

# Munster Technological University **Institutional Profile**



CINNTE Institutional Review 2023/24

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# 1 Overview and Context

## Introduction to Munster Technological University

Munster Technological University (MTU) is a multi-campus technological university contributing to the South-West Region of Ireland through the provision of academic programmes which support student development and opportunities, education and research. MTU has an extensive and impressive regional footprint with six campuses in Cork and Kerry, a student body of 18,000, and over 2,000 staff. MTU supports entrepreneurship, enterprise development and innovation, and serves the community and public interest.

MTU makes major higher education awards at all levels of the National Framework of Qualifications (NFQ), from Higher Certificate (NFQ Level 6) to PhD (NFQ Level 10), as well as minor and special purpose awards. The University also makes joint awards with its neighbouring traditional university, University College Cork, as well as offering a number of international cotutelle (double) research awards, most at doctoral level.

As a technological university, MTU's contribution to the region is complementary to that of the traditional universities in the region, which have a stronger focus on fundamental research and a lesser focus on engagement with industry and community. As a regional multi-campus technological university, MTU builds on its strengths and student-centred traditions, with a strong focus on student support and engagement. MTU builds on its current diversity of learners, who access lifelong learning and research ranging from apprenticeships to PhDs and delivered in a wide variety of flexible modes at their own pace, anywhere and anytime. And MTU builds on its tradition of enhancing access, transfer and progression opportunities for learners. These developments are particularly important for an engaged university serving a population across both urban and rural environments.

MTU was established on 1 January 2021 through the merger of Cork Institute of Technology (CIT) and Institute of Technology (IT) Tralee. Fusing the individual strengths, extensive experience and passion for education and entrepreneurship of both institutions, the new university has an ethos of excellence, an ambition to serve the needs of its community and region, and a vision of higher education provision that is innovative, responsive, entrepreneurial and forward-looking.

The mission, vision and core values of MTU are set out as follows:

**Values:** Inclusive | Engaging | Dynamic | Bold

**Vision:** To lead transformation through education

**Mission:** To lead change and, through education, empower people for a successful future in a globalised world








The South-West Region is a true reflection of modern Ireland. To its east is Cork City, a nexus for foreign direct investment, indigenous business development, and cultural and artistic expression. To its west, the region has a more rural character, rich in culture and heritage, but with a remarkable density in micro, niche and large enterprise. The South-West's well-educated population of 690,575 (2016) engages strongly with the higher education sector (33,408 fulltime and part-time students in higher education in 2017), and the Central Statistics Office (CSO) has projected significant growth for the region over coming years.

The South-West features significant strengths in its contribution to GDP, employment and R&D across industries such as pharma, med-tech, engineering, financial services, information and communications technology, agri-tech, tourism, manufacturing, food and life sciences.

The region offers a counterbalance to the overconcentration of development activity in Dublin and has been targeted in Project Ireland 2040 for significant expansion of its population and enterprise base, as well as for sustainable rural development and renewal. As a consequence, demand for access to higher education will rise significantly over the next 10 years in particular.

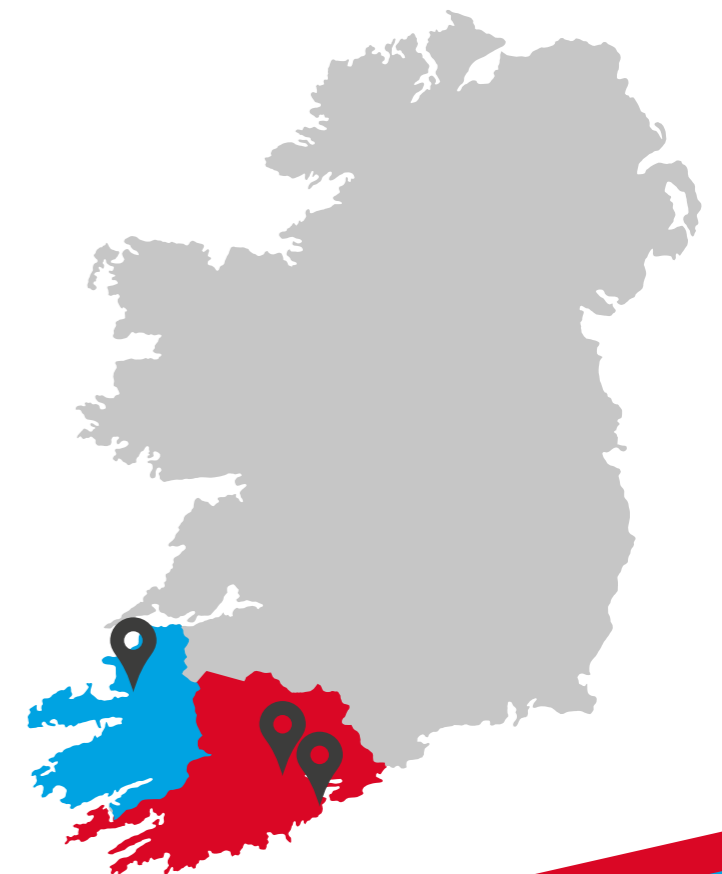
MTU has six principal campuses as follows:

- MTU Bishopstown Campus situated in the western suburbs of Cork City
- MTU Kerry North Campus situated in Tralee, Co. Kerry
- MTU Kerry South Campus situated in Tralee, Co. Kerry
- MTU Cork School of Music (MTU CSM) situated in Cork City
- MTU Crawford College of Art & Design (MTU CCAD) situated in Cork City
- National Maritime College of Ireland (NMCI) situated in Ringaskiddy, Cork Harbour

 <b>SUNDAY TIMES GOOD UNIVERSITY GUIDE 2022</b> MTU highest ranked of Ireland's Technological University	<b>140+</b>  <b>courses and programmes</b>		<b>SUNDAY TIMES GOOD UNIVERSITY GUIDE 2022</b> University of the Year for COVID Impact  <b>WINNER OF SFI IMAGE OF THE YEAR</b> MTU "Talking Heads" Image
	<b>18,000</b> Learners across 6 campuses 	<b>2,000+</b> staff developing and supporting learners 	
	MTU researcher selected for highly cited researchers 2021 and 2022 lists Dr Mubashir Husain Rehmani, has been selected for inclusion on the annual Highly Cited Researchers™ list from Clarivate 	<b>100+</b> Active clubs and societies to enhance the student experience 	

- Cork Campuses:**  
**Cork City**  
 Bishopstown, Crawford College of Art & Design and Cork School of Music  
**Ringaskiddy** - National Maritime College of Ireland
- Kerry Campuses:**  
**Tralee Town** - North & South Campus

Figure 1 Map of Ireland showing MTU's campus locations across Cork and Kerry





#### MTU Bishopstown Campus

MTU Bishopstown Campus hosts programmes in Business, Science, Computing, Engineering, Media Communications, and Humanities. Also located here are Student Services, Administration, Research Centres, and Industry Support Centres.



#### MTU North Kerry Campus

MTU Kerry North Campus is home to students pursuing qualifications in Business, Computing, Creative Media, and Health and Social Sciences including Nursing. It operates on a site shared with Kerry Technology Park. Construction of a new STEM facility on Kerry North Campus is underway and is due for completion in 2025.



#### MTU Crawford College of Art & Design

MTU Crawford College of Art & Design (MTU CCAD) is currently dispersed across four campus locations. Three of these are in Cork City: Sharman Crawford Street, No. 46 Grand Parade, and rented premises in Sober Lane. The Department of Media Communications continues to be based at the Bishopstown Campus.



#### MTU Cork School of Music

MTU Cork School of Music (MTU CSM), Ireland's largest conservatoire of music and drama, operates primarily from a five-floor purpose-built conservatory erected on the site of an earlier premises on Union Quay. This state-of-the-art facility is a public-private partnership.



#### National Maritime College of Ireland

The National Maritime College of Ireland (NMCI) is a purpose-built college situated on a 10-acre campus in Ringaskiddy, 18km from Cork City. It is a constituent college of MTU in a partnership with the Irish Naval Service (INS) and Focus Education Ltd. NMCI caters for the education and training needs of the merchant shipping industry and the non-military training requirements of the INS. It also provides a broad range of training services for the maritime industry.



#### MTU Kerry South Campus

MTU Kerry South Campus hosts programmes in Science, Technology, Engineering and Mathematics (STEM). In addition to classrooms and auditoria, it also offers a range of mechanical workshops, agricultural engineering garages, and laboratories.

Additionally, in a collaboration between MTU, Cork City Council and a private benefactor, Blackrock Castle, located in the southeastern suburbs of Cork City, promotes science, engineering and technology in Ireland as a centre of excellence in scientific research, education and outreach.

### National Context

Higher education in Ireland<sup>1</sup> is provided by universities, technological universities, institutes of technology and colleges of education. In addition, a number of other third-level institutions provide education in specialist fields.

The responsibilities for overseeing and regulating the third-level sector in Ireland are distributed between the following government departments and agencies:

- The [Department of Further and Higher Education, Research, Innovation and Science \(DFHERIS\)](#) funds and creates policy for the higher and further education and research sectors. It also oversees the work of the state agencies and public institutions operating in these areas.
- The [Higher Education Authority \(HEA\)](#) is the government agency tasked with overseeing and supporting the Irish higher education system. It has a statutory responsibility for the effective governance and regulation of higher education institutions and the higher education system. Its primary responsibilities include allocating funding to universities and colleges and promoting access to higher education for students.
- [Quality and Qualifications Ireland \(QQI\)](#) is the state agency responsible for promoting the quality, integrity and reputation of Ireland's further and higher education system. It is responsible for the external quality assurance of further and higher education and training in Ireland. It is an awarding body and is responsible for the promotion, maintenance, development and review of Ireland's National Framework of Qualifications (NFQ).

### History of MTU

MTU was established on 1 January 2021, through the merger of Cork Institute of Technology (CIT) and Institute of Technology (IT) Tralee. However, each of its constituent parts has long played an important role in the educational provision of its region.

Cork Institute of Technology, and its predecessor Cork Regional Technical College, developed from earlier institutions such as the Royal Cork Institution (1807-1861) and the Crawford Municipal Technical Institute (founded in 1912). Cork Regional Technical College (Cork RTC) was established in 1974.

Crawford College of Art & Design traces its origins back to the School of Design which was established in Cork in 1850. This evolved into the Crawford Municipal School of Art (1885), renamed the Crawford College of Art and Design in 1986.

The Cork School of Music was first established in 1878. The current purpose-built conservatoire building on Union Quay was constructed under a Public Private Partnership and opened in 2007.

Tralee Regional Technical College (Tralee RTC) was established in 1977 under the control of the Town of Tralee Vocational Education Committee (VEC). The South Campus was the original and sole location for IT Tralee from the 1980s onwards. In the 1990s the North Campus site was purchased, with the first building made operational there in 2001.

Tralee RTC and Cork RTC were initially under the control of the vocational education committees of Tralee and Cork City, respectively. They became self-governing entities on 1 January 1993 under the Regional Technical Colleges Act (1992), which also provided for the Cork School of Music (CSM) and the Crawford College of Art and Design (CCAD) to be established as schools of the Cork RTC. In 1997, both regional technical colleges were renamed as Institutes of Technology (ITs).

In 2020, the Irish Institutes of Technology became designated awarding bodies with intrinsic authority for all awards up to Master's level, although doctoral degrees made by the Institutes remained under the 'delegated authority' construct, with QQI retaining external oversight over the exercise of awarding powers held under delegated authority. At the time of its dissolution, Cork Institute of Technology made PhD awards in specified fields of research<sup>2</sup>; joint awards with University College Cork (from 2011); and four specified transnational joint awards in the area of media communication with Hochschule Darmstadt, Germany (from 2013). IT Tralee had Level 10 research approval in specified fields of research.

The Institutes of Technology Act 2006 brought Ireland's fourteen Institutes of Technology under the remit of the Higher Education Authority (HEA) for the first time.

The Technological Universities Act (2018) has led to the establishment of five technological universities: Technological University Dublin (2019); Munster Technological University (2021); Technological University of the Shannon (2021); Atlantic Technological University (2022); and South East Technological University (2022).

### Student Population

Total MTU student numbers have increased from 13,001 in 2017/2018 to 13,120 in 2022/2023, representing an increase of 119 students or 1.0% over the 5-year period.

A feature of the higher education sector in Ireland is that its institutions draw largely from their immediate geographical area. MTU is no exception and 75% of its new entrants are drawn from the South-West Region. 8.6% are drawn from the Mid-West and 5.3% from the South-East.

Based on 5-year average graduation rates, programmes at NFQ Levels 7 (26%) and 8 (40%) account for 66% of the student body. Postgraduate provision (Levels 9 and 10) accounts for 9.3%.

While undergraduate numbers have decreased by 156 (1%) from 12,173 to 12,017 over this period, the simultaneous increase in postgraduate (research and taught) numbers was significant: 276 (33%), from 828 to 1,104 postgraduates.

### Research

MTU's research has achieved significant national and international impact, as evidenced by a range of recognised key performance indicators including success rates in competitive funding calls, citation rates of scholarly outputs, profile of international collaborators and number of research contracts with industry. The impact profile affirms the excellence of MTU's research activity across the continuum from fundamental to commercialisation. And while MTU focuses on mid-Technological Readiness Level (TLR) activities, MTU research covers the full continuum from fundamental to spin out (commercialisation).



<sup>1</sup> gov.ie - Higher education ([www.gov.ie](http://www.gov.ie))

<sup>2</sup> Life & Physical Sciences, Electronic Engineering, Manufacturing & Mechanical Engineering in 2005; Computing resp. Computer Science in 2013



Library, MTU Bishopstown Campus

### Key contextual factors impacting on MTU transformation

#### Covid-19 Pandemic

As for all higher education institutions, the Covid-19 pandemic impacted greatly on MTU and its pre-existing institutions IT Tralee and CIT. The abrupt shift to remote teaching and learning, disruptions to research and engagement activities, and the need to adapt to evolving public health guidelines presented huge challenges to students and staff. The time invested in the pivot to 'emergency remote teaching and learning', online assessment, remote working, health and safety protocols, and the general support of students and staff at a time of personal and professional challenge rendered it necessary for the final stages of the TU application process to be completed online and has since impacted on the pace of the transformation programme. This impact continued in the return to the 'new normal' in 2021/22, during which time certain campuses, Bishopstown in particular, faced difficulties in restoring onsite teaching, learning and assessment due to the ongoing uncertainty of the epidemiological situation and the deficits in the physical infrastructure, particularly in the original '1974 Building'. That said, the advances in technological infrastructure made during that period have facilitated cross-campus engagement.

#### February 2023 Cyberbreach – Cork Campuses

In February 2023, MTU's four Cork campuses were targeted in a cyberattack. Immediate steps were taken to intercept and manage the incident, with an emergency plan being activated. All four Cork campuses – Bishopstown, NMCI, MTU CCAD and MTU CSM – closed for four days to allow time for a full assessment of the situation and to protect the University's systems. This was followed by a phased and managed return to on-campus teaching and learning. The ensuing 'Path to Green' Programme saw a restoration of systems supporting academic activity, with isolated challenges in discipline-specific software laboratory components.

Due to the cyberattack, a number of other systems critical to academic delivery and student services/supports became inaccessible. The timelines for the restoration of these varied. In certain instances, systems were replaced rather than retrieved.

MTU's response to the cyberbreach was informed by engagement with highly specialised services and close work with the expert national authorities in immediately instigating a dual process to investigate the cause and extent of the attack as well as developing and implementing the safest and most efficient recovery process.

#### OECD Review

Following the establishment of the technological universities, the HEA and Department of Further and Higher Education, Research, Innovation, and Science asked the OECD to review relevant issues around academic career structures, academic contracts and senior management and leadership structures in Irish TUs. This was done by comparing similar benchmarked comparator institutions internationally. The report arising from the OECD review has been published and the Department of Further and Higher Education, Research, Innovation and Science will consider the findings in conjunction with the Department of Public Expenditure and Reform.



# 2 Strategic Plan

## Mission, Vision, and Values

MTU's organisational values – inclusive, engaging, dynamic and bold – guided and supported the establishment of MTU and its vision 'To lead transformation through education'. Soon after the establishment of MTU, as part of our transformation journey 'Succeeding Together', the following shared values were identified through a Culture Values Assessment initiative:

- Responsibility & Ownership
- Teamwork
- Cooperation
- Balance (Home/Work)
- Continued Digital Transformation
- Improved Processes/Fewer Silos
- Creativity

## Overview of Strategic Plan

MTU's first Strategic Plan, *Our Shared Vision 2022-2027*<sup>3</sup>, was approved by Governing Body in July 2022 and launched by the Minister for Further and Higher Education, Research, Innovation and Science in October 2022. It was developed in the wake of enormous challenges posed by the global pandemic. This experience reinforced the requirement of the Plan to be agile, flexible and responsive to changes both internally and externally.

Five key Strategic Themes have been identified as follows:

1. People and Community
2. Learner Education & Experience
3. Research, Innovation & Entrepreneurship Ecosystem
4. Leading Regional Development
5. Global Outlook

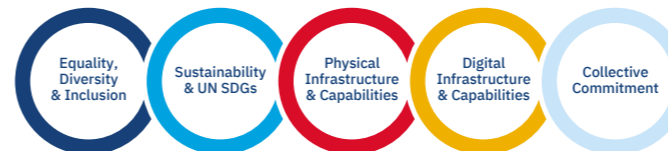
The strategic themes are supported by the following key strategic enablers which will guide and support MTU and facilitate the implementation of the strategic plan:

- Equality, Diversity and Inclusion;
- Sustainability and the Sustainable Development Goals;
- Collective Commitment to a Multi-Campus Technological University;
- Digital Infrastructure and Capabilities; and
- Physical Infrastructure and Capabilities.

A five-year implementation plan has since been developed by the University Executive and approved by Governing Body following review by its Strategic Development Committee. The Strategic Plan and the associated implementation plan are standing items on the agenda of the Strategic Development Committee, with quarterly reviews by Governing Body.

## MTU STRATEGIC PLAN 2022-2027

### Strategic Enablers



### Learner Education & Experience

- ✓ Flexible Curriculum
- ✓ High Quality Programmes
- ✓ Excellence in teaching, learning, assessment and engagement
- ✓ Digital learning for enriched experience and inclusive access
- ✓ Learners equipped to succeed
- ✓ Work ready graduates

### People & Community

- ✓ Employer of choice
- ✓ Progression of our people
- ✓ Investing in Continued Professional Development
- ✓ Attract diverse talent
- ✓ Pride & belonging
- ✓ Contribution to community
- ✓ Health & well-being

### Research, Innovation & Entrepreneurship Ecosystem

- ✓ Embed, grow and lead research and innovation
- ✓ Attract & retain talent
- ✓ Celebrate & publish outcomes
- ✓ Impactful & multi-disciplinary research for regional & global benefit
- ✓ Nurtured entrepreneurial mindset

### Leading Regional Development

- ✓ Partner of choice
- ✓ Community engaged
- ✓ Mutually beneficial initiatives and goals
- ✓ Leveraged digital connectedness
- ✓ Thought leadership

### Global Outlook

- ✓ Global graduate and citizen
- ✓ Global mobility
- ✓ Attractive and welcoming
- ✓ Global network and collaborative partnership
- ✓ Enhanced global visibility and reputation

Figure 2 MTU Strategic Plan 2022-2027 – Strategic Themes and Enablers



<sup>3</sup> MTU-Strategic-Plan.pdf

# 3 Governance & Management Structures

## Governing Body

The Governing Body of Munster Technological University has been established in accordance with the provisions of the *Technological Universities Act 2018*, the primary legal and governance instrument concerning MTU.

The total membership of MTU Governing Body is 19 members, as follows:

- Chairperson (external member)
- President
- Five staff members
- Three student members
- Three external members nominated by the Minister for Further & Higher Education
- Six further external members appointed by MTU

The current membership of Governing Body is listed [here on MTU's website](#), where meeting minutes are also published.

There are currently six Committees of Governing Body, as follows:

- Arts, Sport & Culture Committee
- Audit & Risk Committee
- Equity, Diversity & Inclusion (EDI) Committee
- Finance Committee
- NMCI Committee
- Strategic Development Committee

## Academic Council

Academic Council is the statutory body that, subject to Section 17 of the *Technological Universities Act 2018*, controls the academic affairs of the University. While the Governing Body regulates the membership of Academic Council, pursuant to Section 9 (7) of the Act, the MTU Governing Body has delegated to the MTU Academic Council the function of approving all regulations, policies and procedures concerning the academic affairs of MTU. The Academic Council may delegate the discharge of any of its functions to any of its committees, as it sees fit.

At its inaugural meeting, MTU Governing Body ratified the appointment of a small Academic Council to meet the legislative requirements for an Academic Council to be in place from Establishment Day. Subsequently, it approved the establishment of the [current 'transitional' MTU Academic Council](#) which commenced on 7 May 2021.

The committee structure of the current Academic Council of MTU comprises an Executive Committee and six 'Integration & Development' Committees, as follows:

- Academic Planning and Review Integration & Development Committee;
- Admissions and Student Affairs Integration & Development Committee;
- Learning Resources/Infrastructure and Student Supports Integration & Development Committee;
- Regulations, Quality Assurance and Enhancement Integration & Development Committee;
- Research Council Integration & Development Committee; and
- Standing Orders Integration & Development Committee.

During the foundation phase of MTU, two Academic Legacy Committees (the former Academic Councils of CIT and IT Tralee) were also in operation. These have since been stood down.

At the time of writing, membership regulations and standing orders for the new 'steady-state' Academic Council have been approved by Governing Body and Academic Council respectively. Preparations are in train for elections in late 2023, in time for the new Academic Council to convene early in 2024.

## MTU Executive

Immediately on establishment of MTU in January 2021, all executives of CIT and IT Tralee retained their portfolios.

The MTU Executive is a non-statutory committee of the University, and as such its membership and functions are determined by the President. Its remit is to assist the President with operational direction, oversight and decision-making in relation to any MTU activities which come within the scope of the President's statutory functions under the TU Act 2018.

The MTU Executive terms of reference are to:

- Review and monitor the status and performance of key operational plans and provide information for the President to report on to the Governing Body as necessary and appropriate;
- Ensure that risks are identified, managed and reviewed as relevant and appropriate, and provide information for the President to report on to the Governing Body as necessary and appropriate;
- Ensure delivery of MTU's strategic vision through projects and TUTF-funded initiatives to deliver MTU transformation via the Project Initiation Request process (PIR), and act as champions for the process and the outcomes;
- Communicate the outcomes of University Executive deliberations to all relevant stakeholders, including staff and students;
- Other matters as deemed appropriate by the President.

## Development of the new MTU Executive Structure

The design of the new MTU Executive Structure was completed in June 2022. A business case to implement the new executive structure was subsequently submitted to the Department of Further and Higher Education, Research, Innovation and Science and now is with the Department of Public Expenditure and Reform for decision.

It is envisaged that the proposed new University Structure will ensure that MTU will grow and develop into the future, implement the Strategic Plan, and serve to enact the University's mission and vision.

Pending approval, pre-existing management structures remain in place, albeit with a number of MTU-wide posts created since merger.

## New MTU Executive Workstream 1

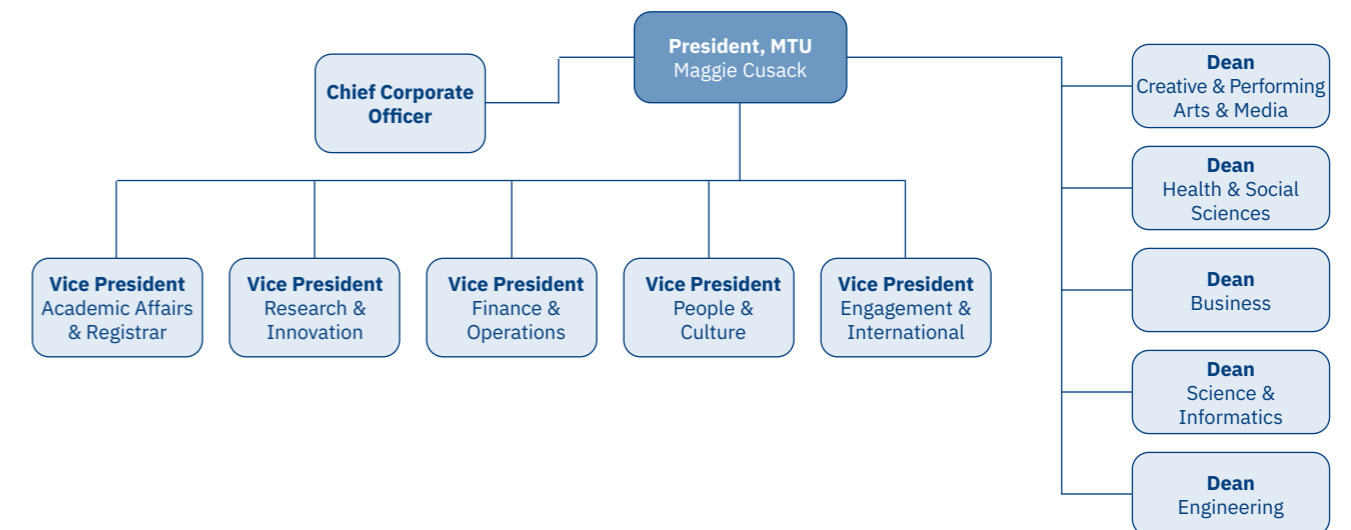


Table 1 New MTU Executive





**Development of the Academic Operating Model**

A high-level design of the Academic Operating Model was completed in June 2023. This followed a highly consultative process, facilitated by KPMG, resulting in the development of a preferred option, a two-tier model.

In this model, there will be five Faculties, each headed by a Dean:

- Creative, Performing Arts and Media
- Health and Social Sciences;
- Business;
- Science and Informatics; and
- Engineering.

The Faculty Deans will sit on the Executive Committee; other faculty-based senior staff will only join the Executive Committee when deputising for the Dean. Faculties will span multiple campuses and faculty leadership roles will be cross-organisational.

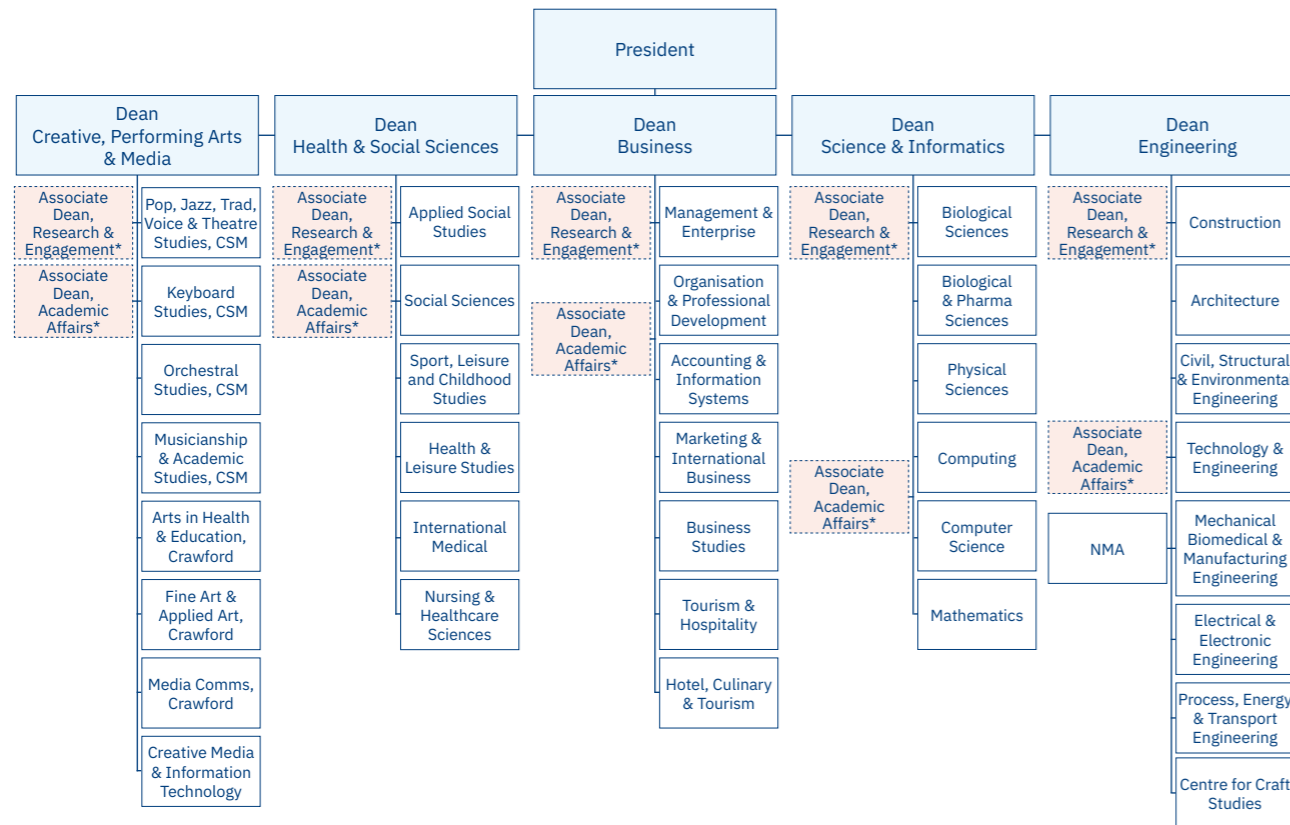
Programmes and departments will remain as they are currently set out against the alignment to the academic domains. Detailed design and implementation of the Academic Operating Model will be a multi-year project, completed by the faculties on a phased basis.

**Development of the Professional, Management & Support Services (PMSS) Operating Model**

The high-level design of the new Professional, Management & Support Services (PMSS) Operating Model was completed mid-November 2022.

Phase 2 of the programme, which is now underway, involves the detailed design, development, and initial implementation of the PMSS Operating Model in alignment with the new Academic Operating Model. This work is informed by an Implementation Sequencing Matrix which helps to organise functional areas by impact, effort and urgency to support prioritisation and streamlined resource allocation.

**High-Level Academic Operating Model**



- Departments
- Executive members
- Faculty-based leadership roles

\* New Faculty Leadership Roles; these are working titles to be further defined and developed  
 \*\* Associated Research Centres are not shown

**Figure 3 High-Level Academic Operating Model**



# 4 Approach to Quality Assurance and Enhancement

## Overview

MTU is committed to the highest quality standards, to continuous quality improvement and enhancement and to the creation of a quality culture.

The academic regulations, policies and procedures of MTU cover all aspects of its academic activities, including the quality assurance of MTU's programme provision and of its research, knowledge transfer and innovation activities; academic and research integrity; access, transfer and progression; and student and staff welfare.

At Faculty, School and Department level, Heads of Faculty, Heads of School, Heads of Department as well as Programme Boards have local responsibilities for implementing and monitoring of quality assurance policies and procedures. The academic management of a department's programmes is the responsibility of Head of Department and the respective Programme Boards.

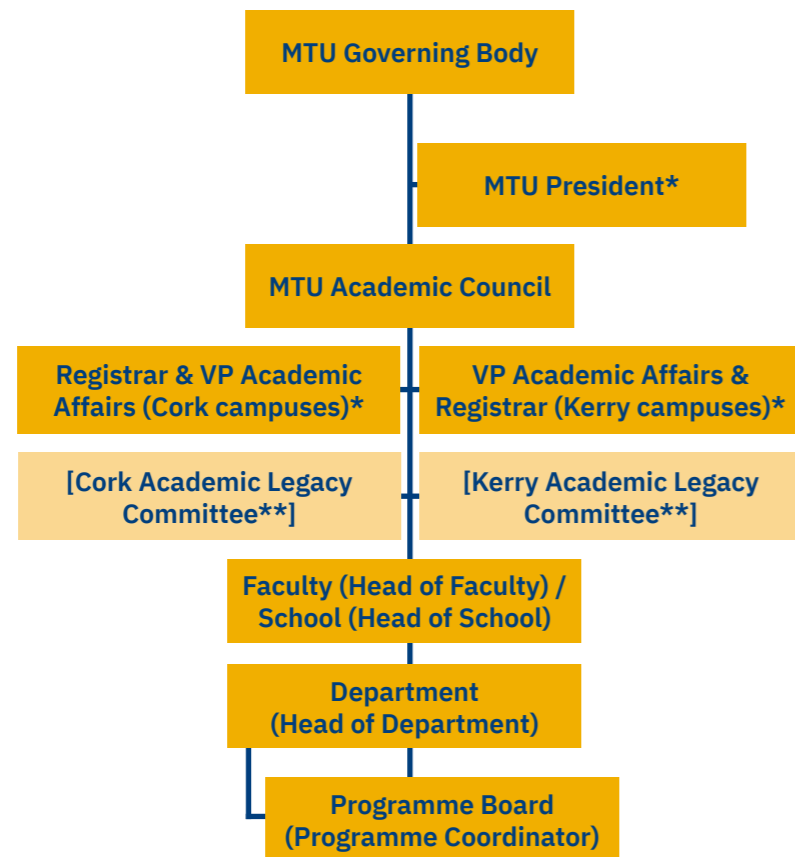


Figure 4 MTU Academic Governance and Management Structure in the Post-Establishment Period (\* with associated Administrative Offices; \*\* wound down) June 2022

## Learner Representation in Quality Assurance

Learner representatives are systematically included in MTU governance and management structures at all levels up to and including Academic Council and Governing Body.

Learner representatives ('Class Reps') act as the main spokespersons for their cohort at Programme and Stage level. Each class rep is a member of the Students' Union Council and reports back to the SU Executive at Union Council Meetings on issues of concern to the group.

Learner contribution to programme development and monitoring is systematically catered for through programme board participation.

In addition to Governing Body, Academic Council and its Committees, and Course Boards, ca. 60 university boards, committees and working groups include learner representatives.

## External Stakeholder Representation in Governance and Quality Assurance

Over half the membership of the MTU Governing Body are external stakeholders from a variety of sectors and organisations.

In relation to programme provision, a key mechanism for ensuring that external peer perspectives feed into academic quality management is the external examiner system. Additionally, all core processes for the approval and review of modules and programmes incorporate external stakeholder representation. A further layer of externality is added by the fact that many MTU programmes are professionally recognised, accredited or regulated.

Lastly, MTU's inaugural Strategic Plan, *Our Shared Vision 2022-2027* was developed through a consultative and collaborative approach that sought the views of MTU's external community as well as those of students and staff.

## Linked Providers, Collaborative and Transnational Provision

With regard to collaborative and transnational provision, the saved policies and procedures of CIT and IT Tralee currently remain in force in the respective campus locations until such time as the legacy policies are altered by way of amendment or replacement by MTU.

To date, MTU has not designated any linked providers.

Governing Body has delegated authority to the President (and other members of the MTU Executive authorised by the President) to sign off on collaborations or agreements related to contracts with external parties on behalf of MTU. Governing Body has however reserved approval for any high-profile matters and/or matters associated with a high level of cost or risk.

Formal Joint Awarding Agreements are in place for all joint awards made by MTU. Collaborative programmes, irrespective of whether they lead to an MTU award or a joint award, are subject to detailed consortium agreements governing the arrangements for provision and quality assurance of the programme, including assessment standards, learner protection, and the making of the award.

With regard to the long-standing overarching joint awarding agreement between MTU and UCC, the institutions operate well-established joint mechanisms for the validation, operation, ongoing monitoring and periodic review of the relevant programmes. These include a Joint Board which has oversight of academic, management and resource issues for all joint programmes and makes recommendations to the MTU Academic Council and UCC Academic Board. A (Joint) Board of Studies is also in place for each of the joint programmes.

## Development of integrated MTU Academic Quality Assurance Framework

The development of an integrated Academic Quality Assurance Framework for the University is being progressed as a matter of high priority. Much of this work is carried out by the Academic Council through its Integration & Development. Significant outcomes to date include:

- Approval and commencement of university-wide Regulations for Modules and Programmes (Marks and Standards)
- Approval of MTU programme design and approval policy and accompanying procedure



# 5 Physical Infrastructure and Campus Development

## Masterplanning

A key focus of MTU's merger process has been the integration of its six campus masterplans and the development of an overarching development plan. While each campus has differentiated objectives, all focus on sustainability through decarbonisation, energy and waste projects.

All capital projects within MTU are approved by the University Executive in the first instance. Capital projects are brought to two committees of Governing Body (Strategic Development and Finance) as they arise to review the feasibility of any such projects from a strategic, operational and financial point of view. Each committee provides a recommendation for approval or otherwise to the Governing Body. As projects progress, they are reviewed and monitored on an ongoing basis and status reports provided to the University Executive and Governing Body.

## MTU Bishopstown Campus

Covering ca. 90 acres, the MTU Bishopstown Campus building stock and facilities date from different phases of the development of CIT/MTU since the 1970's, including:

- The original Cork RTC building (the '1974 Building')
- The Library building constructed in the 1990s
- Sports facilities including eight playing pitches, a refurbished international standard athletics track and gymnasium, and a 1,200 seater stadium (1990s)
- The Student Centre, Administration Building and Tourism and Hospitality Building, surrounding a circular courtyard (2005-2007)
- The Rubicon Centre and the adjacent Nimbus Research Centre (2006-2010)
- Melbourn building (refurbished adjacent industrial/office site which now houses, inter alia, the Architecture Factory and the Examinations Centre)
- The multi-purpose Arena (completed 2023)

The new Learning Resource Centre (6,660m<sup>2</sup>) is under construction at present and is being built through a public-private partnership. It is due to be completed in 2025.

A further project entitled the High-Performance Indoor Athletics Centre (Arena Phase 2) is being developed in association with Athletics Ireland, supported by a grant from the Department of Tourism, Culture, Arts, Gaeltacht, Sport & Media. It is in design and could commence in 2024.

While the pandemic has fast-tracked new opportunities for multi-campus operation and has demonstrated the high level of preparedness of MTU to support remote delivery, it has also exposed huge weaknesses in MTU building infrastructure. A key objective for the Bishopstown campus is alleviation of the current capacity undersupply in the face of strong student number growth, with upgrading and extension of the '1974 Building' under the project "DnA Combined Extensions" (DnA) for which a business case has been submitted to government under the Technological Sector Strategic Projects Fund (TSSPF).

## MTU Kerry Campuses

The South Campus was the original and sole location for IT Tralee since the 1980s. In the 1990s, a site of approx. 61 acres at Dromtacker on the outskirts of Tralee was purchased with the first building opening there in 2001. The original plan for this site, now the Kerry North Campus, was to deliver on a single integrated campus that could service a growing student population.



SÓLÁS Building, MTU North Kerry Campus

The developments on this site since 2001 have been predominantly teaching & learning spaces, including the Business, Information and Technology (BIT) building; the Hospitality, Catering & Tourism (HCT) building; the SÓLÁS building<sup>4</sup> and, most recently, the Kerry Sports Academy (KSA). There was however no increase or improvement in the ancillary services to support the students located in these buildings.

A library was built in 2008 (3,510sqm<sup>2</sup>) which is in good condition but requires the return of facilities being used by Student Services to appropriately develop its academic services.

Construction of a new STEM building on the North Campus is underway as part of a third level public-private partnership programme and is expected to conclude in 2025. Furthermore, a business case for the Kerry Learner Centre has been submitted to government under the aforementioned TSSPF. These projects will assist MTU to move towards its vision of a single Kerry campus which will reduce operational costs and improve energy targets, as well as providing students with a more consistent student experience.

<sup>4</sup> This Clinical Studies Building, entitled SÓLÁS (Irish for 'hope') was funded by the Department of Health and Children, and was built in 2004 (2,930sqm<sup>2</sup>).



Library, MTU North Kerry Campus

**MTU Crawford College of Art & Design (CCAD)**

MTU Crawford College of Art & Design (CCAD) is dispersed across four buildings. The Sharman Crawford Street Building, which houses the Department of Fine Art and Applied Art, is a listed seven-bay three-storey building, commissioned in 1910 and designed by Arthur Hill. The Department of Media Communications is spread between the Bishopstown campus and rented accommodation in Cork city centre. The Department of Arts in Health and Education is also in the centre of Cork, located at 46 Grand Parade.

A feasibility study has been undertaken for the ADAM Project in Cork City Centre which would allow MTU to both consolidate its educational activities in the Creative Arts and Digital Media area and increase its student capacity by 350 spaces.

**MTU Cork School of Music (CSM)**

Since the opening of the current, purpose-built facility in 2007, several new programmes have commenced in Theatre and Drama, Popular Music, and Musical Theatre and the school is now operating at full capacity.

**National Maritime College of Ireland (NMCI)**

The National Maritime College of Ireland, which opened in 2004, is a 14,000m<sup>2</sup> facility built on 10 acres of waterside campus in Ringaskiddy, a major ferry port and naval base in Cork harbour. NMCI was first third-level college in Ireland to be built under the Government's new Public-Private Partnership scheme, with the public partners being MTU and the Irish Naval Service (INS).

**Blackrock Castle Observatory (BCO)**

The original tower was built in 1582 as a coastal defence work, rebuilt in 1733, and built in its present form in 1829. It was renovated in the 1960s and re-acquired by Cork Corporation in 2001. BCO opened to the public in November 2007 as an international award-winning Science Centre, Observatory, and riverside restaurant.

**Cork Centre for Architectural Education (CAAE)**

A partnership between UCC and CIT led to the formation of the Cork Centre for Architectural Education in 2006, encompassing all lecturing and administrative staff associated with the joint architecture programmes. Unlike other joint MTU-UCC programmes, the teaching facilities of the Cork Centre for Architecture Education are housed in a dedicated building in Nano Nagle Place in Cork city centre.



MTU Crawford College of Art and Design, 46 Grand Parade, Cork



An Taoiseach Micheál Martin TD visits the MTU Cork School of Music, 9th December 2022 - Fleischmann Library



NEXUS, Student Centre, MTU Bishopstown Campus

# 6 Strategic Theme: Learner Education and Experience

## Programme Portfolio

As a public provider of higher education and training, MTU's primary obligation is to achieve excellence in programme provision and research against the academic standards and criteria defined in higher education legislation and academic quality frameworks. At the same time, the TU Act 2018 lists among the functions of a technological university the provision of programmes that reflect the needs of "business, enterprise [and] the professions" and enable graduates to "excel in their chosen careers" (Section (9) (1) (b) and (c) respectively). MTU delivers on these functions by offering a broad portfolio of degree programmes and CPD courses which aim to anticipate the requirements of business, industry and the professions regionally and nationally, delivered flexibly and with curricula designed to develop work-ready graduates at any NFQ level.

MTU's professional focus is reflected in the broad spectrum of its provision which encompasses both academic programmes and craft and degree apprenticeship programmes leading to both further and higher education awards. It offers a range of programmes across its five academic domains/faculties,

encourages collaboration within and across disciplines, supports provision from NFQ Levels 6 to 10, and will facilitate the growth of new areas.

In keeping with the long-standing focus on career-oriented education and training of its predecessor institutions, MTU continues to offer both traditional craft and new ('post-2016') apprenticeship programmes and has become the largest provider of apprenticeship education in the sector, having sustained a focus on this provision right through the fiscal crisis from 2008.

Continuous industry input was, and continues to be, a feature of programme design, as is the emphasis on work placement in many higher education programmes across all academic fields.

Where fields of employment are subject to professional regulation or where successful professional practice is predicated on professional registration, relevant MTU academic programmes are facilitated to achieve recognition or accreditation from professional bodies or statutory regulators, including exemptions from the examinations of professional bodies.

MTU strategically collaborates within the tertiary education sector nationally and with higher education providers outside of Ireland, and with business, enterprise, and the community in collaborative programme provision.

MTU is a recognised international leader in learning and training design for 'non-traditional' students and lifelong learning. Parttime provision accounts for approximately 20% of MTU's total student cohort. There is a broad and varied portfolio of part-time and evening programmes, as well as several professional development offerings for mature, work-based learners, be it through bespoke delivery of modules or short courses at company premises.

One means by which MTU has been delivering on this commitment is the strategic expansion of flexible learning opportunities, in particular the distance learning portfolio. Building on e-learning infrastructure and the dedicated pedagogical and technological supports of the Department of Technology-Enhanced Learning (TEL) and the E-learning Development and Support Unit (EDSU).

MTU's Extended Campus, based in Cork's Bishopstown campus, works with numerous regional and national organisations interested in developing their workforce and adding to their employees' skills sets. The Lifelong Learning Office in MTU Kerry campuses is committed to providing a high-quality and relevant education service to all part time students.

With the high-level design of the academic operating model now complete, work is getting underway on a strategic portfolio review across all programmes to inform a prioritised roadmap for programme alignment and progress creation of an integrated and coherent MTU programme portfolio, aligned to the academic domains, now faculties. Provision of programmes requiring accreditation and approval by professional and regulatory bodies will continue to be an important aspect of the academic lifecycle and will be factored into this.



### Digital Learning

MTU has a feature-rich and well-supported digital learning infrastructure in place with the Canvas Learning Management System (LMS/VLE) at its heart. A number of other additional integrated technical components provide added functionality and capacity with respect to live video conferencing, academic integrity, remote proctoring, eportfolio development, video management, learning analytics, digital accessibility and e-learning authoring. In addition, the university has a tried-and-tested model for online distance education and a suite of highly successful online and blended programmes.

At the onset of the pandemic, the University, in particular the Department of TEL and EDSU, had the expertise and resources to respond rapidly to the transition to the complete digitalisation of learning both in terms of learning delivery and, working with STEM staff, using innovative approaches to deliver online labs.

Building on this work and in context of new demands and expectations arising from the Covid-19 pandemic, the University is actively researching and developing a range of mixed modality approaches to teaching, learning, assessment and student engagement.

### Student Engagement

MTU is a student-centred university, with a strong focus on student support and activation of student voice, student engagement and student/staff partnership. When the pandemic struck, MTU was already well-prepared to respond. It had a very high level of student engagement and support through its work on student engagement, work which has been nationally and internationally recognised. It also had strong wellbeing and mental health support services in place.

Key services and supports related to academic study and graduate career development for students are provided by MTU's Student Engagement Offices (Cork and Kerry campuses), Careers Services, and Student Services, in addition to the core administrative services and supports of the MTU Admissions and Examinations Offices.

In addition to its work around First Year engagement, the Student Engagement Offices deliver and/or coordinate student success initiatives such as the Just Ask! and FYI! transition programmes for first year students and initiatives focused on building student partnership in quality enhancement.

The Academic Learning Centre (Cork campus) and the Academic Success Centre (Kerry campus) provide academic support to students through one-to-one study guidance and academic skills workshops, both on general academic success topics and tailored to the needs of specific groups of students. The Teaching and Learning web pages of MTU provide student and staff links to academic resources and skills training opportunities offered by all relevant MTU offices and services. Registered students may also access academic supports through the University's Virtual Learning Environment, Canvas.

### Library

Staff and students of all campuses enjoy access to library services which offer a comprehensive collection of journal titles and provide access to a wide collection of print, electronic and audio-visual resources appropriate to all subjects taught in the University. Ensuring equality of access to, and full use of, all library resources and facilities is a critical aspect in the role of library services.

### Access, Transfer and Progression

Standard entry into Years 1 – 4 of full-time undergraduate programmes of MTU is through the Central Applications Office (CAO). CAO entrants apply through the CAO website ([www.cao.ie](http://www.cao.ie)).

Candidates wishing to apply for entry, advanced entry, exemptions, module credit or indeed full awards on the basis of prior learning – be that formal or non-formal/informal learning – can do so in accordance with the MTU Recognition of Prior Learning (RPL) Policy. MTU has a long-established national and international reputation in RPL policy, process, practice and scholarship. RPL can be applied for in any valid MTU programme or module.

A range of well-established RPL supports are available to candidates and academic assessors across the University through the MTU RPL Service based on the MTU (Cork) Bishopstown campus and the MTU (Kerry) Registrar's Office.

MTU is committed to social inclusion and equity of access and participation in all interactions throughout the educational lifecycle of the student. The University welcomes students from all backgrounds, preparing and supporting them to participate in activities related to higher education from pre-entry through to graduation

and beyond. Central to this is the cultivation of a sense of belonging among all students and alumni. Promoting access to higher education for under-represented groups is a priority. In these endeavours, the University is guided by the goals and objectives of the "National Access Plan: A Strategic Action Plan for Equity of Access, Participation and Success in Higher Education 2022-2028", as well as its obligations under other relevant national legislation and policy documents.

The Access Service promotes access to MTU for groups who are underrepresented in higher education. This includes students with disabilities/ learning difference and/or significant ongoing health conditions; students who are experiencing social and economic barriers to access, mature students, Travellers and minority groups.

MTU is part of the HEAR (Higher Education Access Route) national admissions scheme which offers places on reduced points and extra college support to school leavers aged under 23 years from socio-economically disadvantaged backgrounds. All HEAR eligible students, once registered in MTU, are entitled to avail of post entry supports (financial, academic and personal).



### Student Support Services

CIT and IT Tralee provided a broad range of services to students pre the merger of both entities. The aim going forward is to broaden and enhance these services as a technological university. A range of university-wide student policies, procedures and protocols have been approved to date.

The professionals who provide the University's broad range of student services cater to a large and diverse student population and are dedicated to supporting the academic, professional and personal development of all students from pre-entry to graduation and beyond.

Student Services include:

- Access & Disability
- Careers
- Student Counselling
- Chaplaincy/Pastoral Care
- Health & Medical
- Accommodation Office
- Sport
- Societies
- Arts Office

# 7 Strategic Theme: Research, Innovation & Entrepreneurship Ecosystem

### Strategic Context

Research is a core dimension of activity at MTU, in collaboration with a wide range of organisations, including Higher Education Institutions, industry, state and voluntary Bodies. Excellence in research, innovation, scholarly activity, knowledge transfer and engagement that have measurable impact are a hallmark of the University. Our activities are founded on collaboration and expertise across science, engineering, business, social sciences, humanities, the creative and performing arts and media. They are increasingly linked to issues of global relevance which the University addresses through the UN Sustainable Development Goals whilst aligning to, and advancing, national and European research priorities and strategies.

In March 2022, Academic Council approved the University's Interim Research and Innovation Statement, *Interim RI2024*, which covers a period of significant change and opportunity within the University and represented the first formal statement of its intent to capitalise on the existing scale and depth of Research & Innovation (R&I) excellence across its six campuses. This was amplified through the inclusion of Research, Innovation & Entrepreneurship Ecosystem as a strategic theme in the University's first Strategic

Plan. The Research, Innovation & Entrepreneurship (RI&E) strategy is driven by our own ambition as a new Technological University and mandated by legislation through the TU Act 2018. As outlined in the Strategic Plan 2022-2027,

*"MTU will be a force for discovery, foresight, and policy development, helping to build a globally connected region that is an exemplar for sustainable, healthy, and responsible living. MTU will scale-up research and innovation to further inform our teaching. MTU will transfer knowledge that impacts the community and enables competitive enterprise and entrepreneurship in our region and globally".*

Strategically, MTU commits to be a driver of educational, societal and economic development through our integrated, inter- and multi-disciplinary R&I culture, and to ensure that staff, students and partners are given the opportunities to achieve the maximum impacts from their efforts.



Careers Fair MTU Arena, October 2023



MTU will focus on existing strengths in key areas while remaining agile and flexible to capitalise on new opportunities and emerging areas of research. New and emerging areas will be supported by encouraging partnerships across disciplines within and external to the University and providing a mentoring environment which accelerates progress through sharing of best practice.

The University will embed open science/open research practices in its research, supported by key policies including Open Access and Research Data Management. R&I outcomes will be disseminated widely, to support a more-informed public, evidence-based policy making, industry and by advancing fundamental knowledge.

Throughout all our research, scholarship and innovation, we will reflect our commitment to equality, diversity and inclusion, and will adhere to the highest standards of integrity, dignity and respect. We will continue to strengthen our participation in Athena SWAN and the development of our Researcher Career Framework.

MTU will scale-up research and innovation to further inform our teaching. MTU will transfer knowledge that impacts the community and enables competitive enterprise and entrepreneurship in our region and globally.

Entrepreneurship is in the DNA of MTU, it is within our curriculum and informed by research. MTU will strive to inform, embed, and ensure entrepreneurship is a key graduate attribute for all our learners.

### MTU Research Centres and Groups

The University's existing Research Centres and Groups, and the domain priorities they represent, are central to its ability to generate impact through excellence. Many pre-exist prior to the establishment of MTU; other newer groups have emerged since establishment, some funded through the Technological Universities Transformation Fund.

- [BIOEXPLORE](#) research focuses on developing and applying the best platform technologies available to detect and treat both human and animal related diseases.
- [CAPP](#) research focuses on the next generation of photonic devices, materials, and applications.
- [Centre for Economic and Entrepreneurial Development \(CEED\)](#) seeks to cultivate the entrepreneurial mind-set through the philosophy of collaboration, inclusion and innovation with the wider business and academic communities.
- [Circular Economy for Regenerative Tourism \(CERT\)](#) aims to build research capacity in sustainable, innovative rural tourism experiences underpinned by the constructs of the Circular Economy (CE) and regenerative tourism.
- [Centre for Intelligent Mechatronics and RFID \(IMAR\)](#) consists of two research strands: Intelligent Mechatronics and Radio Frequency Identification and Internet of Things.
- [Clean Technology](#) research focuses on promoting evidence-based sustainability.
- Ed-Tech and E-learning research focuses on pedagogically-orientated research into the application of new and emerging technologies to facilitate learning at all levels.
- The [Halpin Centre for Research and Innovation](#) at the National Maritime College of Ireland (NMCI) is the maritime research centre for MTU. Its primary mission is to support maritime mechatronics, human factors and maritime operations research & innovation activity in Ireland and overseas.
- The [Hincks Centre for Entrepreneurship Excellence research](#) focuses on entrepreneurship in all its forms, aiming to understand how entrepreneurship contributes to economic growth, competitiveness, social wellbeing.
- [MeSSO](#) research focuses on optimising the performance and design of mechanical and energy systems and applications.
- Activity in the [NIMBUS Research Centre](#) addresses Cyberphysical Systems, the Internet of Things (IoT) and the digitalisation of industry and society.
- NutRI research focuses on delivering innovative solutions to global challenges in food, nutrition and health through direct engagement with industry and society through three key areas Food Innovation, Food Microbiology and Public Health Nutrition.
- [Process Innovation Engineering Research Group \(PiERG\)](#) research focuses on providing solutions to the Pharma Engineering sector through its combined expertise in the development of predictive models and industrial pharmaceutical processing.
- [RÍOMH](#) research focuses on the application of Artificial Intelligence (AI) to help solve some of our most pressing Cybersecurity challenges.
- [Enterprise Engagement and Experiential Learning \(E3LRG\)](#) research explores engagement interactions between higher education institutions and external organisations, with a particular focus on experiential learning.

- Health Exercise and Sport Research Group (HEX-Spo) research focuses on exercise and sports performance optimisation.
- Irish Academy of Hospitality and Tourism (IAHT)
- Shannon Applied Biotechnology Centre (Shannon ABC), a collaboration between Munster Technological University and the Technological University of the Shannon: Midlands Midwest, responds to the challenges of Biotech, Food and Life Science Industries through the sustainable development of viable and cost-effective processes and products from bio-resources.
- Space and Astronomy Research and Policy Group (SARP) at Blackrock Castle Observatory focuses on public engagement and research through astronomy and space.
- Activity in the SIGMA Research Group focuses on applying Artificial Intelligence and computational techniques to enable next generation digital engagement, across video, speech, text and immersive technologies, and support inclusion, accountability, and appropriate controls.
- [Sustainable Infrastructure Research & Innovation Group \(SIRIG\)](#) research focuses on sustainable infrastructure developments.
- [V-LINC](#) research focuses on enhancing regional competitiveness through ecosystem mapping, analysis, and evaluation.
- [UNESCO Chair](#) in Inclusive Physical Education, Sport, Fitness and Recreation



Tom Crean Business Centre, MTU Kerry Campus



**Postgraduate Research Study**

MTU offers a range of postgraduate taught and research programmes across the University and is committed to supporting and promoting all aspects of academic formation of postgraduate students through its constituent faculties, colleges, schools, academic units, and research groups and centres.

Postgraduate research is carried out under the supervision and guidance of appropriately qualified members of academic staff of the University. A student may register at MTU for a research programme leading to awards at level 9 (Masters) and level 10 (Doctoral), including doctorates carried out partially or completely in the workplace. MTU provides opportunities for postgraduate study on both a full-time and a part-time basis for individuals with diverse academic, industrial, and professional backgrounds. MTU postgraduate degrees are offered across the domains of science, engineering, nursing, business, humanities, creative and performing arts and media.

Along with TU Dublin, MTU's profile follows the research student profile of the traditional universities which is heavily skewed towards PhD rather than research masters. The number of registered PhD students in MTU in 2022/23 was 180, and there were 80 registered Masters students. Distributed across departments and campus locations, over two thirds of research students are registered to Science or Engineering academic units while the remaining students are registered to Business or Arts/Humanities/Social Sciences (AHSS)

The University's *Regulations for Postgraduate Research Study* underpin all quality-relevant aspects of research degree programmes. The University's Academic Council, Research Council and Postgraduate Research Board are established and operate across the University. While the University's amalgamated academic structures are not yet constituted, all academic departments are aligned to a pan-University Departmental Research Studies Committee which is established and operational.

Pending the completion of organisational design, responsibility for senior management (including the quality assurance) of research degree programmes (RDPs) currently remains according to the office or post that applied in CIT and IT Tralee preceding the establishment of MTU: School of Graduate Studies/ Registrar's Office (Cork), and the Research Office/ Registrar's Office (Kerry). The establishment of a University-wide Graduate Research School, currently at planning stage, will centralise the governance and administration of graduate research and drive an accelerated expansion of high quality Master/PhD provision across all academic units and discipline areas.

Presently, the University maintains separate registers of registered students for higher degrees by research in Cork and Kerry. The completion of the alignment and merger of the pre-existing Banner Student Records Systems of the Cork and Kerry campuses into one unified student records system for the University is on-going.

# 8 Strategic Theme: People & Community

**Strategic Context**

The words 'Rootedness' and 'Connectedness' feature strongly in the vision for the Technological University sector. In its Strategic Plan, MTU acknowledges the need to fully engage its staff, students, external stakeholders directly linked to the university and the wider community.

A key determinant of success in this objective will be ensuring that MTU staff will have the necessary skills and motivation to fully engage in the delivery of MTU's strategic objectives. This will be achieved by ensuring that MTU will be an employer of choice for talented individuals.

**Student Profile**

As previously noted and as shown in the table below, 75% of MTU's new entrants are drawn from the South-West region. 8.6% are drawn from the Mid-West and 5.3% from the South-East.

Total student numbers have increased from 13,001 in 2017/18 to 14,066 in the current year 2021/22 representing an increase of 8.2%.

A detailed breakdown is shown in the table on the following page. These last five years have been difficult to analyse largely due to the impact of Covid-19 where the higher education sector experienced a spike then dip in student numbers due to high initial retention rates in 2020 which readjusted in the following year. The modest level of increase over the past five years is attributed to lack of capacity, particularly on the Bishopstown Campus.



Student intake by region of origin*		
Please note that this template may NOT be amended.		
Region	Number of New Entrants from Region	Percent of new entrants from region (%)
Border	43	1.0%
West	75	1.8%
Mid-West	330	7.7%
South-East	245	5.7%
South-West	3249	75.9%
Dublin	182	4.3%
Mid-East	87	2.0%
Midlands	70	1.6%

\* Please refer to NUTS 3 region of origin <https://www.cso.ie/en/methods/revnut23/>

**Table 2 MTU student intake by region of origin**

Current & Historical Student Numbers - MTU						
Current & Historical Student Numbers - LEVEL 8 AND BELOW						
Undergraduate	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
<b>Full Time (FTE)</b>						
EU (FTE)	9,709	10,093	9,895	10,699	10,398	9,908
Non-EU (FTE)	278	385	379	324	331	273
Sub-Total (FTE)	9,987	10,478	10,275	11,022	10,729	10,181
<b>Part Time (FTE)</b>						
EU (FTE)	2,033	1,628	1,598	1,563	1,314	1,457
Non-EU (FTE)	3	-	-	-	1	0
Sub-Total (FTE)	2,036	1,628	1,598	1,563	1,315	1,457
<b>Remote (FTE)</b>						
EU (FTE)	150	237	215	320	399	379
Non-EU (FTE)	-	-	-	-	1	-
Sub-Total (FTE)	150	237	215	320	400	379
<b>Undergraduate Total (FTE)</b>	<b>12,173</b>	<b>12,343</b>	<b>12,088</b>	<b>12,905</b>	<b>12,444</b>	<b>12,017</b>
Current & Historical Student Numbers - LEVEL 9 AND ABOVE						
Postgraduate Taught	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
<b>Full Time (FTE)</b>						
EU (FTE)	291	250	232	413	318	294
Non-EU (FTE)	102	136	271	158	220	234
Sub-Total (FTE)	393	386	503	571	538	528
<b>Part Time (FTE)</b>						
EU (FTE)	209	189	152	191	154	166
Non-EU (FTE)	3	3	1	1	-	-
Sub-Total (FTE)	212	192	153	192	154	166
<b>Remote (FTE)</b>						
EU (FTE)	48	70	101	147	168	201
Non-EU (FTE)	1	1	-	-	1	-
Sub-Total (FTE)	48	70	101	147	169	201
<b>Postgraduate Taught Total (FTE)</b>	<b>653</b>	<b>648</b>	<b>757</b>	<b>910</b>	<b>860</b>	<b>894</b>
Postgraduate Research	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
<b>Full Time (FTE)</b>						
EU (FTE)	146	147	137	200	179	147
Non-EU (FTE)	15	17	24	34	43	34
Sub-Total (FTE)	161	164	161	234	222	181
<b>Part Time (FTE)</b>						
EU (FTE)	13	12	18	22	27	28
Non-EU (FTE)	1	-	-	-	-	-
Sub-Total (FTE)	14	12	18	22	27	28
<b>Remote (FTE)</b>						
EU (FTE)	-	-	-	-	-	-
Non-EU (FTE)	-	-	-	-	-	-
Sub-Total (FTE)	-	-	-	-	-	-
<b>Postgraduate Research Total (FTE)</b>	<b>175</b>	<b>176</b>	<b>179</b>	<b>256</b>	<b>249</b>	<b>209</b>
<b>Overall Institutional Total (FTE)</b>	<b>13,001</b>	<b>13,167</b>	<b>13,023</b>	<b>14,071</b>	<b>13,553</b>	<b>13,120</b>

Table 3 MTU Student Numbers 2017/18 to 2022/23 incl.

MTU is one of the largest providers in the country of part-time education outside of Dublin. Part-time provision accounts for approximately 20% of our total student cohort. However, the pandemic does appear to have impacted this over the past five years, during which period part-time numbers have decreased by 611 (27%) from 2,262 to 1,651. However, remote numbers have increased 382 (193%) from 198 to 580. MTU has currently 16 fully online programmes and plans to expand in this area with dedicated support from its EdTech functions.

Apprenticeship numbers have increased by 311 (56%) from 554 to 865. Apprenticeship delivery has increased from 440 WTE in 2017/18 to 640 WTE in 2022/23.

MTU has become the largest provider of Apprenticeship Education in the sector having sustained a focus on this area right through the fiscal crisis from 2008. MTU has received major HEA funding for renewal of equipment, but space is a huge constraint. Classroom activity is currently based in NMCI, causing travel issues for students and staff.

Based on 5-year average graduation rates, NFQ Levels 7 (26%) and 8 (40%) account for 66% of the student body. Certificate/Diploma account for another 22%. Postgraduate provision accounts for 9.3%.

Student Profile			
Programme Type	Applications (Nr.)	Enrolments (Nr.)	Graduates (5 year average by programme type, %)
Access (Undergraduate)	87	101	0%
Certificate	1816	1669	17%
Higher Certificate	1000	449	4%
Higher Diploma	53	80	1%
Masters Research (Postgrad)	19	126	0.4%
Masters Taught(Postgraduate)	829	904	7%
PhD (Postgraduate)	16	167	0.4%
Post Graduate Diploma	115	99	0.2%
Post Graduate Certificate	196	155	1%
Postgraduate Occasional	23	7	0.3%
Postgraduate Qualifier (U/G)	51	51	0.0%
Prof Training Qualifctn (P/G)	6	5	0.0%
Prof Training Qualifctn (U/G)	121	128	0.0%
QQI Advanced Certificate	21	1243	1%
Undergraduate General Degree	22758	3395	26%
Undergraduate Honours Degree	22667	7585	40%
Undergraduate Occasional	280	220	2%

Table 4 MTU Student Profile by Programme Type

### Students' Union

MTU's active and engaged Students' Unions on the Cork and Kerry campuses are the main vehicle through which learner representation is organised. While separate Students' Unions are still in place in Kerry and Cork at the time of writing, a Joint Executive Committee (JEC) of the Students' Unions is in place and planning is ongoing for a unitary structure.

### Staff Profile

The table below shows MTU staff numbers (WTE) by category and gender. The academic staff category includes lecturers, and academic management grades (Heads of Department and School).

## Staff (WTE) by Category & Gender 30th September 2023

	Female	Male	Total
1. Academic	478.2	551.6	1,029.8
2. Technicians	37.9	111.1	149.0
3. Management Admin & Library	306.9	105.8	412.7
4. Student Services incl. Exams	17.2	7.7	24.8
5. Support	10.7	33.4	44.1
6. Research	43.0	82.8	125.8
<b>Grand Total</b>	<b>893.9</b>	<b>892.3</b>	<b>1,786.1</b>

**Table 5 Staff (WTE) by Category and Gender, 30 September 2023**

The table below shows the breakdown of academic staff in MTU. The standard recruitment grade is Assistant Lecturer, from which there is progression to Lecturer grade, subject to stated service and qualification requirements. Senior Lecturer 1 is a promoted lecturing grade. Senior Lecturer 2 and 3 grades correspond to Head of Department, School/Faculty respectively.

## Staff (WTE) by Grade & Gender 30th September 2023

	Female	Male	Total	%
Senior Lecturer 3	8.0	14.0	22.0	2%
Senior Lecturer 2	22.0	30.4	52.4	5%
Senior Lecturer 1	16.5	28.0	44.5	4%
Lecturer (LCG, L1, L2, LS2)	302.73	345.36	648.09	63%
Assistant Lecturer	125.33	129.01	254.35	25%
CPT AL (Hourly)	3.68	4.82	8.50	1%
CPT Tutor (Hourly)	-	-	-	0%
	<b>478.2</b>	<b>892.3</b>	<b>1,786.1</b>	100%
	46%	54%	100%	

**Table 6 Academic staff by Grade and Gender, 30 September 2023**

The table below classifies staff by academic domain (these now form the basis of the five faculties in the target organisational structure).

Academic Domain	1. Academic	2. Technicians	3. Management Admin & Library	4. Student Services incl. Exams	5. Support	6. Research	Grand Total
Faculty of Business	177.7	9.3	14.5		2.0	6.0	209.4
Faculty of Creative & Performing Arts	189.7	14.5	14.6	0.1	6.3		225.1
Faculty of Engineering	295.3	38.8	28.8		13.0	67.9	443.8
Faculty of Health & Social Sciences	137.5	3.0	9.1			2.4	152.0
Faculty of Sciences & Informatics	204.2	21.0	7.0		1.0	34.0	267.2
<b>Grand Total</b>	<b>1,004.4</b>	<b>86.6</b>	<b>74.0</b>	<b>0.1</b>	<b>22.3</b>	<b>110.3</b>	<b>1,297.6</b>

**Table 7 Staff by Academic Domain/Faculty**

### Staff Development

In its Strategic Plan, MTU affords the three pillars of teaching, research and engagement are afforded equal respect and status. To that end, MTU provides staff development opportunities to all staff across the University – academic, research, PMSS. It has committed to continuing to do so in its new strategy and to strengthening through facilitating, recognising and rewarding staff participation in CPD.

It is the University's policy to make provision for staff development for all categories of staff and its staff development programme is widely availed of. Each academic unit is allocated funding for staff development, e.g., conferences and seminars. The Registrars' Offices manage a central budget for staff development. This includes the University's Staff Doctorate Scheme for academic staff.

Teaching & Learning CPD offerings range from full NFQ Level 9 MA in Teaching and Learning to professional development programmes for new/early career lecturers, national digital badges and a wide range of short staff development seminars, workshops and guest speakers. Seed funding for teaching & learning initiatives is also available. MTU also facilitates learning communities and networking events, all offered in formats designed to maximise ease of access.

MTU is a registered member of Advance HE and has rolled out the MTU Advance HE Fellowship Programme to support staff in progressing through the Fellowship application process.

### Student and staff engagement and partnership

MTU has adopted of the national Healthy Campus Framework. It encourages staff and student engagement with health and wellbeing initiatives, creating campus-wide opportunities to engage in sports, arts, humanities, culture, and community engagement projects. MTU encourages and values its strong student and staff relationships. MTU fosters cross-campus collaboration activities, examples of which include:

- 27 Learning Communities across 35 departments.
- The CONNECT Le Chéile Arts Project Fund, coordinated by the Arts Office, which aims to support the development and production of Arts projects that benefit the MTU community.

### Alumni

The MTU Alumni Office develops and supports alumni relations activities at MTU, while also encouraging links between graduates and the University. It provides networking opportunities with fellow alumni for professional growth and gives graduates the chance to give back to MTU by volunteering their time as mentor to current students.

MTU alumni can benefit from a range of exclusive services, including access to University facilities, regular email newsletters and career support.

### Equality, Diversity and Inclusion (EDI)

MTU is committed to promoting equality, diversity and inclusion throughout our university community. It demonstrates this through accreditations such as Athena SWAN, Age Friendly University and White Ribbon. This is underpinned through policies such as the Dignity and Respect Policy, the Gender Identity & Gender Expression Policy, and the Equality Diversity and Inclusion Policy.

Overseen by the EDI Committee of Governing Body, MTU's activities to foster equality, diversity and inclusion among its students and staff are supported by a number of dedicated University posts and supporting MTU policies and procedures. An EDI Steering Committee has also been established recently, to provide oversight of the various EDI-related working groups across the university.

Since June 2021, MTU has held a legacy bronze Athena SWAN award, based on the bronze award achieved by CIT in 2018. At the time of writing, MTU expects to submit its first Bronze Institutional Award application in November 2023.

## 9 Strategic Theme: Leading Regional Development

One of the key objectives of Munster Technological University is to enhance the wellbeing and living standards of all in the region and to improve the region's contribution to a more inclusive, resilient society.

At the heart of the Leading Regional Development objective is a strong emphasis on the economic opportunities and potential of climate action and digitalisation. These two areas present transformational prospects for our region's economic growth, competitiveness, and future sustainability. MTU will continue to be the most industry, enterprise, arts, culture, and community engaged University in the region and position the University as a partner of choice for regional development. MTU will empower a Munster region that thrives and benefits from its existence.

### Regional Engagement, Collaborations, and Partnerships

Cork Learning City, with lead partners MTU, UCC, Cork Education & Training Board (Cork ETB), and Cork City Council, aims to empower citizens by giving access to and supporting all of our citizens to take up any learning opportunities, at any stage, throughout their lives.

The staff and students of MTU CSM play a pivotal role in cultural life through performances and their involvement with musical organisations not only in the city, but also regionally, nationally and internationally.

MTU has been a leader in the Further/Higher Education sector with a strong record of regional collaborations between UCC and Cork and Kerry ETBs including long-established and effective progression pathways from further to higher education. The Cork Colleges Progression Scheme (CCPS) connects various academic programmes, including Computer Science, Business Studies, and Music, with Further Education and Training (FET) programmes. Reserved places are available for FET applicants who meet the specified entry requirements.



MTU was awarded over €580,000 for two projects under the Regional Technology Clustering Fund which provides a platform for engagement between enterprise and higher education institutions in order to drive productivity and competitiveness in and across the regions. The AgriTech Cluster strives to deliver excellence in terms of learning and development for the AgriTech Sector and offers a new approach to AgriTech sectoral learning and development by using eLearning, virtual, and augmented reality technologies. The Circular Bioeconomy Cluster Southwest focuses on strengthening collaboration between researchers, technology providers, and industry to develop, scale and internationalise next generation bio-based products, services and value chains, whilst in tandem driving forward to transition to a low carbon economy.

MTU engages extensively with and as an active member of the South West Regional Skills Forum.

STEM South West is an industry-led STEM cluster, established in 2019 to promote and nurture STEM (Science, Technology, Engineering, Maths) throughout the South West region of Ireland. The cluster comprises industry partners (SMEs and MNCs), MTU and UCC, local government and the Southern Regional Skills Forum, who are all working together to maximise the capacity of the STEM Sector in the South West and create and develop opportunities for members and the communities within which they operate.

#### National Higher Education Collaboration and Partnerships

Presently, MTU has established joint awards at the Honours Bachelor's and Master's levels in partnership with University College Cork. This academic year, there are 373 students registered across six joint programmes.

Cork Centre for Architectural Education (CCAIE), established in 2006, is a joint venture between MTU and UCC. Supported by Cork City Council and the architectural profession within the region, CCAIE represents a unique undertaking and a natural development of cross-institutional collaboration and partnership. It offers jointly awarded undergraduate and postgraduate degrees (taught and research) in Architecture.

Technological University designation also supports the further development of collaboration on Level 10 provision, to build on the number of joint PhD programmes already completed with UCC.

The CAPPA Centre is housed in laboratories both on the Bishopstown Campus and in the Tyndall National Institute as part of the MTU@Tyndall collaboration.

The International Medical/Pharmacy Commencement Programme (IMCP/IPCP), delivered on MTU's North Campus in Kerry, is a collaborative initiative between MTU and the Royal College of Surgeons of Ireland (RCSI), along with Castel Education. The Programme is an integrated, streamlined and innovative approach to the preparation of International students to progress to the RCSI to study medicine, pharmacy or physiotherapy.

Under the Human Capital Initiative (HCI), MTU is collaborating with Higher Education Institutions (HEIs) nationally to develop learning resources for critical skills and devise innovative methods for their delivery:

- Cyber Skills, with MTU (Lead), UL and TU Dublin and UCD is providing pathways and micro-credentials to address skill shortages in Cyber Security.
- Rethinking Engineering Education in Ireland (REEdI) is a HCI funded initiative involving MTU (Lead) and UL that combines innovative methods of curricula design and content delivery for Engineering education.
- The Academy for Investment Fund Executive Education and Development (AIFEED) is a HCI funded initiative involving SETU (Lead), MTU, State Street, BNY Melon to develop a suite of modules leading to a level 9 masters award in Investment Fund Executive Education.
- iEd Hub, a HCI funded initiative involving UCC (Lead) and MTU is focused on holistic education in Healthcare and Biopharma.
- IKC3 (Ireland's Knowledge Centre for Carbon and Climate) is a HCI funded initiative involving MTU (Lead), UCD and TCD that aims to build a national platform for codevelopment and co-delivery of knowledge and skills to enable innovative and systemic adaptation of enterprise and society to a decarbonized economy and sustainable living.
- MTU also played a leading role in a successful application for the HCI funded national RPL in Higher Education project which seeks to build a consistent and coherent approach to the recognition of prior learning (RPL) within and across the entire public higher education (HE) sector.

In 2017, CIT established Cyber Ireland, the national cyber security cluster organisation that brings together Industry, Academia and Government to represent the needs of the Cyber Security Ecosystem in Ireland. Cyber Ireland is hosted in Cork and aims to enhance the innovation, growth and competitiveness of the companies and organisations which comprise its membership.

MTU is also strongly engaged in inter-institutional collaboration on research in both national and EU programmes. MTU is a member of seven Science Foundation Ireland (SFI) Research Centres and leads the SFI Centre for Research Training ADVANCE.

MTU has six nominees on QQI's National Academic Integrity Network (NAIN), and one of these chairs one of its Working Groups.

MTU is a member of the Higher Education Apprenticeship Providers (HEAP) group and participated in the development of the discussion paper "Towards the Implementation of the Action Plan for Apprenticeship" which was published and issued to all relevant stakeholders on 13 March 2023. MTU has also been involved in a number of consortia for new apprenticeship degree programmes.

#### PSRB arrangements and accreditation

MTU's professional focus is further reflected in the remarkable extent of professional recognition and accreditation achieved by MTU programmes across all discipline areas. Among the professional/regulatory/statutory bodies which accredit/approve/recognise MTU programmes are: CORU, Academy of Clinical Science and Laboratory Medicine (ACSLM), Association of Chartered Certified Accountants, Chartered Accountants Ireland, Chartered Institute of Building (CIOB), Chartered Institute of Management Accountants (CIMA), Chartered Institute of Personnel and Development (CIPD), City & Guilds of London Institute, Engineers Ireland, Nursing and Midwifery Board of Ireland (NMBI), European Council of Interior Architects, Institute of Biomedical Sciences (UK), Institute of Chemistry of Ireland, Institute of Designers of Ireland (IDI), Institute of Physics, Institution of Chemical Engineers (IChemE), Institution of Structural Engineers, Royal Institute of the Architects of Ireland (RIAI), Society of Chartered Surveyors Ireland (SCSI), Teaching Council.



# 10 Strategic Theme: Global Outlook

## Strategic Overview

Per its strategic plan, MTU aims to be ‘a responsible, international University with world-class ambition and a global hub of knowledge exchange in which staff, students and stakeholders will be enabled to engage in an open minded, positive, collaborative, sustainable and respectful way.’ In this regard, the realisation of the theme will be demonstrated by a successful and effective application of MTU’s brand, vision, mission, and values on the international stage and ensure MTU is recognised as a global University. The University’s vision for internationalisation is to develop its graduates as global citizens with the necessary abilities and confidence to live, work, achieve and participate fully in an international environment.

## Internationalisation Activities

Broadly speaking, MTU’s internationalisation activities currently fall under the following headings:

- Erasmus+: supporting student and staff exchange with our EU neighbours in line with the strategic aims of the European Union.
- Student Recruitment from Outside of Europe: This activity is aimed at attracting individual students from outside of Europe to enrol in MTU as well as establishing “study abroad” relationships with HEIs from outside of Europe to facilitate institute-to-institute exchange of groups of students.
- Internationalisation of the Curriculum.
- Internationalisation at Home (IaH).
- Research & Innovation (R&I): MTU participates in many EU research projects. International collaborations over recent years have developed relationships with over 100 different international R&I organisations.

MTU’s Global footprint includes 183 Global Partners - 140 Erasmus Partners and 43 non-EU partners.

One of those very successful collaborations is between MTU, the Royal College of Surgeons in Ireland (RCSI) and Cambridge Education Group (Castell Education) which delivers the International Medical/Pharmacy Commencement Programme (IMCP/IPCP) on the Kerry campus. The programmes are specific pathways for international students who wish to pursue a career in medicine, pharmacy or physiotherapy.

MTU is a member of the INGENIUM European University Alliance which brings together ten European universities from ten EU member states, supported by associate organisations, ranging from regional and local governments to industry and civil society groups. It has a wide geographical footprint across the European Union and shares common values and goals. INGENIUM successfully achieved European University designation under the European Universities Initiative, securing funding under the 2022 Erasmus + Universities call. It will support systemic, structural and sustainable transnational cooperation among diverse higher education institutions across Europe, encompassing all of their missions: education, research, innovation and service to society.

## International Student Numbers

The 2010s saw significant increase in the intake of international students. MTU has a number of high-profile postgraduate programmes in the area of Computer Science and Data Science & Analytics which have been key to this growth.

## Non-EU Students by Level of Study

Non-EU Registrations by level of Study 2021/2022 Academic Year

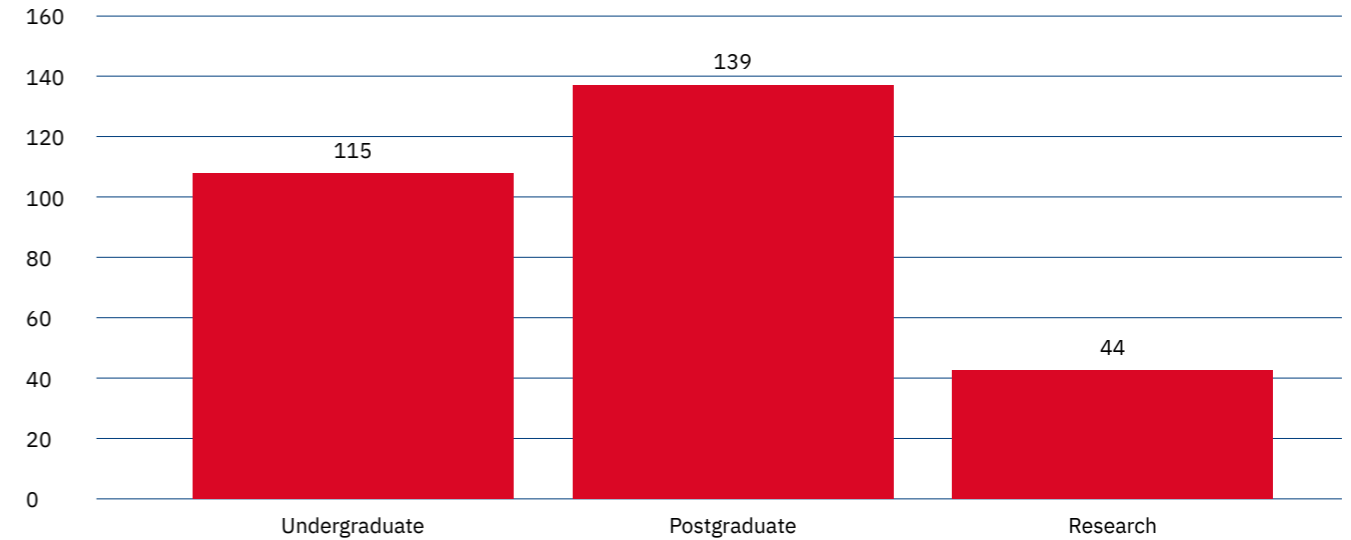
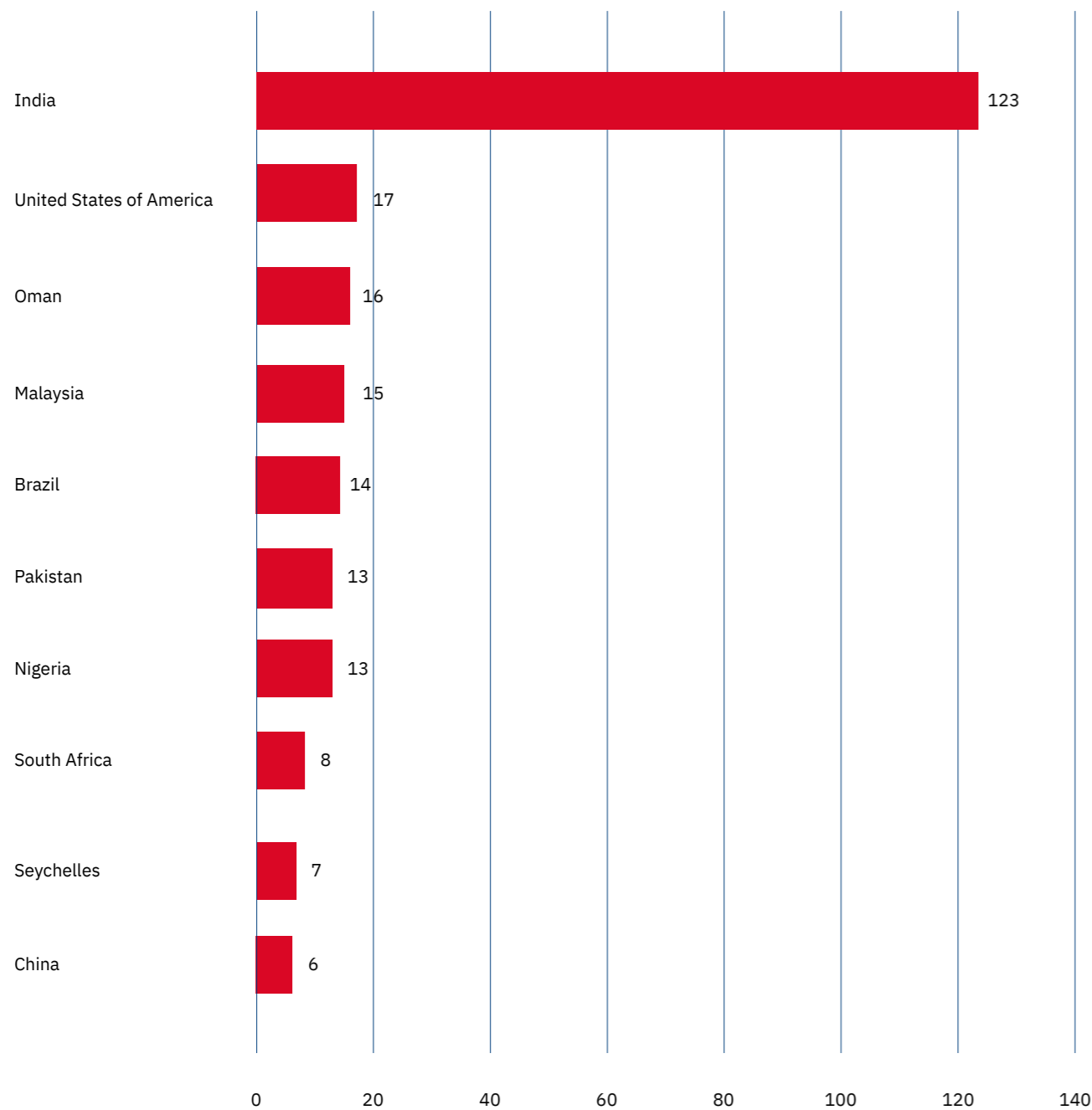


Figure 5 MTU non-EU registrations by level, AY 2021/22



## MTU International Non-EU Registrations, Top Ten Countries of Origin, Academic Year 2021/22



**Figure 6 MTU non-EU registrations, top ten countries of origin, AY 2021/22.**  
In addition, 1-5 registered students each originated from a further 32 non-EU countries.

MTU's strategy calls for a further significant increase in the level of international non-EU students. MTU is working closely with Education in Ireland and country agents to increase intake. Critically, MTU has targeted this cohort more on the basis of academic quality than financial rewards. At this time, however, the current lack of student accommodation is a significant constraint to growth.

# 11 Financial Perspective

Munster Technological University (MTU) was established on 1<sup>st</sup> January 2021. The financial statements for period prior to this date shown below is an aggregation of those of the previous institutes as existed at that time.

## MTU Financial Summary

	2021/2022 DRAFT	2021*	2019/2020**
State Grants	90,650	53,212	102,623
Tuition Fees & Student Contribution	54,493	36,549	70,812
Research Grant & Contracts	23,973	14,128	26,531
Student Support Funding	1,493	789	1,641
Other Income	7,889	3,938	9,973
Amortisation of Deferred Capital Grants	8,530	6,014	12,087
Interest Income	-	-	3
Deferred Pension Costs	41,431	25,358	46,925
<b>Income</b>	<b>228,459</b>	<b>139,988</b>	<b>270,595</b>
Staff Costs	128,156	78,350	149,164
Retirement Benefit Costs	41,431	25,358	46,925
Other Operating Expenses	44,686	24,472	46,742
Depreciation	8,911	6,238	12,744
<b>Expenditure</b>	<b>223,184</b>	<b>134,418</b>	<b>255,575</b>
<b>Operating (Deficit)/Surplus</b>	<b>5,275</b>	<b>5,570</b>	<b>15,020</b>

**Table 8 MTU Financial Summary (2019/20, 2021, 2021/22)**

\*2021 represents 8 months financial reporting period to August 2021

\*\*2019/2020 represents 16 months financial reporting period to December 2020

The University prepared its first set of Audited Financial Statements for the 8 month period to 31st August 2021. The financial position of the University at that date is summarised in the following table, along with that for the period 1st September 2021 – 31st August 2022 (in draft at the time of writing).

## MTU Financial Position

	31 August 2022 Draft €m	31 August 2021 €m
Fixed Assets	152,626	149,943
Net Current Assets	27,746	28,427
<b>Net Assets</b>	<b>180,372</b>	<b>178,370</b>
Represented by:		
Restricted Reserves	169,910	162,354
Unrestricted Reserves	10,462	16,016
<b>Total Reserves</b>	<b>180,372</b>	<b>178,370</b>

Table 9 MTU Financial Position 31st August 2021, 31st August 2022





# Succeeding Together



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