
Atlantic Technological University

2026

Annual Quality Report
Atlantic Technological University (ATU)
Reporting Period 2024-2025

Annual Quality Report ATU
PART A: INTERNAL QA SYSTEM
Reporting Period 2024-2025

PREFACE

The Annual Quality Report (AQR) forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with higher education institutions (HEIs).

The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistently with regulatory requirements.

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

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

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

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Links to Reference Documents Cited in this Template

Legislation

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

QQI Documents

[Statutory QA Guidelines \(QAG\)](#)

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

[Other QQI Policy Documents](#)

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

Other National/International References

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

Introduction and Overview of the Institution

This is Atlantic Technological University's (ATU) AQR for the reporting period 1 September 2024 – 31 August 2025.

It is to be submitted by Friday, 27 February 2026.

The Academic Council of ATU approved the AQR on February 28th 2026, and Mr. Declan Courell, Assistant Registrar, submitted it to QQI on March 2nd 2026

ATU is a multi-campus university (see Figure 1), established on 1 April 2022, to serve Ireland's Northern and Western regions and beyond. As envisaged under the Technological Universities Act 2018, ATU operates as an anchor institution in our region, collaborating with Government, Industry, and Community stakeholders to catalyse social, cultural, and economic development. ATU has taken the lead in providing access to higher education, industry engagement, research, innovation, and internationalisation and will contribute to a vibrant regional innovation ecosystem.

The Northern and Western region, where ATU is located, has a geographical area of 25,277 km², covering 36.2% of the national landmass. The sparsely populated region accounts for approximately 18% of the national population. However, the region also includes significant urban areas. Our region is distinctive in many ways – it encompasses a substantial part of the now well-established Wild Atlantic Way, the inhabited islands of Ireland, and three of the country's seven Gaeltachtaí (areas in Ireland where the Irish language is the primary language spoken by the majority of the local population).

The region's landmass covers 90% of the border between the Republic of Ireland and Northern Ireland. Cross-border economic activity plays a significant role in driving growth in this region, and it offers a high level of cultural, artistic, and outdoor activities, providing its inhabitants with an excellent quality of life.

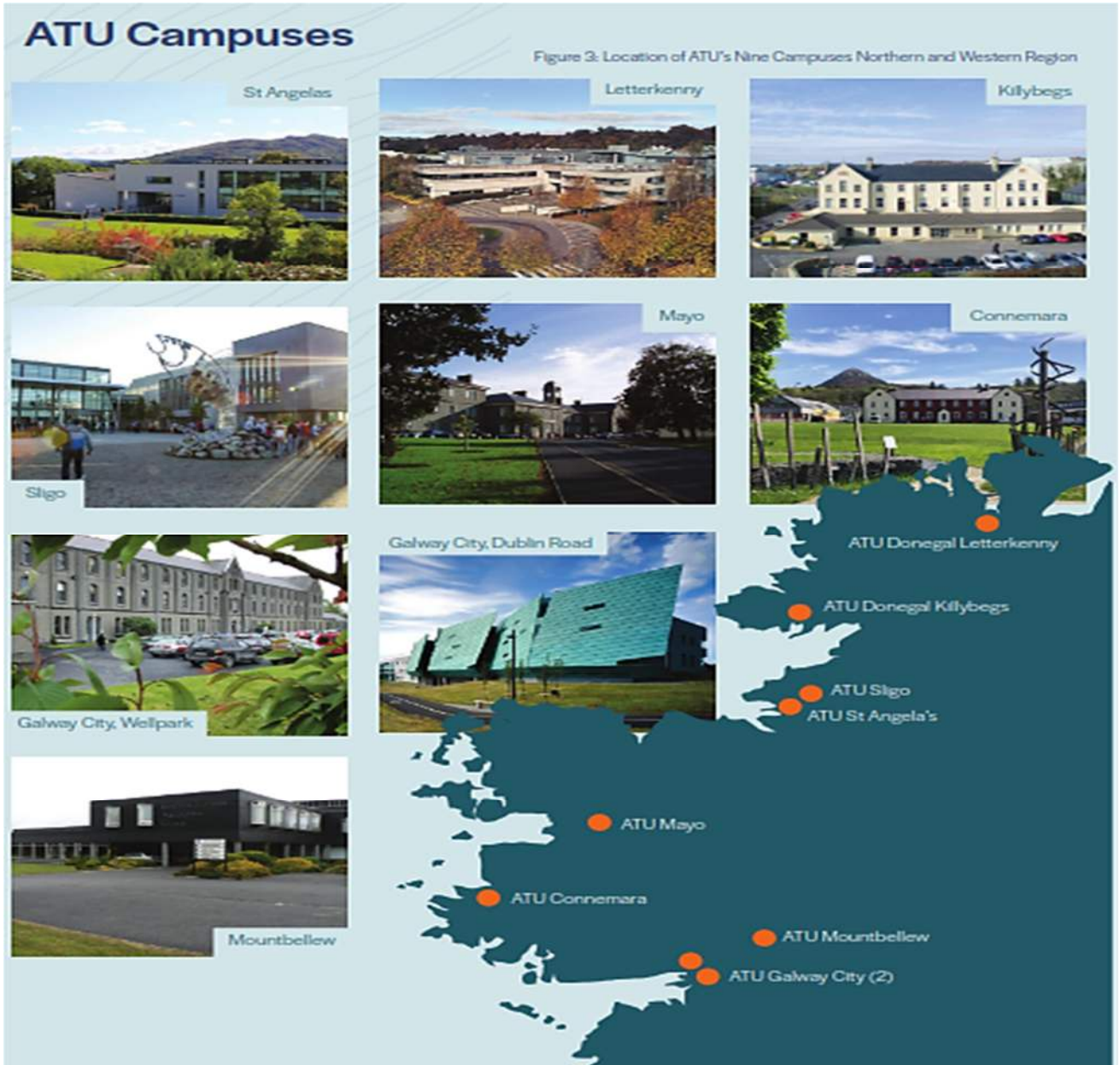


Figure 1: ATU Campuses

Figure 2 highlights our commitment to our region. It outlines the number of students from the Northern and Western regions who enroll in ATU. While most of our students come from the counties where our campuses are located, ATU attracts students from every country, demonstrating our broad reach.

Enrolments 2024/2025



Figure 2: Enrolments by County 2024/2025

ATU has an overarching goal: to enhance the employability of our graduates as reflective lifelong learners by equipping them with the requisite knowledge, skills, personal attributes, and confidence to reach their career aspirations, while ensuring we meet the needs of our industry partners and employers across the public and private sectors.

Using a recently established employability framework, we have outlined how we provide students with opportunities to develop their employability skills, empowering graduates to be the best-prepared in the region.

A Northern and Western Regional Assembly study suggests that a 'positive discrimination' policy is necessary to accelerate growth and mitigate decline in Ireland's Northern, Western, and Border communities.

The report 'A Region in Transition: The Way Forward' 2019 found startling levels of inequality in terms of investment across several key areas such as health, education, infrastructure and transport. Failure to address these critical investment shortfalls has led to the development of a 'two-speed economy' in Ireland. In the 'A Region in Transition: The Way Forward' publication, the EU downgraded the Northern and Western regions from 'Developed' to 'In Transition'.

This reclassification indicates that the Northern & Western regions have not prospered economically relative to other areas of Ireland. This development underscores the crucial role of ATU in fulfilling its regional mandate.



Figure 3: Vision and Mission Statement

Following an extensive period of consultation, both within ATU and among external stakeholders, vision and mission statements were approved by the University, Figure 3

The Strategic Plan sets out how ATU will achieve its objectives and is built around five Guiding Lights: Enabling Education, Engaged Research, Connected Ecosystem, Organisation Transformation and Sustainability for the Future.

The Guiding Lights build on the University's vision, mission, and values and are the strategic themes that underpin the Strategic Plan's structure and set our objectives for the future.

Vision 2040 describes ATU in the year 2040, as it approaches the end of its second decade.

For each of the five Guiding Lights, it projects a longer- term context for this strategic plan in setting our strategic objectives from 2024-2028



See [here](#) and Figure 4 for the 2024/25 profile of the University’s student population.

All Enrolments by Level, 2024/25

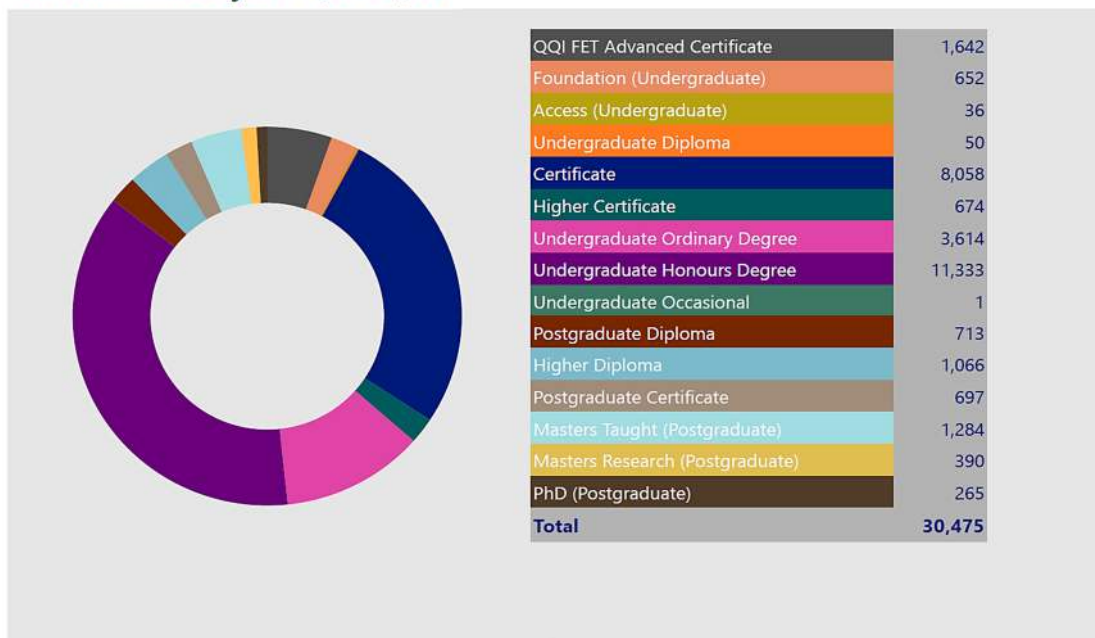


Figure 4: 2024/2025 Student Population Profile

ATU presents major higher education awards at all levels of the National Framework of Qualifications (NFQ), ranging from Higher Certificate (NFQ Level 6) to PhD (NFQ Level 10), as well as minor awards, special purpose awards, and apprenticeships.

1.0 INTERNAL QA FRAMEWORK

1.1 Governance and Management of Quality

Governing Body

The Governing Body of ATU comprises members representing the university and community interests, and is led by the Chair, Maura McNally SC. The Governing Body was established under the Technological Universities Act (2018) (as amended by the Higher Education Act 2022) and held its first meeting on 1 April 2022, the day the University was established.

The current membership of the Governing Body is listed [here](#). Two committees and three subcommittees of the Governing Body have been established, and an integrated university-wide governance team supports its work.

The University Planning Team

The President is the Chief Officer of the University, and the Registrar is the Chief Academic Officer. The University is transitioning from the governance and management structures in place at the three founding institutions to a new governance and management model. During the transition phase, the President established an interim representative University Planning Team (UPT) comprising of 16 senior management members with diverse functions, locations, and genders. Members of UPT have university-wide briefs and work with the president to lead the new university and develop unified structures to underpin it. Four subcommittees have been established to support the UPT in its work.

Three senior members of the management team have assumed the role of Head of College, with one assigned to each of the founding Institutes, to work with the President on college-specific matters. At the same time, university structures are being developed.

From an academic management perspective, four faculties have been established, with a rotating representative from each included on the University Planning team.

The four faculties are Business, Engineering, Creative & Cultural Industries and Science & Health, and these will remain in place during the transition phase. Along with establishing the faculties, each college's legacy academic unit structure, which comprises schools and departments with specific disciplinary focus, remains in place.

Figure 5 depicts the governance structure in place on 31st August 2025.

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Figure 5: Governance Structure

Academic Council

The Academic Council is the University's statutory academic body, under Section 17 of the Technological Universities Act 2018, and maintains control over academic affairs by formulating and approving academic policies, procedures, and regulations concerning academic matters at ATU.

The university's Academic Council deals with all academic matters. An interim Academic Council served from designation until Quarter 4 of 2022, when elections to the new ATU Academic Council were completed. The first meeting of the ATU Academic Council was convened on January 20, 2023.

As currently constituted at the time of this report, the membership of the Academic Council comprises sixty-nine members, thirty-six of whom are elected by the University's academic community, with the President as Chairperson and the Registrar and Chief Academic Officer as Secretary.

Academic Council has six dedicated committees, as shown in Figure 6 below.



Figure 6: Academic Council Sub-Committees

Development of ATU Organisation Structures 2024/2025

Within its first year, ATU commenced an organisational design process involving extensive stakeholder consultation and engaged external consultants to advise and support the President and the University on Organisational Design. Following the completion of a discovery phase, which focused on reviewing current structures within ATU and the challenges and opportunities they present now and in the future, working groups were established to develop and assess design options for the Academic and Professional Management and Support Staff (APMSS) structures. The working group membership represented support services and academic areas across all levels and campuses of the University.

ATU completed phase one (March – November 2023) of a change management and organisation design project, which involved a review of the university's transitional organisation structure. The work focused on the suitability of current roles, role titles, reporting and governance structures. Following an extensive consultation process, an executive, academic and support services structure was agreed upon for the university.

During the period September 2024 – December 2025, ATU, supported by external consultants, embarked on Phase 2 – detailed organisation design. This phase was designed to support alignment with ATU's first strategic plan and to build on the progress made during Phase 1.

The key priorities of Phase 2 were:

- 1) Implementation of the Organisation Design (OD): Dedicated focus to support the implementation of the new Senior Leadership Team (SLT) structure.
- 2) Implementation of an Academic Operating Model based on the agreed Faculty/School/Department structure. Specific focus on the design of academic schools, which will be based on more than one university campus.
- 3) Professional Management & Support Staff (PMSS) Design. Dedicated focus on supporting the continued implementation of the university-wide PMSS functions.
- 4) Assist the President and ATU's communication function in the development of a Communication Plan to support the implementation of the detailed organisation design.
- 5) Establishment of a Transformation Management Office (TMO)

During the 2024/2025 academic year, the following elements of Phase 2 were completed:

- Structure agreed for the Senior Leadership Team (SLT) comprising four Faculty Deans and six Chief Officers.
- Commencement of recruitment process for SLT with Registrar & Chief Academic Officer, Chief Officer Research, Innovation & Engagement and the Deans of the Faculties of Engineering & Computing and Business appointed by September 2025.
- Recruitment of remaining SLT roles to be completed during the 2025/26 academic year.

- Agreed three-tier faculty structures comprising university-wide discipline-focused schools and departments introduced from September 2025.

The outcome of this design process points towards a high-level organisation structure, as depicted in Figure 7

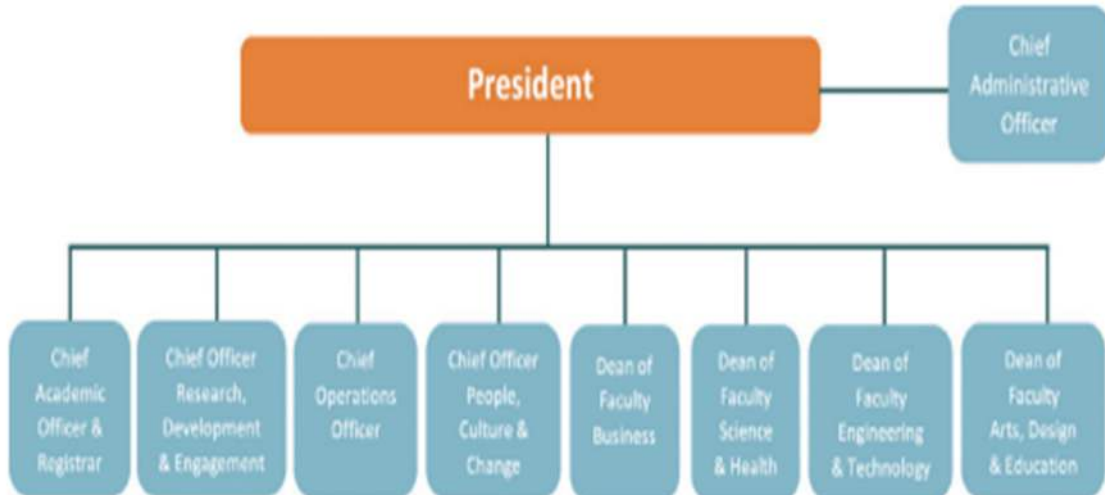


Figure 7: Organisational Design

Academic Quality Assurance and Enhancement

ATU is a Designated Awarding Body and operates according to the provisions set out in the acts listed below:

- [Technological Universities Act 2018](#)
- [Qualifications and Quality Assurance \(Education and Training\) Act 2012](#)
- [Qualifications and Quality Assurance \(Education and Training\) Amendment Act 2019.](#)

ATU complies with the following Quality Assurance and Enhancement guidelines:

- [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG, 2015\)](#)
- [Quality and Qualifications Ireland \(QQI\) Core Statutory Quality Assurance Guidelines \(2016\)](#)
- [Sector Specific Statutory Quality Assurance Guidelines for Designated Awarding Bodies \(DAB\) \(2016\)](#)

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- QQI Topic Specific Quality Assurance Guidelines.

Following its designation, the University established a Quality Assurance and Enhancement Team (QAET) under the Vice President for Quality Assurance & Registrar to develop a unified Quality Assurance and Enhancement Framework (QAEF) for the university (see further details of the process adopted in Part B, Section 1.5).

Policies and Procedures

Until a policy is approved by the Academic Council, and as provided for under the Technological Universities Act 2018, the Governing Body has agreed that the policies of the legacy colleges (GMIT, IT Sligo, LYIT, St Angela's) apply.

The emerging QAEE Framework is a complex component of the integration project that transitions from legacy policies and procedures to ATU's policies and procedures. It has not been without its challenges. A communication plan is in place to support new policies and procedures.

The QAET completes the initial drafting with detailed input from the Assistant Registrars, Registrars, and the external QA expert.

This stage is informed by a review of legacy and national and international policies. Once complete, staff and student representatives are encouraged to contribute to the drafting process during the three-week consultative phase, and a consultation draft is posted on the Staff and Student Hubs.

Webinars are held with key stakeholders. All feedback informs the QAET's final draft, which is presented to the relevant sub-committee of Academic Council for approval. Academic Council may request further input, in which case additional revisions may be required before approval at a subsequent meeting.

The key elements underpinning the processes of self-evaluation, monitoring and review include:

- Institutional Review (IR)

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- CINNTE
 - School/Faculty Reviews
 - Periodic Programme Review
 - Professional Services/Function Review
 - Annual Quality Report (AQR)
 - Quality Improvement Plans (QIPs)
 - HEA & QQI Institutional Dialogue
 - HEA Reporting

Student Voice

ATU is a student-centered university where students' voices are heard and valued. ATU is committed to listening to the students' voices in quality assurance and enhancement activities.

Students are involved in decision-making through participation in the Governing Body and Academic Council. Current student representation on the Governing Body includes the three Student Union Presidents for ATU Galway-Mayo, ATU Sligo, and ATU Donegal, while five student representatives serve on the Academic Council.

Students are essential members of Programme Boards and other Quality Assurance forums and committees that support a student-centred approach to QAE. Class/Learner Representatives engage with academic management and act as a conduit for student issues and concerns.

Student representation is present in the validation processes for new programmes. These students are provided with the key skills, knowledge, and competencies required to participate in these processes. Postgraduate students are offered the opportunity to undertake a Certificate in Academic Programme Evaluation and Validation (10 ECTS). They may sit on validation panels, bringing the student voice to the process.

Students are involved in the internal programmatic review process, which is in accordance with the recently approved ATU Monitoring, Evaluation, and Enhancement of

Programmes Policy. Additionally, external peer review panels comprise graduates with at least one year of relevant post-qualification experience.

ATU Students' Unions are consulted on all proposed new academic policies to ensure the student perspective is adequately considered.

The three ATU Students Union presidents are represented on the CINNTE Institutional Review Steering Group and contribute to overseeing and implementing the review process.

Sustainable Future

ATU is committed to promoting economic, social, and environmental sustainability on our campuses, in local communities, and throughout the region, as well as to the well-being of our planet.

As a new progressive University, we want our graduates to contribute positively to a more equitable and inclusive future, firmly rooted in the respect and protection of our natural world.

EU GREEN – European University Alliance

ATU is part of the European University Alliances initiative, promoted and funded by the European Union through the Erasmus+ programme. ATU collaborates with eight other universities from Spain, France, Italy, Poland, Romania, Sweden, Germany and Portugal in the EU GREEN Alliance, led by the University of Extremadura, to form a 'super campus' with more than 158,000 students and 18,000 staff. EU GREEN represents Responsible Growth, Inclusive Education, and Environment, with its universities located in peripheral regions of Europe. EU GREEN partners collaborate to engage students, staff, and regional stakeholders towards a sustainable future through education, research, innovation, and engagement.

EU GREEN is one of 60 European University Alliances, creating a broad European educational area to strengthen and disseminate European values, with sustainability as a transversal element.

This Alliance, launched in January 2023 with over 14 million euros in funding over its first 4 years, will strengthen strategic alliances between the universities in the EU and increase international competitiveness within the European Higher Education Area.



Climate Action

Ireland's Climate Action Plans 2021 (CAP21) and 2023 (CAP23) stipulate that the public sector will lead by example in delivering on Ireland's decarbonisation commitments.

It commits public sector bodies to completing Climate Action Roadmaps, which communicate their plans to meet the Climate Action Mandates 2021 and 2023 requirements and achieve their 2030 carbon and energy efficiency targets.

Sustainable Development Goals

ATU has signed up to:

- The SDG Accord, which is a commitment to reporting on progress and sharing experiences and learning across higher education, both nationally and internationally.
- The Race to Zero campaign, which is a global call to rally leadership and action across the education sector globally.

ATU is also a member of the Irish Chapter of Sustainable Development Solutions Network, led by UCC and QUB. SDSN Ireland is a collaborative all-island network established in 2023.

The network leverages member strengths and builds partnerships to accelerate implementation of the 2030 Agenda and the SDGs at local, national, and regional scales.

Through an inclusive, collaborative partnership with EU GREEN, it places the Sustainable Development Goals (SDGs) at the heart of its research and innovation activities, integrating them into its educational model.

The Engaged Research with Impact Vision statement, as outlined in the university's strategic plan, outlines the institution's commitment to addressing local and global challenges and contributing to sustainable development in areas such as renewable energy, life sciences, and digital transformation.

ATU Curriculum and Professional Development in Sustainable Development

ATU has developed a Level 6 Certificate on the Sustainable Development Goals (SDGs) – Partnership, People, Planet, and Prosperity, funded through the Human Capital Initiative Higher Education 4.0 project.

The programme aims to introduce the theory and application of the SDGs with a particular focus on their application in the regional context. The programme aims to build core knowledge and develop a thorough awareness of the SDG framework.

ATU has a wide range of undergraduate and postgraduate programmes where the SDGs are embedded e.g.,

ATU facilitates a [Level 9 Certificate on Education for Sustainability](#) for higher education staff (since 2019)

1.2 Linked Providers, Collaborative and Transnational Provision

Collaborative provision refers to two or more education providers being involved

through formal agreement in the provision of a programme of higher education and training. Collaboration with, for example, industry partners and consortia, may be examples of collaborative design and / or collaborative delivery (of a programme), but these in themselves do not amount to collaborative provision.

To ensure the academic quality of these emerging multiple-provider programmes, robust procedures must be in place to adequately protect the learner and ensure that each programme, as delivered, meets a recognised national standard. Where two or more providers collaborate in the development, validation and/or international delivery of a programme, and possibly in joint awarding, procedures must be in place to protect the learner and the providers.

In 2024-25, one agreement was approved under a new consortium with the Design and Craft Council of Ireland to provide two new jointly delivered level 7 programmes. Three pre-existing agreements were revised to reflect the ongoing collaboration with the Insurance Institute of Ireland and the Life Insurance Institute.

2.0 PROGRAMME DEVELOPMENT AND DELIVERY

2.1 Programme Development and Approval

ATU awards are presented at Levels 6-10 of the NFQ. These awards are for taught programmes at Levels 6 to 9 and for research programmes at Levels 9 and 10. When making awards, ATU ensures that learners have attained the required knowledge, skills, and competence for the award's NFQ level. ATU-developed awards are consistent with QQI award standards, which ATU subsequently adopted.

Programme Design Policy

The ATU Programme Design policy, available [here](#), articulates the principles underpinning the University's approach to the design of taught programmes and the framework to which they must adhere to ensure consistent and effective development and high-quality awards.

This policy applies to the design of all taught programmes, including collaborative and joint programmes, leading to awards at Levels 6 to 9 of the NFQ. All newly taught programmes must adhere to this policy, and all programme changes arising from ongoing or planned periodic reviews must comply with it.

Developing and Validating New Taught Programmes

The ATU Developing and Validating New Taught Programmes Policy is available [here](#). This policy establishes the parameters for developing and validating taught programmes and includes:

- reference documents and legislation,
- the principles that guide and underpin the development and validation of programmes,
- the stages in the process for programme development and validation,
- the timescales that should guide the process,

- the criteria which must be met for validation of a programme, and
- roles and responsibilities relating to the above

This policy applies to all our staff involved in developing and validating new taught programmes, including collaborative and joint programmes. It applies to all programmes taught that lead to awards at Level 6 to Level 9 on the NFQ.

Being grounded in continuous improvement and enhancement, the development of a taught programme from its initial inception to approval is a multi-stage process, as illustrated in Figure 8 below:

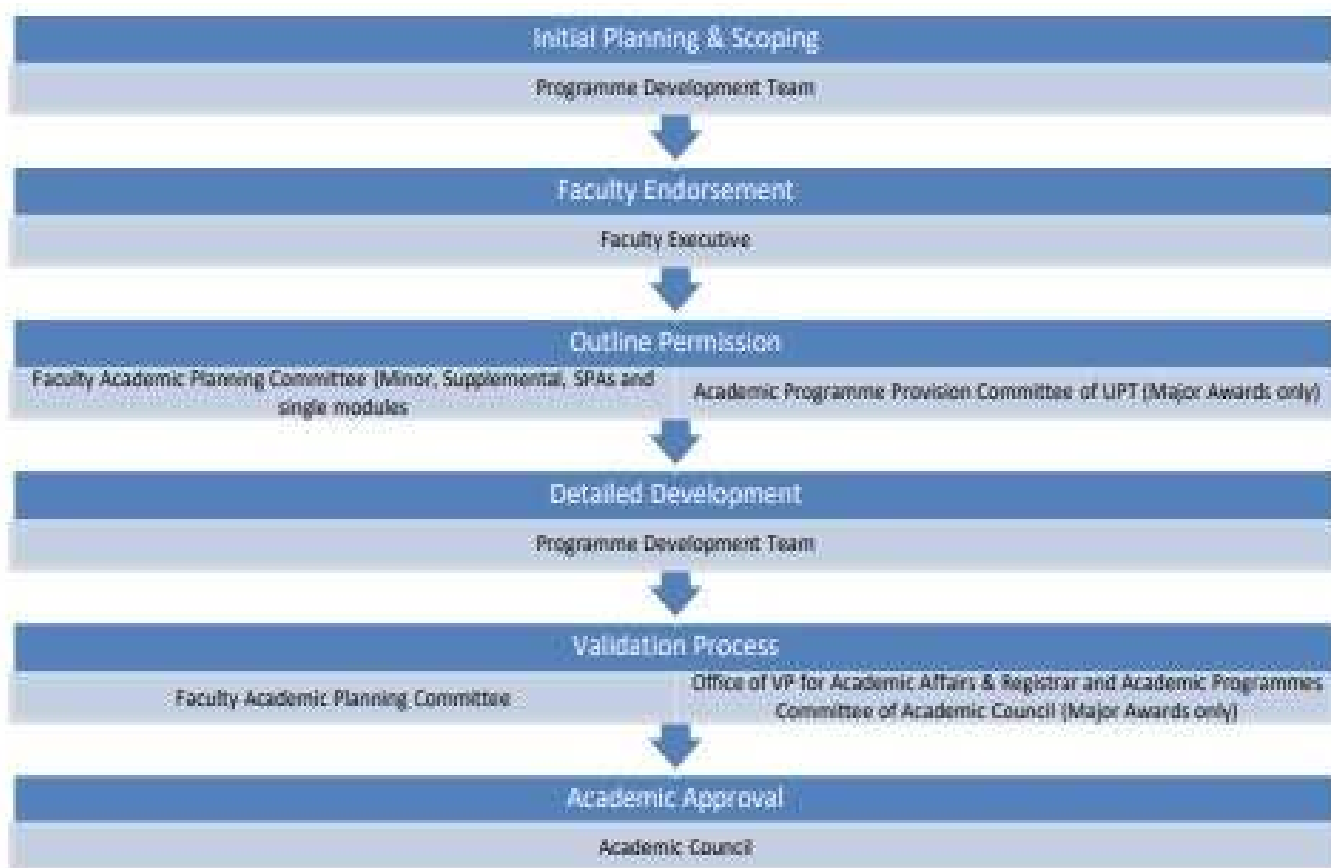


Figure 8: Stages in the Programme Development Process, indicating the body responsible for each stage

Some ATU programmes also seek additional recognition from Professional and Regulatory Bodies.

Programme and Module Policy

The ATU Programme and Module Revision Policy, available [here](#), outlines the principles and processes for changing ATU's validated programmes and modules outside its periodic review process. The policy establishes mechanisms for the quality assurance of continuous improvement and enhancement measures undertaken at ATU.

This policy applies to all staff who manage and deliver taught programmes and modules at ATU, including collaborative and joint programmes, standalone modules, and taught modules undertaken as part of research degrees. It also applies to all programmes leading to awards at Levels 6 to 10 of the NFQ.

All programmes and modules taught must undergo periodic review. In the interim, the outcome of continuous monitoring and review processes undertaken by Programme Boards may necessitate proposed changes to a programme and/or its modules. Revising programmes and/or modules of study aims to ensure that programme content remains current and relevant and that an effective learning environment is maintained for students.

In ATU, programmes are regularly and systematically monitored and reviewed to assess their continuing currency and validity, considering the following:

- industry and professional practice and pedagogy
- changes in the external environment, such as requirements of professional, statutory, and regulatory bodies (PRSBs)
- developments in disciplinary research, and
- continued alignment with ATU's mission and strategy.

Changes to programmes and/or modules may also arise because of the evaluation of:

- student progression and completion data
- the effectiveness of procedures for the assessment of students and student workload
- student feedback in relation to expectations, needs and satisfaction
- the Programme Board's deliberations on the effectiveness of pedagogy and/or
- the learning environment and support services, and their fitness for the programme.

2.2 Admission, Progression, Recognition & Certification

Attracting, retaining, and supporting students are key objectives of ATU's Quality Assurance system. Typically, entry to Year 1 of full-time undergraduate programmes is by application through the Central Applications Office (CAO), with some exceptions, such as international students applying directly to the University through the International Office and students entering after completing the ATU pre-entry access programme.

ATU has aligned CAO codes and entries for all ATU campuses and programmes in the CAO Handbook. There are separate entry routes for direct entry, advanced entry and entry to online/part-time programmes. While progress has been made in aligning admission requirements, ATU entry requirements and procedures are not yet fully aligned across the three founding institutes.

The ATU Academic Council approved an ATU Admission, Transfer, and Progression policy to replace campus legacy policies on April 26, 2024, effective September 1, 2024.

The ATU prospectus publishes detailed admission requirements and information on ATU's awards regarding the National Framework of Qualifications.

ATU is committed to expanding access to its programmes and participates in the HEAR (Higher Education Access Route) and DARE (Disability Access Route to Education) access schemes. These schemes target applicants from groups underrepresented in higher education. The schemes offer flexibility with CAO points and provide additional support to students throughout their studies. Further information is available on the ATU prospectus.

In their duties or involvement with university activities, all ATU students and prospective students who may potentially engage in relevant work or activities (as defined by the Vetting Act) must be Garda vetted per the Student Vetting Policy

available [here](#) . The policy also applies to those who engage in or are near activities involving unsupervised access to children or vulnerable adults.

ATU identifies situations involving relevant work or activities and requires all students applying for or intending to engage in these positions/situations to be Garda-vetted.

ATU is a recipient of Path 2 and Path 3 funding to widen access/ participation in Higher Education. Through involvement in all five strands of the Programme for Access to Higher Education (PATH), ATU engages and supports socio-economically disadvantaged individuals from one or more of the National Access Plan (NAP) target groups that have historically been underrepresented in higher education. Paths 1, 3 and 5 involve pre-entry engagement with priority groups.

PATH 1:

Initial Teacher Education (ITE) aims to support student teachers from lower socio-economic groups in accessing, retaining, and achieving success. HEA PATH 1-funded APT project at ATU St Angela's has enabled FE students from underrepresented socio-economic groups to progress from their Level 5 QQI-FET award to an ITE programme.

PATH 2:

Since the 2017/18 academic year, legacy institutions have distributed 1,916 bursaries. In 2021/22, the bursary scheme was expanded nationally to include three payment tiers and extended to include postgraduate studies, increasing the number of students receiving such bursaries. In addition to financial support, recipients receive mentoring from the Access Office.

PATH 3:

The Higher Education Access Fund is designed to support the development of regional and community partnership strategies that increase access to higher education for specified groups.

The West/Northwest Cluster (WNW) comprises the University of Galway and ATU. In 2021, ATU implemented the PATH 3 project entitled WNW Connect. The project consists of three key Pillars: mentoring, Traveller Engagement, and Pathways to higher education. The 'Strengths PATH' programme is a blended online programme for pre-entry, underrepresented young people. It helps them identify possible careers and courses within ATU.

Apart from one-to-one career guidance advice for students, the service offers a myriad of support to students, such as strengths profiling, CV preparation, interview techniques, etc., as well as organising careers fairs, webinars, and other careers-oriented events to enable learners to make and implement well-informed, realistic decisions about their future progression.

The ATU/MyCareerPath platform supports the ATU Careers Offering by providing online, self-directed pathways for final-year students, including the Final Year Student Employability Programme and the Final Year Student Postgraduate Preparation Programme. All ATU Access students are registered on the platform, and MyCareerPath, also support activities within the College Skills and Career Planning module.

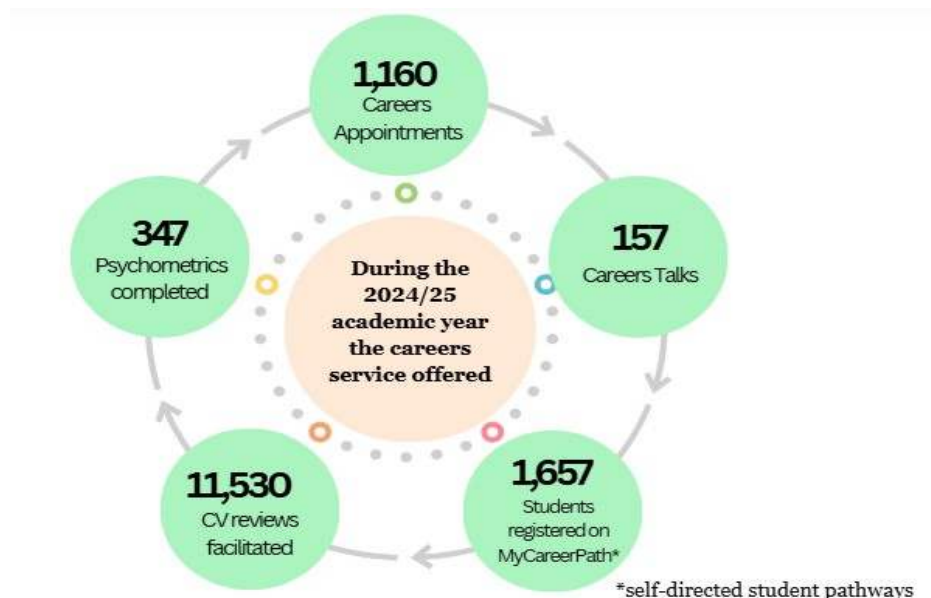


Figure 9: Services Offered by ATU Careers Service in 2024/25

Activity	2024/25
MyCareerPath Users	1,232
Activities Completed	27,935
Logins	9,080
CV 360 Visits	4,150
CV360 Uploads	1,795
CV Builder Visits	1,536
Cover Letter Builder Visits	1,899
Interview 360 Visits	2,799
Mock Interviews Taken	459
E-learning Resources Viewed	4,603

Figure 10: List of activities for 2024/2025.

PATH 4

ATU Project WAVE (Working towards Academic and Vocational Equity) is supported through the Higher Education Authority Path 4 funding. This two-year project provides individuals with intellectual disabilities the opportunity to attend college.

Project WAVE, funded through the Higher Education Authority's Path 4, offers two courses for students, giving them the opportunity to experience college life and education at ATU.

Campuses in Sligo, Letterkenny and Mayo offer Level 6 Special Purpose programmes started in September 2024.

As part of Project WAVE, participants attend classes alongside other students, participate in clubs and societies, and fully immerse themselves in the vibrant campus community.

The programme offers two distinct options for students:

- **Certificate in Personal and Vocational Development:** This NFQ Level 6 Special Purpose Award comprises 60 credits over two years.
- **Certificate in Life Skills and Vocational Development:** This NFQ Level 6 Special Purpose Award comprises 40 credits over two years.

Additionally, exit awards and digital badges are available, providing multiple options for programme participation.

Central to the curriculum are mandatory modules that equip students with essential skills and knowledge, including Information and Communications Technology, Employability Skills, Learning Skills, and Personal Development. In the final semester, participants also complete a work placement.

Additionally, the AWPS successfully sourced HEA PATH 4 funding to carry out an assessment of current research activity and curriculum input on Traveller and Roma communities across all academic disciplines at the University, including the provision of case studies and recommendations on expanding research activity and curriculum input

PATH 5:

Traveller and Roma Engagement enable HEIs to establish an infrastructure to increase the participation of Traveller and Roma students.

Two Traveller engagement officers have been appointed to actively engage with Traveller organisations, community groups, FE colleges, schools, and individuals from the Travelling Community to explore mechanisms for facilitating access to ATU.

Funded under HEA PATH 5 (2023–2025), the initiative supports three schools in Donegal, Mayo, and Sligo to achieve Yellow Flag status. The Yellow Flag Programme is an eight-step, whole-school initiative promoting intercultural awareness, equality, and diversity, delivered nationally by ITM. The initiative also reflects NAP's guiding principles of shared responsibility, resource prioritisation, and barrier reduction, while contributing to other national strategies such as TRES (2024-230) and NTRIS (2024-2028). The initiative was designed to build relationships between the University and schools serving Traveller and Roma communities, and to increase awareness of higher education opportunities.

2.3 Procedures for Making Awards

ATU is a Designated Awarding Body and derives its authority to make awards by law. ATU's awards standards are determined within the National Framework of Qualifications (NFQ).

When making awards, in respect of a programme, ATU, as a Designated Awarding Body ensures that:

- the award is recognised within the NFQ.
- learners enrolled on programmes leading to awards recognised within the NFQ acquire the standard of knowledge, skill or competence associated with the level of that award.
- Establishes procedures for certifying awards and maintaining learner and award records. These procedures shall regard award level, class, and type in the NFQ, including references to the total credit value of the award.

The NFQ provides generic, award-type descriptors that underpin all award standards at ATU. Award standards outline the expected learning outcomes for a particular award type and encompass all required education and training. They concern the knowledge, know-how, skills, and competence expected of the learner to receive an award.

They include general standards for a particular award type and specific standards for named awards in certain subjects or fields of learning. Learners holding awards of the same award type should have comparable standards of knowledge, skill, and competence.

2.4 Teaching, Learning and Assessment

A commitment to excellence in learning, teaching, and assessment [LTA] is integral to the purpose, mission, and strategy of ATU. This commitment draws from a long history of innovative and responsive approaches to learning across the merged institutions. These include, but are not limited to, problem— and challenge-based approaches,

research-informed learning, peer mentoring, work-based learning, flexible and technology-enhanced provision, industry placements, and student-led projects. Such approaches reflect the requirements of a sophisticated workforce, a knowledge-based economy, and a diverse society. They support the goals of student success and active and engaged citizenship.

The University is committed to continuing the ongoing professional development of the academic community. A University-wide Centre for Teaching and Learning has been established. It supports staff in building greater capacity to design their curriculum and teaching practices, ensuring a positive student learning experience and robust academic standards, which are key to student success.

ATU provides postgraduate programmes and professional training, delivering workshops, seminars, digital badges, and a range of online courses and toolkits to enhance teaching and the student learning experience. The aim is to provide an excellent learning and teaching experience informed by current academic research, pedagogic innovation, and collaborative partnerships across ATU.

ATU continues expanding its established commitment to providing students with forums to disseminate their research. Postgraduate students are supported through research bursaries to conduct research that will add to the body of knowledge in their discipline area. The ATU Teaching and Learning Centre, the library, and other university resources support staff and students engaged in research-based learning and teaching.

The LTA Principles and strategic priorities were developed following consultation in the merging institutes.

The National Forum informs the Enhancement of Learning and Teaching in Higher Education strategy and the European agreement around the ten 'EU EFFECT principles' for enhancing learning and teaching in higher education institutes.

They are non-prescriptive, cherish the diversity of purpose, content, and methods, commend other ongoing sectoral initiatives, and fully respect the fundamental tenets of institutional autonomy and academic freedom.

They also promote the values of the European Higher Education Area (EHEA) and embrace the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The principles aim to guide ATU strategic initiatives and promote:

- Student-centred learning
- Accessibility and inclusion
- Quality assurance
- Research-informed teaching
- The development of digital learning and teaching experience.

Enhancing the profile of teaching and innovative pedagogies, strengthening the link between education and research, promoting digital technologies and communicating the overall importance of higher education for individuals and society are key priorities for ATU.

LTA Principles

A substantial proportion of ATU staff are engaged in online delivery. There is a significant critical mass of expertise and experience in deploying digital tools that enhance the student learning experience. Peer learning amongst staff is crucial to developing such expertise, supported through various internally and externally funded projects.

A university-wide Universal Design for Learning (UDL) Centre of Excellence has been established, and a UDL Lecturer has been appointed to manage and report on the Centre's activities.

Universal Design for Learning is an approach to adopting an inclusive mindset when considering how the University is run, how classes are delivered, and how students learn.

A UDL mindset emphasises that all students can achieve at a high level through flexibility, community, and active learning. An Instructional Design team supports the

creation of clearly structured courses and content to support student motivation and active learning.

ATU has a comprehensive programme portfolio that supports both on-site and remote learners. This approach includes a range of programmes delivered outside regular delivery hours for adult learners, as well as programmes offered to online learners in Ireland and worldwide.

ATU is a leading provider of online learning in Ireland, and the growth in capacity enabled by the establishment of the University will further develop flexible education and lifelong learning opportunities for learners in our region and beyond.

A copy of the institution's Assessment and Feedback policy is viewable from this [link](#)

Student Fitness to Practice Policy

A Student Fitness to Practice Policy, available [here](#), has been developed to recognise the University's duty of care to the public, support students in fulfilling programme requirements, and help prepare them for future professional practice.

Many programmes leading to professional qualifications and licensure require students to complete work placements or practical training, which may involve working in professional settings with patients, clients, children, and other service users.

ATU is committed to maintaining the highest standards of academic and ethical professional conduct for its students, particularly in disciplines that require professional registration and licensure.

The Student Fitness to Practice Policy outlines the principles and overarching processes that must be followed to ensure that students can demonstrate the requisite competency, professionalism, and ethics required to work in their chosen fields. It provides a comprehensive framework for understanding our guiding principles and the general steps for implementing policy.

The policy includes the standards expected of students, the requirements for reporting and handling fitness-to-practice issues/concerns, a comprehensive investigation and decision-making process, and a clearly defined appeals process. It is designed to provide guidance, transparency, and fairness in managing fitness-to-practice matters while upholding the University's integrity and the professions it serves.

3.0 LEARNER RESOURCES AND SUPPORT

The ATU Student Services function has been organised to ensure equity of access, efficiencies and effectiveness across the university. The service is organised under four pillars:

- Access & Widening Participation
- Disability
- Student Experience
- Health & Wellbeing

ATU has a comprehensive range of student services and academic supports aimed at supporting students throughout their studies at the university:

The Higher Education 4.0 Project

The Higher Education 4.0 project is an ambitious and innovative initiative currently receiving €12.3M in funding from the Human Capital Initiative (HCI) Pillar 3 call. This collaborative project spans ATU's campuses and employs a multidisciplinary approach to develop interconnected innovations that enhance lean systems. The aim is to enable swift and effective responses to the training and education needs of employers and individuals.

One of the key themes of this ambitious project is establishing a Regional Service for Careers and Learning Paths, including Recognition of Prior Learning for flexible and online learners. By creating "Learning Pathways" for individuals in various industries, this initiative provides easier access to and progression through higher education, taking into account their prior learning and experience.

The service is delivered through a user-friendly online platform, www.mycareerpath.ie. Individuals receive personalised mentoring throughout their learning journey, ensuring they achieve their career objectives and enhance their employability.

The project team operates under a distributed model across all ATU campuses.

Child Protection

ATU has approved a Child Protection Policy, available [here](#), which promotes best practices in child protection within ATU and establishes a procedural framework to ensure that:

- The University protects and safeguards children and vulnerable adults under its care or supervision.
- University members can respond to child protection issues confidently and knowledgeably.
- Management can make appropriate decisions if specific child protection concerns arise.

Counselling

The professional counselling service is free for all full-time students. The experienced teams provide support to students with any concerns that may arise, whether academic, personal, financial, mental health-related, or otherwise.

Health

The health service teams across ATU provide free medical care and health promotion information to students. The teams of doctors and nurses help diagnose and treat health problems and provide services such as issuing and repeat prescriptions.

Chaplaincy

The chaplaincy service supports students' personal and spiritual growth at ATU. It is available to students of all faiths. The team fosters a sense of community and prioritises the well-being of all.

Academic Writing

Students of all abilities can benefit from the University's academic writing support. This includes getting started with assignments, effective notetaking, report writing, avoiding plagiarism, successful writing in exams, and the writing process—generating ideas, drafting, revising, and editing. Students can access these facilities one-on-one or in small groups.

Maths Support

The Math's centres offer the extra support that many students need. Services include consultations, tutorials, computer-based tutorials, and access to relevant text materials.

Students can access these facilities one-to-one, in small groups, or online.

Learning Support

Dedicated learning support tutors help students with specific learning difficulties. Students can access the latest assistive technology and engage with a learning support tutor, either one-to-one or in a group. Reasonable accommodation for exams and liaising with relevant staff are other ways learning-support tutors can help.

Technology Support

ATU students can download Office 365 to their own devices and have free OneDrive data storage, allowing them to study from anywhere in the world at any time. Students can also access modern technologies and high-speed Wi-Fi on our campuses.

ATU Library and Information Services

ATU Library is a multi-campus library service across 9 sites (8 physical libraries) that provides inclusive, critical services to all ATU students and staff. All libraries provide a welcoming learning environment with access to extensive print and electronic resources to support their students' and staff's teaching, learning, and research needs. Figure 12 below

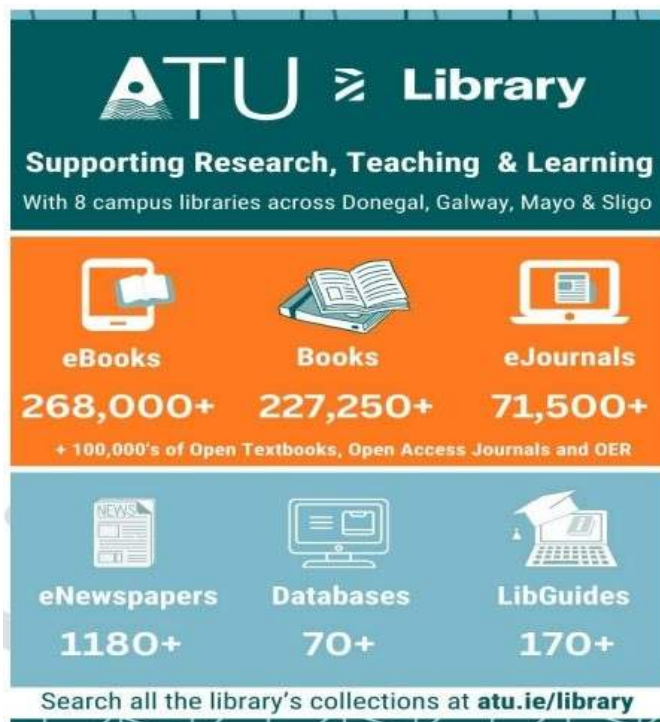


Figure 12: ATU Library activity

The library provides physical spaces for study and collaboration, along with face-to-face support and virtual services, to support both on-site and flexible online teaching and learning. Library staff collaborate with academic staff to support the learning journey and deliver educational excellence.

New Student Induction

ATU's comprehensive induction and welcome programmes support students transitioning from second to third-level education.

During induction, students receive their timetables, meet their classmates and lecturers, learn about support and services, get their questions answered, and go on campus tours. A sample induction programme is available [here](#) and [here](#).

Access Office

The Access Office provides support and services to mature students and students from disadvantaged socio-economic backgrounds.

These services ensure that students have equal access, participation, and outcomes. Underpinning the Access Office's work is the recognition that specific categories of students experience barriers.

All services and support are designed to address these barriers by assessing individual student needs and providing appropriate academic, technological, and financial support. ATU is a member of both the HEAR and DARE schemes.

Disability Support Service

ATU works to create a third-level community that is accessible and inclusive. The Disability Service offers support and services to students enrolled in full-time and part-time courses. It facilitates equality of access and participation for all students. It supports students with physical and sensory disabilities, students with significant ongoing illnesses, students with mental health difficulties, students on the autism spectrum and students with specific learning difficulties. Our disability support services offer an individualised support plan tailored to each student's specific needs. Engagement with other relevant staff ensures that appropriate plans are in place to support students in reaching their full potential.



Careers Service

The Careers Service supports students in the transition from education to the workplace. It offers advice on career options and postgraduate studies and assists them with CVs and interview skills.

The Careers Service has well-established links with local, national, and international employers. The service organises workshops, career fairs, and annual employer talks.

ATU Global

ATU is an outward-facing and forward-looking University that aims to be an internationally oriented, globally competitive higher education institution. We are actively embedding global perspectives across the ATU to enhance the learning environment and to support graduates in becoming global citizens. The International Offices and Vice President for Research and External Affairs play a key role in managing, developing, and promoting ATU as a Global University.

ATU President Dr Orla Flynn formally launched the ATU Global brand at the European Association for International Education (EAIE) Conference in Rotterdam in September 2023. ATU Global agreed and adopted an interim Organisation Structure.

ATU Global has adopted the following key objectives Figure 13

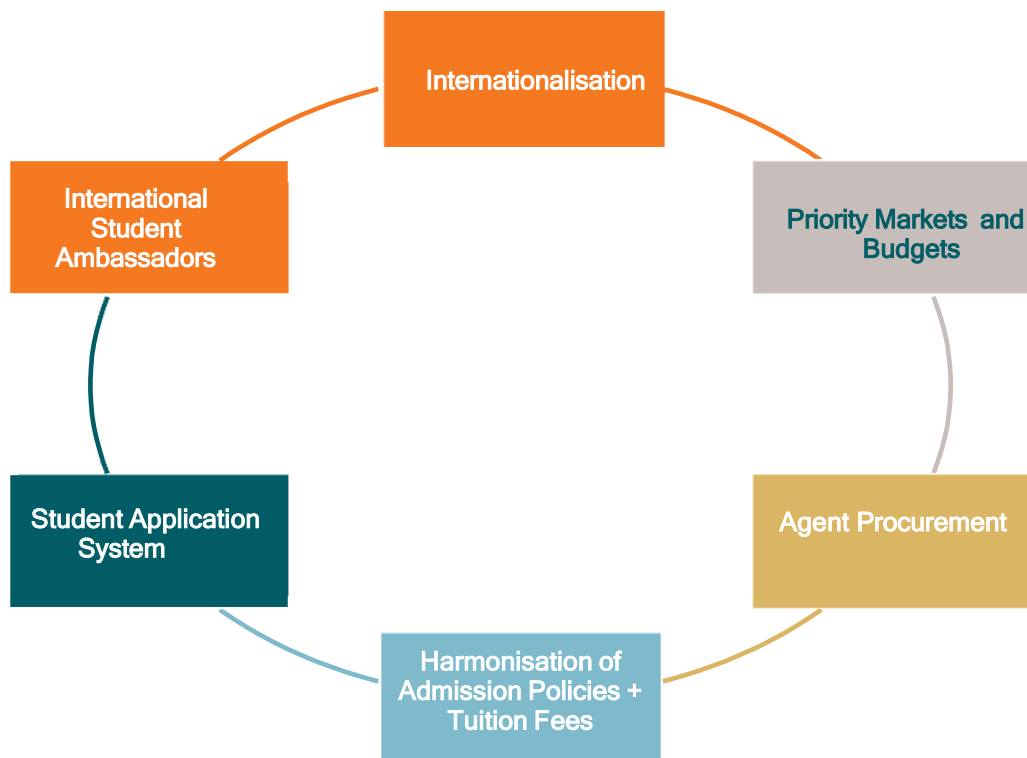


Figure 13: ATU Global Key objectives.

ATU has a long-standing relationship with the European Association of Universities of Applied Sciences (EURASHE) and is a member of the European University Association (EUA), UIIN (the University Industry Innovation Network) and the EAIE (the European Association for International Education)

ATU Global recently joined Universities Ireland and is a founding member of the World Technological University Network (WTUN). The International Office supports the international student body alongside mainstream services. It aims to provide the international student body with cultural and academic experiences and to support them during their studies at ATU.

The quality assurance of international students is governed by the emerging AQAE Framework and legacy policies and procedures. ATU Global and wider ATU Student Services coordinate support for international students.

Platforms – including DreamApply (international admissions CRM), EduKuDu (digital recruitment collateral), and SOP/Mobility Online (Erasmus+ management) – have enhanced capacity, efficiency, and data visibility.

These investments, coupled with the formal procurement of 65 international education agents (in 8 regional territories) operating under the principles of the London Statement, provide a robust framework for sustainable, ethical recruitment.

ATU Global has also agreed to align our English language requirements for entry into ATU programmes with Irish HEI International norms for English Language for non-EU International Students.

ATU Global is currently procuring agents across key international territories who will undertake specific ATU Global training to ensure they have the required knowledge of our programme portfolio and entry requirements to represent ATU in their respective countries officially

The international student ambassadors, in collaboration with the Students' Unions and our International Student Society, offer a range of ongoing support to international students. In addition, they represent vital sources of communication and feedback between ATU Global and the international student community, ensuring we deliver high-quality international student experience.

ATU Global celebrates its international student community through high-profile and well-supported international and cultural events across all ATU Campuses. Among these significant celebratory events are Global Villages held during Intercultural Weeks, the Indian Diwali and Holi festivals and the Chinese New Year.

International Education Mark

The International Education Mark (IEM) is a new statutory quality mark, part of legislative measures to protect international learners. The IEM will be awarded to universities that have demonstrated compliance with national standards, ensuring a high-quality experience for international learners from pre-enrolment through completion of their education and training programme. ATU has established a Working Group to support our application for the IEM. The first wave of application and initial work has commenced to achieve the IEM by Q3 2025.

Extracurricular Activities

The Students' Union (SU) provides various clubs and societies at ATU that promote community, personal development, and student involvement. Students are encouraged to get involved, and the SU actively engages students in extracurricular activities. The higher number of Societies compared to Clubs reflects how groups were categorised at the time. Previously, any activity that was not competitive sport was classified as a Society. ATU has standardised this approach: Clubs now include both Competitive Sport and Recreational Sport, while Societies are defined as non-sporting groups.

Table 1.

Campus	No. of clubs	No. of societies
Donegal	13	44
Galway	30	24
Mayo	29	12
Sligo	26	32
Total	88	112

Table 1: Summary of the number of ATU Clubs and Societies across the ATU

Student Hub

The Student HUB is an internal communication platform that provides students with various information and resources, accessible to students across the university.

In advance of the development of an integrated ATU Student Hub, the ATU Student Hub will be linked to the legacy student information sites of the three founding institutes.

4.0 QA OF RESEARCH ACTIVITIES AND PROGRAMMES

Research

ATU is committed to supporting a research environment underpinned by a culture of quality assurance, integrity, and best practice. ATU recognises that high-quality research degrees are integral to the university's remit. Research in ATU encompasses activities that support original and innovative work in various academic, professional, and technological fields.

The VP for Research and Innovation office oversees the research activity of staff and students at ATU. In line with AQAE037 Access, Transfer and Progression Policy, the VPR&I is supported by the VPARR office in managing student admissions and transfers on the Level 9 and Level 10 research registers.

As part of the development of a Quality Assurance Framework for ATU-approved AQAE011 Research Degree Policy. This policy articulates the principles and processes that underpin Level 9 and Level 10 awards on the NFQ.

The policy provides a framework for ensuring that research is of the highest quality and meets the requirements articulated by the wider academic community and relevant professional bodies.

The policy establishes the parameters for awarding research degrees at ATU, including the planning of research degree projects, supervision, and progression toward a relevant award. It outlines the principles that guide and underpin research degree monitoring, progression, and assessment and describes key roles and responsibilities.

ATU operates the Postgraduate Research Admissions Committee (PRAC), which approves all new admissions for MRes and PhD students, as well as transferring students from the Level 9 MRes to the Level 10 PhD.

Intellectual Property

ATU places significant importance on generating Intellectual Property (IP) and ensures compliance with the National IP Protocol.

The university's IP Policy and Procedure encourages staff to consider IP potential, promotes an entrepreneurial culture, clarifies rights and procedures, and outlines the university's incentive program.

5.0 STAFF RECRUITMENT, DEVELOPMENT AND SUPPORT

ATU recruits' staff in accordance with its Recruitment and Selection Procedures, which are available [HERE](#). Interview boards are constituted by ATU staff, with members drawn from other HEIs and/or businesses/industries, as appropriate. ATU staff participating in interview boards receive pre-participation interview training and ongoing training, including unconscious bias training. The University aims to achieve gender balance on all panels.

The recruitment process at ATU is conducted openly, transparently, and merit based. The objective is to appoint the best candidate for each post through a competitive recruitment process. The criteria for judging the suitability of applicants are directly related to the experience, qualifications, attributes and skills required to fulfil the duties and responsibilities of the post.

Applicants can appeal a shortlisting or selection decision if they believe an error occurred during the hiring process, which adversely affected their opportunity to be appointed. The ATU Recruitment and Selection Appeals Procedure is available [here](#).

Staff Garda Vetting

ATU is committed to recruiting only suitable candidates, which aligns with its duty of care to staff, students, and the public. The National Vetting Bureau Acts 2012 to 2016 mandate vetting for those working with children or vulnerable persons. ATU's Garda Vetting Policy requires line managers to inform HR if staff need vetting. Relevant staff or appointees must disclose the necessary information for the vetting process, which is kept confidential and used solely to assess suitability for the position.

Equality, Diversity, Inclusion

EDI is a university-wide function that promotes equality in all aspects of the university's activities to create an environment and culture where students and staff treat others, and are themselves treated, with dignity and respect. The EDI function continued to develop across the university during the reporting period. Following the approval of the GI&E Procedure, additional supporting materials and training were delivered.

To support the embedding of the ATU's Gender Identity & Expression Policy, Trans Inclusivity, and Pronouns training was offered to all staff. The EDI Team also offers briefing sessions to departments and schools for both policies.

ATU has established a Race Equality Network and a Race Equality Working Group to promote race equality and develop an institutional action plan.

The Network provides an inclusive space for staff, researchers, and graduate students, with plans to include undergraduates. The Working Group prioritises members from minority ethnic backgrounds.

ATU's Athena SWAN Self-Assessment Team (SAT) was established in December 2023 to work on the Athena SWAN Bronze Award application, with six Working Groups formed in February 2024. A pilot staff survey was conducted in May 2024, and a complete survey will launch on October 7th 2025. The Gender Action Plan, initiated in September 2022, has seen 35% of actions completed by May 2024. The EDI Activity Support Fund, piloted in 2023/24, funded eight innovative projects. The LGBTQIA+ Network (AURA) supports LGBT+ staff and allies, promoting equality and inclusion. ATU's EDI Team uses various communication tools to engage with the university community, and the Race Equality Network is developing a Race Equality Action Plan.

ATU's AURA network continues to support LGBT+ staff and student participation in pride parades. The Gender-Based Violence Policy was revised, and new procedures are being developed, with training provided by the Galway Rape Crisis Centre.

The ATU Race Equality Network aims to support minority ethnic groups and promote race equality and antiracism within the university.

Continuing Professional Development

ATU is committed to supporting the continuous professional development of all staff and providing its students with the best learning environment. A staff induction programme is available to all staff, and an online version is available to academic staff.

The University actively encourages staff to be research-active and supports staff engaged in Level 9 and 10 research programmes.

ATU offers several postgraduate awards, scholarships, and fee reductions that may be available to staff, particularly those who are also alumni or engaged in specific research areas.

Key Postgraduate Awards and Funding for Staff/Alumni

- **ATU Alumni Scholarship:** A 20% reduction in Masters fees is available for members of the ATU Alumni Network (graduates of ATU or legacy institutions: GMIT, LYIT, IT Sligo, St Angela's) who enrol in a Level 9 Master's programme (90 credits).
- **RISE@ATU Scholarships:** The RISE@ATU initiative is introducing 5 new postgraduate training programmes and placing 60 PhD students in research projects.
- **Fulbright Scholarships:** Opportunities are available for ATU staff and students to study, research, or teach in the U.S.
- **Government of Ireland International Education Scholarships:** A full fee waiver and a €10,000 stipend are available for eligible postgraduate programmes.
- **ATU/GPA Postgraduate Sports Scholarship:** 50% of the course cost is covered for staff/students who are members of the Gaelic Players Association (GPA) and are accepted onto a Master's programme.

Professional Development and Study Options

-
- Postgraduate Certificates and Diplomas: Available in areas like Professional Leadership, designed with entry and exit points to allow flexible learning.
 - Special Purpose Awards (SPAs): Short-term, accredited, level 9 awards designed to meet specific industry needs.
 - Springboard+ Courses: Funded, flexible courses often available for upskilling.

Recognition and Awards

- ATU Alumni Awards: These awards recognise the contributions of alumni, with nominations open to staff and students.
- President's Award: Recognises outstanding contributions to the region, arts, sport, or culture.

The Staff Development function also offers a range of professional development workshops each year, enabling staff to access a variety of online learning resources. The ATU Teaching & Learning Centre offers a wide range of services to support academic staff in developing their teaching methodologies, learning approaches, and assessment strategies.

Preventing and Responding to Sexual Violence and Harassment

The University is committed to providing a safe, respectful, and supportive environment for all its community members, both in the workplace and in the classroom. The ATU Preventing and Responding to Sexual Violence and Harassment Policy is available [here](#).

Respect – Preventing and Responding to Gender-Based Violence

The ATU Respect Programme is a vital initiative aimed at fostering a safe and respectful environment throughout ATU. It focuses on raising awareness and understanding of gender-based violence (GBV) and promotes a zero-tolerance approach to all forms of GBV.

The programme combines education, support services, policies, and reporting pathways to prevent and respond to incidents of GBV within the university community.

ATU Respect is grounded in the 2019 HEA framework for Consent in Higher Education Institutions: Safe, Respectful, Supportive and Positive—Ending Sexual Violence and Harassment in Irish Higher Education Institutions. The programme builds on work begun by ATU legacy colleges in 2020, and a university-wide steering group advises on implementing ATU's Action Plan (2022-2024) and programme development.

Through comprehensive training, awareness campaigns, and workshops, ATU Respect equips students and staff with the tools to prevent violence and harassment. It offers specialised training on handling disclosures and encourages active bystander interventions to challenge harmful gender norms and GBV prevention.

ATU appointed a Sexual Violence and Sexual Harassment (SVSH) Prevention and Response Manager in 2023, followed by two temporary project staff in 2024. The SVSH team implements the 2019 HEA framework for Consent in higher education institutions and the ATU Policy for Preventing and Responding to Sexual Violence and Sexual Harassment (2022). The ATU Steering Group for Ending Sexual Violence and Sexual Harassment monitors an action plan for 2022 to 2024.

ATU Respect has been developed as the brand for delivering the SVSH programme, supported by strong promotional materials to increase visibility and awareness.

Communication with Staff

The migration of all staff and students to the ATU login has been completed, enabling seamless communication via Microsoft Outlook and MS Teams. In addition, the University communicates with staff using a range of modes, including the following:

1. The President holds regular all-staff online meetings, providing updates on developments in the new university.
2. All staff email for key information, procedures and QA-related updates
3. The Registrar's Office has established a process for consulting staff across the University on the development of new university-wide policies and procedures.
4. All ATU staff can access information and resources through the Staff Hub.

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5. Workvivo, a tool recently launched at ATU, allows all staff to see the latest updates, news, and events and access ATU systems and other valuable resources.
 6. The ATU magazine, sharing news with staff across the organisation, is published regularly throughout the academic year.
 7. Faculty/School, Department and Function meetings are held regularly to share information.
 8. New staff are provided with induction and access to relevant online resources
 9. Governance, management, and workgroup meetings rotate across all university campuses to promote inclusion and communication.

6.0 INFORMATION AND DATA MANAGEMENT

ATU utilises several information systems to support student learning and manage information effectively.

Student, Graduate, Staff and Financial Data

Core student and graduate information is recorded on the BANNER Student Record System. Staff records are held on the CORE HR Staff Records System, while financial data is stored on the Agresso Finance Management System.

Data stored on these systems is analysed and shared with decision-making bodies, such as the Governing Body, Academic Council, University Planning Team, Academic Managers, and Programme Boards, through the development of reports and dashboards. The data is used to inform University decision-making and to meet statutory reporting obligations. A project to merge the financial management systems, i.e., Agresso, with the founding institutions has recently been completed, and a unified system is now in place for the University. While other MIS systems have yet to be integrated, projects to merge them, including CORE Human Resource Platforms, are well advanced.

Academic Information Systems

Several systems linked to core data management systems support academic operations. For example, Module manager manages programmes and module weightings, the GURU system securely manages examination papers and streamlines external examiner reports

Virtual Learning Environment (VLE)

ATU currently operates two Virtual Learning Environments (Moodle and Blackboard).

As part of our transition to a single, unified VLE, ATU will be evaluating alternative platforms to identify the solution that best meets the University's needs.

This process will involve structured testing from both staff and student perspectives and is scheduled to take place early in the new year. The University's aim is to select the preferred VLE by Q2 2026.

Implementation will follow a phased approach across the University, beginning with ATU Donegal. Throughout this transition, we are committed to minimising disruption and ensuring that staff and students are fully supported as they learn and work with the new VLE.

Updated Timeline

Q4 2025 – Q1 2026:	Pre-Market Engagement (Currently underway)
Q2 2026:	VLE Selection
Q3 2026:	Training and Sandbox testing for all users

From Q1 2027: Phased transition to the new VLE

Student Engagement

Student engagement and satisfaction are measured annually through StudentSurvey.ie, formerly the Irish Student Survey of Engagement (ISSE). ATU coordinated the promotion and administration of the survey across all new university campuses. The survey's output has been analysed and shared with relevant staff to inform enhancements based on student feedback.

Programme and module-level feedback is gathered from students through the administration of annual end-of-semester and end-of-year surveys.

Programmes Boards/Committees

Those directly involved in programme management and delivery have access to several reports on an annual basis to inform programme improvement:

- Student Retention

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- Student Performance
 - External Examiner Feedback
 - Student Feedback (programme/module surveys and Studentsurvey.ie)

Data Management

ATU holds and processes a significant volume of personal data. The University processes this personal data to carry out its business and administrative functions, as well as to comply with statutory requirements. The University is committed to complying with all applicable Data Protection, privacy and security laws and regulations.

The General Data Protection Regulation (GDPR) took effect in the European Union on 25 May 2018, and the University complies with these regulations.

ATU is committed to protecting individuals' rights and freedoms regarding data processing. ATU's Data Protection Policy is available [here](#). Data subjects have several rights under GDPR. ATU's Data Subject Rights Procedure is available [here](#). The Data Breach Procedure is available [here](#) and applies across the University in the event of a personal information/data breach.

ATU is a body established for a public purpose and thus falls within the scope of the Freedom of Information (FOI) Act 2014. The FOI Act 2014 provides the following statutory rights:

- A legal right for any person to access records held by ATU
- A legal right for individuals to have personal information relating to them amended where it is incomplete, incorrect or misleading
- A legal right for any person to obtain reasons for an act of ATU which affects them and in which they have a material interest.

ATU's Guide to Freedom of Information is available [here](#)

7.0 PUBLIC INFORMATION AND COMMUNICATION

The primary platform for communication with the general public, locally, nationally and internationally, is ATU's website, www.atu.ie. The ATU website is designed as an external-facing platform that provides information on ATU programmes of study and other relevant information for prospective students and the public. A new singular ATU website was launched in December 2024.

The University publishes a prospectus that details the programmes offered, admission requirements, selection criteria, qualifications awarded, and other details. The online prospectus is available [here](#).

Open Days are held at campuses across the University throughout the year, offering prospective students a taste of university life and an opportunity to meet with staff and current students. See [here](#) for further information. The ATU School Liaison Office visits schools and attends career fairs to provide information on ATU and its programmes.

The Marketing Office utilises social media platforms, including Facebook, YouTube, LinkedIn, and Instagram, to convey key messages to prospective students and other stakeholders.

8.0 MONITORING AND PERIODIC REVIEW

ATU implements various actions to ensure the quality of its programme delivery and management. Heads of School/Faculty and Programme Boards are responsible for managing and ensuring the quality of academic processes. The Heads of School/Faculty is responsible for strategic planning, implementation, and coordination of educational and related processes; staffing and other resource requirements; programme development; and change management. The Heads of Departments is responsible for all programmes/awards in their department, including the day-to-day delivery of programmes, timetabling, and ensuring the ongoing quality and continued development of these programmes.

A Programme Board/Committee is established for each programme, and its membership includes all lecturers on the programme(s) and student representation. The Board/Committee monitors the design, delivery, academic standards, student performance, and academic development of programmes and awards.

Programme Reviews

Every five to seven years, programmes undergo Programmatic Review to ensure and assure, among other things, that required academic standards are being attained, that programmes and awards remain relevant and viable, that student needs, including educational and labour-market needs, are addressed, that the quality of programmes and awards is enhanced and improved and that there is public confidence in the quality of ATU's programmes and awards.

Programmatic Review involves self-evaluation and an external peer review. The Programme Board comprises various stakeholders who review the programme, including students, graduates, employers, and industry/professional bodies.

School/Faculty Reviews

A review of each School/Faculty is scheduled prior to a programme review of that School/Faculty. The main elements of the review are self-evaluation and an external peer review process.

The review of schools/faculties has focused on their performance since the last review. It involves an environmental review and a self-evaluation that identifies the strengths and weaknesses of the School/Faculty, as well as plans to address the opportunities and challenges it faces.

The findings from the review of academic units feed into the programmatic review process. All reviews are paused until faculty structures are in place.

Professional Services/Function Reviews

Professional Services and Facilities are also reviewed. The main elements of the review are self-evaluation and an external peer review process. This review of professional services focuses on the contribution of each service and how it can be developed to enhance the quality of provision for learners, staff, and all stakeholders. All Professional Services/Function reviews are paused until faculty structures are in place.

CINNTE Reviews

Atlantic Technological University (ATU) follows a structured Institutional Review process under the QQI CINNTE Cyclical Quality Review to ensure continuous quality improvement and compliance with relevant policies. This process involves preparing an Institutional Self-Evaluation Report (ISER), conducting independent team reviews, and publishing a report with the findings and recommendations.

The review assesses the effectiveness of ATU's Academic Quality Assurance and Enhancement (AQAE) Framework, governance, mission fulfilment, and innovations. It also integrates with broader quality frameworks, including statutory guidelines, annual quality reports, and dialogue meetings to enhance the quality of education, training, research, and related services ATU provides.

The overarching theme of the Institutional Review of a newly formed Technological University is to ensure a forward-looking perspective (QQI, 2020).

The first ATU Institutional Review occurred just after the AQR reporting timeframe in November 2024. The review assessed the institution's quality assurance and quality enhancement processes and procedures across education/teaching, research, training, and support services. The review involves an appraisal of key documentation submitted earlier in the year. QQI and the Review Team, chaired by Dr Ben Calvert, Vice Chancellor of the University of South Wales, conducted in-person meetings with a cross-section of the University community to gain an understanding of ATU.

Student Feedback

Students can evaluate their programme of study and support services through module evaluation forms and an end-of-stage Programme Survey. They can also participate in StudentSurvey, Ireland's national student engagement survey.

External Experts

External experts are appointed to provide independent expert oversight and input in validating new programmes and reviewing programmes, academic units, and functions. The shift to online panels has enabled more international experts to participate. Ideally, validation and review panels are gender balanced.

9.0 DETAILS OF ARRANGEMENTS WITH THIRD PARTIES

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies, External Examiner

Academic collaborative provision encompasses programs that result in a Higher Education award and are delivered wholly or partly through partnerships with other organizations, such as educational institutions, professional bodies, businesses, or community groups. These collaborations can involve various aspects of program development, validation, monitoring, teaching, and assessment, with roles shared or led by different partners. To maintain high academic standards and protect learners, ATU has implemented a comprehensive Collaborative Provision policy (May 2024) that outlines procedures for establishing, managing, and reviewing such partnerships, including requirements for formal agreements when multiple providers are involved in program development, validation, delivery, or awarding.

In the review period, a new agreement was reached with:

1. ETBs in the region (Galway and Roscommon ETB, Mayo, Sligo and Leitrim ETB, Donegal ETB, Cavan and Monaghan ETB) in relation to Tertiary provision and articulation pathways.
2. Munster Technological University (MTU) for a consortium-led apprenticeship for Civil Engineering
3. Monaghan Institute (part of Cavan Monaghan ETB) for Joint programmes in Health and Social Science areas.

Table 2 summarises the overall number of academic collaborations approved by ATU. This includes consortium agreements, articulation agreements, and linked provider agreements. Work is underway to revise previous legacy and expired agreements to current ATU agreements.

The previous Linked Provider agreement with St. Angela's was formally ceased as St. Angela's College is now fully integrated into ATU.

Academic year	Approved 2024/25	Total ATU Agreements
Consortium Agreement	3	7
Articulation Agreement	5	7
MOU	12	25
Service agreements	2	2
Linked Provider	(St Angelas College formally ceased)	0

Table 2: Academic collaborations and partnership agreements

Articulation Agreements with the ETB

ATU remains firmly committed to strengthening Further Education (FE) to Higher Education (HE) advanced entry pathways as a strategic priority. Recognising the importance of seamless progression for learners, significant work has been undertaken to identify advanced entry opportunities in collaboration with the regional Education and Training Boards (ETBs). These efforts aim to ensure that learners across the region have clear, accessible pathways to continue their education, supporting lifelong learning and regional skills development.

Work continued on mapping QQI Level 6 major awards and Northern Ireland Foundation Degrees and Higher National Diplomas/Certificates (HND/HNC) to ATU degree programmes in cognate areas. Agreed pathways from programmes are normally deemed to be equivalent learning and in a cognate area.

In June 2025, Academic Council approved five articulation agreements between ATU and CMETB (Cavan, Monaghan Education and Training Board), GRETB (Galway, Roscommon Education and Training Board), Donegal Education and Training Board, MSLETB (Mayo, Sligo and Leitrim Education and Training Board) and Dún Laoghaire Further Education Institute (DEFI), providing further education students advanced entry to year 2 of 48 undergraduate programmes across ATU. The new articulation agreements are both pathways and updates to existing legacy pathways.

Work continues across the university to identify new routes to advanced entry across the region. FE graduates who qualify for admission consideration will need to provide evidence of completion of studies.

Advanced Entry Routes

The table below presents the number of QQI Level 6 major awards with approved advanced entry pathways to Stage 2 of ATU programmes. These pathways are ATU-wide and will enable learners from the region to continue their studies in a cognate area in their chosen ATU campus.

ETB/Centre	No. QQI L6 Awards	No. Programmes of entry	Stage 2
Donegal ETB	2	8	2 x L6 Higher Certificate 3 x L7 Ordinary Degree 3 x L8 Honours Degree
Cavan Monaghan ETB			
Cavan Institute	12	22	2 x L6 Higher Certificate 17 x L7 Ordinary Degree 7 x L8 Honours Degree
Monaghan Institute	4	20	2 x L6 Higher Certificate 3 x L7 Ordinary Degree 3 x L8 Honours Degree
Galway Roscommon ETB			

Galway Community College	2	18	2 x L6 Higher Certificate 7 x L7 Ordinary Degree 9 x L8 Honours Degree
Galway Technical Institute	4	10	10 x L7 Ordinary Degree 10 x L8 Honours Degree
Mervue & Dunmore	2	8	2 x L6 Higher Certificate 3 x L7 Ordinary Degree 3 x L8 Honours Degree
Mayo Sligo ETB			
Mayo College	6	33	2 x L6 Higher Certificate 3 x L7 Ordinary Degree 3 x L8 Honours Degree
Sligo College	3	23	2 x L6 Higher Certificate 3 x L7 Ordinary Degree 3 x L8 Honours Degree
Leitrim College	1	2	1 x L7 Ordinary Degree 1 x L8 Honours Degree
Dun Laoghaire ETB			
Dún Laoghaire Further Education Institute	1	2	2 x L8 Honours Degree

Table 3: Advanced Entry Pathways

Overall, the articulation agreements have created 144 new pathways across the Atlantic and Border region from 36 QQI L6 major award classes to year two of 46 different ATU undergraduate programmes, 37 to 48 when you include the approved route from DFEI to the National Centre for Excellence in Furniture Design and Technology, Connemara Campus.

External Examiners

External Examiners are appointed to programmes and modules to assist ATU in monitoring the standards of its awards.

They act as independent and impartial advisors, providing the University with informed comments on the standards set and student achievement against those standards.

The Head of Department nominates external examiners in consultation with the Programme Boards/Committees, taking into account the programme requirements, the discipline area, the need for independence, and the avoidance of conflicts of interest.

External Examiners may be from academia or industry and are approved by the Academic Standards and Policy Committee of the Academic Council. External Examiners provide input on examination papers and assessment briefs throughout the academic year, submit end-of-year reports, and are also members of exam boards.

AQAE014 Procedure for External Examination was revised in 2024/25 to extend the scope to External Examiners for Research Degrees, in consultation with the Research QA Quality Office. The total number of active External Examiners in ATU for taught programmes increased to 379. The Quality office now manages the budget, contracts, and payments for all External Examiners, and the consolidation and integration of External Examiner nominations and contracts is complete.

ATU Procedure for External Examination is available [here](#)

Annual training is provided for new examiners. The IT system GURU is now fully implemented across ATU, albeit on three separate IT instances. From the academic year 2025/26, all Examination papers and all External Examiner reports will be managed through GURU. Based on a survey of external examiners in Mar 24, the Academic Standards and Policy Committee (ASAP) of the Academic Council recommended several enhancements in relation to external examiners, i.e. enhanced training, provision of resources, and improvement to communications, which are all complete.

9.2 Collaborative Provision

Collaborative provision	Name of body (/bodies)	Programme titles	Date of last review	Date of next review
International Joint Collaboratively delivered Award	Ulster University	MSc in Public Service Leadership and Innovation (Level 9)	2022	2027
Collaborative - ATU Donegal	Northwest Regional College, Derry	BSc (Hons) Early Childhood Care, Health and Education. (Level 8)		Aug 2023 MOU expires
Collaborative – ATU Donegal	Alcohol Forum	MSc in Therapeutic Interventions for Alcohol and Other Drugs (Level 9)		2027
Collaborative – ATU Donegal	Monaghan Institute	BSc in Health and Social Studies (Level7) BSc (Hons) in Health and Social Studies (Level 8) BSc Inclusive Practice for Special Needs Assistance (Level7) BSc in Applied Approaches to Childhood Autism (Add on Level 7) BSc (Hons) In Inclusive Practice (Add on Level 8)	2025	2028
Collaborative Provision – ATU Donegal ATU AWARD	IBAT College/GUS	MSc in Business Management (Level 9) MSc in Marketing (Level 9) MSc in Strategy, Enterprise and Innovation (Level 9) MA in UX Design and Applied Innovation (Level 9) Certificate in Access for Higher Education	2023	2026
Joint Award	ATU and the University of Galway.	MSc Medical Technology Regulatory Affairs (Level 9) Postgraduate Certificate in Medical Technology Regulatory Affairs (Level 9) Postgraduate Diploma in Medical Technology Regulatory Affairs. (Level 9) Higher Diploma in Medical Technology Regulatory Affairs and Quality (Level 8)	2019	2024
Joint Award	University of Ulster and ATU Sligo	BSc Hons Biomedical Science (ATU Award) (Level 8) BSc Hons Applied Medical Sciences (Joint Ulster/ATU Award) Online (Level 8) BSc Hons Biomedical & Bio-industrial Sciences (ATU award) Online (Level 8) BSc Hons Biomedical Sciences (Ulster award) (Online) (Level 8)	2019	Ulster engaging with IBMS for planned revalidation in 2025-2026

Joint Award	Ghent University (BE), University of Pierre and Marie Curie (FR), University of Western Brittany (FR), University of the Algarve (PT), University of Oviedo (ES), ATU Galway-Mayo (IE), University of the Basque Country (ES), Polytechnic University of Marche (IT), University of Bergen (NO)	International MSc in Marine Biological Resources (Level 9) http://www.imbrsea.eu/	2018	2028
Joint Award	Ghent University (BE)	Programme titles and links to publications Postgraduate Cert in Blue Resources for the Blue Economy (Level 9)	2021	2025
Consortium-led Apprenticeship - Manufacturing Engineering Apprenticeship ATU Galway-Mayo is the academic coordinating provider.		Collaborating providers include: Munster Technological University (MTU) Technological University of the Shannon (TUS) Technological University of Dublin (TUD)	2017	2026

Collaborative Provision	Europus Teo	Ard-Diplóma i nGaeilge Fheidhmeach agus Aistriúchán (Level 8) Higher Diploma in Applied Irish and Translation (Level 8) https://www.gmit.ie/humanities/ard-dioploima-i-ngaeilge-fheidhmeach-agus-aistriuchan	2014	2025
Collaborative Provision	Mountbellew Agricultural College	BSc in Agriculture and Environmental Management (Level 7) BSc (Hons) in Agriculture and Environmental Management (Level 8) BBus in Rural Enterprise and Agri-Business (Level 7) BBus (Hons) in Rural Enterprise and Agri-Business (Level 8) BEng in Agricultural Engineering (Level 7) BEng (Hons) in Agricultural Engineering (Level 8)	2014	2024
Collaborative Provision	ThermoKing Europe / Robotics	BEng in Automation and Robotics (Level 7)	2021	2025

Collaborative Provision	Unitherm / SEAI	Certificate in Heat Pump installation, commissioning, Maintenance and Servicing (Level 6)	2023	2028
Collaborative Provision	Creative Enterprise West (CREW), Greasan na Meán (Skillnet)	Certificate in Creative Entrepreneurship & Enterprise Development (Level 9) Certificate in Media Practice (Level 8)	2021	2025
Joint/Double Award	ATU Sligo and Tianjin University of Technology & Education	BEng in Electronic & Computer Engineering (Level 7) BEng (Hons) in Electronic & Computer Engineering (Add-On) (Level 8)	2019	2026
Collaborative Provision	Insurance Institute of Ireland (III)	Certificate in Insurance Product Advice (Level 7) Certificate in Insurance Practice (Level 7) Certificate in Climate Risk for Financial Services Professionals (Level 7) Higher Diploma in Business in Insurance Management (Level 8)	2019	2025
Collaborative Provision	Life Insurance Association (LIA)	Certificate in Professional Financial Advice (Level 7) Certificate in Credit Union Operations (Level 7) Certificate in Retirement Planning Advice (Level 7) Certificate in DC Pension Scheme Trusteeship (Level 7) Single Subject Certificate in Sales and Customer Service for Insurance and Financial Products Postgraduate Diploma in Business and Financial Planning (60 ECTS) Postgraduate Certificate in Financial Planning (30 ECTS)	2020	2026
Collaborative Provision	Consortium led Apprenticeship - ATU Sligo is academic co-ordinating provider	Higher Certificate in Business in Transport Services (Level 6)	2022	2025
Consortium led Apprenticeship - ATU Sligo is academic co-ordinating provider		Bachelor of Arts (Hons) in Insurance Practice (Life / General) Level 8	2016	2021

Table 4: List of Collaborative Provisions.

The Quality Office has expanded its role in supporting faculty and other functions in managing their academic agreements and partnerships. Review and support is provided to prepare Memorandums of Understanding (MOU), Consortium Agreements, Articulation Agreements, etc.

The Collaboration and Partnerships Committee of UPT continued to meet in 2024/25 to review proposed partnerships and recommend them for approval to UPT and the Academic Council, respectively.

Work was undertaken to develop an internal staff accessible repository to support those involved in academic collaborations, including access to internal and external policies, templates and two registers:

(i) ATU agreements signed since April 2022 and (ii) active Legacy agreements, so far as is known. This will be in operation for 2025/26 and will continue to evolve.

QA Education and Training

Significant training was provided by the various functions under the VP Academic Affairs and the Registrar /Registrar and Chief Academic Officer to support QA activities across the ATU during the review period. The training was provided primarily by the Assistant Registrars, Quality Office Staff, CINNTE steering group, and the Academic Integration System team. Table 5 lists the key training activities conducted.

The focus of training was on the operation and implementation of procedures, particularly for deferrals, impaired performance, deadline extension, etc., which were rolled out in relation to the revised ABI. These will be ongoing for the next academic year to ensure equity of the student experience and to reassure staff during a period of significant restructuring and change.

Number of Training Activities led by the VP Academic Affairs and Registrar Function 2024/25				
No	Date	Title	Delivered By	Delivered To
1	21 August 2024	Banner: Conferring Refresher Training	Quality Office	Faculty Administrators

2	05 September 2024	Banner: Conferring Refresher Training (St. Angela's)	Quality Office	Faculty Administrators
3	09 September 2024	RPL Mentoring and Assessment	RPL Office and Carmel Brennan	HoDs and Academics
4	9 September 2024	RPL Mentors & Assessors	AR QA Research	Academic Staff & HoDs
5	11 October 2024	Online GURU Training	GURU Integration Support Team	All Staff in St. Angelas & Donegal
6	17 October 2024	Document Control training	AR Policy and Standards	ATU Document Controller
7	04 November 2024 to 14 November 2024	CINNTE Review Visit Briefing with various Academic Staff Groups. Multiple sessions	Jacqueline O'Toole / Michele Glacken	Staff Session briefing
8	21 November 2024	External Examiner Training	AR Policy and Standards	New External Examiners
9	11 December 2024	GURU Training	Quality Office / Aodhmar Cadogan	HoDs and faculty administrators
10	11 December 2024	GURU and External Examiner Management training	AR Policy and Standards	ATU Heads of Department and Administrators
11	28 January 2025	Marks and Standards and	AR Policy and Standards	All Staff

		Operation of Exam Boards		
12	29 January 2025	Marks and Standards and Operation of Exam Boards	AR Policy and Standards	All Staff
13	31 January 2025	Marks and Standards and Operation of Exam Boards	AR Policy and Standards	All Staff
14	11 February 2025	Student Union training for ATU Marks and Standards	AR Policy and Standards, AR Programmes AR QA Research	All SU officers
15	07 May 2025	Marks and Standards and linked Procedures and Application Forms	AR Policy and Standards	Disability Learning Support Services
16	28 May 2025	Marks and Standards / Exams Board training	AR Policy and Standards AR Compliance	Faculty managers and Administrators
17	03 June 2025	Mark and Standards / Exam Board Briefing	AR Policy and Standards	All Staff

Table 5: List of training activities for 2024/2025.

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

1.0 QUALITY IMPLEMENTATION AND DEVELOPMENTS

1.1 Strategic QA Updates

Development of a Quality Assurance and Enhancement Framework

The total number of approved documents in the repository rose from 51 on 31 August 2024 to 142 by 31 August 2025. The data shows a rapid increase in overall activity as the framework evolves.

Significant progress was achieved in relation to drafting and approval of new procedures (20) for Examination Regulations, Operation of Exams Boards, Impaired Performance, Deferrals, Extension to Deadlines, Review/Appeal of results, Disciplinary and Academic Misconduct, Management of Changes to Programmes/Modules and Programme re-assignment, Student Fitness to Practice, and three procedures to support the QA for Research Degrees. New award standards were approved, including ones for Pharmacy and Veterinary Medicine and Surgery.

As the framework moves toward a level of maturity, revisions to existing policy (6) and procedure (4) are increasing, and the approval of forms (38) and worksheets (5). The number of forms also increased substantially from 11 to 61, as a direct consequence of new procedures. This is a mixture of automated Web App forms with very high volume and forms in Word format that can be completed offline.

This is significant, as many of the core applications students use now use a singular, aligned form, and the legacy ones have been obsoleted. The breakdown by document type is shown in Figure 14.

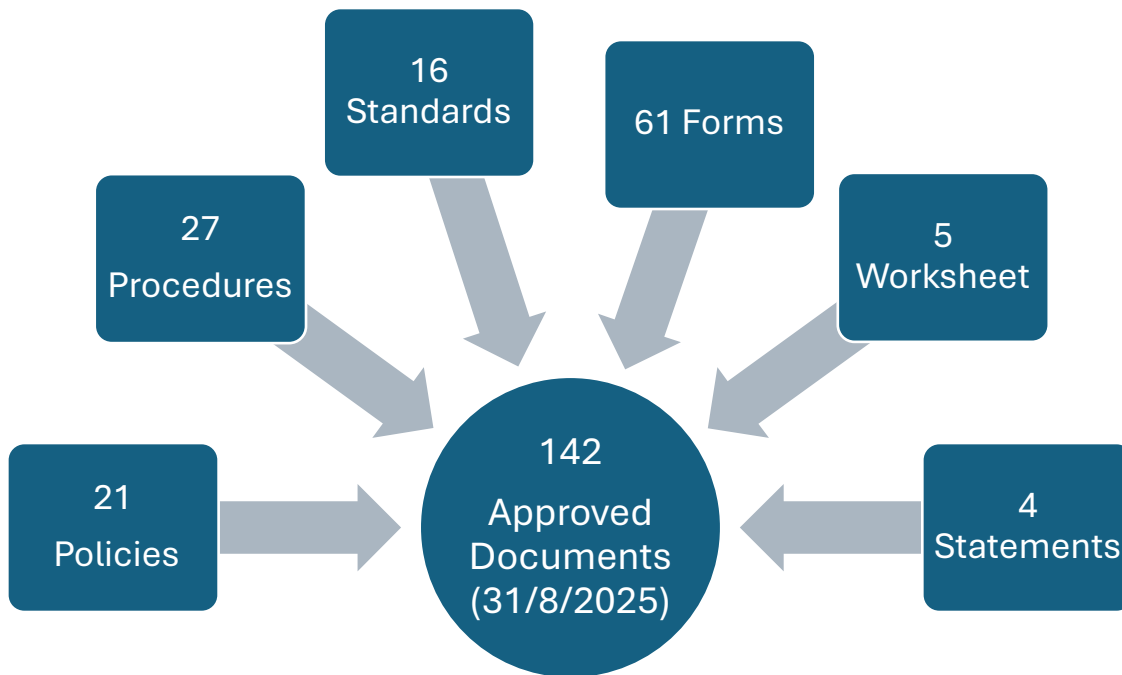


Figure 14: Number and type of document in the AQAE Framework documents (31 August 2025)

Other improvements in the review period include:

- The appointment of a document controller to maintain the staff portal, student portal, website and issue communications to staff.
- Improvement to the searching tool and addition of training videos
- Creation of a Student Hub

See page 17 for a complete list of Policies and Procedures currently approved by the institution.

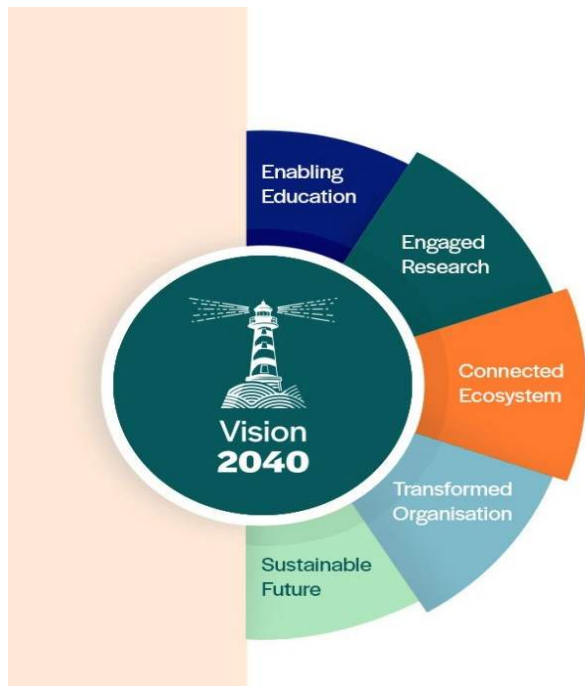
Strategic Planning

ATU completed its first strategic plan in Q2 2024, which runs through 2028.

Figure 15 shows the five themes which form the backbone of the plan.

- Enabling Education for Student Success
- Engaged Research with Impact
- Connected Ecosystem at regional, national and international levels

- Organisational Transformation
- Sustainability for the Future



Our Guiding Lights

The Strategic Plan is built around five Guiding Lights.

Enabling Education, Engaged Research and a **Connected Ecosystem** are underpinned by **Organisation Transformation** and viewed through the lens of **Sustainability for the Future**.

These Guiding Lights build on the university's vision statement, mission and values and are the themes which underpin the structure of this plan.

Vision 2040

Vision 2040 describes ATU in the year 2040, as it approaches the end of its second decade. For each of the five Guiding Lights, it projects a longer-term context for this strategic plan in setting our strategic objectives from 2024 to 2028.

Figure 15: Five Guiding Lights in the ATU Strategic Plan

Development of a Quality Assurance and Enhancement Framework

In the review period, more progress has been made towards developing the complete Quality Assurance & Enhancement (QAE) framework, i.e., a set of unified Policies and Procedures for the University. Led by the QAE Team, this year's work focused on developing further policies in programme management, academic integrity, admission, research, and collaborative provision.

A key policy about standardised admissions was approved. Nine new policies were approved, compared to 10 in the previous period, and three revisions to previously approved policies. In addition, new (3) and revised (2) procedures were approved. Award standards (12) and forms (8) to support the implementation of procedures were approved.

ATU Policy and Procedure Repository is accessible to all staff and continues to evolve to improve ease of use and accessibility

Table 6 showing the number of AQAE Framework Documents Approved in 2022/23, 2023/24 and 2024/25 by document type and whether they were new or revised

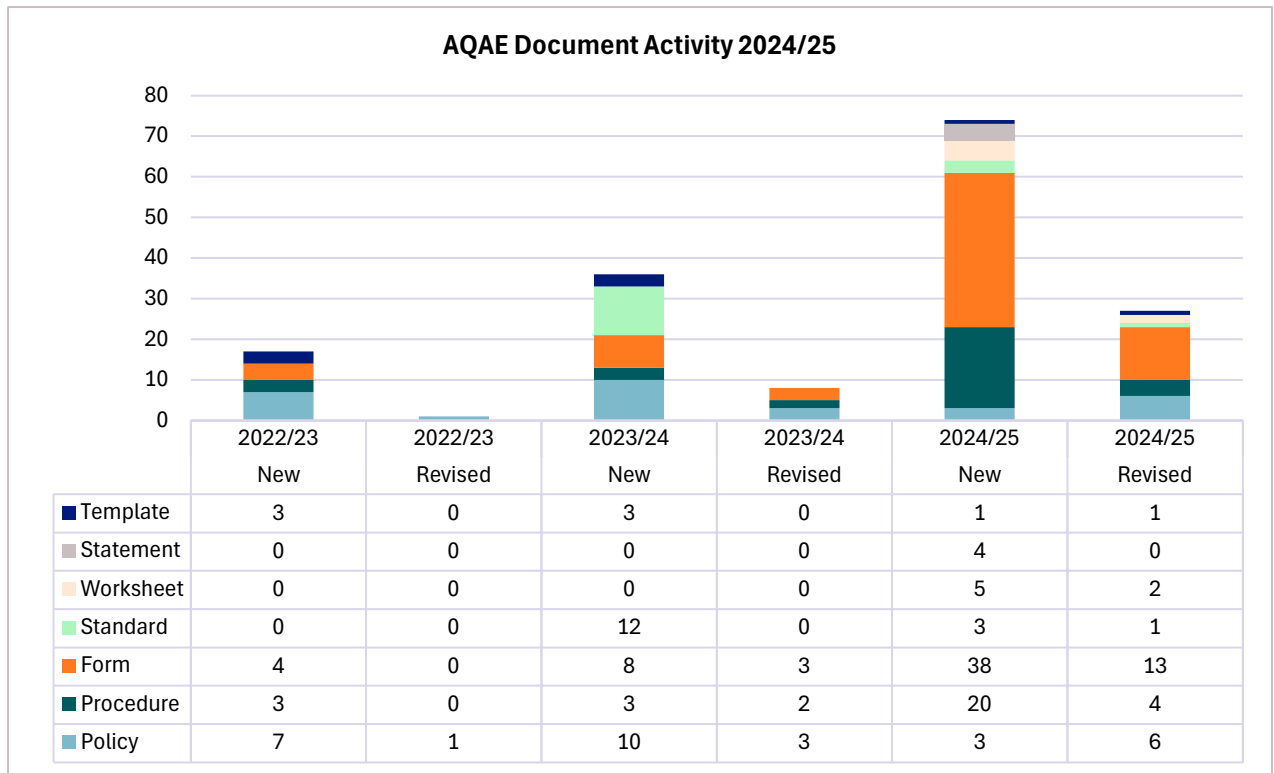


Table 6: AQAE Framework Documents Approved.

1.2 Update on Planned QA Objectives identified in the Previous AQR

No.		Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable	Update on Status Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.
1		Structures as per “Organisational Transformation” Strategic” Key Theme	<p>During the period September 2024 – December 2025, ATU, supported by external consultants, embarked on Phase 2 – detailed organisation design. This phase was designed to support alignment with ATU’s first strategic plan and to build on the progress made during Phase 1.</p> <p>The key priorities of Phase 2 are:</p> <ol style="list-style-type: none"> 1) Implementation of the Organisation Design (OD): Dedicated focus to support the implementation of the new Senior Leadership Team (SLT) structure. 2) Implementation of an Academic Operating Model based on the agreed Faculty/School/Department structure. Specific focus on the design of academic schools, which will be based on more than one university campus. 3) Professional Management & Support Staff (PMSS) Design. Dedicated focus on supporting the continued implementation of the university-wide PMSS functions. 4) Assist the President and ATU’s communication function in the development of a Communication Plan to support the implementation of the detailed organisation design.

			<p>5) Establishment of a Transformation Management Office (TMO)</p> <p>During the 2024/2025 academic year, the following elements of Phase 2 were completed:</p> <p>Structure agreed for the Senior Leadership Team (SLT) comprising four Faculty Deans and six Chief Officers.</p> <p>Commencement of recruitment process for SLT with Registrar & Chief Academic Officer, Chief Officer Research, Innovation & Engagement and the Deans of the Faculties of Engineering & Computing and Business appointed by September 2025.</p> <p>Recruitment of remaining SLT roles to be completed during the 2025/26 academic year.</p> <p>Agreed three-tier faculty structures comprising university-wide discipline-focused schools and departments introduced from September 2025.</p>
2		<p>Development of Policies and Procedures Relating to PG Research Students – as per “Engaged Research for Impact” Strategic Key Theme</p>	<p>As part of the development of a Quality Assurance Framework for ATU-approved AQAE011 Research Degree Policy. This policy articulates the principles and processes that underpin Level 9 and Level 10 awards on the NFQ.</p> <p>The policy provides a framework for ensuring that research is of the highest quality and meets the requirements articulated by the wider academic community and relevant professional bodies.</p>

			<p>The policy establishes the parameters for awarding research degrees at ATU, including planning research degree projects, supervision, and progression to attain a relevant award.</p> <p>It outlines the principles that guide and underpin research degree monitoring, progression, and assessment and describes key roles and responsibilities.</p>
3		<p>Students Union Merger Consultation as per as per “Organisational Transformation” Strategic” Key Theme</p>	<p>A total of 21 meetings with USI representatives were held during the timeframe of the report, leading to</p> <ul style="list-style-type: none"> • Update to the SU constitution. • Discussions on staff and officer structures <p>Agreement on the establishment of a staff working group to identify areas of student support</p> <p>Work with incoming SU Presidents will continue with a view to;</p> <ul style="list-style-type: none"> • Complete transition to a singular Students’ Union • Formalise collaboration through the formulation of Partnership agreement • Create framework for internal collaboration -ATUSU Constitution

Table 7: Planned QA Objectives.

Reviews planned for Upcoming Reporting Periods

Unit to be reviewed	Date of planned review	Date of last review
No Reviews Planned	N/A	Dates varied for legacy institutes

1.3 Governance and Management

1.3.1 Governance Meetings Schedule

Body	Meeting dates 2024-2025
Academic Council	13 th September 2024 25 th October 2024 6 th December 2024 7 th February 2025 11 th April 2025 13 th June 2025
Governing Body	2 nd September 2024 7 th October 2024 4 th November 2024 9 th December 2024 17 th February 2025 31 st March 2025 12 th May 2025 23 rd June 2025

Table 8: Governance Meeting Schedule 2024-2025.

1.3.2 Leadership and Management Structural Developments

Title	Grade	FTE
Academic Systems Integration Project Manager	CSM	1
EDI Lead	CSM	1
Research Finance and Compliance Manager	CSM	1
Research Programmes Manager	CSM	1
Governance & Compliance Manager	CSM	1
Nordic Bridge Project Manager	CSM	1
Head of Department, Mechanical and Industrial Engineering	CSM	1
Education Outreach Manager BORMAC Cluster - Central Services Manager	CSM	1
Technology Gateway Manager	CSM	1
Academic Affairs Manager (Academic Planning, Reporting and Systems)	CSM	1
Chief Officer Registrar and Academic Affairs	Exec VP	1
Chief Research Officer	Exec VP	1
Head of Facilities and Sustainability	PO	1
Head of Department - Health & Nutritional Science	SLII	1
Head Of Department – Civil Engineering and Construction	SLII	1
Head of Department of Business & Accounting	SLII	1
Head of Department of Veterinary Medicine	SLII	1
Head of Department of Engineering Apprenticeships	SLII	1
Head of Department – Building & Civil Engineering	SLII	1
Head of Department – Heritage, Tourism, Languages and Humanities	SLII	1
Head of Department of Civil Engineering and Construction	SLII	1
Veterinary Medicine Programme Development Lead	SLII	1
Head of Faculty Engineering and Design	SLIII	1

Table 9: Leadership and Management Structure.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Review

Expert Review Teams/Panels¹ involved in IQA

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/ Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	43				43		
<i>of those:</i>							
On-site processes	0				0		
Desk reviews	0				0		
Virtual processes	43				43		
Average panel size for each process type*	5						

Table 10: Expert Review Teams/Panels involved in IQA.

ii) Composition of Expert Review Teams/Panels involved in IQA

Type of Expert/Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other or Unspecified			UK, incl NI	Other European	Outside of Europe	Similar	Different
Chair	43	28	15		29	13	1	0	0	41	2
Secretary	43	15	28		43	0	0	0	0	43	0
Academic/Discipline	68	37	31		22	30	13	2	1	32	36
Student Representative	23	23	0		23	0	0	0	0	23	0
QA	43	15	28		43	0	0	0	0	43	0
Teaching and Learning	0	0	0		0	0	0	0	0	0	0
External Industry/Third Mission	35	20	15		0	30	4	1	0	0	35

Table 11: Composition of Expert Review Team/Panel.

2.0 IQA SYSTEMS – ENHANCEMENTS AND IMPACTS

Communication of New Policies and Procedures

A staff portal was developed in 2024 to store all ATU policies and procedures and make them accessible to all staff. The repository continues to evolve to enhance accessibility and the user experience.

New and amended documents are also communicated to all staff via email.

Relevant policies are available to students via the [ATU Student Hub](#) and the public via [ATU.ie](#).

Extensive bespoke communication and training were rolled out across the University, with training tailored to faculty management, academic staff and students, as appropriate.

Institutional Review – CINNTE

Preparatory work for the CINNTE Review process commenced in 2022-2023, led by the Vice President for Quality Assurance and Registrar. The Academic Council approved a Steering Group structure representative of the geographical distribution of our multi-campus network (see Figure 12).

	Galway-Mayo College	Sligo College	Donegal College
Academic Staff	4	4	4
Academic Managers *	3	3	3
Functional Leads **	4	4	4
Students	3	3	3

Nominations from staff at St. Angela's College will also be sought for each of the four staff/student areas listed above.

Figure 12: Membership of CINNTE Steering Group

The key dates for the CINNTE review have been approved by QQI, as shown in Table 13 below

Key Actions	Key Dates
Review team profile submitted to QQI	TBC
Institutional Profile submitted to QQI	TBC
Institutional Self Evaluation Report submitted to QQI	18 June 2024
Reviewer training conducted online	TBC
1 Day Planning Visit held virtually (attended by Chair and Coordinating Reviewer)	14 September 2024
Atlantic Technological University (ATU) Main Review Visit	11-15 November 2024
Draft report sent to Atlantic Technological University (ATU) to comment on factual accuracy	7 February 2025
Atlantic Technological University (ATU)'s factual accuracy comments sent to QQI	21 February 2025
Institutional response to report submitted to QQI	14 March 2025

Table 13: Key dates for the ATU CINNTE Review Process.

The first meeting of the Steering Group was held in June 2023, during which terms of reference and a governance/management structure for the CINNTE Review process were agreed upon.

This inaugural meeting also discussed a proposed structure for the Institutional Self-Evaluation Report (ISER) and Institutional Profile (IP).

The Institutional Profile was noted by the Governing Body on March 25th, 2024, approved by the Academic Council on **April 19th, 2024**, and forwarded to QQI on **April 26th, 2024**.

The International Review Team visited the ATU Sligo campus between the 11th and 15th November 2024.

See Figure 16



Figure 16: CINNTE Institutional Review Overview.

The overarching theme for the institutional review of a newly formed technological university is: ensuring a forward-looking perspective.

Review Objectives

Enhancing academic quality and excellence should be a key goal of each newly formed technological university. It is recognised that these new institutions will need to move from an implicit strategy based on the sum of the dissolved institutions to a common global mission, strategy and goals, and that it will take time to maintain an institution-wide quality assurance system and to implement institution-wide procedural change.

The objectives for the CINNTE Review are framed within this context. Whilst the review process will be forward-looking, it must also ensure trust through transparency and commitment to a culture of quality assurance.

OBJECTIVE 1

To review the effectiveness and implementation of the QA procedures of the new technological university through consideration of the procedures set out in the annual quality report submitted by the university.

The scope of information on quality assurance in the annual quality report (AQR) or otherwise reported includes reporting procedures, governance, and publication.

It is recognised that the procedures governing quality assurance in the dissolved institutions may not be unified in a single document at the time of submission of the AQR and/or during the review process. There may, therefore, be several individual procedures set out in the AQR that reflect former institutional approaches, and supplementary information may be requested by the review team in the form of documentation or interviews in advance of, or during, the review process

The relevant outcomes of the last review of the former institutions should be addressed and resolved, and the development of the new unified quality assurance system, in place since the establishment of the new institution, should be evaluated. The review team will also consider the effectiveness of the AQR, and institutional self-evaluation report (ISER) processes implemented across the new technological university.

The scope of this objective also extends to the technological university's overarching approach to assuring itself of the quality of its research degree programmes and research activities in the context of its establishment as a new institution, and to the effectiveness of the procedures for the quality assurance of its collaborations, partnerships and overseas provision.

OBJECTIVE 2

To review the enhancement of quality by the technological university through governance, policy and procedures.

In the new technological university, institution-wide governance, policy, procedures, mission, goals and targets for quality may not be fully established at the time of the review. In this context, the process – and progress – towards developing these elements will be evaluated, and the methodology and design of quality assurance, as well as transitional governance approaches, will be considered.

OBJECTIVE 3

To review the effectiveness and implementation of procedures for access, transfer and progression.

Review Criteria

Criteria for Objective 1

The review report will include a specific qualitative statement on the effectiveness of the new institution's quality assurance procedures and/or the extent of their development and/or implementation.

The report will also include a specific statement on the extent to which the quality assurance procedures can be considered as compliant with the European Standards & Guidelines (ESG) and as having regard to QQI's statutory Quality Assurance Guidelines (QAG).

The criteria to be used by the review team in reaching conclusions for this objective are:

- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015)
- QQI Core Quality Assurance Guidelines;

-
- [QQI Sector Specific Quality Assurance Guidelines for Universities and Other Designated Awarding Bodies](#);
 - The technological university's own objectives and goals for quality assurance, where these have been determined.

Where appropriate and actioned by the institution, additional QQI guidelines may be incorporated:

- [Topic Specific Quality Assurance Guidelines developed by QQI for Providers of Statutory Apprenticeship Programmes](#)
- [Topic Specific Quality Assurance Guidelines developed by QQI for Providers of Research Degree Programmes](#)
- National Framework for Doctoral Education

Criteria for Objective 2

The Review Report will include a specific qualitative statement on the enhancement of quality by the institution through governance, policy, and procedures. This statement may be accompanied by a range of ancillary statements and recommendations in reference to this objective in the context of the newly formed institution. If identified, innovative and effective practices for quality enhancement will be highlighted in the

The criteria to be used by the team in reaching conclusions for this objective are:

- The new institution's distinct mission and vision, or the plans and process in place for their development.
- The goals or targets for quality identified by the institution and/or the plans or process in place for their development.
- Additional sources of reference identified by the institution.

Criteria for Objective 3

The report will include a qualitative statement on the extent to which the current procedures implemented in the new institution align with QQI Policy on Access, Transfer, and Progression.

- Key questions to be addressed by the review for each objective in the context of the new institution:
- How is a new unified quality assurance system planned for and developed?
- How are quality assurance procedures and reviews being implemented in the new institution?
- What transitional quality assurance arrangements have been put in place? What reflections would the institution make on these?
- Who takes responsibility for quality and governance of quality assurance in the newly established, multi-campus, geographically spread institution?
- How effective are the current internal quality assurance procedures of the institution?
- How transparent, accessible and comprehensive is reporting on quality and quality assurance across the institution? What documentation and supporting information is available?
- How is quality promoted and enhanced?
- Are there effective innovations in quality enhancement and assurance?
- How is the new university developing a common mission, strategy and goals for quality?

The ISER Self-Evaluation report was completed and submitted to the QQI in June 2024

The review team visit the institution during the week of 11th November 2025. Membership of the external review team is outlined [here](#).

ATU received the preliminary report in February 2025 to complete a factual accuracy check and returned a response to the Qi in March 2025. QIO published the final report in April 2025. ATU welcomed the findings from the report, wherein we received 6 commendations and nine recommendations.

TOP 5 COMMENDATIONS

1. The review team commends ATU on the thoroughness of the ISER and its supporting documentation, which details the comprehensive approach taken overall to quality assurance and enhancement at a time of change and integration consultation and engagement in the production of the ISER and the new policy framework, which has been broad and deep.
2. The review team commends ATU for the effectiveness of its student support services. These include the proactive approach of its disability services, induction initiatives for mature students and neurodiverse students that aid a smooth transition into university life and the effective use of students through peer-assisted learning initiatives online and in person.
3. Also commended is the ATU Global Team's comprehensive support, including providing priority accommodation schemes, airport pickups, and tailored inductions.
4. The review team commends ATU for the effectiveness of its student support services. These include the proactive approach of its disability services, induction initiatives for mature students and neurodiverse students that aid a smooth transition into university life and the effective use of students through peer-assisted learning initiatives online and in person. Also commended is the ATU Global Team's comprehensive support, including providing priority accommodation schemes, airport pickups, and tailored inductions.
5. The review team commends ATU for fostering diverse and effective external partnerships with a range of stakeholders, including regional bodies, employers, collaborative education partners and Professional Statutory and Regulatory Bodies (PSRBs).
6. The review team commends the collegiality of ATU's staff and students and the commitment to the common
7. The purpose of ATU, which was evident throughout the review visit.

TOP 5 RECOMMENDATIONS

1. Effectiveness of Processes to capture and act upon Student Feedback and the Student Voice. 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.
2. Effective Use of Data to Inform Decision Making in QA/QE- 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.
3. Students Union - The review team 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.
4. Systematic Learning from Good Practice - The review team recommends that ATU clarify processes for commissioning enhancement activity against its strategy, evaluating it and turning it into common practice in teaching and learn

The appointment of Deans and the formation of university-wide Schools should ensure a more strategic examination of new proposals and consideration of the feasibility of existing programmes.

A quality implementation plan was submitted to the Academic Council for approval on 17 October 2025. approved, and it was submitted to the QI on the 31st of October 2025. See Appendix 1

New Programmes

Figures 17 and 18 below outline a range of new programmes approved by Academic Council during the timeframe of the report



Figure 17: New Programmes Approved by Academic Council in 2024/25 by Award Type

Table 12 provides a list of awards approved by Academic Council during 2024/25.

Programme	Level	ECTS	Award Type	Embedded Awards
Master of Pharmacy	9	330	Major	Bachelor of Science (Honours) in Pharmacy
Bachelor of Veterinary Medicine and Surgery	9	300	Major	Bachelor of Science (Honours) in Veterinary Science and Welfare Bachelor of Science in Veterinary Science and Welfare Higher Certificate in Veterinary Science and Welfare
Master of Science in Digital Professional Accounting	9	90	Major	Postgraduate Diploma in Science in Professional Accounting

Programme	Level	ECTS	Award Type	Embedded Awards
Master of Science in Business Analytics	9	90	Major	Postgraduate Diploma in Business Analytics Certificate in Business Analytics
Master of Arts in Education Practice	9	90	Major	Certificate in Education Practice
Master of Engineering in Fire Safety Engineering	9	90	Major	Postgraduate Diploma in Fire Safety Engineering
Master of Business in Professional Practice in Management and Development Studies	9	90	Major	Postgraduate Diploma in Professional Practice in Management and Development Studies
Master of Science in Sustainability and Climate Reporting	9	90	Major	Postgraduate Diploma in Industrial Sustainability and Carbon Reporting Postgraduate Certificate in Carbon Management and Reporting Postgraduate Certificate in Sustainability and Global Systems
Master of Science in Sustainable Supply Chain Operations	9	90	Major	Postgraduate Diploma in Sustainable Supply Chain Operations
Bachelor of Science (Honours) in Physiotherapy	8	240	Major	Bachelor of Science in Physiotherapy Higher Certificate in Science in Physiotherapy Studies
Bachelor of Science in Fire Safety Engineering	7	60	Major	Advanced Certificate in Fire Safety Engineering

Programme	Level	ECTS	Award Type	Embedded Awards
				Certificate in Fire Safety Engineering
Postgraduate Certificate in Applied AI in Supply Chain Management	9	30	SPA	
Certificate in Applied Industrial Research	9	10	SPA	
Certificate in Researcher Professional Development	9	10	SPA	
Certificate in Blanket Peatland Restoration	9	10	SPA	
Certificate in Epidemiology Applications for Health and Sustainability	9	6	SPA	
Certificate in Power Systems Dynamics and Control	9	5	SPA	
Certificate in Fundamentals of Modern Energy Storage Solutions	9	5	SPA	
Certificate in Decarbonising Energy Production	9	5	SPA	
Certificate in Monitoring Agri-Environment Schemes	9	5	SPA	
Certificate in Scientific Research Integrity	9	5	SPA	
Certificate in Advanced Therapy Medicinal Products (ATMP) Development and Manufacturing	9	5	SPA	
Certificate in Advanced Data Analytics for Biopharmaceutical Manufacturing	9	5	SPA	
Certificate in Regulatory Training for Advanced Therapy Medicinal Products (ATMPs): Understanding Ma	9	5	SPA	

Programme	Level	ECTS	Award Type	Embedded Awards
Bachelor of Science (Honours) in Inclusive Practice	8	60	Major	
Certificate in Motor Insurance	8	10	SPA	
Certificate in Liability Insurance	8	10	SPA	
Certificate in Machine Vision for Industry	8	5	SPA	
Certificate in Industrial Control Systems	8	5	SPA	
Certificate in Industrial Robotics	8	5	SPA	
Certificate in System Integration	8	5	SPA	
Certificate in Climate Risk for Financial Services Professionals	7	10	SPA	
Certificate in Building SAFER Communities: Using evidence-based community action to reduce alcohol harm	7	10	SPA	
Certificate in Commercial Property & Business Interruption	7	5	SPA	
Certificate in Personal General Insurance	7	5	SPA	
Certificate in Commercial General Insurance	7	5	SPA	
Certificate in Healthcare Insurance	7	5	SPA	
Certificate in QFA Life Assurance	7	5	SPA	
Certificate in QFA Pensions	7	5	SPA	
Certificate in QFA Investment	7	5	SPA	
Certificate in QFA Loans	7	5	SPA	
Certificate in QFA Regulation	7	5	SPA	

Programme	Level	ECTS	Award Type	Embedded Awards
Certificate in Inclusive Support and Care in Education for Special Needs Assistants	6	30	SPA	
Certificate in Introduction to Blanket Peatland Restoration	6	10	SPA	
Certificate in Downstream Processing	6	5	SPA	
Certificate in Upstream processing	6	5	SPA	
Certificate in Fill Finish Operations	6	5	SPA	
Certificate in Cleanroom Behaviour in Biopharmaceutical Manufacturing	6	5	SPA	
Certificate in European Perspectives on Early Education: Working in Partnerships	6	5	SPA	
Certificate in Data Analytics in BioPharmaceutical Manufacturing	6	5	SPA	
Certificate in Good Manufacturing Practice	6	5	SPA	
Certificate in Introduction to Quality Control Lab Skills for BioPharmaceuticals	6	5	SPA	

Table 12: New Programmes Approved by Academic Council 2024/25

Figures 19 and 20 below outline a range of new programmes that emerged from Faculties and were approved by the Academic Council during the timeframe of the report

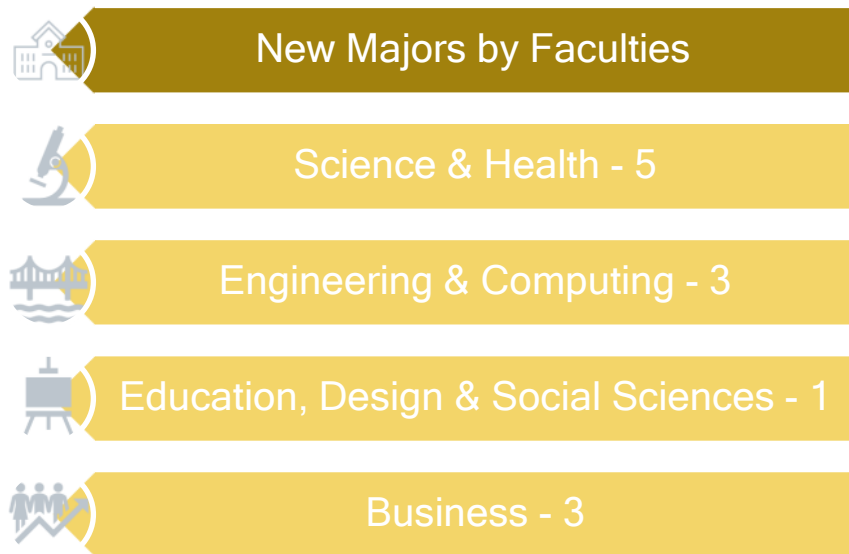


Figure 19: New Programmes Approved 2024/25 by Faculties

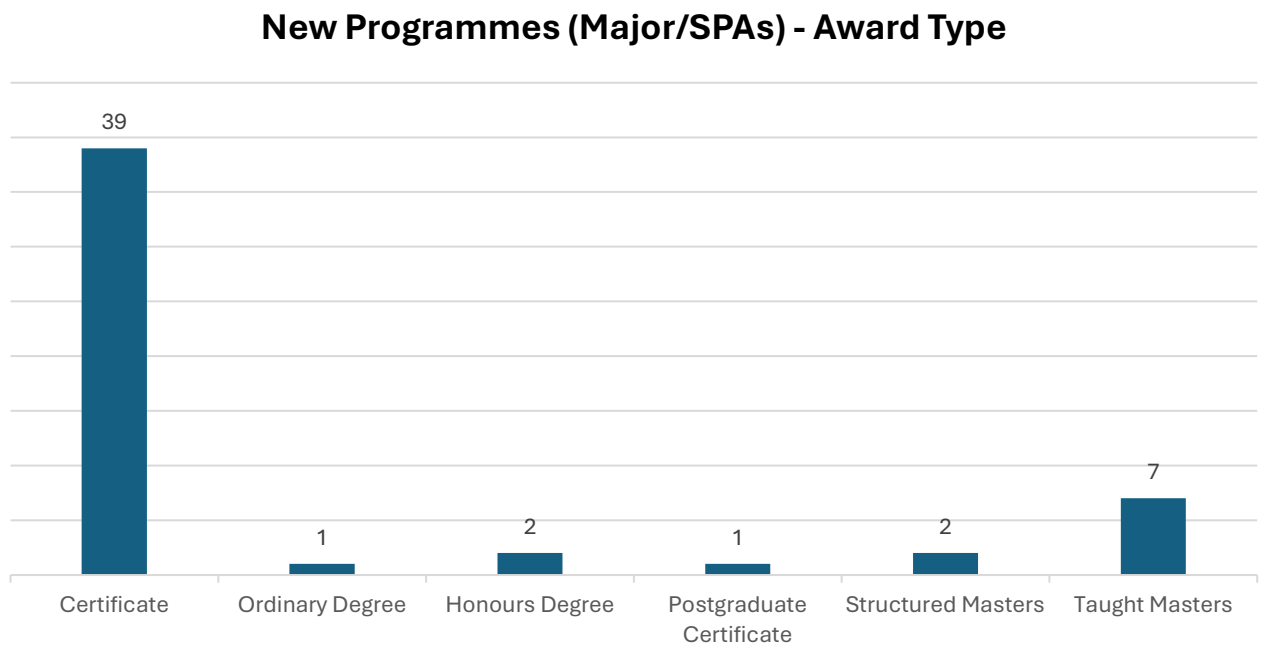


Figure: 20 New Programmes Approved 2024/25 by Interim Faculties

Validations and Reviews

Type*	Number of Validations 2023-24	Number of Validations 2024-25
Doctorate	0	0
Masters	10	9
Higher Diploma	0	0
Bachelor (Hons)	2	2
Bachelor Ab initio	0	1
SPA/Minor/Supplemental Awards	40	40
Total	52	52

*Includes highest award in 'family' of programmes only.

Table 13: Comparison of New Programme Approvals Over Time

A review of validation reports was conducted to identify common themes that could inform enhanced support or training for those developing new programmes.

The 43 new programmes and differential validations undertaken in 2024/25 resulted in 70 conditions and 195 recommendations.

The most common conditions are shown in Table 14

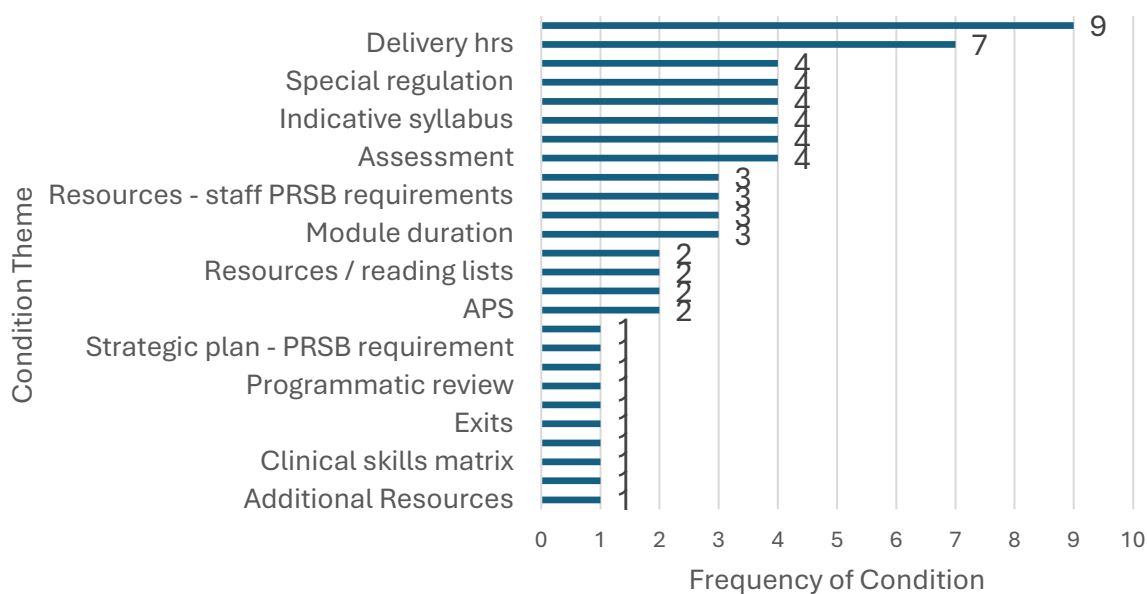


Table 14: Table Validation Report Conditions 2024/25

The details of these conditions/recommendations have been used by the Quality Office to train its staff involved in programme QA and have been summarised on SharePoint for other staff; they will also form part of wider training. Some themes, such as learning outcomes, are recurrent and require additional training/support. This is to be discussed with the Teaching & Learning Centre.

The Revisions to Programmes and Modules Policy guides proposals and approvals for programme/module changes. Major amendments use Differential Validation, which increased slightly compared to last year, while changes of types B, C, and D rose significantly, likely due to the passage of time since programmatic reviews and a better understanding of change processes. Table 12 lists programmes with Differential Validations approved by Academic Council.

Six programmes made two submissions, and three made three submissions within the year. Multiple revisions per year are monitored to prevent a fragmented approach.

No programme that submitted multiple applications met the threshold for further differential validation.

Programme	Level	ECTS	Award Type
Master of Arts in Professional Studies in Special Educational Needs	9	90	Major
Master of Arts in Specific Learning Difficulties	9	90	Major
Master of Arts in Contemporary Innovations in Education	9	90	Major
Master of Health Science in Nursing Studies	9	90	Major
Master of Health Science in Professional Studies	9	90	Major
Master of Engineering in Geotechnical / Structural Engineering Joint Programme	9	90	Major
Master of Engineering in Geotechnical Engineering with Structural Engineering	9	90	Major
Master of Engineering in Structural Engineering with Geotechnical Engineering	9	90	Major
Master of Engineering in Road & Transport Engineering	9	90	Major
Master of Engineering in Automation and Digital Manufacturing	9	90	Major
Master of Engineering in Advanced Manufacturing	9	90	Major
Master of Arts in Teaching and Learning	9	90	Major

Programme	Level	ECTS	Award Type
Bachelor of Science (Honours) in Human Nutrition	8	240	Major
Bachelor of Arts (Honours) in Film and Media Production	8	240	Major
Bachelor of Arts (Honours) in Graphic Design and Illustration	8	240	Major
Bachelor of Arts (Honours) in Fashion Design with Promotion	8	240	Major
Bachelor of Arts (Honours) in Animation	8	240	Major
Bachelor of Business (Honours) in Event Management with Public Relations	8	240	Major
Bachelor of Arts (Honours) in Hospitality Management Practice	8	240	Major
Bachelor of Business (Honours) in Rural Enterprise and Agri-Business	8	240	Major
Bachelor of Engineering (Honours) in Biomedical Design	8	240	Major
Bachelor of Arts (Honours) in English and Psychology	8	180	Major
Bachelor of Arts (Honours) in Hospitality Management	8	180	Major
Bachelor of Science (Honours) in Computer Science	8	180	Major
Bachelor of Engineering (Honours) in Polymer Process Engineering (Add-on)	8	60	Major
Bachelor of Science (Honours) in Nursing (Add-on)	8	60	Major
Bachelor of Arts in Tourism and Hospitality Operations	7	180	Major
Bachelor of Arts in Design (Common Entry) graduating with degree in Animation/ Graphic Design and Illustration/ Fashion Design with Promotion/ Film and Media Production	7	60	Major
Diploma in Sports Coaching	7	60	Major
Certificate in Culinary Skills	6	60	Major

Table 15: Differential Validations Approved by Academic Council 2024/25

The Quality Office and Academic Information Systems & Reporting Offices streamlined validation, standardised programme construction, and improved data accuracy. The Register of University Programmes (RUP) supported consistency across colleges.

Programme definitions now distinguish study mode (full-time/part-time) and delivery method (onsite/online/blended), with changes reflected in the Academic Module Manager (AMM). In summer 2025, AMM data was updated to align with new standards and RUP.

Performance Agreement Indicator 1.5 tracks the percentage of Level 8 major awards with SDG content. EU Green's sustainability goals led to updates to AMM for SDG indicators and descriptions. Staff guidance on SDGs is ongoing.

ATU revised its micro-credential policy in line with QQI's definition, ending the previous approach; current micro-credentials are being reclassified and reviewed.

Web development enabled AMM to update CRM and ATU's website, ensuring programme information and delivery changes appear online promptly.

Research

A sample of the quality assurance initiatives implemented by the Research Office during the timeframe of this report are outlined below

Postgraduate Research Students at ATU are required to complete the taught elements outlined in the AQAE011 Research Degree Policy

The Research Office established protocols for registering students for modules from a menu of 50+ Level 9 research methods modules and 800+ Level 9 modules (5-10 ECTS). Work continues to manage the tracking of ECTS accumulation with BANNER and supported by IT Services to provide access to VLEs not connected to the student's home campus.

Appointment of External Examiners for Postgraduate Research Degree students.

The Research Office adopted an ATU wide approach to the nomination, approval, appointment and payment of all External Examiners for our Postgraduate Research Degrees. This practice aligns with the provisions of AQAE014 Procedure for External Examination and AQAE059 Procedure for the Examination of Research Degrees. ATU appointed 49 External Examiners. The External Examiners are from universities in Ireland, the UK, Spain, Belgium and Australia.

Annual Progress Review for Postgraduate Research Degree students.

During 2024-2025 ATU adopted an online version of AQAE058_002 Annual Progress Report was completed by both students and supervisors from the five cohorts funded under TURISE (n = 59). In addition, non-TURISE students undertook their annual review via legacy procedures. In 2025/26 All students and supervisors will complete AQAE058_002 Annual Progress Report

Teaching and Learning

The Teaching & Learning Centre (TLC) drives transformative education and promotes sustainable learning futures through a dynamic range of programmes and supports that empower educators to be innovative, enhance student learning, and embed excellence in teaching practice.

The Heads of Teaching and Learning lead out on two pillars encompassing the ATU strategic priorities, Compact goals and LTA strategy themes. Pillar 1 is titled *Advancing Excellence in Teaching and Learning* (see 7.1), and Pillar 2 is titled *Transformative Education and Sustainable Learning Futures* (see 7.2).

Advancing Excellence in Teaching & Learning

Centralised Access to Teaching and Learning Support

The Teaching & Learning Centre (TLC) continued to lead the way in advancing high-quality, innovative and inclusive teaching across ATU. The TLC SharePoint site provides a one-stop hub for professional development opportunities, resource sharing, and support services — giving staff easy access to materials on academic integrity, curriculum and assessment design, learning technologies, continuing professional development, and inclusive teaching.

Professional Recognition and Staff Development

The ATU ENGAGE Fellowship Programme has supported 71 staff in gaining Advance HE Fellowships, with a total of 84 fellowship holders at ATU as of June 2025. The programme offers information sessions, mentoring, and guidance to help staff demonstrate their teaching impact under the Professional Standards Framework (PSF) 2023. Notably, ATU is the first Irish university accredited by Advance HE to directly award fellowships through ENGAGE, highlighting its leadership in professional development for both academic and PMSS staff.

Academic Orientation Programme

The Academic Orientation programme continues to run each semester, providing staff with the knowledge and skills to navigate the systems and processes essential to their teaching role. In 2024/25, 84 participants completed the programme in Semester 1 and 66 in Semester 2, for a total of 150 for the year. Since the ATU designation, participation has now reached 315 staff members. Feedback remains overwhelmingly positive, with all participants reporting that the programme has significantly enhanced their understanding and confidence in managing the administrative and operational aspects of their role.

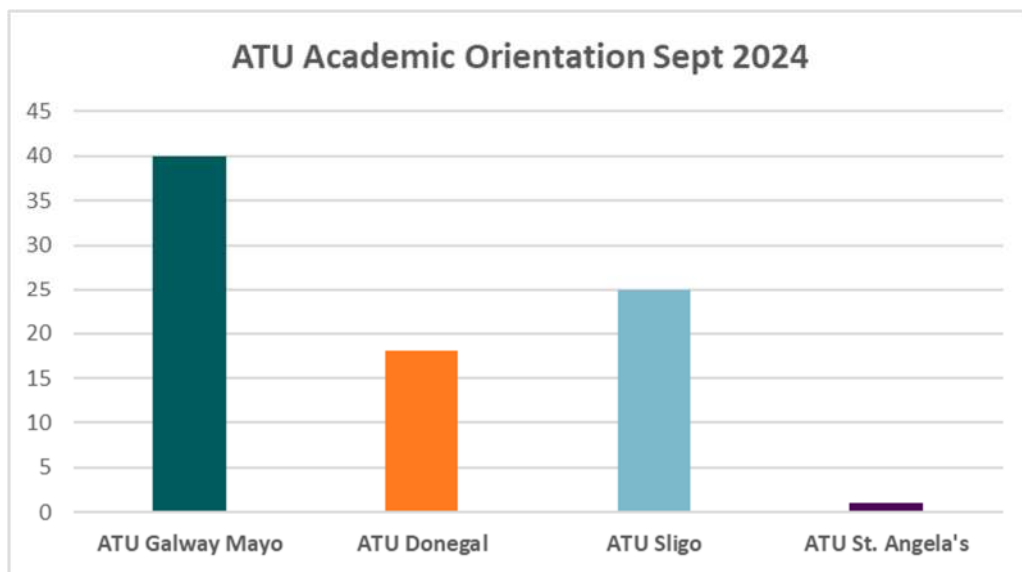


Figure 21: ATU Academic Orientation participants for September 2024.

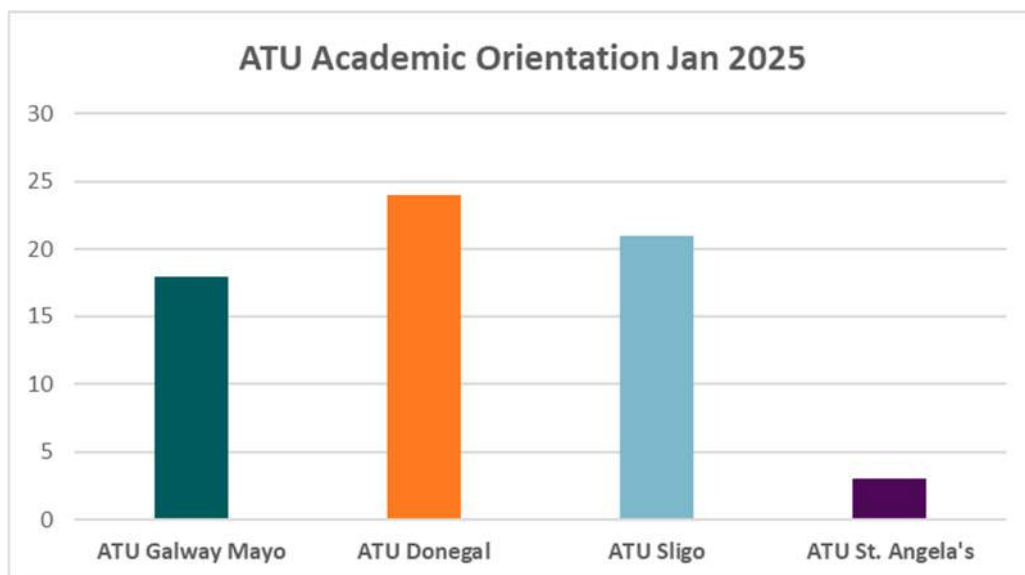


Figure 22: ATU Academic Orientation participants for January 2025.

Academic Integrity continued to be a priority, with monthly training sessions delivered across campuses to ensure staff have the skills to promote ethical academic practice. The introduction of Turnitin Draft Coach empowered students to self-check for similarity, identify missing citations, and improve academic writing before final submission, while Turnitin and Academic Writing Centre resources were integrated into the student SharePoint and Moodle pages.

Leadership in Universal Design for Learning (UDL)

ATU has established itself as a leader in Universal Design for Learning (UDL) through strategic leadership, curriculum innovation, and collaboration. The launch of the ALTITUDE Charter and the work of ATU's UDL Centre of Excellence have promoted inclusive education, national partnerships, staff training, and student engagement. Through structured initiatives, new roles, research, and technology integration, ATU continues to advance UDL and teaching excellence across higher and further education.

- UDL institutional growth and leadership: ATU has shifted from isolated practices to a coordinated, institution-wide UDL approach, marked by national leadership in the ALTITUDE Universal Design Charter involving 27 institutions, and internal governance through dedicated working and steering groups. 12
- Curriculum and staff development: Progress includes inclusive programme audits, development of a UDL postgraduate certificate and master's, delivery of UDL digital badges, and the appointment of a full-time UDL Specialist to support accessibility and training. 3
- Student engagement beyond classrooms: Student-led campaigns using social media and podcasts have raised awareness and contributed to shaping inclusive practices under the ALTITUDE Charter. 4
- Challenges of rapid UDL expansion: The growth of UDL communities across campuses and regional partnerships risks fragmentation, which the planned shared digital resource platform aims to address alongside governance and evaluation tools.

-
- Need for impact measurement: Despite funding for research, ATU requires robust metrics and learner-focused data to demonstrate that UDL initiatives improve student experiences beyond increased activity levels.
 - Advance HE Fellowship integration: ATU's accreditation as the first Irish university for Advance HE Fellowships embeds teaching excellence into institutional strategy, reward systems, and professional development, with over 100 staff awarded across fellowship categories.
 - Fellowship benefits and challenges: Fellowships enhance staff recognition, confidence, and leadership visibility, supported by mentoring and workshops, though awareness and participation challenges remain, addressed through induction and peer networks.

The ATU Teaching and Learning Centre completed three Quality projects of interest during the timeframe of this report

ATU 7 Steps to Programme Design

ATU's programme design uses a 7-step process guided by the Teaching and Learning Centre, academic developers, learning technologists, and the Quality Office. The ATU Curriculum Framework, developed with N-TUTORR and subject experts, integrates key themes such as Sustainability, Academic Integrity, EDI, UDL, Employability, and Digital Transformation.

Each theme is presented under three categories:

- Rationale – Why it matters
- Implementation – How to apply and assess it
- Supports – Key resources

Support includes workshops, a toolkit, and online materials. Steps 4–7 feature targeted workshops: LEGO® SERIOUS PLAY® for aims/outcomes (Step 4), Programme Structure and Mapping with Miro follow-up (Step 5), teaching strategies and digital tools (Step 6), and ABC Learning Design for module planning (Step 7).

Three ATU programmes—MSc in Business Analytics, MSc in Digital Innovation for Sport, and BSc (Hons) in Physiotherapy—have completed this cycle and have been validated.

TLC GenAI Education Program + the annual ATU DigitalEd Conference

Since ChatGPT and Gen AI emerged, higher education has faced significant changes. Institutions are creating new policies to guide staff and students.

While AI offers opportunities to improve learning, it also threatens academic integrity. Traditional assessments, such as essays and online exams, are now more susceptible to students using AI tools to produce non-original work.

The Teaching and Learning Centre (TLC) provides interactive Gen AI workshops upon request at all ATU campuses, engaging over 400 participants in 2025. These sessions promote collaboration and AI literacy.

TLC also hosts the annual hybrid DigitalEd conference on digital education, drawing over 500 online and 100 onsite attendees each year.

ATU Education for Sustainability (ESD) Academy

The ATU Education for Sustainability (ESD) Academy, funded by SATLE and the HEA National Forum, is a partnership between ATU's Teaching and Learning Centre and Centre for Sustainability.

As Ireland's first higher education ESD Academy, it advances sustainable living labs and integrates sustainability, SDGs, climate action, and justice across ATU's curriculum in alignment with the national strategy.

Working with faculties, research centers, and partners, the Academy supports ATU's goal of being an internationally recognised university committed to quality of life and sustainability. Its initiatives welcome staff, students, industry, and educators.

Guided by the 6Cs—Curriculum, Campus, Community, Collaborative Research, Culture, and Care—the Academy promotes lifelong learning for responsible decisions in environmental and social justice.

Equity of Access

Promoting equitable access, participation, and achievement is a main priority for higher education in Ireland and central to the University’s mission. In line with the National Access Plan 2022–2028 (NAP), the University improves systems and services to support entry and progression for underrepresented groups.

The Disability and Learner Support Service (DLSS) assists students with disabilities or special needs; the Access and Widening Participation Service (AWPS) supports those from disadvantaged backgrounds, mature learners, and other underrepresented groups. Both help achieve NAP goals by removing barriers and improving retention.

Outreach, academic guidance, mentoring, and targeted interventions address challenges to access and engagement. Financial aid through government schemes and bursaries reduces economic obstacles.

By tracking NAP KPIs, the University maintains accountability and advances its commitment to inclusion and equity.

Access Programmes

The Certificate in Access for Higher Education and the Certificate in Access Studies are designed to provide participants with an alternative route into the University. On successful completion of these programmes, participants are eligible to apply for undergraduate programmes across the University.

In 2024/25, the Certificate in Access to Higher Education was extended to run on the Sligo Campus.

As outlined in table 16, overall enrolment numbers for 2024/25 have increased by over 480 students, which is a direct result of the increase in students participating on the programme in IBAT College, Dublin.

Programme	2022/23	2023/24	2024/25
Cert in Access to Higher Education (Letterkenny)	67	96	81
Cert in Access to Higher Education (Sligo)	0	0	12
Cert in Access to Higher Education (IBAT)	0	54	537
Cert in Access Studies (Letterkenny)	32	29	23
Cert in Access Studies (Letterkenny) (NI Cohort)	8	3	11
Total	107	182	664

Table 16 Access Programme Registrations

Enabling Math's

The Enabling Maths course provides enhanced progression opportunities and pathways for learners. The two-week online programme gives participants a second chance to succeed in math's to reach the minimum entry requirements for a wide range of courses.

Students passing the Enabling Math's programme are eligible for a place on programmes where the Math's entry requirement is Ordinary Level Math's at 06/H7. There are some programmes where the Enabling Mathematics course is not accepted for entry.

	2022/23*	2023/24*	2024/25*
No. of Participants	15	8	7
No. Successful	12	8	5

Table 17: Enabling Maths Programme.

Enabling Maths Participants

**refers to those that commenced the programme in August annually, e.g. 2024/25 numbers refer to those that started the programme in August 2024*

Financial Supports

The Access and Widening Participation Service manages several financial supports for students who might not otherwise have the means to access third-level education. As outlined in the tables below, AWPS distributed over €3 million in financial support in 2024/25.

Student Accommodation Fund

In 2024/25, DFHERIS introduced a “once off” Student Accommodation Fund to support students from the Traveller or Roma Communities or those with experience of care.

This fund provided up to €6,000 in 2024/25 for accommodation costs. Ten successful applications were received, and €37,235 was distributed to 3 students from the Traveller Community, 1 from the Roma Community, and 6 students with experience of care. Note: As of August 2025, DFHERIS has announced that the fund will run for a further year.

Scholarships and Bursaries

The AWPS manages several scholarships and bursaries that aim to support students from underrepresented backgrounds in pursuing higher education. In 2024/25, the service administered 10 scholarship programmes (table 18), awarding 330 scholarships in total

	2022/23		2023/24		2024/25	
	No.	Value (€)	No.	Value (€)	No.	Value (€)
Sanctuary Scholarship - Full	14	178,310	11	142,733	9	119,324
Sanctuary Scholarship - Fees Only	-	-	3	31,500	9	94,500
1916 Bursaries (PATH2)	115	388,500	197	568,500	184	615,000
SVP Bursary*	19	41,370	75	165,510	92	174,365
Dearcán Scholarship	-	-	2	15,000	2	10,000
Google Insight Scholarship	-	-	-	-	2	10,000
Access Scholarships*	31	43,000	32	42,750	21	23,500
Mature Scholarships*	7	8,400	7	8,400	7	16,000
Trane Technologies Bursary*	1	6,000	1	6,000	3	18,000
NTA Ardan Scholarship*	3	10,000	1	5,000	1	5,000
Stephen Walsh Memorial Bursary*	-	-	1	1,500	0	0
Total Scholarship and Bursary Value	190	675,580	330	986,893	330	1,085,689

Table 18: Total Scholarship and Bursary participants and value.

Participation Scholarship and Bursaries (recipients and value) **available in Galway-Mayo campuses only*

- The table above refers to scholarships and bursaries managed by the AWPS only. For details on all scholarships and bursaries please refer to the report of the University's Scholarship and Bursaries Committee.
- The number of scholarships distributed in 2024/25 remained unchanged from 2023/24, although still significantly higher than 2022/23.
- Although the total number of scholarships awarded has remained the same, the value of scholarships has continued to increase with the value of distributed scholarships in 2024/25 increasing by €98,796.
- Google Insight Scholarships was introduced in 2024/25

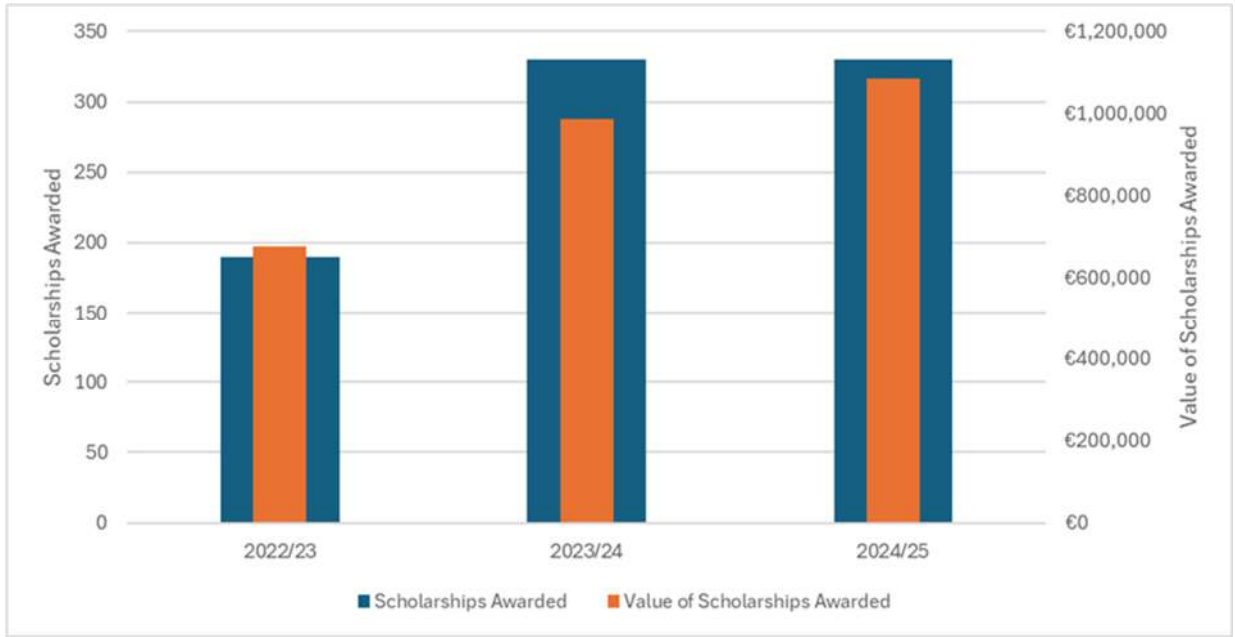


Figure 23: Total Scholarships and Bursaries Value 2022/23 to 2024

Student Life

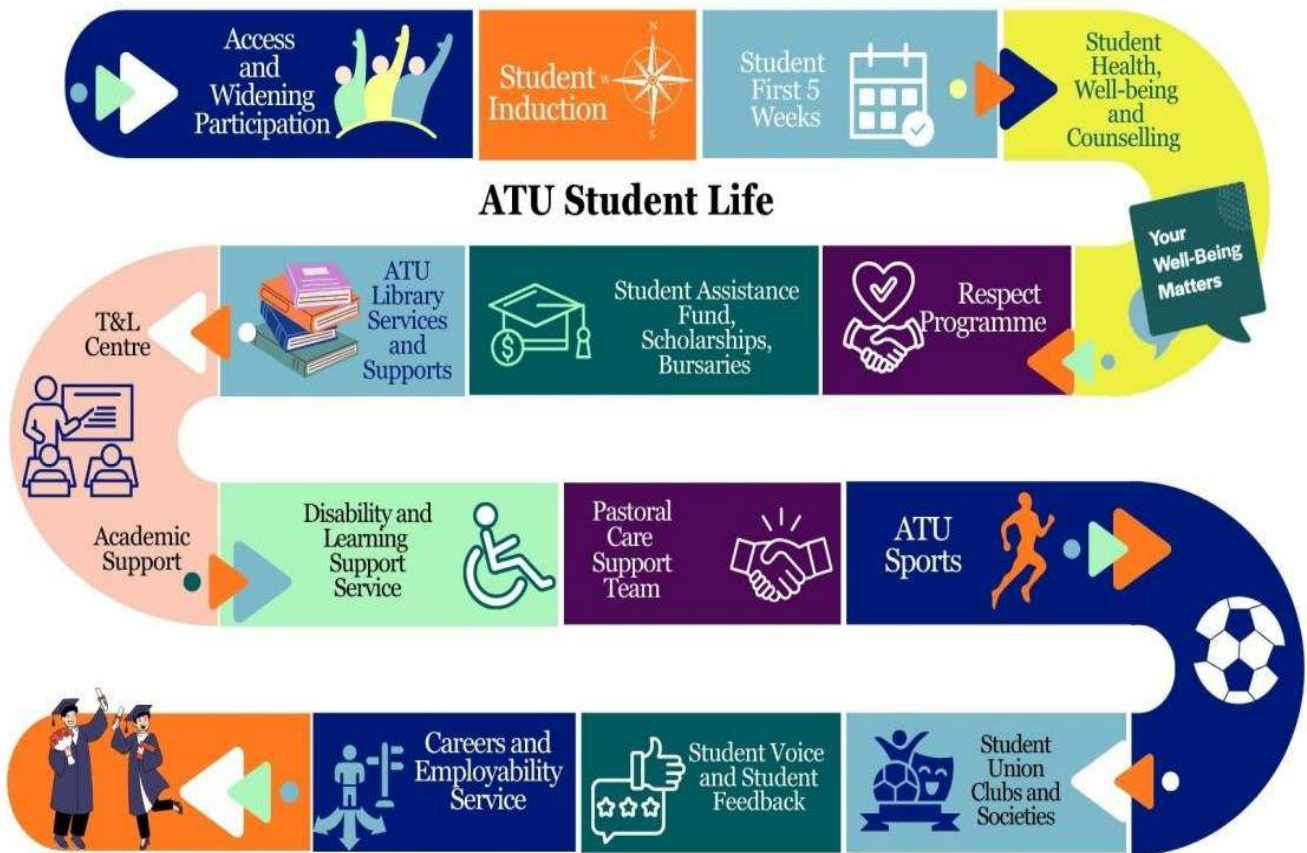


Figure 24: ATU Student Life

ATU Student Life captures the support and services available to all students throughout their university journey. For some, engagement and support take place pre-entry through our Access & Widening Participation function. All students are supported up to conferring

Figure 24. The activities aligned with the student journey are presented in three discrete but complementary reports.

- Student Equity and Access
- Student Life
- Supporting Learning

This report (2) details the supports and activities of the following:

- ATU Student Experience
- ATU Health, Wellbeing & Counselling
- ATU Respect
- ATU Sport
- ATU Chaplaincy & Pastoral care
- ATU Careers

In line with the University's commitment to universal design as a signatory of the ALTITUDE Charter, the outputs of each service have been captured succinctly in an accessible manner through a series of infographics. A short video will also serve as another way to represent activities to the university community.

These will be shared through recognised university communication channels such as Work vivo and directly with the student body through the student unions. ATU Student Service Activities align most strongly with SDGs 3, 4, 5, 8, 10, and 16, reflecting their role in promoting student wellbeing, access to education, equality, employability, inclusion, and strong institutional support.



Induction, First Five Weeks

As mentioned above, Student Support Services work across ATU on various initiatives to support students in a variety of ways. Examples include the coordination of Induction and First Five Weeks activities designed to welcome incoming students, support transition to university life, and develop a sense of belonging and fosters wellbeing.

In 2024/25, one-third of incoming students reported being engaged with Induction and First Five Weeks events.

To assess how helpful the programme was to students, a survey was conducted, and some key findings are set out below.

Of the **1,578** First Year Students who responded to our Survey:

Induction
85% attended induction (school leavers most likely to attend, transfer students least likely)
20% felt induction day too long (higher in St Angela's (43%) and Sligo (32%)).
Consistently high ratings for induction across all campuses - 4.32 average, higher ratings on smaller campuses (over 50% 5 star) e.g. Mayo, Mountbellew and St Angela's.
First 5 Weeks
First 5 Weeks participation was relatively low across all campuses - 36%
International students were more likely to attend (66%), mature students least likely to attend (30%).

Reasons not to attend:

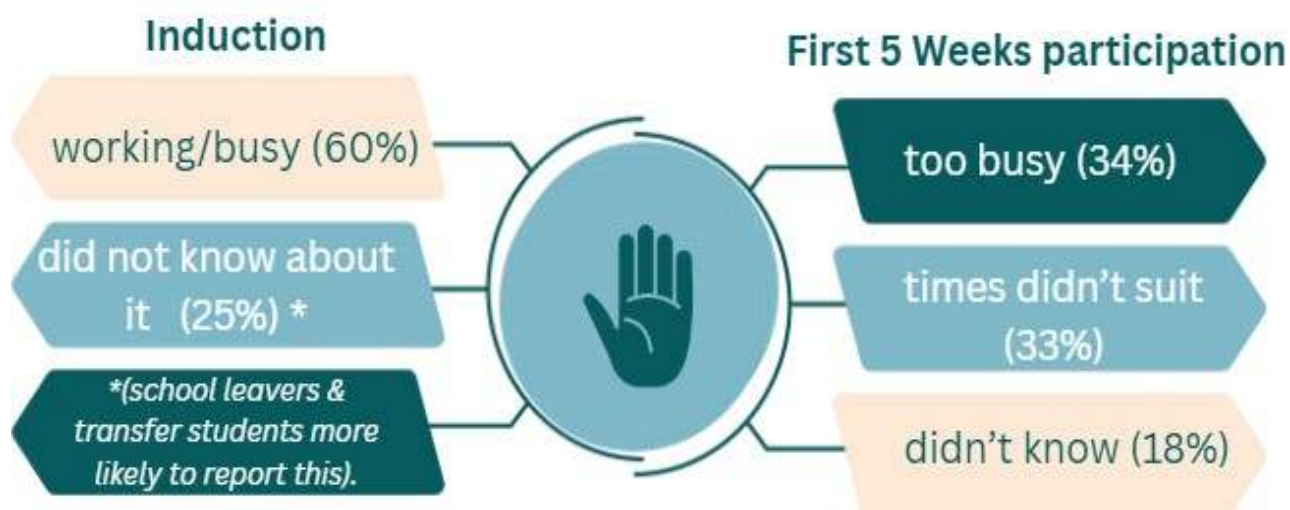


Figure 25: Reasons for not attending Induction and First Five Weeks Activities

Clubs & Societies

- International students are more likely to have joined (66%).
- Sligo had the highest number, joining 60% compared to 47% average.
- Belonging - no big variations across campuses or student types - consistently high 80% agree/strongly agree

Fun and Interactive Events	
Murder Mystery Event	This unique and engaging activity was specifically mentioned as a favorite.
Treasure Hunts	These were highlighted as enjoyable ways to explore and bond.
Quizzes	Multiple responses indicated that quiz-based activities were a hit.
Petting Zoo and Animal Visits	Events involving animals, such as the petting zoo, were very popular and added an element of fun and novelty.
Discos and Parties	Social events like discos were mentioned as enjoyable.
Clubs and Societies Day	
Social and Icebreaker Activities	
Speed Friending	These activities were valued as good ways to meet new people quickly.
Ice Breakers with Specific Courses	Tailored icebreakers helped students connect with peers in their courses.
Traffic Light Party	A fun-themed party was mentioned as an exciting part of the induction.
Freshers' Week	This week-long event was highly regarded for creating a social atmosphere.
Events with Music and Entertainment	
Cultural and Unique Events	
Diwali Celebration	This cultural event stood out and was appreciated for adding diversity to the activities.
Mayor's Reception	This event was also considered a nice addition to the induction.
Pet Farm Visits	These were especially enjoyed being different and entertaining
Food-Related Events	
Food Trucks and Cafe Discounts	The availability of food and discounted tokens for places like the Wild Goat Cafe were seen as helpful and appreciated.
Charity Food Events	Some students mentioned that they benefited from food-related charity events, especially if they were new to living away from home.
Workshops and Academic Support	
LinkedIn/CV Workshops	These were valued as practical and useful for students' future career planning.
Academic Support Sessions	Students found these helpful for settling into their studies.

Table19: The most liked Induction and First Five Weeks Activities

An Annual Report is provided to Academic Council each October on the previous year's activities and funding amounts.

This year, there was a 28% increase in externally funded scholarships and a 53% increase in internally funded scholarships & bursaries.

The total figure was €1,647,342. Philanthropic funding, though separate from Scholarships, Bursaries, and Awards, provides significant student support. In 2024/25, about €452,850 was received, with commitments exceeding €1 million in the coming years. This funding is not guaranteed annually; some donations are one-time, and some donors are anonymous. Donors often set specific criteria to help students in financial need.

ATU Marketing assists with launching, promoting, and advertising once the scholarship/bursary/award has been fully approved through the relevant approval process.

ATU Careers

ATU Careers supports students through all stages of their studies, helping them transition, settle in, and prepare for future career opportunities. The service focuses on employability by equipping students and graduates with relevant skills, knowledge, and confidence to meet both personal goals and industry needs.

The ATU/MyCareerPath platform offers online, self-directed resources for final-year students, including employment and postgraduate preparation programs, and is integrated into the College Skills and Career Planning module.

A summary of the activities undertaken by the ATU Careers are outlined in Table 20 and Figure 26 below

Activity	2024/25
MyCareerPath Users	1,232
Activities Completed	27,935
Logins	9,080
CV 360 Visits	4,150
CV360 Uploads	1,795
CV Builder Visits	1,536
Cover Letter Builder Visits	1,899
Interview 360 Visits	2,799
Mock Interviews Taken	459
E-learning Resources Viewed	4,603

Table 20: MyCareerPath Activities

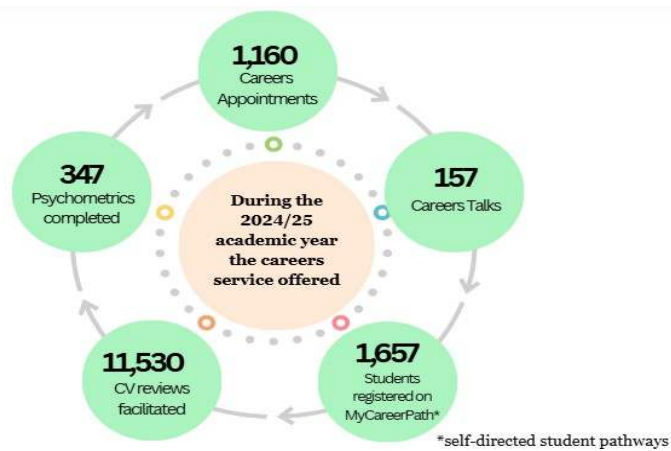


Figure 26: Services Offered by ATU Careers Service in 2024-2025

Student Experience Project

During the reporting period, an External company, Red Mountain, was engaged to work with the student body and the ATU community to understand the current student experience and identify areas for improvement.

Phase 1 was conducted in semester 2. Two surveys were distributed to students and one to a staff member to assess their experiences. 1295 students and 367 students responded.

This data was complemented by outputs from 4 workshops. This exercise generated a significant number of ideas, which were subsequently distilled down to 46 items to be actioned to support the student experience

Events & Initiatives	
Interview Wardrobe	300
MyCareerPath Employability Programme completed	382
Companies who held stands on campuses	220
Careers Fairs organised	14
Webinars by industry-led presenters	20
Graduate vacancies advertised	1,211

Table 21: Events and Initiatives organised in 2024/25

MYCAREERPATH

ATU/MYCAREERPATH offers a free online Placement Preparation Programme with an integrated toolkit to help students prepare for work placements. Over 2,000 ATU students are already using these high-quality career resources. The flexible, AI-enabled toolkit can be easily incorporated into classes to enhance student engagement and outcomes.

The resources you can bring into the classroom are:

- CV and cover letter builders for hands-on writing sessions
- CV 360 - get instant feedback and tips
- Interview 360 - AI-powered interview training for mock interviews and feedback
- Employability assessment aligned with ATU Employability Statement and Framework
- Career matching tools to support exploration and planning
- SMART goal setting for personal development activities

Students also gain access to:

- 1,000+ e-learning resources
- Career interest and personality assessments
- Mobile app (iOS/Android)
- Digital Badge

These resources can be incorporated into classroom assignments or blended learning contexts and customised to meet your module or placement preparation objectives. ATU/MyCareerPath ran a series of staff webinars and student demonstrations to showcase how the platform can be integrated into student learning throughout the academic year.

Springboard Applications

Following the ATU's first successful submission to the HEA Springboard+ Initiative in February 2025, as a single Technological University, the management and delivery of the HEA Springboard+ Initiative within the ATU continues to align with the separate legacy institutions.

The HEA has accepted a request to implement a single, unified ATU Springboard+ application management system in place for September 2026, replacing the individual Springboard application systems for Galway/Mayo, Sligo, and Donegal.

Further alignment continues regarding achieving a unified process for managing applications, verifying eligibility criteria, and the overall Springboard+ application experience for applicants to ATU Springboard+ funded programmes.

Universal Design & Accessibility

ATU has been actively promoting the adoption of Universal Design principles through the ALTITUDE Charter, ensuring teaching practices and resources are accessible to all students. Eight staff members earned a Postgraduate Certificate in Universal Design for Learning.

ATU played a significant role in launching the ALTITUDE National Charter for Universal Design in Tertiary Education, reflecting its commitment to inclusivity as outlined in the new ATU Strategic Plan.

Notable achievements include nominations for the John Kelly Awards 2023 for Dr Kate Dunne, Dr Trish O’Connell, and Dr Pauline Logue. Peer reviews were conducted to assess and improve the integration of UDL principles across the university.

ATU Alumni Network

Established in February 2023, the ATU Alumni Network has around 5,500 members and aims to build an engaged community through lifelong learning, networking, and volunteering opportunities. The network’s pillars are Always ATU, Always Connected, Always Learning, and Always Inspired.

Key initiatives include regular communications, a 20% fee reduction for alumni pursuing a Master’s at ATU, the ATU Alumni Mentorship Programme, and the ATU Alumni Awards. The network has a potential global membership of over 100,000, including graduates, past students, staff, and those with strong ties to the university.

In 2024/25, Strategic Marketing expanded student recruitment campaigns targeting graduates and mid-career professionals across ATU’s portfolio of online, flexible and professional development programmes, with the function also responsible for ATU’s alumni office, digital transformation and systems integration projects on behalf of the university.

Alumni Engagement	
•	Approved new awards policy and established cross-campus nomination committee
•	Received 23 nominations; produced 7 alumni videos
•	Hosted 3 ceremonies and dinners
•	Commissioned new trophy concept
•	Impact: Regional PR coverage showcasing ATU’s graduate excellence

Figure 27: Alumni Engagement 2024-2025.

Operational EU GREEN Engagement Hub:

The Engagement Hub platform, designed by the aUPaEU project for use in European projects (Agora), will be used and moreover provides a useful testbed for use throughout other EU GREEN Alliance work packages.

The Agora has involved many hours of testing for QC and capability throughout the 2024-2025 Academic year.

The EC's May 2024 midterm review advised EU GREEN to test it by the end of 2025. ATU signed off on the user agreement following decision-making by the software committee and the DPO

Tree Planting

The EU GREEN Alliance held a joint tree-planting initiative from September to November 2024 across member campuses (ATU, UA, UÉ, UEx, UO, HiG, UPWr, UNIPR, OVGU). ATU led with 67 native trees and 35 shrubs to represent the nine alliance states; overall, 106 trees and 35 shrubs were planted.

A total of 91 staff, 301 students, and 117 external partners, including local primary schools, participated.

The event promoted sustainability, strengthened community ties, and encouraged environmental stewardship among all involved. By engaging school children, the initiative fostered biodiversity awareness and citizen science for future generations.

EU GREEN Staff and Student mobilities.

There were 178 staff and student mobilities for EU GREEN in 2024-2025. These were for professional and academic staff and postgraduate students, and mobilities were for staff weeks, language courses and research events.

Mobilities are proving to be the most impactful way to engage students and staff with EU GREEN. The Marathon for Young Researchers event, hosted by the University of Extremadura, featured 21 young ATU researchers and 130 academic presentations. The Marathon promoted scientific communication, cross-disciplinary collaboration, and social responsibility. The event highlighted the role of universities in regional development and the value of linking research with society.

ATU Curriculum and Professional Development

The Teaching and Learning Centre (TLC) drives transformative education and promotes sustainable learning futures through a range of programmes and supports that empower educators, enhance student learning, and embed excellence in teaching practice. TLC activity is structured under two pillars: Advancing Excellence in Teaching and Learning, Transformative Education, and Sustainable Learning Futures

Advancing Excellence in Teaching and Learning

ENGAGE / Advance HE Fellowship Programme – ATU became the first Irish university accredited to award Advance HE Fellowships (AFHEA, FHEA, SFHEA) directly. 71 staff achieved fellowship in 2024/25.

Academic Orientation – 150 staff completed orientation in 2024/25 (315 total since ATU designation); feedback remains overwhelmingly positive.

Academic Integrity – Monthly workshops delivered across campuses; Turnitin Draft Coach and Academic Integrity resources rolled out via Moodle and SharePoint.

Universal Design / UDL – ATU formally adopted the National UDL Charter, established a Steering Committee and Working Group, and launched a 2-year adoption campaign. Three programme audits completed, the third cohort of the UDL Pg Cert/MA enrolled, and the national UDL Conference and John Kelly Awards hosted.

Research and Dissemination – PATH 4 Inclusive Fund extension secured: national and International conference presentations delivered (Oslo, Dublin, Galway).

Transformative Education and Sustainable Learning Futures

- ATU Curriculum Framework and 7 Steps to Programme Design – implemented across new programmes including MSc Business Analytics, MSc Digital Innovation for Sport, and BSc (Hons) Physiotherapy.
- AREA Digital and Sustainability Competency Framework – online self-assessment tool developed to launch in Autumn 2025.
- ATU Education for Sustainable Development (ESD) Academy – launched April 2025 to integrate sustainability into teaching and learning.
- EU GREEN Alliance – led the design of professional development programmes, joint degrees, and short online SDG courses (with digital badges).
- Teaching and Learning Innovation Fellowship Awards – 16 staff-student partnerships funded to deliver transformative initiatives, with outputs to be showcased December 2025.
- GenAI in Curriculum and Assessment – 20+ workshops delivered engaging 300+ staff, co-authored sector-wide publication on AI-enabled learning.
- Digital Learning Platforms – MyDigitalBackPack.ie issued 6,019 badges in 2024/25; CPDLearnOnline.ie and DigitalEd.ie expanded to host national resources.
- ATU ePortfolios – over 400 new users added, total now 1,100 licences, used across 2,000 students in diverse disciplines.
- N-TUTORR Transforming Learning Project – ATU engagement reached 6,918 participants across nine campuses in 150+ funded initiatives.

Public Information and Communications

In 2024/25, Strategic Marketing expanded student recruitment campaigns targeting graduates and mid-career professionals across ATU's portfolio of online, flexible and professional development programmes, with the function also responsible for ATU's alumni office, digital transformation and systems integration projects on behalf of the university.

Alumni Engagement	
•	Approved new awards policy and established cross-campus nomination committee
•	Received 23 nominations; produced 7 alumni videos
•	Hosted 3 ceremonies and dinners
•	Commissioned new trophy concept
•	Impact: Regional PR coverage showcasing ATU's graduate excellence
Postgraduate Marketing	
•	Developed prospectus for 115 Masters programmes.
•	Hosted 3 on-campus events, 1 virtual, and 1 external
•	Participated in Grad Ireland Careers events
•	Impact: Strong alignment with Careers Office and increased postgraduate visibility
•	Future: Expanded external presence and increased budget for brand awareness in 2026/27
Part-Time and Flexible Learning	
•	Published 320-page prospectus covering 477 part-time programmes, which generated 2,590 new leads, building the database to 21,000 subscribers.
•	Hosted 12 webinars from March–July across the discipline areas of Nursing, Education, Business and Tourism, Computing, Engineering and Built Environment, Life and Environmental Science, Sport and Nutritional Sciences, Design and Social Sciences.
•	Results: <ul style="list-style-type: none"> • 3,000 registered • 1,533 attended live • 1,300 watch backs
•	Supported the launch of six new Masters Degrees and two new Certificate programmes, including the new Level 6 Certificate in Inclusive Support and Care for Special Needs Assistants, resulting in over 400 applications.
•	Sub-campaigns focused on SUSI funding, Springboard, and micro-credentials
International Marketing	
•	Supported ATU Global in Edukudu platform development
•	Worked collaboratively with the International managers to create customizable digital brochures for overseas markets
•	Coordinated 3 photoshoots with International Ambassadors for use across digital assets.
•	Impact: Approval and appointment of International Marketing Officer
Website and CRM Integration	
•	Led procurement of new digital supplier
•	Formed cross-functional steering committee
•	Conducted university-wide focus groups to inform UX and architecture
•	Integrated systems with AMM and CRM for centralized programme data management
•	Launched new atu.ie web platform consolidating 6 legacy platforms into one university website.
•	Recognition: ATU was shortlisted for Best UX and Customer Experience at Spiders Awards

Table 22: Alumni Engagement 2024-2025

Internal Communications

As Ireland's third-largest HEI, spread across nine campuses, good internal communication is challenging and essential.

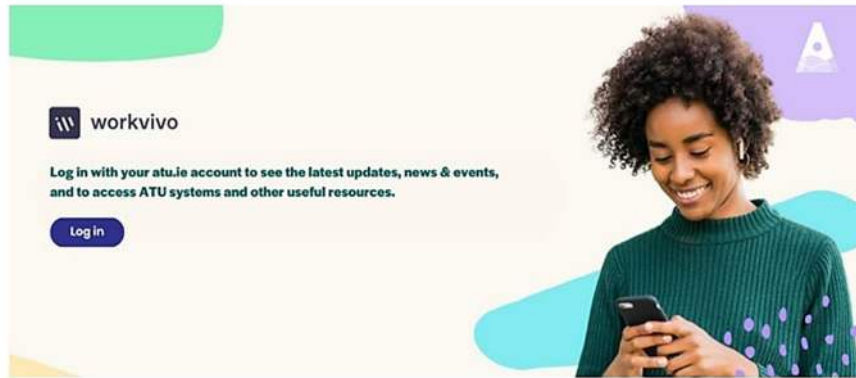
The internal communications strategy and process facilitate information sharing and consultation during significant change. In late 2023, the communications team launched a new internal staff communication platform, WorkVivo.

The platform fosters seamless collaboration, engagement, and connections across ATU. Our Internal Communications Officer (appointed in August 2024) manages the platform; to date, approximately 65% of staff have engaged with it.

All-staff meetings hosted by the President on MS Teams are well attended and recorded, and the recordings are made available to staff who cannot attend the scheduled meeting time. The President also holds regular meetings with staff for consultation, updates, and information sharing. These meetings have occurred in person on all campuses, online, and in hybrid formats.

Each of the University's functions is responsible for developing SharePoint sites that contain information and relevant forms for staff. These sites are all located on the ATU Staff Hub. ATU piloted a new internal employee communication platform, Workvivo, during the reporting period.

The platform is designed to foster seamless collaboration, engagement and connections across
ATU.



ATU Website

The institution's website manager led the establishment of a new web platform for ATU, facilitating the retirement of the institution's legacy websites. A key objective is to implement unified data management and harnessing systems to ensure accuracy and consistency in published information. The new website was launched in November 2024.

School Liaison

The Marketing functions of the legacy institutions established collaborative working practices pre-incorporation, building the foundations for a university marketing function.

Following a benchmarking process and consultation with other multi-campus universities, the Marketing managers presented an interim ATU Marketing structure, accompanied by a growth strategy for the period 2022 to 2024.

The department created three functions to deliver on the strategy's ambitions. All staff across the 8 campus locations are aligned under the functions to work collaboratively as one university marketing department.

- Market Engagement – This function is responsible for full-time undergraduate recruitment across ATU, leading on schools' engagement and expanding the university's recruitment markets.

- Campaigns and Creative - This function is responsible for digital campaign activation and the university's creative output, leading on brand alignment.
- Strategic Marketing - This function has responsibility for postgraduate, online and flexible learning recruitment across ATU, leading on strategic integration projects such as web, CRM and the establishment of ATU Alumni.

ATU's marketing and outreach efforts in 2024/25 demonstrated a robust and expansive approach to student engagement, particularly in undergraduate recruitment.

The University successfully connected with thousands of prospective students, educators, and stakeholders across Ireland and Northern Ireland, reinforcing its brand presence and accessibility.

Outreach Activities

School Engagement	
•	607 schools directly engaged
•	365 school visits conducted
•	205 outreach events hosted
•	19 ATU Open Days/ Evenings held, reaching over 10,000 students
•	Resulted in a 5% increase in first preference CAO applications year-over-year
National and Regional Events	
•	Attended 10 major national events including Higher Options, BT Young Scientist, and UCAS Discovery
•	Participated in 150+ regional events such as Galway Science and Technology Fair and Donegal IGC Careers Fair
•	Engaged in 30+ out-of-region events, expanding ATU's footprint into Cork, Midlands, and Eastern regions
Northern Ireland Market	
•	Created a database of 192 NI schools

•	Conducted 80+ school visits and events
•	Developed bespoke NI Quick Guide and presentation materials
•	Launched a dedicated NI section on the ATU website
•	Ran targeted campaigns in Nov 2024 and Jan 2025
•	Achieved a 56% increase in net NI applicants (from 210 to 327)
Publications and Resources	
	Produced a comprehensive suite of guides including: <ul style="list-style-type: none"> • Undergraduate Prospectus 2025/26 • Irish-language Quick Guide • Parents' Guide, Sports Scholarship Guide, and CAO Offers Pack • Apprenticeship and Further Education Guides • CAO Newspaper and NI Applicant Guide
Apprenticeship Engagement	
•	Developed a new Apprenticeships website section with multimedia content
•	Delivered presentations and hosted info sessions across schools and campuses
•	Partnered with the National Apprenticeship Office and ETBs
•	Organized 'Meet the Employer' events with 17 participating companies
•	Successfully launched Civil Engineering apprenticeship at MTU Cork

Table 23: Outreach Activities for 2024-2025.

ATU Respect – Preventing and Responding to Gender Based Violence

Institution-Wide Capacity Building through the Compassionate Prevention and Response (CPR) for Gender Based Violence (GBV) Training Programme

ATU has introduced *Compassionate Prevention and Response (CPR) training on GBV* to enhance staff and student skills in recognising, responding to, and referring disclosures of GBV.

Research shows that most GBV disclosures are made to friends and family, which motivates this evidence-based programme, developed with external experts and funded by NTUTORR.

The formation of the ATU Respect team and the establishment of links to community supports increase staff and student confidence in referral processes.

Tailored modules for managers, staff, and students foster trauma-informed, consistent responses across all campuses, while training internal Respect team members boosts sustainability and cost-effectiveness.

This initiative strengthens safeguarding, accountability, and professional standards for GBV disclosure responses. Piloted in 2024/2025 with 242 participants, ATU aims to train up to 80% of staff and management by 2028 per their HEA performance agreement.

**ATU Respect: Institutional Readiness: Policy, Procedure & Governance.
Strengthening Policy, Procedure and Case-Management Infrastructure Supporting
Safe and Consistent Practice in responding to and preventing gender-based
violence**

The HEA Ending Sexual Violence Framework requires HEIs to adopt trauma-informed, accessible, and person-centred policies and procedures that prioritise wellbeing, minimise re-traumatisation, and provide clear reporting pathways. ATU's Governing Body approved an updated *Preventing and Responding to GBV Policy* in December 2024, along with specialist procedures for students and staff, enhancing governance and institutional safety with implementation set for 2025/2026. A new CRM system will support secure case management, improved confidentiality, and robust data monitoring. These changes aim to align ATU practices with national and EU standards, ensuring fair decision-making, evidence-based evaluation, and ongoing improvement of prevention and response systems.

ATU Respect: Student Partnership and Co-Design for Culture Change and Authentic Learning

ATU's co-design project with YAADA students, producing learning films for 2026, models effective student-staff collaboration. Integrating lived experience and peer insight into GBV training resources, the initiative boosts relevance and accessibility of education while strengthening shared responsibility across ATU.

Through expanded participation in consent education and activism, student voices drive meaningful institutional change.

Six films were co-scripted with Performing Arts, Writing and Literature students, the ATU Respect team, and GBV experts; three were produced by Moose Productions featuring ATU performing arts students as actors. These films will support ATU Respect's e-learning and in-person training programmes.

N-TUTORR

In December 2024, the N-TUTORR national board and program of work, encompassing four streams, were closed. The reporting and auditing period took place from January to June 2025. The N-TUTORR programme of work at ATU has been hugely collaborative and transformative. A 40-million-euro fund for the Technological Higher Education (THE) sector, including a 7.11-million-euro allocation to ATU and delivery of 16 strategic work packages.

The N-TUTORR program was funded by NextGenerationEU, and it was designed to transform learning in the technological higher education sector by focusing on four streams and six themes:

- **Stream 1** Student empowerment and partnership
- **Stream 2** Building staff capabilities
- **Stream 3** Digital transformation in our learning and teaching environment
- **Stream 4** Securing progress and sustaining for the TU sector

N-TUTORR THEMES



The programme, managed by the HEA, focuses on advancing learning, teaching, and assessment through digital transformation, UN SDGs, and EDI. N-TUTORR is leading sustainable change in higher education with digital innovation.

By December 2024, ATU involved 6,918 participants across nine campuses, surpassing EU and HEA targets with over 150 initiatives in areas such as sustainability, academic integrity, UDL, employability, and digital teaching.

Projects like the Students as Partners Fellowship contributed to a sector-wide total of 175 projects, anticipated to impact more than 17,000 students and 1,700 staff within three years. Most initiatives successfully met their objectives.

Highlights included national events and staff development programs (Community of Practice and Masterclass series) that engaged over 2,000 participants.

Major achievements include the Curriculum Framework, AREA Student Competency Framework, and new online badges for AI literacy and green skills.

<https://MyDigitalBackpack.ie>, created by student champions, has issued 14,000 digital badges, with new courses in Financial Readiness, Employability, Design Thinking, Disability Awareness, and Student Ambassador Training.

N-TUTORR's support upgraded 45 hybrid learning spaces, integrated ATU's Learning Ecosystem, and launched tools like MY ATU APP and a unified CRM, with €1.4M invested in Digital Campus rooms.

Financial Readiness for Life (Digital Badge)

The Financial Readiness for Life online course was introduced in 2024/25. Designed in collaboration with students, staff and the Money Advice and Budgeting Service (MABS), the course aims to provide a structured approach that enables higher education students to develop practical financial life skills that will support them through college and into future employment. On completion, students are issued a digital badge.

Although initially designed for students in the University and the TU sector, 28 external organisations, including two-thirds of all HEIs, have since sought access to the programme to provide to their students/clients. Financial Readiness for Life was shortlisted in two award categories (1. Education, and 2. Universal Design and Inclusion) in Ireland's eGovernment Awards, which celebrate innovation in public services through digital solutions, both locally and nationally. From February to June 2025, 323 students registered on the course.

Traveler and Roma Framework

In 2024-2025, ATU's Access and Widening Participation Services launched the Traveller and Roma Framework to support the educational progression of Traveller and Roma communities. Developed collaboratively with the University's Traveller and Roma Advisory Group, the framework establishes priority actions for institutional activities, funding, and engagement. It offers a structured and transparent approach to overcoming systemic barriers and improving access, participation, and success for these marginalised communities in higher education.

The framework aligns with key national policies, such as the NAP (2022–2028) and the Traveller and Roma Education Strategy (2024-2030) and supports both the University's Strategic Plan and the ATU-HEA Performance Agreement, ensuring long-term, inclusive strategies across all campuses.

Five themes scaffold the Traveller and Roma Framework with 42 aligned actions planned for completion by 2030.

- Theme 1: Policy and Practice
- Theme 2: Pre-engagement Activities
- Theme 3: Provision for registered students
- Theme 4: Faculty-led activities
- Theme 5: Institution-led activities

An annual status report against the various actions is completed and shared with members of the University's Traveller and Roma Advisory Group, outlining progress to date with clear indications of priority work areas

Afterschool Programme

During the reporting period, the ATU, through HEA PATH 5, funds an Afterschool Programme led by the Access and Widening Participation Service and delivered in collaboration with the Donegal Travellers Project (DTP) Education Development Team, which manages the Programme. The initiative's design was informed by previous collaborations between ATU and DTP, building on similar initiatives in inclusive education and community-based access programmes.

The initiative provides homework support, engaging educational activities and fosters early positive experiences of higher education for over 20 pupils annually from Traveller and Roma communities in Letterkenny and 12 pupils in south Donegal. The programme offers weekly homework support sessions, supplemented by recreational and educational activities designed to build confidence, foster a sense of belonging, and introduce pupils to a higher education environment.

The programme includes a four-week on-campus component at ATU Donegal (Letterkenny), where pupils engage in activities across science, engineering, media, and sport.

A similar visit to ATU Sligo is arranged for pupils from South Donegal. Connections with schools attended by pupils on the Afterschool programmes are also developing, enhancing transitions and pathways from primary education through to post-primary and higher education.

Key learnings from iterations of the programme include the importance of consistent, trusted, culturally competent tutors; the value of peer learning and shared achievement; the value of culturally accepting spaces that allow for increased expression of one's identity; and the positive impact of early exposure to higher education.

2.1 Initiatives within the Institution related to Academic Integrity

Development of ATU Academic Integrity Hubs

Two dedicated online hubs were launched in the Teaching and Learning Centre SharePoint, including one for staff and one for students.

- Staff Hub provides policies, guidelines, short self-paced courses, assessment redesign resources, and tailored support for integrating and managing the use of Artificial Intelligence (AI) in teaching and assessment.
- Student Hub offers accessible resources, including policies, declaration forms, referencing and plagiarism prevention guides, tutorials on research and writing, AI guidelines for students, and the *Student's Guide to Assessment Success*.
- Integration with existing library and writing supports, ensuring a “one-stop shop” for academic integrity resources.
- Over 5,000 student views since launch (March 2025).



Academic Integrity Roadshows

- A series of 10 faculty-focused workshops delivered across ATU, reaching 404 staff.
- Sessions included guided tours of the hubs, exploration of approved integrity forms and guidelines, and hands-on workshops on AI use in teaching, assessment design, and student feedback.

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- Tailored faculty-specific examples were used to enhance relevance and staff engagement.
 - Feedback collected via QR code surveys (127 responses) informed further developments.

Key Outcomes & Impact

- Enhanced staff awareness: 84% of workshop participants reported they were more likely to embed academic integrity resources in their teaching.
- Positive impact: 95% felt workshops addressed their integrity-related concerns; 53% reported concerns were fully resolved.
- AI integration insights: While 56% of staff have moderately engaged with AI, 44% remain hesitant, highlighting the need for further training. The main staff concern identified was student over-reliance on AI (90%).
- Postgraduate engagement: A dedicated academic integrity induction session was introduced in January 2025, reaching 257 postgraduate students.

Collaborative & Inclusive Approach

- Development of hubs and resources involved consultation with staff, students, student unions, management, and library teams.
- Centralisation of resources has been strongly welcomed by staff and students.
- The initiative aligns with institutional priorities on academic integrity, digital literacy, and responsible AI use.

GenAI Innovation in the Curriculum and Assessment Re-Design

N-TUTORR established a national GenAI: N3 project, including academic developers from ATU's Teaching and Learning Centre.

A major achievement of the network is a crowd-sourced book published in May 2025 titled 'Empowering Learners and Developing Capabilities with AI in the Irish Technological University Sector', available at <https://t.ly/hnEC> and a website including a range of resources to support academic teams on assessment re-design and managing academic integrity.

The book is full of case studies, resources, experiments, and lessons learned from N-TUTORR's GenAI: N3 project. It is a great example of the power of collaboration across the higher education sector and shows what a community of practice can create when given the opportunity.

In the TLC SharePoint site, a dedicated space is in place to support staff engagement with GenAI innovation in the curriculum and assessment re-design

The Teaching and Learning Centre and the LTA sub-committee of Academic Council team worked on several policies in 2024-25 that complement and align with the LTA Strategy, including AQAE022 Academic Integrity

3.0 QA IMPROVEMENT AND ENHANCEMENT PLANS FOR UPCOMING REPORTING PERIOD

3.1 QA and QE supporting the Achievement of Strategic Objectives

No.	<p>Relevant objectives</p> <p>Note: Include reference to the relevant section of the preceding AQR, where applicable</p>	<p>Planned actions and indicators</p> <p><i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation. If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i></p>
	Completion of actions from the Quality Plan arising from CINNTE	See Appendix 1

3.2 Reviews planned for Upcoming and next Reporting Periods

Unit to be reviewed	Date of planned review	Date of last review
No Reviews Planned	N/A	Dates varied for legacy institutes

4.0 ADDITIONAL THEMES AND CASE STUDIES

CASE STUDY 1

The Strategic and Professional Impact of ENGAGE-Advance HE Fellowships at ATU

ATU's achievement in becoming the first university in the Republic of Ireland recognised as an Accredited Institution of Advance HE marks a major milestone in its commitment to teaching and learning excellence. This recognition is the result of strategic planning, collaboration and investment through the ENGAGE Programme. What began as a local initiative at the former legacy IT Sligo has grown into a university-wide framework that supports staff, builds confidence and raises the profile of teaching across all ATU campuses. With over 100 staff now holding Fellowship awards across the four categories, from Associate Fellow to Principal Fellow, the programme's influence is visible in both individual professional growth and ATU's broader teaching culture.

One of the biggest strengths of the ENGAGE Programme is its alignment with ATU's strategic goals. Fellowships are now embedded into the university's Learning, Teaching & Assessment (LTA) Strategy and are recognised in performance development reviews, promotion criteria, and institutional KPIs. This ensures that teaching and learning expertise is not only encouraged but formally acknowledged and rewarded.

The programme is supported by a strong governance structure. The ENGAGE Committee, which includes senior leadership, academic and professional staff with Fellowship status and a student representative, provides clear oversight and strategic direction. The involvement of an external examiner ensures the process remains fair, rigorous, and fully aligned with Advance HE expectations. This governance structure has played a key role in helping ATU reach Accreditation status and maintain a high-quality, scalable programme.

From an institutional perspective, the widespread growth of Fellowships has helped build a shared language around teaching practice, encouraged greater reflection and supported a more consistent approach to learner support.

It has also strengthened ATU's national reputation as a university committed to teaching excellence and student success.

Individual Value: Professional Identity, Confidence, and Career Development

For individual staff, the benefits of Fellowship are equally impactful.

The ENGAGE Programme offers a clear, well-supported pathway for staff to reflect on their teaching, articulate their practice, and gain international recognition for their expertise. Many staff report increased confidence, a stronger sense of professional identity and a clearer understanding of their own impact on student learning.

Higher-level awards -such as Senior Fellow and Principal Fellow -have allowed staff to demonstrate leadership and influence within programmes, across faculties and even at institutional level. This is particularly important in a university context where leadership in teaching has not always been formally recognised. The ENGAGE Programme's mentoring workshops, writing retreats and peer-support structures have created a strong culture of collaboration that extends beyond Fellowship submissions and into broader discussions about teaching enhancement.

Fellowship achievement is also increasingly being used in applications for promotions, leadership roles and external opportunities -showing its growing value in supporting career progression.

While the programme has grown significantly, challenges remain. Not all staff-especially those new to ATU or from non-traditional teaching roles - fully understand how Fellowships align with their work. Time pressures and different levels of engagement across campuses can also affect participation.

However, ATU has already identified positive ways to address these issues:

- Introducing Fellowship awareness in staff induction
- Developing stronger peer reviewer networks
- Appointing Fellowship Champions in each faculty
- Showcasing Fellowship success stories to build understanding and visibility

These steps will help ensure the programme continues to grow in an equitable and inclusive way.

The ENGAGE Programme has become much more than a professional development offering. It is now a central part of ATU's identity as a teaching-led, student-centered university. The growth of Fellowship achievement -now involving more than 100 staff - demonstrates both individual ambition and institutional commitment. As ATU continues to expand the programme and support staff across all campuses, the impact will be felt not only in recognition and career development but also in the everyday experiences of students.

ATU's journey shows that when professional development, institutional strategy and a strong culture of teaching excellence come together, the results can be genuinely transformative.

CASE STUDY 2

ATU N-TUTORR Transforming Learning (2022-2025)

December 2024 saw the closure of the N-TUTORR national board and program of work encompassing four streams. The reporting and auditing period took place from January to June 2025. The N-TUTORR programme of work at ATU has been hugely collaborative and transformative. A 40-million-euro fund for the Technological Higher Education (THE) sector, including a 7.11-million-euro allocation to ATU and delivery of 16 strategic work packages. The N-TUTORR program was funded by NextGenerationEU, and it was designed to transform learning in the technological higher education sector by focusing on four streams and six themes:

- **Stream 1** Student empowerment and partnership
- **Stream 2** Building staff capabilities
- **Stream 3** Digital transformation in our learning and teaching environment
- **Stream 4** Securing progress and sustaining for the TU sector

N-TUTORR THEMES



The programme aimed to transform learning, teaching, and assessment by enhancing the student experience and supporting staff in creating a sustainable, digitally focused educational environment aligned with the UN SDGs and EDI. Managed by HEA, N-TUTORR was designed to drive lasting digital change in higher education.

At ATU, the initiative saw widespread engagement across its nine campuses, with 6,918 unique participants (5,568 students and 1,350 staff) involved in over 150 funded projects between 2022 and December 2024.

These projects addressed themes like sustainability, academic integrity, UDL, EDI, employability, and digital teaching and learning. ATU surpassed both EU and HEA engagement targets, leading the sector in unique participant numbers.

Key initiatives at ATU, such as the Students as Partners in Innovation and Change Fellowship, have significantly impacted learning and teaching.

The fellowship involved 175 project teams sector-wide, with 35 projects across ATU's 9 campuses, engaging 350 staff and students. Collectively, these projects aim to reach over 17,000 students and 1,700 staff in the next 1–3 years, with most projects achieving their goals. An impact case study book is available on [ATU ISSU here](#).

Highlights of recent activities include the national Croke Park event in April 2024 and N-TUTORR week in February 2024, featuring 50 events, from career fairs to sustainability tournaments and wellness sessions. These initiatives promoted student-staff partnerships and raised awareness of ATU's technological university status.

Staff development included a monthly Community of Practice in Teaching and Learning Enhancement and a Masterclass series, engaging over 2,000 participants across TUs and IoTs in 2024.

A standout innovation under N-TUTORR has been the development of <https://MyDigitalBackpack.ie>, which involved 100 student champions from across the sector in its design and development. Engagement to date has been excellent, with 14,000 national digital open badges issued following completion of short online courses across several themes, including Academic Integrity, Introduction to the SDGs, Study Skills, Community Engagement, EDI, and UDL. Upcoming courses launching this semester include *Financial Readiness Toolkit*, *Employability*, *Design Thinking*, *Disability Awareness*, *Student Ambassador Training*, and more.

Moving on to ATU's digital transformation specialist projects, N-TUTORR funding has enabled significant investment in implementing 45 theatres and meeting rooms that have been upgraded to hybrid learning and collaboration spaces.

Furthermore, the ATU Learning Ecosystem project, a VLE integration initiative, has now been mainstreamed and will expand over the next four years.

In addition, we have invested in the foundation development of a MY ATU APP, a Chatbot solution and a state-of-the-art media production facility, exam management solutions and a unified applications CRM solution for ATU. A collection of case studies outlining the ATU specialist projects [are available here](#). In ATU, €1.4M was invested in the Digital Campus rooms project, including learning space developments and upgrades.

N-TUTORR has significantly fostered engagement and collaboration across the university sector, uniting staff and students from seven institutes. When ATU became a university in April 2022 and received EU and HEA funding, it enabled community-building across nine campuses under six N-TUTORR development themes.

As our partners transitioned to Technological Universities, we collectively enhanced the learning experience by focusing on student empowerment, staff development, and digital transformation. Our culture of openness and commitment led to sustained sharing and progress. The N-TUTORR programme now provides a solid foundation and model for collaborative innovation and sector-wide transformation in technological higher education.

CASE STUDY 3

ATU Respect Programme

The ATU Respect Programme upholds the university's commitment to a safe and respectful environment, following the HEA's 2019 framework. It implements the ATU Policy on Preventing and Responding to Gender-Based Violence through prevention, training, awareness, support services, safety assessments, and referrals to internal and external resources.

The ATU Respect Team and Programme, launched in 2023/24, advances this work by promoting a safe and inclusive environment. In 2024/25, the programme grew significantly, aligning with ATU's Strategic Plan and national HEA ESVH framework objectives.

During 2024/25, ATU Respect engaged over 10,000 participants through learning and awareness initiatives, introduced an updated policy, and developed new reporting procedures. The team also created a training programme for staff and students on responding to gender-based violence disclosures and collaborated with students on educational films set for release in 2026.

Activity/Event	Participants
Overall participant engagements across events	10,461
Events	161
Awareness-raising and engagement activities	6,884
Training (students and staff)	3,788
Consent education (total students)	3,603
Introduction to Respect sessions	3,997
Consent education during induction (first-year students, including Apprentices)	3,012
Connect and Respect Orientation Week	1,322

Other 16 Days of Activism campaign activities	1,128
Consent Matters two-hour workshop	591
Compassionate, Prevention and Response Training pilot	242
Flag-raising events (16 Days of Activism campaign)	200
One Million Stars workshops	143
Thriving Compassionate Campus Conference	94

During the year, the ATU Respect team responded to 34 cases where students and staff, including active bystanders, were seeking support relating to gender-based violence and alleged breaches of the student code of conduct and GBV policy.

The ATU Respect Programme is in its early stages, establishing foundational structures across ATU's operations, services, and culture.

Its main goal is to set up the necessary infrastructure, policies, partnerships, and resources to address gender-based violence and promote a culture of respect and safety for all staff and students.

Launch of “Compassionate Prevention and Response (CPR) for GBV” Training –

This programme builds awareness of ATU's GBV Policy, equips participants to respond compassionately to disclosures, and encourages prevention and bystander intervention. Managers, staff, and students can access targeted in-person and online training, delivered internally by three ATU Respect team members for efficiency and expanded reach.

Student Co-Design – YAADA students co-created three short films to reflect lived experience, raise awareness, and encourage peer-led engagement and culture change.

Collaboration – The programme benefits from collaboration within ATU (Student Services, EDI, support units) and with external specialist organisations, broadening reach and strengthening support and referral pathways.

Policy Update – ATU's Preventing and Responding to GBV Policy was approved in December 2024.

Two separate procedures were developed for handling GBV reports and investigations: one for staff and one for students.

Communications and Visibility: The ATU Respect initiative launched a SharePoint site, website page, Workvivo space, and new social media channels to boost accessibility and engagement.

Campus Expansion: The ATU Respect Programme expanded in 2024/25 from Donegal to all nine campuses, collaborating with Student Health and Well Being for Connect and Respect Orientation events and joint awareness activities involving both internal and external services.

CRM for Support & Complaints: A bespoke CRM is being developed to securely manage disclosures and complaints under the GBV policy for staff and students.

International Exchange: ATU received a Fulbright Award to bring a senior U.S. executive for a learning exchange, though it was later revoked due to changing U.S. policy priorities.

Embedding a Culture of Respect, Safety & Accountability

These key developments reflect that ATU Respect is now laying the groundwork rather than being a fully mature programme.

Embedding a strong culture of respect and safety requires sustained investment and progression beyond the early scaffolding phase. In this foundational stage, the programme is enabling:

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- Policies and systems use best practices for prevention, disclosure, response, and support.
 - Staff and students can recognise inappropriate behaviour, respond effectively, and support peers.
 - Support services and communication are clearly visible and easy to access.
 - Partnerships with specialist services enable strong referral pathways.
 - Student engagement promotes genuine peer-led culture change.
 - Reliable data systems ensure secure records, confidential case management, and track progress.

Based on prevalence data, ATU's focus on young adults is suitable. The aim is to create a campus environment that does not tolerate GBV and prioritizes safety and respect for everyone.

Further development

As the ATU Respect Programme evolves, upcoming priorities include:

- Extending CPR training to all staff and students as part of induction and development.
- Tracking engagement and results to inform improvements.
- Implementing and auditing the CRM and case-management system for confidentiality, timeliness, user experience, and outcomes.
- Growing co-design and peer-led projects to enhance cultural change and include lived experiences.
- Increasing male involvement and leadership in prevention.
- Using data to track prevalence, disclosures, reporting barriers, and experiences to adapt interventions.
- Launching campaigns to promote bystander action, challenge negative norms, highlight supports, and reinforce "zero tolerance."

The ATU Respect Programme is transitioning from planning to integration, laying the groundwork for a culture of respect, safety, and accountability. Evidence of risk, particularly among young adults, highlights the need for urgent action.

With new policies, training, and systems starting in 2024/25 and sufficient resources, ATU is well placed to strengthen its impact going forward.

CASE STUDY 4

Embedding UDL at Scale: ATU's Institutional Adoption and Implementation of the ALTITUDE Charter

Between September 2024 and August 2025, Atlantic Technological University (ATU) undertook a coordinated institutional effort to embed Universal Design for Learning (UDL) at programme, campus and strategic levels. This case study demonstrates the impact of ATU's activities, focusing on the national adoption of the ALTITUDE Charter, curriculum development, staff capability-building, and student engagement initiatives.

ATU has long recognised the need to move from pockets of inclusive practice toward a fully embedded institutional culture. The national ALTITUDE Charter, comprising 27 tertiary sector institutions, offered a structured, collaborative framework to advance this goal. ATU's leadership role positioned the university not only as a participant but as a driver of sector-wide reform.

Evidence from previous programme audits and student feedback indicated variability in inclusive practice across campuses. Increasing student diversity also intensified the need for scalable, system-wide approaches, prompting significant investment in staff capacity, cross-campus coordination and digital infrastructure.

Strategic Leadership and Governance

ATU led the development and Phase I adoption of the national ALTITUDE Charter from October 2024 to April 2025, culminating in its national launch on 8 April 2025. To support institutional implementation, ATU established the ALTITUDE Adoption Working Group, agreed Terms of Reference, and launched a two-year internal awareness and engagement campaign aimed at embedding UDL across academic, administrative and student services domains.

Curriculum and Programme Transformation

The UDL Centre of Excellence supported two academic programmes through the Inclusive Programme Audit process in 2024/25, building on three pilots conducted in 2023/24.

This process involved evidence-based reviews of assessment, teaching approaches, and learner supports, followed by implementation workshops and redesign recommendations. In parallel, the third cohort of the Pg Cert/MA in UDL were awarded, while new recruitment for 2025/26 enhanced future staff expertise in inclusive pedagogies.

Staff Capability and Professional Learning

ATU delivered both the national UDL Digital Badge (Oct–Dec 2024) and the local ATU-facilitated rollout (Feb–May 2025), building institutional coherence in UDL competency development. A permanent UDL Specialist post, added in March 2025, significantly enhanced internal capacity, enabling the development of high-quality digital resources, accessibility audits and expanded training opportunities for staff.

Communities of Practice and Regional Collaboration

UDL Academic Peer Networks at ATU Donegal, Sligo and Galway/Mayo campuses hosted lunch-and-learn sessions and supported programme audits. The establishment of the West/Northwest Regional UD Hub, in collaboration with ETBs, further extended ATU's influence. A shared digital resource platform was agreed for launch in December 2025, promoting cross-sector learning.

Student Engagement and Awareness

A Marketing student placement coordinated the ALTITUDE Awareness Campaign, delivering social-media outreach, an Instagram takeover and a student-led podcast to amplify learner voice in UDL implementation.

Institutional Impact

- Established governance structures now ensure coherent, long-term implementation of UDL.
- Programme audits have led to redesigned assessments, clearer learning outcomes and improved accessibility of digital materials.
- Staff training has enhanced UDL confidence, with growing numbers of staff completing formal qualifications and badges.

Student Impact

- Awareness campaigns have increased student understanding of inclusive learning supports.
- Early feedback indicates greater consistency in module navigation, assessment briefs and flexibility through redesigned programmes.

Sectoral Impact

- ATU's leadership of the ALTITUDE Charter has shaped a national framework for inclusive education. Regional partnerships with ETBs are expanding UDL expertise beyond higher education.

ATU's coordinated UDL initiatives demonstrate how institutional leadership, capacity-building and collaborative networks can drive systemic change.

Through the ALTITUDE Charter, programme audits, staff development, and student-centered campaigns, ATU has laid strong foundations for a sustainable culture of inclusion with clear national impact

APPENDIX 1

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	<p>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.</p>	<p>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.</p> <p>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.</p>	<ol style="list-style-type: none"> 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>. 	<p>Commenced and Ongoing</p> <p>Q1 2026</p> <p>Q2 2026</p>

	Recommendation	Commentary	Planned Actions	Planned Completion Date
			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	<ol style="list-style-type: none"> 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. 	<p>Q2 2026</p> <p>Commenced and Ongoing</p> <p>Commenced and Ongoing</p>

	Recommendation	Commentary	Planned Actions	Planned Completion Date
		<p>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.</p> <p>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.</p>	4. Review mechanism for periodic review of polices 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.	<p>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.</p> <p>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.</p>	<ol style="list-style-type: none"> 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. 	<p>Q1 2026</p> <p>Q2 2026</p> <p>Q3 2026</p> <p>Q3 2026</p>

	Recommendation	Commentary	Planned Actions	Planned Completion Date
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.	<p>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.</p> <p>The University will explore potential incentives to augment engagement in CPD.</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Conduct a survey of ATU academics to ascertain and understand: <ol style="list-style-type: none"> 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. 	<p>Q4 2025</p> <p>Q1 2026</p>

	Recommendation	Commentary	Planned Actions	Planned Completion Date
			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.	<p>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.</p> <p>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.</p>	<ol style="list-style-type: none"> 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. 	<p>Q1 2026</p> <p>Q2 2026</p> <p>Ongoing</p>

	Recommendation	Commentary	Planned Actions	Planned Completion Date
6	<p>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.</p>	<p>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.</p> <p>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.</p> <p>Improving baseline data is essential to address key metrics including assessment performance, completion, retention and progression.</p>	<ol style="list-style-type: none"> 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/Department s Programme Boards in production of Annual Reports including an analysis of retention, progression and non- completion at programme and module levels. 	<p>Commenced and Ongoing</p> <p>Q2 2026</p> <p>Commenced and Ongoing</p> <p>Q 2026</p>

	Recommendation	Commentary	Planned Actions	Planned Completion Date
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.	<p>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.</p> <p>ATU and the Student Union will work in tandem to create a partnership agreement that will co-exist with the inaugural Student Union.</p>	<ol style="list-style-type: none"> 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. 	<p>Q1 2026</p> <p>Q2 2026</p>

	Recommendation	Commentary	Planned Actions	Planned Completion Date
8	<p>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.</p>	<p>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.</p> <p>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.</p>	<ol style="list-style-type: none"> 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. 	<p>Commenced and Ongoing</p> <p>Q1 2026</p> <p>Q2 2026</p> <p>Commenced and Ongoing</p>

	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.	<p>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.</p> <p>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.</p> <p>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.</p>	<ol style="list-style-type: none"> 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. 	<p>Commenced and Ongoing</p> <p>Q1 2026</p> <p>Q1 2026</p> <p>Q3 2026</p>

