

Atlantic Technological University

2024

Annual Quality Report
Atlantic Technological University (ATU)
Reporting Period 2022-2023

Annual Quality Report ATU
PART A: INTERNAL QA SYSTEM
Reporting Period 2022-2023

PREFACE

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

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

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

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

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PART A: INTERNAL QA SYSTEM

Table 1

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

Introduction and Overview of Institution

This is the AQR for Trinity College Dublin for the reporting period **1 September 2022 – 31 August 2023**.

It is to be submitted by **Friday, 23 February 2024**.

The AQR has been approved by Academic Council on 9th February, 2024 and is submitted by Aedín Ó hEocha, Assistant Registrar.

ATU is a multi-campus university, established on 1 April 2022 to serve the Northern and Western region of Ireland and beyond. As envisaged in the Technological Universities Act 2018, ATU operates as an anchor institution in our region, working collaboratively with Government, Industry and Community stakeholders to act as catalysts for social, cultural and economic development. ATU has adopted a lead role in providing access to higher education, industry engagement, research and innovation and internationalisation and will contribute to a vibrant regional innovation eco-system.

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 region is sparsely populated and is home to approximately 18% of the national population. However, the region also includes significant urban areas. Our region is distinctive in many ways – it covers 50% of the now well established [Wild Atlantic Way](#), includes 50% of the inhabited islands of Ireland and three of the country's seven Gaeltachtaí, (an area in Ireland where the Irish language is the main 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 large role in driving growth within this region, and it is estimated that approximately 15,000 people cross the border for work or study each day. The region offers a high level of cultural, artistic, and outdoor activities providing an excellent quality of life for its inhabitants.

Our commitment to our region is illustrated in Figure 1, which outlines the numbers of students that enrol in ATU from across the Northern and Western regions. While most of our students come from the counties in which our campuses are located, ATU is unique as it attracts students from every county in the country, illustrating our broad reach.

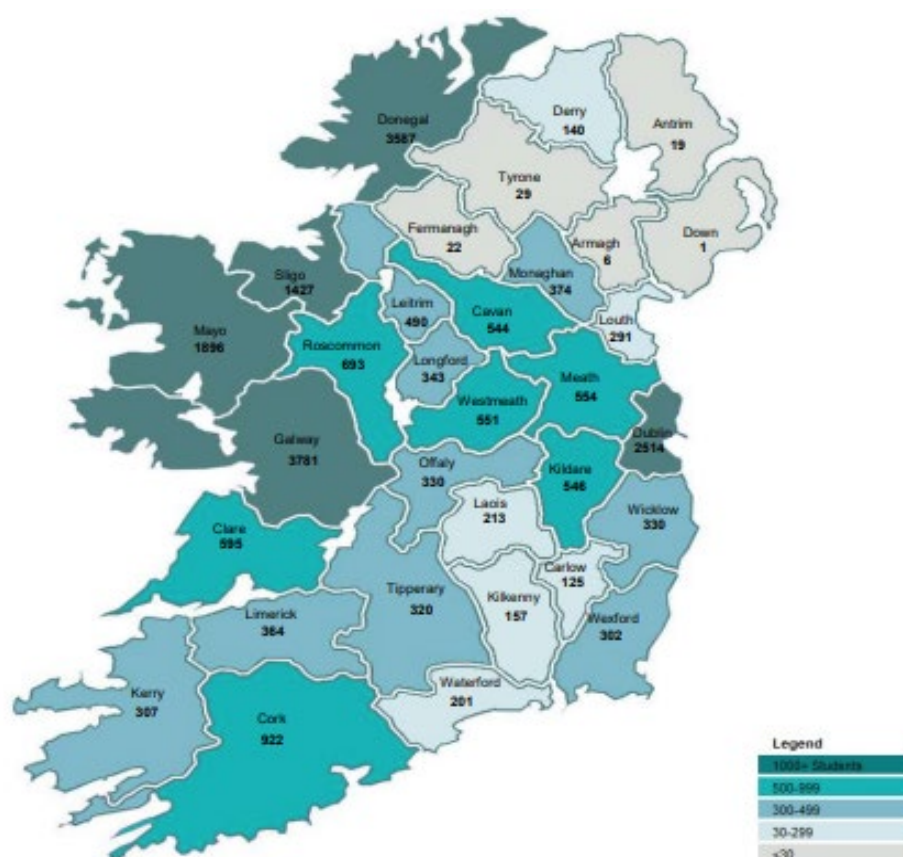


Figure 1: Enrolments by County

ATU has an overarching goal: the employability of our graduates as reflective lifelong learners, through equipping them with the requisite knowledge, skills, personal attributes, and confidence to reach their career aspirations, whilst ensuring we meet the needs of our industry partners and employers from across the public and private sector. Using a well-established employability framework (see [HERE](#)) we have set out the ways in which we provide opportunities for students to develop their employability skills to be empowered to become the best-prepared graduates in the region.

A study by the Northern and Western Regional Assembly indicates that a policy of ‘positive discrimination’ is required to accelerate growth and stem decline in the North, West and Border communities of Ireland. The report ‘**A Region in Transition: The Way Forward**’ (see [HERE](#)) found startling levels of inequality in terms of investment across a number of key areas such as health, education, infrastructure and transport. Failure to address these critical investment shortfalls means that a ‘two-speed economy’ has developed in Ireland. It has also emerged that the EU has downgraded the northern and western region from being considered as ‘Developed’ and has applied a new designation of ‘In Transition’. Such a reclassification shows that the Northern & Western region has

not prospered economically compared to the other regions of Ireland. This development highlights the critical role for ATU in serving its regional remit.



Figure 2: ATU Campuses including St Angelas incorporated on 01 November 2023

Following an extensive period of consultation, both within ATU and among external stakeholders, vision and mission statements have been drafted for the new University:



Figure 3: ATU Vision, Mission and Values

See [HERE](#) for the 2022/23 profile of the University's student population. Please note that the profile excludes ATU St Angelas which was incorporated during the 2023/24 academic year.

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

The Annual Quality Review is developed with input from across the functions of the University.

1.0 Internal QA Framework

1.1 Governance and Management of Quality

1.1.1 Governing Body

ATU is governed by a body of members representing the university and community interests and led by the Chair. The Governing Body was established under the Technological Universities Act (2018) and held its first meeting on 1st April, 2022, the day on which the University was established. On that day, the three merging institutions, Galway-Mayo Institute of Technology, Letterkenny Institute of Technology and Institute of Technology, Sligo, stood dissolved.

At its first meeting, the Governing Body ratified Maura McNally SC as [Chairperson](#), and appointed Dr. Orla Flynn as [President](#), of the of the newly established university. Current membership of Governing Body is listed [HERE](#). Standing Orders for Governing Body have been approved.

Two committees and three subcommittees of Governing Body have been established as shown in figure 4 below.

The work of the Governing Body and its sub-committees is supported by an integrated university-wide governance team.

1.1.2 The University Planning Team

The President is the Chief Officer of the University and the Registrar is Chief Academic Officer. The University is currently in a period of transition, as it moves from the governance and management structures in place in the three founding institutions to a new structure being established for the University. During the transition phase, the President has established an interim representative University Planning Team (UPT) made up of senior members of the management team that includes diversity of function, location and gender. Members of UPT have university-wide briefs and work with the President in leading the new University and in developing unified structures to underpin it. Current membership of the UPT is listed [HERE](#). To support the UPT in its work, four sub-committees have been established as illustrated in figure 4 below.

Three members of the senior management team have taken on the role of Head of College, with one aligned to each of the founding Institutes, to work with the President on college-specific matters while the university-wide structures are being developed.

From an academic management perspective, four interim faculties, with a rotating representative from each included on the University Planning team, have been established. The four interim faculties are Business, Engineering, Creative & Cultural Industries and Science & Health and these will remain in place for the transition phase while the long-term organisational faculty structure is being established. Along with the establishment of the interim faculties, the legacy academic unit structure in each of the colleges, made up of Schools and Departments with specific disciplinary focus, remains in place. Figure 4 depicts the interim governance structure in place on 02 February 2024.

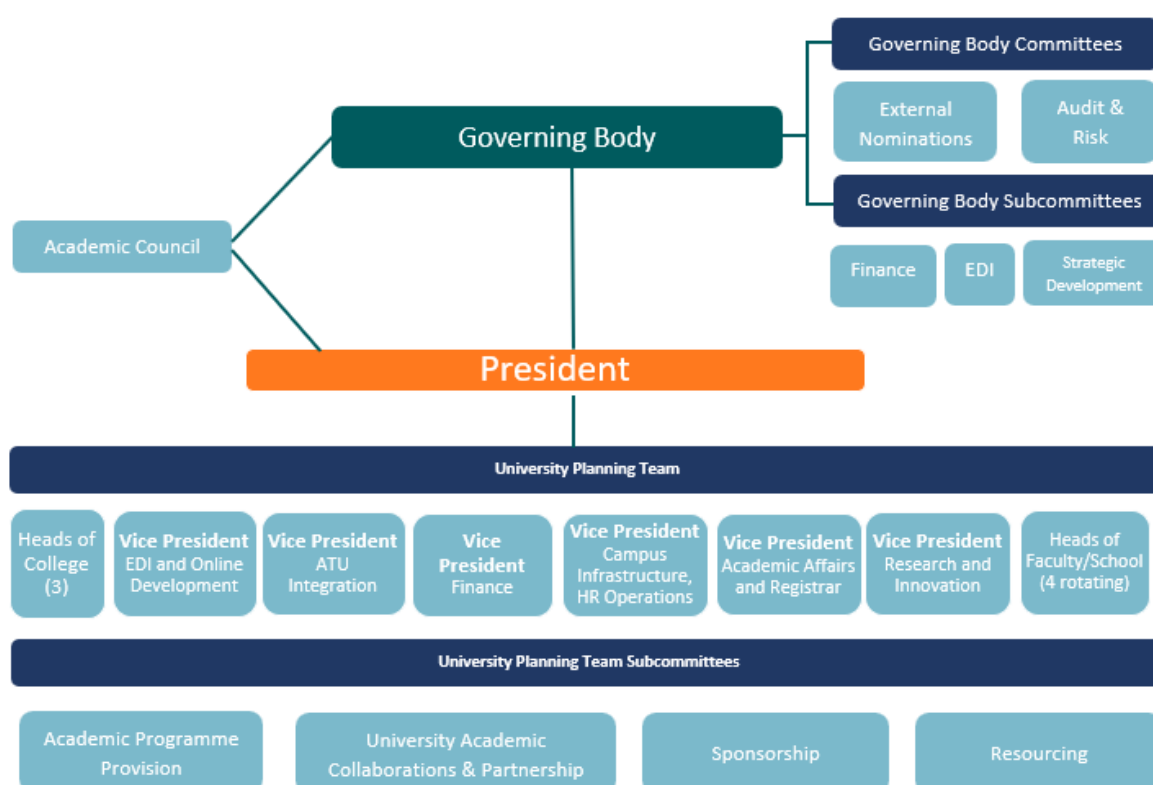


Figure 4: Interim Governance Structure

1.1.3 Academic Council

Academic Council is the statutory academic body of the University, subject to Section 17 of the Technological Universities Act 2018 that maintains control of academic affairs: formulating and approving academic policies, procedures and regulations concerning academic affairs in ATU. All academic matters are dealt with by the University's Academic Council. An interim Academic Council served from designation and until Quarter 4 2022 when elections to the new ATU Academic Council were completed. The first Academic Council of ATU was convened on 20 January 2023. At this meeting membership regulations and standing orders were approved. As currently constituted, 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 Vice President for Academic Affairs & Registrar (VPAAR) as Secretary. The Academic Council General Purpose Committee has been established with authority delegated to it by Academic Council to make decisions in the absence of convening a full Academic Council meeting. The Committee will only meet in exceptional circumstances. Academic Council has six dedicated committees as shown below in Figure 5.

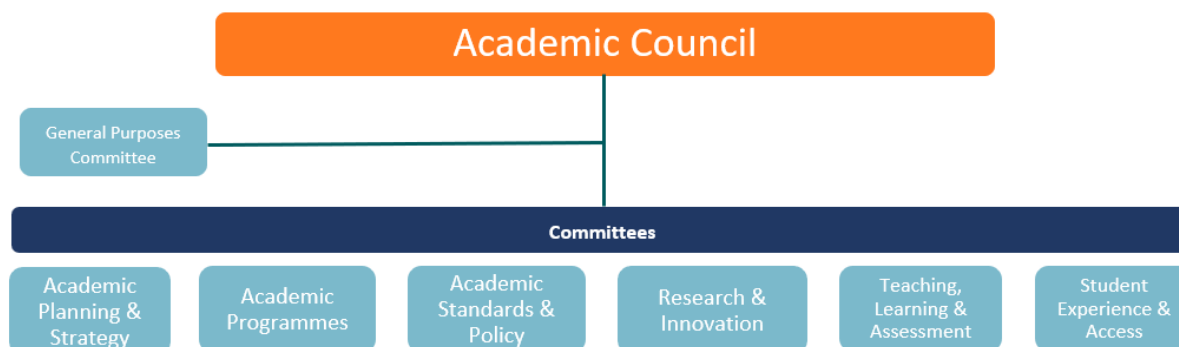


Figure 5: Academic Council Committees

1.1.4 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 \(DAB\) \(2016\)](#)
- [QQI Topic Specific Quality Assurance Guidelines.](#)

A robust Academic Quality Assurance and Enhancement (AQAE) Framework is essential to fulfilling ATU's mission. It ensures that ATU students will have the best possible learning experience and it provides reassurance to all its stakeholders that the University adheres to the highest standards in academic excellence. ATU is committed to making sure that quality and excellence are central to everything it does and continually looks for ways to improve what the University is doing. ATU will be guided in Quality Assurance and Enhancement (QAE) by the Guiding Principles established by the Technological Higher Education Association (THEA) in its Technological Higher Education Quality Framework (THEQF), 2017, available [HERE](#).

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 process adopted in Part B, Section 1.5).

Since the establishment of ATU, the following AQAE policies have been approved:

- Policy for the Development of Academic Quality Assurance and Enhancement Framework, effective 03 March 2023 and available [HERE](#)
- Developing and Validating New Programmes Policy, effective 03 March 2023 and available [HERE](#)
- Programme Design Policy, effective 01 September 2023 and available [HERE](#)
- Recognition of Prior Learning (RPL) Policy, effective 01 September 2023 and available [HERE](#)
- Institutional Review Policy, effective 01 September 2023 and available [HERE](#)
- Programme and Module Revision Policy, effective 01 September 2023 and available [HERE](#)
- Marks and Standards Policy, effective 08 December 2023 and available [HERE](#)
- Student Fitness to Practice Policy, effective 01 September 2023 and available [HERE](#)
- Honorary Doctorate Awards Policy, effective 12 December 2023 and available [HERE](#)
- Research Degree Policy, effective 01 January 2024 and available [HERE](#)
- Monitoring Evaluation and Enhancement of Programmes Policy, effective 01 September 2024 and available [HERE](#)
- Academic Integrity Policy, effective 01 September 2024 and available [HERE](#)
- Micro-credentials Policy, effective 01 September 2023 and available [HERE](#)

In addition, the following associated procedures have been approved:

- Procedure for the Development of AQAE Documents, effective 09 March 2023 and available [HERE](#)
- Procedure for the Validation of a New Programme leading to Major Award, effective 01 September 2023 and available [HERE](#)
- Procedure for the Validation of New Minor, Supplemental or Special Purpose Award, effective 01 September 2023 and available [HERE](#)
- Procedure for External Examination, effective 08 December 2023 and available [HERE](#)

The following Student Polices have also been approved:

- Student Code, effective 01 September 2022 and available [HERE](#)
- Student Vetting Policy, effective 19 June 2023 and available [HERE](#)
- Child Protection Policy, effective 19 June 2023 and available [HERE](#)

Until such time as a policy is approved by the Academic Council, and as provided for under the Technological Universities Act 2018, the Governing Body has approved that the policies of the legacy colleges (GMIT, IT Sligo, LYIT) will apply. These are available as follows:

- ATU Galway-Mayo Quality Assurance Framework is available [HERE](#)
- ATU Sligo Quality Manual is available [HERE](#)
- ATU Donegal Quality Assurance Handbook is available [HERE](#)

In the year preceding designation as ATU, each of the three Academic Councils of the founding Institutes approved the same set of Examination Regulations on the recommendation of the three Registrars. These exam regulations (available [HERE](#)) were approved by ATU Governing Body for implementation across the University for the 2022/23 academic year.

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

- Institutional Review (IR)
- School/Faculty Reviews
- Periodic Programme Review
- Professional Services/Function Review
- Annual Quality Report (AQR)
- Quality Improvement Plans (QIPs)

- HEA & QQI Institutional Dialogue
- HEA Reporting

1.1.5 Student Voice

ATU is a student-centred university where the student voice is heard and valued. ATU is committed to listening to the student voice in Quality Assurance and Quality Enhancement activities.

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

Students are important members of Programme Boards, and other Quality Assurance fora and committees, supporting a student-centred approach to QAE. Also, Class/Learner Representatives engage with academic management and act as a conduit for student issues and concerns.

There is student representation 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), and thereafter may sit on validation panels bringing the student voice to the process.

In line with the recently approved ATU Monitoring, Evaluation and Enhancement of Programmes Policy, students are involved in the internal programmatic review process while membership of external peer review panels include graduates with at least one year of relevant post-qualification experience.

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

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

1.1.6 Sustainable Future

ATU is committed to economic, social, and environmental sustainability for our campuses, local communities, and the region, and to the wellbeing of our planet. As a new progressive University, we want our graduates to positively contribute to a more equitable, inclusive future firmly rooted in the respect and protection of our natural world.

1.1.6.1 EUGREEN – 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 are located in peripheral regions of Europe. EU GREEN partners collaborate to engage students, staff, and their 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 where sustainability is a transversal element. This Alliance, launched in January 2023 with funding of over 14 million euros 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.



1.1.6.2 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 to communicate how they aim to meet the requirements of the Climate Action Mandates 2021 and 2023 and reach its 2030 carbon and energy efficiency targets. We have drafted our first Climate Action Roadmap which is currently out for consultation.

1.1.6.3 Sustainable Development Goals

ATU has signed up to the

1. [SDG Accord](#), which is a commitment to report on progress and share experiences and learning across higher education, both nationally and internationally.
2. [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](#), which is being led by UCC and QUB. In 2023, ATU participated in [Advance HE's Aligning Organisational Strategy to SDGs Programme](#).

1.1.6.4 ATU Curriculum and Professional 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 aim of the programme is 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.,

[M.Sc. in Outdoor Education, Sustainability, and Well-Being](#),

[M.Sc. in Sustainability Leadership](#),

[M.Sc. in Circular Economy Leadership for the Built Environment](#),

[M.A. in Transformative Practices in Equality, Diversity, and Inclusion](#), and

[M.Sc. in Sustainability in Enterprise](#)

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 is any programme directly leading to a Higher Education (HE) award which is delivered in part or in full through an arrangement with a partner organisation. A partner organisation may be another education provider, professional body, business or community organisation. There is a range of different forms of collaborative provision. There may be collaboration in the development and validation of the programme, in the academic monitoring of the programme, in the teaching, in the assessment, and in the awarding etc, or a combination of any of these. Any one of the partners may or may not be a lead partner.

In order to ensure the academic quality of these emerging multiple-provider programmes, it is essential that robust procedures are in place to adequately protect the learner and to ensure that each programme, as delivered, is of a recognised national standard. Where two or more providers are collaborating in the development, validation and/or international delivery of a programme, and possibly in joint awarding, then procedures must be in place to not only protect the learner but also the providers.

ATU policies and procedures in relation to Linked Providers and Collaborative and Transnational Provision that previously applied at the founding institutes, before the establishment of ATU, remain in place until such time as they are replaced by new university-wide policies and procedures and are outlined in the following documents:

- ATU Sligo Policy and Procedures for Collaborative and Trans-National Provision is available [HERE](#)
- ATU Donegal Collaborative Programme Provision is available in Section 3.4 of the Quality Assurance Handbook available [HERE](#)
- Galway-Mayo Policy on Collaborative Provision including Transnational Collaborative Provision and Joint Awards is available [HERE](#)

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

ATU makes awards at Levels 6 through 10 on the NFQ. These awards are made in respect of taught programmes at Level 6 to Level 9 and in respect of research programmes at Levels 9 and 10. In making awards, ATU ensures that learners have acquired the standard of knowledge, skill and competence associated with the NFQ level of an award. Awards developed by ATU are thus consistent with award standards established by QQI, and subsequently adopted by ATU.

2.1.1 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 that taught programmes must adhere to, to ensure that programmes are developed in a consistent and effective manner and lead to awards of a high quality.

This policy applies to the design of all taught programmes, including collaborative and joint programmes, leading to awards at Level 6 to Level 9 on the NFQ. All new taught programmes must be designed in adherence with the policy. All changes made to programmes, arising from on-going review, or planned periodic review must comply with this policy.

2.1.2 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 the development and validation of new taught programmes, including collaborative and joint programmes, and applies to all taught programmes leading 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 below:

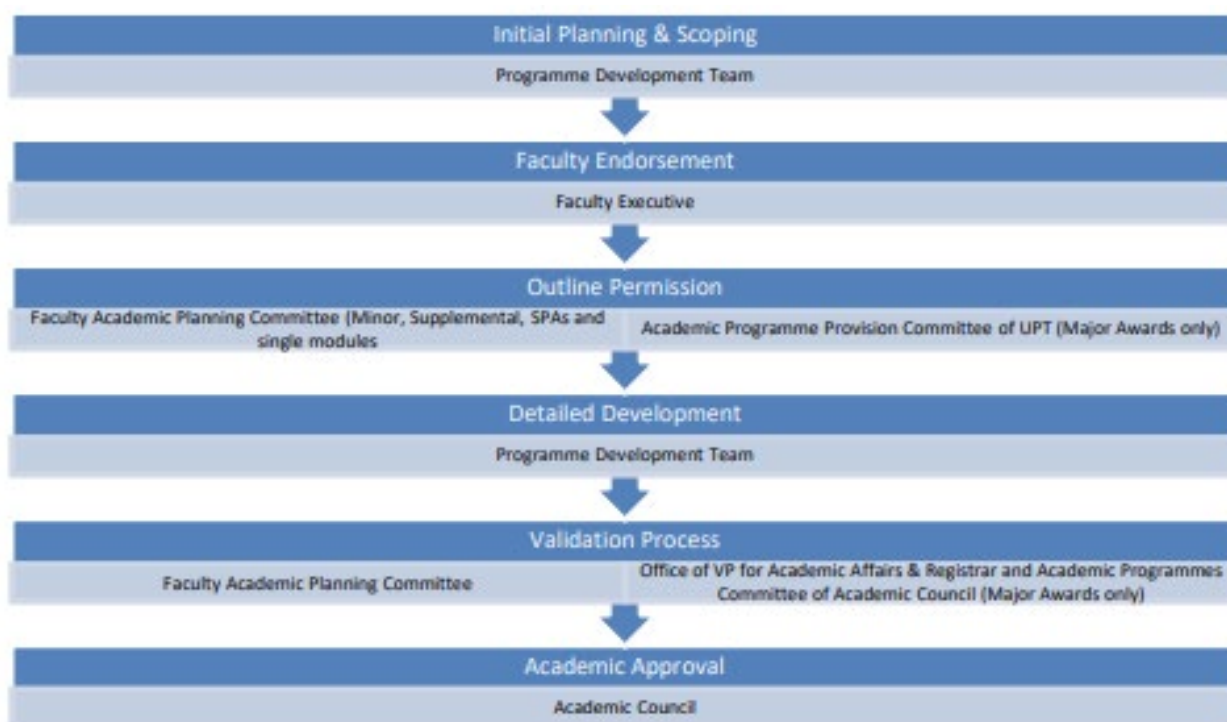


Figure 6: Stages in the Programme Development Process indicating the body responsible for each stage

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

2.1.3 Programme and Module Policy

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

The policy applies to all staff involved in the management and delivery of taught programmes and modules at ATU, including collaborative and joint programmes, standalone modules, and taught modules undertaken as part of research degrees. The policy applies to all programmes leading to awards from Level 6 to Level 10 on the NFQ.

All taught programmes and modules 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 the modules of a programme. 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 in light of 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 as a result of evaluation of:

- student progression and completion data
- the effectiveness of procedures for 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 purpose for the programme.

2.2 Admission, Progression, Recognition & Certification

Attracting, retaining, and supporting students are key objectives of ATU's Quality Assurance system.

Normally, entry to Year 1 of full-time undergraduate programmes is by application through the Central Applications Office (CAO), with the exception of international students applying directly to the University through the International Office and students entering on foot of completion of the ATU pre-entry access programme. ATU has aligned CAO codes and entries for all ATU campuses and programmes in the CAO Handbook for 2023 entry. Some alignment of admission rules and entry requirements were also approved by the academic councils of the three founding institutes prior to designation as ATU.

There are separate entry routes for direct entry, advanced entry and for 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. An ATU Admission, Transfer and Progression policy is currently being drafted and it is expected that it will be approved by the end of the 2023/24 academic year. Detailed admission requirements and information on ATU's awards, with reference to the National Framework of Qualifications, are published in the [ATU prospectus](#). The University actively encourages applications on the basis of RPL and its RPL policy is available [HERE](#).

ATU is invested in broadening 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 who are under-represented in Higher Education. The schemes facilitate flexibility on CAO points and offer additional supports to students throughout their studies. Further information is available on page 315 of the [ATU prospectus](#). ATU is a recipient of Path 2 and Path 3 funding which is aimed at widening access/ participation in Higher Education. ATU also seeks to support student access through its administration of the Student Assistance Fund and the provision of a range of scholarships. Details are available [HERE](#).

All ATU students, and prospective students, who, in the course of their duties or involvement with university activities, may potentially engage in relevant work or activities (as defined by the Vetting Act) must be garda vetted in accordance with the Student Vetting Policy available [HERE](#). The policy also applies to those who engage in or are in the vicinity of activities that may involve unsupervised

access to children and / or vulnerable adults. ATU identifies situations that involve relevant work or activities and requires all students applying for or intending to engage in these positions / situations to be garda vetted.

ATU policies and procedures, in relation to Access, Transfer and Progression, that previously applied at the founding institutes before the establishment of ATU remain in place until such time as they are replaced by new university-wide policies and procedures and are available as follows:

- ATU Galway-Mayo Policy on Access, Transfer and Progression is available [HERE](#)
- ATU Galway-Mayo Policy on the Provision of Reasonable Accommodations for Examinations and Assessments available [HERE](#)
- ATU Donegal Quality Assurance Handbook available [HERE](#)
- ATU Sligo Quality Handbook available [HERE](#)

2.3 Procedures for Making Awards

ATU is a Designated Awarding Body and derives, from law, the authority to make awards. 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.
- Ensures that 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 the certification of awards and maintenance of learner and award records. These procedures shall have regard to award level, award class and type in the NFQ, including references to the total credit value of the award.

The NFQ provides generic, award-type descriptors which form the basis of all awards standards at ATU. Award standards identify the expected outcomes of learning, inclusive of all education and training for a particular award type. They concern the knowledge, know-how and skill, and competence that are expected from the learner who is to receive an award. They include both general

standards for a particular award-type and specific standards for named awards in particular 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 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 placement and student-led projects. Such approaches reflect the requirements of a sophisticated workforce, knowledge-based economy, and 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 to build greater capacity to design their curriculum and teaching practices to ensure a positive student learning experience and robust academic standards, all of which are key in achieving student success. ATU provides postgraduate programmes and professional training LTA and delivers workshops, seminars, digital badges and a range of online courses and toolkits to enhance teaching and the student learning experience. The overall aim is to provide an excellent learning and teaching experience that is informed by current academic research, pedagogic innovation, and collaborative partnership across ATU.

ATU is continuing and expanding on its established commitment of providing students with forums to disseminate their research. Post graduate 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 resources of the University, support staff and students engaged in research-based learning and teaching.

The LTA Principles (see Figure 7 below) and strategic priorities were developed following consultation in the merging institutes. They are informed by the strategy of the National Forum for the Enhancement of Learning and Teaching in Higher Education and the European agreement around the ten 'EU EFFECT principles' for the enhancement of learning and teaching in higher education institutes.

They are non-prescriptive; cherish diversity of purpose content, and methods; commend other ongoing sectoral initiatives; and respect fully 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 the digital learning and teaching experience.

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

LTA Principles

Adapted from the European EFFECT Principles for the Enhancement of Learning & Teaching in European Higher Education Institutes.

1. HE learning and teaching experience nurtures and enables the development of ALL learners and stakeholders as active and responsible citizens, critical thinkers, problem solvers, equipped for life-long learning.
2. Learning, teaching & assessment is learner-centred.
3. Commitment to learning and teaching is integral to the purpose, mission and strategy of the CUA.
4. Institutional leadership actively promotes and enables the advancement of learning and teaching and student success.
5. Learning and teaching is collaborative and collegial process involving collaboration across the CUA and within the wider community.
6. Learning, Teaching and research are interconnected and mutually enriching.
7. Teaching is core to academic practice and is respected as scholarly and professional.
8. The higher education institute community actively explores and cherishes a variety of approaches to learning and teaching that respect diversity of learners, stakeholders, and disciplines.
9. Sustainable resources and structures are required to support and enable learning and teaching enhancement and student success.
10. Institutional QA for learning and teaching aims at enhancement and is a shared responsibility of staff and students.

Figure 7: LTA Principles

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

A new university wide Universal Design for Learning (UDL) Centre of Excellence has been established and a UDL Lecturer with responsibility for managing and reporting the Centre's activities has been appointed. 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 promotes the idea 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 portfolio of programmes, delivered to suit the working and/or the remote learner. This approach includes a range of programmes delivered outside normal delivery hours to adult learners, and programmes delivered to online learners in Ireland and around the world. ATU is a leading provider of online learning in Ireland, and the growth in capacity effected by the establishment of the University will allow further development in the flexible provision of education, and the provision of lifelong learning opportunities for learners in our region and beyond.

A Student Fitness to Practise Policy, available [HERE](#), has been developed in recognition of the University's duty of care to the public as well as to support students in fulfilling programme requirements and helping to prepare them for future professional practice. Many programmes that lead to professional qualifications and/or licensure require students to engage in work placement 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 will be able to demonstrate the requisite levels of 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 involved in effecting the Student Fitness to Practice policy.

The policy includes the standards expected of students, the requirements for reporting and handling of issues / concerns related to fitness to practice, 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 whilst upholding the integrity of the University and the professions it serves.

The University has approved a Marks & Standards Policy for the 2022/23 academic year available [HERE](#). The regulations provide guiding principles and policy with regard to assessment and progression.

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

This structure is interim and external reviews are currently ongoing and may lead to modification of the structure as deemed necessary. Each pillar is led by a manager who is currently reviewing service provision through a university lens.

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

3.1.1. Child Protection

ATU has approved a Child Protection Policy, available [HERE](#), which promotes best practice 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 is equipped to make appropriate decisions if specific child protection concerns arise.

3.1.2. Counselling

The professional counselling service is free-of-charge to all students. The experienced teams help and support students with any area of concern that might arise, be that academic, personal, financial, mental health or otherwise.

3.1.2. Health

The health service teams across ATU provide free medical care and health promotion information to students. The teams, which are made up of doctors and nurses, help with the diagnosis and treatment of health problems, alongside providing services such as issuing prescriptions and repeat prescriptions.

3.1.3. Chaplaincy

The chaplaincy service supports students in their personal and spiritual growth during their time at ATU. The chaplaincy service is available to students of all faiths and none. The team helps to build a sense of community and care for the wellbeing of all.

3.1.4. Academic Writing

Students of all abilities can benefit from the academic writing supports provided by the University. These include 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 on a one-to-one basis or as a small group.

3.1.5. Maths Support

The innovative Maths support 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 on a one-to-one basis, as a small group or online.

3.1.6. Learning Support

Dedicated learning-support tutors help students who have specific learning difficulties. Students have access to the latest assistive technology and can engage with a learning support tutor on a one-to-one or group basis. Reasonable accommodation at exams and liaising with relevant staff are other ways that learning-support tutors can help.

3.1.7. Technology Support

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

3.1.8. ATU Library and Information Services

ATU Library is a multi-campus library service across nine sites (8 physical libraries) providing an inclusive and critical service for all ATU students and staff. All libraries provide a welcoming learning environment with access to an extensive collection of print and electronic resources to support the teaching, learning and research needs of its students and staff.

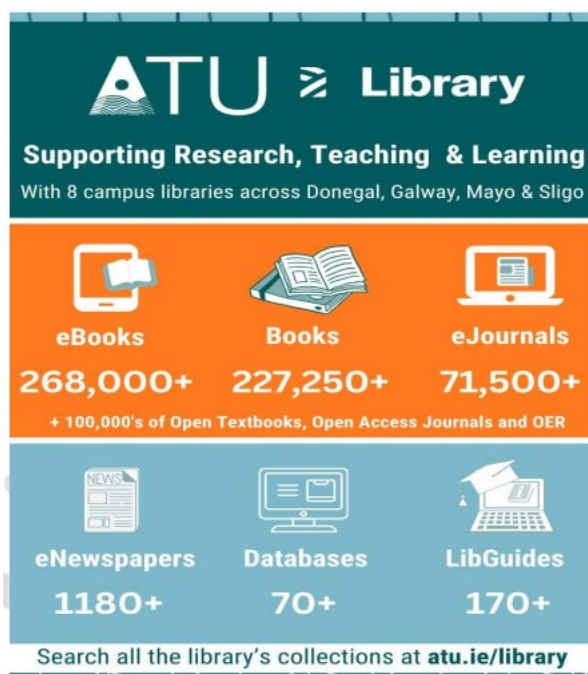


Figure 8: ATU Library

The library provides physical spaces for study and collaboration, face to face support as well as virtual services to accommodate onsite and flexible online teaching and learning. Library staff partner with academic staff in the learning journey to deliver academic excellence.

3.1.9. New Student Induction

ATU's comprehensive induction and welcome programmes support students in making the transition from second to third level education. During induction students receive their timetables, meet their

classmates and lecturers, learn about supports and services, get their questions answered and go on a campus tours. A sample induction programme is available [HERE](#).

3.1.10. Access Office

The Access Office provides a range of supports and services to mature students and students from disadvantaged socio-economic backgrounds. These supports and services are designed to ensure students have equality of access, participation and outcome. Underpinning the work of the Access Office is the recognition that certain categories of students experience barriers, and all services and supports provided are designed to address these barriers through the assessment of individual student needs, and the provision of appropriate academic, technological and financial support. ATU is a member of both the [HEAR](#) and [DARE](#) schemes.

3.1.11. Disability Support Service

ATU works to create a third level community which is accessible and inclusive. The Disability Service provides a range of supports and services for students attending 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 illness, students with mental health difficulties, students on the autism spectrum and students with specific learning difficulties. Our disability support services provide an individual support plan tailored to the specific needs of the student. Engagement with other relevant staff ensures appropriate plans are in place to support students to reach their full potential.



3.1.12. Careers Service

The Careers Service supports students in the transition from education to the workplace. It offers advice to students on career options and postgraduate studies and assists them with CV and interview skills. The Careers Service has well established links with local, national and international employers. Throughout the year the service organises a range of workshops, careers fairs and employer talks.

3.1.13. International Students

The International Office supports the international student body in tandem with the mainstream services. The International Office aims to provide the international student body with both a cultural and academic experience and supports them during their time studying at ATU.

3.1.14. Extracurricular Activities

The Students' Union (SU) provides a wide variety of Clubs and Societies at ATU, promoting community, personal development, and student involvement. Students are encouraged to get involved and the SU is active in engaging students in extracurricular activities.



Figure 9: ATU Clubs and Societies

3.1.15. Student Hub

The [Student HUB](#) is an internal communication platform providing students with a wide variety of information and resources and is accessible by students across the University. In advance of an integrated ATU Student Hub being developed, the ATU Student Hub links to the legacy student information sites of the three founding Institutes.

4.0 QA of Research Activities and Programmes

4.1 Research

ATU recognises that research is integral to the remit of the university and is committed to supporting a research environment that is underpinned by a culture of quality assurance, integrity, and scholarship. Research in ATU encompasses activities that support original and innovative work in a variety of disciplines.

Research activity of staff and students at ATU is coordinated by the office of the Vice President for Research and Innovation (VPRI). The VPRI is supported by the Office of the Vice President for Academic Affairs & Registrar in the management of student admissions and transfers on the Level 9 and Level 10 research degree registers. Quality Assurance is a collective responsibility with oversight provided by the Academic Council, the Research and Innovation Committee and the Postgraduate Research Advisory Committee.

While legacy policies and procedures remained in place, during the current reporting period the QAET commenced development of a range of new policies related to the quality assurance of research in the university. First among these was the Policy for the Quality Assurance of Research Degrees at ATU. Extensive consultation with the university community was undertaken in relation to drafts of this policy, and with Academic Council of the university. The QAET worked closely with the Research and Innovation sub-committee of Academic Council to reflect on the feedback, review and refine the draft policy to be submitted for approval by Academic Council before end of calendar year 2023. On approval by academic council, the QAET and the VPRI function will commence drafting procedures to enable the policy intent, with review and approval by the Research and Innovation Committee of Academic Council, and an intended commencement date of the policy of Jan 1st, 2024.

Available [HERE](#), the Research Degree Policy provides for the quality assurance of admission, supervision, confirmation, transfer and examination of students registered for research degrees at ATU.

The next stage is the development of a series of procedural documents and forms related to the Management and Examination of Research Degrees to support the implementation of QA and best practice for our research activities and programmes. This stage is underway and expected to be completed during academic year 2023 - 2024.

While the development of the ATU policies and procedures for research is ongoing, the following policies applied during the reporting period:

- ATU Galway-Mayo Code of Practice on Research is available [HERE](#)
- ATU Galway-Mayo Research Ethics Policy is available [HERE](#)
- ATU Galway-Mayo Taught Programmes Research Ethics Committees Policy is available [HERE](#)
- ATU Sligo Code of Practice for the Quality Assurance of Postgraduate Research is available [HERE](#)
- ATU Donegal Chapter 7 Research, Quality Assurance Handbook, is available [HERE](#)

4.2 Intellectual Property

The generation of Intellectual Property (“IP”) is an area of very substantial importance in the academic environment of ATU. In Ireland, each Institute of Technology, University and other public research organisation (a “Research Performing Organisation” or “RPO”) is required to ensure that it has in place an internal Intellectual Property management system that meets or exceeds the requirements described in the National IP Protocol and that all of its research is carried out in compliance with that system. Where commercially exploitable Intellectual Property arises as a result of any publicly-funded research and development activities undertaken by the RPO, the RPO is further required to ensure, that the opportunity is taken, where possible and appropriate, to commercialise that Intellectual Property in all possible fields, applications and territories.

ATU’s Intellectual Property Policy and Procedure, available [HERE](#), clarifies the role of Intellectual Property in the activities of the University. It takes account of the requirements of the National IP Protocol and draws on guidelines from various research funding agencies in relation to the treatment of Intellectual Property and similar policies from a selection of Irish and international Higher Education Institutions.

The goals of the policy are to:

- Encourage University Personnel to consider the potential for Intellectual Property arising from their work
- Promote an entrepreneurial culture within the University that fosters the development of potentially commercial Intellectual Property arising from research at the University

- Clarify rights, obligations and procedures with regard to Intellectual Property and its commercialisation
- Describe the University's incentive program related to Intellectual Property
- Provide an efficient process by which the commercial potential of Intellectual Property can be assessed by the University and its advisors
- Ensure that the process of Intellectual Property evaluation, protection and Commercialisation is carried out in a timely manner
- Outline the University offices and procedures concerned with Intellectual Property
- Encourage strategies of Commercialisation and Technology Transfer that provide the greatest benefit to the University, our region, and to the Irish economy; and
- Develop and continually improve a long-term strategy that enables the development of Intellectual Property, related Commercialisation and Technology Transfer, together with maintenance of high standards of education.

The policy sets out the principles and rules that govern the creation, ownership and commercialisation of Intellectual Property which is created by University Personnel during the course of any Funded Research and/or while making more than incidental use of the University Resources. It is intended to provide information and guidance in relation to Intellectual Property and to outline the steps required to help ensure the protection, management, dissemination and/or exploitation of that Intellectual Property in a manner which is mutually beneficial for university personnel and the University and consistent in all material respects with the National IP Protocol.

The policy applies to all University staff and students engaged in Research, Innovation and Engagement programmes, including, for the avoidance of doubt, visiting or adjunct faculty or staff, and others participating in programmes carried out using the University Resources. To the maximum extent possible, all consultants engaged by the University will be required to assign to the University all rights in and to Intellectual Property that may be created during their engagement.

5.0 Staff Recruitment, Development and Support

5.1 Recruitment

ATU recruits staff in line with its Recruitment and Selection Procedures, available [HERE](#), approved by ATU Governing Body on 13th April, 2022. Interview boards are constituted by ATU staff along with members drawn other HEIs and/or business/industry as appropriate. ATU staff participating on interview boards receive interview training before participating and ongoing training is provided, including unconscious bias training. The University aims to achieve gender balance on all panels.

The recruitment process in ATU is carried out in an open, transparent and merit-based manner. The objective is to appoint the candidate who is the best fit for any given 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 have an opportunity to appeal a shortlisting or selection decision if they feel that an error was made during the hiring process which adversely affected their opportunity to be appointed. The ATU Recruitment and Selection Appeals Procedure is available [HERE](#)

5.2 Staff Garda Vetting

Under ATU's duty of care to its staff and students and to aid the protection of the public, the University is committed to ensuring that only suitable candidates are recruited at all times. The National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 provide a legislative basis for the mandatory vetting of persons who wish to undertake certain work or activities relating to children or vulnerable persons or to provide certain services to children or vulnerable persons. ATU is encompassed by this legislation and the ATU Garda Vetting Policy for Employees is available [HERE](#).

It is the responsibility of the line manager to advise HR, if a staff member should be Garda vetted in line with the policy. ATU require all relevant staff or proposed appointees to disclose all information required for the process of Garda Vetting as required by the University. Information collected as part of this vetting process is treated in confidence. The contents of a vetting disclosure are not used by ATU other than to assess the suitability of the vetting subject for the position in question.

5.3 Equality, Diversity, Inclusion

ATU is committed to embedding equality, diversity and inclusion (EDI) across all aspects of university life to ensure that staff work in an environment defined by dignity and respect, where diversity is celebrated, and everyone is treated fairly.

The Athena SWAN Charter was launched in Ireland in early 2015. The Charter is based on eight key principles and is a tool for addressing gender challenges and ensuring that practices and policies present no disadvantage to any member of staff or student. The Charter supports cultural and behavioural change, not just around gender equality but around equality and diversity in all its forms. ATU has adopted these principles and seeks to embed them in all our activities. Adopting the Charter commits the University to removing the barriers that contribute to under-representation.

ATU achieved the Athena SWAN Bronze Legacy award in October 2022. The three founding Institutes were each awarded an Athena Swan Bronze Award in March 2021, an award that recognises a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff. Work began, in advance of designation as ATU, to merge the three Gender Actions Plans into one and the ATU Gender Action Plan was approved by Governing Body in October 2022. ATU was awarded the Athena Swan Legacy Award, an award which recognises the foundational work undertaken by the three Institutes and the University's plans to embed equality at its heart.



5.4 Aurora

Aurora is a leadership development initiative for women and those who identify as a woman. It brings together leadership experts and higher education institutions to take positive action to seek to address the under-representation of women in leadership positions in the sector. Participants explore four key areas associated with leadership success: Identity, Impact and Voice; Power and Politics; Core Leadership Skills; Adaptive Leadership Skills. Aurora seeks to support women and their institutions to fulfil their leadership potential through thought-provoking activities, collaborative problem-solving activities, and motivating stories supported by inspirational women role models. Participation embeds strong networks of early career women across the sector to share best practice, insights, and

experiences. ATU facilitates those who identify as women to participate in the Aurora programme. ATU also facilitates a mentoring programme to support the staff on the programme.

5.5 AURA

Atlantic University Rainbow Alliance (AURA) is the LGBTQIA+ staff network of ATU, with University-wide representation. Established in April 2022, AURA supports LGBTQIA+ staff members and allies.



5.6 Anti-Racism

The University Governing Body, Executive Team and President have committed to the National Anti-Racism Principles for Irish Higher Education Institutions. A Race Equality Network was established and are leading the development of a Race Equality Action Plan.

5.7 Continuing Professional Development

ATU is committed to supporting the continuous professional development of all staff with a view to providing the best possible learning environment for its students. A staff induction programme is provided for all staff and an online induction programme for academic staff is also provided.

The University actively encourages staff to be research-active and supports staff engaged in Level 9 and 10 research programmes. ATU provides a number of postgraduate programmes open to all ATU staff as follows:

- MA in Teaching & Learning
- MA in Learning & Teaching
- Post Graduate Certificate in Teaching & Learning
- Post Graduate Certificate / Masters in UDL
- Certificates in Digital Teaching and Learning, TEL, T&L, Education for Sustainability

A range of professional development workshops are also provided for staff each year by the Staff Development function which also enables access to a range of online learning resources. The ATU Teaching & Learning Centre provides a wide range of services to support academic staff in developing their teaching, methodologies, learning approaches and assessment strategies.

5.8 Preventing and Responding to Sexual Violence and Harassment

The University commits to providing a safe, respectful, and supportive work and study environment for all members of its community. The ATU Preventing and Responding to Sexual Violence and Harassment Policy is available [HERE](#).

5.9 Communication with Staff

The migration of all staff and students to ATU logins has allowed for seamless communication through Microsoft Outlook and MS Teams. In addition, the University communicates with staff using a range of modes, including the following:

- The President holds regular all-staff online meetings providing updates on developments in the new university.
- The Registrar's Office has established a process for consulting staff across the University on the development of new university-wide policies and procedures.
- All ATU staff have access to information and resources through the Staff Hub.
- Workvivo, a tool recently launched at ATU to all staff to see the latest updates, news & events and to access ATU systems and other useful resources.
- The ATU magazine, sharing news with staff across the organisation, is published at regular intervals throughout the academic year.
- QA updates are sent to all staff from the Registrar's email as required.
- Faculty/School, Department and Function meetings are held regularly to share information.
- New staff are provided with induction and access to relevant online resources
- Governance, management and workgroup meetings rotate across all the campuses of the university to promote inclusion and communication.

6.0 Information and Data Management

ATU utilises a number of information systems to both support student learning and manage information.

6.1. 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 e.g. 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 of 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 are well advanced.

6.2. Academic Information Systems

A number of systems linked to core data management systems are used to support academic operations e.g., Academic Module Manager supports the management of programmes and modules, the Guru system supports the secure management of examinations, Koha supports the management of library resources.

6.3. Virtual Learning Environment (VLE)

Moodle and Blackboard virtual learning environments are used to support student learning through information provision, learning resources and assessment. Online lectures are delivered through MS Teams and Adobe Connect.

6.4. Student Engagement

Student engagement and satisfaction is measured, annually, through StudentSurvey.ie, formerly the Irish Student Survey of Engagement (ISSE). ATU coordinated the promotion and administration of the survey across all campuses of the new university. The output from the survey 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.

6.5. 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
- Student Performance
- External Examiner Feedback
- Student Feedback (programme/module surveys and Studentsurvey.ie)

6.6. 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 and to comply with statutory requirements. The University is committed to complying with all applicable Data Protection, privacy and security laws and regulations. In Europe, the General Data Protection Regulation (GDPR), came into effect on 25th May 2018 and the University complies with these regulations. ATU is committed to a policy of protecting the rights and freedoms of individuals with respect to the processing of their personal data. ATU's Data Protection Policy is available [HERE](#). Data subjects have a number of rights under GDPR. ATU's Data Subject Rights Procedure is available [HERE](#). The Data Breach Procedure, approved in November, 2022 and available [HERE](#), applies throughout 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 on 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 main platform for communication with the general public, locally, nationally and internationally, is ATU's website www.atu.ie. For the transition phase, an interim university-wide website has been developed while work is ongoing on the development of a tender for a new ATU site. The ATU website is designed as an external-facing platform and provides information on ATU programmes of study and other relevant information for prospective students and the public more generally.

The University publishes a prospectus which provides details of the programmes on offer along with admission requirements, selection criteria and qualifications awarded etc. The online prospectus is available [HERE](#).

Open Days are held at campuses across the University during the year to give 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 uses several social media platforms including [Facebook](#), [X](#), [YouTube](#), [LinkedIn](#) and [Instagram](#) to communicate key messages to prospective students and other stakeholders.

7.1 Research

The Research and Innovation page on the public website ATU.ie is used to communicate with prospective research students and with industry who may be seeking research. It provides an overview of ATU's research activity while [ATU Research Stories](#) outline some of the exciting research happening at ATU.

7.2 Quality Assurance

ATU is committed to transparency and publishes validation and review reports as well as our QAEF. While a new ATU website is in development, the reports from validations and reviews for the three legacy institutes (GMIT, IT Sligo, LYIT) are available as follows:

- ATU Sligo Quality reports available [HERE](#)
- ATU Galway-Mayo Quality reports available [HERE](#)

- ATU Donegal Quality reports available [HERE](#)

A QAEF for the new university is currently in development and approved policies are publicly available [HERE](#). Until such time as a policy is approved by the Academic Council, and as provided for under the Technological Universities Act 2018, the Governing Body has approved that the policies of the legacy institutes will apply. These are available as follows:

- ATU Galway-Mayo Quality Assurance Framework is available [HERE](#)
- ATU Sligo Quality Manual is available [HERE](#)
- ATU Donegal Quality Assurance Handbook is available [HERE](#)

The Student Code Policy, approved by ATU Governing Body in July, 2022, outlines the general rights of students and what they can expect and what is expected of them in relation to learning, teaching and assessment. This includes, for example, the provision of full information on programmes, an outline of module content, adequate notice of, and feedback following, assessments etc. The Student Code Policy is available [HERE](#)

8.0 Monitoring and Periodic Review

ATU implements a range of 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 Head of School/Faculty is responsible for strategic planning, implementation and co-ordination of academic and related processes, staffing and other resource requirements, programme development, and management of change. The Head of Department has responsibility 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 programmes.

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

8.1. Programme Reviews

Every five to seven years, programmes undergo Programmatic Review to ensure and assure *inter alia* that required academic standards are being attained; that programmes and awards remain relevant and viable; that student needs including academic 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 a self-evaluation review and an external peer review process. The Programme Board involves a range of stakeholders in reviewing the programme including *inter alia* students, graduates, employers and industry/professional bodies.

8.2. School/Faculty Reviews

A review of each School/Faculty is scheduled prior to a programmatic review of programmes in that School/Faculty. The main elements of the review are a self-evaluation and an external peer review process. The review of Schools/Faculties focuses on its performance since the last review and involves an environmental review and a self-evaluation identifying the strengths and weaknesses of the

School/Faculty and plans to deal with the opportunities and challenges facing it. The findings from the review of academic units feed into the programmatic review process.

8.3. Professional Services/Function Reviews

Reviews are also undertaken of Professional Services and Facilities. The main elements of the review are a self-evaluation and an external peer review process. This review of professional services focuses on the contribution of each of the services and how they can be developed to enhance the quality of provision to learners, staff, and all stakeholders.

8.4. CINNTE Reviews

ATU was established on April 1st, 2022. Central to its remit is the maintenance of an appropriate AQAE Framework across the University. The ATU Institutional Review Policy, available [HERE](#), outlines and describes ATU's process for Institutional Review in the context of its requirements under the QQI CINNTE Cyclical Quality Review process for Higher Education Institutions (HEI's) in Ireland.

This systematic review process ensures that ATU adheres to a system for continuous quality improvement as well as accountability for and compliance with relevant QQI policies and the European Standards for Quality Assurance.

The CINNTE review cycle evaluates the effectiveness of institution-wide quality assurance procedures for the purposes of establishing, ascertaining, maintaining, and enhancing the quality of the education, training, research, and related services that the HEI institution provides. The review is coordinated by QQI.

Institutional Reviews are part of the broader quality framework for Designated Awarding Bodies (DABs). DABs derive, from law, the authority to make awards and are listed in the Qualifications and Quality Assurance (Education and Training) Act, 2012 and Qualifications and Quality Assurance (Education And Training) (Amendment) Act 2019. Institutional Reviews are integrated within the broader quality framework in ATU comprising the AQAEF, and ATU engagements with QQI through the adoption of Statutory Quality Assurance Guidelines; Annual Quality Reports (AQR); and Dialogue Meetings.

An Institutional Review involves a detailed and in-depth evaluation of the effectiveness of ATU AQAE policies and procedures; the fulfilment of ATU's mission; the effectiveness of ongoing monitoring and review activities; University innovations and the impact of these within the AQAE Framework. In addition, an Institutional Review may act as a catalyst for improvements.

The overarching theme for the Institutional Review of a newly formed Technological University is ensuring a forward-looking perspective (QQI, 2020). The first ATU Institutional Review represents an opportunity for ATU to have an international review panel appraise the actions being taken to build our new University and evaluate the efficacy of our approved approach to Quality Assurance and Enhancement.

The Institutional Review Policy sets out ATU Institutional Review process and includes:

- the principles that guide and underpin Institutional Review
- the stages involved in undertaking an Institutional Review
- the responsibilities relating to the above.

8.5. Student Feedback

Students are provided with the opportunity to evaluate their programme of study and support services through module evaluation forms and an end of stage Programme Survey. They also have an opportunity to participate in StudentSurvey.ie, Ireland's national student engagement survey available [HERE](#).

8.6. External Experts

External experts are appointed to provide an independent expert overview and input into the validation of new programmes and the review of programmes, academic units and functions. The move to online panels has allowed the involvement of more international experts. Ideally, validation and review panels are gender balanced.

8.7. External Examiners

External Examiners are appointed to programmes and modules to assist ATU in monitoring the standards of its awards. External Examiners act as independent and impartial advisors providing the

University with informed comment on the standards set and student achievement in relation to those standards.

External Examiners must have an award at least equivalent to the level of the award that they have responsibility for external examining. The Head of Schools/Faculties, in consultation with Programme Boards/Committees, will nominate the External Examiners to the Registrar for ratification, having regard to the requirements of the programme, and discipline area, the need for independence, and avoidance of conflicts of interest. External Examiners may be from academia or industry and are approved by a committee of Academic Council.

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

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with Professional Regulatory Statutory Bodies (PRSB)s, Awarding Bodies, QA Bodies

1. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Nursing and Midwifery Board of Ireland (Bord Altranais agus Cnáimhseachais na hÉireann)
Programme titles and links to publications	ATU Donegal Programmes: BSc (Hons) General Nursing (Level 8) BSc (Hons) Mental Health Nursing (Level 8) BSc (Hons) Intellectual Disability Nursing (Level 8) ATU Galway Mayo Programmes: BSc (Hons) in General Nursing (Level 8) BSc (Hons) in Psychiatric Nursing (Level 8)
Date of accreditation or last review	March 2022 (Donegal), November 2018 (Galway Mayo)
Date of next review	2028 (Donegal), 2022/2023 (Galway Mayo)

2. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	CORU - Regulating Health and Social Care Professionals si-305-of-2022-msrb-aqbl-2022.pdf (coru.ie)
Programme titles and links to publications	ATU Galway Mayo Programmes: BSc (Hons) in Medical Science (Level 8) ATU Sligo Programmes: BA (Hons) in Social Care Practice (Level 8) MA in Social Work (Level 9)
Date of accreditation or last review	June 2022 (Galway Mayo), Nov 2019 (Sligo Social Work), Feb 2020 (Sligo Social Care Practice)
Date of next review	May 2027 (Galway Mayo), Nov 2024 (Sligo Social Work), Feb 2025 (Sligo Social Care Practice)

3. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Dental Council of Ireland
Programme titles and links to publications	Higher Certificate in Science in Dental Nursing (Level 6)
Date of accreditation or last review	15/11/2023
Date of next review	2027

4. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Veterinary Council of Ireland
Programme titles and links to publications	BSc in Veterinary Nursing (Level 7)
Date of accreditation or last review	2020
Date of next review	2025

5. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	The Accreditation Committee for Veterinary Nurse Education (ACOVENE) - EU.
Programme titles and links to publications	BSc in Veterinary Nursing (Level 7)
Date of accreditation or last review	2020
Date of next review	2025

6. Type of arrangement (PRSB/awarding body/QA body)	Awarding Body
Name of body:	Teagasc
Programme titles and links to publications	BSc in Agriculture Higher Certificate in Agriculture (Level 7)
Date of accreditation or last review	2017
Date of next review	TBC

7. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Teaching Council of Ireland
Programme titles and links to publications	ATU Donegal Programmes: BSc (Hons) in Bioanalytical Science (Level 8) ATU Galway Mayo Programmes: BSc (Hons) in Education (Design, Graphics and Construction) (Level 8) BEd (Hons) in Art, Design & Graphics (Level 8)
Date of accreditation or last review	2007 (Donegal), 2023 (Galway Mayo)
Date of next review	TBC (Donegal), TBC (Galway Mayo)

8. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Engineers Ireland https://www.engineersireland.ie/Professionals/Membership/Become-a-member/Accredited-thirdlevel-courses/Find-accredited-programme/
Programme titles and links to publications	<p>ATU Donegal Programmes:</p> <p>BEng (Hons) in Mechanical Engineering (Level 8) BEng (Hons) in Fire Safety Engineering (Level 8) BEng in Civil Engineering (Level 7) BEng in Building Engineering with Renewable Energy/ Fire Safety Engineering (Level 7)</p> <p>ATU Galway Mayo Programmes:</p> <p>BEng (Hons) Civil Engineering (Level 8) BEng Energy Engineering (Level 7) BEng (Hons) Energy Engineering (Level 8) BEng Mechanical Engineering (Level 7) BEng (Hons) Mechanical Engineering (Level 8) BEng (Hons) Software and Electronic Engineering (Level 8) BEng Manufacturing Apprenticeship (Apprenticeship) (Level 7) HDip in Engineering in Civil Engineering (Level 8)</p> <p>ATU Sligo Programmes:</p> <p>Higher Cert in Electronic and Computer Engineering (Level 6) BEng in Electronic and Computer Engineering (Level 7) BEng in Civil Engineering (Level 7) BEng (Hons) in Civil Engineering (Level 8) BEng in Data Centre Facilities Engineering (Level 7) BEng in Mechatronics Engineering (Level 7) BEng in Polymer Processing (Level 7)</p>

	BEng in Civil Engineering (Level 7) BEng in (Hons) in Civil Engineering (Level 8) BEng (Hons) in Mechanical Engineering (Level 8) Master of Engineering in Road and Transport Engineering (level 9)
Date of accreditation or last review	2020 (Donegal), June 2019 (Galway Mayo), January 2021 (Sligo)
Date of next review	2024 (Donegal), 2024 (Galway Mayo), 2024 (Sligo)

9. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Society of Chartered Surveyors Ireland (SCSI) https://scsi.ie/students/studying/where-you-can-study/#1603289706160-c95f180e-784b
Programme titles and links to publications	ATU Donegal Programmes: BSc (Hons) in Quantity Surveying (Level 8) ATU Galway Mayo Programmes: BSc (Hons) in Quantity Surveying & Construction Economics (Level 8) ATU Sligo Programmes BSc (Hons) in Quantity Surveying (Ab initio) (Level 8) BSc (Hons) in Quantity Surveying (Add-on) (Level 8) BSc (Hons) in Quantity Surveying (Add-on) (Level 8) BSc (Hons) in Construction Project Management and Applied Tech (Level 8)
Date of accreditation or last review	2019 (Donegal) 2017 (Galway Mayo) 2017 (Sligo)
Date of next review	2027 (Donegal) 2027 (Galway Mayo) 2024 (Sligo)

<p align="center">10. Type of arrangement (PRSB/awarding body/QA body)</p>	<p align="center">PRSB</p>
<p>Name of body:</p>	<p>The Chartered Institute of Building (CIOB) https://d7.ciob.org/sites/default/files/Overseas%20Accredited%20Jan21%20v2.pdf?_ga=2.95230239.2010875753.1612430841-1297416483.1612430841</p>
<p>Programme titles and links to publications</p>	<p>ATU Donegal Programmes: BSc (Hons) in Construction Contracts Management (Level 8) BSc in Quantity Surveying (Level 7) BSc (Hons) in Quantity Surveying (Level 8) BSc in Construction Common entry to BSc in Architectural Technology/ Construction Management (Level 7)</p> <p>ATU Galway Mayo Programmes: BSc (Hons) Civil Engineering (Level 8)</p> <p>ATU Sligo Programmes: BSc (Hons) in Construction Project Management (Add-on), (Level 8) BSc (Hons) in Construction Project Management (Add-on) online (Level 8) BSc in Construction Management (Add-on) (Level 7) BSc in Advanced Wood & Sustainable Building Technology (Level 7) BSc in Quantity Surveying (Level 7) BSc (Hons) in Quantity Surveying (Level 8)</p>
<p>Date of accreditation or last review</p>	<p>November 2023 (Donegal), May 2016 (Galway Mayo), 2022 (Sligo)</p>
<p>Date of next review</p>	<p>November 2028 (Donegal), 2025 (Galway Mayo), 2027 (Sligo)</p>

11. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	The Royal Institute of Architects of Ireland (RIAI) https://www.riai.ie/careers-in-architecture/how-to-become-an-architectural-technologist
Programme titles and links to publications	ATU Galway Mayo Programmes: BSc (Hons) in Architectural Technology (Level 8) Sligo Programmes: Bachelor of Architecture (Hons)
Date of accreditation or last review	Nov 2016 (Galway Mayo), June 2022 (Sligo)
Date of next review	2025 (Galway Mayo) June 2024 (Sligo)

12. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	Chartered Institute of Architectural Technologists (CIAT) https://architecturaltechnology.com/education/study.html?q=galway&search_by=location
Programme titles and links to publications	ATU Donegal Programmes: BSc (Hons) in Architectural Technology (Level 8) ATU Galway Mayo Programmes: BSc (Hons) in Architectural Technology (Level 8)
Date of accreditation or last review	2022 (Donegal), 2021 (Galway Mayo)
Date of next review	2025 (Donegal), 2026 (Galway Mayo)

13. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	Royal Institute of Chartered Surveyors (RICS) http://www.ricscourses.org/Course/#Establishment=GalwayMayo%20Institute%20of%20Technology/Country=Ireland
Programme titles and links to publications	BSc (Hons) in Quantity Surveying & Construction Economics (Level 8)
Date of accreditation or last review	23/11/2017
Date of next review	2023

14. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Association of Building Engineers (CABE) https://cbuilde.com/page/cabe_academic_partners_and_accredited_courses
Programme titles and links to publications	BSc (Hons) in Architectural Technology (Level 8) BSc (Hons) in Quantity Surveying & Construction Economics (Level 8) BEng (Hons) Civil Engineering (Level 8) BSc (Hons) Construction Management (Level 8) BSc Construction Management (Level 7)
Date of accreditation or last review	2017
Date of next review	2025

15. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Royal Institute of British Architects (RIBA)
Programme titles and links to publications	BA in Architectural Design
Date of accreditation or last review	2020
Date of next review	2023

16. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Property Regulatory Services Authority License A, B, C, D
Programme titles and links to publications	Higher Cert in Property Services and Facilities Management (Level 6)
Date of accreditation or last review	2017
Date of next review	No review required

17. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	Association of Chartered Certified Accountants (ACCA) https://www.accaglobal.com/ie/en/help/exemptions-calculator.html
Programme titles and links to publications	ATU Donegal Programmes: BBus (Hons) in Accounting (Level 8) MA in Accounting (Level 9) ATU Galway Mayo Programmes: BBus (Hons) in Accounting (Level 8)

	Postgraduate Diploma in Accounting (Level 9) BBus in Accounting & Financial Management (Level 7) (Mayo Campus) BBus (Hons) in Accounting (Level 8) (Mayo Campus)
Date of accreditation or last review	2023 (Donegal) Feb 2021 (Galway Mayo)
Date of next review	March 2028 (Donegal) Dec 2025 (Galway Mayo)

18. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	Chartered Accountants Ireland CAI
Programme titles and links to publications	ATU Donegal Programmes: BBus (Hons) in Accounting (Level 8) MA in Accounting (Level 9) ATU Galway Mayo Programmes: BBus in Accounting & Financial Management (Level 7) (Mayo Campus) BBus (Hons) in Accounting (Level 8) BBus (Hons) in Accounting (Level 8) (Mayo Campus) Postgraduate Diploma in Accounting (Level 9) (Mayo Campus)
Date of accreditation or last review	2022 (Donegal) 2018 (Galway Mayo)
Date of next review	TBC (Donegal) 2022 (Galway Mayo)

19. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	Institute of Certified Public Accountants in Ireland (CPA) https://www.cpaireland.ie/Become-A-Student/Exemptions/Courses/Exemptions-Results?col=16
Programme titles and links to publications	ATU Donegal Programmes: BBus (Hons) in Accounting (Level 8) MA in Accounting (Level 9) ATU Galway Mayo Programmes BBus in Accounting & Financial Management (Level 7) (Mayo Campus) BBus (Hons) in Accounting (Level 8) BBus (Hons) in Accounting (Level 8) (Mayo Campus)
Date of accreditation or last review	2020 (Donegal) 2018 (Galway Mayo)
Date of next review	April 2025 (Donegal) 2022 (Galway Mayo)

20. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	Chartered Institute of Management Accountants (CIMA) https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/GalwayMayo-Institute-of-Technology-GMIT-9552/
Programme titles and links to publications	ATU Donegal Programmes: BBus (Hons) in Accounting (Level 8) MA in Accounting (Level 9)

	ATU Galway Mayo Programmes: BBus in Business Information Systems (Level 7) BBus in Rural Enterprise and Agri-business (Level 7) BBus (Hons) in Accounting (Level 8) BBus (Hons) in Accounting (Level 8) (Mayo Campus) BBus (Hons) (Level 8)
Date of accreditation or last review	TBC (Donegal) 2020 (Galway Mayo)
Date of next review	TBC (Donegal) 2024 (Galway Mayo)

21. Type of arrangement (PRSB/awarding body/QA body)	Exemptions for Professional Membership
Name of body:	Association of Chartered Accountants (ACCA) Chartered Accountants Ireland (CAI) Chartered Institute of Management Accountants (CIMA) Institute of Certified Public Accountants in Ireland (CPA)
Programme titles and links to publications	ATU Sligo Programmes: BA (Hons) in Accounting
Date of accreditation or last review	2023
Date of next review	2028

22. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	The Honourable Society of Kings Inns Institute of Professional Legal Studies at QUB
Programme titles and links to publications	BA (Hons) in Corporate Law (Level 8) Bachelor of Law (Hon)
Date of accreditation or last review	2016
Date of next review	TBC

23. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Institute of Biomedical Science, UK https://careers.ibms.org/students/accredited-degree-courses/undergraduate-non-uk-courses/
Programme titles and links to publications	ATU Galway Mayo Programmes: BSc (Hons) in Medical Science ATU Sligo Programmes: BSc Hons Biomedical Science (Life Sciences) [Ulster University award but co-delivered by ATU Sligo].
Date of accreditation or last review	2021 (Galway Mayo), 2019 (Sligo)
Date of next review	2023 (Galway Mayo), 2025-2026 (Sligo)

24. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	Institute of Physics Institute of Physics Register of Recognised Courses: https://www.iop.org/sites/default/files/2022-09/IOP-Register-of-Recognised-Courses-July-2022.pdf
Programme titles and links to publications	BSc (Hons) Physics & Instrumentation (Level 8) BSc Physics & Instrumentation (Level 7)
Date of accreditation or last review	2022
Date of next review	2026

25. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	Chartered Society of Forensic Sciences https://www.csofs.org/Accredited-course-search
Programme titles and links to publications	ATU Galway Mayo Programmes: BSc (Hons) Forensic Science and Analysis (Level 8) ATU Sligo Programmes: BSc Hons Forensic Investigation and Analysis (Level 8)
Date of accreditation or last review	2022 (Galway Mayo), Dec 2021 (Sligo)
Date of next review	2024 (Galway Mayo), 2024 (Sligo)

26. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	CIWEM - Chartered Institution of Water and Environmental Management
Programme titles and links to publications	BSc (Hons) in Environmental Science with Ecology (Level 8) BSc in Environmental Science with Ecology (Level 7) BSc (Hons) in Environmental Management Add-On (Level 8) BSc in Environmental Management Add-On (Level 7) MSc in Environmental Health and Safety Management (Level 9) MSc in Water Services Management (Level 9) PG Diploma in Water Services Management (Level 9) MSc in Environmental Protection (Level 9) Postgrad Diploma in Environmental Protection (Level 9) Higher Certificate in Water and Wastewater Treatment Operations (Level 6) Certificate in Drinking Water Treatment Operations (Level 6) Certificate in Wastewater Treatment Operations (Level 6)
Date of accreditation or last review	2020
Date of next review	2025

27. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	National Strength & Conditioning Association (NSCA)
Programme titles and links to publications	BSc (Hons) Sports & Exercise Science (Level 8) MSc in Strength & Conditioning (Level 9)
Date of accreditation or last review	2022
Date of next review	2025

28. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	United Kingdom Strength & Conditioning Association (UKSCA) Recognised Education Partner
Programme titles and links to publications	MSc Strength & Conditioning Professional Strength & Conditioning Journal
Date of accreditation or last review	2022
Date of next review	In perpetuity (based on a member of staff is accredited with the UKSCA)

29. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	Register of Exercise Professionals (REPS) Ireland
Programme titles and links to publications	<p>ATU Donegal Programmes: BBus Applied Sport with Business (Level 7) BBus Sport with Business (Level 7)</p> <p>ATU Galway Mayo Programmes: BSc (Hons) in Sport & Exercise Science (Level 8)</p> <p>ATU Sligo Programmes BSc Health Science & Physiology (Level 7) BSc (Hons) Health Science & Physical Activity (Level 8) BSc (Hons) Public Health & Health Promotion (Level 8)</p>
Date of accreditation or last review	2023 (Donegal) 2021 (Galway), 2021 (Sligo)
Date of next review	2025 (Donegal) 2024 (Galway), TBC (Sligo)

30. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	Association for Nutrition
Programme titles and links to publications	BSc Human Nutrition (Level 7)
Date of accreditation or last review	2020
Date of next review	2025

31. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	International Union for Health Promotion and Education <u>IUHPE Accredited Courses - IUHPE</u>
Programme titles and links to publications	BSc Health Science & Physiology (level 7) BSc (Hons) Public Health & Health Promotion (1 year add on) (Level 8) BSc Hons Health Science & Physical Activity (level 8) MSc Health Promotion Practice (Level 9) Postgraduate Cert in Health Promotion and Wellness Practice (Level 9)
Date of accreditation or last review	2020
Date of next review	2025

32. Type of arrangement	Accredited Programme
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(PRSB/awarding body/QA body)	
Name of body:	IOSH - Institution of Occupational Safety and Health
Programme titles and links to publications	BSc in Occupational Safety and Health (Level 7) BSc (Hons) in Occupational Safety and Health (Level 8) MSc in Environmental Health and Safety (online) (Level 9)
Date of accreditation or last review	2022
Date of next review	2027

33. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Qualification Advisory Board for the Early Learning and Care Sector In progress
Programme titles and links to publications	BEd (Hons) in Early Education and Care
Date of accreditation or last review	March 2021
Date of next review	TBC

34. Type of arrangement (PRSB/awarding body/QA body)	Accredited Programme
Name of body:	Chartered Institute of Personnel and Development (CIPD) About us CIPD
Programme titles and links to publications	Postgraduate Diploma in Strategic People Management (Level 9) MA in Strategic People Management (Level 9)
Date of accreditation or last review	2023
Date of next review	2028

9.2 Collaborative Provision

1. Collaborative provision (Type of collaborative provision)	International Joint Collaboratively delivered Award
Name of body (/bodies):	Ulster University
Programme titles and links to publications	MSc in Public Service Leadership and Innovation (Level 9)
Date of last review	2022
Date of next review	2027

2. Collaborative provision (Type of collaborative provision)	Collaborative - ATU Donegal
Name of body (/bodies):	North West Regional College, Derry
Programme titles and links to publications	BSc (Hons) Early Childhood Care, Health and Education. (Level 8)
Date of last review	
Date of next review	Aug 2023 MOU expires

3. Collaborative provision (Type of collaborative provision)	Collaborative - ATU Donegal
Name of body (/bodies):	Alcohol Forum
Programme titles and links to publications	MSc in Therapeutic Interventions for Alcohol and Other Drugs (Level 9)
Date of last review	2022
Date of next review	2027

4. Collaborative provision (Type of collaborative provision)	Collaborative - ATU Donegal
Name of body (/bodies):	Monaghan Institute
Programme titles and links to publications	Higher Certificate in Health and Social Care (year 2) (Level 6) BSc in Health and Social Care (year 3) (Level 7)
Date of last review	
Date of next review	Expired August 2023 - under review

5. Collaborative provision (Type of collaborative provision)	Collaborative - ATU Donegal
Name of body (/bodies):	ITT, DKIT, AIT, WIT and ATU Galway Mayo
Programme titles and links to publications	Master of Science Postgraduate Diploma Postgraduate Certificate in Advanced Practice (Nursing)
Date of last review	TBC
Date of next review	TBC

6. Collaborative provision (Type of collaborative provision)	Collaborative - ATU Donegal
Name of body (/bodies):	ITT, DKIT, AIT, WIT and ATU Galway Mayo
Programme titles and links to publications	MSc in Professional Nursing (Level 9) Postgraduate Certificate in Professional Nursing (Level 9) Postgraduate Diploma in Science in Professional Nursing (Level 9)
Date of last review	TBC
Date of next review	TBC

7. Collaborative provision (Type of collaborative provision)	Collaborative Provision - ATU Donegal ATU AWARD
Name of body (/bodies):	IBAT College/GUS
Programme titles and links to publications	MSc in Business Management (Level 9) MSc in Marketing (Level 9) Certificate in Access for Higher Education
Date of last review	2023
Date of next review	2026

8. Collaborative provision (Type of collaborative provision)	Joint Award
Name of body (/bodies):	University of Galway
Programme titles and links to publications	ATU Galway Mayo Certificate in Science, Technology and Engineering (Foundation Studies) https://www.gmit.ie/science/foundation-studies-diploma-science-engineering-and-technology-joint-nui-galway-and-gmit Certificate in Business Studies (Foundation Studies) https://www.gmit.ie/business/foundation-studies-diploma-business-galway
Date of last review	2018 (Galway Mayo)
Date of next review	TBC(Galway Mayo)

9. Collaborative provision (Type of collaborative provision)	Joint Award
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Name of body:	ATU Sligo and University of Galway.
Programme titles and links to publications	Postgraduate Certificate in Medical Technology Regulatory Affairs (Level 9) Postgraduate Diploma in Medical Technology Regulatory Affairs. (Level 9)
Date of accreditation or last review	2019
Date of next review	2025

10. Collaborative provision (Type of collaborative provision)	Joint Award
Name of body:	University of Ulster
Programme titles and links to publications	BSc Hons Biomedical Science (ATU Sligo Award) (Level 8) BSc Hons Applied Medical Sciences (Joint Ulster/ATU Sligo Award) Online (Level 8) BSc Hons Biomedical & Bio-industrial Sciences (ATU Sligo award) Online (Level 8) BSc Hons Biomedical Sciences (Ulster award) (Online) (Level 8)
Date of accreditation or last review	2019.
Date of next review	Ulster engaging with IBMS for planned revalidation in 2025-2026

11. Collaborative provision (Type of collaborative provision)	Joint Award
Name of body (/bodies):	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)
Programme titles and links to publications	International MSc in Marine Biological Resources http://www.imbrsea.eu/
Date of last review	2018

Date of next review	2024
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12. Collaborative provision (Type of collaborative provision)	Joint Award
Name of body (/bodies):	Ghent University (BE)
Programme titles and links to publications	Postgraduate Cert in Blue Resources for the Blue Economy (Level 9)
Date of last review	2021
Date of next review	2025

13. Collaborative provision (Type of collaborative provision)	Consortium-led Apprenticeship (Post-2016) - Manufacturing Engineering Apprenticeship ATU Galway-Mayo is the academic coordinating provider.
Name of body (/bodies):	Collaborating providers include: Irish MedTech Association IBEC Munster Technological University (MTU) Technological University of the Shannon (TUS) Technological University of Dublin (TUD)
Programme titles and links to publications	BEng in Manufacturing Engineering (Apprenticeship) (Level 7) Higher Certificate in Manufacturing Engineering (Apprenticeship) (Level 6) https://www.gmit.ie/sites/default/files/public/about/docs/beng-manufacturing-engineering-apprenticeship.pdf
Date of last review	2017
Date of next review	2026

14. Collaborative provision	Collaborative Provision
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(Type of collaborative provision)	
Name of body (/bodies):	Irish MedTech Association
Programme titles and links to publications	Higher Diploma in Medical Technology Regulatory Affairs (Level 8)
Date of last review	2020
Date of next review	TBC

15. Collaborative provision	Collaborative Provision
(Type of collaborative provision)	
Name of body (/bodies):	Europus Teo
Programme titles and links to publications	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
Date of last review	2014
Date of next review	2025

16. Collaborative provision	Collaborative Provision
(Type of collaborative provision)	
Name of body (/bodies):	Mountbellew Agricultural College
Programme titles and links to publications	BSc in Agriculture and Environmental Management (Level 7) BSc (Hons) in Agriculture and Environmental Management (Level 8) https://www.gmit.ie/agri-science/bachelor-science-hons-agriculture-and-environmental-management BBus in Rural Enterprise and Agri-Business (Level 7) BBus (Hons) in Rural Enterprise and Agri-Business (Level 8) https://www.gmit.ie/agribusiness/bachelor-business-hons-rural-enterprise-and-agri-business BEng in Agricultural Engineering (Level 7)

	BEng (Hons) in Agricultural Engineering (Level 8) https://www.gmit.ie/mechanical-industrial-engineering/bachelor-engineering-hons-agricultural-engineering
Date of last review	2014
Date of next review	2027

17. Collaborative provision (Type of collaborative provision)	Collaborative Provision
Name of body (/bodies):	ThermoKing Europe / Cobotics
Programme titles and links to publications	BEng in Automation and Robotics (Level 7) https://www.gmit.ie/bachelor-of-engineering-in-automation-and-robotics https://coboticskillnet.ie/thermo-king-case-study/
Date of last review	2021
Date of next review	2025

18. Collaborative provision (Type of collaborative provision)	Collaborative Provision
Name of body (/bodies):	Unitherm / SEAI
Programme titles and links to publications	Certificate in Heat Pump installation, commissioning, Maintenance and Servicing (Level 6) https://www.gmit.ie/certificate-in-heat-pump-installation-commissioning-maintenance-and-servicing
Date of last review	2023
Date of next review	2028

19. Collaborative provision (Type of collaborative provision)	Collaborative Provision
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Name of body (/bodies):	Creative Enterprise West (CREW), Greasan na Meán (Skillnet)
Programme titles and links to publications	Certificate in Creative Entrepreneurship & Enterprise Development (Level 9) Certificate in Media Practice (Level 8)
Date of last review	2021
Date of next review	2025

20. Collaborative provision (Type of collaborative provision)	Joint/Double Award
Name of body (/bodies):	ATU Sligo and Tianjin University of Technology & Education
Programme titles and links to publications	BEng in Electronic & Computer Engineering (Level 7) BEng (Hons) in Electronic & Computer Engineering (Add-On) (Level 8)
Date of last review	2019
Date of next review	TBC

21. Collaborative provision (Type of collaborative provision)	Joint Award
Name of body (/bodies):	National University of Ireland Galway
Programme titles and links to publications	MSc in Medical Technology Regulatory Affairs (Online) (Level 7) Higher Diploma in Medical Technology Regulatory Affairs and Quality (Online) (Level 8)
Date of last review	2019
Date of next review	2024

22. Collaborative provision (Type of collaborative provision)	Designated Awarding Body
Name of body (/bodies):	Insurance Institute of Ireland (III)

Programme titles and links to publications	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)
Date of last review	2019
Date of next review	2022

23. Collaborative provision (Type of collaborative provision)	Designated Awarding Body
Name of body (/bodies):	Life Insurance Association (LIA)
Programme titles and links to publications	Certificate in Professional Financial Advice Certificate in Credit Union Operations Certificate in Retirement Planning Advice Certificate in DC Pension Scheme Trusteeship 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)
Date of last review	2020
Date of next review	2023

24. Collaborative provision (Type of collaborative provision)	Designated Awarding Body
Name of body (/bodies):	ATU Sligo as Lead Educational Institution for Consortium Led Apprenticeship
Programme title	Higher Certificate in Business in Transport Services (Level 6)
Date of last review	2022

Date of next review	2025
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25. Collaborative provision (Type of collaborative provision)	Designated Awarding Body
Name of body (/bodies):	ATU Sligo as Lead Educational Institution for Consortium Led Apprenticeship
Programme title	Bachelor of Arts (Hons) in Insurance Practice (Life / General) Level 8
Date of last review	2016
Date of next review	2021

26. Collaborative provision (Type of collaborative provision)	Designated Awarding Body under Linked Provider Provision
Name of body (/bodies):	ATU St Angelas
Programme titles and links to publications	<p>BEd (Hons) in Home Economics (Level 8)</p> <p>BEd (Hons) in Home Economics and Biology (Level 8)</p> <p>BEd (Hons) in Home Economics and Religious Education (Level 8)</p> <p>BEd (Hons) in Home Economics and Irish (Level 8)</p> <p>BA (Hons) in Education, Home Economics and Religious Education (Level 8)</p> <p>BA (Hons) in Education, Home Economics and Irish (Level 8)</p> <p>BA (Hons) in Education, Home Economics and Biology (Level 8)</p> <p>Professional Master of Education in Home Economics (Level 9)</p> <p>Certificate in Special Educational Needs for Special Needs Assistants (Level 7)</p> <p>Postgraduate Certificate in Special Educational Needs - Autism (Level 9)</p> <p>Postgraduate Diploma in Arts in Special Educational Needs - Autism (Level 9)</p> <p>MA in Special Educational Needs - Autism (Level 9)</p> <p>MA in Special Education (Level 9)</p> <p>Postgraduate Diploma in Arts in Special Education (Level 9)</p>

	<p>Certificate in Religious Education for Primary School (Level 7)</p> <p>Postgraduate Certificate in Professional Studies in Special Educational Needs (Level 9)</p> <p>Postgraduate Diploma in Arts in Professional Studies in Special Educational Needs (Level 9)</p> <p>MA in Professional Studies in Special Educational Needs (Level 9)</p> <p>Postgraduate Certificate in Specific Learning Difficulties (Level 9)</p> <p>Postgraduate Diploma in Arts in Specific Learning Difficulties (Level 9)</p> <p>MA in Specific Learning Difficulties (Level 9)</p> <p>Postgraduate Certificate in Contemporary Innovations in Education (Level 9)</p> <p>Postgraduate Diploma in Arts in Contemporary Innovations in Education (Level 9)</p> <p>MA in Contemporary Innovations in Education (Level 9)</p> <p>Postgraduate Certificate in Historical and Heritage Studies of the North West (Level 9)</p> <p>Post Graduate Diploma in Arts in Historical and Heritage Studies of the North West (Level 9)</p> <p>MA in Historical and Heritage Studies of the North West (Level 9)</p> <p>MSc in Food Innovation (Level 9)</p> <p>Postgraduate Certificate in Mediation and Conflict Resolution (Level 9)</p> <p>MA in Conflict Management (Level 9)</p> <p>BA (Hons) in Home Economics (Level 8)</p> <p>BSc (Hons) in Nutrition, Food and Business Management (Level 8)</p> <p>Professional Diploma in Education in Home Economics (Level 8)</p> <p>Master of Education in Home Economics (Level 9)</p> <p>Postgraduate Diploma in Science in Primary School Educators (Level 9)</p>
Date of last review	01/11/2019
Date of next review	<p>June 2024*</p> <p>*As St Angelas College, Sligo will be incorporated into the ATU in November 2023, this agreement will cease following incorporation.</p>

27. Collaborative provision	Joint Award
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(Type of collaborative provision)	
Name of body:	University of Ghent, Sorbonne Universities, University of Cote D'Azur, University of Western Brittany, University of the Algarve, University of Oviedo, University of Gothenburg, University of Bergen, University of the Basque Country, Polytechnic University Delle Marche
Programme titles and links to publications	International MSc in Marine Biological Resources (Level 9) www.imbrsea.eu
Date of accreditation or last review	2018
Date of next review	2024

9.3 Articulation Agreements

1. Articulation agreement:	
Name of body (/bodies):	ATU Donegal and Coventry University
Programme titles and links to publications	Higher Certificate in Health Sciences with Dietetic Studies (Level 6) Higher Certificate in Health Sciences with Occupational Therapy Studies (Level 6) Higher Certificate in Health Sciences with Physiotherapy Studies (Level 6)
Date of agreement/arrangement or last review	2019
Date of next review	TBC
Detail of the agreement	This articulation facilitates the progression of students who have successfully completed the HC in Health Science in Dietetic Studies/ Occupational Therapy Studies/ Physiotherapy Studies to the BSc (Hons) in Dietetic Studies/ Occupational Therapy Studies/ Physiotherapy Studies in Coventry University.

2. Articulation agreement:	
Name of body (/bodies):	ATU Donegal and Ulster University

Programme titles and links to publications	Higher Certificate in Pharmacy Technician (Level 6)
Date of agreement/arrangement or last review	2019
Date of next review	2021
Detail of the agreement	This articulation facilitates the progression of students who have successfully completed the HC in Science in Pharmacy Technician on to the MPharm in UU following attainment of the appropriate marks.

3. Articulation agreement:	
Name of body (/bodies):	ATU Donegal and Teagasc
Programme titles and links to publications	BSc (Hons) in Agriculture (Level 8)
Date of agreement/arrangement or last review	2020
Date of next review	2025
Detail of the agreement	This Articulation Agreement is intended to facilitate the progression of students who have successfully completed the 40 ECTS credits QQI FET Level 6 in Farm Administration from Teagasc and the 20 ECTS credits Level 6 Special Purpose Award in the Fundamental Sciences for Agriculture at ATU Donegal to year 2 of the Level 7 BSc in Agriculture at ATU Donegal.

4. Articulation agreement:	
Name of body (/bodies):	St Lawrence College, Kingston, Ontario, Canada
Programme titles and links to publications	BBs Hotel and Catering Management (Level 7)
Date of agreement/arrangement or last review	June 2020

Date of next review	June 2024
Detail of the agreement	This agreement provides opportunities for student study for Canadian and Irish students plus degree completion opportunity for SLC students in ATU Galway Mayo. The latter is part of the IOT Ontario Colleges agreement which first began in 2012.

5. Articulation agreement:	
Name of body (/bodies):	Lingnan Normal University, Guangdong province, China.
Programme titles and links to publications	BA (Hons) Culinary and Gastronomic Sciences ATU Galway Mayo (Level 8) BSc (Hons) in Food Science and Food Processing, Lingnan Normal University, China. (Level 8)
Date of agreement/arrangement or last review	2020
Date of next review	2025
Detail of the agreement	This agreement provides multiple opportunities for students in culinary and gastronomic sciences. The agreement is part of the Chinese Ministry of Education joint programme process and provides advanced entry routes for Lingnan students to ATU Galway Mayo BA Hons Culinary and Gastronomic Sciences programmes. In addition, ATU Galway Mayo faculty will visit Lingnan annually to deliver modules and there are opportunities for reciprocal international work placement which is a key component of the award.

6. Articulation agreement:	
Name of body (/bodies):	Moate Business College
Programme titles and links to publications	BA in Fine Art (Level 7) BA (Hons) in Fine Art (Level 8)
Date of agreement/arrangement or last review	19/02/2020
Date of next review	19/02/2024
Detail of the agreement	Advanced entry to ATU Sligo's Fine Art programmes at Level 7 and Level 8 Stage 2 from Art Craft and Design QQI Level 5 Moate Business College

7. Articulation agreement:	
Name of body (/bodies):	Cavan Institute of Further Education
Programme titles and links to publications	BSc (General) (Level 7)
Date of agreement/arrangement or last review	2019
Date of next review	2024
Detail of the agreement	Students undertake year 1 of the BSc at Cavan Institute and on successful completion of year 1 gain entry into year 2 of the BSc at ATU Sligo. Differential validation panel held in November 2018. Approved by academic council June 2019. Programme will be updated at next programmatic review (2025)

8. Articulation agreement:	
Name of body (/bodies):	Counselling Courses & Psychotherapy Training - IICP College
Programme titles and links to publications	Certificate in Introductory Counselling Skills (Online) (Level 6)
Date of agreement/arrangement or last review	28/03/2022
Date of next review	07/04/2028
Detail of the agreement	Students can apply for advanced entry to the year two of the BSc (Hons) in Integrative Counselling and Psychotherapy. They must have successful complete ATU Sligo award and then apply for admission and consideration.

9. Articulation agreement:	Articulation agreement
Name of body (/bodies):	ATU and NWRC, Derry

Programme titles and links to publications	BSc (Hons) in Quantity Surveying/ Construction Management/ Architectural Technology
Date of accreditation or last review	2022
Date of next review	2025
Detail of Agreement	Progression of students from the HND in Construction Engineering at NWRC to BSc (Hons) Quantity Surveying course at ATU Donegal or BSc (Hons) in Architectural Technology and BSc (Hons) in Construction Management courses at ATU

Atlantic Technological University

2024

Annual Quality Report ATU
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2022-2023

PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT

1.0 Quality Implementation and Developments

1.1 Governance and Management of Quality

1.1.1. The Governing Body

During the reporting period, the Governing Body met six times. To meet the requirements of the HEA Act 2022, new regulations for the selection, election, nomination and appointment of Governing Body members were approved. Two new committees were established in the reporting period, the External Nominations Committee and the Strategic Development Subcommittee. Further details of the remit of these committees are available in Part A, section 1.1.2.

1.1.2. Academic Council

The University's inaugural Academic Council was established following widespread consultation. Further detail on its formation is available [HERE](#). In accordance with Section 16 and Section 17 of the Technological Universities Act 2018, '*an academic council shall control the academic affairs of the technological university, including the curriculum of, and instruction and education provided by, the technological university*' (p. 23).

Following elections in December, 2022, the first meeting of Academic Council took place on January 20th, 2023. Five meetings of Council have taken place during the reporting period and each of the six committees have met a minimum of three times in the same period.

1.1.3. Strategic Planning

ATU is nearing the completion of the development of its first strategic plan which will run from 2024 to 2028.

A period of internal consultation began in January 2023, with a series of workshops on the 17 sustainable development goals, using a methodology known as 17 Rooms, with guidance from the Brookings Institution in Washington DC. The output of 17 Rooms was a series of recommendations for consideration in the strategic plan relating to the broad theme of sustainability. Following this, extensive consultation on all campuses with staff and students, the University Planning Team, and meetings with the Governing Body on the strategic direction, all resulted in initial draft

of the strategic plan by mid-year. Further work on developing key themes and objectives followed.

The mandate of technological universities to be responsive to regional needs is core to the strategic plan. The Northern and Western region is deemed to be a transition region, meaning that it is lagging behind both other regions in the State, as well as European Union averages. For example, the region has poor infrastructure, low ratings on research and innovation, and household incomes which are lower than the European average. In contrast, the [OECD](#) benchmarks the region highly for quality of life, environment, and health indicators.

The [TURN report](#) also points to areas where technological universities need to develop to meet their mission in the years ahead, such as teaching and learning, digitalisation and increasing research capacity significantly.

The nine campuses of ATU are geographically dispersed across the region and ATU can play an important role in enriching the region in its broadest sense, especially in supporting sustainable regional development.



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 10: Five Guiding Lights in the draft ATU Strategic Plan

Figure 10 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

Each of these themes is divided into objective areas, of which there are eighteen in total. For example, Enabling Education has four objective areas - Teaching and Learning, Learning Environment, Flexible Curriculum and Student Profile. Further details will be available when the full plan is published, which is expected early in 2024.

1.1.4. St Angela's College Incorporation into ATU

St. Angela's College, Sligo offers undergraduate and postgraduate programmes to 1600 full-time and part-time students. The institution has a long history of providing high-quality education and offers a diverse range of academic programs, including nursing and health studies, healthcare management, education, special education, religious education, Gaeilge, nutrition, food and business management, and science and disability studies.

ATU and St. Angela's College, Sligo submitted a joint application for incorporation to the Minister for FHERIS on 2nd November 2022. As part of the application process, the HEA organised an Advisory Panel to visit St. Angela's College on 16th and 17th January 2023. The panel issued their report in February 2023. Following the signing of the legal agreement between ATU, St. Angela's College and the Ursuline Order on 31st May, the Dept of FHERIS progressed the related order re: the incorporation through the Houses of the Oireachtas. Minister Harris signed the Statutory Order on 5th July 2023 and the 'appointed day' for the incorporation of St. Angela's College into ATU is 01 November 2023.

St Angela's was approved as a link provider in May 22, with the existing linked provider agreement with University of Galway is running in tandem. In preparation for the transition to ATU, All St. Angela's College programmes were created on the ATU Sligo instance of Academic Module Manager (AMM) over the course of the 2022/23 academic year. All first year students were registered in the ATU Sligo instance of the Banner SRMS for academic year 22/23, with the intention of registering all St. Angela's College students for the 2023/24 academic year. It is planned to appoint a QA Transitions Project Manager to provide oversight of the linked provider agreements and QA, and to support the Heads of School during the transition period.

1.1.5. Development of a Quality Assurance and Enhancement Framework

Following its designation, the University established the QAET under the Vice President for Quality Assurance & Registrar to develop a unified QAEF for the university. The QAET comprises academics from the 3 legacy institutions and from St Angelas, Sligo which will be incorporated on November 1st, 2023.

The process agreed for the development of academic policies consists of a three-stage approach as depicted in Figure 11.

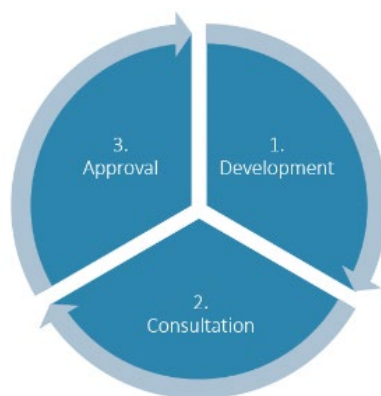


Figure 11: Three phases of policy development

The development phase may be summarised as a drafting phase involving the QAET and other key stakeholders as shown in Figure 12



Figure 12: Details of the policy development phase

A key component of the policy development phase is the referral of the draft policies to an external advisor for review and comment. The external advisor engaged by ATU has acted as the Chief Executive of the South African Qualifications Authority (SAQA), similar to QQI, and brings a wealth of experience to reviewing our QAEF from an international perspective.

The consultation phase is depicted in Figure 13 below, with policies going to Academic Council for approval as the final step.

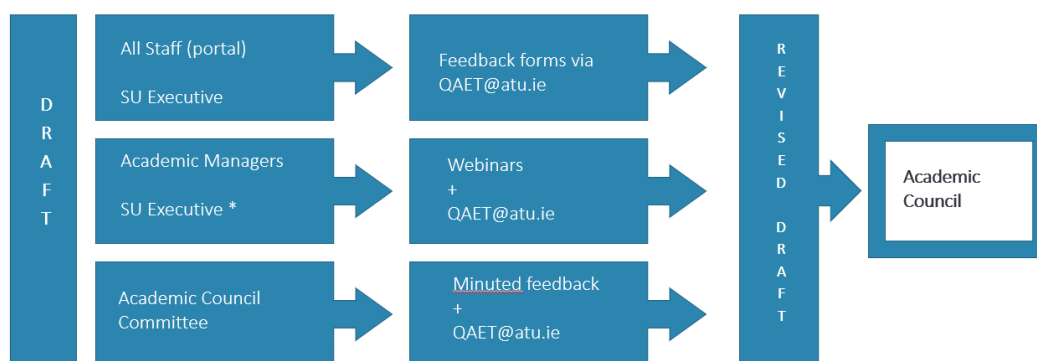


Figure 13: Elements of the consultation phase.

Draft policies are circulated to all staff inviting written response. Webinars are held with key stakeholders, including the Student's Union and the revised draft, reflecting consultation feedback, is presented to Academic Council for approval.

A key principle underpinning the development of the new QAEF for the university is to ensure quality assurance is owned by all. The approach to consultation ensures this is achieved, in addition to the visibility and accessibility of draft policies, approved policies and approved procedures on the Staff Hub.

The QAEF is a standing item on the agenda of Academic Council and for the first meeting, four policies were presented for consideration and approval. Chief among these was what might be referred to as a 'Policy on Policy Development', named: '*Policy for the Development of Academic Quality Assurance and Enhancement Framework*'.

This policy received approval from Academic Council and the significant difference, compared to what the legacy institutions were familiar with, was the separation of policies from procedures. Indeed, procedures now have a distinct approval process via committees of Academic Council, with decisions noted at Academic Council.

The QAET also adopted a consistent template and format for all policies, a revision history process and a repository for approved policies. Evident among this approach is lessons learned from experiences of the legacy institutions in developing and managing the QA Framework. This

highlights the maturity of the emerging university and confirms its status as a Designated Awarding Body.

The following policies, developed by the QAET, were approved in the reporting period:

- Developing and Validating New Taught Programmes Policy, approved 17 February 2023 and available [HERE](#)
- Institutional Review Policy, approved 14 June 2023 and available [HERE](#)
- Policy for the Development of Academic Quality Assurance and Enhancement Framework, approved 17 February 2023 and available [HERE](#)
- Programme and Module Revision Policy, approved 14 June 2023 and available [HERE](#)
- Programme Design Policy, approved 14 June 2023 and available [HERE](#)
- Recognition of Prior Learning (RPL) Policy, approved 14 June 2023 and available [HERE](#)
- Student Fitness to Practice Policy, approved 14 June 2023 and available [HERE](#)
- Student Vetting Policy, approved 19 June and available [HERE](#)
- Child Protection Policy, approved 19 June and available [HERE](#)

The following academic procedures were approved in the reporting period:

- Procedure for the Development of AQAE Documents, approved 3 March 2023 and available [HERE](#)
- Procedure for the Validation of a New Programme leading to a Major Award, approved 20 June 2023 and available [HERE](#)
- Procedure for the Validation of New Minor, Supplemental or Special Purpose Award, approved 20 June 2023 and available [HERE](#)

A project plan, prioritising the development of a further 14 QA policies, was presented to the June meeting of Academic Council.

The work of the QAET has made progress in developing a singular and unified QAEF for ATU. The extensive consultation process, in place along with the open and transparent approach towards capturing feedback and reflecting this in the next iteration of the policies, has been welcomed.

Once approved, the further development, updating and review of the policies becomes the responsibility of the policy owner, identified in the revision history at the start of each policy.

The process of developing procedures separately to policies is new for stakeholders of the founding institutions. However, it is considered a positive development as it places the focus on the policies and allows for procedures in support of the policies to be developed in an agile and flexible manner.

1.1.6. Communication of New Policies and Procedures

To make policies and procedures accessible to all staff, a staff portal has been developed as a repository for all ATU policies and procedures. To enhance accessibility and the user experience, the repository continues to evolve. New and amended documents are also communicated via all-staff emails. Relevant policies are made available to students via the [ATU Student Hub](#) and to the public via [ATU.ie](#).

The ATU Marks and Standards Policy that was approved for the 2022/23 academic year brought challenges for staff across the University as new examination regulations and practices were implemented. Extensive bespoke communication and training was rolled out across the University with training tailored to faculty management, academic staff and students, as appropriate.

1.1.7. Institutional Review – CINNTE

Preparatory work for the CINNTE Review process commenced during the reporting period, led by the Vice President for Quality Assurance & Registrar. A structure of the Steering Group was approved by Academic Council, which was representative of the geographical distribution of our multi-campus network, see Figure 14.

	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 14: Proposed membership of CINNTE Steering Group

St. Angela’s College is not scheduled to be incorporated into the university until November, 2023. Regardless, it was decided to have representatives on the steering group. The steering group now has approximately 50 members. The key dates for the CINNTE review have been approved with QQI as per Figure 15 below and a CINNTE Coordinator is scheduled to be appointed in October 2023.

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

Figure 15: Key dates for the ATU CINNTE Review Process.

The first Steering June 2023 reference

meeting of the Group was held in where terms of and a

governance/management structure for the CINNTE Review process was agreed. A proposed structure for the Institutional Self Evaluation Report (ISER) and Institutional Profile (IP) was also discussed at this inaugural meeting.



1.1.8 ATU Integration and Working as One

Significant progress towards integration and working as one has been achieved during the reporting period. Under the leadership of the Vice President for ATU Integration, many collaborative integration projects have been completed or progressed. Examples of ATU Integration projects, along with their status, are listed below:

Examples of ATU Integration Projects [January – August 2023]

Functional Areas	Completed	In Progress	Planned
Change Management & Strategic Planning			
Appointment of change management and organisation design consultants	✓		
Development of high-level organisation structures		✓	
Development of first ATU Strategic Plan		✓	
Academic Affairs			
Academic Affairs and Integration (systems alignment)		✓	
International			
International Strategy		✓	
International (IT systems integration)			✓
Erasmus without Papers Project Tender	✓		
Learning & Teaching			
ATU Centre of Excellence in UDL - as part of the ATU Teaching and Learning Centre established	✓		
Marketing & Communications			
Introduction of Workvivo (internal communications platform)		✓	
Production of a full suite of marketing assets is in progress with new signage, stands & publications in development	✓		
Schedule of all staff webinars/meetings	✓		
Quarterly publication of ATU Magazine	✓		
Monthly internal newsletters	✓		
Customer Relations Management (CRM) development partner to commence work on the roll out of CRM platform across ATU		✓	

Student Services/Engagement			
Drafting of common SU constitution		✓	
Drafting of common SU structures & finance		✓	
Integration of Student Services infrastructure		✓	
Research, Innovation and Engagement			
Implementation of a Research Information Management System (Elsevier PURE)		✓	
Submission for €20m in funding to the HEA to strengthen the University's research and innovation capacity		✓	
Joint approach to management and structures of incubation centres		✓	
Human Resources			
Core HR Merge System meetings		✓	
Alignment of business processes		✓	
HR & Finance integration teams meeting re: Core system merger project		✓	
Finance			
Discovery workshops re: Agresso	✓		
Working groups – Business Process Alignment	✓		
HR & Finance integration teams meeting re: Core system merger project		✓	
Website Development			
Appointment of Website Development Manager	✓		
Development of tender for new website		✓	
Incorporation of St. Angela's College (STACS) into ATU			
Advisory Panel visit	✓		
Report from Advisory Panel	✓		
Legal agreement between ATU, STACS & Ursuline Order	✓		
Statutory Instrument (Order) signed by Minister for FHERIS	✓		

Other			
CRM design and development		✓	
Critical Incident Plan developed and approved	✓		

Table 2: Examples of ATU Integration Projects

1.1.8.1. Examples of System Integration

The integration of MIS systems across the University is ongoing. The following projects have made considerable progress in the reporting period.

1.1.8.1.1. Financial Management System (FMS) Merge Project

A project to merge the three separate Financial Management Systems of the founding institutions was commenced in August 2022. All three founding institutions were using separate instances of the Agresso system and the key objective of the project was to create one unified version for ATU. Under the leadership of the ATU Finance Steering Committee, a project team was established and a Project Manager appointed to review and align business processes, develop relevant policies and procedures and merge the three legacy finance systems. The project team worked with EducCampus Services, who manage shared services for the sector, and the project was undertaken under the EduCampus Project Governance Framework. The project was scoped and a project plan agreed. A number of working groups, with representation from across the University, were established to agree business process alignment. It was agreed that a new, greenfield site would be required for the ATU system and work was carried out to import relevant data from the legacy systems into the new ATU system. Following extensive user acceptance testing, the ATU system successfully went live in June 2023. This unified financial management platform has streamlined budgeting, procurement, and accounting processes, ensuring efficiency and transparency in financial operations across the entire university.

1.1.8.1.2. Banner Student Record Management (SRMS) Integration Project

A project to implement a merged Banner SRMS is currently underway. A Steering Group has been established to oversee the project and a project team has been appointed. The project is

being managed at ATU by a dedicated Project Manager and is being implemented under the EduCampus Project Governance Framework. The project team has worked closely with managers in the Academic Affairs function to align relevant processes. Working groups have been established in each functional area with staff representatives from across ATU and St. Angela's. These groups enable end users to input into the business process review as well as providing an information forum for agreed coding structures and processes to be introduced with the implementation of a single ATU Banner™ system. In March/April 2023 ATU engaged in a series of Discovery Workshops with EduCampus and DXC to assess the readiness of ATU to proceed with the system merger and the final Merge Options Report was agreed and signed off by ATU in June 2023. The agreed decision was to proceed with a greenfield site. Work is continuing on pre-merger activities within ATU while DXC are preparing their detailed Statement of Work. Preparations are underway for a deeper scoping exercise in preparation for the system design and implementation phase of the project. Business Process Alignment will continue in parallel with the implementation phas

1.1.9 Information and Data Management

1.1.9.1 MS Dynamic CRM Project

A six year framework agreement has been signed with our CRM Services partner MS Dynamics CRM. While MS Dynamics CRM was in use in ATU Sligo prior to the establishment of ATU, a project to roll it out across the ATU is now being implemented. To date, the following has been achieved:

- Three environments are now in place (development, testing and production) and Microsoft Dynamics Education Accelerator has been deployed to allow education processes to be more easily implemented.
- Integrations are in place with ATU credentials management (Entra ID). CRM access can be granted to any ATU staff member though the use of security groups. ATU Marketing were first to use and prove the new infrastructure, with work between March and August 2023 to promote ATU courses opening in October 2023 for an intake in January 2024.

- An ATU Unified Applications Working Group was formed in January 2023. The Terms of Reference and working group membership was finalised by April 2023 and approved by University Planning Team. Four sub-groups have been established as follows:
 - Application Forms alignment
 - Application Process Mapping
 - Student Experience
 - Online Applications Platform

Work is continuing across all sub-groups to align application processes.

1.1.9.2 Student Reporting

In recognition of importance of university-wide data reporting, and despite the fact that the University is still operating from separate student record management systems aligned to the founding institutes, further progress has been made during the reporting period on the analysis and reporting of ATU-wide student data sets to support decision making. An area on the Staff Hub, dedicated to making reports and dashboards available to staff across the ATU, has been launched and a suite of reports, developed by the Student Reporting and Academic Information Systems Office, has been made available, including:

- Key Facts and Figures
- Student Numbers Dashboard
- ATU Student Retention and Progression Statistics
- ATU Student Pass Rates
- Graduation Statistics Dashboard
- Weekly Updated Student Numbers Dashboard

1.1.9.2 IT Services – Streamlining of Processes

The focus in IT Services during the reporting period has been on streamlining processes, improving cybersecurity measures and implementing new university-wide technologies. The key highlights include the adoption of a new cybersecurity SEIM service, the launch of a comprehensive university-wide cybersecurity awareness training platform, the implementation of Intune for centralised management of laptops and computer lab PCs, the introduction of Azure Virtual Labs for teaching purposes, and the enhancement of disaster recovery and business continuity planning.

1.1.9.3 Implementation of Cybersecurity SEIM Service

In response to the increasing cyber threats in the educational sector, the university has adopted a state-of-the-art Security Information and Event Management (SEIM) service. This advanced cybersecurity solution provides real-time monitoring, analysis, and response to security events across the university's IT infrastructure, improving our overall cybersecurity posture.

1.1.9.4 Cybersecurity Awareness Training Platform

Recognising the critical role of human factors in cybersecurity, the University has introduced a comprehensive cybersecurity awareness training platform. This initiative aims to educate and empower all staff with the necessary knowledge and skills to recognise and respond to potential cybersecurity threats, fostering a culture of cyber resilience throughout the university.

1.1.9.5 Centralised Device Management with Microsoft Intune

The implementation of Microsoft Intune has been instrumental to ensuring consistent and secure management of university devices. This cloud-based service allows for centralised control and monitoring of all laptops and computer lab PCs, optimizing device performance, enforcing security policies, and facilitating remote troubleshooting, irrespective of device location.

1.1.9.6 Microsoft Teams Telephony

Teams telephony was rolled out in Donegal completing the full implementation of Teams for telephony across the ATU

1.1.9.7 Azure Virtual Labs for Teaching

The adoption of Azure Virtual Labs represents a leap forward in the delivery of educational content replacing other remote access solutions and other virtual solutions. These virtual labs provide a dynamic and scalable environment for students and faculty to access pre-configured virtual machines for lab-scenarios, enhancing the overall learning experience.

1.1.9.8 Disaster Recovery and BCP Planning

The university has undertaken a review of the business continuity planning and strategy. Leveraging the capabilities of resilient cloud services and redundant infrastructure, the university is aiming to be well-prepared to mitigate risks, minimize downtime, and ensure continuity in the face of potential disasters.

1.1.9.9 Network Upgrade

A comprehensive upgrade to the university's network is underway in Sligo and Donegal and will follow in Galway to accommodate the increased demands of a unified technical university and cyber security imperatives. This upgrade ensures high-speed, reliable, and secure connectivity across campuses, facilitating better collaboration, data sharing, and access to online resources.

1.1.9.10 University IT Management Weekly Meetings

The weekly meetings of the full University IT Management team serve as a focal point for aligning overarching IT strategies with the university's goals.

- **Operational Issue Resolution:** Immediate attention is given to operational challenges, fostering a quick and coordinated response to issues affecting the university's IT services and infrastructure.
- **Project Work Updates:** Progress on ongoing projects is shared, allowing for real-time collaboration, problem-solving, and resource allocation adjustments.
- **Budget Planning:** Budget planning is coordinated centrally by this group ensuring appropriate investment in IT.

1.1.9.11 IT Working Group Weekly Meetings

In addition to the University IT Management meetings, various specialised cross-university working groups convene weekly to address specific technical and project-related matters. Key features of these working group meetings include:

- **Technical Expertise Exchange:** Working groups bring together specialists from different IT domains and locations, facilitating the exchange of technical expertise.

- **Project-Specific Discussions:** Each working group focuses on specific project-related tasks, ensuring that all technical aspects are thoroughly discussed and planned.
- **Innovation and Best Practices:** Working group meetings provide a platform for discussing and implementing innovative solutions and best practices within specific technical domains.
- **Feedback Mechanism:** Working groups serve as a valuable feedback mechanism for the full University IT Management team. Insights and challenges from the working groups inform decision-making at the broader management level, fostering a responsive and adaptive IT strategy.

1.1.10. Academic Programme Planning and Accreditation

A project was established with funding from the Technological University Transformation Fund (TUTF) to introduce Academic Module Manager (AMM), to Donegal as it was already being used as the module and programme creation software and database in Sligo and Galway-Mayo. Almost 1,900 approved Donegal modules were inputted during the reporting period. In parallel, work was undertaken to align the settings on Galway-Mayo's and Sligo's AMM in addition to introducing new features and testing AMM v4.0 preparing for launch in October 2023.

Module and programme documents from the founding institutes were considered, and agreement reached on ATU templates in parallel with the QAET's development of a Programme Design Policy. These templates were inputted into AMM.

The Academic Programme Provision Committee (APPC) was established by the University Planning Team with representatives from Faculties, Quality Office, Registration, Marketing and Finance. The committee has responsibility for reviewing new programme proposals for major awards and considering them from a university wide strategic perspective in addition to an initial examination of costing and feasibility. An agreed ATU wide template was agreed for new programme proposals and the committee began operating in March 2023 following approval of the Developing and Validating New Taught Programmes Policy by Academic Council. 31 proposals for new major awards were approved during the reporting period.

With Quality Office staff spread across the University, much work was undertaken to establish processes and document repositories relating to new programme approvals, including initial

automation. Work is ongoing on developing supports for all categories of staff involved in the process of programme development and validation.

To implement the validation policy, interim faculty groupings were established and operated as Faculty Executives and Faculty Academic Planning Committees to review proposals and establish internal validation panels for major awards and review panels for Special Purpose Awards. During the reporting period a total of 73 programmes were approved by Academic Council as listed in section 2.1. The number is high given the reporting period covers part of two academic years and includes programmes approved in the legacy colleges. These included approval of three innovative tertiary education programmes to be delivered in conjunction with the three local Education and Training Boards namely, GRETB, MSLETB and Donegal ETB.

1.1.11. External Examining

A review of practices with regard to the relationship with External Examiners in the three legacy institutes has been carried out and work to consolidate an ATU approach is ongoing. The Academic Council approved the terms of reference for the Standards & Policy Committee which has responsibility for the approval of external examiner nominations. Although the legacy contracts of the three founding institutes were substantially the same, there were different fee structures in place. An agreed ATU contract and fee structure is now in place for all contracts commencing in the next academic year and clarifications regarding the taxing of the travel and subsistence for External Examiners has been received and a common approach adopted across the University. The draft Procedure for External Examination is currently being finalised.

A total of 111 ATU External Examiner contracts were in place by the end of the reporting period with 63 contracts commenced during the period.

1.1.12. Recognition of Prior Learning

ATU has established a RPL Implementation Group (RPLIG) to oversee the implementation of our RPL Action Plan. The plan sets out ambitious targets for the establishment of an RPL Unit to coordinate and manage a substantial increase in RPL activities, leading to increased RPL applications for Entry, Advanced Entry and Module Exemptions. Key activities during the reporting period include the successful piloting of RPL for Industry Cohorts. The first cohort (n = 21) will graduate at NFQ Level 7 in November, 2023. Three additional cohorts are planned for 2022/2023. In addition, ATU was the

national pilot site for the development and testing of an RPL Patch following the upgrade of the Student Record Management Systems to Banner 9. The second phase of testing, with live data, will take place during 2023/24 with the associated case study available to all the HEIs who will use Banner 9 for 2024/25. The RPLIG reports at the end of each semester to the RPL Governance Group.

1.1.13. Research

In parallel with the development of the research degree policy, the QAET and VPRI functions have commenced developing additional policies and frameworks related to the QA of research within ATU.

1.1.13.1. Research Ethics

During the reporting period, legacy policies and procedures for the ethical review and approval of research continued to be implemented by research ethics committees within the university. In parallel, development of a draft ATU policy for Research Ethics, and associated procedures commenced. It is expected the Research Ethics Policy will go for consultation and approval in Q1 2024, resulting in the implementation of a single research ethics review policy for the university. Animal Research Ethics continue to be implemented in the context of the Establishment Authorisation issued to the university by the Health Products Regulatory Authority (HPRA). The university passed a renewal inspection by HPRA within the reporting period. Development of a new policy for Animal Research commenced during the reporting period, it is expected to go for consultation and approval in Q1 2024. During the period investigations commenced for software based approaches for research ethics approval applications.

1.1.13.2. Research Integrity

Reflecting the responsibility the university has to promote a culture of academic integrity the QAET commenced development of an Academic Integrity policy with the intention of having it approved by Q4 2023. In parallel with policy development by the QAET, the VPRI function continued to facilitate the provision of research integrity training and resources to staff and students. In conjunction with Technological Universities Network (TU-NET) partners work commenced on the development and agreement of joint statement in open research to be launched in Q3 2023.

1.1.13.3. Research Management

Whilst legacy structures continued to work with research staff, students, funders, and other societal stakeholders, during the reporting period the university research office teams have been working to design and develop new model structures for the university. Consultation within the research community of the university and external stakeholders has been a crucial part of this process. When implemented, this will deliver a unified function in support of the management of research across the university. Furthermore, during the period the Research Offices continued to work on SharePoint based solutions for the management of research processes including, Export Controls, Research Ethics Approval, Funding and Training information. Further engagement was completed during the period by the RIMS team with researchers and research managers in preparation for the future deployment of an ATU wide RIMS system.

1.1.13.4. Research Capacity Building

During the reporting period the Higher Education Authority (HEA) announced a call for applications under the TU Research and Innovation Supporting Enterprise (TU RISE) scheme to support research capacity building with a focus on enhancing engagement with regional enterprises. The VPRI function led a consultation process with the research community of the university and commenced preparation of a proposal from ATU to be submitted early in Q4 of 2023, with an outcome expected before the end of 2023. The proposal from the university will reflect the needs and ambition of the university aligned to the scope and objectives of the TU RISE call, more specifically:

- Development of central research functions within ATU, and devolved research advisory and support services across the university to support research capacity building and further engagement with our region.
- Enhancement of ATU research capacity through increasing researcher human capital in areas that have potential to facilitate stronger engagement with regional enterprises aligned to Ireland's Smart Specialisation Strategy .

1.1.14. Teaching and Learning

The Teaching & Learning Centre has delivered a diverse array of accredited and non-accredited continuing professional development initiatives for staff. These encompass a variety of workshops and masterclasses, the issuance of self-paced digital badges, research projects funded through the National Forum for the Enhancement of Teaching and Learning and the HEA, offerings of Post Graduate programmes in T&L at Level 9, conferences, and events facilitated by the Teaching & Learning Centre in Universal Design for Learning, Digital Education and Re-Imagining Assessment, the provision of a newly developed Academic Induction Programme for new staff (Sligo and Galway-Mayo), and initiation of the Advance HE Fellowship for staff. Simultaneously, the ongoing expansion of academic support centres continues to evolve, catering to the needs of both students and staff. The integration and advancement of the Teaching and Learning Centre, presenting a unified approach, has been well-received by both staff and students. Regular dissemination of Teaching & Learning Centre newsletters, emails, and information in a unified manner serves to convey the message to staff that the three legacy components are not disparate entities but constitute one cohesive and integrated Teaching & Learning Centre serving all ATU.

1.1.14.1. Workshops, Masterclasses and Events

Some examples of workshops and masterclasses delivered during the reporting period include:

- Speak to Succeed Workshop
- Graphic Facilitation Open Studio Session
- Masterclass on Inclusion and Academic Integrity
- Advance HE Fellowship Webinar
- CHAT GPT and artificial Intelligence Tools
- ATU & MTU Collaborative UDL Round Table Discussion
- Digital Ed Conference
- Re-Imagining Assessment Symposium
- National Universal Design for Learning Conference in collaboration with MTU

1.1.14.2. Support for Staff

Some examples of ongoing support for staff include:

- Ask Me Anything Clinics
- Moodle MOTs
- A range of online training and development supports

- CPDLearnOnline.ie provides a range of online teaching & learning development courses and toolkits on a dedicated site
- DigitalEd.ie, a knowledge platform providing university staff access to digital learning pathways and a suite of resources on digital education, provides a gateway to help university staff build digital capabilities and pedagogic expertise, in order to design, deliver and support flexible and online learning programmes.
- Training for groups and individuals on a variety of topics, including digital tools, academic integrity and artificial intelligence, module and programme/module/resource design and delivery.
- Support for APS module
- Support for VLE queries

1.1.14.3. Digital Badges

Digital Badges developed and delivered include:

- Systematic Review & Meta-Analysis Digital Badge
- Graphic Facilitation Online Digital Badge
- Universal Design for Learning Digital Badge
- The RUR UP Summer School Badge
- The Field Ecology-AES Explorer 2023 Badge
- Civic Engagement Preparatory Course Badge
- Understanding RPL Badge
- Employability Award Badge
- Women in Agri-Food Badge
- Food Sector Specific Skills Badge
- The Role of the Mentor Badge
- Opportunity Recognition in the Agri-Food Sector Badge
- Start your Own Business Badge

1.1.14.4. Postgraduate Teaching & Learning Programmes

There was continued engagement with Teaching & Learning Programmes during the reporting period:

- One staff member completed the Masters in Teaching and Learning
- Five staff completed the Postgraduate Diploma in Teaching and Learning
- Fifteen staff completed a Postgraduate Certificate in Teaching, Learning and Assessment
- Forty one staff completed single modules related to Teaching and Learning
- Ten staff are currently enrolled on the MA in Learning and Teaching, ATU Donegal, a two-year programme which commenced in February 2023.

1.1.14.5. Fellowship Programmes

In April 2023, 12 staff members from ATU Sligo achieved Fellowship status from Advance HE, with 7 earning Fellow status and 5 attaining Senior Fellow status.



ATU acknowledges the importance of supporting staff in reaching their full potential. Our goal is to create a nurturing environment for all staff involved in teaching and learning roles to develop, reflect and articulate effective practices in line with the [HEA Professional Standards Framework \(PSF\) 2023](#).

To facilitate this, the ENGAGE Fellowship Scheme was established, a mentoring programme offering a structured and supportive process for staff to showcase their professionalism and commitment to enhancing teaching and learning support practices through the acquisition of HEA Fellowships across three categories.

In January 2023, the ENGAGE Fellowship Scheme was expanded to include all ATU staff, and 25 individuals successfully secured a place on the scheme. This cohort comprises one Associate Fellow, eight Fellows and 15 Senior Fellow applications. They will leverage their experiences to demonstrate inclusive and effective practices aligned with the criteria for Fellow recognition. Upon successful completion, they will be entitled to use the notional letters after their names reflecting their fellow status: Associate Fellow (AFHEA), Fellow (FHEA), and Senior Fellow (SFHEA).

1.1.14.6. Overview of Universal Design for Learning Activity

The UDL Centre of Excellence functions as a central hub for UDL research, professional development, assistive technologies, inclusivity advocacy, collaborations and is contributing to ATU's leadership in the ALTITUDE National Charter for Universal Design in Tertiary Education.

A summary of activities relevant to the reporting period include:

- Development and validation of Level 9 Masters and Postgraduate Certificate in UDL
- Establishment of UDL Regional Hub as a community of practice in collaboration with ETBs
- Development of Digital Resources to support staff implementing UDL across ATU
- Inclusive Programme Audits x 3 including recommendations, implementation and evaluation
- ATU UDL Academic Peer Networks established across the university
- Student empowerment/inclusive learning survey across ATU – over 500 students participated
- N-TUTORR UDL Champion Engagement – involved in inclusive programme reviews and development of UDL Student Digital Badge (on-going)
- PATH 4 National Charter Lead
- Path 4 Leadership in UD Lead
- Path 4 Evidence Based Web Accessibility Statement (co-lead with UCC)

1.1.14.7. Re-Imaging Assessment Project

The Re-imagining Assessment and Feedback for Student Success project is a collaboration between the Learning and Teaching Offices at ATU Galway-Mayo, ATU Sligo and ATU Donegal. The study is supported by the National Forum for the Enhancement of Teaching and Learning in Ireland. The research study work to date has included a collaboration with three programmes across the University: BA in Law and Criminal Justice (ATU Donegal), BA in Sociology and Politics (ATU Sligo), and BSc in Medical Science (ATU Galway-Mayo). Many data collection tools have been utilised to assess the current assessment practices across the three programmes and valuable information has been gathered about student experiences with assessment and feedback systems.



The focus of the project during the reporting period was on assessment practices on three ATU programmes.

- Data was gathered from both students and staff on the three programmes through questionnaires, focus group and interviews in relation to their experiences with assessment, feedback, and academic integrity. The preliminary findings from these were shared with staff through showcasing events and the project symposium.
- The assessment masterclass series continued with a Masterclass in Raising Awareness of Current Issues and Improving Inclusion in Academic Integrity with Dr. Mary Davis.
- The second Re-imagining Assessment symposium took place on June 16th on-site in ATU Galway City and was live streamed across all campuses. The symposium included a keynote presentation from Dr. Jan McArthur titled Re-imagining assessment and authenticity in an unimaginable world. This was followed by a presentation from the

learning technologist team in ATU Galway-Mayo on “Igniting Curiosity: A bite-sized introduction to ChatGPT”. An overview of the project outputs, data, and findings from phase two was shared. Finally, each programme lead team shared their experiences from being involved in the project and their changes in practice.

- The A-Z of assessment types was adapted to make a deck of playing cards and used as a support at the Assessment Hackathon.
- Development of “Let’s Talk About Assessment Workshop”. This interactive workshop is based around the application of the A-Z assessment types cards.

Outputs of the project were disseminated at:

- the QQI conference in Dublin on January 30th. A paper was presented, focusing on resources developed as part of project, e.g., an A-Z of assessment types, assessment resources and resources from the assessment masterclass series (carried out through the first phase.
- the EDEN conference in Dublin, 19th-20th June. A poster was presented, showcasing the type of data in relation to assessment, feedback, and academic integrity that come through in the project.
- The AHE Conference in Manchester, 22nd and 23rd June. A poster and pitch session were presented. This poster had exemplars of authentic assessment from each of the programmes involved in the two phases of the project.
- The second Re-imagining Assessment symposium took place on June 16th on-site in ATU Galway City and was live streamed across all campuses. The symposium included a keynote presentation from Dr. Jan McArthur titles Re-imagining assessment and authenticity in an unimaginable world. This was followed by a presentation from the learning technologist team in ATU Galway-Mayo on “Igniting Curiosity: A bite-sized introduction to ChatGPT”. An overview of the project outputs, data, and findings from phase two was shared. Each programme lead team shared their experiences from being involved in the project and their changes in practice.

1.1.14.7. UNLOCK – Unlocking Student Engagement through Learning Analytics

In 2022/23 the Unlock initiative was funded for a phase 2 at ATU Donegal with an ATU-wide remit. For the first half of 2023 the project had no learning analytics lead due to recruitment issues, but it ran again from July 2023. The Unlock initiative aims to improve teaching, learning and engagement through learning analytics, student-staff partnership and co-designed interventions while ensuring sustainability. The initiative focuses on four key elements:

- Supporting academic units in identifying key areas for enhancing student success using data such as StudentSurvey.ie, and PGR StudentSurvey.ie.
- Structured engagement with students to create a sense of ownership and understanding of studentsurvey.ie
- Analysis of student responses within and across academic units based on consultation with academic units. Recurrent and key themes chosen in partnership from relevant learning analytics, such as StudentSurvey.ie and PGR StudentSurvey.ie, form the basis of staff-student co-designed Unlock initiatives supporting student success.
- Implementing and evaluating further partnership initiatives.

The goal of Unlock is to provide improved reporting on learning analytics to key stakeholders (senior management (e.g. academic council), teaching staff, support staff, and students) across ATU with a view to implementing change. Unlock activities are shared through, presentation, publication and open science platforms to support initiative sustainability, transparency, reproducibility, evaluation, collaboration and growth. The priority of the new project officer and learning analytics lead up to August 2023 was to update on the past work of the project and establish national and international best practice towards analysing the 2023 StudentSurvey.ie and PGRSurvey.ie data at institute-wide and faculty level. The analytical work and reporting is ongoing in late 2023.

- In addition, ATU acknowledges the importance of supporting staff in reaching their full potential. Our goal is to create a nurturing environment for all staff involved in teaching and learning roles to develop, reflect and articulate effective practices in line with the HEA Professional Standards Framework (PSF) 2023.
- To facilitate this, the ENGAGE Fellowship Scheme was established, offering a structured and supportive process for staff to showcase their professionalism and commitment to enhancing teaching and learning support practices through the acquisition of HEA Fellowships across three categories.

1.1.15. Online, Flexible and Professional Development (OFPD) Student Experience

A number of supports to enhance the experience of of online, flexible and professional development students have been put in place.

1.1.15.1 Online, Flexible and Professional Development Prospectus

An ATU Online, Flexible and Professional Development Prospectus has been published to provide comprehensive information for prospective applicants. Applicants are encouraged to engage with the mycareerpath.ie online tool, which enables them to identify their strengths, and assists them to choose the right programme related to their career aspirations.



1.1.15.2. Connect for Success

ATU has agreed common best practice principles for onboarding OFPD students. A common themed online induction programme was offered to OFPD students across all campuses in line with the agreed principles. The Connect for Success campaign has developed an extended five week induction programmes which will be rolled out across the University in the 2023/24 academic year. The programme will include three lunch and learn webinars to assist with specific onboarding issues in Week 1, Motivation and Resilience in Week 3 and Study Skills for online learners in Week 5.

1.1.15.3. Springboard Applications

The application process for Springboard applicants, including required documentation and selection criteria, has been aligned across the University. A process for dealing with non-standard applications has been agreed and closing dates have been also aligned.

1.1.16. 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 in the reporting period.

1.1.16.1. Atlantic University Rainbow Alliance (AURA)

Atlantic University Rainbow Alliance (AURA) is ATU's LGBT+ staff and allies network with University-wide representation. AURA was established in April of 2022 in order to champion equality for LGBT+ people in the University and to support LGBT+ staff and allies. At its core, AURA is based on four core principles:

- Respect – to right to be treated with respect and as equals
- Freedom – the freedom to express one's authentic self and be visible
- Voice – to be empowered to speak from one's own unique perspective and be heard
- Participation – to be encouraged and enabled in the context of career progression and to contribute fully to the University community.

During the reporting period, AURA celebrated LGBTQ+ History Month in February, Transgender Visibility Day in March, and International Day Against Homophobia in May. In addition, members of the AURA network celebrated Pride by attending parades throughout the North-West region including Inishowen and Westport in June, and Galway, Letterkenny, and Sligo in August.



A senior
Response
appointed

1.1.16.2. Sexual Violence Prevention

Sexual Violence
Prevention and
Manager (SVPRM) was
to ATU in June 2023.

This role is responsible for leading ATU programmes for responding to and preventing all forms of sexual violence and sexual harassment.

Sexual consent classes are available to all students, with a particular focus on first year students. From June until August 2023, the SVPRM and EDI Team prepared for ATU's first ever awareness/information day on sexual violence – the objective being to raise awareness of sexual violence and its impact, of ATU's commitments to the Consent Framework (2019) and further enhanced guidelines (2023), and of the internal and external supports and services available to those effected by sexual violence.

1.1.16.3. ATU Race Equality Network

The ATU Race Equality Network was established in June 2023 for staff, graduates and research students. This network aims to provide an inclusive and brave space where the university

commitment to race equality and antiracism can be realised and members of minority ethnic groups will be supported.

1.1.16.4. Universal Design & Accessibility

In February 2023, an ATU Working Group for Universal Design & Accessibility was established, consisting of stakeholder representatives from functions across the university, including ICT, HR, Procurement, Teaching & Learning, Disability, Students' Union, Student Services, Building & Estates, Media & Communications, Equality, Diversity & Inclusion, Graduations, Online Learning, UDL, Library, Audiovisual. This group worked with an external consultant to input into a high-level benchmarking report and a Universal Design (UD) & Accessibility Policy and Action Plan. The action plan outlines how access can be addressed over a 3 year period and will enable ATU to become a disability-inclusive university. This work is based on a continuous improvement model across these key functions/pillars.

1.1.16.5. Stem Passport for Inclusion Project

On 21st April 2023 ATU launched its involvement in the STEM Passport for Inclusion Project. Through this project ATU will provide an opportunity for all girls in DEIS Schools across the Connacht/Ulster Region to complete a short university accredited STEM (science, technology, engineering and maths) course. Completion of the course will provide the participants with bonus points for CAO purposes for identified STEM programmes. The objective of this programme is to attract more young women into STEM subjects and roles, thus addressing the under-representation of women in STEM roles.

1.1.17. ATU Alumni Network

ATU has established an [Alumni Network](#) for graduates and past students of ATU and its founding institutions. An Alumni Officer has been appointed and will work towards creating an engaged network of ATU alumni that offers a range of supports and lifelong value to its members. The ATU Alumni Network has a potential membership of over 100,000 that includes graduates, students, staff and those individuals and organisations who have collaborated with the University and its founding institutes.

Since the ATU Alumni Office was established in February 2023, the ATU Alumni Network has approximately 5,000 members. The ATU Alumni Office helps connect alumni to each other and to the University through lifelong learning and networking opportunities as well as participation in a range of volunteering programmes such as the ATU Alumni Mentorship Programme, and any other alumni related activity and events under the four ATU alumni pillars.



Figure 16: Alumni Pillars

1.1.18. EUGREEN – European University Alliance

ATU took part in the launch of EUGREEN, an ambitious European university alliance that looks to become a gateway to sustainability, growth, inclusive education. ATU is one of nine universities from across Europe to participate in the programme which aims to strengthen strategic alliances between the universities in the EU and increase international competitiveness within the European Higher Education Area. EUGREEN has been selected by the European Commission as one of only four new European University alliances across Europe to be commenced in 2023 and to receive funding of more than 14 million euros over four years. ATU will join universities from Spain, France, Italy, Poland, Romania, Sweden, Germany and Portugal to form a 'super campus' with more than 158,000 students and 18,000 staff. The 'European Universities' initiative is promoted and funded by the European Union through the Erasmus+ programme.

EUGREEN has an SDG focus on all outputs and activities, aims to scale up and promote sustainability and the SDGs encompassing economic, societal, cultural and environmental pillars. ATU leads the

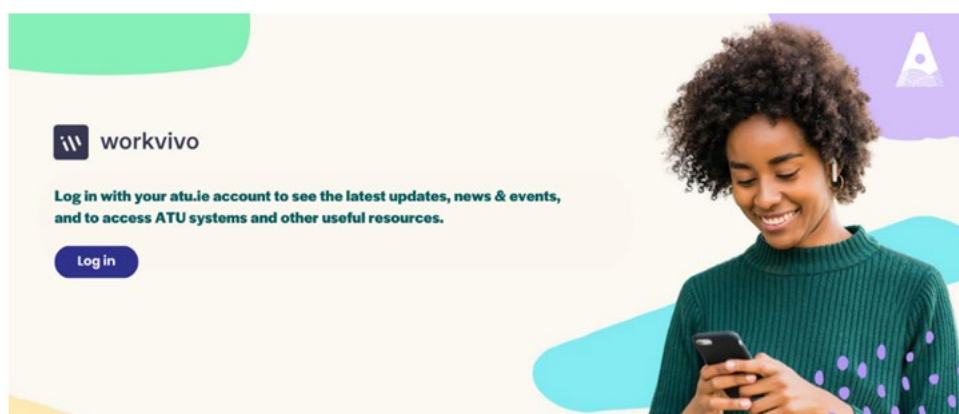
Engagement work package and co-leads the Innovation work package coordinating SDG challenges, training, best practice and an engagement hub for EUGREEN stakeholders.

1.1.19. Public Information and Communications

1.1.19.1. Internal Communication

Work is ongoing by each of the University's functions to develop SharePoint sites with 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.



1.1.19.2. ATU Website

The ATU [website](http://www.atu.ie), www.atu.ie, is the primary online source of information for prospective students and the general public. All news, events, and corporate and high-level information are on the site. However, it relies on the legacy websites of www.gmit.ie, www.itsligo.ie, www.lyit.ie and www.stangelas.ie for richer content such as programme details. A Website Manager was appointed in June 2023 to drive the development of a new, integrated website for ATU. An EU tender for the design and development of the website was issued in August 2023, and the project is expected to complete in November 2024. The new website will

replace all the legacy websites, offering the user a smoother, more consistent user experience.

1.1.19.3. School Liaison

ATU hosted the National Irish Guidance Counsellors (IGC) Conference on 10th and 11th March 2023 in ATU Sligo. The 300 attendees had the opportunity to virtually visit all ATU campuses using innovative VR technology. ATU also sponsored the Northern Ireland Guidance Counsellor Conference on 31st May 2023.

Multiple Open Days took place with January Open Days in Donegal, Sligo and Galway, and Spring Open Days in all campuses. These were further supported by targeted CAO information sessions in selected campuses in April and May 2023, and sending an ATU newspaper to approx. 10,000 CAO applicants who selected ATU on their CAO form.



1.2 Update on Planned QA Objectives identified in 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	Publication of the ATU Strategic Plan	<ul style="list-style-type: none"> • A comprehensive consultation phase was initiated using “Seven Rooms” • Feedback from stakeholders is being gathered and considered • A draft plan has been developed • Communication of the draft plan has begun with meeting with various stake holder groups scheduled.
2	Integration of St. Angela’s College, Sligo	<ul style="list-style-type: none"> • ATU and St. Angel’s College submitted a joint application for incorporation to the Minster for FHERIS on 2 November 2022. • Advisory panel visit to St. Angela’s College, January 2023 • Panel report issued February 2023 • Legal Agreement signed May 2023
3	Progress the development of a new university-wide organisational structure and new faculty structure	<p>The development a new organisation structure is progressing and is expected to be agreed in Q.2, 2024</p> <ul style="list-style-type: none"> • KPMG engaged to assist with Organisation Design and Change Management • Discovery phase complete • Working groups established to develop and assess design options • Academic Working Group established following expressions of interest • Organisation Design Principles drafted. • Design Advisory Group established • It is expected that the new Organisation Structure will be finalised in Q2 2024

4	Progress integration across all functions and faculties	Integration of functions and alignment of processes is progressing and will continue in the next reporting period. Functional and Academic managers are working collaboratively across the University to align and integrate processes.
5	Continued development and approval of ATU-wide policies	13 policies and 11 procedures were approved in the reporting period
6	Progress integration of key systems	An integrated Financial Management System went live in June, 2023. Progress is ongoing on the integration of Banner SRMS system, Core HR and MS Dynamics CRM
7	Establish steering group for CINNTE Review cycle	Complete, <ul style="list-style-type: none">• Expressions of interest were sought from across the University• A Steering Group with over 50 members, and representation from across the university, has been established. Three student representatives are included in the group.

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Academic Council	20/01/23, 17/02/23, 28/04/23, 14/06/23, 20/06/23
Academic Council Academic Programmes Committee	07/03/23, 04/04/23, 17/04/23, 15/05/23, 01/06/23, 20/06/23
Academic Council Academic Planning and Strategy Committee	14/02/23, 06/03/23, 18/04/23, 09/05/23, 24/05/23
Academic Council Academic Standards and Policy Committee	15/02/23, 03/03/23, 18/04/23, 23/05/23
Academic Council Teaching, Learning and Assessment Committee	15/02/23, 13/03/23, 20/04/23, 06/06/23
Academic Council Student Experience and Access Committee	14/03/23, 31/03/23, 05/05/23, 02/06/23
Academic Council Research and Innovation Committee	16/05/23, 30/05/23, 06/06/23, 09/06/23
Governing Body	20/02/23, 27/03/23, 08/05/23, 15/05/23, 19/06/23, 24/07/23
Disciplinary Committee	Galway Mayo: 23/01/23, 02/02/23, 16/06/23 Sligo: 26/05/2023 Donegal: N/A

1.3.2 QA Leadership and Management Structural Developments

1.3.2.1 Development of ATU Organisation Structures

ATU is the process of developing high-level organisation design structures. The university has engaged the consultancy firm KPMG (following an OGP tender process), to assist the university with Organisation Design and Change Management. The initial stage, which started in March 2023 will run through until the end of October. The aim of this phase is to create a high-level design for the Executive Structure (the groupings of functions and academic areas within the senior leadership), the Academic Structure (how many faculties and what departments/disciplines sit within each one) and the Professional Management and Support Services (PMSS) Structure (the way all the supporting functions, such as Finance, Academic Affairs, Estates are structured and operate).

The progress made to date on shaping the future structure of the university is summarised below.

- KPMG have completed the first **(Discovery) phase**, where they have gained an understanding of current structures within ATU and what challenges and opportunities they present now and for the future. As part of this phase, they have held over 60 sessions with groups and individuals from all campuses, departments and functions, as well as regular engagement with union representatives. A 'Current State Findings Report' (August 2023) was submitted by KPMG to ATU and circulated to internal stakeholder groups including the Governing Body.
- Working groups have been established to develop and assess the design options for the academic and PMSS structures. The working group membership represents support services and all academic areas across all levels and campuses of the university.
- The **Academic Working Group** has been created, following expressions of interest from staff. The group will advise on options for the university's academic structures. The initial meeting of the group was held on June 15th to run through the planned approach, with further meetings scheduled for September & October.
- The **Operations/PMSS Working Group** will be established in September, with meetings/workshops continuing in October and November.

- A set of **organisation design principles** for ATU have been drafted and reviewed by the Strategic Planning Council. When finalised, it is intended that the design principles will reflect the interpretation of the developing ATU strategy and will be used to objectively assess the options for each of the high-level structures (Executive, Academic and PMSS).
- A **Design Advisory Group** has been established. The group will comprise of 4 - 5 experienced external experts (national & international) from the higher education sector. This group will support the President in reviewing the structure options, initially focusing on the draft organisation design principles. The first meeting of this group was held on 22nd August.

1.3.2.2 Senior post appointed during the reporting period.

The following senior posts were appointed in the reporting period:

- Sexual Violence & Harassment Prevention & Response Manager
- Business Development Lead – Manufacturing Industry
- Data2Sustain Project Director
- Faculty Operations Manager
- EU Green Project Lead
- ATU Programme Development Coordinator
- ATU Website Manager
- Head of Department of Life & Physical Sciences

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
School of Health Science, Wellbeing and Society Academic Unit Review	13/03/2023	Quality Assurance Publications ATU - Atlantic Technological University (gmit.ie)
Dept of Environmental Humanities & Social Sciences Programmatic Review	31/03/2023	ATU Public Share - dept-of-environmental-humanities- -social-sciences.pdf - All Documents (sharepoint.com)
Dept of Computer Science and Applied Physics Programmatic Review	28/04/2023 (Computing Programmes) & 31/05/2023 (Physics Programmes)	ATU Public Share - pr_report_computing.pdf - All Documents (sharepoint.com)
Dept of Nursing, Health Science & Integrated Care Programmatic Review	08/05/2023	ATU Public Share - Dept of Nursing Health Science and Integrated Care Combined Report.pdf - All Documents (sharepoint.com)

1.4.2 Expert Review Teams/Panels¹ involved in IQA

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

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	19	1	0	0	14	4	0
<i>of those:</i>							
On-site processes	2	0			0	2	
Desk reviews	0	0			0	0	
Virtual processes	17	1			14	2	
Average panel size for each process type*	5	0			0	0	

* excluding secretary if not a full panel member

¹ QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

(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	19	14	5		2	16	1	0	0	16	3
Secretary	19	0	19		19	0	0	0	0	19	0
Academic/Discipline Specific	53	22	31		3	42	7	1	0	50	3
Student Representative	13	5	8		5	8	0	0	0	13	0
QA	19	0	19		19	0	0	0	0	19	0
Teaching & Learning	0	0	0		0	0	0	0	0	0	0
External Industry /Third Mission	27	13	14		0	25	0	2	0	0	27

2.0 IQA System – Enhancement and Impacts

2.0.1 Programmes of Education and Training

73 programmes were validated in the reporting period as follows:

Type of Validation	Level 9	Level 8	Level 7	Level 6
Major Award	23	8	8	6
Minor Award	8	3	0	3
Special Purpose Award	3	0	3	8

Table 3: New Programmes Validated Jan 1 – Aug 31, 2023

- Master of Arts in Transformative Practices in Equality, Diversity and Inclusion
- Postgraduate Diploma in Transformative Practices in Equality, Diversity and Inclusion
- Master of Engineering in Automation and Digital Manufacturing
- Master of Science in Human Resource Management and Employee Relations
- Postgraduate Diploma in Science in Human Resource Management and Employee Relations
- Postgraduate Certificate in Human Resource Management
- Master of Business in Financial Planning and Sustainability
- Postgraduate Certificate in Financial Management and Sustainability
- Master of Science in Digital Business
- Postgraduate Diploma in Science in Digital Business
- Postgraduate Certificate in Applied Digital Business
- Master of Science in Strategic People Management

- Postgraduate Diploma in Science in Strategic People Management
- Postgraduate Certificate in Strategic People Management
- Master of Science in ATMP Technology and Manufacturing
- Master of Science in ATMP Cell Manufacturing
- Master of Science in ATMP Vector Manufacturing
- Postgraduate Diploma in Science in ATMP Technology and Manufacturing
- Postgraduate Certificate in ATMP Cell Manufacturing
- Postgraduate Certificate in ATMP Vector Manufacturing
- Master of Science in Marketing and embedded awards
- Postgraduate Diploma in Science in Marketing
- Postgraduate Certificate in Digital Marketing
- Postgraduate Certificate in Marketing
- Master of Science in Validation and Digitalisation Technologies
- Postgraduate Diploma in Validation and Digitalisation Technologies
- Postgraduate Diploma in Science in Biopharmaceutical Validation and Digitalisation
- Master of Science in Commissioning, Qualification and Validation CQV for Biologics Manufacturing
- Master of Science in BioIndustry 4.0
- MSc in Engineering Management
- Postgraduate Diploma in Engineering Management
- Higher Diploma in Residential Energy Retrofit Management
- Certificate in Residential Energy Retrofit Fabric (L8, 20 ECTS)
- Certificate in Residential Energy Retrofit Systems (L8, 15 ECTS)
- Certificate in Residential Energy Retrofit Management (L8, 25 ECTS)
- Bachelor of Science (Honours) in Psychology
- Bachelor of Arts (Honours) in Business and Irish
- Bachelor of Business (Hons) leading to named awards of:

- Bachelor of Business (Hons) in Supply Chain Management
- Bachelor of Business (Hons) in Digital Business
- Bachelor of Business (Hons) in Enterprise and Innovation
- Bachelor of Business in Supply Chain Management
- Bachelor of Business in Digital Business
- Bachelor of Business in Enterprise and Innovation
- Higher Certificate in Business
- Certificate in Business
- Bachelor of Science (Honours) in Sustainable Engineering Technologies leading to awards in:
 - Bachelor of Science (Hons) in Sustainable Engineering Technologies for the Manufacturing Industry
 - Bachelor of Science (Hons) in Sustainable Engineering Technologies for Computing
- Bachelor of Science in Sustainable Engineering Technologies leading to awards in:
 - Bachelor of Science in Sustainable Engineering Technologies for the Manufacturing Industry
 - Bachelor of Science in Sustainable Engineering Technologies for Computing
- Higher Certificate in Science in Sustainable Engineering Technologies leading to awards in:
 - Higher Certificate in Science in Sustainable Engineering Technologies for the Manufacturing Industry
 - Higher Certificate in Science in Sustainable Engineering Technologies for Computing
- Certificate in Science in Sustainable Engineering Technologies (60 ECTS).
- Bachelor of Science in Industrial Laboratory Science leading to awards in:
 - BSc Industrial Laboratory Science (Biopharmaceutical Science)
 - BSc Industrial Laboratory Science (Biochemistry)
 - BSc Industrial Laboratory Science (Life Sciences)
- Higher Certificate in Science in Industrial Laboratory Science leading to awards in:
 - Higher Certificate in Industrial Laboratory Science (Biopharmaceutical Science)
 - Higher Certificate in Industrial Laboratory Science (Biochemistry)

- Higher Certificate in Industrial Laboratory Science (Life Sciences)
- Certificate in Science (60 ECTS)
- Certificate in Digital Strategy for Business (L9, 10 ECTS)
- Certificate in End-to-End Sterility Assurance (L9, 30 ECTS)
- Certificate in Quality Assurance with Project (L6, 60 ECTS)
- Certificate in Validation Technologies with Project (L6, 60 ECTS)
- Certificate in Introduction to Irish Archaeology (L6, 15 ECTS)
- Certificate in Prehistoric Archaeology of Ireland and Europe (L6, 15 ECTS)
- Certificate in Irish Medieval History and Archaeology (L6, 12 ECTS)
- Certificate in Archaeological Field Studies (L6, 18 ECTS)
- Certificate in Archaeological Excavation and Post-excavation (L6, 10 credit)
- Certificate in Archaeological Excavation and Post-excavation (L6, 12 credit)
- Certificate in Introduction to Archaeological Interpretation (L7, 15 ECTS)
- Certificate in Ritual and Meaning in Archaeology (L7, 15 ECTS)
- Certificate in Buildings Archaeology (L7, 12 ECTS)
- Postgraduate Certificate in Blockchain for Managers (L9, 30 ECTS)

2.0.2 **Mycareerpath.ie**

The Higher Education 4.0 project uses innovation and technology to provide pathways to and through Higher Education and Employment. This is achieved, in the first instance, by engaging with learners and employers through the Career and Learning pathways service which works with employers and employees who want to upskill or reskill, those who want to return to the workforce, and those who are at risk of leaving education early. Through their online service mycareerpath.ie, the team support employers and employees engagement with lifelong learning, they also work with those who want to return to education by helping them to understand their strengths and find the education path that suits them best.

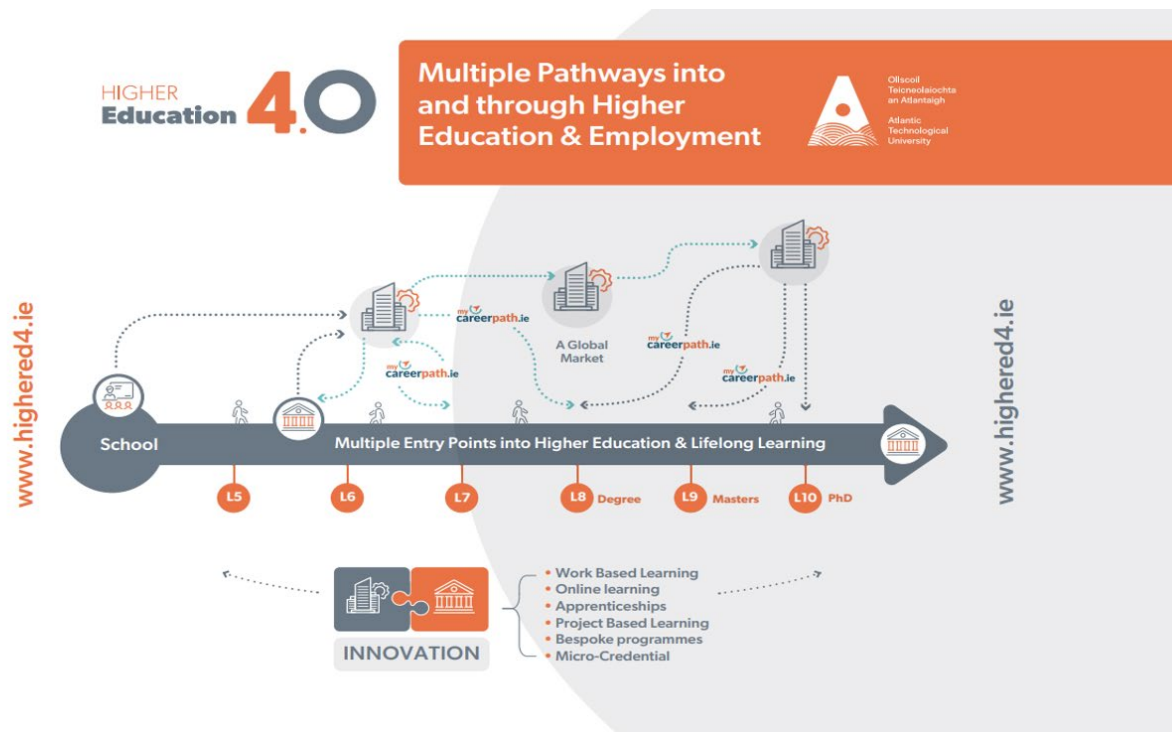


Figure 17: Higher Ed 4.0 Multiple Pathways

We have introduced new methods and modes of learning via the 'Innovation' theme, including work-based and project-based learning, major and minor awards, reusable learning modules, micro-credentials and remote labs. Academics are supported in the delivery of these new teaching methods by the Instructional Design Team.

Key Achievements in the reporting period include:

- The prudent application of artificial intelligence, embedded into the online learning programme, serves as a tangible illustration of leveraging digitalisation in a strategic and positive manner. This also aligns seamlessly with the overarching goal of the national Skills Strategy 2025, emphasizing the "effective use of technology to support talent and skills provision."
- The establishment of an Employer Engagement Committee to support the development of an Engagement Strategy for ATU and for Industry looking to upskill employees and develop new online programmes. The key impact of our ongoing work is the unified approach of a diverse range of stakeholders who are addressing the overall user needs in terms of updating and embedding employability resources in the newly created platform. This is a prime example of our efforts to integrate mycareerpath.ie and associated service elements across the University.

- Mycareerpath.ie has engaged with 1105 learners across 32 organisations including ATU undergraduates. In total 65,465 learning activities have taken place on our e-learning platform and 35% of learners progressed to further study.



Figure 18: MyCareerPath.ie Participation

- A 'transversal skills' micro-credential has been developed in response to employer demand for enhanced leadership training.
- An RPL pathway has been developed that incorporates AI tools, to support learners' preparation for RPL.
- 2023 saw the successful completion of the Online Strengths PATH Programme, which was designed to capture young people, particularly DEIS school students, feeling disengaged and disempowered from further and higher education.

Overview

- 90 profiles in 22/23
- 4 DEIS schools, Youthreach, Tusla, Foróige
- Link with schools / community organisations
- Tusla Aftercare services, STAR Project Tuam

Impact Case Study – ATU Strengths Path

ATU MyCareerPath.ie and ATU Connect Programme

Industry: Further Education, Secondary Education, Youth Groups

Keywords: Underrepresented Youth, Strengths PATH, Delivering Equality of Opportunity in Schools (DEIS), PATH 3, Youthreach, Foróige, Strengths

CASE STUDY SUMMARY

The 'Strengths PATH' programme is a blended online digital programme for pre-entry underrepresented young people, created by the team at ATU MyCareerPath.ie. The programme incorporates activities and information on completing and understanding the online strengths profile assessment tool, assisting them in identifying possible careers and courses within ATU. This innovative online programme is useful for work with underrepresented youth groups as it builds confidence in students' abilities and capabilities, encouraging participants to realise their potential.

MyCareerPath.ie collaborated with the ATU Connect Project to provide the Strengths PATH programme to secondary school students & early school leavers. Students attended workshops to discuss the programme and then completed their Strength Profiles online. One-to-one meetings were arranged for students to analyse their results and link their strengths to suitable third level courses.

1

IDEA

Supporting the retention of students in school leading to progression and access into higher education.

2

PROCESS

A four stage Strengths Path programme.

3

GOAL

Understanding the strengths of the learners, and linking to HE courses.

Atlantic Technological University

Figure 19: Online Strengths Pathway Programme

- The number of students on Higher Ed 4.0 courses has increased to 116 from 52 in the 21/22 academic year.

- Three MOOCs and a minor award on Sustainable Development Goals has been launched.
- Two Digital credentials projects have been successfully trialed with industry partners.
- Physical MakerSpaces have opened on the Galway and Sligo campuses and school visits have begun (6 to date) with our mobile MakerSpace.
- Professional standard recording studios have been opened in four campus locations.
- Several pilot programmes and business models with industry were established in 2023 to test the Learning Pathways



Figure 20: Pilot Programme with Industry

Some feedback from organisations that engaged in the pilot with ATU is collated in the table below:

Impact	Testimonial Comment
Ease of alignment of MCP to 133nrealized133d's objectives for staff development	<p>"The combination of the e-learning tools and career assessments with the advice provided by the Career and Learning Pathways advisors is second to none. It has given our employees clarity around their career paths and the motivation and confidence to pursue further education and training".</p> <p>Mary Kearns – Training & Development Consultant, Medtronic</p>
Increased employee motivation in current role with insight to career advancement	<p>"It has had a big impact with the 13 team members of my value stream that participated, again giving the confidence and motivation to bring their education to a higher level"</p> <p>Laura O'Donoghue – Manufacturing Director, Medtronic</p>
Better insight of respective employee's suitability to a career in the sector – important for retention	<p>"The programme offered good online career and learning tools for reflection on strengths and interests and how I could apply these qualities to my career."</p> <p>Forward Emphasis International Employee</p>
Improved Skills and Confidence 133nrealized capacity and ability, especially in relation to transversal skills	<p>"mycareerpath.ie is the missing link in our career development work. The tools and 133nrealized133d expertise that works with people to identify what best suits them and how to do it. It has helped our employees better focus on next learning steps."</p>

	Blanaid O'Regan, Director of People & Culture, SIRO
Employees feeling valued in their current role	<p>"The service provided to Merit employees was excellent and supported them in their career development conversations and life-long learning within Merit. The 1-to-1 mentoring, e-learning tools and the RPL service gave employees clarity in their strengths & career planning within Merit; and gave them confidence in the options available to them when it came to further education.</p> <p>Laura Gray,HRBP (L&D). Merit Medical</p>
Positive reaction to design of programme (clearly define outcomes)	<p>"The career learning pathway provides a very interactive and instrumental career development framework for the participants. They receive honest assessment of their strengths and 134nrealized strengths which is supplemented with engaging and motivating coaching from guidance professionals leading to greater informed career choices."</p> <p>Lloyd Whyte, Associate Director HR, Regeneron</p>

Table 4: Feedback from organisations that engaged in the pilot with ATU

2.0.3 N-TUTORR

Ireland's technological sector, made up of new technological universities and institutes of technology, have formed a partnership to develop and deliver on the National Technological University Transformation for Recovery and Resilience (NTUTORR) programme 2021-2024. This programme which is EU funded (value 40 million euro) and overseen by the HEA, is utilising the national scale and scope of the TU sector to deliver a best-practice suite of initiatives and opportunities for the learner, for staff development and supported by necessary enabling technologies. The N-TUTORR programme is designed to transform learning, teaching and assessment by focussing on transforming the student experience and developing the capabilities of all staff to address a sustainable pedagogical and learning environment with particular and critical focus on digital transformation, the Sustainable Development Goals (SDGs) and EDI. The national programme of work of the project is designed to enable and leverage digital transformations to achieve sustainable and long-lasting change in the higher education student experience.

To date in 2023, the programme of work, including 9 work packages, has delivered digital technologies which will enable and empower students and staff to enhance and develop their higher education experience. The project is designed around three streams and the developments in the reporting period are outlined below.

2.0.3.1 Stream 1 – Empowering Students

- The development of a Student Champion network of 22 students across ATU
- Fellowship Projects (28) across 9 campuses aligned to the N-TUTORR themes. Access the directory of projects at [Stream 1: Transform the Student Experience through learner empowerment | ATU - Atlantic Technological University](#).
- Planning, design and development of MyDigitalBackpack.ie virtual learning environment with short course and digital badges aligned to N-TUTORR themes. Learn more at [SDB Double sided flyer \(atu.ie\)](#)

2.0.3.2 Stream 2 - Building Staff Capabilities

- Development of a Sustainable Futures Curriculum Framework Guiding Principles, Teaching & Learning Digital Toolkit and Programme Design resources.
- Creation of an Academic Champion Team across 9 campuses (22)
- Design and implementation of a training needs analysis survey
- ATU staff training portal scoping and design

2.0.3.3 Stream 3 – Digital Transformation

A range of projects to transform the digital experience in ATU is underway including enhancements in the following areas: Exam Management; Research Ethics Management; Proctoring; Academic Integrity Software and Training; Media Production; Digital Campus Classroom Upgrades; Video Conferencing Facilities; Customer RelatRM and Unified Applications Management; MyATU Student APP; Library Digital Enhancements and access to IReL. Learn more at [National Technological University Transformation for Recovery and Resilience \(N-TUTORR\) | ATU - Atlantic Technological University](#)

2.0.4 Educational Awards

ATU were shortlisted for four national Education Awards and was successful in winning 2 awards - one for Best Research Project and one for Best Industry/Business-Academic Collaboration.

- Best Research Project: The Student Psychological Intervention Trial (SPIT) - ATU Donegal and Ulster University. The SPIT research project aims to improve student mental health of higher education students by providing evidence-based psychological interventions.
- Best Industry/Business-Academic Collaboration: NCAD - Department of Nursing ATU Donegal, HSE and Axia Digital (Ireland). The MyCad Eportfolio project collaboration brings together academic, industry and our HSE clinical nursing partners to develop a cutting-edge online access dashboard for nursing students and staff for competence assessment Eportfolio in our nursing education programmes.

2.0.5 Graduate Destination

ATU carried out its first university wide Graduate Destination survey in 2022. There was a 36% response rate. Of those who responded, 84.3% were in employment while 9.7% were in further study. This represented a decrease over 2021 when 88% responded that they were employed. The number in further study increased in the same period from 5.9% in 2021. Of those employed, 49% work in the region and a further 16.3% are based in Dublin. The highest employment rate by field of study was Education (100%) followed by Engineering, Manufacturing and Construction (92%) and Business, Administration and Law (89.7%)

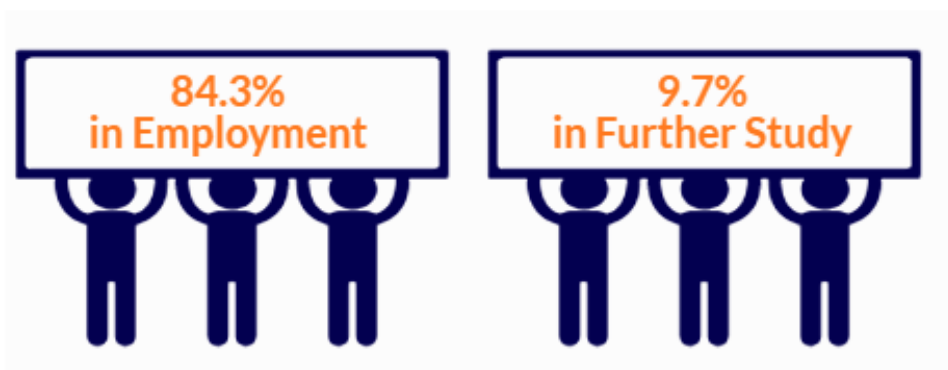


Figure 21: Graduate Outcomes

2.0.6 StudentSurvey.ie

In 2023, ATU took part in its first annual national student survey (studentsurvey.ie) since its establishment as a university. ATU had a response rate of 27.7% compared to 25.7% nationally. ATU's index scores were

better than the national average in Effective Teaching Practices and Quality of Interactions and better than the average for Technological Higher Education Institutions in Quantitative Reasoning, Learning Strategies, Supportive Environment and Learning, Creative & Social Skills.

ATU's index score was less than both the national average score, and the average score achieved by the Technological Higher Education Institutions, in Higher Order Learning, Reflective & Integrative Learning and Collaborative Learning.

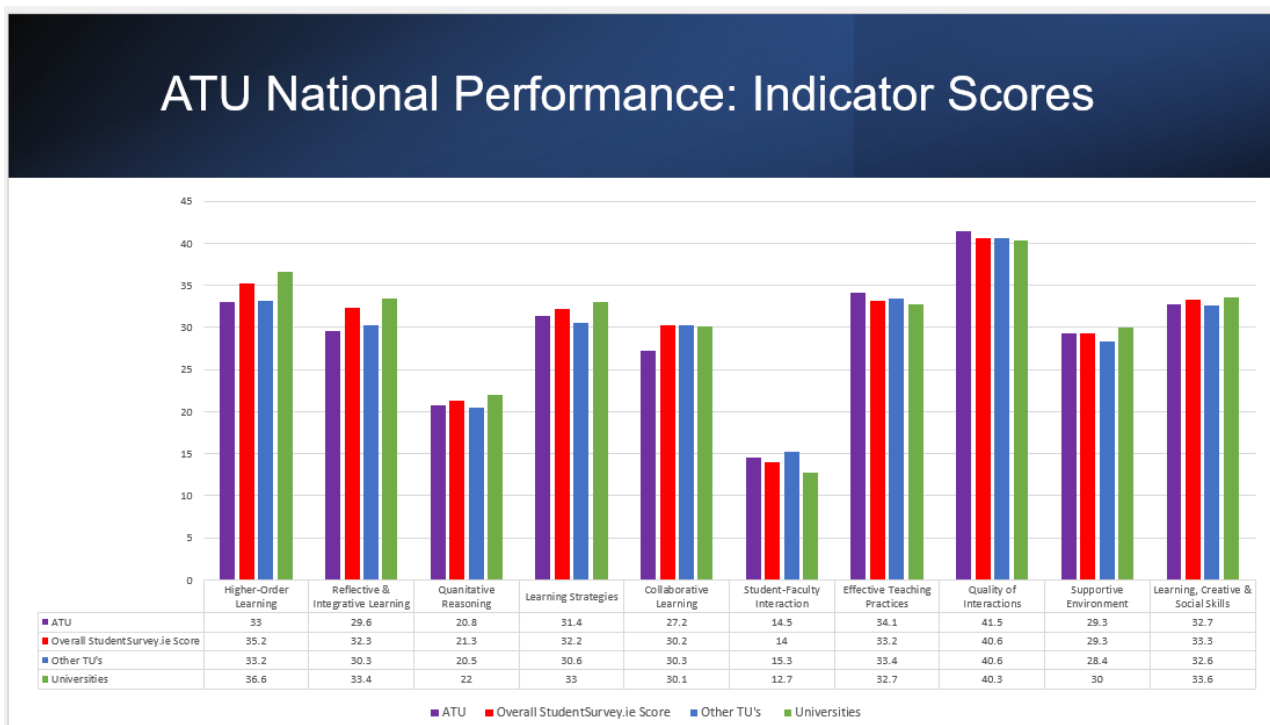


Figure 22: Student Survey Indicator Scores

Figure 23 below demonstrates that 81% of survey respondents rated their entire educational experience of ATU as either “Good” or “Excellent”.

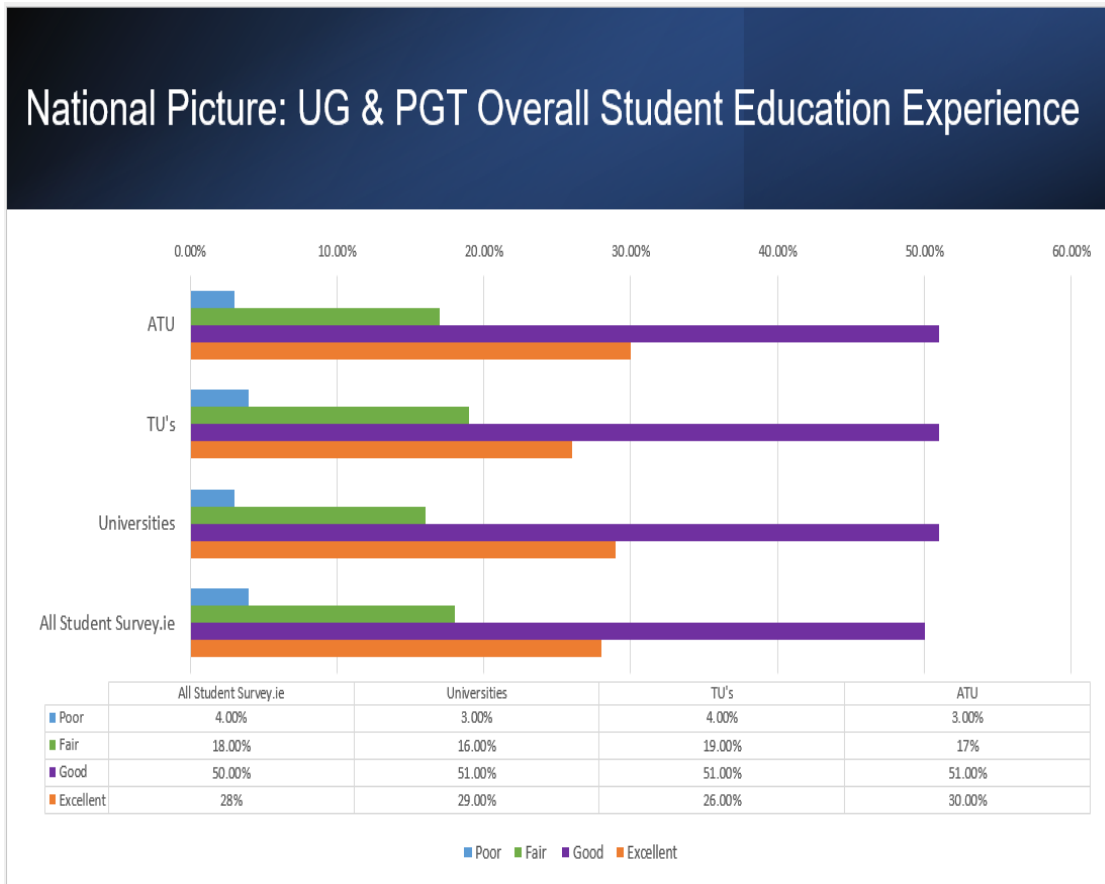


Figure 23: Overall Student Experience

ATU has carried out an analysis of the student survey data and is working on disseminating the information to the relevant fora across the university.

2.0.7 Student Progression

Overall, the full-time undergraduate progression rate was 74% in 2022/23. Undergraduate first year progression is measured by the presence of students on March 1st, excluding those who re-entered via CAO, who were registered, full-time, new first time, in year 1 on the March 1st census date in the previous year. This is aligned to the non-progression rate included by the HEA in its sectoral and institutional profiles (Figure 24).

First Year Progression by NFQ Level

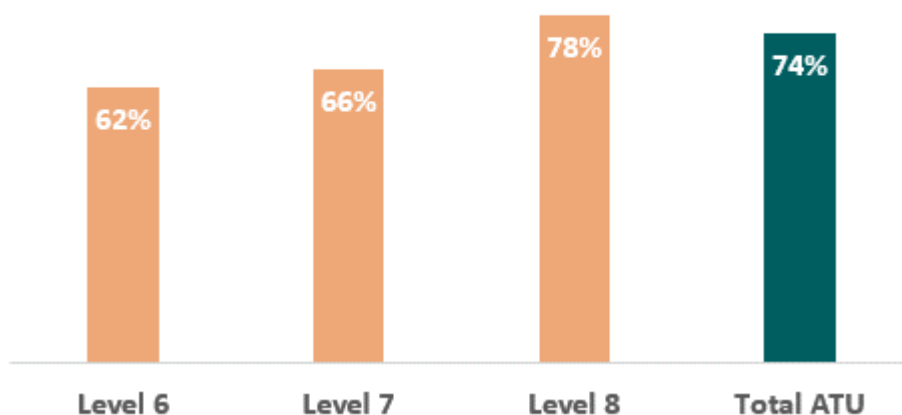


Figure 24: Overall Student Experience

Comparable national data is not available for 2022/23. However, according to progression statistics available at [HEA.ie](https://www.heai.ie), in 2020/21, the national average progression rate was 88%.

In response to the identification of retention and engagement as a priority in the University Risk Register, a Retention and Engagement workgroup was established in May 2023 to develop an ATU-wide approach to issues of student retention and engagement. Their work was ongoing during the reporting period.

2.1 Initiatives within the Institution related to Academic Integrity

Senior Lecturer in Academic Integrity.

The ATU received SATLE (Strategic Alignment for Teaching & Learning Enhancement) funding to appoint a Senior Lecturer in Academic Integrity. The focus of this funding is on the 2nd national Strategy on Education for Sustainable Development to 2030. This post is aligned with the pillar of the UNECCO ESD Framework to 2030.; Best Practice in Upholding and Cultivating Academic Integrity.

Academic Integrity Policy

Reflecting the responsibility the university has to promote a culture of academic integrity, the QAET commenced development of an Academic Integrity policy with the intention of having it approved during the 2023/24 academic year.

NAIN

The University remains an active participant in the work of NAIN, the National Academic Integrity Network with representation on the NAIN Working Group 2 that developed framework policies and processes, Working Group 4 that is examining the further development of the NAIN Lexicon to embrace developments in artificial intelligence and other aspects, and Working Group 5 which is focusing on acquiring resources for the promotion of Academic Integrity Initiatives.

Academic Integrity Initiatives at ATU

- A staff resource kit providing information on *Generative AI and Higher Education* has been developed at <https://tinyurl.com/ATU-AI-2023>. Workshops on AI and Higher Education have been provided at ATU and ATU staff have been involved in providing similar workshops and at a number of other HEIs including DkIT, IADT, UCD, TCD, SETU and TUS, as well as for the Department of Education.
- A series of workshops were held for staff regarding Chat GPT and other Artificial Intelligence Tools in May. These hands-on workshops explored the key features and quirks of AI tools.
- The Teaching and Learning Centre has developed an online Academic Integrity Hub (licensed from DCU) that is available to all academic staff of the University. It facilitates good assessment that embeds good academic integrity practices. It contains multiple self-paced resources that academic staff can engage with in their own time.
- Academic writing centres across the University offer advice, education, and one to one support in writing skills including referencing.

N-TUTORR Initiatives Designed in Collaboration with ATU Promoting Academic Integrity.

N-TUTORR sponsored several initiatives within the ATU including the following:

- The Academic Integrity Digital Badge is a short course that introduces students to the concept of academic integrity and provides guidance how to demonstrate academic integrity in their work. The course provides an introduction to the key principles of academic integrity and how to apply them in academic life through various interactive scenarios and learning objects. Students who complete the course are issued with a digital badge.



- The recruitment of Academic Champions to work on the theme of academic integrity.
- The recruitment of Student Champions (21) offering students the opportunity to learn and develop skills in one of the key priority areas which include academic integrity.
- Students as partners in Innovation and Fellowship programs.

Master Classes sponsored by N-TUTORR and SATLE:

- Academic integrity and Assessment. <https://www.digitaled.ie/webinars-events/ntutorr-project-masterclasses/>
- Re-imagining Assessment and Feedback Masterclass with Dr Mary Davis
https://teams.microsoft.com/l/meetup-join/19:meeting_ZjU5MTI2NmMtZDM1YS00ZGFhLTk1ZTYtMTZjMzg2YmM5ZTBh@thread.v2/0?context=%7B%22id%22:%2247855545-00bb-4800-a65f-e79104ec0fc4%22,%22oid%22:%223886f189-f1f8-4f2f-9a40-97d87796904c%22%7D
- A Masterclass Raising awareness of current issues and improving inclusion and academic integrity facilitated by Dr Mary Davis.
<https://padlet.com/redirect?url=https%3A%2F%2Fwww.digitaled.ie%2Fwp-content%2Fuploads%2F2023%2F06%2FMary-Davis-ATU-Masterclass.pdf>

Plans for Upcoming Reporting Period

3.1QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable	Planned actions and indicators <i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation.</i> <i>If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>
1	Development of the first ATU Strategic Plan	<ul style="list-style-type: none"> • Consultation with a wide range of stakeholders will continue • The draft plan will be presented to stakeholders across the University at various fora and specially convened meetings • A design team will be engaged to work on design and presentation of the plan • It is expected that the Strategic Plan will be approved in the next reporting period
2	Development of new Organisation Structure for the University	<ul style="list-style-type: none"> • The Design Advisory Team will consider organisation design options proposed by KPMG • Design options will be discussed with key stakeholders • The preferred design proposal will presented to staff through a series of meetings and feedback gathered. • It is expected that the new organisation structure will be agreed in the 2023/24 academic year

3	Incorporation of St. Angela's College, Sligo	<ul style="list-style-type: none"> • The “appointed day” of 1 Nov 2023 for the incorporation of St. Angela's College into ATU has been announced. • In preparation for the incorporation, work will be undertaken to integrate St. Angela's e.g registration of students on ATU SRMS, input of programmes/modules on to ATU Academic Module Manager. • Work will begin on aligning processes and systems across the merging institutions.
4	Preparation of the Institutional Profile (IP) as part of the CINNTE Review Process	<ul style="list-style-type: none"> • Establish an IP committee from across the University • Gather information and data for inclusion in the profile • Develop and design the profile • Review by Academic Council • Submission of the Institutional Profile to QQI, Q1 2024
5	Preparation for CINNTE Review	<ul style="list-style-type: none"> • Appoint a CINNTE Coordinator • Establish representative committees to work on the development of various sections of the Institutional Self Evaluation Report (ISER) • Commence the process of communication, consultation and reflection with stakeholders in preparation for the development of the ISER • Once a draft ISER is complete, seek approval from Academic Council • Submit the ISER to QQI in Q2, 2024
6	Continue development and approval of university-wide policies and procedures	<ul style="list-style-type: none"> • Consult with Academic Council to agree a list of prioritised policies and procedures for development in the reporting period. • Develop draft priority policies and begin consultation

		<ul style="list-style-type: none">• Work with academic and functional departments to develop relevant procedures associated with approved procedures.
7	Progress integration across all functions and faculties/schools	<ul style="list-style-type: none">• Decision on high-level organisation structure for the University• Commence implementation of agreed faculty structure• Continue with organisation design consultation below the executive level
8	Integration of key systems	Continue projects to integrate key university systems e.g. Banner SRMS, Microsoft Dynamics CRM, Core HR

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

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

3.2.2 Reviews planned beyond Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
University (CINNTE Institutional Review)	Q4, 2024	No previous review of the university has taken place (established April 1 st , 2022)

4.0 Additional Themes and Case Studies

Case Study 1

Financial Management System (FMS) Merge Project

The ATU Finance department has responsibility for the Financial Management System, Agresso. On designation in April 2022 ATU had three separate Agresso systems, the system provider for which is Unit4. The FMS merge project was carried out over a twelve-month period commencing in August 2022 and ending in August 2023, the key objective of the project was to create one unified version of Agresso for ATU. The ATU Finance Steering Committee was already in place to oversee Finance integration activities and provide a forum for decision making. A project lead and team were recruited to assist with this work, to include alignment of business processes, creation of new ATU policies & procedures, and merging of Finance systems.

The FMS merge project was undertaken and completed under the EduCampus Project Governance framework. A Project Working Group (PWG) and FMS Merger Committee was formally established to oversee and advise on the governance of the project. Project updates were provided at these meetings and any issues or risks were discussed.

Discovery workshops and Working Groups

Once the project scoping was complete, a series of discovery workshops were hosted by Unit4 to assess how the system was used in each of the sites and review data with a view to consolidating for the new system.

In tandem a series of ATU working groups were established in the following areas:

- Purchase 2 Pay
- Accounts Receivable
- Chart of Accounts
- Research and Self Financing
- Fixed Assets
- System Admin/Reporting

The working groups were comprised of key staff within the relevant areas and provided a platform for open discussion and agreement on the alignment of processes. The input from these groups informed the new system set-up, while also providing staff with an opportunity to build relationships with their counterparts from the other sites. The Finance Managers led out on these sessions and were heavily

invested in the process from the start, which was key to ensuring the continued engagement of staff throughout the process.

User Acceptance Testing

As part of the project scoping, it was agreed the new ATU Agresso environment would be a greenfield site i.e. not based on one of the existing systems. The principle behind this approach was that it would lead to a cleaner system in the long run, however, it was recognised that the initial set up would take longer.

New functionality was delivered as part of the project as follows:

- Planner
- Web Requisitioning
- Commitment Accounting
- New Workflow Development
- Sales Ordering
- Fixed Asset MaM (new to Sligo and Donegal)
- Modeler

Although ATU had a dedicated project team it was decided that a range of Finance staff should be involved in user acceptance testing(UAT), which resulted in a significant concerted effort. A UAT tester schedule was established and coordinated by the project team with the support of the Finance Managers. This ensured that staff were involved in the process and had an opportunity to interact with the new system prior to go-live. It also assisted in detecting issues as each staff member brought a different perspective to the testing. A significant volume of test cases were used which were finalised prior to commencement of UAT, it would have been more beneficial if review of the test cases had started earlier in the process, as part of the discover workshops.

The work involved in testing and implementing a greenfield system, in addition to a significant volume of new functionality, may have been underestimated and in this regard the project scope proved extremely ambitious. Due to issues and delays with the loading of Fixed Asset data, the level of testing completed in this area was insufficient to provide the necessary level of comfort. Consideration was also given to feedback from other TUs that this was an area prone to issues. Through the stewardship of the Finance Steering Committee, it was agreed to modify the project plan and reclassify Fixed Assets as a post project activity, so as not to jeopardise the target go-live date. **Data Preparation**

One of the main areas of preparatory work for the merger was review of data from the three legacy systems. A data cleanse exercise was undertaken to clear down old POs, unmatched transactions and invoices in the legacy systems, this work was led out by the project team.

The volume of data extracted from the three legacy systems was a significant challenge, particularly the supplier Masterfile with a combined total of over 16,500 suppliers. The data cleanse exercise reduced the volume, however the balance of data continued to prove challenging. A project team member, with the support of IT, used Power BI to ensure the review and collation of the data could be done in a methodical way. Although the review process was tedious and time-consuming, this approach provided a crucial level of comfort over the integrity of the final Masterfile for loading to the new system.

Go-Live Implementation

EduCampus proved to be a key support during the project and brought experience from their involvement in similar projects. One initiative was to copy over the new system to a test environment to allow for preliminary testing before the system was opened to end users. Although the project team did get access to the back office of the test system, technical issues outside of the local Unit4 team's control prevented access to the web. As a work-around transactions were processed by select end-users in the live system to enable smoke testing to proceed, which ensured only a short delay to end-user access. This period of testing did highlight some issues and it may have been more productive to have a shorter UAT and use the additional time for more extensive Go-Live testing.

Historical transactional data was not transferred to the new system; hence we are in a transitional period where access to the legacy systems is still required. It is expected that the need to access historical data will reduce over time, particularly as we enter a new financial and budgetary year.

The key project objectives of the FMS Merge project were achieved within the timeframe, with the merged system going live in June 2023 as expected. The ATU IT support team were integral to the project throughout and reinforced the necessity for having in-house expertise. System enhancements such as web-requisitioning, commitment accounting and planner have been well received and work is ongoing to further roll out new functionality and reporting. The new merged system now serves as a platform for continued work on business process alignment, not only within the Finance Department but across the ATU.

Case Study 2

Inclusive Practice in Assessment on the Post Graduate Certificate in Universal Design for Learning (UDL) in ATU

Theme: Development and use of Learner Assessment. (ii) inclusive practice in assessment.

Keywords (2-3 words): inclusion, Universal Design for Learning (UDL) curriculum development

Short Abstract (optional):

The Post Graduate Certificate in Universal Design for Learning (UDL) in ATU is a level 9 programme for Lecturing and Support staff who have a student facing role. This case study explores the inclusive assessments on this programme (i.) creative project that represents pedagogical inclusive theory and factors impacting the professional educator with modern day challenges, which were considered during the construct of their projects. (ii.) ePortfolio that asks learners to research, learn to plan, and implement the principles of UDL in a module by providing evidenced options for engagement, representation, and action/expression' or for simplicity 'the why, what and how of learning' through careful consideration of flexible materials, classroom practices and assessment.

The review of the assessments on this programme for this case study is over the 2022/23 academic year with the final exam board completed in June 2023. The issue is in relation to implementing UDL into the curriculum via a creative project and an ePortfolio.

The main re-occurring challenge for educators on this programme has been identify curriculum integration of inclusive educational needs, as well as developing inclusive cultures by means of implementing the evidence- based framework Universal Design for Learning for the first time from a curriculum design aspect as this is a new teaching and learning approach for many.

The aim of this programme is to incorporate key components in relation to the evolution of inclusive educational practice, specifically Universal Design for Learning which is presented as a teaching and learning framework for consideration. To frame this learning, the programme curriculum casts a view on global and national conceptualization comprising of attitudinal beliefs and the ways in which underrepresented groups or facets of diversity and education have evolved initially side by side and in the recent past as an integrated approach to learning through mediums of inclusive practices and policy. This evolution transcends through pedagogical theory, examining the neuro-educational science within UDL allowing for students to adapt critical and global thinking skills through discussion and debate of international inclusive educational perspectives. Through a UDL teaching and learning lens, educators learn the value of human diversity and respect of varied talents and perspectives regarding the education of a body of students.

Anonymised educator feedback will form the analysis.

To conclude, the Post Graduate Certificate/ MA in Universal Design for Learning unpacks the guiding principles for curriculum development that give all individuals equal opportunities to learn. The course aims to improve the educational experience of all students by introducing learners to more flexible methods of teaching, assessment, and service provision to cater for the diversity of learners in our classrooms and is designed to improve the learning experience and outcomes for all students. The Postgraduate Certificate in UDL enables students to gain critical and reflective skills to establish effective inclusive teaching and reflective practice. In both modules of the Pg Cert UDL, critical reflective practice, based on evidence rather than anecdote, is required and used as the basis for self-evaluation and self-improvement. The collection and analysis of evidence features prominently as a central feature of the programme as a whole. The learning environment extended past the physical space and the programme is delivered in a meaningful way. Students on the programme developed the theoretical knowledge and understanding in addition to the practicalities of embedding the principles of UDL in their modules and programmes.

CASE STUDY 3

ATU Re-Imagining Assessment and Feedback for Student Success

Theme: Students understanding of the term Academic Integrity in Higher Education

Keywords (2-3 words): Assessment, Academic Integrity, Resources

Short Abstract (optional):

The ATU Re-imagining Assessment and Feedback for Student Success project is supported by the National Forum for the Enhancement of Teaching and Learning in Ireland and is co-led by the Heads of Teaching and Learning in ATU Galway-Mayo, Sligo, and Donegal. The project has worked alongside six programmes, three in the academic year 21-22 and three in the academic year 22-23. From each of the programmes data has been gathered about both the student and academic staff experiences with assessment, feedback, and academic integrity on the programmes. The data collection process was made up of an audit of the variety of assessment practices used by academic staff, both student and staff questionnaire, three focus groups (one from each programme), and academic staff interviews. This case study focuses on the data gathered in relation to the students understanding of academic integrity.

This case study focuses discusses the data obtained in relation to Academic Integrity from the project during academic year 2022-2023. The information discussed is from the three programmes involved in the second phase of the project and refers to both the student and academic staff experiences from the questionnaires.

Academic Integrity has become a primary topic of discussion in the higher education sphere. One key challenge was identifying a shared understanding of this term. The key activity in both questionnaires used for this project was for the participants to put in their own words what they think the term academic integrity means. From the data collected there is a variety of different responses it is evident that the students who responded to the questionnaire do not share the same understanding of academic integrity.

A key finding derived from this research is that there is a gap in the understanding of the term 'Academic Integrity'. While lecturers are seeking to promote this concept in various, including through assessment, a clear understanding of what this means must be first imparted to students so that lecturers' efforts at promoting it are more successful. In this questionnaire for this project the 65 responses, 22 participants either stated they do not know what it is or have given responses that have no relation to academic integrity. The other 43 responses greatly vary in the description of their understanding with only a small number of students giving a clear indication they understand it, whilst the majority show that they have some level of understanding such as stating it's about not "plagiarising" "passing of other work as your own" or "cheating".

The data has been anonymised and is currently being analysed through a thematic analysis for a comprehensive research study.

There seems to be a lack of understanding of the concept of academic integrity among students. Within ATU there are many different resources available to students and staff through the libraries, mini courses, modules and through in class discussions. It has also been highlighted that this is a topic covered in the induction process. However, this lack of understanding remains.

It can be concluded (despite the small data set) that the language and terminology surrounding the resources available on academic integrity are clear and easily interpreted. Alongside this, consideration should be given to how academic integrity is prioritised by students, whether greater emphasis could be paid to this topic especially for new students. Since gathering this data for the study there is a noticeable increase in the communication relating to academic integrity for students, this is as a result of emerging AI technologies e.g., ChatGPT.

CASE STUDY 4

Capital Hills or Winding Roads?

Theme: Student transition out of high education.

Keywords (2-3 words): Social, economic capital

Sandra Hallinan, Dr Clare Finnegan, Dr Breda McTaggart and Paula Ryder

The academic team wished to explore with students their transition out of higher education and specifically what challenges and barriers students perceive they might encounter as they transition to their future careers.

- Explore student aspirations and barriers to their realisation.
- Investigate their educational capital's perceived value and relevance, i.e., their degree.
- Explore other relevant capital students need to profit from their educational investment.

To explore and action, the team collected data using an interpretive paradigm and analysed the data using thematic data analysis.

Data was gathered on two different occasions. All final-year students were invited to participate in a small sample engaged with the project.

The findings of the work identified four themes:

- **Setting up -Setting Out**
Students understood and considered this but had no real concrete plans. Consequently, there were concerns regarding how, where and what they might do next. This was entwined with worries about money or family life commitments.
- **Understanding the Rules**

Despite most having undertaken work placements as part of programmes of learning, there was a dependency on social networks and social media for career advice despite extensive available support. There was a gap in understanding that they may need to acquire different cultural and social capital to navigate the next part of their life journey.

- Matchmaking

This was evident when some did not understand the legitimate educational capital and were undermatching for their future careers. For others, they were overmatching with little realisation of the competitive nature of the job market.

- Interdisciplinary Working

The value of interdisciplinary working was not apparent to participants at the outset, but the alternative perspectives, more reflective of a world of work, support creative problem-solving and the building of social networks.

Outcomes:

Acknowledgement that the final year is too late in the student's journey to plan for the future.

Planning for their future required workshops in financial planning along with other standard outduction planning.

The development and piloting of the Onwards, Upwards and Outwards workshops, where all first-year students were invited to a workshop to explore and plan for their future creatively and innovatively. This programme supports an understanding of higher education, how it fits into their life plans, and some guidance to get them there.

Case Study 5

Progression Pathways – Further Education to Higher Education

Theme: Inclusion and Progression

Keywords (2-3 words): Barriers / Progression / Further Education

Authors: Clodagh Caslin, Lorraine Murphy, Gillian O`Donovan, Ruth Walsh

Short Abstract (optional): Explore with students the barriers they face when considering transition from Further Education (FE) to Higher Education (HE) and create a Framework that addresses these barriers and supports students in the transition and retention within HE. Currently, the portion of students that could transfer from FE to HE in Ireland is well below its potential, at less than 20% (HEA, 2019).

Pilot Study: We carried out research into existing progression data, by conducting a qualitative survey and a focus group with a pilot group of 40 students at Sligo CFE. The aim of the pilot study was to identify the barriers the students face when considering transition from FE to HE. The sample consisted of a number of courses that had direct linkages with courses within our department and where a direct progression pathway was obvious.

Framework Development: Following completion of the pilot, we created a Framework to address these barriers and to nurture and support student transition. The Framework was created in consultation with the FE students and providers, students currently studying in ATU Sligo and the support services available within ATU Sligo.

Taster Day and Joint Student Activities: Hosted a 'Taster Day' in February 2023 at ATU Sligo, for the pilot group of students, where they met with lecturers on programmes they had expressed an

interest in, attended taster lectures, met with former Sligo CFE students currently studying at ATU Sligo (a big hit!) and support services within ATU Sligo. As part of the Framework we hosted a number of Sligo CFE students on several away days with their counterpart courses in ATU. For example; Sligo CFE Sports students completed a number of classes with the ATU students and attended the National Sports Centre in Dublin with ATU Lecturers and students, Sligo CFE Law and Business students attended the four courts in Dublin with ATU Students and lecturers.

Article: An academic article we prepared on this research was recently published in the '*European Journal of Teaching and Learning*'. The link for the article is [View of Further Education \(FE\) to Higher Education \(HE\) Progression Pathways \(dpublication.com\)](#)

Collaboration: Attended and presented our research findings and the Framework at the *International Conference on New Approaches in Education* in Lisbon in April 2023 to learn from international best practice in this area.