

Atlantic Technological University

CINNTE Implementation Plan: Follow Up Report

April 2026

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.

Since the completion of the review, ATU has continued to progress a coordinated programme of actions aligned with the recommendations. Work is being advanced across the University. While several actions have commenced, others are being implemented on a phased basis. ATU remains fully committed to achieving the objectives of the CINNTE Implementation Plan and to embedding a culture of continuous enhancement in learning, teaching, research and institutional governance.

ATU has completed its appointments of the Deans of Faculty and the organisation of Schools and Departments within the Faculty structure. This has enabled the embedding of Quality Assurance and Enhancement across the faculties. In addition, the Registrar and Chief Academic Officer with the remit for leading quality assurance in the University has been appointed.

This report outlines progress made in the first year of the Implementation Plan up to April 2026.

	Recommendation	Planned Actions	Planned Date	Update (April 2026)
1	The review recommends that ATU conduct a full audit of student voice matters across all provision. This should be expedited to ensure collection and analysis of feedback is effective and closes the loop back to students.	<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>. 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. 	<p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Q3 2026</p>	<p>Review completed. Issues for further action centre on training and offering different means of capturing the student voice in line with Universal Design principles.</p> <p>A Memorandum of Understanding / Students' Partnership Agreement has been approved. This includes an outline an identification of key fora for capturing the student voice.</p> <p>The Student Hub has been revised to include a dedicated page on 'student voice' which details opportunity for feedback. This will be developed further in the next academic year.</p> <p>Agreeing a transparent feedback mechanism with the anticipated inaugural of ATU Students' Union in September will be a priority.</p> <p>Phase 2 of the <i>Student Experience Project</i> is completed and actions being considered by relevant functions.</p> <p>HEA Targeted Enhanced Funding (TEF) has been allocated to explore the feasibility of a digital platform. The timeline for completion of same is Academic Year 2026/27.</p>

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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.	<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. 4. Review mechanism for periodic review of policies and related procedures on a scheduled basis to allow for formal reflection and change to improve efficiency. 	<p>Q3 2026</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Four Deans of Faculty are now appointed. Two of the Chief Officers are appointed (Registrar and Chief Academic Officer and Chief Officer Research, Innovation and Engagement). The four remaining Chief Officers are expected to be appointed later in 2026.</p> <p>The Senior Leadership Team (SLT) is established to replace the interim University Planning Team (UPT).</p> <p>The Faculty/School/Department structure has been put in place.</p> <p>Full integration of systems to support the organisation structure is ongoing. 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> <p>Mechanisms for periodic review of policies and procedures have been updated. A Microsoft Feedback Form to ensure efficient and documented feedback has been introduced.</p> <p>Consolidation of a number of policies and procedures has been achieved in academic year 2025/26.</p>

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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.	<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>	<p>ATU continues to secure external funding to strengthen its activities across the University including in the areas of quality assurance and enhancement.</p> <p>All four actions are ongoing as the University considers how best to mainstream key projects that align best with its Strategy Plan.</p> <p>The Senior Leadership Team is considering all related activities including processes for commissioning enhancement activity.</p> <p>An SLT review is expected to be completed in Q4 2026.</p> <p>Academic Council to review enhancement priorities in context of upcoming Faculty and Programmatic Reviews.</p>
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.	<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. 	Q4 2025	Survey developed and due for distribution in Q4 2026. The distribution of the survey has been delayed due to the proliferation of external surveys currently in circulation.

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		<p>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> <p>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.</p>	<p>Q1 2026</p> <p>Q3 2026</p>	<p>This action has been postponed until outputs from survey are known as they will serve as a significant source of data for the taskforce. The revised date Q 4 2026.</p> <p>This action has not progressed yet.</p>
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>1. Develop and approve an overarching Learning, Teaching and Assessment (LTA) Strategy setting out vision, guiding principles and priority actions.</p> <p>2. Align and rationalise existing projects and initiatives to the LTA Strategy.</p> <p>3. Roll out a Communication, Engagement and Training Plan on LTA Strategy.</p>	<p>Q1 2026</p> <p>Q2 2026</p> <p>Ongoing</p>	<p>The LTA Strategy has been developed and reviewed by several key Committees across the University. The Strategy is awaiting approval by Senior Leadership Team which is expected May 2026.</p> <p>All new initiatives must align to the identified thematic areas contained in the LTA Strategy.</p> <p>An LTA strategy implementation tracking tool has been developed to identify areas of cohesion and avoid duplication of effort.</p>

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				Upon approval of the LTA Strategy by the Senior Leadership Team, a formal request will be made to the Teaching and Learning Committee of Academic Council to codevelop a Communication and Engagement Plan with the Teaching and Learning Centre.
6	The review team recommends that ATU enhance its approach to data reporting at all levels to ensure that strategic intention and impact can be measured routinely. In respect to learner assessment and engagement this should include data analytics on assessment performance, completion, retention and progression.	<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/Departments Programme Boards in production of Annual Reports including an analysis of retention, progression and non-completion at programme and module levels. 	<p>Ongoing</p> <p>Q2 2026</p> <p>Ongoing</p> <p>Q2 2026</p>	<p>Action 1 is complete.</p> <p>A review of 2025/26 <i>First 5 Weeks</i> initiative and the PASS Leadership programme have been conducted with the findings shaping their implementation in the coming academic year.</p> <p>HEA Targeted Enhancement Fund (TEF) has been secured to develop the Learning Analytics Project further.</p> <p>The Student Reporting & Academic Information Systems Office provides accurate and reliable ATU student data and analysis and makes it accessible to all staff across the University. The office has developed a number of dashboards which include comprehensive analysis of data from the Student Record Management Systems.</p>

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				<p>Dashboards are available to support Faculties, Schools, Departments and Programme Boards and can be filtered to review various levels including, programme, Stage, NFQ, and Entry Basis levels.</p> <p>Additional dashboards have been developed providing trends and analysis for Retention, Progression, Progress and Carry data.</p> <p>A detailed report is available to programme level to support ATU's upcoming inaugural programmatic reviews.</p> <p>A module level performance report is currently under development.</p>
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.	<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 026</p>	<p>A Student Partnership Core Group comprising staff and students from across ATU, was established in Q1 2026 to progress the development of the MoU / Student Partnership Agreement.</p> <p>The agreement was finalised in March 2026. It defines partnership mechanisms; partnership principles; partnership responsibilities and potential areas for Key Performance Indicators.</p>

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				<p>The roll out of the MoU / Agreement will commence once the integrated ATU Student Union is formally established in this calendar year.</p> <p>The establishment of a Student Partnership Committee has been approved by the Senior Leadership Team. The operating mechanism will be agreed with the ATU Student Union once established.</p>
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>	<ol style="list-style-type: none"> Continued commitment to invest in Microsoft Fabric. Establish a community of practice of data system developers across ATU to facilitate early coordination and integration and to share project learnings. Conduct a review of Data Retention Schedules and DPIA of ongoing data platform/system projects and take action to ensure continued compliance with regulatory requirements. Continue to progress a unified learning ecosystem which facilitates standardising data capture and integrations to reduce manual reconciliations and improve reporting mechanisms. 	<p>Ongoing</p> <p>Q1 2026</p> <p>Q2 2026</p> <p>Ongoing</p>	<p>ATU are members of the sectoral funded HEA Targeted Enhancement Fund (TEF) EDIP (Enhancing Data Infrastructure and Business Intelligence for Technological Universities and Preparing for AI) to support the continued investment in Microsoft Fabric.</p> <p>A community of practice has yet to be formally established. However, colleagues meet on an ongoing basis to discuss and reflect on data related issues. This action will be reviewed in Q4 2026.</p> <p>A DATA Retention Schedule is in place for key functions. Training is provided ensure compliance with Data Protection Polices and DPIAs.</p>

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				<p>The Learning Ecosystem Project has 5 work packages. The first work package involved the selection of one Virtual Learning Environment (VLE) to replace the legacy VLEs. This involved a widespread consultation and evaluation of a number of VLEs.</p> <p>Consideration and approval of the selected VLE is expected in Q2 2026.</p>
9	<p>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>	<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>Ongoing</p> <p>Q1 2026</p> <p>Q1 2026</p> <p>Q3 2026</p>	<p>The suite of requisite AQAE Framework policies and procedures and related forms and worksheets is almost complete. As the AQAE Framework matures, rich and informative data is being generated to support quality enhancements.</p> <p>A review and analysis of feedback from a variety of sources across ATU has led to the consolidation of certain policies, for example <i>AQAE017 Programme and Module Provision Policy</i> was subsumed under the <i>AQAE020 Monitoring Evaluation and Enhancement of Programmes Policy</i>.</p> <p>Feedback on the AQAE Framework is monitored regularly and a formal Microsoft Feedback Form has been instituted to enable greater efficiency in retrieving and analysis of feedback.</p>

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				<p>The completion of annual reports in the Registrar and Chief Academic Officer Function has enabled real time analysis to progress changes to approved policies and procedures. Such reports allow for the extraction of key data. An example is the annual <i>'Progress and Carry Report'</i> an analysis of which has provoked changes in <i>AQAE005 Marks and Standards Policy</i>.</p> <p>Each Faculty has been provided with the support of an Assistant Registrar from the Quality Office to work with the Faculties on an ongoing basis.</p> <p>Bespoke training is provided on various aspects of the AQAE Framework by the Quality Office and the Teaching and Learning Centre in areas such as marks and standards; programme validations; programme development; and programme design.</p> <p>The Quality Assurance and Enhancement Team (QAET) have established a mechanism with the Deans of Faculty to ensure consultation and feedback on the AQAE Framework across each Faculty is consistent. The QAET will develop a Quality Enhancement Day with each faculty in the academic year 2026/27.</p>