

Atlantic Technological University

CINNTE Implementation Plan

October 2025

Atlantic Technological University (ATU) welcomed the CINNTE Institutional Review, as it served as the first independent external assessment of the effectiveness of our emerging quality assurance and enhancement framework since designation as a Technological University on 1 April 2022. The Institutional Review took place at a time of significant transformation for ATU as it was undertaking the complex integration of the four legacy institutions into one University. We found the review process to be a comprehensive and rigorous evaluation. Importantly, it provided a timely and critical reference point for ATU to assess the emerging quality assurance and enhancement framework, to appraise and build on achievements to date and to develop a roadmap to address the recommendations identified during both the internal self-evaluation itself and the CINNTE Institutional Review process.

We appreciate the observation that ATU is deeply invested in aligning its strategic mission with quality assurance and enhancement objectives. Also noted by the Review Team is the congruence between ATU's Strategic Plan (2024-2028), the HEA System Performance Framework (2023-2028) and the emerging quality assurance and enhancement framework. The Review Team acknowledged that ATU has developed strong foundations for a unified quality assurance system and has made significant progress in a short period of time. The confirmation that ATU is in compliance with National Statutory Quality Assurance Standards and requirements and the European Standards and Guidelines (ESG 2015) is a welcome endorsement.

ATU formally accepts the recommendations of the Review Team. This Implementation Plan outlines a series of actions to address the nine recommendations and serves to underpin ATU's commitment to a culture of quality assurance and enhancement and continuous cycle of improvement. Progress against those actions will be overseen by Academic Council with regular reporting to Governing Body.

	Recommendation	Commentary	Planned Actions	Planned Completion Date
1	The review recommends that ATU conduct a full audit of student voice matters across all provision. This should be expedited to ensure collection and analysis of feedback is effective and closes the loop back to students.	The University continues its commitment to being student centred. Since designation it has ensured student representation on a range of institutional governance and academic committees and all programme boards. The primacy of the student voice is enshrined in several university generated policies. Since the completion of the CINNTE Review, an external audit was instigated to ascertain the breadth of opportunities for the students' voice to be captured and the effectiveness of mechanisms deployed. In addition, a <i>Student Experience</i> project was undertaken under the auspicious of the Vice President Students, Teaching and Learning in collaboration with the ATU Student Body to investigate the <i>student journey</i> in ATU: Phase 1 and Phase 2 have been completed. Key actions have been identified, and these are currently being progressed.	1. Review current opportunities to capture the student voice and identify the various mechanisms deployed to do so across the University. Establish the reach and scope of these opportunities and potential areas where gaps exist. 2. In partnership with students, and informed by the analysis of above, identify an agreed set of mechanisms and fora capturing the student voice across the University that are student centred, transparent and include an agreed feedback mechanism. 3. Close out on actions of Phase 2 of the <i>Student Experience Project</i>.	Commenced and Ongoing Q1 2026 Q2 2026

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			4. Explore the suitability and feasibility of developing a digital student voice platform that can capture <i>real time</i> student feedback in an anonymous, accessible manner and a mechanism for reviewing and responding to feedback emerging from the system.	Q3 2026
2	The review team recommends that ATU undertake a review of its structures with the aim of simplification and enabling greater accountability, clarity of delegated authority, efficiency and pace of decision making.	The new approved ATU organisation structure includes an executive level Senior Leadership Team (SLT) structure comprising six Chief Officers and four Faculty Deans. Each SLT member is responsible for a strategic area (pillar) with clear lines of accountability, delegated authority and a defined decision-making process	1. Recruit Senior Leadership Team (on a phased basis) as approved by DFHERIS and DPENDR. 2. Implement three-tier academic structure: four faculties with agreed discipline-based schools, sub-divided into academic departments. 3. Support full integration of systems to align with the new organisation structures.	Q2 2026 Commenced and Ongoing Commenced and Ongoing

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		Reforming the former institute based academic schools and departments into a three-tier structure of Faculty/School/Department provides a unified structure for the provision of discipline-based education and research. The new structure will enable all academic, professional, management and support services to be organised on a university wide basis. The Finance, HR and Library systems have been amalgamated. The integration of the Student Record System (Banner) is being supported by an external third party which has resulted in an extended implementation period.	4. Review mechanism for periodic review of policies and related procedures on a scheduled basis to allow for formal reflection and change to improve efficiency.	Q2 2026

	Recommendation	Commentary	Planned Actions	Planned Completion Date
3	The review team recommends that ATU clarify processes for commissioning enhancement activity in keeping with its strategy, evaluating it and developing it into common practice in teaching and learning.	ATU has secured significant external funding to strengthen its quality enhancement activities which have supported many developments and initiatives in teaching and learning including digital transformation (enhancing the digital infrastructure across ATU); in staff development (professional development, training in pedagogies); in student empowerment (students as partners, ambassador programmes); in the rolling out of blended learning innovation models across the University, and in supporting engaged research. The next steps involve data driven decision making on mainstreaming the enhancements and clarifying key metrics for commissioning future projects. This will enable evidence-informed decision making when commissioning new activity.	1. Complete an audit of current commissioned enhancement activity to include an analysis of rationale, funding body, roll out, key metrics. 2. Establish agreed criteria for commissioning activity that aligns with ATU Strategic Plan 2024-2028 and HEA System Performance Framework Agreement 2023-2028. 3. Develop agreed mechanisms for mainstreaming and resourcing outcomes and recommendations for the commissioned activity. 4. Academic Council to review enhancement priorities in context of quality assurance feedback.	Q1 2026 Q2 2026 Q3 2026 Q3 2026

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4	The review team recommends that ATU review its processes for ensuring that all academics who are teaching students are adequately supported in training and to consider whether moving from encouragement to incentivized engagement is the way forward, particularly if mandating training is not possible.	The University's commitment to supporting academics in their teaching roles to enhance their teaching acumen is evidenced by the provision of a range of multimodal Continuous Personal Development (CPD) opportunities. The University will explore potential incentives to augment engagement in CPD. ATU is the first university in the Republic of Ireland to be recognised as an Accredited Institute of Advance HE, with staff being supported to gain professional recognition through their bespoke ENGAGE programme.	1. Conduct a survey of ATU academics to ascertain and understand: I. knowledge of the range of CPD opportunities available to them II. experiences of undertaking CPD to support their teaching and learning III. perceived barriers and facilitators to engagement with CPD to enhance teaching skills. 2. Establish a time limited multi-stakeholder (academics, HR; Union Representatives, Students) taskforce to generate a range of potential incentives based on the best available evidence and outputs from above for consideration by the Senior Leadership Team.	Q4 2025 Q1 2026

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			3. Assess the feasibility of requiring all new academics who do not possess a teaching qualification or equivalent teaching experience to undertake relevant CPD in Teaching and Learning within 12 months of appointment, as part of an ATU offer of employment.	Q3 2026
5	The review team recommends that ATU aim to consolidate strategy and the underpinning key principles and actions that drive improvements in teaching and learning, quality, assessment and enhancement and avoid the risk of too wide dispersal.	ATU recognises that its strategic approach to teaching, learning, assessment and quality enhancement must be underscored by coherence, prioritisation and clear communication. Coordinated by and through the Teaching and Learning Centre (TLC), excellent multiple initiatives have been developed to support work in these areas. To avoid fragmentation and ensure that all activity is aligned, ATU will undertake a programme of work to map and consolidate key strategies and ensure consistent application across all campuses and disciplines.	1. Develop and approve an overarching Learning, Teaching and Assessment (LTA) Strategy setting out vision, guiding principles and priority actions. 2. Align and rationalise existing projects and initiatives to the LTA Strategy. 3. Roll out a Communication, Engagement and Training Plan on LTA Strategy.	Q1 2026 Q2 2026 Ongoing

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6	The review team recommends that ATU enhance its approach to data reporting at all levels to ensure that strategic intention and impact can be measured routinely. In respect to learner assessment and engagement this should include data analytics on assessment performance, completion, retention and progression.	Student retention is shaped by factors such as gender, prior attainment, and financial status. ATU currently tracks these indicators through dashboards, monitoring retention by CAO band, programme, faculty, and entry route. ATU recognises the need to complement these measures with <i>leading indicators</i> that provide earlier signals for timely, targeted interventions. The ongoing Learner Analytics project, funded by the Technological Sector Advancement Fund (TSAF) has demonstrated this potential. Improving baseline data is essential to address key metrics including assessment performance, completion, retention and progression.	1. Identify and implement one project targeted at students at risk of non-completion. 2. Conduct a review of ATU retention initiatives (e.g. <i>First Five Weeks</i>). 3. Secure external funding to consolidate learning analytics project. 4. Progress dashboard analysis of relevant data to support Faculties/Schools/Departments Programme Boards in production of Annual Reports including an analysis of retention, progression and non-completion at programme and module levels.	Commenced and Ongoing Q2 2026 Commenced and Ongoing Q 2026

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7	The review recommends that ATU, in the context of integration, co-create with the students' union a long-term vision identifying how the union works in partnership with the university and the responsibilities of each party.	ATU recognises and respects the role of the existing four Student Unions. We are committed to supporting their transition from four separate entities to one singular union with one constitution underpinned by agreed funding and governance models. ATU and the Student Union will work in tandem to create a partnership agreement that will co-exist with the inaugural Student Union.	1. Formalise collaboration between ATU and the Student Union through the development of an ATU-Students Union partnership agreement underpinned by the values of inclusion, collaboration, ambition, trust, respect, innovation. 2. Agree a mechanism for prioritising, planning and evaluating partnership initiatives annually, including themes, actions, responsibilities, and success measures.	Q1 2026 Q2 2026

	Recommendation	Commentary	Planned Actions	Planned Completion Date
8	The review team recommends that ATU enhance its data reporting at all levels to ensure that strategic intention and impact can be measured routinely. In the case of general data management and governance, building on initiatives such as learner analytics could support this objective and continuing investment in data platforms, governance, planning, and staff development is essential to achieving enhancements.	ATU acknowledges the importance of continued investment in data platforms and governance to support enhanced data reported across all levels and functions in the university. We have successfully established a data warehouse, underpinned by Microsoft Fabric, which is integrated with our student registration data management system (SRS Banner), CRM system, Entra Identity systems, HR system and Learning management systems. We will continue to invest in and expand on this, aiming for a seamless, integrated data infrastructure across ATU, with one ‘single source’ of truth designed to optimise decision making. All individual data processing activities are mandated to submit a Data Protection Impact Assessment (DPIA), and to list relevant activities in their function/unit ROPA. All data platforms undergo a review by the software evaluation committee prior to procurement. IT Services regularly deliver specialised training to functions.	1. Continued commitment to invest in Microsoft Fabric. 2. Establish a community of practice of data system developers across ATU to facilitate early coordination and integration and to share project learnings. 3. Conduct a review of Data Retention Schedules and DIPA of ongoing data platform/system projects and take action to ensure continued compliance with regulatory requirements. 4. Continue to progress a unified learning ecosystem which facilitates standardising data capture and integrations to reduce manual reconciliations and improve reporting mechanisms.	Commenced and Ongoing Q1 2026 Q2 2026 Commenced and Ongoing

	Recommendation	Commentary	Planned Actions	Planned Completion Date
9	The review team recommends that ATU continue to embed a common culture across the university that promotes a proactive and agile culture of quality enhancement, and the benefits of change.	On designation, ATU established the Quality Assurance and Enhancement Team (QAET) charged with developing the Academic Quality Assurance and Enhancement Framework. A central element of the work of the QAET has been to facilitate the embedding of a common culture of quality assurance and enhancement across the University focusing on cultural alignment, agility and responsiveness to emerging challenges. The challenges of harmonising diverse practices and attitudes and communication of the benefits of change require ongoing reflection, targeted actions and continuous improvement. Ongoing ‘check-ins’ with staff and students are necessary to support this recommendation. As policies and procedures fall due for revision the priority will be to consolidate documents in the AQAE Framework to enhance accessibility and clarity and avoid fragmentation.	1. Continue to review, refine and progress the AQAE Framework and maintain a focus on improving clarity and consistency in implementation. 2. Analyse the data collected for Academic Year 2024/25 to target specific actions to improve awareness and understanding of AQAE Framework. 3. Complete an audit of training needs in key areas of AQAE Framework. Use findings to set priorities and scheduling of project plan deliverables. 4. Roll out ‘Quality Enhancement Day’ to provide further opportunities to develop communities of practice on quality enhancement activities.	Commenced and Ongoing Q1 2026 Q1 2026 Q3 2026