were convened during the reporting period.
GA Nominating Committee	25.01.24, 19.02.24, 06.03.24, 26.03.24, 25.04.24, 13.05.24, 07.06.24
Executive Committee (EC)	06.09.23, 20.09.23, 03.10.23, 18.10.23, 06.11.23, 15.11.23, 28.11.23, 13.12.23 10.01.24, 17.01.24, 29.01.24, 07.02.24 12.02.24, 21.02.24 20.03.24 03.04.24 17.04.24, 01.05.24, 22.05.24, 29.05.24, 12.06.24, 19.06.24, 26.06.24, 10.07.24 24.07.24, 31.07.24, 30.08.24

Campus and Infrastructure Sub-Committee of EC	No meetings were convened during the reporting period.
Human Rights – Equality, Diversity and Inclusion Steering Committee Sub-Committee of EC	20.09.23 The December 2023 meeting was cancelled. The Launch of UL HREDI Strategy 2023 -2027 took place on Tuesday 12th December 27.05.24, 16.09.24
EC Quality Committee Sub-Committee of EC	13.09.23, 13.11.23, 10.01.24, 31.01.24 20.04.24, 05.06.24
*New Standing Panel on Collaborations Sub-Committee of EC Quality Committee	11.10.23, 13.12.23, 07.02.24, 17.04.24 08.05.24, 26.06.24
University Learning, Teaching and Assessment Committee	10.10.23, 20.11.23, 19.02.24, 30.04.24
University Research Committee	25.09.23, 13.11.23, 29.01.24, 25.03.24 10.06.24
Academic Council	22.09.23, 04.10.23, 06.12.23, 31.01.24, 06.03.24, 15.05.24, 19.06.24
Academic Council Grading Committee	06.09.23, 21.09.23, 30.11.23, 22.01.24, 13.05.24, 06.06.24, 28.06.24
Academic Programme Review Committee (APRC)	14.09.23, 12.10.23, 15.11.23, 14.12.23, 15.01.24, 08.02.24, 14.03.24, 18.04.24 16.05.24, 17.05.24, 20.06.24
Academic Regulations Committee	05.09.23, 17.10.23, 14.11.23, 12.12.23, 06.02.24, 05.03.24, 16.04.24, 14.05.24, 28.05.24 (SM)
AHSS Faculty Board Meetings	11.10.23, 22.11.23, 14.02.24, 20.03.24
KBS Faculty Board Meetings	18.10.23, 22.11.23, 14.02.24, 20.03.24
EHS Faculty Board Meetings	20.09.23, 15.11.23, 07.02.24, 20.03.24
S&E Faculty Board Meetings	11.10.23, 29.11.23, 07.02.24, 20.03.24

Research Ethics and Governance Committee (ULREG)	20.11.24, 12.02.24, 29.04.24, Quality Review meeting: 01- 02 May 2024
University Teacher Education Management Board (UTEMB)	19.09.23, 21.11.23, 21.03.24, 24.05.24
University Teacher Education Forum	03.10.23, 06.12.23, 11.04.24, 30.05.24
University Management Council Group	21.09.23, 24.10.23, 05.12.23, 01.02.24 07.03.24, 16.05.24, 27.06.2
Library Information Resources Development Committee	13.09.23, 21.11.23

SM – special meeting; \* - New GA sub-committees

### 1.3.2 QA Leadership and Management Structural Developments

The following appointments were made during the reporting period:

- President, University of Limerick (Interim)
  - Chief Commercial Officer (Interim)
  - Chief Finance and Performance Officer (Interim)
  - Head, School of Education
  - Head, Accounting and Finance
  - Head, School of Law
  - Head, Physical Education and Sports Science
  - Head, Computer Science and Information Systems
  - Head, Dept. of Chemical Sciences
  - Head, Dept. of Biological Sciences
- A new post was secured for the Quality Support Unit (Quality Officer, Programmes) to coordinate the academic unit / programme review procedure. The [Academic Quality Review Framework](#) was approved by UL's Academic Council in June 2023 and by Governing Authority in September 2023. The Quality Officer, Programmes commenced her role on 1<sup>st</sup> September 2023.

**New Executive Sub-Committee - University Risk Review Group:** UL has established a 'University Risk Review Group' (ULRRG), a sub-committee of the Executive Committee. The purpose of this sub-committee is to assist the Executive Committee to implement the UL Risk Management Framework and report on key operational risks. The committee held its inaugural meeting on May 20, 2024. In light of the current challenges facing the University, the URRG has prioritised the review of the Fundamental Risk Register (FRR). This process includes analysing and benchmarking

University risks against those of other universities as part of the initial review. The committee terms of reference are available [here](#).

## 1.4 Internal Monitoring and Review

### 1.4.1 Overview of Periodic Reviews

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
Marketing and Communications	September 2023	<a href="#">Quality Reviews - Cycle 3   University of Limerick (ul.ie)</a>
Student Affairs	November 2023	<a href="#">Quality Reviews - Cycle 3   University of Limerick (ul.ie)</a>
Garda College (Linked Provider Institutional Review)	March 2024	<a href="#">Linked Providers   University of Limerick (ul.ie)</a>
Mary Immaculate College (Linked Provider Institutional Review)	April 2024	<a href="#">Linked Providers   University of Limerick (ul.ie)</a>
Research Ethics (Thematic Review)	May 2024	<a href="#">Current Review Cycle   University of Limerick (ul.ie)</a>

### 1.4.2 Expert Review Teams/Panels<sup>2</sup> involved in IQA

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

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
<b>Number of review/ evaluation processes</b>	5		3	2			
<i>of those:</i>							
<b>On-site processes</b>	5		3	2			

<sup>2</sup> QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.



	Total	Gender			Internal	National	International			Institution Type	
Type of Expert/ Role on Panel		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
External Industry /Third Mission	1		1			1					1

## 2.0 IQA System – Enhancement and Impacts

### 2.0.1 Governance and Management of Quality

- The University policy and procedures for collaborative and transnational provision were reviewed and updates. The revised 'Collaborative and Transnational Education Provision' policy is available on the [UL Policy Hub](#).

### 2.0.2 Programmes of Education and Training

- **Professional Diploma in Court Presentation:** The University and Faculty celebrated the graduation of the first cohort of students on the Level 9 Professional Diploma in Court Presentation. This programme, the first of its kind in Ireland, builds upon the strategic partnership between the School of Law and An Garda Síochána College to enhance the education and skills of the latter's service members.
- **CWELL Programme:** The United States Peace Corps, the US government's international development agency, has recently launched its Volunteer Service Initiative, which seeks to support communities and countries around the world that have requested support in expanding their community and/or national volunteer service initiatives. To support this initiative, the Peace Corps is creating a practical guide using a series of international exemplars of best practice. The UL Engage supported CWELL programme has been chosen as one of these international exemplars.
- **Digital & Future Skills Course:** Collaboration of CTL, Library and UL@Work in preparing students for digital & future skills is taking place through the pilot of module HP4001 (Preparing for Academic Success) and developing context of the globally recognised JISC Digital Capabilities Framework. Its purpose to equip UL students with lifelong digital and future skills & capabilities for personal, educational, and professional success and wellbeing.
- **Vodafone Hi-Digital Programme:** The Vodafone Hi-Digital programme represents an innovative collaboration between Vodafone, our Student Volunteering Office, and Access Campus. This initiative aims to bridge the digital divide by empowering older generations with essential digital skills. Through courses in basic computer literacy, internet navigation, social media usage, online banking, and more, this program will equip individuals with tools crucial for thriving in today's digital world. By upskilling our elders, we not only enhance their capabilities but also promote their social inclusion and active participation in society. Our student volunteers will play a vital role in this endeavour, gaining valuable community engagement, leadership, and teaching experience while fostering intergenerational connections.
- **Immersive Software Engineering (ISE) Programme:** In 2023, the Immersive Software Engineering (ISE) programme, in collaboration with the National Digital Research Centre (NDRC) and RDI (Research Development Innovation) Hub, played a pivotal role in promoting innovation, sustainability and technology driven projects. Through a series of events and initiatives, ISE fostered creativity and problem-solving among students while contributing to sustainability and the broader tech community.
- **Community Based Placement Model:** In October 2023, students from UL's School of Allied Health (Occupational Therapy, Physiotherapy, and Human Nutrition and Dietetics) collaborated professionally and worked in partnership with community groups as part of the practice education component of their programmes. Students delivered health and wellbeing programmes using a strengths-based approach to address health disparities with community groups from Limerick south city. Led by the

School of Allied Health and UL's AccessCampus, this community-based placement model enabled students to engage directly with marginalised and diverse communities by responding to their needs, promoting social inclusion, and supporting access to health and wellbeing services through community immersion.

### 2.0.3 Staff Recruitment, Management and Development

- The UL Strategic Plan includes a focus on staff talent development and this focus is reflected in the HR Division's Talent Development Strategy. Pillar One of this strategy is to Build Leadership and Management Capacity, with leadership development listed under goal 1.1. To this end, [Advance HE](#) were retained to develop and deliver leadership programmes for the University of Limerick. 2024 saw the rollout of two of these programmes – a pilot Emergent Leaders Programme and an Executive Leadership Programme. The first programme has now concluded and feedback has been very positive. A second round of this is due to commence in Q1 2025, as we continue to focus on building leadership capacity. The Executive Leadership Programme also commenced this year and is due to continue into 2025. Each of the programmes consist of a number of in-person modules, individual coaching, diagnostics and peer learning. We look forward to continuing the success of these programmes into 2025 and beyond.

### 2.0.4 Teaching, Learning and Assessment

- **Universal Design for Learning (UDL) @UL:** UDL@UL Community of Practice was relaunched in October in the Graduate Attributes Hub, Millstream Courtyard. The University of Limerick Universal Design for Learning Community of Practice was established in 2021 by a group of staff facilitating the Digital Badge for Universal Design in Teaching and Learning developed by AHEAD and UCD Access and Lifelong Learning. The relaunch event builds on previous work of the Universal Design for Learning community of Practice by reconnecting with existing members, welcoming new members and discussing how the Community can develop over the 2023/2024 academic year.
- **Experiential Learning:** On 29 November 2023, UL students of the LLM/ MA in Human Rights in Criminal Justice programmes benefitted from experiential learning through an interactive visit to Limerick Prison. The visit provided students with a unique opportunity to enhance their knowledge and gain an understanding of some of the practicalities associated with the criminal justice and sentencing processes. By being both informative and transformative, the event brought students' classroom learning to life in a real-world criminal justice environment. Experiential learning opportunities for Human Rights in Criminal Justice postgraduate students are greatly beneficial for stimulating critical thinking, engagement and active learning that academic seminars cannot accomplish to the same extent. Students gained firsthand experience of the prison environment and learned about how a fully operational prison works.
- **Virtual Learning Environment:** The implementation of the new Virtual Learning Environment aims to build a flexible, technology-enhanced learning platform that responds to digitisation and the future world of work. Brightspace replaces the two VLE platforms (Moodle and Sulis) currently used at the UL, implementing an enterprise-wide solution that aligns with the UL's ambitions to grow and improve UL's national and international educational offerings, enabling greater functionality and collaboration across courses and modules.

## 2.0.5 Supports and Resources for Learners

- **Equity in Learning and Support:** The DSS (Disability Support Service) was delighted to be involved in a collaboration with the School of Nursing and Midwifery to highlight the work of the unit and the available supports to students who are registered with the DSS in UL. Sophie, a registered student with DSS, who is currently in her final year studying Bachelor of Science Nursing (Intellectual Disability) shared her story in an insightful video project highlighting the number of teaching, learning and exam accommodations available to students presenting with a disability, learning difference or significant / ongoing health condition. Sophie describes how through “giving the burden of your disability to others” and using resources and supports available from the DSS and Educational Assistive Technology Centre (EATC) it has helped her towards achieving equity in learning and assessment throughout her education journey in UL. [UL Disability Supports for Nursing or Midwifery Students \(youtube.com\)](#)
- **Benchmarking Exams for Students with Disabilities:** The Educational Assistive Technology Centre (EATC) and the Disability Support Services are undertaking a benchmarking exercise with the University of Galway around exams for disabled students and the provision of support. This included a site visit in April to the University of Galway to witness the exams in real time. The University of Galway reciprocated by visiting the University of Limerick in early May. This is part of a bigger benchmarking objective to compare and improve service delivery where possible with ever-increasing student numbers.
- **Accessibility:** Following feedback received from a student about challenges using the library checkout system, the Disability Support Service contacted the Library Spaces Manager. The library team organised for a review of the checkout interface, and an accessible version was made available. This new user interface now offers users a “reach mode” which shifts all the icons to the lower half of the screen. The library has also recently added an accessibility mode for the laptop loan system. Simple but effective solutions that demonstrates the importance of feedback and communication.
- **Support & Services Fair:** This year UL Global successfully piloted our first “Support & Services Fair” in EGO-10 on Tuesday 5th September. As part of the Campus tour for international students, students visited the Support & Services Fair with their UL guide and got to meet 14 UL services that are available to them throughout their academic journey.

## 2.0.6 Information and Data Management

- ITD launched its new Digital App Launcher on UL Connect (UL's internal collaboration & knowledge sharing platform). This new centralised hub provides a streamlined access point to the most commonly used digital applications and resources, making it easier and quicker for staff to access information. Apps and resources including Agresso, Core HR, Brightspace, RPAS, Microsoft Office, SharePoint Information Hubs, TOPdesk and many more are now easily available in a 'one-stop shop' and the App Launcher has been very positively received by staff across the campus. Using this resource to access UL apps ensures staff always have access to the most up-to-date versions with the benefit of freeing up space on your bookmark and favourite bars. This project was an initiative under the UL Enable IT Strategy in collaboration between ITD and MarComms Internal Communications Manager.

## 2.0.7 Other Parties involved in Education and Training

- **Study Abroad practicum for Teaching English to Ukrainian Refugees:** A community-based teaching practicum was established at UL for Study Abroad students. The Study Abroad Practicum involves teaching English as a foreign language to members of the Ukrainian community currently residing in Ireland under EU temporary protection as a result of the ongoing war in Ukraine. The practicum includes an initial, introductory teacher education course in Teaching English to Speakers of Other Languages (TESOL) and specialised training in trauma-informed teaching. Students from universities in the United States participated in the first Study Abroad Practicum in the 2023 spring semester, which was universally acclaimed as a “rewarding and unforgettable experience”.
- **Enterprise Ireland/IUA Ways to Engage Event:** In September, the Cooperative Education and Careers Division hosted an Enterprise Ireland / IUA event - Ways to Engage - Talent and Skills for SME. It was most informative and full of practical insights for the SME sector in terms of accessing graduate talent. For SME’s it was an opportunity to learn about how they can access the graduate talent coming out of IUA universities, and also influence the high-level skills students are developing. The event also looked at how enterprise can support the up-skilling or re-skilling of existing staff through access routes like Recognition of Prior Learning and short, flexible, accredited courses like MicroCreds. We also heard from Skillnet and the Regional Skills Fora on the supporting role they play and their ability to work with individual companies on their skills and training needs. This event is available to view and download the presentations: <https://www.iua.ie/events/ei-iua-ways-to-engage-skills-talent-for-the-sme-sector/>.
- **Rethink Ireland Project:** The School of Allied Health (SAH) is working on an ambitious project together with St Gabriel’s Foundation, to deliver Physiotherapy, Occupational Therapy and Speech & Language Therapy services in DEIS primary schools in Limerick. The project, funded initially by Rethink Ireland, is based on a pilot project run in Corpus Christi School, and will provide up to 8 placements per year for students of each discipline, supervised by staff of St Gabriel’s Foundation.
- **Professional Education:** The Professional Education team in Graduate and Professional Studies (GPS) co-ordinates the EAGLE project on behalf of UL. Funded under Digital Europe, EAGLE is an eleven-partner project involving cross-European universities and employer bodies dedicated to strengthening the digital capacity of European Small to Medium Enterprises (SMEs). SMEs are increasingly aware that digitisation is the key to being more competitive and the EAGLE project is currently designing multiple micro-credentials and supporting education provision in this area. UL has formed a strategic partnership with Skillnet Ireland to research the needs of partner companies and build-out provision to meet these needs.
- **UL-hosted event seeks to inspire more women to consider a career in engineering:** On 1 December 2023, an event hosted by a consortium that included UL highlighted the career pathways of young professional women working in engineering. Inspire Women in Engineering 2023 was organised by Explore Engineering, a consortium comprising over 50 companies in the mid-west region and supported by key third-level education providers such as UL, Technological University of the Shannon, and Limerick and Clare Education and Training Board. With the goal of improving the quality and increasing the quantity of engineering talent available in Ireland and the message that engineering is for everyone, the event featured a panel discussion with six young early-career engineers working across different sectors and was attended by 800 students in third-, fourth- and fifth-year classes from local second-level schools. During the event, the speakers shared their inspirations, paths to

engineering and reasons why they loved their chosen career. The question-and answer session that took place immediately after the presentation enabled students to interact with the panel.

- **QQI Pathways:** The UL Access Office hosted an event for the local Education and Training Boards on 7 September 2023. The purpose of this event was to build our relationship with local QQI FE providers and to showcase the excellent QQI FE pathways we have on offer. We hope that this will become an annual event, as we are actively promoting our QQI FE pathways and to increase the number of students applying to UL through this pathway.
- **Pilot Science Media Centre for Ireland:** UL (Office of the VP Research and Marketing & Communications Division) is collaborating on a new database of Irish scientists that is being created as part of a Pilot Science Media Centre for Ireland, a pioneering initiative which aims to combat misinformation in news media and foster a deeper public understanding of science. The pilot is modelled on the UK Science Media Centre (SMC), which is an independent press office for science set up in the UK in 2002. The goal of the Centre is to improve the quality of science reported in the news by making it easier for journalists to access the very best science. The way they do this is primarily through soliciting expert comments on news stories from scientists in universities, research institutes, and science-based companies. Following extensive consultation, a one-year pilot has now been launched and UL is one of a host of institutions taking part, including Atlantic Technological University, the Environmental Protection Agency, the Health Research Board, Maynooth University, Queen’s University of Belfast, RCSI University of Medicine and Health, Science Foundation Ireland, Sustainable Energy Authority Ireland, Trinity College Dublin, and University College Dublin. Further information is available [here](#).
- **The Great Leap – Collaborative Programme:** In September 2023, Dr Ciara Breathnach (Department of History) was elected vice chair of Cost Action CA22116 – The Great Leap. With representation from 31 countries, this four-year programme takes a unique, multidisciplinary approach from a historical perspective to gain a greater understanding of the roots and drivers of health inequalities across regions and countries in Europe and beyond.
- **AHSS-LCETB Training for Teachers in Language and Culturally Sensitive Teaching:** A teacher training event led by the Faculty of Arts, Humanities and Social Sciences (AHSS) in inclusive pedagogies was held at the Radisson Hotel in September 2023 for more than 150 teachers from the Limerick and Clare Education and Training Board (LCETB). The training focused on upskilling teachers in intercultural and pedagogical skills to help pupils from diverse language and cultural backgrounds integrate into schools and vocational training programmes. The training was led by Assistant Dean International Dr Angela Farrell with academic staff from TESOL/ Linguistics – Dr Catherine Martin, Dr Jane Seely and Michelle Daly. The event was the first in a series of teacher training workshops that will be offered within the framework of the new Memorandum of Understanding between UL and the LCETB. Dr Farrell is a member of the regional ESOL and Migrant Learner Steering Group.

### 2.0.8 Self-Evaluation, Monitoring and Review

During the reporting period, UL completed its third cycle of quality reviews. A schedule of reviews undertaken, including links to review guidelines, review output reports and final QIP summary implementation reports are available on the QSU [website](#).

A comprehensive review of Cycle 3 reviews was conducted by the Director of Quality. The [resulting report](#) includes information on review demographics, various streams of reviews, review outcomes including a thematic analysis. Review recommendations have been linked to the UL Strategic Plan

implementation process. The report concludes with an evaluation of the review process and a list of recommendations arising from the self-evaluation of the quality review process.

The next cycle of reviews ([Cycle 4](#)) commenced with a review of Research Ethics in May 2024. This was a thematic review of research ethics across the four faculties and included the Office of VP Research. The review schedule for Cycle 4 includes academic departments, professional service departments and affiliate units, with the scope to include more thematic reviews going forward. The [Academic Quality Review Framework](#) was approved by UL's Academic Council in June 2023 and by Governing Authority in September 2023.

For academic departments, Cycle 4 will combine academic departmental review and periodic programme review, recognising the synergies between both and that a 'one-size fits all' approach cannot apply due to the varying sizes of departments and the continuing need for some programmes to undergo external accreditation. In accordance with the Policy for Management and Reporting on Professional, Statutory and Regulatory Bodies ([PSRB](#)) Cycle 4 will facilitate, where appropriate, the recognition of external accreditation in place of the internal quality assurance process. However, in all cases the requirements of the university and the scope/terms of reference of departmental and periodic programme review must be demonstrated to be fulfilled. In cases where there are gaps between the requirements of the university and those of a PSRB, a tailored scope of internal review will be agreed with the Head of Department and approved by Quality Committee and Academic Council.

Cycle 4 will also facilitate the implementation of the University's Integrated Curriculum Development Framework ([ICDF](#)) allowing existing programmes to be benchmarked against the principles of the ICDF.

### **2.0.9 Quality Assurance of Research Activities and Programmes**

- The Research Project Management Network was launched in April 2024 and is facilitated by the post award team in the Research Office. This is a dedicated platform aimed at administrative staff who manage research funded projects. The network aims to enhance collaboration, facilitate knowledge sharing and networking among fellow research project managers. By connecting with other professionals in the field, the network hopes to strengthen collective expertise and support others in navigating the complexities of managing research projects. Networking meetings are held quarterly, and each event will host a guest speaker on a specific research project management topic whilst also providing the opportunity to network with others.
- Up to this year, UL's research outputs were only available through the existing ULRIS system that lacked some of the reach and functionality of more modern CRIS systems. Feedback from researchers suggested that the system did not effectively showcase the work being done. The OVPR and ITD Project Management teams collaborated to generate a business case for a new CRIS system. After the vendor evaluation period, Elsevier Pure was chosen as the preferred product. The proposal was approved by the Digital Governance and Steering Committee (DGSC) and a project team was established to implement the new CRIS. The project involved the import of key data from the existing systems. Extensive UAT and end user engagements were held to ensure successful implementation. In September 2024 UL's Pure Portal was launched. By early November over 700 researchers had accessed, viewed or updated their profiles.

## 2.0.10 Third-Mission Activities, Societal and Community Engagement

- **International/Community-based Programme Development:** The following initiatives strengthen our institutional commitment to EDI, UDL and the UN SDGS and UL's third mission (social responsibility, equity of access to quality education; reducing inequalities; betterment of society).
  - The Faculty of AHSS Summer School in Academic English and Intercultural skills developed and delivered for Ukrainian students for 8 weeks June – July 2023. Funded by EU Ukrainian student support fund. This also created opportunities to develop internships for students on MATESOL programme.
  - Ukrainian English for Work Summer School at Access Campus for members of Ukrainian community in Limerick for 8 weeks June and July 2023. Funded by UL Strategic Fund. Taught by MATESOL and ISPhD students.
  - Online summer bridging programme in Academic English for Afghan judges entering Year 2 of LLM in Human Rights in Criminal Justice programme.
  - Teacher training workshops provided by ADI and faculty in TESOL/Linguistics for Limerick schools in language and culturally sensitive teaching in multiculturally diverse classrooms in conjunction with Limerick - Clare ETB and further training event on 5th September 2023 for teachers working in vocational education / Further Ed sector.
  
- **Inspiring Students to Drive Positive Change:** On 17 October 2023, students from the Global Leadership for Sustainable Development programme visited UL's AccessCampus and immersed themselves in the facility's rich history of community outreach. Led by coordinator Dónal O'Leary, AccessCampus offered invaluable insights to students on the transformative impact of education on social and economic empowerment. During the visit, Dónal O'Leary presented an overview of AccessCampus's founding mission, highlighting its unique partnership with Limerick Enterprise Development Partnership (LEDP) to address educational disadvantage in the local community. Students learned how AccessCampus has evolved over the past two decades, catering to diverse learners ranging from primary school children to university students. Dónal shared stories of collaboration and engagement, emphasising the importance of education in breaking down barriers and unlocking potential. The visit provided students with firsthand experiences of AccessCampus's community-based initiatives, showcasing the breadth and strength of educational opportunities available to local residents. The visit to AccessCampus served as a powerful reminder of the pivotal role of education in sustainable development. By engaging with community-based initiatives like AccessCampus, students gained a deeper understanding of the interconnectedness between education, society and sustainability. Inspired by their experiences, the students are now motivated to advocate for equitable access to education and drive positive change in their communities.
  
- **Music Therapy Community Engagement Project:** On Tues 24th October, the Parents Choir of Corpus Christi School, Moyross performed at the Irish World Academy. The choir formed in 2018, through a collaboration between Prof Hilary Moss and the school. It was developed and is now facilitated by Dr Jess O'Donoghue and Ms Sarah Alley from UL Music Therapy Department. This community engaged project has been formally adopted as a community engagement activity of the Irish World Academy and was recently showcased as a UL Engaged Research project. MA students from the music therapy programme at UL support children and parents, while three PhD students have undertaken collaborative research with participants. For more on UL's social singing and health research please see research impact film, created with UL Engage, <https://vimeo.com/654914605>
  
- **Creative Climate Action Fund:** Along with the Journalism department at UL's School of English, Irish, and Communication and a multidisciplinary team of partners, Limerick City and County Council won €249,000 from the government-backed Creative Climate Action Fund for a new project on climate change. In collaboration with the Department of Environment, Climate and Communications and the Department of the Taoiseach, the Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media

launched the Creative Climate Action Fund II in 2023. The initiative supports creative, cultural and artistic projects that build awareness around climate change and empower citizens to make meaningful behavioural changes. Entitled 'Síolta Glasa', the Limerick project aims to empower collaborations between community groups and creative partners to examine and tell stories about decarbonisation efforts in their communities. Síolta Glasa builds on the successful implementation of the Creative Climate Action collaborative project Decarbonising Together, which was delivered in Limerick in 2022.

### 2.0.11 Internationalisation

- **EMERGE - European University Alliance (EUA):** The EUA programme is a strategic initiative developed by the European Union to promote higher education collaboration and innovation across Europe. It aims to create alliances of higher education institutions that work together to enhance the quality, relevance, and competitiveness of European higher education on a global scale. This flagship initiative encompasses 65 European Universities alliances with more than 570 higher education institutions of all types, from all across Europe. UL is coordinator of the **Emerge** (Empowering the Margins of Europe through Regional and Global Engagement) Alliance that comprises nine universities. The Emerge Consortium members are University of Limerick, Universidade da Coruña, Spain, Université Rennes 2 and Université Bretagne Sud in France, Inland Norway University of Applied Sciences, Univerzita Mateja Bela v Banskej Bystrici, Slovakia, Europa-Universität Flensburg, Germany, Neapolis University Pafos, Cyprus and Democritus University of Thrace, Greece. The purpose of the Emerge Alliance is to combine and leverage the distinctive strengths of the nine members to empower, through societal engagement, the marginalised communities and help build a more equitable, sustainable and prosperous Europe for all. The Emerge project runs for an initial 4 years - 2025 to 2028
- **UL Global Activity Plan:** The 2023/24 UL Global Activity Plan finalised over the summer is being executed in all our key regions. This will see an intensive marketing and promotional campaign to underpin recruitment partnership work as well as the student mobility programmes. Included in the promotional work is the recent "First Steps Campaign" which reached over 6m prospective students through social media.
- **Joint Education Institute – LICHPU:** The University set up its first Joint Educational Institute with Henan Polytechnic University in China in 2024. Limerick International College at Henan Polytechnic University (LICHPU) had its first intake of students in September 2024. This initiative builds on an over ten-year relationship between the Department of Electronic Engineering at UL and HPU. Four UL programmes are currently planned for delivery with students receiving UL awards on successful completion.

### 2.0.12 Integration of UN Sustainable Development Goals

#### Advancing Towards a Sustainable Future

Significant progress has been made during 2023/24 in advancing our sustainability missions aligned with the UN SDGs. The cross-organisational Sustainability Working Group, with over 70 dedicated members, remains the driving force behind these efforts, turning global aspirations into concrete actions across all university operations.

Examples of achievements in 2023 include:

- **Mission 02: Transition Governance Framework** In collaboration with Healthy UL and Campus Life Services, we published a new food philosophy, setting the stage for a university-wide food policy that prioritises sustainable practices.

- Mission 04: Digital Campus Commons Partnering with the Kemmy Business School, we launched a pilot project to develop a digital twin of our campus, enhancing our ability to report and actively track progress.
- Mission 12: Biophilic Design Integration In collaboration with the Glucksman Library, we piloted biophilic design elements, leading to a campus-wide implementation toolkit that promotes wellbeing through nature-connected spaces.
- Mission 15: Egalitarian University Working with the Human Rights, Equality, Diversity and Inclusion team, we are developing clear metrics to advance equality and inclusivity within our community.
- Mission 20: Revitalised the River Shannon We are collaborating with stakeholders to secure funding for conservation efforts aimed at protecting the natural environment surrounding UL, alongside student engagement initiatives like the bio-blitz.
- Mission 18: Carbon Neutral Campus We collaborated with the Buildings and Estates team and Executive team to publish the Climate Action Roadmap, mapping our carbon footprint and creating a pathway to carbon neutrality.

These projects exemplify our commitment to sustainability and systems-level change. The progress made is a testament to the collective efforts of the UL community, which is united in creating a sustainable and inclusive future. As we continue on this journey, we remain focused on learning, adapting and innovating, leveraging the strengths and insights of our community to achieve our ambitious goals. We look forward to broadening our engagement and reach over the coming years and to continuing to deliver systemic change in line with our sustainability framework.

In 2023, alongside our annual celebration of student sustainability projects, we introduced the Student Conversation and Workshop Series. The series focused on engaging students in discussions around the UN SDGs, sparking meaningful conversations and contributions. By empowering students to lead sustainability efforts, we are working to enrich their educational experience and strengthen UL's commitment to sustainable development. The workshops provided practical skills and knowledge, enabling students to integrate sustainable practices into their daily lives.

## 2.1 Initiatives within the Institution related to Academic Integrity

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

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

### ***Designing and Implementing and Academic Integrity Policy and Academic Misconduct Procedures:***

An Academic Integrity Policy Working Group (PWG) was formed in March 2024 and consisted of staff from across the University, including academics from each of the four Faculties, student representation from the UG and PG unions and the convenor of the Unite Union. The policy and procedures incorporated each of the four published NAIN guidelines as well as the International Association for Academic Integrity (ICAI) values. The draft policy and procedures were presented to Academic Council in June 2024 in order to gain feedback from colleagues. Following application of this feedback, the documents were sent for external review and also review by the University solicitor. It is proposed that the policy and procedures will be in place for the academic year 2025/2026.

***Delivery of education and training to staff and students:*** The Unit has led out on a number of initiatives to support education and training of staff and students:

- [The UL Academic Integrity Unit's website](#) was launched in March 2023. The website is designed to provide information and resources for UL staff and students. Many of the resources are presented in multiple formats to enhance opportunities for engagement. Resources on the website have been developed with reference to NAIN guidance but also resources from the European Network of Academic Integrity (ENAI), ICAI, Tertiary Education Quality Standards Agency (Aus) and publicly accessible resources from a range of international Universities.
- The '[Give me about 10 minutes on...](#)' podcast series was launched in June 2024. The aim of this series is to provide accessible and simple information relating to academic integrity to students and academics both within and outside of the institution.
- The Unit collaborated with colleagues in the Centre for Transformative Learning, Glucksman Library and the Information Technology Department in the delivery of Let's Talk GenAI. This was a weeklong educational initiative directed at university, delivered through the Virtual Learning Environment (VLE). The aim of this course was to develop foundational knowledge on the safe and ethical use of Generative AI and facilitate discussion amongst colleagues.
- The Unit have developed three modules which are available on the VLE. These are: Introduction to Academic Integrity for Students, Introduction to Academic Integrity for Staff and Education on Academic Integrity arising from Academic Misconduct.

***Promote culture of academic integrity:***

- The [Generative Artificial Intelligence Principles for the University, Staff, Researchers and Students](#) were developed by the Academic Integrity Unit and approved by Academic Council in June 2024. These principles are informed by EU legislation as well as national guidance on the safe and appropriate use

of AI in research and education activities. These principles are intended to provide a framework to promote integration of Generative AI amongst all stakeholders on campus.

- The Unit attends each of the NAIN plenary meetings and share examples of initiatives or resources from their own institution. Two members of the team also sit on working groups for NAIN. One of these is focused on the development of guidance and supports for university stakeholders (including course directors, librarians and academic integrity officers) and the second which is focused on the development, augmentation and amendment of the NAIN Lexicon of Academic Integrity.
- The Unit has sought to share their experience and learning from their various initiatives through conference presentations. Czech Academy of Sciences International conference for Philosophy and Social Science (May 2024) and the Irish Learning Technologists Association EdTech Conference in ATU Sligo (May 2024).

### 3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

#### 3.1 QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives	Planned actions and indicators
1	Following the Section 64 Review by the HEA, develop an implementation plan for the review of recommendations, addressing structures, processes and policies of governance with clear action owners and timelines.	Led by the President, a comprehensive and robust renewal and implementation plan for UL will be developed, which will be submitted to the HEA. All of the findings and recommendations arising from the Section 64 Review and other related reviews will be reflected in this draft renewal and implementation plan and will form part of the agenda for transformational change at UL.
2	Prepare and submit UL's application for TrustEd Ireland (International Education Mark).	Led by the Quality Support Unit, conduct a self-evaluation against the principles and criteria outlined in the TrustEd Ireland International Education Mark Application Statement (IEMAS) template. The completed IEMAS will be supported by relevant and documented practices, policies and procedures.
3.	Create a new Student Support and Engagement Hub to provide centralized and dedicated support for all students who wish to engage with the wide range of professional services provided by the Student Affairs Division, encompassing health and wellbeing, widening access and participation, and student engagement and development services.	Led by the Director of Student Affairs and in conjunction with the Buildings & Estates Department, provide a centralised support hub for student engagement and development services.
4.	Develop an Enterprise Risk Management Policy, Appetite Statement, and Handbook.	Led by the Risk Management Officer in the Corporate Secretary's Office, a comprehensive handbook will complement this policy, providing detailed

No.	Relevant objectives	Planned actions and indicators
		guidance on the University's risk management procedures. This handbook will support the understanding and implementation of the Risk Management Policy, ensuring that all staff are well-informed and capable of effectively managing risks in line with the University's strategic goals.
5.	Conduct a comprehensive Risk Management Internal Audit on our Risk Management System.	Conducted by an external firm, this audit will aim to identify areas needing further enhancement and improvements. By leveraging an external firm's expertise, we will ensure that our risk management practices are robust, effective, and aligned with best practices. The insights gained from this audit will be instrumental in refining our processes, addressing potential vulnerabilities, and reinforcing our commitment to maintaining the highest levels of risk management across the University.
6.	Develop a Student Engagement Forum to bring together UL staff who are involved in student engagement to exchange ideas and work collaborative to enhance the student experience at UL.	Led by the Associate Vice President Student Engagement, bring together all professional service units involved in student engagement and support to work collaboratively to share ideas and develop creative solutions to issues involving UL students. The forum will also include student representatives from both UL Student Life and the Postgraduate Students' Union (PSU) to ensure representation of the student voice.
7.	Institutional Student Feedback Mechanisms	Led by the Quality Support Unit, the software solution identified in the 2023/24 report to manage module evaluations together with a revised module evaluation instrument will be implemented on a phased basis. Implementation will commence with a pilot in semester 1 AY2024/25.
8.	Ongoing Policy Revision	A number of academic policies are due for review during the reporting period. These include; <ul style="list-style-type: none"> <li>• Learning Analytics Policy</li> </ul>

No.	Relevant objectives	Planned actions and indicators
		<ul style="list-style-type: none"> <li>• Professional Body Reporting Policy</li> <li>• Linked Provider Framework</li> </ul>
9	Academic Transformation Initiative (ATOM)	<p>Led by the Provost and Deputy President, the Academic Transformation project will commence in 2024/25. This follows a decision by Executive Committee in November 2024 that a fundamental review and simplification of the UL Academic Operating Model was required. Academic Council approved the establishment to scope, plan and execute a transformation of UL's Academic Operating Model</p> <p>UL's Academic Model includes the design of programmes, credit framework (ECTS), grading, progression, awards, exam administration, as well as the policies, business processes, academic calendar, structures and procedures for academic administration.</p> <p>The aim of ATOM is to develop an academic model that will be clear to all stakeholders, with simpler grading and progression, a new academic calendar and timetable, increased academic control and accountability, and reduced institutional risk.</p> <p>The ATOM project is expected to take more than three years to implement.</p>
10	Ongoing Digitalisation of University processes	<p>Led by the relevant business unit, the University continues to streamline and digitalise processes. For example, The Professional Development Review System (PDRs) will be moved from a paper based to online format by the HR Division. Ongoing enhancements to the digitalisation of key quality assurance processes will also be made</p>

## 3.2 Reviews planned for Upcoming Reporting Periods

### 3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
UL Postgraduate Students' Union	19 to 21 Jan 2025	24 to 25 Oct 2018
UL Student Life	21 to 24 Jan 2025	22 to 24 Oct 2018
School of Law*	7 to 10 Apr 2025	9 to 11 May 2011
Department of Economics*	3-5 <sup>th</sup> June 2025	4-6 <sup>th</sup> February 2014

### 3.2.2 Reviews planned beyond Next Reporting Period

[Current Review Cycle | University of Limerick \(ul.ie\)](#)

## 4.0 Additional Themes and Case Studies

### Theme 1: Teaching, Learning and Assessment

#### CASE STUDY 1

**Title:** Digital Skills at UL

**Theme:** Teaching, Learning and Assessment

**Keywords:** Digital Transformation



#### Short Abstract:

Since its launch by the Digital Skills team, CTL, in September 2023, the Digital Skills Hub (DSH) on Brightspace has grown to 2,200 enrolments. It is both

1. open to the entire UL community to [freely enrol in](#) for self-guided exploration and benefit, and
2. intentionally designed to be embeddable into academic curricula, in consultation with academic leads.

It provides students and, increasingly, staff, with ease of access to tools and learning opportunities that promote self-directed growth of digital skills and capacity. It supports academic success, professional growth, and personal development and directly addresses UL's digital transformation aims under pillar three aim seven of *Action for Wisdom*.

#### Case Study

Engagement metrics, Autumn 2024

- Our calendar of 13 live workshops (28 instances) attracted 394 registrations, with 308 attendances. Led by the Digital Skills team with collaborative input from colleagues in the Library, Academic Integrity Unit, and ITD, our [Introduction to Generative Artificial Intelligence \(GenAI\) for UL Students](#) workshop did particularly well, attracting 105 attendees.
- Self-study lessons on the DSH were accessed by ~800 people, with feedback from 194 respondents to-date showing 96% rated them as 'Excellent' or 'Good.' More details on DSH lessons below.
- Discovery Tool self-assessments have been completed by 1,010 students and 114 staff, generating personalised reports to guide digital skills development.

Key Achievements and Innovations

*Embedding Digital Skills in Academic Curricula*

As a result of collaborations between the team and module leaders, Autumn 2024 saw the successful embedding of DSH resources into academic curricula as graded coursework within first-year modules:

- *Preparing for Academic Success* (HP4001) in the Bachelor of Arts, with Dr Niall Keegan, and

- *Foundations for Engaged Learning (NM4121)* across four Bachelor of Nursing and Midwifery programmes, with Rosemary Lyons and Steven Byrne.

In addition to embedding resources, the team also delivered live lectures on digital skill and literacy development in academic modules:

- *Preparing for Academic Success (HP4001), Bachelor of Arts*. Topic: Digital Skills & Academic Integrity (with Dr. Silvia Benini, Academic Integrity Unit).
- *Foundations for Engaged Learning (NM4121), BSc Nursing and Midwifery*. Topic: Introduction to Digital Skills Development.
- *Business Information Systems (MI4007), Bachelor of Business Studies*. Topic: Introduction to Digital Skills Development (on invitation of Dr. Michael P. O'Brien).
- *Curriculum Design: Planning for Learning, Teaching and Assessment (TL6011), CTL Graduate Certificate in Learning, Teaching and Assessment*. Topic: Digital Skills and Capacity Development for Staff (on invitation of Dr. Íde O'Sullivan and Dr. Angelica Riquez).

We have applied Creative Commons licensing ([CC BY-NC-SA 4.0](#)) to all DSH self-study lessons, enabling others to freely access, use and adapt them as Open Educational Resources (OER).

- [AI Essentials: Student Guide to GenAI](#).
  - Accompanying [Workshop Resource Pack](#) from our live [Introduction to GenAI for UL Students](#) workshops.
- [Introduction to Digital Accessibility and Assistive Technologies](#).
- [Introduction to Video Creation](#).
- [Mastering Digital Communication and Netiquette](#).
- [Looking after your Digital Wellbeing](#).
- [Introduction to using Affinity for Graphic Design](#).
- [Introduction to Microsoft 365: Word, PowerPoint, Excel, Teams & OneDrive](#).
- [Introduction to Articulate Rise for Beginners](#).

The Digital Skills team, CTL are looking forward to presenting at the

- [HEA Teaching and Learning Conference](#) (12 December 2024). Case study on *Let's Talk GenAI – A Practical and Collaborative Approach to Introducing Gen AI to Staff and Students* in collaboration with Michelle Breen and Mags Phelan, Glucksman Library.
- UL Learning, Teaching, and Assessment Conference (15 January 2025). Practice Paper on *Can We Make Your Life Easier? How the Digital Skills Hub is Supporting the Integration of Digital Skills Into Modules*.

Interested in the DSH? Get in contact with us at [digitalskills@ul.ie](mailto:digitalskills@ul.ie).

## Theme 2: Staff Recruitment, Management and Development

### CASE STUDY 2

**Title:** UL Advance Mentoring Programme

**Theme:** Operating Model – Supporting staff to reach their potential

**Keywords:** Mentoring, peer learning, professional development.

#### Short Abstract:

As part of its strategy, the University of Limerick aims to empower staff through development opportunities which would allow staff reach their professional potential. UL Advance Mentoring Programme aims to foster a collegiate, supportive culture which enables colleagues to develop their potential through peer learning. It is a Mentee-led relationship between two people within the same department. A faculty based mentoring programme originated in the Faculty of Arts, Humanities and Social Sciences (AHSS) in 2020 and adopted by HR Talent Development and expanded throughout the University since then.

#### Case Study:

Mentoring provides a safe, supportive and collaborative environment for the mentees to assist them in their careers and support them to reach their potential. The need for Mentoring has been identified through our annual TNA (Training needs analysis) for a number of years. The challenge for HR Talent Development has been to deliver mentoring at scale, across the University.

A faculty based mentoring programme originated in AHSS, where mentoring is offered within one's own department. The commitment is short; 3 \* 1-hour meetings in Semester 2.

Faculty Mentoring was originally implemented by AHSS in 2020 and continued in 2021. Building on its success, HR Talent Development adopted the programme and rebranded it to UL Advance Mentoring Programme in AY 2022/23. Pairings are done within one's own department and in a small number of cases pairings are facilitated through HR Talent Development with mentors from outside their department. The Programme was expanded to all faculties for those at Assistant Professor, Administrator, and Senior Administrator grades in AY 2022/23. Following the success in AY 2022/23, the programme was extended to include Associate Professors B, Postdoctoral Researchers and Senior Administrators across all faculties and divisions. In all, 291 mentees and 236 mentors participated in the programme in AY 2023/24.

HR Talent Development provides a structured framework for mentor-mentee meetings, supported by training and [website](#) resources. Live training sessions were offered to all Mentors and Mentees before the scheme began. Two separate eLearning modules were also made available through SULIS.

Throughout the programme, supporting articles on Mentoring and reminders to mentors and mentees were circulated. At the end of the programme, feedback was collected through a Qualtrics questionnaire distributed to mentors, mentees and Heads of Department. The questionnaire consisted of rating a number of statements on a Likert scale questions and open-

ended questions. A total of 136 respondents completed the questionnaire, representing different roles in the programme and roles within the University.

The feedback indicates positive support for the mentoring programme with positive responses regarding the mentoring structure and supports, the relationships developed and the development opportunity mentoring afforded. Mentors also appreciated the opportunity to However, there are areas for improvement, with room for enhancements in communication, the pairing process, the mandatory nature of the programme and engagement of participants.

**Future Improvements:**

The following improvements to the programme have been identified to be implemented in AY 24/25:

- **Improve Communication and Clarity:** Enhance promotion and understanding of the programme, providing clearer information about the mentoring process, and increase transparency in the matching process.
- **Enhance Structure and Accountability:** Implement a firmer schedule with more checkpoints, ensure meetings occur during the academic semester, and avoid conflicts of interest by ensuring line managers do not mentor their team members.
- **Encourage Voluntary Participation:** The programme is run on an opt-out basis and is not mandatory. While participation in mentoring is encouraged, opting out is allowed.
- **Reduce Administration for Heads Of Department:** HR Talent development will take on more of the administration and communication with Mentors and Mentees, post pairing, for Heads of Department.

By making these improvements, the UL Advance Mentoring Programme can continue to evolve, providing meaningful development opportunities and contributing to the overall growth and success of the university community.

**CASE STUDY 3**

**Title:** Recognising the Contribution of Staff at UL

**Theme:** Staff Recognition

**Keywords** (2-3 words):

**Short Abstract:**

The University recognises the importance of marking the contribution of our staff to the success of the University and annually celebrates the commitment, passion, and hard work of our colleagues, providing an opportunity to publicly acknowledge and thank outstanding contributions to the University and the campus community. There are four distinct classifications of awards to staff to recognise and honour such commitment: 1) The President's Staff Excellence Awards; 2) Research Excellence Awards; 3) Teaching Excellence Awards and 4) Award for Excellence in Service to the Community. This case

study gives a brief overview of each of these categories for the academic year 2023-2024.

### **1. President's Staff Excellence Awards**

Overview: The PSEAs are a chance to celebrate the commitment, passion, and hard work of our colleagues, providing an opportunity to publicly acknowledge and thank outstanding contributions to the University and the campus community.

The Awards are open to all professional, managerial and support staff (PMSS), academic and research staff across the campus community.

**The nomination process:** A call for nominations issues late Oct/ early November with a deadline of approximately 4 x weeks after. Nominations are submitted via online form, specifying which of the 8 categories you are nominating a colleague in. There are three sections in the nomination form that must be completed with a maximum word count in each.

**Number of nominations: 84**

**Award recipients:** Kaye Morrissey, Academic Registry; Yvonne Ryan, Geography/Chemical Sciences; Sean McGrath, Electronic and Computer Engineering Department; Denise Roche, Psychology Department; Duncan McIver, School of Allied Health; Janet Clifford, Centre Manager for the SFI; Centre for Research Training in Foundations of Data Science; Dr Owen Doody, Department of Nursing and Midwifery.

### **2. Research Excellence Awards**

#### **A. Research Excellence and Impact**

A national leader in the research impact agenda, UL's Research Impact programme is in line with international best practice. Through this programme, we have developed a library of case studies demonstrating our excellent research and its impact across a range of sectors. We continue to evolve how impact is recognised. Key initiatives include the President's Research Excellence and Impact Awards recognising outstanding research collaborations, early-career researchers, and research outputs. Our research impact programme has been enhanced to include mechanisms to support and enhance the impact journey across all career stages, including case study development, public engagement activities, Research Week, and our awards scheme. These applicants complete an application form which for some of the categories needs to be signed by Head of Department. The research impact committee adjudicate the Outstanding Collaboration, Starting and Consolidator awards, and faculty review groups review the output awards for each category.

**No. of Nominations:** In 2024 there were over 35 eligible applications for these awards.

#### **B. President's Research Excellence and Impact Awards**

In 2023, the Research Impact Committee expanded the awards to provide greater opportunities for researchers with a specific focus on early career researchers. A new Research Output award was created, which celebrates and acknowledges the excellent research that has been carried out in UL. These awards are aligned to UL's commitments under CoARA and DORA. Research outputs include research that is published, disseminated, or made publicly available in the form of accessible research outputs.

**Award Recipients:** Adjudicated by the Research Impact Committee, the 2023 award winners across all categories were:

- The winner of the Outstanding Research Collaboration Award for 2023 was the Ageing Research Centre led by Professor Katie Robinson and Professor Rose Galvin. The centre has been recognised for its leadership in championing interdisciplinary research focused on supporting older adults and family caregivers. The breadth and strength of its collaboration is seen as an exemplar of best practice in tackling grand challenges such as healthcare.
- Dr Clodagh Toomey, Research Fellow, School of Allied Health - Early Career Researcher – Starting.
- Dr Tadhg Kennedy, Associate Professor in the Department of Chemical Sciences, Faculty of Science and Engineering, Bernal Institute - Early Career Researcher – Consolidator

#### **Research Output Awards**

- Daragh Bradshaw, Associate Professor, Department of Psychology, Centre for Social Issues Research. Research Output Award (Starting), Faculty of Education and Health Sciences.
- Siobhán Howard, Department of Psychology Assistant Dean Academic Affairs, Faculty of Education & Health Sciences, HRI and Centre for Social Issues Research - Research Output Award (Consolidator) Faculty of Education and Health Sciences.
- Mathew Herring, Associate Professor, Department of Physical Education & Sports Sciences & Physical Activity for Health Research Centre, HRI – Research Output Award (Advanced) Faculty of Education and Health Sciences.
- Darragh Flannery, Associate Professor in Economics, Kemmy Business School. Research Output Award (Interdisciplinary), Kemmy Business School.
- Shayon Bhattacharya, Assistant Professor in Physical Science, Department of Physics, SSPC & Bernal. Research Output Award (Starting), Faculty of Science & Engineering.
- Daniel Granato, Professor, Department of Biological Sciences & Bernal Institute. Research Output Award (Advanced), Faculty of Science & Engineering.
- Subir Halder, Associate Professor, Department of Electronic & Computer Engineering. Research Output Award (Consolidator), Faculty of Science & Engineering

- Elfed Lewis, Professor of Electronic & Computer Engineering. Research Output Award (Interdisciplinary), Faculty of Science & Engineering.
- Conor Caldwell, Associate Professor, Irish World Academy of Music & Dance. Research Output Award (Consolidator), Faculty of Arts, Humanities & Social Sciences.
- Sindy Joyce, Lecturer in Traveller Studies, Department of Sociology, Jennifer Schweppe, Professor of Law, Amanda Haynes, Professor of Sociology. Research Output Award (Interdisciplinary) Faculty of Arts, Humanities & Social Sciences.

### 3. Teaching Excellence Awards

**Overview:** The Centre for Transformative Learning is dedicated to heightening the profile and value of teaching activities, collaboratively engaging in evidence-based research and enabling key teaching innovations. As teaching and learning is becoming an increasing focus of strategic attention across further and higher education, engaging in the UL Excellence in Teaching award processes provides clear evidence of commitment to teaching and performance as a teacher. The process of preparing a teaching portfolio will provide an opportunity to reflect on and gain increased insight into practice as a higher education teacher. The University of Limerick Excellence in Teaching Award aims are:

1. To encourage more staff (both academic teachers and those who provide learner support) consider developing and showcasing their work as part of UL's teaching award process
2. To promote and share excellence in teaching
3. To recognise a diversity of teaching, learning and learner support activity in a newly designed teaching award process
4. To ensure that staff from all four faculties and across all learner support domains engage in the teaching and learning award process
5. To give faculties (and discipline-specific experts) a stronger voice in defining criteria relevant to their disciplines and in shortlisting excellent candidates within their own faculties
6. To ensure that a robust set of criteria is applied across all categories of awards and all disciplines while also recognising diversity of approach
7. To ensure that the student voice remains central to the award process
8. To enhance our existing commitment to acknowledging and celebrating the efforts of those who are having a strong and positive impact on student learning at UL.

#### **Award Categories and Eligibility**

**1. Individual Award:** This category applies to individual submissions. The application process will be guided by a submission framework that focuses on excellence, that encourages nominations with strong discipline-specific evidence and that focuses on evidence of learning impact.

**2. Team Award:** Teams who have been involved in a collaborative approach to developing teaching and learning excellence (across or within disciplines) may submit for an award. Team submissions must have an academic lead and can involve other academics from any discipline and/or those engaging in any form of learner support. Team submissions can involve as few as two people but should not normally exceed seven. Submissions should make clear the role and contribution of each member.

**3. Annual award for excellence in the provision of pedagogic support:** This category applies to all those engaged directly in pedagogic support activities (e.g. librarians, lab supervisors, educational technologists, learner support unit staff, educational developers, technical officers etc) and allows for individual or team nominations. Team submissions in this category must be led by a member of staff in any learner support role and can also involve academics.

**The nomination process:** The call for nominations for the UL Award goes out on UL Connect. All teachers and those involved in the pedagogic support of learners are eligible to nominate themselves or a colleague. The nomination form requires a short statement outlining the key reasons why the nominee should be considered for the above award. This could include key teaching, learning or assessment-related innovations led by the nominee; contribution to strategic curriculum development, learner support initiatives in which the nominee has been involved, examples of commitment to the effective application of technology enhanced learning, or activities which have linked research and teaching either within or beyond the nominees' discipline. The nominee, if nominated by someone else can decide to go ahead with the application or not.

**Number of nominations:** 11 nominations;  
2 Pedagogic Award (1 Team & 1 Individual); 2 Team; 7 Individual

**Award recipients:** 2023/24 Winners;

- Teaching Excellence Award (Individual): Christina Morin (AHSS)
- Teaching Excellence Award (Team): Michael Walsh, Tara Dalton and John Mulvihill (SEN)
- Excellence in Pedagogic Support: Angelica Riskey (CTL), John Walsh (KBS), Michael O'Brien (KBS), Donal Palcic (KBS) and Teresa Curtin (SEN)

#### **4. The Award for Excellence in Service to the Community**

**Overview:** The Award for Excellence in Service to the Community is presented to a UL member of staff annually in recognition of excellence in the area of voluntary work within the campus community and beyond. The Award is made annually to an individual to acknowledge their contribution to the social and cultural needs of the campus, local, regional, national or international communities. The purpose of the award is to recognise voluntary work and endeavour undertaken exclusively outside of the nominee's role in UL. Typical areas of focus include the arts, community development,

education and training for the community, sport and recreation, work with the disadvantaged and underprivileged, and other charitable work. Nominations must demonstrate either a breadth of community service across a number of domains or a depth of service in a single domain.

**Nomination Process:** The Provost and Deputy President emails the campus community annually, inviting written nominations for the Award for Excellence in Service to the Community. A nomination form is attached to the email. Any member of the campus community can submit a nomination in respect of a campus colleague. Eligible nominations are considered by a cross-university committee, chaired by the Director, Cooperative Education & Careers.

**Number of Nominations:** There are up to ten nominations annually. The numbers vary from year to year.

**Recipient:** The 2024 winner of the Award for Excellence in Service to the Community is Dr Padraic Rocliffe, a post-doctoral researcher. Padraic was selected on the basis of his extensive success career as a swimming athlete (national and international), his role as head coach of the UL Swim team (grown from 20 to 200 athletes under his stewardship), and his role as Head coach of the Irish University Swim team. In another strand of his significant volunteering endeavours, Padraic is the founder of Prosperity in People, a charity that focuses on supporting people struggling with homelessness through the collection and distribution of food, clothing and hygiene product packs to individual living on the street and in housing shelters. The charity is also engaged in raising awareness of the realities of homelessness, and the destigmatisation of this very vulnerable group of people, people who are not fortunate enough to have a safe, comfortable, secure and affordable place to live.

### Theme 3: Supports and Resources for Learners

#### CASE STUDY 4

**Title:** Student Affairs Division: Case Management Team

**Theme:** Supports and Resources for Learners

**Keywords:** Quality Enhancement, Collaboration

**Short Abstract:**

The Student Affairs Division consists of 11 separate units. In the absence of a Case Management System which is currently going through the procurement process, the Student Affairs Division implemented a Case Management Team. The team consists of a member from each individual unit across the Student Affairs Division.

The primary goals and objectives are that by providing a personalised coordination of multiple supports, the result will be an improved experience for the student and improved efficiencies within the Division.

Any member of the Student Affairs Division can refer a student that meets the criteria which is outlined in the Case Management Team Process. The team meet every three weeks during the semester to discuss the referred students when they identify what additional supports can be put in place to help the student. If a student is considered to meet the criteria and supports are identified, the student is allocated a Case Manager who will liaise directly with them in resolving their challenges.

One of the challenges that the student faced was dealing with multiple points of contact about multiple issues. This process aims to reduce the number of contacts that a student needs to interact with. By being aware of certain circumstances that students are finding themselves in, it provides additional information to Unit members and allows us to advocate for students in other aspects of their university life.

Having been implemented in September 2024, the Case Management Team is in the earlier period of its existence. It aims to review the process at the end of the autumn semester to identify opportunities for improvement for both the team members and the students along with measuring the outcome and impact that the process has had.

## CASE STUDY 5

**Title:** Future-ready: Driving the transformation of student billing through automation

**Theme:** Supports and Resources for Learners

**Keywords:** Digitalisation, Automation

### **Short Abstract:**

A collaborative initiative between Student Fees and ITD Academic Services has led to the significant transformation and automation of the student billing.

### **Case Study**

This innovation marks a significant shift from long established billing processes, offering a more streamlined fee generation for students. Aware of the challenges facing Student Fees, ITD Academic Services identified an opportunity to leverage a recently implemented technology. This technology was a rollout of a one-stop-shop for student onboarding tasks, including new Annual Registration and Module Selection functions.

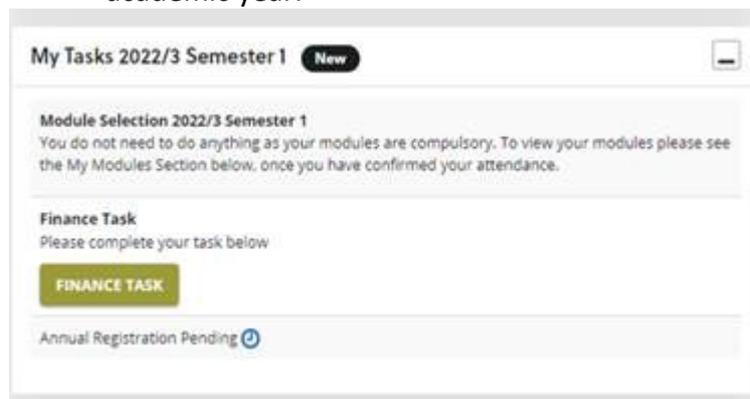
This functionality was extended to include automatic generation and delivery of fee tasks to returning students at the start of each semester, alongside their registration tasks. This new

automated process streamlined fee generation and ensured the student was billed at the point of registration.

- Clare O’Shaughnessy - Head of Student Finance commented that “The new workflow displays a professional integrated approach to student engagement.”
- Aine Crowe, – Student Fees, commented on the project’s success: “Students have the ease of using the same sequential admin task list as they convert from new entrants to continuing students and should now be more aware of their financial responsibilities. Customer service will be enhanced, as the same workflow for all students will enable staff to understand and troubleshoot student queries. Staff time will be available to focus on value-added activities such as debt collection, flexible payment options, etc.”

### Key Benefits

- Improved Student Experience: Students know what they owe as soon as they register, enabling them to better plan their finances.
- Reduction In Student Queries: There are less queries from students and the remaining queries are spread out over a longer period of time.
- Increased Efficiency: 4000 letter reminders no longer posted to students reducing costs, staff workload and carbon footprint.
- Semesterised Billing: No longer necessary to bill students on an annual basis. Students can be billed by semester.
- Reduced Staff Workload: Automation freed up staff time for other critical tasks.
- Fee Collection: Improved significantly, as students are prompted to pay when they complete the Finance Task. Earlier self-billing (before semester starts) has now seen a trend in students paying their fees at the same time. Since its introduction Student Fees have reported a significant increase in fee receipts (doubled) at the start of the academic year.



## Theme 4: Information and Data Management

**CASE STUDY 6**

**Title:** Cyber Security: SOC SIEM

**Theme:** Information and Data Management

**Keywords:** Cybersecurity

**Short Abstract:**

In today's digital landscape, universities face increasing cybersecurity threats that can compromise sensitive data and disrupt operations. As part of the UL Enable IT Strategy, ITD has set about improving UL's IT security posture and **defenses** to mitigate the risk of a successful cyber attack on UL.

Central to this has been the implementation of a Security Operations Centre (SOC) combined with a Security Information and Event Management (SIEM) system. The SIEM solution aggregates and analyses security data from various sources, helping to identify patterns and anomalies indicative of cyber-attacks. Our SOC provides 24/7 monitoring and incident response, enabling timely detection and mitigation of threats.

In tandem, ITD has also implemented a cloud-based vulnerability scanning solution to uncover weaknesses within the University's IT infrastructure. By identifying unpatched software and misconfigured systems, we can proactively address vulnerabilities before they are exploited by malicious actors. Investing in these technologies is crucial for safeguarding the integrity of our systems and data.

**Case Study**

A key mitigation of the significant cyber-security risk on the fundamental risk register of the University is the implementation of a SOC/SIEM (Security Operations Centre/Security Information Event Management) service.

A SOC/SIEM service acts as a type of "burglar alarm" for the University network and connected devices and alerts the University to suspicious and/or malicious activity taking place on the network so that UL can take action to prevent a cyber-attack. A SOC/SIEM service ingests log data and relevant network traffic that is analysed, collated and matched to anomalous patterns to identify suspicious activity.

Due to the recognition that cybersecurity is a critical issue for higher education institutions and the increasing prevalence and sophistication of cyberattacks, funding has been allocated by the Department of Further and Higher Education, Research, Innovation and Science ('DFHERIS') to HEAnet. HEAnet have partnered with a Managed Security Service Provider, FOX-IT, to roll out this new service and the service is available to HEAnet member institutions as a shared service from HEAnet.

In March 2023, UL submitted an expression of interest to participate in the first deployment phase of 2023 and was successful in this bid to become an early adopter of this shared service. The project commenced with UL, HEAnet and FOX-IT in April 2023. In this timeframe, the key implementation challenge was agreement with regards to Data Protection Agreement and the contract, however, agreement was made on issues and contract was successfully signed after a number of months of negotiations. The technical aspects of implementing the SOC/SIEM service progressed well and the project was successfully implemented March 2024.

By implementing SOC SIEM in UL, it gives UL three lines of defence: threat intelligence, 24/7 monitoring, and incident response to ensure we stay proactive in hunting, detecting, and responding to advanced threats. In addition, we can leverage finding from other Institutions, receive up to the minute insight to the latest threat tactics, techniques, and procedures as they are uncovered.

Link to media: Cybersecurity Policy – Wednesday, 15 Feb 2023 – Parliamentary Questions (33rd Dáil) – Houses of the Oireachtas · gov.ie - €3.75 million to enhance cybersecurity in the further and higher education sector announced by Minister Harris ([www.gov.ie](http://www.gov.ie))  
<https://www.heanet.ie/services/security-services/soc-siem-services>

## CASE STUDY 7

**Title:** MarComms monthly meet-up – an open invitation to a monthly meeting for those involved in marketing or promotional activities on behalf of UL.

**Theme:** Information and Data Management

**Keywords:** Quality Enhancement, Collaboration

### Short Abstract:

The MarComms Monthly Meet-up at UL was designed to bridge gaps, foster collaboration, and improve the overall quality of marketing and communications efforts across the University. This initiative is open to all staff involved in marketing or promotional activities, irrespective of their formal affiliation with the MarComms Division. Through structured sharing of best practices, presentations, and updates, the meet-up has emerged as a cornerstone for driving consistent and innovative marketing and communication strategies across UL. The Monthly MarComms meet-up has an attendance of between 60-70 each month, making it one of the best attended regular meetings in the University.

### Case Study

The MarComms Meet-up is an informal knowledge sharing platform to create opportunities for collaboration, mutual learning and quality improvement. The MarComms Division introduced the Monthly Meet-up as an inclusive forum. Key elements of the Monthly Meet-up include:

- Showcasing Best Practices: Departments and divisions present their marketing initiatives, projects, or campaigns, offering valuable insights and learning opportunities for others.
- Key Updates from MarComms: The division shares information on new projects, research, and resources, ensuring everyone remains informed and aligned.

A recent sample agenda:

- Updated Stationery templates and MarComms Brand guidelines - Maria Connolly, Corporate Secretary Office and Niamh Browne, Brand and Design Officer
- Irish University Association (IUA) pre-election campaign and public affairs at UL - Sheena Doyle, External Communications

The MarComms Monthly Meet-up has significantly enhanced collaboration and quality in marketing efforts across UL. Key outcomes include:

- Improved Knowledge sharing: Staff across various departments have access to a platform where they can learn from each other's successes and challenges, enriching their own practices.
- Stronger Community: The initiative has cultivated a sense of belonging and support among staff involved in marketing, breaking down silos and encouraging cross-departmental collaboration.
- Consistency and Innovation: By aligning on key updates and best practices, the quality and coherence of UL's marketing and communications have improved, while fostering innovation through shared ideas.

The MarComms Monthly Meet-up exemplifies how a simple, inclusive initiative can drive substantial quality improvements in a devolved model. By prioritising collaboration, knowledge sharing, and community building, the MarComms Division has empowered staff to deliver impactful, cohesive, and innovative marketing and communication strategies across UL and beyond.



# MarComms Meet-up

Thursday 21 November, 14.30

- Updated Stationery templates and MarComms Brand guidelines - Maria Connolly, Corporate Secretary Office and Niamh Browne, Brand and Design Officer
- Irish University Association (IUA) pre-election campaign and public affairs at UL - Sheena Doyle, External Communications

## CASE STUDY 8

**Title:** Community of Web Editors – an open invitation to a monthly meeting for those involved in editing a website within University of Limerick.

**Theme:** Information and Data Management

**Keywords:** Quality Enhancement, Collaboration

### Short Abstract:

The Community of Web Editors Monthly Meet-up allows web editors from various areas of the University to come together and learn about the latest developments in the UL Website. The meetup is aimed at supporting web editors in their editing role by providing guidance and knowledge and help them navigate the ever-changing landscape of legislation requirements.

### Case Study

The UL Community of Web Editors is made up of almost 200 staff members from across the university all of whom are responsible for editing and updating their departments/schools or faculty's websites. Many web editors do this role on top of already busy job, and many have never had any formal training in web editing or digital content creation.

To help support web editors in their roles, the UL Web Team within Marcomms developed the UL Community of Web Editors. This group meets monthly to share best practice in web editing. The community allows editors to learn new digital skills, how to write in plain English and stay updated on legal requirements such as web accessibility.

A recent sample agenda:

- Expert speaker Leanne Caulfield, Assistant Director of Research and Strategy at Coimisiún na Meán, Ireland's media and online safety regulator. Leanne addressed the meeting on the use of plain English and web accessibility.

The UL Community of Web Editors has significantly enhanced collaboration and quality in digital communication across UL. Key outcomes include:

- Staff training: Staff across various departments have access to a platform where they can learn new skills in digital content, they can also share ideas and learn from each other's successes and challenges, enriching their own practices.
- Stronger Community: The initiative has cultivated a sense of belonging and support among staff involved in web editing right across the university in all areas breaking down silos and encouraging cross-departmental collaboration.
- Consistency and Innovation: This initiative aims to improve the content on UL.ie improving one of the university's main messaging channels.
- Meeting regulatory responsibilities

Under the EU Web Accessibility Directive, public bodies in Ireland must ensure their websites and mobile apps are accessible to everyone, including persons with disabilities. The UL Community of Web editors allow staff to keep updated on their responsibilities under this Directive.

The UL Community of Web Editors Monthly Meet-up exemplifies how a simple, inclusive initiative can drive substantial quality improvements. By prioritising collaboration, knowledge sharing, and community building, the UL Community of Web Editors has empowered staff to develop their digital skills, increase their confidence in web editing and learn about UL's regulatory requirements leading to improved web experience for all who access ul.ie.

## Theme 4: Information and Data Management

### CASE STUDY 11

**Title:** Fostering Knowledge Sharing and Equality: Evolve Professional Support Staff Community of Practice

**Theme:** Third-Mission Activities, Societal and Community Engagement

**Keywords:** Knowledge Sharing, Community of Practice

#### Short Abstract:

Sharing knowledge and building a supportive network is crucial for organisational growth and employee wellbeing. The UL Evolve Professional Support Staff (PSS) Community of Practice (CoP) aims to create a collaborative structure that empowers staff, promotes best practice and enhances common capabilities across the institution. By aligning with SDG 3: Good Health and Well-Being, the CoP strives to create an inclusive and equitable environment for PSS.

#### Case Study

The development of the UL Evolve PSS CoP was informed by research (conducted by Denise Roche of the Department of Psychology) on barriers and enablers to knowledge sharing among PSS in higher education institutions (HEIs). Over 90 per cent of surveyed participants expressed a desire for a knowledge-sharing platform, highlighting the need for a structured community where insights can flow freely. The CoP seeks to address these needs by providing a safe space for staff to exchange ideas, learn from each other and contribute to organisational excellence. The UL Evolve PSS CoP focuses on:

- **Informal knowledge exchange:** The CoP serves as a point of contact for PSS. Through regular interactions, members can share practical insights, troubleshoot challenges and learn from each other's experiences. Whether it is a quick chat over coffee or a virtual discussion forum, the CoP fosters meaningful connections.
- **Work-life balance:** The CoP recognises that a healthy balance between work and private life is a critical aspect of employee wellbeing. The CoP provides a forum for sharing knowledge and ideas about improving work-life balance, and themes are chosen by the community to add value to members' lives at work and at home.
- **Idea generation and requirements gathering:** Innovation thrives in collaborative spaces. The CoP actively seeks ideas and suggestions from its members. Whether it is a process improvement, a creative solution or a novel approach, every voice matters. We believe that the best ideas emerge when diverse minds come together. Each session has time allocated to initiatives upon which CoP members elaborate.
- **Linkages and collaborations:** The CoP connects with colleagues across departments to identify synergies and explore collaborative projects. Whether leveraging new software or aligning with strategic goals, the CoP acts as a catalyst for positive change and attempts to break down silos across the campus. The fact that UL PSS enjoy helping others (as evidenced by Denise Roche's research) is a significant contributing factor to the ongoing success of the UL Evolve PSS CoP.
- **Future Strategic Plans:** the intention is to spread the good word and involve other universities in the Evolve Community initiative.

The CoP hosts multiple in-person networking events, giving opportunities to members to reconnect and create relationships across the UL campus. In addition, the CoP's open Q&A forum, on both Teams and UL Connect, enables members to pose and answer questions.

## Theme 5: Other Parties involved in Education and Training

### CASE STUDY 9

**Title:** Establishing the Limerick International College at Henan Polytechnic University (LICHPU)

**Theme:** Other Parties involved in Education and Training

**Keywords:** Transnational Education; Collaboration

#### Short Abstract:

Transnational education (TNE) has become a cornerstone of global academic collaboration, enabling institutions to bridge geographic and cultural divides. The Limerick International College at Henan Polytechnic University (LICHPU) is a shining example of this trend. This partnership between the University of Limerick (UL) and Henan Polytechnic University (HPU) showcases how universities can deliver high-quality education across borders, ensuring academic rigour while adapting to local contexts.

#### Case Study

LICHPU was born out of a decade-long collaboration between UL and HPU, which began with joint 2+2 programmes in BEng Civil Engineering and BEng Electronic and Computing Engineering. Building on this success, the institutions signed agreements to establish LICHPU, marking a milestone in their relationship. Approved by China's Ministry of Education (MoE) in April 2023, LICHPU offers undergraduate and postgraduate programmes designed to meet the needs of students seeking globally competitive qualifications.

#### Background and Development

**Early Collaboration:** The partnership between UL and HPU dates back to 2012, when the institutions launched their first 2+2 programmes. These programmes allowed students to spend two years at HPU before transferring to UL to complete their degrees. Over the years, these programmes gained popularity, producing graduates who excelled in their fields.

**Vision for LICHPU:** Recognizing the potential for deeper collaboration, UL and HPU decided to establish a joint international college that would offer dual-degree programmes. This 4+0 model enables students to earn UL degrees while studying entirely in China, thereby increasing accessibility and reducing costs for students who might otherwise be unable to study abroad.

**Formalization and Approval:** In December 2022, the institutions signed the second edition of their Agreement and Articles of Collaboration, alongside other documents required for MoE

approval. These documents laid the foundation for LICHPU's operational and academic structure, ensuring alignment with both Chinese and Irish educational standards.

### Key Features of LICHPU

**Academic Offerings:** LICHPU provides a range of undergraduate and postgraduate programmes that blend the strengths of UL and HPU:

- **Undergraduate Programmes:** BEng Computer Science and Technology, BEng Automation
- **Postgraduate Programmes:** MEng Communication and Information Systems, MEng Control Science and Technology

These programmes are designed to prepare students for emerging challenges in engineering, technology, and computing, with a focus on innovation and practical skills.

**Dual Academic Recognition:** Students enrolled in LICHPU are registered as UL students and enjoy the same academic privileges as those on UL's main campus. They are also registered under HPU's system, ensuring dual recognition of their academic achievements.

**Aligned Academic Calendar:** The academic calendar for LICHPU is carefully synchronized with UL's, enabling seamless coordination of teaching, assessments, and progression decisions. Adjustments are made to accommodate local cultural events, such as the Chinese Spring Festival.

**Governance and Quality Assurance:** Governance and quality assurance are central to LICHPU's success. These processes ensure that the joint college maintains academic rigor while meeting the needs of its diverse student body.

**Governance Structure:** The governance of LICHPU is guided by the Agreement and the Supplementary Agreement, which outline the roles and responsibilities of both institutions. Key elements include:

- **Working Group:** UL established a dedicated LICHPU Working Group, chaired by the Vice President for Global Engagement. This group oversaw the initial implementation of LICHPU and ensured compliance with UL's policies.
- **Joint Managerial Committee:** Day-to-day management is handled by a Joint Managerial Committee, which resolves student complaints and ensures smooth operations.

**Quality Assurance Mechanisms:** As the accrediting body, UL is responsible for maintaining the quality of LICHPU's programmes. Key quality assurance measures include:

- **Curriculum Review:** All programmes are approved by UL's Academic Council and reviewed periodically.
- **External Examiners:** UL appoints external examiners to review assessments and ensure consistency across campuses.
- **Student Feedback:** LICHPU students provide anonymous feedback on courses, which is used to inform programme improvements.

- **Regular Reviews:** Both UL and the MoE conduct periodic quality reviews of LICHPU to ensure compliance with academic and regulatory standards.

**Operational Framework:** The operational framework for LICHPU is detailed in the Supplementary Agreement, which addresses areas not fully covered by the main Agreement.

**Student Records and Administration:** Students are registered in both UL and HPU systems, with records maintained independently. This dual-system approach ensures that students receive appropriate support and recognition in both jurisdictions.

**Data Protection:** Given the cross-border nature of LICHPU, data protection is a priority. The partnership adheres to the General Data Protection Regulation (GDPR) and China's Personal Information Protection Law (PIPL), ensuring that student data is handled securely and transparently.

**Programme Management:** The Department of Electronic and Computer Engineering (ECE) at UL plays a central role in managing LICHPU programmes. Responsibilities include:

- Coordinating grading and progression recommendations.
- Appointing course directors and module leaders.
- Managing external examiners and annual programme reviews.

**Logistics and Support:** UL Global oversees logistical arrangements for LICHPU, including staff travel, visas, and accommodation. It also provides training for UL staff teaching at LICHPU, ensuring they are familiar with local regulations and cultural expectations.

**Student Experience:** The student experience at LICHPU is designed to mirror that of UL's main campus while incorporating local support services.

**Academic Resources:** LICHPU students have access to UL's virtual learning environment, online library resources, and academic tools. Local administrators and tutors provide additional support to ensure a seamless learning experience.

**Welfare Services:** While UL provides academic resources, LICHPU handles welfare services such as counselling and health support, ensuring that students' holistic needs are met.

**Graduation and Recognition:** Students graduating from LICHPU receive UL degrees, with ceremonies held at LICHPU and the option to attend conferring ceremonies in Ireland. Degree parchments follow UL's standard format, underscoring the quality and authenticity of the awards.

**Challenges and Solutions:** Implementing LICHPU presented several challenges, each of which was addressed through careful planning and collaboration:

1. **Cultural and Legal Differences:** Differences in academic practices and legal frameworks between Ireland and China required extensive negotiations and the development of the Supplementary Agreement to bridge gaps.

2. **Data Protection:** Compliance with both GDPR and PIPL necessitated robust data-sharing protocols, outlined in the Agreement's appendices.
3. **Logistics:** Coordinating staff travel and adapting to local conditions required detailed logistical planning by UL Global.

### Outcomes and Achievements

Since its establishment, LICHPU has achieved several significant milestones:

1. **Enrolment Success:** In September 2024, 193 students enrolled in UL programmes at LICHPU, reflecting strong demand for transnational education.
2. **Operational Excellence:** The integration of academic calendars and quality assurance mechanisms has ensured smooth operations and high academic standards.
3. **Recognition:** LICHPU was shortlisted for the Asian Matters Awards 2024, highlighting its innovative approach to education.
4. **Scalability:** The governance and operational framework of LICHPU serve as a model for future TNE projects, positioning UL as a leader in global education.

### Lessons Learned

LICHPU has provided valuable insights into the complexities of transnational education. Key lessons include:

- **The Importance of Detailed Agreements:** The Supplementary Agreement ensured clarity on roles, responsibilities, and processes, preventing potential conflicts.
- **Adapting to Local Contexts:** Flexibility in academic calendars and administrative processes was essential for aligning with local cultural and regulatory requirements.
- **Strong Partnerships:** The success of LICHPU underscores the importance of trust and collaboration between partner institutions.

### Future Directions

Looking ahead, UL plans to expand its transnational education initiatives, using LICHPU as a template. Potential areas for growth include:

- Establishing joint colleges in other regions.
- Expanding the range of programmes offered at LICHPU.
- Deepening academic and research collaboration with HPU.

### Conclusion

LICHPU represents a bold step forward in transnational education, combining the strengths of UL and HPU to deliver world-class programmes in China. Through meticulous planning, strong governance, and a commitment to quality, LICHPU has set a benchmark for future collaborations. As UL continues to expand its global footprint, the lessons learned from LICHPU will play a pivotal role in shaping its international strategy.

## Theme 7: Third-Mission Activities, Societal and Community Engagement

### CASE STUDY 10

**Title:** The Happee Project

**Keywords** (2-3 words): Partnership, Collaboration, Community Engagement

**Abstract:**

The 'Happee' project is a partnership between the schools, the University of Limerick, and local disability services which sees student physiotherapists, speech and language therapists, and occupational therapists complete 10-week placements in the schools where they observe and work with the children, under the supervision of fully trained clinicians. Amid an acute shortfall in therapeutic services nationally, those behind the collaboration say it is enabling therapists and teachers to develop bespoke programmes to support vulnerable children, and to do so cheaply. Those involved have described its impact as "transformational".

**Case Study:**

At an event to mark the first anniversary of the Happee project teachers, UL students, parent representatives and therapists outlined the positive outcomes of the project. Therapists have picked up on weaknesses that individual children were displaying that had escaped the notice of teachers and parents. A child who seemed constantly tired for example was found to have a weakness in their lower spine. Discoveries like this have allowed for early action to be taken. "It is transformational for children and families in the schools because they are getting access to services that they otherwise won't get," says Maura Adshead, Head of Community Engagement at UL.

The project has brought benefits for the participating UL students too. Physiotherapy student Niall Duffy is one of them. He loved his last year's 10-week school placement so much that this year he has continued to work at the school, as a volunteer. "I really enjoyed the work that we were doing with the children... helping develop their improvement and co-ordination skills. I could see what the kids were getting from it, and we learned a lot", he said.

While the Happee programme is set to continue this year, with a new set of UL students due to begin 10-week placements next term, the schools and everyone else involved are keen to secure its long-term future. They are hoping that state authorities such as the Departments of Education, Health, and Social Protection, as well as Limerick City and County Council will step in with ongoing financial support. They say the long-term benefits for the children and the wider community are incalculable.

See RTE coverage for full details: [Call for funding for therapeutic programmes in schools](#)