# Annual Quality Report
# Atlantic Technological University (ATU)
# Reporting Period 2023-2024

Atlantic Technological University

2025

**Annual Quality Report ATU**
**PART A: INTERNAL QA SYSTEM**
**Reporting Period 2023-2024**

# PREFACE

The Annual Quality Report (AQR) forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with higher education institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented 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.

# CONTENTS

## Links to Reference Documents Cited in this Template[1]

## Legislation

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

## QQI Documents

### Statutory QA Guidelines (QAG)

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

### Other QQI Policy Documents

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

## Other National/International References

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

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[1] These links will be updated as further guidance documents are published.

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* | | | | |
| **8.0 -** *Monitoring and Periodic Review* | | | 1.9 | On-going Monitoring and Periodic Review of Programmes |
| **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 the Institution

This is Atlantic Technological University's (ATU) AQR for the reporting period of September 1st, 2023, to August 31st, 2024.

The Academic Council ATU approved the AQR on February 7, 2025, and Mr. Declan Courell, Assistant Registrar, submitted it to the QQI on Monday, 3rd March, 2025.

ATU is a multi-campus university established on 1 April 2022 to serve Ireland's northern and Western regions 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 taken the lead in providing access to higher education, industry engagement, research, innovation, and internationalisation and will contribute to a vibrant regional innovation ecosystem.

The Northern and Western region, where ATU is located, has a geographical area of 25,277 km², covering 36.2% of the national landmass – Figure 1. The sparsely populated region 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 a substantial part of the now well-established Wild Atlantic Way, 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 the region offers a high level of cultural, artistic, and outdoor activities, providing its inhabitants with an excellent quality of life.

Figure 1:  ATU Campuses, including St. Angelas, incorporated on 01 November 2023

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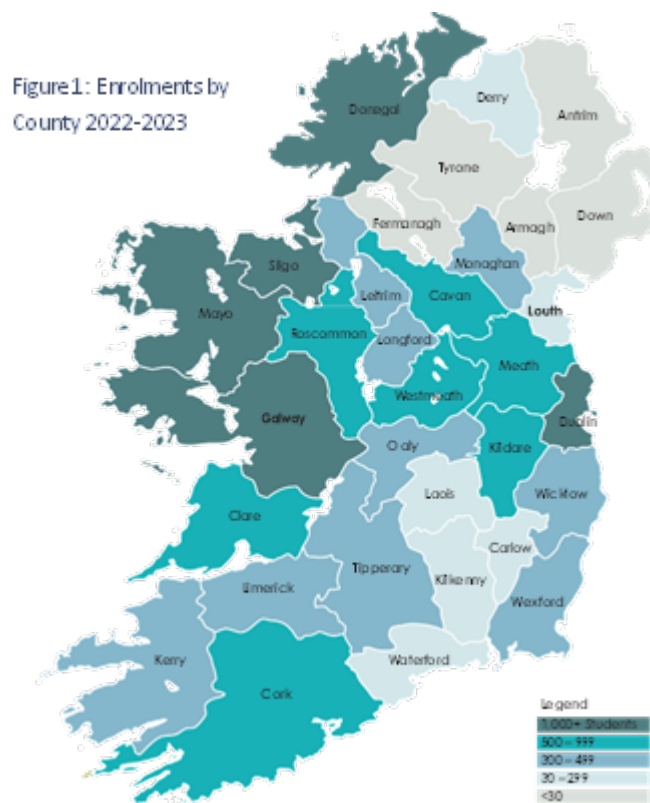


Figure 2: Enrolments by County 2023/2024

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 sectors.

Using a recently established employability framework, we have set out how we provide opportunities for students to develop their employability skills to empower graduates to become the best prepared graduates in the region.

A Northern and Western Regional Assembly study indicates that a 'positive discrimination' policy is required to accelerate growth and stem decline in Ireland's North, West and Border communities. The report 'A Region in Transition: The Way Forward' 2019 found startling levels of inequality in terms of investment across several key areas such as health, education, infrastructure and transport. Failure to address these critical investment shortfalls has developed a 'two-speed economy' in Ireland. In the 'A Region in Transition: The Way Forward' publication, the EU downgraded the northern and western regions from 'Developed' to 'In Transition'.

Such a reclassification shows that the Northern & Western region has not prospered economically compared to other areas of Ireland. This development highlights the critical role of ATU in serving its regional remit.

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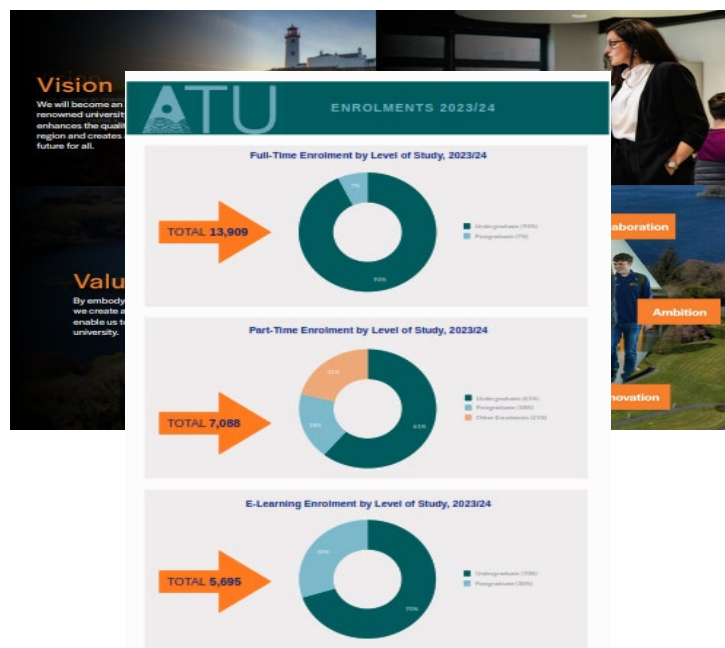


4 for the 2023/24

profile of the University's student population.

Figure 4

Please note that the profile excludes ATU St Angelas, which was incorporated in November 2024.

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

### Governing Body

ATU is governed by 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 1 April 2022, the day the University was established. That day, the three merging institutions, Galway-Mayo Institute of Technology, Letterkenny Institute of Technology, and Institute of Technology, Sligo, were dissolved.

Maura McNally SC is Chairperson and appointed Dr Orla Flynn as President of the university. The current membership of the Governing Body is listed here.

Two committees and three subcommittees of the Governing Body have been established, and an integrated university-wide governance team supports its work, as shown in Figure 5 below.

### The University Planning Team

The President is the Chief Officer of the University, and the Registrar is the Chief Academic Officer. The University is transitioning from the governance and management structures in place in the three founding institutions to a new structure being established.  During the transition phase, the President established an interim representative University Planning Team (UPT) comprised of senior management team members with diverse functions, locations, and genders.  Members of UPT have university-wide briefs and work with the president to lead the new university and develop unified structures to underpin it.  Four sub-committees have been established to support the UPT in its work, as illustrated in Figure 6 below.

Three senior management team members 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. At the same time, the university-wide structures are being developed.

From an academic management perspective, four interim faculties have been established, with a rotating representative from each included on the University Planning team. The four interim faculties are Business, Engineering, Creative & Cultural Industries and Science & Health, and these will remain in place during the transition phase.

Along with establishing the interim faculties, each college's legacy academic unit structure, which comprises schools and departments with specific disciplinary focus, remains in place.  Figure 5 depicts the interim governance structure in place on 31st August 2024.
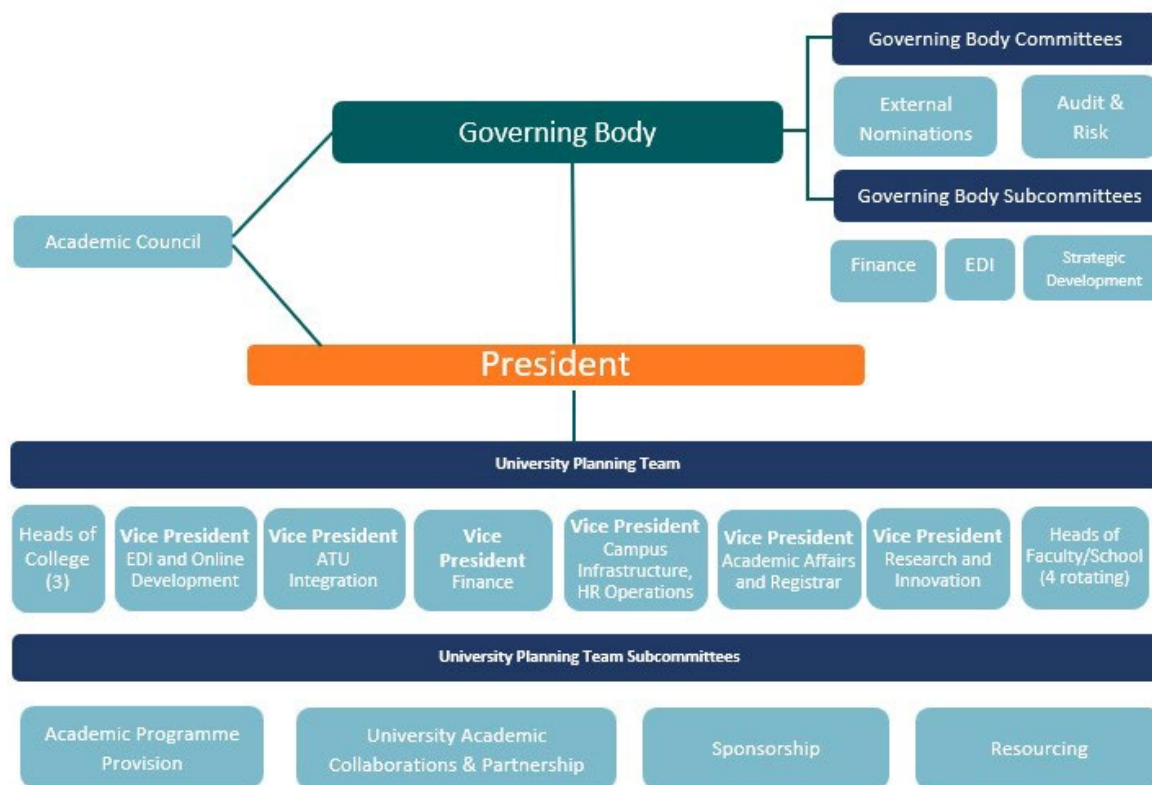


Figure 5:  Interim Governance Structure

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

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 the Academic Council to make decisions without convening a full meeting.

The Committee will only meet in exceptional circumstances.   Academic Council has six dedicated committees, as shown in Figure 6 below.
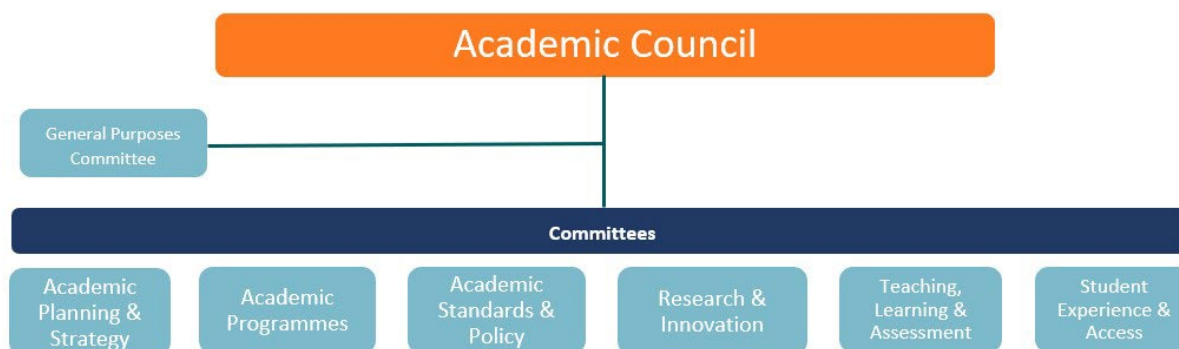


Figure 6: Academic Council Sub-Committees

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

The Design Advisory Group was established and comprises of four experienced external experts (national and international) from the higher education sector to support the President in reviewing the organisation structure options. The Academic Working Group and the Operations/PMSS Working Group reported to the Design Advisory Group in November 2023. All options were assessed against the agreed-upon set of organisational design principles. The principles reflect the development of the ATU Strategic Plan and were used to objectively assess the options for each high-level structure (Executive, Academic, and PMSS).

The design of ATU's Executive Structure focused on two elements: the Academic structures, which propose four university-wide Faculties that will include Schools and Departments, and the Management and Administrative Structures, which will comprise five Chief Officer roles.

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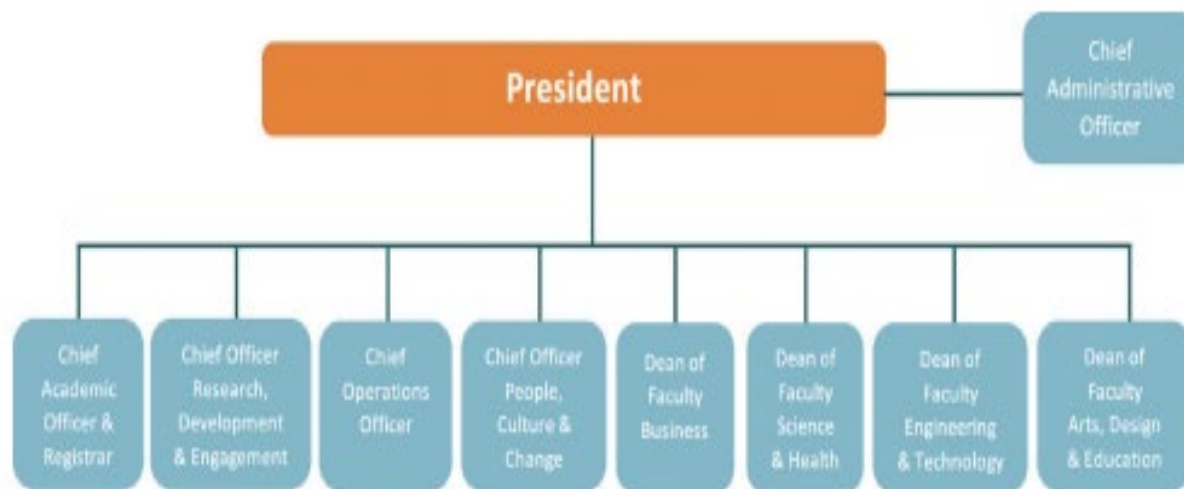
Figure 7

## 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.

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).

The following <u>AQAE policies</u> have been approved within the period of this report;

## New Policies

| | |
|---|---|
| AQAE011 Research Degree Policy | Effective January 1, 2024 |
| AQAE038 Collaborative Provision of Programmes Policy | Effective May 1, 2024 |
| AQAE025 Use of Animals for Research and Teaching Policy | Effective March 1, 2024 |
| AQAE020 Monitoring Evaluation and Enhancement of Programmes | Effective September 1, 2024 |
| AQAE006 Student Code Policy | Effective September 1, 2024 |
| AQAE021 Micro-credentials Policy | Effective September 1, 2024 |
| AQAE022 Academic Integrity Policy | Effective September 1, 2024 |
| AQAE036 Research Ethics Policy | Effective September 1, 2024 |
| AQAE037 Access Transfer and Progression Policy | Effective September 1, 2024 |
| AQAE005 Marks and Standards Policy | Effective September 16, 2024 |
| AQAE035 Student Complaints Policy | Effective January 1, 2025 |

## Procedures

| | |
|---|---|
| AQAE027 Procedure for Assessment of Prior Learning | Effective March 13, 2024 |
| AQAE014 Procedure for External Examination | Effective April 23, 2024 |
| AQAE002 Procedure for the Development of AQAE Documents | Effective April 23, 2024 |
| AQAE044 Procedure for the Proposal of a New Award Standard | Effective June 13, 2024 |
| AQAE045 Procedure for the Proposal of a New Award Title | Effective June 13, 2024 |

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

The emerging AQAE Framework is a complex piece of the integration project that transitions from legacy policies and procedures to ATU ones. It has not been without its challenges. A communication plan associated with new policies and procedures is in place.

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

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

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

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

## Student Voice

ATU is a student-centered university where the student's voice is heard and valued. ATU is committed to listening to the students' voices in quality assurance and enhancement activities.
Students are involved in decision-making through participation in the Governing Body and Academic Council. Current student representation on the Governing Body includes the three Students' Union Presidents for ATU Galway-Mayo, ATU Sligo, and ATU Donegal, while five student representatives are members of the academic council.

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

Student representation is present in the validation processes for new programmes.

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

Students are involved in the internal programmatic review process, which is in accordance with the recently approved ATU Monitoring, Evaluation, and Enhancement of Programmes Policy.
In addition, 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 the student perspective is adequately considered.

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

## Sustainable Future

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

## 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 located in peripheral regions of Europe. EU GREEN partners collaborate to engage students, staff, and regional stakeholders towards a sustainable future through education, research, innovation, and engagement.

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

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



## Climate Action

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

It commits public sector bodies to completing Climate Action Roadmaps to communicate how they aim to meet the Climate Action Mandates 2021 and 2023 requirements and reach their 2030 carbon and energy efficiency targets. We have drafted our first Climate Action Roadmap, which is currently out for consultation.

## Sustainable Development Goals

ATU has signed up to the

- The SDG Accord is a commitment to reporting on progress and sharing share experiences and learning across higher education, both nationally and internationally.

- The Race to Zero campaign is a global call to rally leadership and action across the education sector globally.

ATU is also a member of the Irish Chapter of Sustainable Development Solutions Network, led by UCC and QUB.

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

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

### ATU Curriculum and Professional Development in the area of Sustainable Development

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

The programme aims to introduce the theory and application of the SDGs with a particular focus on their application in the regional context. The programme aims to build core knowledge and develop a thorough awareness of the SDG framework. ATU has a wide range of undergraduate and postgraduate programmes where the SDGs are embedded e.g.,

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 delivered in part or 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, or a combination of any of these. Any one of the partners may or may not be a lead partner.

To ensure the academic quality of these emerging multiple-provider programmes, robust procedures must be 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 collaborate in the development, validation and/or international delivery of a programme, and possibly in joint awarding, procedures must be in place to protect the learner and the providers.

A collaborative procedure policy was approved in May 2024. This policy provides a clear and comprehensive framework for the establishment, management, and review of the collaborative provision of programmes in which ATU serves as a partner. Collaborative programme provision aims to enhance the quality and diversity of educational offerings, foster internationalisation, and promote academic excellence through partnership.

In addition to the significant number of preexisting collaborative agreements in place by the legacy institutions, several new contracts were approved by ATU in April 2022. Table 3 summarises the overall number of academic collaborations reviewed/approved in 2023-24. This includes consortium agreements, articulation agreements, and linked provider agreements.

In 2023-24, one agreement was approved under a new consortium with the Design and Craft Council of Ireland to provide two new jointly delivered level 7 programmes. Three pre-existing agreements were revised to reflect the ongoing collaboration with the Insurance Institute of Ireland, the Life Insurance Institute. Figure 8

| Academic year | Consortium Agreement | Articulation Agreement | Linked Provider |
|---|---|---|---|
| 01 Apr 22 – 31 Aug 2023 | 0 | 0 | 1 |
| 2022-23 | 2 | 0 | 0 |
| 2023-24 | 4 | 0 | 0 |

Figure 8

## 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 for taught programmes at Levels 6 to Level 9 and for 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.

### Programme Design Policy

The ATU Programme Design policy, available here, articulates the principles underpinning the University's approach to the design of taught programmes and the framework to which they must adhere to ensure that they are developed consistently and effectively and lead to high-quality awards.

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 newly taught programmes must adhere to this policy, and all programme changes arising from ongoing or planned periodic reviews must comply.

### Developing and Validating New Taught Programmes

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

- reference documents and legislation,
- the principles that guide and underpin the development and validation of programmes,
- the stages in the process for programme development and validation,
- the timescales that should guide the process,
- the criteria which must be met for validation of a programme, and • roles and responsibilities relating to the above

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

Being grounded in continuous improvement and enhancement, the development of a taught programme from its initial inception to approval is a multi-stage process, as illustrated in Figure 9 below:

| Initial Planning & Scoping |
| :---: |
| Programme Development Team |

↓

| Faculty Endorsement |
| :---: |
| Faculty Executive |

↓

| Outline Permission | |
| :---: | :---: |
| Faculty Academic Planning Committee (Minor, Supplemental, SPAs and single modules | Academic Programme Provision Committee of UPT (Major Awards only) |

↓

| Detailed Development |
| :---: |
| Programme Development Team |

↓

| Validation Process | |
| :---: | :---: |
| Faculty Academic Planning Committee | Office of VP for Academic Affairs & Registrar and Academic Programmes Committee of Academic Council (Major Awards only) |

↓

| Academic Approval |
| :---: |
| Academic Council |

Figure 9 Stages in the Programme Development Process indicating the body responsible for each stage

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

### Programme and Module Policy

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

This policy applies to all staff managing and delivering taught programmes and modules at ATU, including collaborative and joint programmes, standalone modules, and taught modules undertaken as part of research degrees. It also applies to all programmes leading to awards 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 its modules. Revising programmes and/or modules of study aims to ensure that programme content remains current and relevant and that an effective learning environment is maintained for students.

In ATU, programmes are regularly and systematically monitored and reviewed to assess their continuing currency and validity 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 because 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 the programme.

## 2.2    ADMISSION, PROGRESSION, RECOGNITION & CERTIFICATION

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

ATU has aligned CAO codes and entries for all ATU campuses and programmes in the CAO Handbook.

There are separate entry routes for direct entry, advanced entry and entry to online/part-time programmes.  While progress has been made in aligning admission requirements, ATU entry requirements and procedures are not yet fully aligned across the three founding institutes. The ATU Academic Council approved an ATU Admission, Transfer, and Progression policy to replace campus legacy policies on April 26, 2024, effective September 1, 2024.

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

ATU is 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 underrepresented in higher education. The schemes facilitate flexibility on CAO points and offer additional support to students throughout their studies. Further information is available on the ATU prospectus.

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

The policy also applies to those who engage in or are near activities involving unsupervised access to children or vulnerable adults.  ATU identifies situations 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 is a recipient of Path 2 and Path 3 funding to widen access/ participation in Higher Education. Through involvement in all five strands of the Programme for Access to Higher Education (PATH), ATU

engages and supports socio-economically disadvantaged individuals and from one or more of the National Access Plan (NAP) target groups historically underrepresented in higher education. Paths 1, 3 and 5 involve pre-entry engagement with priority groups. PATH 1: Initial Teacher Education (ITE) aims to support student teachers' access, retention, and success from lower socio-economic groups.

Since 2018, the HEA PATH 1-funded APT project in ATU St Angelas has provided a pathway for FE students from under-represented socio-economic groups to use their level 5 QQI-FET award to progress onto an ITE programme. In 2023/24, a cohort of 5 FE students will be participating in the APT project, and all have applied for entry to an ITE programme at ATU St Angelas in September 2024 (see Case Study 3).

## PATH 2:

Since the academic year 2017/18, the legacy institutions have distributed 1916 bursaries. In 2021/22, the bursary scheme was expanded nationally to include three payment tiers and extended to include postgraduate studies, increasing the number of students receiving such bursaries. In addition to financial support, recipients receive mentoring from the access office. 223 students have received PATH 2 funding since 2022.

## PATH 3:

The Higher Education Access Fund is intended to provide funding to support the development of regional and community partnership strategies for increasing access to higher education by specified groups.

The West/Northwest Cluster (WNW) comprises the University of Galway and ATU. In 2021, ATU implemented the PATH 3 project entitled WNW Connect. The project consists of three key Pillars: Mentoring, Traveller Engagement and Pathways to Higher Education. Pillar 1: Mentoring: the WNW cluster commissioned research in 2023 to review the mentoring models and guide how mentoring should be approached (Mentoring-for-Access_web.pdf). Stakeholders view Mentoring as a valuable element of the measures targeted at access, progression, and retention of under-represented students. Pillar 3: Pathways to Higher Education: ATU is leading out on two Cluster pathways to college programmes: the ADHD project and the Strengths Profiling Programme–the ATU MyCareerPath. The 'Strengths PATH' program is a blended online digital programme for pre-entry underrepresented young people. It assists them in identifying possible careers and courses within ATU.
180 students have completed this programme, 115 through youth organisations and 65 through the ATU Access Office.

## PATH 4

ATU Project WAVE (Working towards Academic and Vocational Equity) is supported through the Higher Education Authority Path 4 funding. This two-year project provides individuals with intellectual disabilities the opportunity to attend college. Project WAVE, funded through the Higher Education Authority Path 4 funding, offers two courses for students to give them the opportunity to experience college life and education at ATU.

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

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

The programme offers two distinct options for students:

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

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

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

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

## PATH 5:

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

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

ATU also seeks to support student access by administrating the Student Assistance Fund and providing a range of scholarships.  Details are 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 certifying awards and maintaining learner and award records. These procedures shall regard award level, class, and type in the NFQ, including references to the total credit value of the award.

The NFQ provides generic, award-type descriptors that form the basis of all award standards at ATU. Award standards identify the expected learning outcomes, including all education and training for a particular award type. They are concerned with the knowledge, know-how, skill, and competence expected from the learner to receive an award.

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

## 2.4    TEACHING, LEARNING AND ASSESSMENT

A commitment to excellence in learning, teaching, and assessment [LTA] is integral to the purpose, mission, and strategy of ATU. This commitment draws from a long history of innovative and responsive approaches to learning across the merged institutions. These include, but are not limited to, problem–and challenge-based approaches, research-informed learning, peer mentoring, work-based learning, flexible and technology-enhanced provision, industry placement, and student-led projects.

Such approaches reflect the requirements of a sophisticated workforce, a knowledge-based economy, and a diverse society. They support the goals of student success and active and engaged citizenship.

The University is committed to continuing the ongoing professional development of the academic community.  A University-wide Centre for Teaching and Learning has been established. It supports staff in building greater capacity to design their curriculum and teaching practices to ensure a positive student learning experience and robust academic standards, which are key to 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 aim is to provide an excellent learning and teaching experience informed by current academic research, pedagogic innovation, and collaborative partnerships across ATU.

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

The LTA Principles (see Figure 10 below) and strategic priorities were developed following consultation in the merging institutes.

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 10

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

They are non-prescriptive, cherish the diversity of purpose, content, and methods, commend other ongoing sectoral initiatives, and fully respect the fundamental tenets of institutional autonomy and academic freedom. They also promote the values of the European Higher Education Area (EHEA) and embrace the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The principles aim to guide ATU strategic initiatives and promote:
- Student-centered 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 digital technologies and communicating the overall importance of higher education for individuals and society, are key priorities for ATU.

## LTA Principles

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

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

Universal Design for Learning is an approach to adopting an inclusive mindset when considering how the University is run, how classes are delivered, and how students learn. A UDL mindset 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 programme portfolio that suits working and/or remote learners. This approach includes a range of programmes delivered outside regular delivery hours to adult learners and programmes offered to online learners in Ireland and worldwide.

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.

## Student Fitness to Practice Policy

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

Many programmes that lead to professional qualifications and 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 can demonstrate the requisite competency, professionalism, and ethics required to work in their chosen fields. It provides a comprehensive framework for understanding our guiding principles and the general policy implementation steps.

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 while upholding the University's integrity and the professions it serves.

## 3.0    Learner Resources and Support

The ATU Student Services function has been organised to ensure equity of access, efficiencies and effectiveness across the university. The service is organised under four pillars:
- Access & Widening Participation
- Disability
- Student Experience
- Health &Wellbeing

This structure is interim, and external reviews are ongoing and may lead to modification of the structure as deemed necessary. Each pillar is led by a manager 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:

### The Higher Education 4.0 Project

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

One of this ambitious project's key themes is establishing a Regional Service for Careers and Learning Paths, which includes the Recognition of Prior Learning for flexible and online learners. By creating "Learning Pathways" for individuals in various industries, this initiative offers easier access to and progression through higher education, considering their prior learning and experience.
The service is delivered through a user-friendly online platform, www.mycareerpath.ie. Individuals receive personalised mentoring throughout their learning journey, ensuring they achieve their career objectives and enhance their employability.

The project team is based on a distributed model across all ATU campuses.

## Child Protection

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

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

## Counselling

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

## Health

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

## Chaplaincy

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

## Academic Writing

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

## Maths Support

The innovative Mathes support centers 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.

## Learning Support

Dedicated learning-support tutors help students who have specific learning difficulties. Students can access the latest assistive technology and 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 learning-support tutors can help.

## Technology Support

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

## ATU Library and Information Services

ATU Library is a multi-campus library service across nine sites (8 physical libraries) that provides an inclusive and critical service for all ATU students and staff. All libraries provide a welcoming learning environment with access to extensive print and electronic resources to support its students' and staff's teaching, learning, and research needs.  Figure 11 below
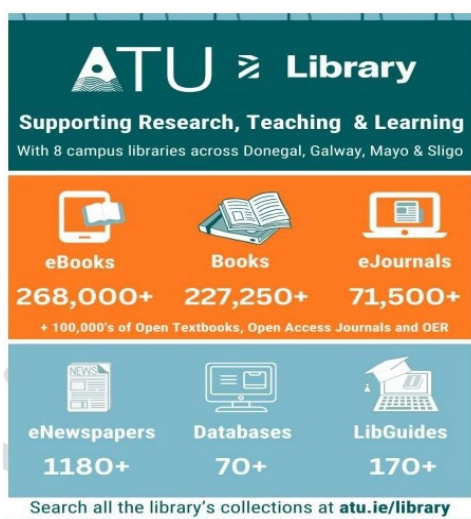
Figure11: ATU Library

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

## New Student Induction

ATU's comprehensive induction and welcome programmes support students transitioning from second to third-level education. During induction, students receive their timetables, meet their classmates and lecturers, learn about support and services, get their questions answered, and go on campus tours. A sample induction programme is available here and here.

## Access Office

The Access Office provides support and services to mature students and students from disadvantaged socio-economic backgrounds. These services ensure that students have equal access, participation, and outcomes. Underpinning the Access Office's work is the recognition that specific categories of students experience barriers. All services and supports are designed to address these barriers by assessing individual student needs and providing appropriate academic, technological, and financial support. ATU is a member of both the HEAR and DARE schemes.

## Disability Support Service

ATU works to create a third-level community that is accessible and inclusive.  The Disability Service provides support 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 student's needs. Engagement with other relevant staff ensures appropriate plans are in place to support students to reach their full potential.



## Careers Service

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

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

### ATU Global

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

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

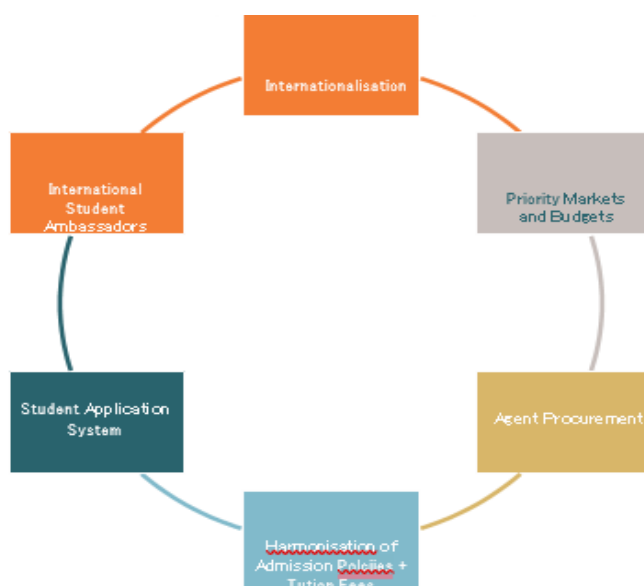ATU Global has adopted the following key objectives Figure 12

Figure 12

ATU has a long-standing relationship with the European Association of Universities of Applied Sciences (EURASHE) and is a member of the European University Association (EUA), UIIN (the

University Industry Innovation Network) and the EAIE (the European Association for International Education)

ATU Global recently joined Universities Ireland and is a founding member of the World Technological University Network (WTUN). The International Office supports the international student body in tandem with the mainstream services. It aims to provide the international student body with a cultural and academic experience and help them while they study at ATU.

The quality assurance of international students is governed by policies and procedures in the emerging AQAE Framework and legacy policies and procedures.  ATU Global and wider ATU Student Services coordinate support for international students. International students apply directly to the University through the ATU Global/International Office. ATU Global has worked to align our admissions processes across ATU for International Students, leveraging NARIC Ireland. NARIC Ireland provides advice on the academic recognition of a foreign qualification by comparing it, where possible, to a major award type and level on the NFQ. All non-EU applications to ATU are initially reviewed and screened by ATU Global Managers and subsequently formally reviewed and approved for admission by the relevant Head of Department, cognisant of any programme-specific entry requirements. A dedicated page on the ATU website for international students outlines details on programmes of study, ATU requirements, and ATU campus infrastructure (see HERE).
ATU Global has also agreed and aligned our English language requirements for entry into ATU programmes as per Irish HEI International norms for English Language for non-EU International Students.

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

The international student ambassadors, together with the Students' Unions and our International Student Society, provide a range of ongoing support to international students. In addition, they represent vital sources of communication and feedback between ATU Global and the International Student Community to ensure we deliver a high-quality international student experience.
ATU Global celebrates our international student community via some high-profile and well-supported international and cultural events across all ATU Campuses. Among these significant celebratory events are Global Villages held during Intercultural Weeks, the Indian Diwali and Holi festivals and the Chinese New Year.

## International Education Mark

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

## Extracurricular Activities

The Students' Union (SU) provides various clubs and societies at ATU that promote community, personal development, and student involvement. Students are encouraged to get involved, and the SU actively engages students in extracurricular activities. Figure 13

| Campus | No. of clubs | No. of societies |
|--------|--------------|------------------|
| Donegal | 12 | 41 |
| Galway | 36 | 27 |
| Mayo | 12 | 5 |
| Sligo | 27 | 24 |
| Total | 87 | 97 |

Figure 13:  Summary of number of ATU Clubs and Societies across the ATU

## Student Hub

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

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

## 4.0 QA of Research Activities and Programmes

### Research

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

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

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

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

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

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

### Intellectual Property

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

The university's IP Policy and Procedure encourages staff to consider IP potential, promote an entrepreneurial culture, clarify rights and procedures, and outline the university's incentive program.

## 5.0     Staff Recruitment, Development and Support

ATU recruits staff per its Recruitment and Selection Procedures, which are available HERE. Interview boards are constituted by ATU staff along with members drawn from other HEIs and/or businesses/industries as appropriate. ATU staff on interview boards receive interview training before participating, and ongoing training, including unconscious bias training, is provided. The University aims to achieve gender balance on all panels.

The recruitment process at ATU is carried out in an open, transparent and merit-based manner. The objective is to appoint the best candidate for any given post through competitive recruitment. The criteria for judging the suitability of applicants are directly related to the experience, qualifications, attributes and skills required to fulfil the duties and responsibilities of the post. Applicants can appeal a shortlisting or selection decision if they feel an error was made during the hiring process, adversely affecting their opportunity to be appointed.  The ATU Recruitment and Selection Appeals Procedure is available here.

### Staff Garda Vetting

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

### Equality, Diversity, Inclusion

EDI is a university-wide function that promotes equality in all aspects of the university's activities to create an environment and culture where students and staff treat others and are themselves treated with dignity and respect.  The EDI function continued to develop across the university during the reporting period.

ATU's Equality, Diversity & Inclusion (EDI) and Gender Identity & Expression (GI&E) Policies were approved and are accessible to all staff and students on the EDI SharePoint, along with a short explainer video on both. Following the approval of the GI&E Procedure, additional supporting materials and training were delivered.

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

ATU has established a Race Equality Network and a Race Equality Working Group to promote race equality and develop an institutional action plan. The Network provides an inclusive space for staff, researchers, and graduate students, with plans to include undergraduates. The Working Group prioritises members from minority ethnic backgrounds. Additionally, 14 colleagues completed the Aurora 2023/24 programme, part of ATU's commitment to supporting women in leadership. The university has funded 91 female staff members' participation over the last four years, with continued support for at least 12 participants annually.

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

ATU's AURA network continues to support LGBT+ staff and student participation in pride parades. The Gender-Based Violence Policy was revised, and new procedures are being developed, with training provided by the Galway Rape Crisis Centre. The ATU Race Equality Network, established in June 2023, aims to support minority ethnic groups and promote race equality and antiracism within the university.

## Continuing Professional Development

ATU is committed to supporting all staff's continuous professional development and providing its students with the best learning environment. A staff induction programme is provided for all staff, and an online one is provided for academic staff.

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

ATU provides several 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 / Master's in UDL
- Certificates in Digital Teaching and Learning, TEL, T&L, Education for Sustainability

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

### Preventing and Responding to Sexual Violence and Harassment

The University commits to providing all its community members a safe, respectful, and supportive work and study environment.  The ATU Preventing and Responding to Sexual Violence and Harassment Policy is available here.

### Respect – Preventing and Responding to Gender-Based Violence



The ATU Respect Programme is a crucial initiative to foster a safe and respectful environment across ATU. It focuses on raising awareness and understanding of gender-based violence (GBV) and promotes a zero-tolerance approach to all forms of GBV. The programme combines education, support services, policies, and reporting pathways to prevent and respond to incidents of GBV within the university community.

ATU Respect is grounded in the 2019 HEA framework for Consent in Higher Education Institutions: Safe, Respectful, Supportive and Positive–Ending Sexual Violence and Harassment in Irish Higher Education Institutions.

The programme builds on work begun by ATU legacy colleges in 2020, and a university-wide steering group advises on implementing ATU's Action Plan (2022-2024) and programme development.

Through comprehensive training, awareness campaigns, and workshops, ATU Respect equips students and staff with the tools to prevent violence and harassment.

It offers specialised training on handling disclosures and encourages active bystander interventions to challenge harmful gender norms and GBV prevention.



ATU appointed a Sexual Violence and Sexual Harassment (SVSH) Prevention and Response Manager in 2023, followed by two temporary project staff in 2024. The SVSH team implements the 2019 HEA framework for Consent in Higher Education Institutions and the ATU Policy for Preventing and Responding to Sexual Violence and Sexual Harassment (2022). The ATU Steering Group for Ending Sexual Violence and Sexual Harassment monitors an action plan for 2022 to 2024. ATU Respect has been developed as the branding for the delivery of the SVSH programme, with strong visual promotional material to increase visibility and awareness.

The ATU programme is expanding with 1,844 participants across 37 awareness events in 2023/2024, including Ending Sexual Violence and Harassment Awareness Day, Orange the World Day, and OMFG Week. Prevention and response training is key, with 43 training events and 1,825 students receiving consent education. The Galway Rape Crisis Centre provided training, and the ATU Respect team responded to 21 cases of gender-based violence. Plans include reviewing the ATU Policy on Preventing and Responding to Sexual Violence and Sexual Harassment, developing internal training resources, and participating in a national awareness campaign.

## Communication with Staff

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

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

## 6.0    Information and Data Management

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

### 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, i.e. Agresso 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, including CORE Human Resource Platforms, are well advanced.

### Academic Information Systems

Several systems linked to core data management systems support academic operations. For example, Academic Module Manager supports the management of programmes and modules, the GURU system supports the secure management of examinations, and Koha supports the management of library resources. The platforms above were integrated across the ATU during the report timeframe.

### Virtual Learning Environment (VLE)

Moodle and Blackboard virtual learning environments support student learning through information provision, learning resources, and assessment. Online lectures are delivered through MS Teams and Adobe Connect. Work is underway to employ Blackboard as the single VLE platform across the university, with a target implementation date of 2024 / 2025.

## Learning Ecosystem

The academic year 2023/24 was transformative for ATU's Learning Ecosystem Project, marked by extensive research, stakeholder engagement, and strategic groundwork. Key activities included market analysis of Virtual Learning Environments (VLEs), benchmarking studies, and procurement planning. The project focused on trends like AI-driven tools, adaptive learning platforms, and accessibility. Internal efforts included appointing a VLE Coordinator, securing funding, and auditing auxiliary learning systems. The team engaged with the educational technology community and delivered regular updates to stakeholders. Significant progress was made in developing a business case and implementation plans, positioning ATU at the forefront of digital education transformation.

## Student Engagement

Student engagement and satisfaction are measured annually through StudentSurvey.ie, formerly the Irish Student Survey of Engagement (ISSE). ATU coordinated the promotion and administration of the survey across all new university campuses. The survey's output has been analysed and shared with relevant staff to inform enhancements based on student feedback. Programme and module-level feedback is gathered from students through the administration of annual end-of-semester and end-of-year surveys.

## Programmes Boards/Committees

Those directly involved in programme management and delivery have access to several reports on an annual basis to inform programme improvement:
- Student Retention
- Student Performance
- External Examiner Feedback
- Student Feedback (programme/module surveys and Studentsurvey.ie)

## Data Management

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

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

ATU is committed to protecting individuals' rights and freedoms regarding data processing. ATU's Data Protection Policy is available here. Data subjects have several rights under GDPR. ATU's Data Subject Rights Procedure is available here. The Data Breach Procedure, approved in November 2022 and available here, applies throughout the University in case 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 primary 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 developing a tender for a new ATU site.  The ATU website is designed as an external-facing platform that provides information on ATU programmes of study and other relevant information for prospective students and the public. A new singular ATU website is planned for the 2024-2025 Academic year.

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

Open Days are held at campuses across the University 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 social media platforms, including Facebook, X, YouTube, LinkedIn and Instagram, to communicate key messages to prospective students and other stakeholders.

## 8.0     Monitoring and Periodic Review

ATU implements various actions to ensure its programme delivery and management quality. 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 coordination of educational and related processes, staffing and other resource requirements, programme development, and change management. 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, and its membership includes all lecturers on the programme(s) and student representation. The Board/Committee monitors the design, delivery, academic standards, student performance, and academic development of programmes and awards.

### Programme Reviews

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

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

### School/Faculty Reviews

A review of each School/Faculty is scheduled before 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 has focused on their performance since the last review. It 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.  All reviews are paused until faculty structures are in place.

### Professional Services/Function Reviews

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

### CINNTE Reviews

Atlantic Technological University (ATU) follows a structured Institutional Review process under the QQI CINNTE Cyclical Quality Review to ensure continuous quality improvement and compliance with relevant policies.

This process involves preparing an Institutional Self-Evaluation Report (ISER), conducting review visits by an independent team, and publishing a report with findings and recommendations.

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

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

The first ATU Institutional Review occurred just after the AQR reporting timeframe in November 2024, providing 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.

### Student Feedback

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

### External Experts

External experts are appointed to provide an independent expert overview and input into validating new programmes and reviewing 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.

### External Examiners

External Examiners are appointed to programmes and modules to assist ATU in monitoring the standards of its awards. They act as independent and impartial advisors, providing the University with informed comments on the standards set and student achievement about those standards.

The Head of Department nominates the external examiners in consultation with the Head of School, External Stakeholders, and Programme Boards/Committees regarding the programme requirements, discipline area, the need for independence, and avoiding conflicts of interest. External Examiners may be from academia or industry and are approved by the Academic Standards and Policy Committee of the Academic Council.

External Examiners provide input on examination papers and assessment briefs throughout the academic year, submit end-of-year reports, and are also members of exam boards.

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

## 9.0 Details of Arrangements with Third Parties

### 9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies including Collaborative Provision and Articulation Agreements

| Type of arrangement | Total Number |
|---|---|
| PRSBs | 40 |
| Collaborative Provision | 27 |
| Articulation Agreements | 9 |

| 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:**<br>BSc (Hons) General Nursing (Level 8)<br>BSc (Hons) Mental Health Nursing (Level 8)<br>BSc (Hons) Intellectual Disability Nursing (Level 8)<br>**ATU Galway Mayo Programmes:**<br>BSc (Hons) in General Nursing (Level 8)<br>BSc (Hons) in Psychiatric Nursing (Level 8)<br>MSc in Palliative and End of Life Care (Level 9)<br>PG Diploma in Palliative and End of Life Care (Level 9)<br>**ATU Sligo Programmes**<br>BSc (Hons) in General Nursing (Level 8)<br>Master of Health Science in Community Mental Health Nursing (Level 9)<br>PG Diploma in Science in Community Mental Health Nursing (Level 9)<br>PG Diploma in Science in Applied Health & Wellness Coaching (Level 9)<br>PG Certificate in Applied Health & Wellness Coaching (Level 9)<br>Master of Health Science in Applied Health & Wellness Coaching (Level 9)<br>PG Diploma in Science in Nursing Studies (Level 9)<br>Master of Health Science in Nursing Studies (Level 9)<br>PG Diploma in Science in Professional Studies (Level 9)<br>Master of Health Science in Professional Studies (Level 9)<br>Master of Health Science in Professional Healthcare Studies (Level 9)<br>BSc (Hons) in Intellectual Disability (Level 8) |

| Date of accreditation or last review | March 2022 (Donegal), November 2018 (Galway Mayo), 2023 (Sligo) |
|---|---|
| Date of next review | 2027 (Donegal), 2024 (Galway Mayo), 2028 (Sligo) |

| 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) HDip in Science in Medical Science (Leve 8) BA (Hons) in Applied Social Care (Level 8) BA in Applied Social Care (Level 7)<br><br>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) 2023 (Higher Diploma Galway Mayo), 2023 (BA Applied Social Care Galway Mayo) |
| Date of next review | May 2027 (Galway Mayo), Nov 2024 (Sligo Social Work), Feb 2025 (Sligo Social Care Practice) 2028 (Higher Diploma Galway Mayo), 2028 (BA Applied Social Care Galway Mayo) |

| 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) | |
|---|---|
| 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) | PRSB |
|---|---|
| Name of body: | Teagasc |

| Programme titles and links to publications | ATU Donegal Programmes:<br>BSc (Hons) in Agriculture (Level 8)<br>BSc in Agriculture (Level 7)<br>Higher Certificate in Agriculture (Level 7)<br><br>ATU Galway Mayo Programmes:<br>BEng (Hons) in Agricultural Engineering (Level 8)<br>BSc (Hons) in Agricultural and Environmental Management (Level 8)<br>BB (Hons) in Rural Enterprise & Agri-business (Level 8) |
| --- | --- |
| Date of accreditation or last review | 2017(Donegal), 2021 (Galway Mayo), 2022(Galway Mayo Rural Enterprise) |
| Date of next review | TBC (Donegal), 2026 (Galway Mayo), TBC (Galway Mayo Rural Enterprise) |

| 7. Type of arrangement<br><br>(PRSB/awarding body/QA body) | PRSB |
| --- | --- |
| Name of body: | Teaching Council of Ireland |

| Programme titles and links to publications | ATU Galway Mayo Programmes:<br>BSc (Hons) in Education (Design, Graphics & Construction) (Level 8)<br>BEd (Hons) in Art and Design & Communication Graphics (Level 8)<br><br>ATU St Angelas Programmes:<br>BA (Hons) in Education, Home Economics and Biology (Level 8)<br>BA (Hons) in Education, Home Economics and Irish (Level 8)<br>BA (Hons) in Education, Home Economics and Religious Education (Level 8)<br>BEd (Hons) in Home Economics (Level 8)<br>BEd (Hons) in Home Economics and Biology (Level 8)<br>BEd (Hons) in Home Economics and Irish (Level 8)<br>BEd (Hons) in Home Economics and Religious Education (Level 8) |
|---|---|
| Date of accreditation or last review | 2023 (Galway Mayo), 2015 (BA (Hons) St Angelas), 2022 (St Angelas BEd(Hons)) |
| Date of next review | 2028 (Galway Mayo), N/A (BA (Hons)), 2027 (Sligo BEd(Hons)) |

| 8.  Type of arrangement<br>(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 | **ATU Donegal Programmes:**<br>BEng (Hons) in Mechanical Engineering (Level 8)<br>BEng in Mechanical Engineering (Level 7)<br>BEng (Hons) in Electronic Engineering (Level 8)<br>BEng in Electronic Engineering (Level 7)<br>BEng (Hons) in Fire Safety Engineering (Level 8)<br>BEng in Civil Engineering (Level 7)<br>BEng in Building Engineering with Renewable Energy/ Fire Safety Engineering (Level 7)<br>BSc (Hons) in Fire Safety Engineering (Level 8)<br><br>**ATU Galway Mayo Programmes:**<br>BEng (Hons) Civil Engineering (Level 8)<br>BEng in Civil Engineering (Level 7)<br>HDip in Engineering in Civil Engineering (Level 8)<br>BEng Energy Engineering (Level 7)<br>BEng (Hons) Energy Engineering (Level 8)<br>BEng Mechanical Engineering (Level 7)<br>BEng (Hons) Mechanical Engineering (Level 8)<br>BEng Manufacturing Apprenticeship (Apprenticeship) (Level 7)<br>Higher Certificate in Eng in Manufacturing Engineering (Apprenticeship) (Level 6)<br>BEng (Hons) Software and Electronic Engineering (Level 8)<br>BEng in Software and Electronic Engineering (Level 7)<br><br><br>**ATU Sligo Programmes:**<br>BEng in Electronic and Computer Engineering (Level 7)<br>BEng in Civil Engineering (Level 7)<br>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) |
|  | BEng in (Hons) in Civil Engineering (Level 8) |
|  | Master of Engineering in Road and Transport Engineering (Level 9) |
|  | Higher Certificate in Mechatronic Engineering (Level 6) |
|  | Bachelor of Engineering in Mechanical Engineering (Level 7) |
|  | Higher Certificate in Mechanical Engineering (Level 6) |
| Date of accreditation or last review | 2019 (Donegal), June 2019 (Galway Mayo), 2020 (Galway Mayo HC Apprenticeship), January 2021 (Sligo), 2020 (Sligo Elect &Comp) |
| Date of next review | 2024    negal), 2024 (Galway Mayo), 2024 (Sligo), |

| 9. Type of arrangement<br>(PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | Society of Chartered Surveyors Ireland (SCSI)<br>https://scsi.ie/students/studying/where-you-can-study/#1603289706160-c95f180e-784b |
| Programme titles and links to publications | ATU Donegal Programmes:<br>BSc (Hons) in Quantity Surveying (Level 8)<br><br>ATU Galway Mayo Programmes:<br>BSc (Hons) in Quantity Surveying & Construction Economics (Level 8)<br><br>ATU Sligo Programmes:<br>BSc (Hons) in Quantity Surveying (Ab initio) (Level 8)<br>BSc (Hons) in Quantity Surveying (Add-on) (Level 8)<br>BSc (Hons) in Construction Project Management and Applied Technology (Level 8) |
| Date of accreditation or last review | 2019 (Donegal), 2022 (Galway Mayo), 2017 (Sligo) |
| Date of next review | 2027 (Donegal), 2026 (Galway Mayo), 2024 (Sligo) |

| 10. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| 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) ATU 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) |

| 11. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| 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 | 2026 (Donegal), 2026 (Galway Mayo) |

| 12. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | The Chartered Institute of Building (CIOB)<br><br>https://d7.ciob.org/sites/default/files/Overseas%20Accredited%20Jan21%20v2<br><br>.pdf?_ga=2.95230239.2010875753.1612430841-1297416483.1612430841 |
| Programme titles and links to publications | ATU Donegal Programmes:<br><br>BSc (Hons) in Construction Management (Level 8)<br><br>BSc (Hons) in Construction Contracts Management (Level 8)<br><br>BSc in Quantity Surveying (Level 7)<br><br>BSc (Hons) in Quantity Surveying (Level 8)<br><br>BSc in Construction Common entry to BSc in Architectural Technology/ Construction Management (Level 7)<br><br>ATU Galway Mayo Programmes:<br><br>BSc (Hons) Civil Engineering (Level 8)<br><br>BSc (Hons) in Construction Management (Level 8)<br><br>ATU Sligo Programmes:<br><br>BSc (Hons) in Construction Project Management (Add-on), (Level 8)<br><br>BSc (Hons) in Construction Project Management (Add-on) online (Level 8)<br><br>BSc in Construction Management (Add-on) (Level 7)<br><br>BSc in Advanced Wood & Sustainable Building Technology (Level 7)<br><br>BSc in Quantity Surveying (Level 7)<br><br>BSc (Hons) in Quantity Surveying (Level 8) |
| Date of accreditation or last review | November 2023 (Donegal), May 2016 (Galway Mayo), 2022 (Sligo) |
| Date of next review | November 2028 (Donegal), 2025 (Galway Mayo), 2027 (Sligo) |

| 13. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| 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 | 2023 |
| Date of next review | 2026 |

| 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 | BEng (Hons) in Civil Engineering (Level 8) BEng in Civil Engineering (Level 7) BSc (Hons) in Quantity Surveying & Construction Economics (Level 8) BSc in Quantity Surveying & Construction Economics (Level 7) BSc (Hons) Construction Management (Level 8) BSc Construction Management (Level 7) BSc (Hons) in Architectural Technology (Level 8) BSc in Architectural Technology (Level 7) MSc in Built Environment Regulation (Level 9) PG Diploma in Science in Built Environment (Level 9) PG Certificate in Built Environment (Level 9) Certificate in Fire Safety (Level 9) MSc in BIM and Digital Leadership (Level 9) PG Diploma in BIM and Digital Leadership (Level 9) PG Certificate in BIM and Digital Leadership (Level 9) |
| 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: | Institute of Professional Legal Studies (Queens University of Belfast) |
| Programme titles and links to publications | Bachelor of Law (Hons) (Level 8) <br> BA (Hons) in Law with Criminal Justice (Level 8) |
| Date of accreditation or last review | 2023 |
| Date of next review | TBC |

| 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 | N/A |

| 17. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | Association of Chartered Certified Accountants (ACCA)<br>https://www.accaglobal.com/ie/en/help/exemptions-calculator.html |
| Programme titles and links to publications | ATU Donegal Programmes:<br>BB (Hons) in Accounting (Level 8)<br>BB (Hons) in Accounting (Add on) (Level 8)<br>PG Dip in Accounting (Level 9)<br>MA in Accounting (Level 9)<br><br>ATU Galway Mayo Programmes:<br>BB (Hons) in Accounting (Level 8)<br>BB (Hons) in Accounting (Level 8) (Mayo Campus)<br>BSc (Hons) in Digital Accounting (Level 8)<br>PG Dip in Accounting (Level 9)<br><br>ATU Sligo Programme:<br>BA (Hons) in Accounting (Level 8) |
| Date of accreditation or last review | 2023 (Donegal), 2018 (Donegal MA & PG Dip) Feb 2021 (Galway Mayo), 2023 (Sligo) |
| Date of next review | March 2028 (Donegal), TBC (Donegal MA & PG Dip), Dec 2025 (Galway Mayo), 2028 (Sligo) |

| 18. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | Chartered Accountants Ireland (CAI) |
| Programme titles and links to publications | ATU Donegal Programmes:<br>BB (Hons) in Accounting (Level 8)<br>BB (Hons) in Accounting (Add on) (Level 8)<br>MA in Accounting (Level 9)<br><br>ATU Galway Mayo Programmes:<br>BB in Accounting & Financial Management (Level 7) (Mayo Campus)<br>BB (Hons) in Accounting (Level 8)<br>BB (Hons) in Accounting (Level 8) (Mayo Campus)<br>BSc (Hons) in Digital Accounting (Level 8)<br>PG Diploma in Accounting (Level 9) (Mayo Campus)<br>BB (Hons) in Finance and Economics (Level 8)<br><br>ATU Sligo Programmes:<br>BA (Hons) in Accounting (Level 8) |
| Date of accreditation or last review | 2022 (Donegal) 2015 (Donegal MA), 2018 (Galway Mayo), 2023 (Galway Mayo Finance & Economics), 2023 (Sligo) |
| Date of next review | 2027 (Donegal) TBC (Donegal MA), 2022 (Galway Mayo) 2026 (Galway Mayo Finance & Economics), 2023 (Sligo) |

| 19. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| 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: BB (Hons) in Accounting (Level 8) BB (Hons) in Accounting (Add on) (Level 8)<br><br>ATU Galway Mayo Programmes: BB (Hons) in Accounting (Level 8) BB (Hons) in Accounting (Level 8) (Mayo Campus) BSc (Hons) in Digital Accounting (Level 8) PG Diploma in Accounting (Level 9)<br><br>ATU Sligo Programmes: BA (Hons) in Accounting (Level 8) |
| Date of accreditation or last review | 2020 (Donegal), 2018 (Galway Mayo), 2023 (Sligo) |
| Date of next review | April 2025 (Donegal), 2022 (Galway Mayo), 2028 (Sligo) |

| 20. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| 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: BB (Hons) in Accounting (Level 8) BB (Hons) in Accounting (Add on) (Level 8) MA in Accounting (Level 9)<br><br>ATU Galway Mayo Programmes: BB (Hons) in Accounting (Level 8) BB (Hons) in Accounting (Level 8) (Mayo Campus) BSc (Hons) in Digital Accounting (Level 8) PG Diploma in Accounting (Level 9)<br><br>ATU Sligo Programmes: BA (Hons) in Accounting (Level 8) |
| Date of accreditation or last review | 2022 (Donegal), 2020 (Galway Mayo), 2023 (Sligo) |
| Date of next review | 2030 (Donegal), 2024 (Galway Mayo), 2028 (Sligo) |

| 21. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| 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 Law with Criminal Justice (Level 8) Bachelor of Law (Hon) (Level 8) |
| Date of accreditation or last review | 2016 |
| Date of next review | TBC |

| 22. 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 | 2026 (Galway Mayo), 2025-2026 (Sligo) |

| 23. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | Institute of Physics<br><br>Institute of Physics Register of Recognised Courses:<br><br>https://www.iop.org/sites/default/files/202209/IOP-Register-of-Recognised-Courses-July-2022.pdf |
| Programme titles and links to publications | BSc (Hons) Physics & Instrumentation (Level 8)<br>BSc Physics & Instrumentation (Level 7) |
| Date of accreditation or last review | 2022 |
| Date of next review | 2026 |

| 24. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| 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:<br>BSc (Hons) Forensic Science and Analysis (Level 8)<br><br>ATU Sligo Programmes:<br>BSc Hons Forensic Investigation and Analysis (Level 8) |
| Date of accreditation or last review | 2022 (Galway Mayo), Dec 2021 (Sligo) |
| Date of next review | 2025 (Galway Mayo), 2024/25 (Sligo) |

| 25. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| 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) <br> BSc in Environmental Science with Ecology (Level 7) <br> BSc (Hons) in Environmental Management Add-On (Level 8) <br> BSc in Environmental Management (Add-On) (Level 7) <br> MSc in Environmental Health and Safety Management (Level 9) <br> MSc in Water Services Management (Level 9) <br> PG Diploma in Water Services Management (Level 9) <br> MSc in Environmental Protection (Level 9) <br> PG Diploma in Environmental Protection (Level 9) <br> Higher Certificate in Water and Wastewater Treatment Operations (Level 6) <br> Certificate in Drinking Water Treatment Operations (Level 6) <br> Certificate in Wastewater Treatment Operations (Level 6) |
| Date of accreditation or last review | 2020 |
| Date of next review | 2025 |

| 26. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | National Strength & Conditioning Association (NSCA) |
| Programme titles and links to publications | BSc (Hons) Sports & Exercise Science (Level 8) <br> MSc in Strength & Conditioning (Level 9) |
| Date of accreditation or last review | 2022 (Sport & Exercise) 2024 (MSc in Strength & Conditioning) |
| Date of next review | 2025 (Sport & Exercise) 2027 (MSc in Strength & Conditioning) |

| 27. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | United Kingdom Strength & Conditioning Association (UKSCA) Recognised Education Partner |
| Programme titles and links to publications | MSc Strength & Conditioning |
| Date of accreditation or last review | 2022 |
| Date of next review | N/A |

| 28. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | Register of Exercise Professionals (REPS) Ireland |
| Programme titles and links to publications | ATU Donegal Programmes: BSc (Hons) in Sport & Exercise with Physical Education/Performance & Wellbeing (Level 8) BSc in Sport & Exercise (Level 7) BSc (Hons) in Athletic Therapy & Exercise Rehabilitation (Level 8) BSc (Hons) in Applied Strength & Conditioning (Level 8) Higher Cert in Science in Strength & Conditioning (Level 6) Certificate in Personal Fitness (Level 6) ATU Galway Mayo Programmes: BSc (Hons) in Sport & Exercise Science (Level 8) 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) BB in Applied Sport with Business (Level 7) BB (Hons) in Sport with Business (Add-On) (Level 8) |

| | BB (Hons) in Sport with Business (Level 8) |
|---|---|
| Date of accreditation or last review | 2024 (Donegal), 2021 (Galway Mayo), 2023 (Sligo) |
| Date of next review | 2026 (Donegal), 2024 (Galway Mayo), 2025 (Sligo) |

| 29. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | Association for Nutrition |
| Programme titles and links to publications | ATU Galway Mayo Programme: <br><br>BSc (Hons) in Public Nutrition (Level 8) <br><br><br>ATU Sligo Programme: <br><br>BSc (Hons) in Human Nutrition (Level 8) |
| Date of accreditation or last review | 2023 (Galway Mayo), 2020 (Sligo) |
| Date of next review | 2028 (Galway Mayo), 2025 (Sligo) |

| 30. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | International Union for Health Promotion and Education <br> IUHPE Accredited Courses - IUHPE |
| Programme titles and links to publications | BSc Health Science & Physiology (level 7) <br> BSc (Hons) Public Health & Health Promotion (1 year add on) (Level 8) <br> BSc (Hons) Health Science & Physical Activity (Level 8) <br> MSc Health Promotion Practice (Level 9) <br> PG Certificate in Health Promotion and Wellness Practice (Level 9) |
| Date of accreditation or last review | 2020 |
| Date of next review | 2025 |

| 31. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| 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 |

| 32. 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 | ATU Donegal Programme: BSc (Hons) in Early Childhood Care, Health and Education (Level 8) ATU Galway Mayo Programmes: BA (Hons) in Early Childhood Education and Care (Level 8) BA in Early Childhood Education and Care (Galway) (Level 7) BA in Early Childhood Education and Care (Mayo) (Level 7) ATU Sligo Programmes: BEd (Hons) in Early Education and Care |
| Date of accreditation or last review | 2022 (Donegal), N/A (Galway Mayo) 2024(Mayo), March 2021 (Sligo) |
| Date of next review | 2025/26 (Donegal), 2024 (Galway Mayo) As Required (Mayo), 2024 (Sligo) |

| 33. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | Chartered Institute of Personnel and Development (CIPD) <br> About us \| CIPD |
| Programme titles and links to publications | ATU Galway Mayo Programme: <br> BA (Hons) in Human Resource Management (Level 8) <br><br> ATU Sligo Programmes: <br> PG Diploma in Strategic People Management (Level 9) <br> MA in Strategic People Management (Level 9) |
| Date of accreditation or last review | 2022 (Galway Mayo), 2023 (Sligo) |
| Date of next review | 2027 (Galway Mayo), 2028 (Sligo) |

| 34. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | Academy of Clinical Science and Laboratory Medicine (acslm.ie) |
| Programme titles and links to publications | MSc in Medical Science (Level 9) |
| Date of accreditation or last review | 2023 |
| Date of next review | 2028 |

| 35. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | All Ireland Endorsement Body for Youth Work (AIEB) |

| Programme titles and links to publications | BA (Hons) in Community Development & Youth Work (Level 8) |
|---|---|
| Date of accreditation or last review | 2021 |
| Date of next review | 2026 |

| 36. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | North South Education & Training Standards Committee for Youth Work (NSETS) |
| Programme titles and links to publications | BA (Hons) in Community Development & Youth Work (Level 8) |
| Date of accreditation or last review | 2021 |
| Date of next review | 2026 |

| 37. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | Irish Catholic Bishop's Conference |
| Programme titles and links to publications | Certificate in Religious Education (Level 7) |
| Date of accreditation or last review | 2017 |
| Date of next review | N/A |

| 38. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | National Council for Special Education (NCSE) |
| Programme titles and links to publications | Postgraduate Diploma in Special Education<br>Postgraduate Diploma in Special Education Needs (Autism) |

| Date of accreditation or last review | 2018 |
|---|---|
| Date of next review | 2025 |

| 39. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | Irish Institute of Clinical Measurement Physiology (IICMP) |
| Programme titles and links to publications | BSc (Hons) in Clinical Measurement Physiology (Level 8) MSc in Clinical Measurement Physiology (Level 9) |
| Date of accreditation or last review | N/A |
| Date of next review | Ongoing |

| 40. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
|---|---|
| Name of body: | Sport & Exercise Nutrition Register (SENR) (British Dietetic Association) |
| Programme titles and links to publications | MSc in Applied Sport and Exercise Nutrition |
| Date of accreditation or last review | 2023 |
| Date of next review | 2024 |

## 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) <br> 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 <br> Postgraduate Diploma <br> 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) <br> Postgraduate Certificate in Professional Nursing (Level 9) <br> Postgraduate Diploma in Science in Professional Nursing (Level 9) |
| Date of last review | TBC |
| Date of next review | TBC |

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

| 8. Collaborative provision | Joint Award |
|---|---|
| (Type of collaborative provision) | |
| Name of body (/bodies): | University of Galway |
| Programme titles and links to publications | ATU Galway Mayo<br>Certificate in Science, Technology and Engineering (Foundation Studies)<br>Certificate in Business Studies (Foundation Studies) |
| Date of last review | 2018 (Galway Mayo) |
| Date of next review | TBC(Galway Mayo) |

| 9.    Collaborative provision (Type of collaborative provision) | Joint Award |
|---|---|
| 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 |

| 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 | Consortium-led Apprenticeship (Post-2016) - Manufacturing Engineering Apprenticeship |
|---|---|
| (Type of collaborative provision) | ATU Galway-Mayo is the academic coordinating provider. |
| Name of body (/bodies): | Collaborating providers include: <br> Irish MedTech Association <br> IBEC <br> Munster Technological University (MTU) <br> Technological University of the Shannon (TUS) <br> Technological University of Dublin (TUD) |
| Programme titles and links to publications | BEng in Manufacturing Engineering (Apprenticeship) (Level 7) <br> Higher Certificate in Manufacturing Engineering (Apprenticeship) (Level 6) <br> 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 |
|---|---|
| (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 (Type of collaborative provision) | Collaborative Provision |
|---|---|
| Name of body (/bodies): | Europus Teo |
| Programme titles and links to publications | Ard-Diplóma i nGaeilge Fheidhmeach agus Aistriúchán (Level 8)<br>Higher Diploma in Applied Irish and Translation (Level 8)<br>https://www.gmit.ie/humanities/ard-dioploma-i-ngaeilge-fheidhmeach-agus-aistriuchan |
| Date of last review | 2014 |
| Date of next review | 2025 |

| 16.    Collaborative provision (Type of collaborative provision) | Collaborative Provision |
|---|---|
| Name of body (/bodies): | Mountbellew Agricultural College |
| Programme titles and links to publications | BSc in Agriculture and Environmental Management (Level 7)<br>BSc (Hons) in Agriculture and Environmental Management (Level 8)<br>BBus in Rural Enterprise and Agri-Business (Level 7)<br>BBus (Hons) in Rural Enterprise and Agri-Business (Level 8)<br>BEng in Agricultural Engineering (Level 7)<br>BEng (Hons) in Agricultural Engineering (Level 8) |

| 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) |
| 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) |
| Date of last review | 2023 |
| Date of next review | 2028 |

| 19.   Collaborative provision  (Type of collaborative provision) | Collaborative Provision |
|---|---|
| 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)<br>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)<br>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)<br>Certificate in Insurance Practice (Level 7)<br>Certificate in Climate Risk for Financial Services Professionals (Level 7)<br>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<br>Certificate in Credit Union Operations Certificate in<br>Retirement Planning Advice Certificate in DC Pension<br>Scheme Trusteeship<br>Single Subject Certificate in Sales and Customer Service for Insurance and Financial Products<br>Postgraduate Diploma in Business and Financial Planning (60 ECTS)<br>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 |

| 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<br><br>(Type of collaborative provision) | Designated Awarding Body under Linked Provider Provision |
|---|---|
| Name of body (/bodies): | ATU St Angelas |
| Programme titles and links to publications | BEd (Hons) in Home Economics (Level 8)<br>BEd (Hons) in Home Economics and Biology (Level 8)<br>BEd (Hons) in Home Economics and Religious Education (Level 8)<br>BEd (Hons) in Home Economics and Irish (Level 8)<br>BA (Hons) in Education, Home Economics and Religious Education (Level 8)<br>BA (Hons) in Education, Home Economics and Irish (Level 8)<br>BA (Hons) in Education, Home Economics and Biology (Level 8)<br>Professional Master of Education in Home Economics (Level 9)<br>Certificate in Special Educational Needs for Special Needs Assistants (Level 7)<br>Postgraduate Certificate in Special Educational Needs - Autism (Level 9)<br>Postgraduate Diploma in Arts in Special Educational Needs - Autism (Level 9)<br>MA in Special Educational Needs - Autism (Level 9)<br>MA in Special Education (Level 9)<br>Postgraduate Diploma in Arts in Special Education (Level 9)<br>Certificate in Religious Education for Primary School (Level 7)<br>Postgraduate Certificate in Professional Studies in Special Educational Needs (Level 9)<br>Postgraduate Diploma in Arts in Professional Studies in Special Educational Needs (Level 9)<br>MA in Professional Studies in Special Educational Needs (Level 9)<br>Postgraduate Certificate in Specific Learning Difficulties (Level 9)<br>Postgraduate Diploma in Arts in Specific Learning Difficulties (Level 9)<br>MA in Specific Learning Difficulties (Level 9)<br>Postgraduate Certificate in Contemporary Innovations in Education (Level 9)<br>Postgraduate Diploma in Arts in Contemporary Innovations in Education (Level 9)<br>MA in Contemporary Innovations in Education (Level 9)<br>Postgraduate Certificate in Historical and Heritage Studies of the North West (Level 9)<br>Post Graduate Diploma in Arts in Historical and Heritage Studies of the North West (Level 9)<br>MA in Historical and Heritage Studies of the North West (Level 9)<br>MSc in Food Innovation (Level 9)<br>Postgraduate Certificate in Mediation and Conflict Resolution (Level 9)<br>MA in Conflict Management (Level 9)<br>BA (Hons) in Home Economics (Level 8) |

| | BSc (Hons) in Nutrition, Food and Business Management (Level 8) |
| | Professional Diploma in Education in Home Economics (Level 8) |
| | Master of Education in Home Economics (Level 9) |
| | Postgraduate Diploma in Science in Primary School Educators (Level 9) |
| Date of last review | 01/11/2019 |
| Date of next review | June 2024* |
| | *As St Angelas College, Sligo will be incorporated into the ATU in November 2023, this agreement will cease following incorporation. |

| 27 Collaborative Provision | Joint Award |
|---|---|
| (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) |
| 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)<br>Higher Certificate in Health Sciences with Occupational Therapy Studies (Level 6)<br>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 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 completed the HC in Science in Pharmacy Technician on to the MPharm in UU after attaining 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 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 and a degree completion opportunity for SLC students in ATU Galway Mayo. The latter is part of the IOT Ontario Colleges agreement, which 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)<br>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)<br>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 Arts Craft and Design QQI Level 6 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

2025

# Annual Quality Report (Atlantic Technological University) PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT
# Reporting Period 2023-2024

# PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT

## 1.0    Quality Improvements and Developments

## 1.1    Strategic QA Updates

The governing body met on eight occasions during the reporting period. Part A, section 1.1.1 provides further details of the remit of committees associated with the Governing Body.

### Academic Council

The University's inaugural Academic Council was established following widespread consultation. Further details on its formation are available here.  Following 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).

Seven council meetings took place during the reporting period, and each of the six committees met at least three times in the same period.

### Strategic Planning

ATU completed its first strategic plan in Q2 2024, 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 Brooking Institution in Washington, DC.

The output of 17 Rooms was a series of recommendations related to sustainability for consideration in the strategic plan. 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 resulted in an initial draft of the strategic plan by mid-2023. 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 regions are considered transitional regions, meaning they lag behind other regions in the State and European Union averages.

For example, the region has poor infrastructure, low ratings on research and innovation, and lower household incomes 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 must develop to meet their future goals, such as teaching and learning, digitalisation, and increasing research capacity.

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

Figure 14 shows the five themes which form the backbone of the plan.

- Enabling Education for Student Success
- Engaged Research with Impact
- Connected Ecosystem at regional, national and international levels
- Organisational Transformation
- Sustainability for the Future



**Our Guiding Lights**

The Strategic Plan is built around five Guiding Lights.

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

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

**Vision 2040**

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

Figure 14:   Five Guiding Lights in the ATU Strategic Plan
Each of these themes is divided into objective areas, of which there are eighteen in total.

For example, Enabling Education has four objectives: teaching and learning, learning environment, flexible curriculum, and student profile.  A copy of the ATU Strategic Plan is available from the following link. ATU Strategic Plan

## St Angela's College Incorporation into ATU

ATU St Angela's, formerly St Angela's College, is the newest member of ATU, having been incorporated on 1 November 2023. It offers undergraduate and postgraduate programmes to 1600 full-time and part-time students.

Following the approval of St Angelas College as a linked provider in September 2022 and the anticipated incorporation in November 2023, representation was actively sought from St Angela's staff across Academic Council, UPT and other fora in both active and observational roles. This served to recognise the contribution that St Angela's would bring to ATU before their incorporation date and was welcomed.

The institution has a distinguished history of providing high-quality education. It offers various academic programmes, including home economics, nursing and health studies, healthcare management, education, special education, religious education, Gaeilge, nutrition, and science and disability studies. As St Angelas College joined ATU in November 2023, we include a separate section on data related to ATU St Angelas.

Before incorporation, the President of ATU, Dr Orla Flynn; President of St Angela's College, Dr Amanda McCloat; and the Deputy President and Registrar of the University of Galway, Prof Pól Ó Dochartaigh, signed the Agreement of Transition Principles between NUI Galway, Atlantic Technological University (ATU) and St Angela's College. The scope of this agreement was to protect the educational contract of existing registered students at St Angela's College registered before the academic year 2022/23 to complete their course of studies under the conditions by which they commenced and obtain University of Galway awards. All registered students of St Angela's College in the academic year 2021/22 will receive University of Galway awards. All students who commenced programmes in 2022/23 and onwards will receive ATU awards.

## Programmes

ATU St Angela's offers undergraduate and postgraduate programmes to approximately 1,600 full-time and part-time students and comprises three Academic Schools: Education, Home Economics, and Nursing. See Figure 15
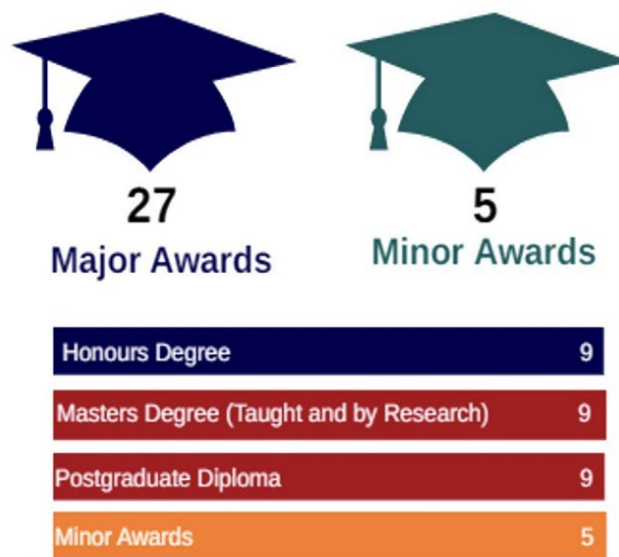


Figure 15: ATU St Angelas Awards 2022-202

## Development of a Quality Assurance and Enhancement Framework

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

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

ATU Policy and Procedure Repository is accessible to all staff and continues to evolve to improve ease of use and accessibility; the total number of approved documents increased from 31st August 2023 to 31st August 2024. Figure 16
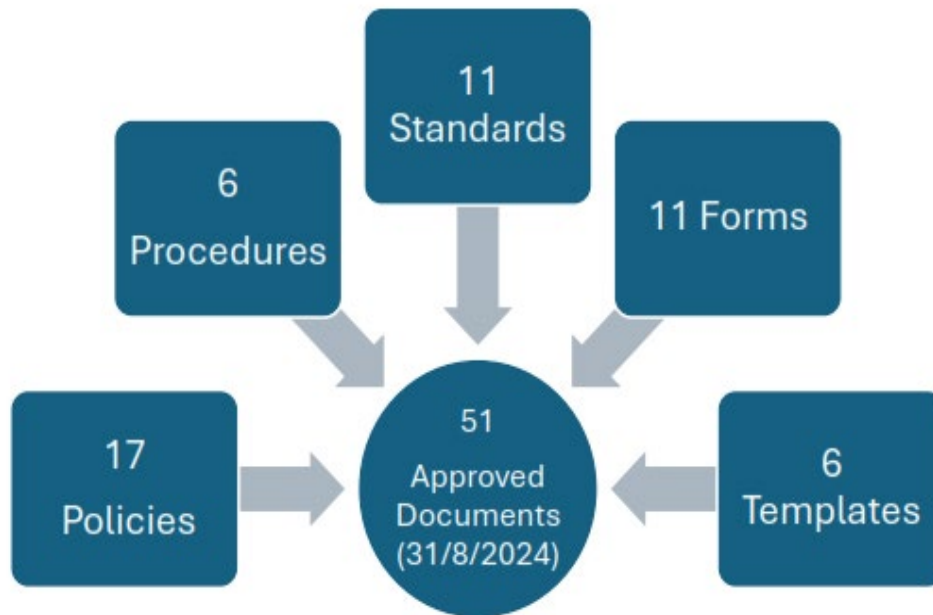


Figure 16

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

The AQAE005 Marks and Standards Policy details the rules and regulations for assessing student awards. Based on feedback and use in 2022/23, this policy was revised twice during the review period. Recorded training videos for Marks and Standards were provided separately for staff and students to provide key information on changes to the policy. Applying this policy consistently and equitably across all departments and disciplines is challenging and will continue to be the focus for the next academic year.

## Communication of New Policies and Procedures

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

New and amended documents are also communicated via all staff emails.

Relevant policies are available to students via the ATU Student Hub and the public via ATU.ie. Extensive bespoke communication and training were rolled out across the University, with training tailored to faculty management, academic staff and students, as appropriate.

## Institutional Review – CINNTE

Preparatory work for the CINNTE Review process commenced in 2022-2023, led by the Vice President for Quality Assurance and Registrar. The Academic Council approved a Steering Group structure representative of the geographical distribution of our multi-campus network (see Figure 17).

|  | 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 17:

| 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 |

Membership of CINNTE Steering Group

The key dates for the CINNTE review have been approved with QQI as per Figure 18 below, and a CINNTE Coordinator is scheduled to be appointed in October 2023.

Figure 18:   Key dates for the ATU CINNTE Review Process.

The first meeting of the Steering Group was held in June 2023, during which terms of reference and a governance/management structure for the CINNTE Review process were agreed upon. This inaugural meeting also discussed a proposed structure for the Institutional Self-Evaluation Report (ISER) and Institutional Profile (IP).

The Institutional Profile was noted at Governing Body on March 25th, 2024, was approved by Academic Council for approval on April 19th, 2024, and forwarded to QQI on April 26th, 2024. International Review Team to ATU Sligo campus between 11th-15th November 2024. See Figure 19
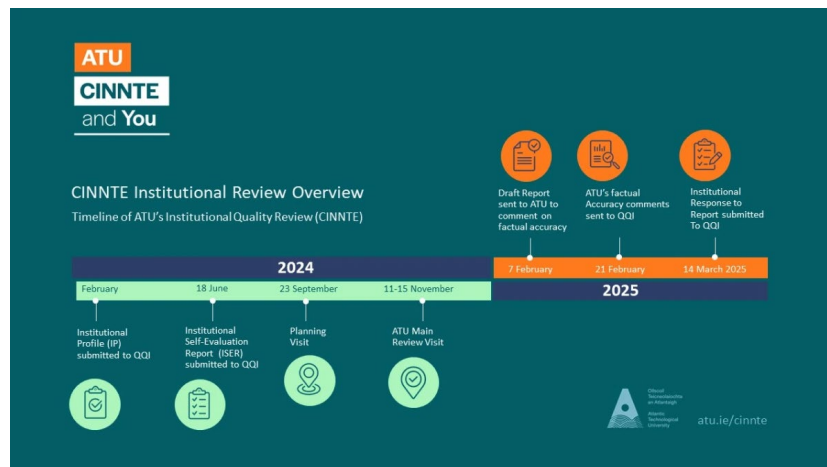


Figure 19

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

## ATU Integration and Working as One

Atlantic Technological University (ATU) was officially established on 1 April 2022 under the Technological Universities Act (2018).  In November 2022, St. Angela's College Sligo and ATU jointly applied to incorporate St. Angela's into ATU.  A review by an advisory panel followed in January 2023 as part of the incorporation process.  Under section 44 of the Technological Universities Act (2018), as amended by the Higher Education Authority Act 2022, St Angela's College was incorporated into ATU on 01 November 2023.

In April 2022, ATU's President established a University Planning Team (UPT).  The group is representative of all ATU heads of function.  All appointments to the UPT are on an interim

basis.  Four Heads of Faculty/School representatives have joined the UPT rotationally during the first two years.

In addition to strategic and operational activities, all functional areas focus on integration and transformation issues. Progress is evident across all areas, including Academic Affairs & Registrars, EDI and Online Development, Finance and Corporate Services, Research, Innovation, Engagement and International, and the Schools/Faculties.

During 2023 -2024, ATU continued implementing its organisation design process, which involved extensive stakeholder consultation, and engaged external consultants to advise and support the university on Change Management and Organisation Design.

Following the completion of a discovery phase, which focused on reviewing current structures within ATU and the challenges and opportunities they present now and in the future, working groups were established to develop and assess the design options for the academic and PMSS structures.

The working group membership represented support services and academic areas across all university levels and campuses. In November 2023, the Academic Working Group and the Operations/PMSS Working Group reported to the Design Advisory Group.

The Design Advisory Group comprised four experienced external experts (national and international) from the higher education sector to support the President in reviewing the organisational structure options. All options were assessed against an agreed-upon set of organisational design principles.

The principles reflected the development of the ATU strategy and were used to evaluate objectively the possibilities for each high-level structure (Executive, Academic and PMSS).

In March 2024, the high-level organisational structure model comprising a ten-person Senior Leadership Team (SLT) was included in a Business Case submission document to DFHERIS. 2024.  The Business case has been revised between March and September, and an outcome is awaited.

In addition to the progress made in relation to the organisation design, significant achievements have been made during the 2023-2024 academic year.

Many of the integration projects are being supported by the HEA Technological Sector Advancement Fund (TSAF) and include:

| Integration activity | Status |
|---|---|
| Integration of Core (HR) Systems | Completed in November 2024 |
| Migration of Payroll to HEPSS | Completed in November 2024 |
| Integration of Student Record Systems (Banner) | An ongoing project in conjunction with EduCampus |
| Integrated applications system and CRM for online, flexible and professional development (OFPD) and international (i.e. non-CAO and apprentices) applicants) | Ongoing project |
| The rollout of a single module management system (Academic Module Manager) across the university | Three instances of AMM are in place across campuses. |
| Research Information Management System (RIMS) | Ongoing elements being introduced on a phased basis |
| Implemented additional security services, including penetration testing, vulnerability & cyber posture assessment, and threat intelligence. | Ongoing project with significant progress made across all university functions |
| Delivered a data repository for all essential university data integrations, i.e. Banner, Access HD, Research Information Management System (RIMS), Agresso & CRM. | Ongoing project |
| Implemented an ATU-wide academic reporting environment to support integration, management, planning and operations. | Ongoing project |
| Alignment of all employee-related policies | Work is progressing in line with the agreed policy schedule. |

| Alignment of academic policies as part of the development of the Academic Framework | Work is progressing in line with the agreed policy schedule. |
|---|---|
| Communications Strategy - internal and external | Work is progressing following the appointment (August) of an internal and digital communications officer. |
| Complete academic staff qualifications policy and procedures and fund staff development opportunities to support the achievement of a 10-year staff qualifications metric. | Work progressing |

## 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.

## Academic Systems Integration Projects

In April/May 2024, ATU engaged in a second series of Deep Dive Discovery Workshops with Ellucian, DXC, and EduCampus to assess ATU's readiness to proceed with the system merger. Following these workshops, Ellucian and DXC will prepare a Statement of Works (SoW) for the project's next phase. The SoW is expected in Q3 2024. Business Process Alignment in advance of the implementation phase of the Banner SRMS merger project is at an advanced stage.

Significant work has also been done on system alignment before data migration, ensuring a smooth transition to a merged Banner system and reducing the impact the merged system will have on operations from a change management perspective.

While we await the SoW, in addition to the preparatory work on business process and systems alignment for SRMS integration, below are some of the other systems integration outputs that have been delivered to date by the team:

- Academic Module Manager was rolled out on the Donegal campus, resulting in the system being used ATU-wide in parallel with the Banner merger in preparation for the AMM merger.
- The GURU exam paper management system was rolled out on Donegal and ATU St Angela's campuses, resulting in an ATU-wide deployment.
- Align the interface between GURU and Banner to ensure continued service delivery after the SRMS merger.
- In conjunction with IT Services, an interface between the CRM system and Banner will be developed to facilitate the full rollout of the CRM admissions module.
- Deployment of Student Support Services module in Banner ATU-wide to support requirements of the Access Office and Disability Services – New Functionality
- Development of interface between Banner and Elsevier Pure RIMS system to support Research profiles for students – New Functionality

## Information and Data Management

### MS Dynamic CRM Project

By September 2023, previous work on CRM had all the infrastructure in place for an ATU CRM, allowing us to focus on application process alignment across the ATU in the academic year 2023.

The challenges and achievements associated with the project during the timeframe of the report is outlined below.

### Challenges:

- Aligning Business Processes: Difficulties increased as three Institutes merged into one ATU. Cross-functional working groups with strong leadership were essential, and dedicated resources were needed to maintain momentum.

- Continuous Improvement: Finding individual funding for projects was challenging. N-TUTORR 1 funding allowed for a strategic approach to integrating CRM into a digital ecosystem for learners and applicants

## Achievements:

- January 2024 Intake: Successfully moved Sligo applications to the new ATU platform.

- September 2024 Intake: Prepared for a larger intake, switching non-CAO Donegal applications to an online portal and integrating them into Banner Admissions. Expanded CRM processes to include additional courses and St. Angela's applications.
- Data Governance: Completed a data protection impact assessment with support from the Information Compliance Office.

- CRM Utilization: Gained confidence in using the CRM platform to improve recruitment and learner-related processes, ensuring ownership and data-driven decision-making.

- Established a framework with a CRM Services partner until 2029, allowing for quick development of processes and ATU-wide improvements funded by initiatives like NTUTORR.
- This summary highlights the main challenges faced, the achievements made, and the plans for continuous improvement within the ATU CRM system.

## Student Reporting

In recognition of the importance of university-wide data reporting, and even though 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

## IT Services

IT Services have continued to focus on streamlining processes and improving cybersecurity measures.

Key achievements include the successful operation of a cybersecurity SEIM service, the addition of simulated phishing exercises to the cybersecurity awareness training platform, the continued enhancement of Intune with an integrated asset management system, and the deployment of a new ATU-wide IT helpdesk.

Significant progress has also been made in integrating the legacy Finance and HR systems, testing and revising the disaster recovery and business continuity plans, and advancing network upgrades across all campuses.

## Cybersecurity Services

The state-of-the-art Security Information and Event Management (SEIM) service adopted by the university is fully operational and performing well.

This advanced solution provides real-time monitoring, analysis, and response to security events across the university's IT infrastructure, significantly enhancing our overall cybersecurity posture and resilience.

Additional threat intelligence services have been added to the portfolio.

Appointing additional staff to our cybersecurity team has improved our capability in this area.

## Cybersecurity Awareness Training Platform

The comprehensive cybersecurity awareness training platform is pivotal in educating and empowering staff to recognise and respond to cybersecurity threats.

In addition to foundational training, simulated phishing exercises have been introduced to strengthen staff's practical skills and awareness further, fostering a robust culture of cyber resilience across the university.

## Centralised Device Management

The implementation of Microsoft Intune has evolved with the addition of an integrated asset management system. This enhancement enables improved tracking and management of university devices, complementing the platform's existing capabilities for centralised control, security policy enforcement, and remote troubleshooting, regardless of device location.

## Disaster Recovery and BCP Planning

The university's disaster recovery and business continuity plans have undergone rigorous testing and subsequent revisions.

Leveraging resilient cloud services and redundant infrastructure, the plans are well-prepared to mitigate risks, minimise downtime, and ensure operational continuity in the event of potential disasters.

## Network Upgrade

Upgrades have been completed in Sligo and Donegal, and an order has been placed for the network equipment to upgrade the Galway-Mayo campus, with installation scheduled for 2025. These enhancements ensure high-speed, reliable, and secure campus connectivity, supporting improved collaboration, data sharing, and access to online resources.

## ATU-wide IT Helpdesk

A new ATU-wide IT helpdesk has been deployed, streamlining support processes and ensuring consistent, efficient IT service delivery across all campuses.

### Integration of legacy Finance, HR and Library Systems

The integration of legacy IOT Finance, HR, and Library systems has been completed. This unifies these critical functions across the university and enhances efficiency in administrative and library operations.

### Academic Programme Planning and Accreditation

As part of the Quality Office SharePoint on StaffHub, a resource hub to support staff involved in developing, validating, and modifying modules and programmes was created and populated with relevant information, links, timelines, videos, and FAQs.
A register of the 40 Professional, Statutory, and Regulatory Bodies (PSRBs) that recognise ATU programmes was compiled and made available through this site.

Academic Module Manager (AMM) was upgraded to version 4.0 in all three colleges following extensive testing and the creation of new output documentation, help documents, and videos.
The input of modules (1,900) and programmes (464) from the Donegal College onto AMM was completed, and staff were introduced to the system through online information sessions.

Following the approval of the micro-credential policy, systems and processes were developed to allow their creation and approval, with the first micro-credential being validated in June.

As part of ATU's obligation regarding public information, a Quality Assurance section of the website was developed, providing access to the Quality Assurance and Enhancement Framework and information on the Academic Council, programme quality, monitoring, and reviews.

### Programmes of Education and Training

In 2023-24, the Academic Council approved 52 new families of programmes (See Figures 15, 16 and 17). A complete list of approved programmes is included in Table 20.

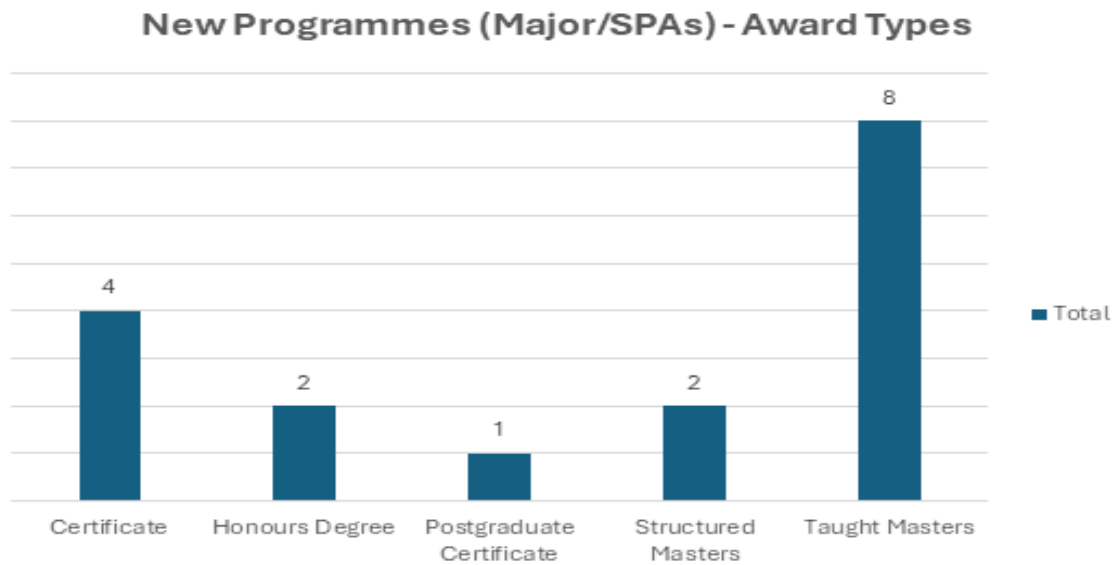Figure 20 Summary of New Programme Approvals 2023-24



Figure 21 New Major Award Approvals 2023-24 by Award Type

| Programme | Level | ECTS | Award Type | Embedded Awards |
|---|---|---|---|---|
| Master of Science in End-to-End Sterility Assurance | 9 | 90 | Major | Postgraduate Diploma in End-to-End Sterility Assurance |
| Master of Science in Entrepreneurship and Biopharmaceutical Manufacturing | 9 | 90 | Major | Postgraduate Diploma in Entrepreneurship and Biopharmaceutical Manufacturing<br>Postgraduate Certificate in Entrepreneurship and Biopharmaceutical Manufacturing |
| Master of Science in Entrepreneurship and Medtech | 9 | 90 | Major | Postgraduate Diploma in Entrepreneurship and Medtech<br>Postgraduate Certificate in Entrepreneurship and Medtech |
| Master of Science in Bioinformatics | 9 | 90 | Major | Postgraduate Diploma in Bioinformatics<br>Postgraduate Certificate in Bioinformatics |
| Master of Science in Sustainable Tourism and Event Management | 9 | 90 | Major | Postgraduate Certificate in Sustainable Tourism and Event Management<br>Certificate in Sustainable Tourism and Event Management (L9, 15 ECTS)<br>Certificate in Sustainable Tourism and Event Management and Monitoring (L9, 15 ECTS) |
| Master of Science in Gerontology Nursing | 9 | 90 | Major | Postgraduate Diploma in Science in Gerontology Nursing<br>Postgraduate Certificate in Contemporary Healthcare Management |

| Programme | Level | ECTS | Award Type | Embedded Awards |
|---|---|---|---|---|
| Master of Science in Gerontology Practice | 9 | 90 | Major | Postgraduate Diploma in Science in Gerontology Practice<br>Postgraduate Certificate in Contemporary Healthcare Management |
| Master of Science in Home Economics, Nutrition and Health Promotion | 9 | 90 | Major | Postgraduate Certificate in Home Economics, Nutrition and Health Promotion |
| Master of Science in Cognitive Behavioural Psychotherapy | 9 | 90 | Major | Postgraduate Diploma in Science in Cognitive Behavioural Psychotherapy |
| aster of Science in Digital Innovation for Sport | 9 | 90 | Major | Postgraduate Diploma in Science in Digital Innovation for Sport<br>Certificate in Learning Design for Sports Performance Feedback (L9, 15 ECTS)<br>Certificate in Sports Data Analytics (L9, 15 ECTS)<br>Certificate in Programming for Sports Innovation (L9, 15 ECTS)<br>Certificate in Digital Transformation for Sport (L9, 15 ECTS)<br>Certificate in Digital Marketing and Emerging Technology in Sport (L9, 15 ECTS) |
| Bachelor of Engineering (Honours) in Advanced Manufacturing Engineering | 8 | 240 | Major | Bachelor of Engineering in Manufacturing Engineering<br>Higher Certificate in Engineering in Manufacturing Engineering |

| Programme | Level | ECTS | Award Type | Embedded Awards |
|---|---|---|---|---|
| Bachelor of Engineering (Honours) in Electric Vehicle Engineering | 8 | 240 | Major | Bachelor of Engineering in Electric Vehicle Engineering Higher Certificate in Electric Vehicle Engineering |
| Postgraduate Certificate in Marine Spatial Planning | 9 | 40 | SPA | N/A |
| Certificate in Action Learning | 7 | 10 | SPA | N/A |
| Certificate in Personal and Vocational Development | 6 | 60 | SPA | Certificate in Life Skills and Vocational Development (SPA L6, 40 ECTS) Certificate in Life Skills and Social Development (SPA L6, 20 ECTS) |
| Certificate in Sustainable Food Surplus Practice | 6 | 30 | SPA | Certificate in Surplus Food Distribution (Level 6, 10 credits) Certificate in Surplus Food Legislation and Safety (Level 6, 10 credits) Certificate in Repurposing of Surplus Food (Level 6, 10 credits) Certificate in Sustainable Surplus Food Management (Level 6, 10 credits) |
| Certificate in Community Development Practice | 6 | 10 | SPA | N/A |
| Circular Economy Leadership and Organisational Transitions | 9 | 15 | MC | N/A |

| Programme | Level | ECTS | Award Type | Embedded Awards |
|---|---|---|---|---|
| Circular Economy Principles for the Built Environment | 9 | 15 | MC | N/A |
| Visual Programming for Digital Construction | 9 | 15 | MC | N/A |
| Building Information Modelling and Digital Leadership | 9 | 15 | MC | N/A |
| BIM for Sustainability | 9 | 15 | MC | N/A |
| Retirement Planning | 9 | 10 | MC | N/A |
| Investment Management | 9 | 10 | MC | N/A |
| Tax and Estate Planning | 9 | 10 | MC | N/A |
| Risk Management and Insurance Planning | 9 | 10 | MC | N/A |
| Client Management | 9 | 10 | MC | N/A |
| Ageing, Health Assessment and Management in the Older Person | 9 | 10 | MC | N/A |
| Contemporary Approaches to Care of the Older Person | 9 | 10 | MC | N/A |
| Delirium, Dementia and Mental Health in the Older Person | 9 | 10 | MC | N/A |
| Sustainable Finance | 9 | 10 | MC | N/A |
| Introduction to Legislation for the Built Environment | 9 | 10 | MC | N/A |
| Access and Use (Part M, B, K, DAC, Universal Design) | 9 | 10 | MC | N/A |
| Fire Safety (Part B Buildings Other than Dwelling Houses, and FSC) | 9 | 10 | MC | N/A |

| Programme | Level | ECTS | Award Type | Embedded Awards |
|---|---|---|---|---|
| Energy Conservation (Part L, F, J, C, D, Sustainability, and Circular Economy) | 9 | 10 | MC | N/A |
| Services (Part E, F, G, H, J and D) | 9 | 5 | MC | N/A |
| Fire Safety (Part B Dwelling Houses) | 9 | 5 | MC | N/A |
| Structures (Part A, C, D, Eurocodes, and Circular Economy) | 9 | 5 | MC | N/A |
| Building Information Modelling Architecture | 8 | 10 | MC | N/A |
| Building Information Modelling Infrastructure | 8 | 10 | MC | N/A |
| Transversal Skills - Identification and Development | 8 | 5 | MC | N/A |
| Applied Robotics 1 | 7 | 5 | MC | N/A |
| Applied Robotics 2 | 7 | 5 | MC | N/A |
| DC Pension Scheme Trustee Principles | 7 | 5 | MC | N/A |
| Domestic Heat Pumps I - Installation and Commissioning | 6 | 10 | MC | N/A |
| Domestic Heat Pumps II - Maintenance and Service | 6 | 10 | MC | N/A |
| Industrial Automation 1 | 6 | 5 | MC | N/A |
| Industrial Automation 2 | 6 | 5 | MC | N/A |
| SDGs and People | 6 | 5 | MC | N/A |
| SDGs and Prosperity | 6 | 5 | MC | N/A |
| SDGs and Partnership | 6 | 5 | MC | N/A |
| SDGs and Planet | 6 | 5 | MC | N/A |

Figure 22

### New Programmes Approved by Academic Council 2023-24

The Revisions to Programmes and Modules Policy was used to make amendments, with changes of all types, as outlined in Figure 23.
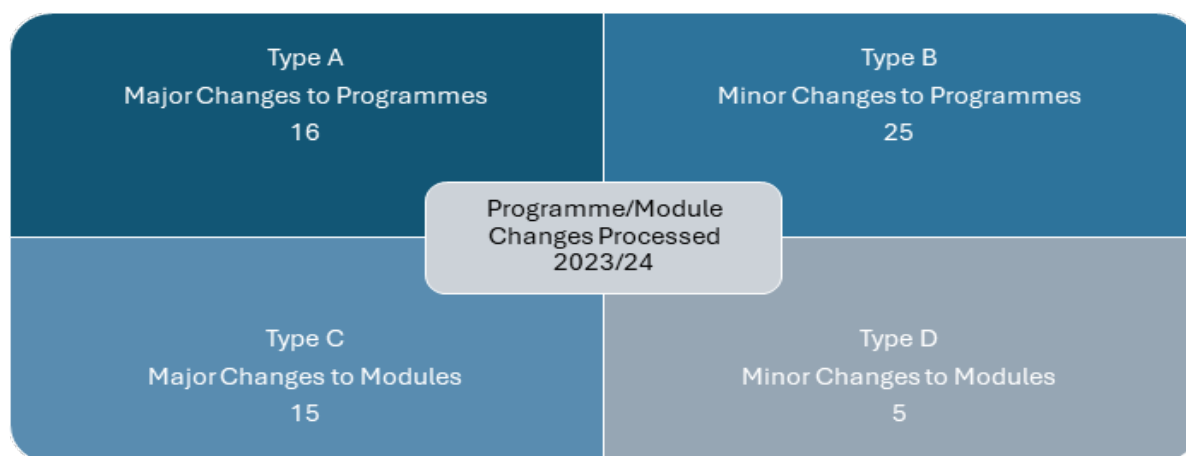


Figure 23 Types of Changes to Programmes and Modules 2023-24

### External Examining

The consolidation and integration of the management of External Examiners nominations and contracts is mainly complete.

All External Examiners contracts commencing 01 Oct 2023 were aligned to a single ATU contract administered through GURU ( Sligo, Galway-Mayo) or Digitally (Donegal and St Angelas). Criteria for appointment of External Examiners were aligned from Sept 2023 and formalised with the approval of AQAE014 Procedure for External Examination in December 2023.
Overall, the total number of active External Examiners in ATU increased to 371 from 336 in 2022-23. This was driven by the incorporation of St Angelas and the rollout of several new programmes in Sligo, which required additional External Examiners

All new and existing external examiners were invited to an online training session in December 2023, which will be delivered annually.

GURU was installed in ATU Donegal on a pilot basis in one department and will be fully operational for all of Donegal and St Angelas over the academic year 2024-25. This will mean better direct access to data through the three separate instances of GURU, the ability to manage the progress of nominations, contracts, report submissions from External Examiners, and the responses from the programme boards to the reports.

## Recognition of Prior Learning

The Access, Transfer, and Progression working group and the QAET supported the development of the AQAE037 Access, Transfer, and Progression Policy, which is effective for 2024/2025. AQAE037 outlines the requirements for standard, supplementary, and non-standard entry to all programmes of study at ATU. The policy also outlines the conditions associated with transfer and internal transfer into and between programmes and describes the progression routes at ATU.

The RPL Unit continues to work to meet ATU's commitments under the HCI/THEA National RPL project. It coordinates RPL activities, including RPL applications for entry, advanced entry, and module exemptions. The unit also supports the faculties, enhancing their capacity to deal with the increasing number of RPL queries received by ATU.

A new SharePoint page was developed to support the implementation of AQAE009 ATU RPL Policy and AQAE027 Procedure for Assessing Prior Learning (and associated forms). Training for Assessors and Mentors is ongoing. ATU was the national pilot site for developing and testing an RPL Patch for Banner 9. The patch is now available to all HEIs that use Banner 9.

ATU has established an RPL Implementation Group (RPLIG) to oversee the implementation of our RPL Action Plan. The plan sets ambitious targets for establishing 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 successfully piloting 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 testing phase, with live data, will occur during 2024/25. During this time, the associated case study will be available to all HEIs using Banner 9. The RPLIG reports to the RPL Governance Group at the end of each semester.

## Research

The supporting procedures for the AQAE011 Research Degree Policy are at the draft stage and will enter consultation in the new academic year.

## Research Ethics

During the reporting period, research ethics committees within the university continued to implement legacy policies and procedures for the ethical review and approval of research.

A Research Ethics Policy was approved in Q2 2024, implementing 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).

## Research Integrity

The VPRI function continued to facilitate the provision of research integrity training and resources to staff and students.

## Research Management

The process of transitioning from legacy structures within the function has accelerated over the past year with the implementation of a new management structure anticipated in Q1 of 2025 in completion of the recruitment of the four pillars of research, innovation and enterprise (R, I &E) activity. In the interim, new workflows will be refined for the recruitment, admissions, and research ethics applications processes. 60 PhD students were successfully recruited under the TU RISE PRTP programme, assisted by an online portal that was used to manage the applications received

Further development is required for these systems in the coming months. Continued consultation with the research community remains a critical factor in the development and deployment of new systems and processes in R, I&E. During the past year, the research offices continued to work on SharePoint-based solutions for managing research processes.

The RIMS team completed further work during the period, successfully deploying the first modules under the RIMS system regarding researcher profiles, which are now operational. Further modules covering grant application management and ethics management will be deployed over the next year, replacing transitional SharePoint-based approaches.

## Research Capacity Building

Implementation of the TU Research and Innovation Supporting Enterprise (TU RISE) scheme to support research capacity building commenced during the reporting period.

Final amendments were made to the programme's structure, including amendments to work packages and budgets. The VPRI function led a consultation process with the HEA to assist project planning and additional resource alignment, which is nearing conclusion by Q1 2025.

Significant recruitment was completed throughout 2024, with most staff under Pillars I, II, and IV now retained and in place. Several more positions remain to be filled early in 2025 under the programme.

The research strategy alignment will commence in early 2025 in parallel with the remaining staff and managerial appointments under the TU RISE programme. This follows from the ATU Strategy launched in 2024, which outlines key strategic considerations for research and innovation. In 2024, the Knowledge Transfer Office formally opened at ATU, and three staff members were recruited.

Under the TU RISE programme, specific supports have been created to facilitate stronger enterprise engagement.

The first appointments into enterprise operations in pillar IV have been completed, and the first industry engagements under the programme were in Q4 of 2024. Further significant enterprise engagement works are planned throughout 2025.

## Teaching and Learning

The academic year at ATU involved various activities, workshops, projects, masterclasses, accredited programmes, and awards across several campuses.

### New Initiatives and Activities in 2023/24:

1. **ATU Academic Induction:**
   - Launched a six-week induction program for new academic staff.
   - Attracted 120 registrants in the first semester of 2023 and 45 in the second of 2024.
   - Supported by experienced educators, learning technologists, and instructional designers.

2. **Academic Support Centres:**
   - Collaborated across ATU campuses to share resources and best practices.
   - Created a dedicated SharePoint page for centralised resources and communication

3. **ALTITUDE Charter:**
   - Launched the ALTITUDE National Charter for Universal Design in Tertiary Education.
   - Promoted universal design principles to make education more inclusive.
   - Reflected ATU's commitment to embedding these principles in teaching practices.

4. **Teaching & Learning SharePoint Site:**
   - Launched in January 2024 as a central hub for staff resources, professional development, and event registration.

5. **Online English Language Programme:**
   o Reintroduced to offer free support to students whose first language is not English.
   o Included online resources and live webinars to improve language skills and writing.

6. **Podcast Series:**
   o Launched in August 2024, featuring discussions on innovative teaching practices.
   o First episode focused on "Playful Pedagogies."

7. **VLE Integration Project:**
   o Aimed to create a unified learning ecosystem and integrate educational technologies across all ATU campuses.
   o Led by the TLC and OFPD with input from other ATU functions and services.

8. **Educational Technology Working Group:**
   o Established to re-imagine ATU's digital educational ecosystem.
   o Co-chaired by members of the TLC and OFPD.
   o Aimed to align technology use with ATU's strategic objectives while promoting equity and inclusion in teaching

9. **Educational Technology Working Group:**

   o Established to re-imagine ATU's digital educational ecosystem.
   o Co-chaired by members of the TLC and OFPD.
   o Aims to align technology use with ATU's strategic objectives while promoting equity and inclusion.

10. **Curriculum Framework Principles:**

    o T&L Team contributed to the N-TUTORR Curriculum Framework Principles Initiative.
    o Held workshops to guide teams in designing inclusive and cohesive curricula.

11. **Academic Integrity Initiatives:**

- o Introduced new guidelines for using AI in assessments.
- o Established a working group to develop best practices and resources.
- o Approved a new Academic Integrity Policy and created centralized resources on the ATU T&L SharePoint site.

### 12. Education for Sustainable Development (ESD):
- o TLC collaborated with the Centre for Sustainability on ESD initiatives.
- o Created an ESD tile on the T&L SharePoint site to support staff in incorporating sustainability into teaching practices.

### 13. Learning, Teaching, and Assessment (LTA) Strategy:
- o Refined the LTA Strategy and Action Plan through workshops.
- o Aimed to align ATU teaching, learning, and assessment practices with best practices and institutional goals.

### 14. Stakeholder Engagement:
- o T&L Centre team actively involved in internal and external committees.
- o Ensured engagement with key stakeholders, influenced decision-making, and stayed aligned with best practices.

### 15. Communication and Information Provision:
- o Used various platforms to engage with staff and students.
- o Outlined audience, frequency of use, and primary purpose for each platform.
- o Ensured effective dissemination of information and promotion of key events, resources, and activities.

This summary highlights the key initiatives and activities introduced at ATU, focusing on enhancing the digital ecosystem, curriculum development, academic integrity, sustainability, and stakeholder engagement.

## Service Provision – Engagement & Evaluation

## Engagement

In the 2023-2024 academic year, ATU T&L Centre implemented several engagement-focused activities and initiatives to actively encourage student participation, enhance their sense of belonging, and encourage the expression of the student voice. These efforts aimed to create a collaborative and inclusive educational environment where students feel connected, supported, and heard.

The strategies adopted reflected a commitment to building meaningful interactions between students and staff while accessing digital and in-person approaches to ensure a broad reach across all ATU campuses.

## Student Engagement Activities:

1. **ATU ENGAGE Scheme:**
   - Enhanced teaching quality through reflection and professional development.
   - Celebrated success with an annual event, fostering a strong sense of community.

2. **Workshops and Training Programmes:**
   - Conducted numerous workshops, including those on AI Tools and Assessment Redesign.
   - Engaged students in hands-on learning and discussions, encouraging active participation.

3. **Online English Language Programme:**
   - Provided free continuous access to resources and bi-weekly live webinars.
   - Supported international students and those needing additional language assistance.

4. **Peer-Assisted Study Sessions (PASS) Programme:**
   - Trained 30 student leaders to facilitate peer learning sessions for first-year students.
   - Enhanced study skills, confidence, and sense of belonging within the university community.

5. **Academic Support Centres (ATU Sligo):**
   - Academic Writing Centre (AWC) supported academic writing through tutoring, workshops, and online resources.
   - Maths & Engineering Support Centre offered free drop-in sessions and online support, assisting 993 students.
   - Initiatives included revision classes, the Maths Enrichment Programme, and Maths Week 2023.

This summary highlights the key student engagement activities at ATU, focusing on enhancing teaching quality, providing language support, facilitating peer learning, and offering academic support.

## Encouraging Connections, Belonging, and Student Voice

ATU's initiatives in 2023-2024 promoted a sense of belonging and connection among students by adopting universal design principles through the ALTITUDE Charter, enhancing inclusivity and accessibility. Academic support centers provide personalised assistance, while the PASS programme helps first-year students integrate into university life.
The Curriculum Framework Principles initiative encouraged student participation in programme design, fostering a collaborative learning environment and giving students a stronger voice in their educational journey.

## Feedback and Improvements

ATU made several enhancements in 2023-2024 to improve student and staff experiences. Academic Support Centres were centralised via a SharePoint page for better resource sharing. Assessment redesign efforts focused on maintaining academic integrity while incorporating AI tools. The ALTITUDE Charter promoted inclusive teaching practices, providing more practical UDL tools and workshops. The Online English Language Programme increased live webinars for more interactive support.

Plans include expanding the Student Engagement Pulse Survey and using focus groups to gather qualitative feedback, demonstrating ATU's commitment to an innovative, inclusive, and responsive educational environment.

## Workshops, Masterclasses and Events

ATU held workshops on Universal Design for Learning (UDL), Artificial Intelligence (AI), and assessment redesign throughout the year, including notable sessions like the Frederick Fovet Workshop, ATU Assessment Hackathon, and Chat GPT and AI Tools Workshops. Key projects included the Unlock Project, re-imagining assessment, the ALTITUDE Charter, and the UDL Academic Peer Network. Masterclasses on research supervision and generative AI were also offered, featuring experts like Hugh Kearns and Professor Chris Anson. These initiatives facilitated collaborative learning, skills development, and advanced knowledge among academic staff and students.

## Support for Staff

Some examples of ongoing staff support include:

## Ask Me Anything Clinics

- 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 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

## Postgraduate Teaching & Learning Programmes

In 2023-2024, ATU offered various accredited programmes to enhance teaching and learning. These included part-time MA programmes in Learning and Teaching, Postgraduate Certificates in UDL, Teaching, Learning, and Assessment, and Diploma Modules focused on digital competency and sustainability. The number of participants who completed these programmes were: five staff attained a Post Graduate Certificate in Teaching, Learning and Assessment, eight staff attained a Post Graduate Certificate in Universal Design for Learning, eight attained a Diploma in Teaching and Learning, three attained a Masters in Teaching and Learning, and two attained an MA in UDL.

## Fellowship Programmes

The ATU ENGAGE scheme supports educators in achieving Advance HE Fellowships, promoting teaching excellence and continuous professional development. In the 2023-24 academic year, 31 Fellowship Awards were granted: 2 Associate Fellowships for effective teaching, 12 Fellowships for demonstrating breadth and depth of practice, and 17 Senior Fellowships for leadership in teaching.
An event in May 2024 celebrated these achievements, highlighting ATU's commitment to fostering leadership in teaching. Additionally, 12 more participants are working on their applications for submission later this semester.

## Online, Flexible and Professional Development (OFPD) Student Experience

Several supports have been implemented to enhance the experience of online, flexible, and professional development students.

## Online, Flexible and Professional Development Prospectus

ATU Online, Flexible and Professional Development Prospectus has been published to provide comprehensive information for prospective applicants.

Applicants are encouraged to engage with My Career Path, i.e., an online tool that enables them to identify their strengths and assists them in choosing the right programme related to their career aspirations.

## Connect for Success

The SATLE-funded Unlock learning analytics project analysed 2023 national student survey. i.e. PGR student survey. i.e. data for ATU, providing insights at national, university, and faculty levels. Results were shared with staff, and actions were encouraged through Academic Council reviews, senior management dissemination, and student focus groups. The findings influenced the LTA Strategy, implementation plan, and policy. The project is working with the ATU Data Protection Office to increase staff access to the studentsurvey.ie dashboard. A 10-question pulse survey was piloted in 2024 and will be validated in early 2025 in collaboration with the Open University.

## 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 nonstandard applications has been agreed upon and closing dates have also been aligned.

Due to the multi-annual funding model introduced by the HEA for the Springboard+ and ICT Skills Conversion initiatives in 2022, work has been ongoing to ensure continuous improvement in aligning the Springboard application processes and that we are managing the Springboard initiative as one University.

Work is also ongoing on aligning the processing of Springboard+ fees.

## Universal Design & Accessibility

ATU has been actively promoting the adoption of Universal Design principles through the ALTITUDE Charter, ensuring teaching practices and resources are accessible to all students. Eight staff members attained a Post Graduate Certificate in Universal Design for Learning. ATU played a significant role in launching the ALTITUDE National Charter for Universal Design in Tertiary Education, reflecting its commitment to inclusivity as outlined in the new ATU Strategic Plan. Notable achievements include nominations for the John Kelly Awards 2023 for Dr Kate Dunne, Dr Trish O'Connell, and Dr Pauline Logue. Peer reviews were conducted to assess and improve the integration of UDL principles across the university.

## STEM Passport for Inclusion

Over 400 transition year students from Roscommon, Mayo, Galway, Sligo, and Donegal were honored at ATU's STEM Passport Awards Ceremony on November 4, 2024. The STEM Passport for Inclusion Programme, created by Dr Katriona O'Sullivan and supported by Science Foundation Ireland, Microsoft, and Optum, aims to increase the number of women in STEM courses and address inequalities in access to STEM careers. ATU provides hands-on experience in programming and technology, along with mentoring. The programme encourages DEIS schools to apply for spaces for the 2024/2025 and 2025/2026 school years.

## ATU Alumni Network

Established in February 2023, the ATU Alumni Network has around 5,500 members and aims to build an engaged community through lifelong learning, networking, and volunteering opportunities.

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

## EUGREEN – European University Alliance

ATU collaborates with eight European universities in the EU GREEN European University Alliance, forming a 'super campus' with over 158,000 students and 18,000 staff.
Launched in January 2023 with over €14M in funding, EU GREEN focuses on Responsible Growth, Inclusive Education, and Environment, promoting sustainability and the SDGs. ATU leads the Engagement work package and co-leads the Innovation work package, coordinating SDG challenges and training.

In 2024, ATU hosted five key events, involving over 250 delegates and 500 citizens in engagement activities. These events significantly increased staff and student mobilities through Blended Intensive programmes.



## ATU Curriculum and Professional Development

## Public Information and Communications

ATU's Communications and Marketing functions oversee external communications to maintain a strong awareness of the University.

The primary platform is the ATU website, which provides information for external stakeholders and houses links to documents and resources for internal stakeholders.
Key papers and quality review outcomes are published on the staff hub. ATU also publishes a bi-monthly magazine and issues around five weekly press releases.
The University communicates with prospective students and stakeholders through social media platforms and publishes detailed undergraduate and postgraduate prospectuses online.

## Internal Communications

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

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

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

All-staff meetings hosted by the President on MS Teams are well-attended numbers-wise and recorded so that they can be made available to staff who cannot attend at the scheduled meeting time. The President also holds regular meetings with staff for consultation, updates, and information sharing. These meetings have occurred in person on all campuses, online and using a hybrid format.

Each of the University's functions is working 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 the ATU.
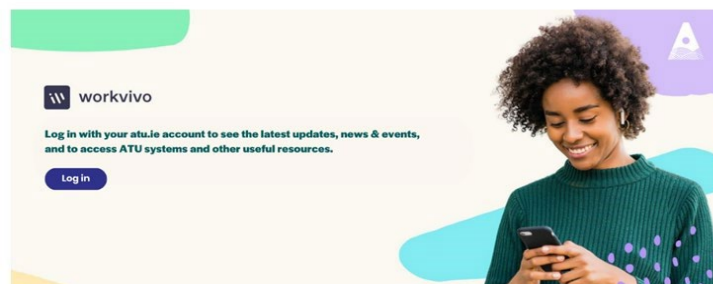


## ATU Website

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

## School Liaison

In 2023 ATU's Market Engagement function completed 105 external-facing recruitment events, 500 school visits and taster sessions, and co-ordinated 19 Open Days across ATU's nine campuses. ATU was a supporting partner of the National Irish Guidance Counsellors (IGC) Conference at Munster Technological University. Additionally, the university partnered with the Northern Ireland Schools and Careers Advisor (NISCA) network for Belfast's summer and autumn conferences. ATU's Market Engagement function also supported European Market Engagement with ATU's Global Office during this period.

Targeted CAO information sessions in selected campuses occurred in May and June 2024 during the 'Change of Mind' period. ATU's CAO applicant newspaper was delivered to approximately 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 updates on the 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 | Development of the first ATU Strategic Plan | Following an extensive period of consultation with staff, students, and external stakeholders, the inaugural ATU Strategic Plan 2024-2028 Open Minds, Bright Futures was approved by the Governing Body in February 2024 and will be launched by the Minister for Further and Higher Education, Research, Innovation, and Science. |
| 2 | Development of a new organisational structure for the University | A proposed high-level organisational structure was finalised in March 2024 |
| 3 | Incorporation of St. Angela's College, Sligo | Under section 44 of the Technological Universities Act 2018, as amended by the Higher Education Authority Act 2022, St Angela's College was incorporated into ATU on 1 November 2023. |
| 4 | Preparation of the Institutional Profile (IP) as part of the CINNTE Review Process | The Institutional Profile (IP) was submitted to QQI on 26 April 2024. |
| 5 | Preparation for CINNTE Review | The Institutional Self-Evaluation Report was submitted to the QQI on 5 July 2024

The Review Visit is scheduled for 11-15 November 2024. |
| 6 | Continue development and approval of university-wide policies and procedures | The following policies were approved during the timeframe of this report

AQAE011 Research Degree Policy Effective January 1, 2024

AQAE038 Collaborative Provision of Programmes Policy Effective May 1, 2024

AQAE025 Use of Animals for Research and Teaching Policy Effective March 1, 2024

AQAE020 Monitoring Evaluation and Enhancement of Programmes Effective September 1, 2024 |

| | | AQAE006 Student Code Policy Effective September 1, 2024 |
|---|---|---|
| | | AQAE021 Micro-credentials Policy Effective September 1, 2024 |
| | | AQAE022 Academic Integrity Policy Effective September 1, 2024 AQAE036 Research Ethics Policy Effective September 1, 2024 |
| | | AQAE037 Access Transfer and Progression Policy Effective September 1, 2024 |
| | | AQAE005 Marks and Standards Policy Effective September 16, 2024 AQAE035 Student Complaints Policy Effective January 1, 2025 |
| | | **The following procedures were approved during the timeframe of this report.** |
| | | AQAE027 Procedure for Assessment of Prior Learning Effective March 13, 2024 |
| | | AQAE014 Procedure for External Examination Effective April 23, 2024 |
| | | AQAE002 Procedure for the Development of AQAE Documents Effective April 23, 2024 |
| | | AQAE044 Procedure for the Proposal of a New Award Standard Effective June 13, 2024 |
| | | AQAE045 Procedure for the Proposal of a New Award Title Effective June 13, 2024 |
| 7 | **Progress integration across all functions and faculties/schools** | A Head of Student Health and Wellbeing has been appointed. VLE integration project and the video capture tool Panopto was completed An interim HR Structure was approved. |

|   |   | Other examples of integration are outlined here. |
|---|---|---|
| 8 | **Integration of key systems** | Details of the range of integration of key systems are outlined here |

## 1.3 Governance and Management

### 1.3.1 Meeting Schedule

| Body | Meeting dates |
|---|---|
| Academic Council | 15th September 2023<br>27th October 2023<br>08th December 2023<br>09th February 2024<br>19th April 2024<br>17th May 2024<br>17th June 2024 |
| Academic Council Academic Programmes Committee | 04th December 2023<br>08th January 2024<br>29th January 2024<br>11th March 2024<br>08th April 2024<br>13th May 2024<br>10th June 2024<br>14th June 2024 |
| Academic Council Academic Planning and Strategy Committee | 30th November 2023<br>29the January 2024<br>10th April 2024<br>06th June 2024 |
| Academic Council Academic Standards and Policy Committee | 11th September 2023<br>10th October 2023<br>14th November 2023<br>16th January 2024<br>28th February 2024<br>10th April 2024<br>22nd May 2024<br>10th June 2024 |

| | |
|---|---|
| Academic Council Teaching, Learning and Assessment Committee | 11th September 2023<br>16th October 2023<br>20th November 2023<br>22nd January /2024<br>5th March 2024<br>10th April /2024<br>14th May /2024<br>10th June 2024 |
| Academic Council Student Experience and Access Committee | 14th March 2023<br>21st March 2023<br>5th May 2023<br>2nd June 2023<br>1st October 2023<br>17th November 2023<br>19th January 2024<br>1st March 2024<br>15th March 2024<br>6th June 2024<br>18th October 2024<br>22nd November 2024 |
| Academic Council Research and Innovation Committee | 6th May 2023<br>30th May 2023<br>6th June 2023<br>9th June 2023<br>10th October 2023<br>14th November 2023<br>30th January 2024<br>7th March 2024<br>29th April 2024<br>14th June 2024<br>9th October 2024<br>26th November 2024 |

| | |
|---|---|
| **Governing Body** | 04th September 2023<br>02nd October 2023<br>6th November 2023<br>11th December 2023<br>16th February 2024<br>25th March 2024<br>13th May 2024<br>23rd June 2024 |
| **University Management Team** | 11th January 2024<br>23rd January 2024<br>6th January 2024<br>22nd February 2024<br>06th March 2024<br>20th March 2024<br>9th April 2024<br>23rd April 2024<br>10th May 2024<br>28 May 2024<br>11th June 2024<br>14th June 2024<br>25th June 2024<br>16th July 2024<br>13th August 2024<br>27the August 2024 |

### 1.3.2 QA Leadership and Management Structural Developments

**Development of ATU Organisation Structures**

ATU is the process of developing high-level organisation design structures.  The university 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, ran through until the end of October. This phase aims 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.

**Senior post appointed during the reporting period.**

The following senior posts were appointed in the reporting period:

- Head of Department of Life & Physical Sciences (SLII) Permanent Wholetime Sep 2023
- Head of Department – Social Sciences (SLII)  Temporary Wholetime (Special Purpose) Nov 2023
- Health and Safety Manager (CSM) Permanent Wholetime Nov 2023
- ATU Donegal Estates and Campus Manager (CSM) Permanent Wholetime Dec 2023
- Senior Digitilisation & Analytics/AI Business Development (CSM) Manager  Temporary Whole time Dec 2023
- Librarian (Librarian) Permanent Wholetime Dec 2023
- Head of Department Pharmacy (SLII) Permanent Wholetime Feb 2024
- ATU Head of Capital Development (Principle Officer) Temporary Wholetime March 2024
- ATU Donegal Estates and Campus Service Manager (CSM) Temporary Wholetime March 2024
- Head of Department Engineering Technology (SLII) Permanent Wholetime March 20

- Education & Outreach Manager – Digital Health Industries Cluster (CSM) Temporary Wholetime May 2024
- Acting Head of Department Arts, Design & Architecture (SLII) Temporary Wholetime Jun 2024

## 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 |
|---|---|---|
| No Reviews were undertaken in the 2023-2024 Academic year. | | |

### Expert Review Teams/Panels[2] involved in IQA

| | Total | Academic Schools/ Department | Professional Services/Support Unit | Approval/Review of Linked Provider | Programme Approval | Programme Review | Other |
|---|---|---|---|---|---|---|---|
| Number of review/ evaluation processes | 26 | 0 | 0 | 0 | 26 | 0 | 0 |
| of those: | | | | | | | |
| On-site processes | 0 | 0 | | | 0 | 0 | 0 |
| Desk reviews | 0 | 0 | | | 0 | 0 | 0 |
| Virtual processes | 26 | 0 | | | 26 | 0 | 0 |
| Average panel size for each process type* | 5 | 0 | | | 0 | 0 | 0 |

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[2] 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 | 26 | 14 | 12 | | 16 | 10 | 0 | 0 | 0 | 24 | 2 |
| Secretary | 26 | 9 | 17 | | 26 | 0 | 0 | 0 | 0 | 26 | 0 |
| Academic/Discipline Specific | 42 | 26 | 16 | | 15 | 21 | 5 | 0 | 1 | 29 | 13 |
| Student Representative | 13 | 7 | 6 | | 13 | 0 | 0 | 0 | 0 | 13 | 0 |
| QA | 26 | 9 | 17 | | 26 | 0 | 0 | 0 | 0 | 26 | 0 |
| Teaching & Learning | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| External Industry /Third Mission | 24 | 8 | 16 | | 0 | 22 | 1 | 0 | 1 | 1 | 23 |

## 2.0    QA System – Enhancement and Impacts

## 2.1    Initiatives within the Institution related to Academic Integrity

### Programmes of Education and Training

Significant training was provided to support QA activities across the ATU during the review period. The training was mainly provided by the Assistant Registrars, staff in the Quality office, and the Academic Integration System team. Table 2 lists many of the training activities that took place.

As shown in the table, much of the training this year focused on the upskilling of staff as new systems were rolled out across the ATU.  While some general training was targeted at Staff and Students, the primary recipients of training this year were ATU Donegal and ATU St Angelas to support the rollout of AMM and GURU on the Donegal Campus and to support the integration of St Angelas into ATU with the roll-out of Banner, AMM, GURU in ATU St Angelas.

As this more basic training is now complete, the Quality Office recognises the need for the training to focus on the operation and implementation of policies and procedures in the coming year.  In particular, training has been requested for Marks and Standards, External Examiner Management. It will be required as the Web App applications for Students to apply for deferrals, impaired performance extension, etc., are rolled out.  These will be ongoing and are very important to ensure equity of the student experience and to reassure staff during significant restructuring and change.

| Number of Training Activities led by the VP Academic Affairs and Registrar Function 2023-24 | | | | |
|---|---|---|---|---|
| No | Date | Title | Delivered By | Delivered To |
| 1 | March 2023 | Presentations on Programme Validations and Revisions | AR Programmes | Academic Programme Provision Committee |
| 2 | March 2023 | Presentations on Programme Validations and Revisions | AR programmes | Tertiary Ed Working Group |
| 3 | Ongoing in Sem 1 | Development of Bespoke Training Resources as requested | QA Office | Academic Staff & HoS in St. Angelas |
| 4 | 27th September 2023 | AMM - Overview and Searching (2 sessions on campus) | QA Office | HoS & Admin Staff in St. Angelas |
| 5 | October 2023 | Presentations on Programme Validations and Revisions | AR programmes | Faculty Executives/ Faculty Academic Planning Committees |
| 6 | 5th October 2023 | AMM - (2 sessions on campus) | QA Office | HoS & Admin Staff in St. Angelas |
| 7 | 6th October 2023 | AMM - APS and Module Descriptors (MS Teams) | QA Office | Lecturing Staff in St. Angelas |
| 8 | 8th October 2023 | On-site AMM Training | AR programmes | Donegal Managers |
| 9 | 7th December 2023 | Training for External Examiners | Aodhmar Cadogan | All External Examiners |
| 10 | 10th October 2023 | AMM - APS and Module Descriptors (2 sessions on campus) | QA Office | HoS & Admin Staff in St. Angelas |
| 11 | 11th October 2023 | AMM - APS, Module Descriptors, Search, Open Q&A (MS Teams) | QA Office | HoS & Admin Staff in St. Angelas |
| 12 | 13th October 2023 | AMM Overview Presentation | QA Office | School of Education in St. Angelas |
| 13 | 16th October 2023 | 2 Open Sessions for AMM Q&A (MS Teams) | QA Office | School of Nursing in St. Angelas |

| | | Number of Training Activities led by the VP Academic Affairs and Registrar Function 2023-24 | | |
|---|---|---|---|---|
| 14 | 18th October 2023 | Academic Planning Working Group Meeting (Campus & Teams) | QA Office | HoS & Admin Staff in St. Angelas |
| 15 | 19th October 2023 | On-site AMM Training | AR programmes | Donegal Academic Managers |
| 16 | 27th October 2023 | Programme Revision Policy & Procedure | QA Office | School of Nursing in St. Angelas |
| 17 | 1st November 2023 | Online AMM Training | AR programmes | Donegal Staff |
| 18 | 7th November 2023 | New Programme Development Policy & Procedures - 2 sessions | QA Office | School of HE & Nursing in St. Angelas |
| 19 | 30th November 2023 | Full day training for academic admin | QA Office | All admin staff in St. Angelas |
| 20 | 11th - 19th December 2023 | Banner and Gradebook Training | QA Office | Academic Staff in St. Angelas |
| 21 | 15th December 2023 | Banner and Gradebook Training | QA Office | Academic Staff in St Angelas |
| 22 | Ongoing in Sem 2 | New programme Development & Modifications in line with QA | QA Office | As required by Schools in St. Angelas |
| 23 | Ongoing in Sem 2 | Development & Provision of Training Resources | QA Office | As required by Schools in St. Angelas |
| 24 | Ongoing in Sem 2 | Management of historic grades and broadsheets | QA Office | As required by Schools in St. Angelas |
| 25 | January 2024 | Presentations on Programme Validations and Revisions | AR programmes | Framework Day for Managers |
| 26 | 19th January 2024 | Online AMM Training | AR programmes | All Staff |
| 27 | 23rd January 2024 | Winter Exam Boards | QA Office | St Angelas Campus Leadership Team |
| 28 | 13th February 2024 | Online GURU Training | QA Office | Administrative Staff in St Angelas & Donegal |

| | | | | |
|---|---|---|---|---|
| **Number of Training Activities led by the VP Academic Affairs and Registrar Function 2023-24** |
| 29 | 16th February 2024 | Online GURU Training | QA Office | Heads of Faculty/ School in St. Angelas & Donegal |
| 30 | 19th February 2024 | Online GURU Training | QA Office | Academic Staff in St. Angelas & Donegal |
| 31 | 22nd February 2024 | Online GURU Training | QA Office | Academic Staff in St. Angelas & Donegal |
| 32 | 1st March 2024 | On-site GURU Presentation | Academic Information Systems Integration Manager | Faculty of Science Staff |
| 33 | 20th March 2024 | Programme Building in AMM | QA Office | Programme Co-Ordinator's |
| 34 | 22nd March 2024 | Training Video on Marks and Standards and Examination | AR Policy and Regulatory Affairs | All Students |
| 35 | 28th March 2024 | Training Video on Marks and Standards and Examination | AR Policy and Regulatory Affairs | All Staff |
| 36 | April 2024 | Presentations on Programme Validations and Revisions | AR programmes | Sligo Faculty of Business |
| 37 | 17th April 2024 | Summer & Autumn Exam Boards | QA Office | HoS & Assistant Registrar in St. Angelas |
| 38 | 9th May 2024 | On-site GURU Training (2 sessions) | Academic Information Systems Integration Manager | Academic & Administrative Staff in Donegal |
| 39 | 9th May 2024 | Summer Exam Boards | QA Office | All staff in St. Angelas |
| 40 | 10th May 2024 | Summer Exam Boards | QA Office | All staff in St. Angelas |
| 41 | 10th May 2024 | Online GURU Training | QA Office | Academic Staff in St. Angelas & Donegal |
| 42 | 28th May 2024 | Exam Board Queries | QA Office | HoS & Assistant Registrar in St. Angelas |
| 43 | June 2024 | Presentations on Programme Validations and Revisions | AR programmes | Galway International Hotel School |
| 44 | 17th June 2024 | RPL Mentors & Assessors | AR QA Research | Academic Staff & HoDs |

| Number of Training Activities led by the VP Academic Affairs and Registrar Function 2023-24 | | | | |
|---|---|---|---|---|
| 45 | 25th June 2024 | Q&A Session and Overview of QA Project | QA Office | All staff in St. Angelas |
| 46 | 10th July 2024 | Presentations on Programme Validations and Revisions & General QA | AR Programmes, AR Research and QA, AR Policy and regulatory Affairs | Students' Union Officers |
| 47 | Mid-August | Recorded video for Online Student Induction, QA and Examinations | AR Policy and Regulatory Affairs | Online Students |
| 48 | 21st August 2024 | Banner Graduation Record Training | Exams Office, Sligo | Administrative Staff in St Angelas |

### Staff Attending to Teaching and Learning Programmes offered by the ATU

Post Grad Cert in Teaching & Learning: 5 Sligo, 1 Donegal & 7 Galway-Mayo = 13 in total

Post Graduate Cert in UDL: 8 total

PG Diploma in Teaching & Learning: 4 Galway-Mayo and PG Diploma in Learning & Teaching: 1 posthumous award Donegal = 5 total

MA in Teaching & Learning: 3 total

MA in UDL: 2 total

The numbers of participants on different Diploma modules (Galway-Mayo):

- Digital Teaching and Learning: 4
- Education For Sustainability: 23 (this was rolled out nationally so includes external numbers)
- Postgraduate Supervisory Skills: 11
- Research Cyle. Foundation: 8
- Technology Enhanced Learning: 13
- Universal Design for Learning: 8

### Mycareerpath.ie



The Higher Education 4.0 project has developed the ATU **MyCareerPath** (MCP) Career and Learning Pathways service.

MyCareerPath is a service developed by ATU that supports individuals in education, the workplace, and those looking to upskill or accelerate their careers. It combines AI technology and one-to-one mentoring to help users understand their strengths and career goals.

### Key Features:

**For Individuals:**

Interactive tools and career/skills assessment

Bite-sized e-learning micro-courses and curated learning pathways

Personalised career development advice

Self-exploration resources and comprehensive course information

Recognition of Prior Learning (RPL) support pathway

AI-powered guidance for creating impactful CVs and bespoke mock interviews

**For Businesses:**

Advisors to identify knowledge gaps and provide solutions

Mentoring and upskilling services

RPL preparation pathway for employees

MyCareerPath enhances employability through a proven framework and AI-driven reporting tools that assess and rate career readiness.

**MyCareerPath Initiatives:**

**Placement Preparation Programme:** An online self-directed programme for undergraduates to build career skills, focusing on AI CV building, interview techniques, and cover letter writing.

**The Next Step Careers Module:** Develops learners professionally and personally, equipping them with skills and knowledge for lifelong career goals.

**College Skills and Career Planning Module:** A four-stage pathway for Access Course students, including self-awareness, career exploration, student support, and career development activities.

**Transversal Skills 5 ECTS Micro-credential:** The AI-enhanced Skills Pulse Checker assesses students' professional competence across 12 skills, enhancing career success and employability.

**Strengths Path Programme:** This programme improves access to higher education for young learners, early school leavers, and those re-engaging with education, and it is utilised by the ATU Connect Project.

**Recognition of Prior Learning (RPL) Preparation Pathway:** A two-stage online programme supporting RPL coordinators and Careers Advisors in guiding applicants to create skills-based CVs and personal statements.

**MCP New Frontiers Programme:** Enterprise Ireland's programme for early-stage business founders, focusing on business development.

**MCP ATU Staff Development Pathway:** A tailored learning pathway for staff to enhance skills and support career advancement.

**Academic and Professional Skills Module:** This module focuses on developing academic and professional skills for student success in higher education and future careers.

## Collaborations and Case Studies

Explore case studies and pilot programs with organisations such as:
Merit Medical
SIRO
Regeneron
Meissner
Forward Emphasis International
MSLETB & GRETB
Department of Enterprise, Trade and Employment
Introduction to MyCareerPath: Watch the Video

The following initiatives took place during the lifespan of the review period.

The Academic Council approved and published the ATU RPL Policy and Procedure for the Assessment of Prior Certified/Prior Experiential Learning.

The ATU RPL Webpage, www.atu.ie/rpl, has been enhanced, and planning for the RPL sub-page of the new ATU website is underway.

All Career Learning Pathway Advisers (CLPAs) have completed their digital badges in Recognition of Prior Learning in collaboration with the National Forum for the Enhancement of Teaching and Learning in Higher Education.

A community of practice (COP) was established with Online Student Advisors, RPL Coordinators, and Career and Learning Pathway Advisors (CLPAs) to share knowledge, practice, and resources.

RPL Resources and Pathways: Preparation Pathway - An online 2-stage Pathway was delivered to prepare learners for the RPL application process

Data on ATU Banner system has shown a successful conversion rate of My Career Path (MCP) industry learners into ATU as registered students (14% as of Nov 2023). 79 learners from the workplace have linked to RPL from the MCP service.
Up to June 2024, MCP has logged 330 users, 3,294 logins and 14,240 activities on the platform.
13 Industry Case Studies were completed, including MedTech and Insurance companies and Further Education organisations

Development of Transversal Skills Module (10 ECTS), which includes AI-enabled skills checker for 21st Century Transversal Skills

Delivery of the online Careers Employability Module (5 ECTS module Level 7 'The Next Step Transitioning to the Workplace') to ATU springboard students.  In 2023/2024 over 417 students have taken this module.

A Working Group for Access to Higher Education was established and an Educational and Career Pathways Programme was delivered for Disengaged Youth.  180 users of the Strengths PATH Programme including Coláiste Einde, Galway, MSLETB, GRETB and National Learning Network and the ATU Access Office.

Access Programme "Career and University Skills" (5 ECTS) L6 Module delivered in Donegal with 99 + students in academic year 2023 - 2024.

Another focal point of the project is Theme 2, which focuses on building a responsive system that promptly addresses the needs of both employers and learners in an agile, efficient, and cost-effective manner.  This theme combines innovative teaching methods with industry and research partnerships to develop fresh approaches to learning.

The Instructional Design Unit has designed and implemented the Rapid Content Development (RCD) process. It is disseminated to all staff and contains training material and best practice advice on developing course content in an engaging, fast, and efficient manner.

5 Work Based Learning Degrees have been delivered - Civil Engineering (L7, 8, 9 Moved to Apprenticeship model), Furniture Design (L8), Hospitality Management (L8), Applied Industrial Science (Add-On L7 & L8), and Sports Management (L8)
1 Micro-Credential based Major Awards has been delivered - Food Business and Product Innovation (L8 HDip)

5 Micro-Credential based Minor Awards have been delivered - Business Models & Emerging Technology (L8), Logistics & Marketing (L7), Sustainable Development Goals (L6), Entrepreneurship (L7), Digital Media (L9)

Work is being done to develop an undergraduate Project-Based Degree in Engineering (L8) as a collaboration between ATU Galway, Sligo, and Donegal. A Project-based Master's (MEng L9) in Automation and Digital Manufacturing is complete at the ATU Galway campus.

22 MOOCs have been delivered in LEAN Construction, OpEx, Mentoring for Food Innovation, Sustainable Development Goals (17 individual MOOCS), Ocean Pollution, and Garden Design.
MakerSpaces have been set up and are operational across the ATU, serving students and staff.
MakerSpace at ATU Galway is operational, having served 200+ students and staff.
MakerSpace at ATU Sligo is operational, having served 100+ students and staff.
MakerSpace at ATU Letterkenny is in development with equipment procurement complete.

Makerspace also provides a collaborative space for students working on projects as part of Project-Based Learning programmes, and specific projects have been identified and included in the Project-Based Learning design documentation.

MakerSpace Outreach brings technology and creativity to secondary schools, inspiring students to consider science and technology as exciting career choices. To date, over 20 schools have been visited, and various activities have been delivered, including product design, micro bits, geodesic dome building, etc.

The 4 Remote Labs initiatives were successfully delivered. RosettaNet is a remote labs resource using Amazon Web Services (AWS) to support 4th-year projects for Computing Science Courses with a Cloud solution.

A Remote Lab solution for Hydraulics and Fluid Mechanics for Civil and Mechanical Engineering students will allow them to control equipment in the lab remotely.

Smart-Agri sensors: Smart Agri-sensors and environment-monitoring equipment were deployed on a working farm.
This allows students to collect live data and conduct experiments in the lab (or online) in real time. The sensors can be remotely controlled, and the results of experiments can be shared with the farm management to improve production efficiency and increase crop yields.

Language Learning: A project team from all three ATU campuses has delivered a language learning lab (German and Spanish) that harnesses digital technologies to create a unique learning environment for languages.

Development of a virtual / augmented reality experience for students for two programmes:
Building Information Modelling: Review of virtual buildings to audit and identify faults or weaknesses in the assemblies, complete site safety and accessibility audits

Virtual Courtroom: An extended reality platform for the courtroom environment for the students in the law programmes.

Digital Academic Credentials—Canva Credential (formerly Badgr) and Digitary were selected in collaboration with our partner, the Insurance Institute of Ireland, for a pilot completed in 2023.

The learnings were implemented with additional partners.

Adaptive Learning: A project team from all three ATU campuses developed an Adaptive Learning platform for first-year engineering modules in collaboration with McGraw Hill publishers.

## N-TUTORR

Ireland's technological sector, comprised of new technological universities and institutes of technology, 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 (valued at 40 million euros) 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 is supported by necessary enabling technologies.

The N-TUTORR programme is designed to transform learning, teaching and assessment by focusing on changing the student experience and developing the capabilities of all staff to address a sustainable pedagogical and learning environment with a particular and critical focus on digital transformation; the Sustainable Development Goals (SDGs) and EDI.

The project's national work programme is designed to enable and leverage digital transformations to achieve sustainable and long-lasting change in the higher education student experience.

In 2024, the work programme, including 12+ work packages, has delivered learning transformation under six themes, including digital transformation investment, enabling and empowering students and staff to enhance and develop their higher education experience.  The work programme is designed around four streams, and the reporting period developments are presented in Figure 24 and outlined below. Engagement with staff and students across streams 1-2 is presented in Figure 25. ATU has reached 5,615 unique participants, including 1,165 staff and 4,450 students.

### Stream 1 – Empowering Students

- The development of a Student Champion network of 22 students across ATU
- Fellowship Projects (28) across nine 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 https://MyDigitalBackpack.ie virtual learning environment with short courses and digital open badges aligned to N-TUTORR themes. Learn more at SDB Double-sided flyer (atu.ie)
- Design and rollout of a Micro-credential named Transversal Skills for Industry and an online learning course to support the learner experience.
- In partnership with student champions, the AREA Student Competency Framework, including sustainability and digital competencies, will be developed. AREA stands for Awareness, Responsibility, Empowerment and Action.
- Supports Access learners in partnership with MyCareerPath. i.e. the Strengths Profiling digital open badge.
- Several research publications exploring the value of student partnership, student empowerment, a needs analysis on micro-credentials for the TU sector, blended learning and hybrid learning approaches, the value of digital open badges in higher education and more. Learn more at https://www.atu.ie/national-technological-university-transformation-for-recovery-and-resilience-n-tutorr/publications
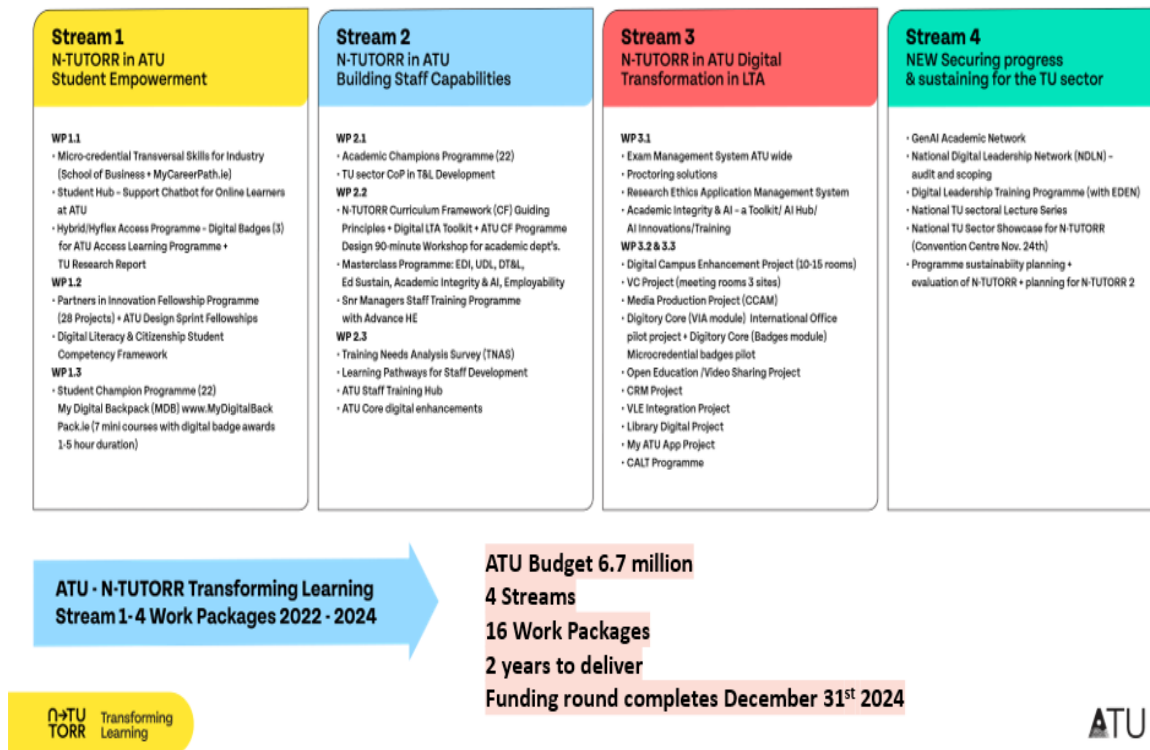
Figure 24: ATU N-TUTORR Transforming Learning Work Packages Stream 1 - 4

## Stream 2 - Building Staff Capabilities

- Development of a Sustainable Futures Curriculum Framework Guiding Principles, Teaching & Learning Digital Toolkit and Programme Design resources.  N-TUTORR Curriculum Framework Digital Toolkit | ATU - Atlantic Technological University
- Creation of an Academic Champion Team across nine campuses (22)
- Design and implementation of a training needs analysis survey and investment in training across faculties and professional services functions

- ATU staff training portal scoping and design. A one-stop-shop for all staff training and a directory for resources supporting staff development ATU Staff Training Hub - Home
- Design and implement the Climate Action Leadership Programme (CALT) for senior managers and student leaders.
- An Academic Integrity learning hub for staff and students.

- A GenAI Education network to support staff development with AI in teaching and learning innovation for student success.

A summary of the events undertaken by the NTUTORR project is outlined in Figure 20 below.
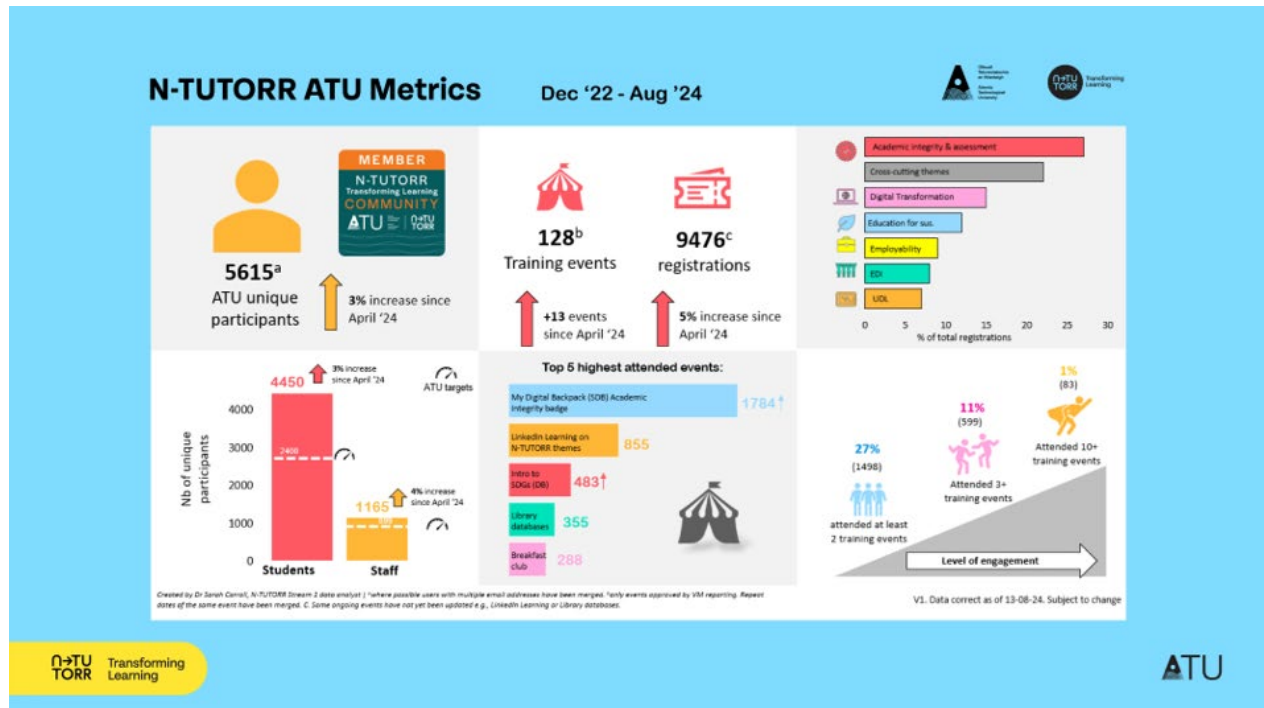


Figure 25 ATU N-TUTORR Engagement with Staff and Students Dec. 2022 – Aug. 2024

## 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 Solutions and Training;
- Media Production;
- Digital Campus Classroom Upgrades, including 20 rooms;
- Video Conferencing Facilities, including 20 rooms across 9 campuses;
- Customer Relationship Management digital solution and Unified Applications Management for online and flexible learners;

- 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

## Educational Awards

Individuals associated with ATU T&L have made several notable achievements over the past academic year. Dr Kate Dunne, Dr Trish O'Connell, and Dr Pauline Logue were nominated as finalists for the prestigious John Kelly Awards 2023, highlighting their significant work in Universal Design for Learning. Margaret McCallig earned recognition for her poster presentation on the effects of physical stressors in neonatal care at the 24th Annual Multidisciplinary Health Research Foundation. Also, the first graduates of the PG Cert in UDL celebrated their success, with some continuing toward a Master's degree.

Caroline McNulty's dedication to the profession was acknowledged as she won the ACCA Global Public Sector Advocate of the Year award.

Annette Cosgrove received the Best Presentation Award at ICETLI 2024, and Dr John O'Callaghan contributed to the UCC/RTÉ Irish Civil War Fatalities Project.

Dr Fionn Downes was published for his work on mathematical problem-solving, while Dr Kenneth Monaghan launched a guidebook on stroke recovery. Finally, the Current Chemistry Investigators from ATU Sligo were shortlisted for multiple Education Awards for their innovative projects.
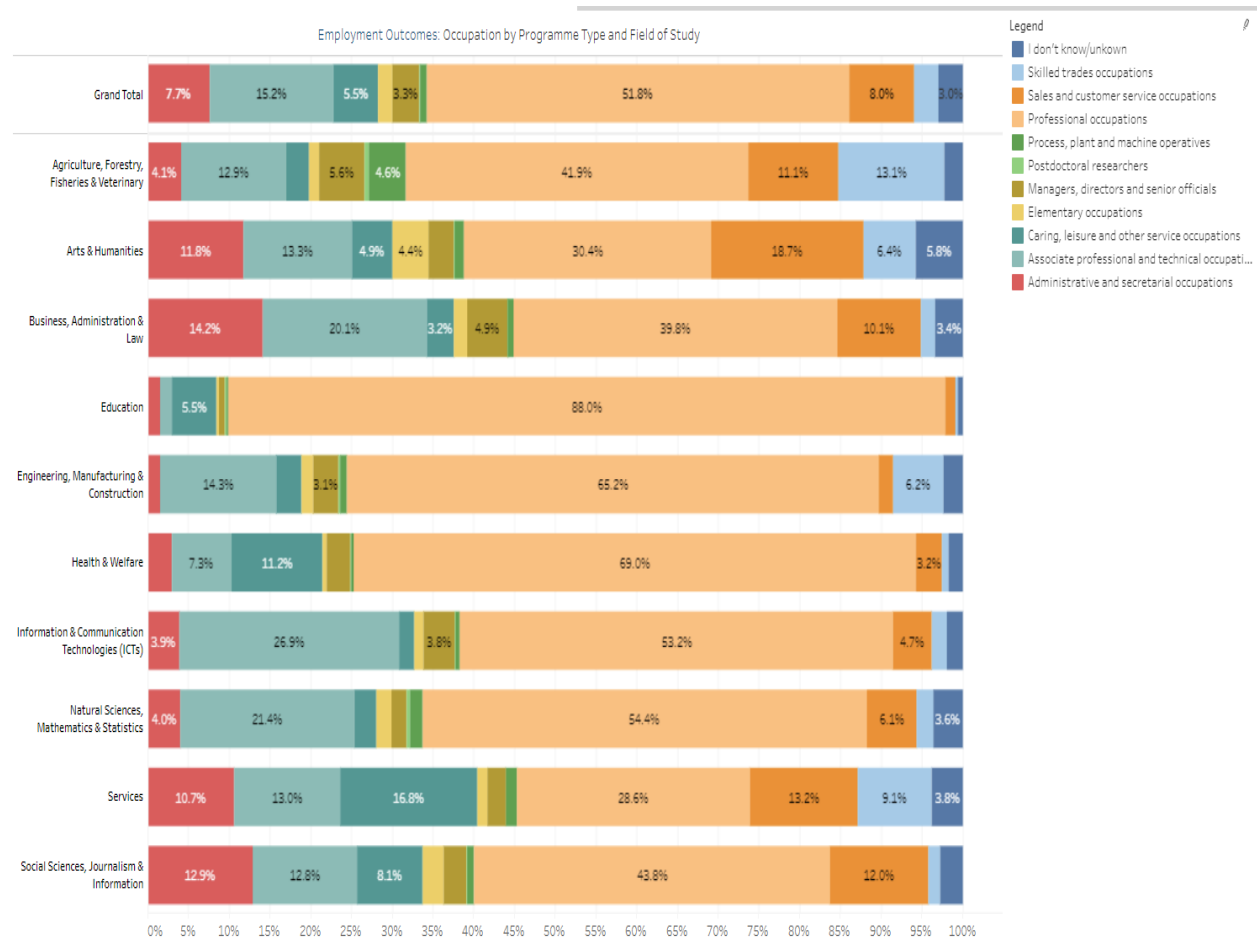
## Graduate Destination

ATU carried out its first university-wide Graduate Destination survey in 2022. Data from the 2023 survey indicates the following.
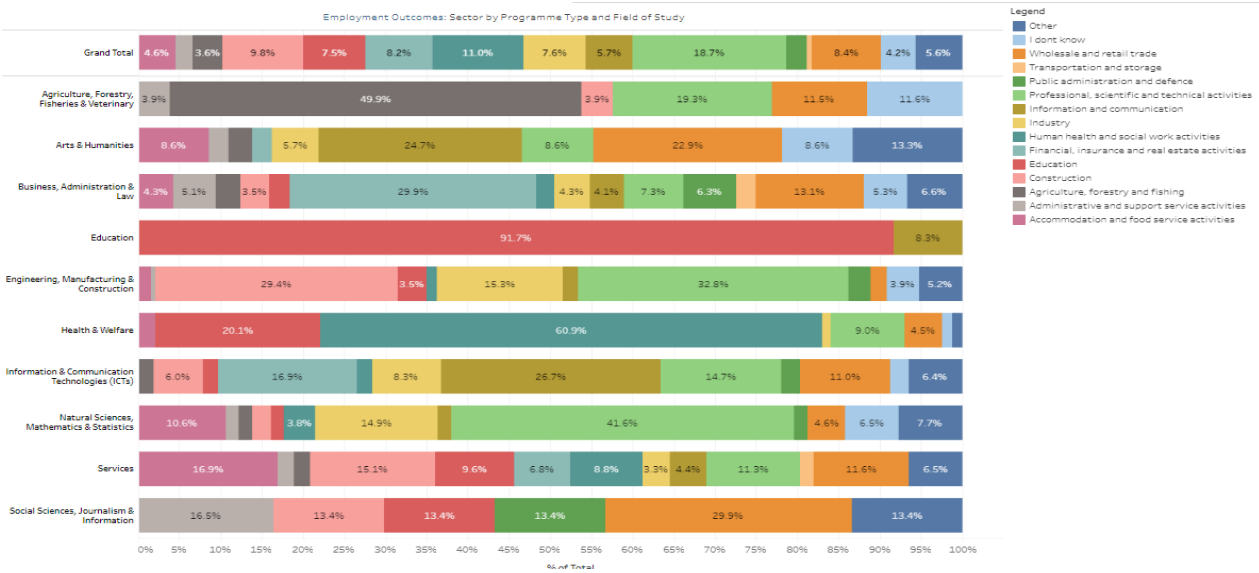
- Employed - 82.4%

- Studying - 9.2%
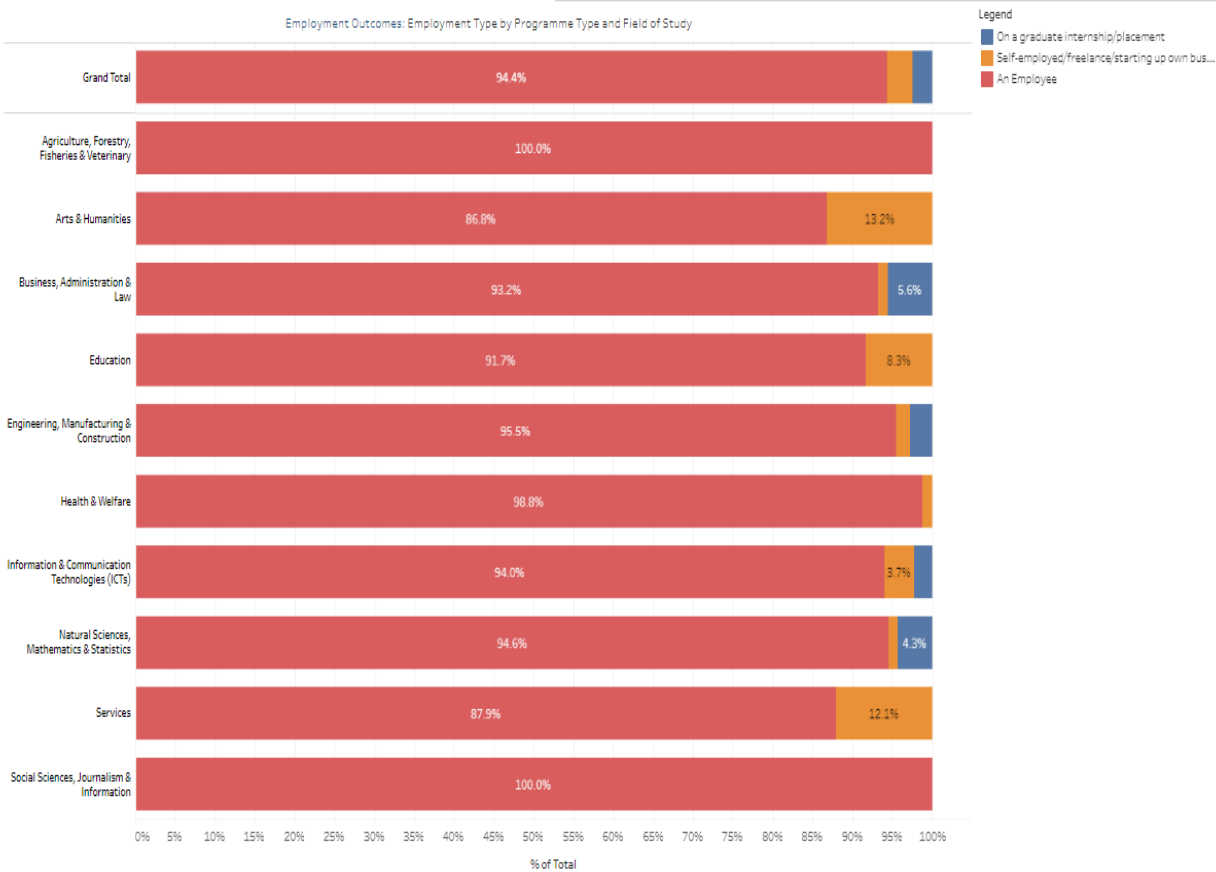
- Unemployed - 4.8%

- Other - 3.7

## Occupation by programme



Employment Outcomes: Occupation by Programme Type and Field of Study

## ATU Graduates - Employment Sector

Employment Outcomes: Sector by Programme Type and Field of Study

## ATU Graduates - Employment Type



Employment Outcomes: Employment Type by Programme Type and Field of Study

## Student Progression

First Year Retention and Pass Rate by Faculty/School
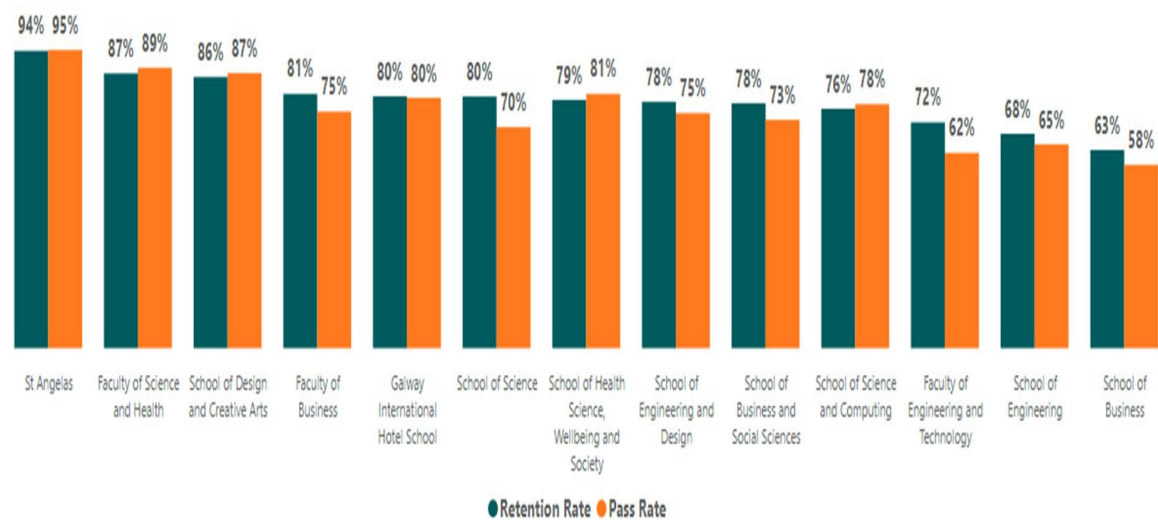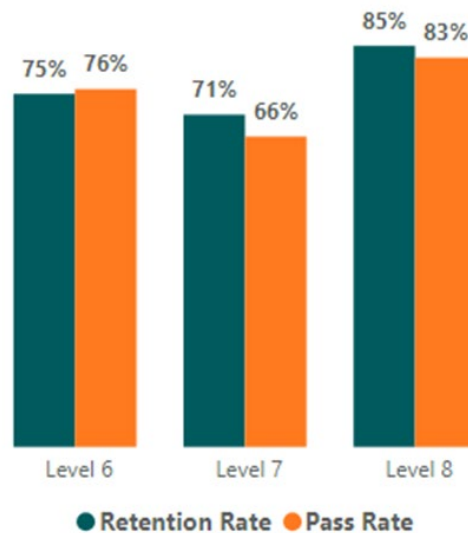


Retention and Pass Rate

## Retention and Pass Rate by Stage
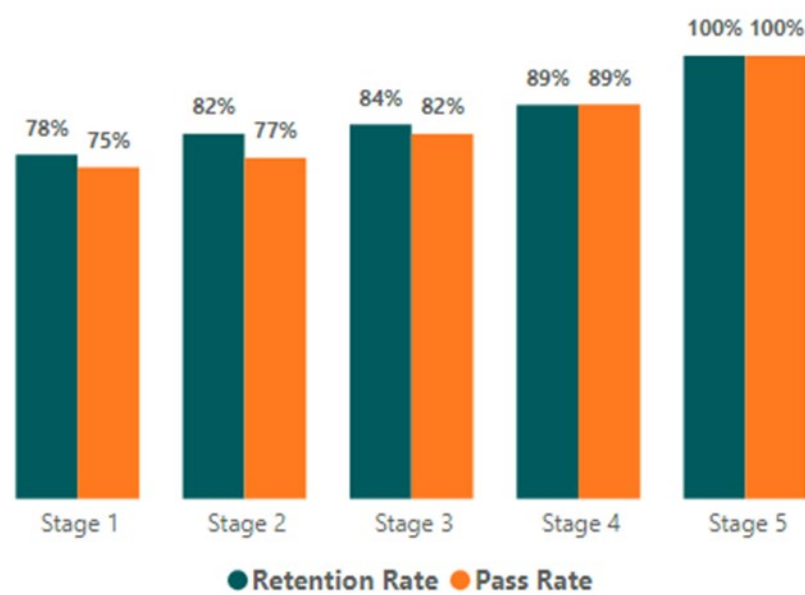


## Retention and Pass Rate by College
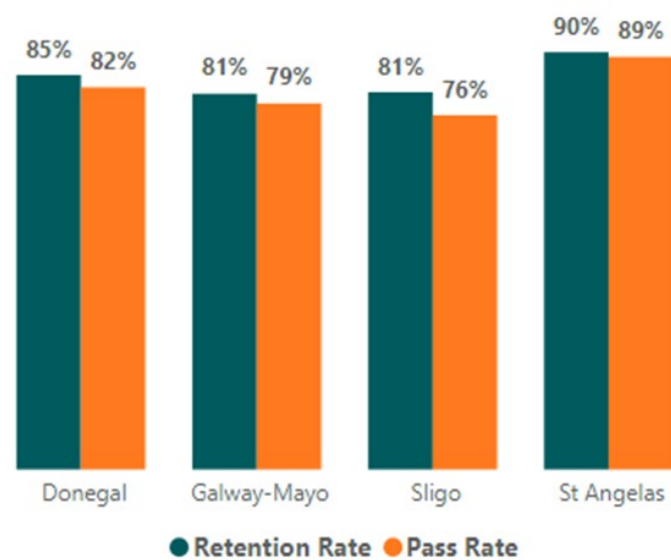
Retention and Pass Rate by NFQ...



Initiatives within the Institution related to Academic Integrity

Much of the evaluation efforts focused on assessment redesign, particularly considering AI tools like Chat GPT.

Feedback from students and faculty highlighted concerns about maintaining academic integrity while incorporating AI into assessments. In response, ATU introduced workshops on AI in assessment design and guidelines to help educators adjust their assessment methods considering new technologies. These guidelines were aligned with national standards and aimed at clarifying how and when students could use AI tools ethically and appropriately.

In addition, Academic Integrity Tiles were developed for both students and staff to provide easy access to resources and guidelines related to academic honesty. These resources are updated regularly based on ongoing user feedback, ensuring they remain relevant and valuable throughout the academic year.

Reflecting the university's responsibility to promote a culture of academic integrity, the QAET began developing the Academic Integrity policy in September 2024. The procedures regarding breaches of the student academic Integrity code are in an advanced stage of development.

### 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 developed framework policies and processes; Working Group 4 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.

### Development of Academic integrity Hubs for staff and students.

ATU has developed two academic integrity hubs on the ATU SharePoint: a staff academic integrity hub and a student academic hub.

Please find the link to the new ATU staff academic integrity hub, Welcome to Academic Integrity (sharepoint.com), located within Teaching and Learning SharePoint. The hub was developed as a 'one-stop-shop' for all aspects of academic integrity for staff, created following consultation with staff and students and in close collaboration with the ATU library staff.

This Hub provides resources such as videos, links, guidelines, and teaching guides to assist with maintaining and improving standards of academic integrity within the University. This includes Recorded Tutorials & conference recordings are also present. ATU-approved guidelines for using Artificial intelligence in assessment, ATU-approved student and student groupwork declaration forms, and staff checklists for enhancing academic integrity practices for individual staff are contained in this Hub.

The Student Academic Integrity Hub is accessible to all registered students within the ATU regardless of geographical location using the link below:  https://studenthub.atu.ie/ This Hub addresses all areas of academic integrity. It contains an ATU-developed checklist for student success, ATU-approved student and group declaration forms, and resources regarding artificial intelligence. This hub also has learning resources regarding referencing and citation, academic writing skills, and electronic searches.

In September 2024, 148 postgraduate students attended an information session regarding the hub as part of the ATU postgraduate induction programme. In addition, as part of the ATU initiative to promote academic integrity awareness among academic staff, we commenced an in-person Academic Integrity Roadshow for academic staff in each of the ATU faculties/Schools.

The roadshow is approximately 1.5 hours long and consists of a workshop with a question-and-answer session for all staff. It includes introducing the new student and staff academic integrity hubs, policies and procedures, tips for promoting academic integrity, and ways in which staff can use artificial intelligence in teaching and assessing. Since September 2024, 255 staff have attended this workshop.

### Development of the ATU Academic Integrity Working Group.

Context: This is the first ATU Academic Integrity Working Group. It convenes meeting four times a year and has representation from students, library staff, academics, management and senior management.

This group aims to;
1    Promote Academic Integrity Initiatives throughout the ATU including artificial intelligence
2    Identify areas for further development within the ATU.
3    Oversee the academic Integrity Tile developments for both staff and students.

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

- The recruitment of Academic Champions to work on academic integrity.
- The recruitment of Student Champions (21) allows students to learn and develop skills in one of the key priority areas, which includes academic integrity.
- N-TUTORR funded initiatives include;
    - A generative AI National Website & AI Assessment Design Tool.
    - Generative AI Student Hub & Student AI Badge
    - Generative AI N-Tutorr National Network.
    - Generative AI Play workshop (for staff).

- Generative AI Hackathon.  (4 Hackathons took place ATU Sligo (1) , ATU Donegal (1) and ATU Galway (2).
- Generative AI Digital Book.

### 3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period.1

### 3.1 QA and QE Supporting the Achievement of Strategic Objective

| No. | Relevant objectives<br>Note: Include reference to the relevant section of the preceding AQR, where applicable | Planned actions and indicators<br>Note: Include details of the unit responsible and how planned action will address the relevant strategic priority and/or re-engagement advice/CINNTE recommendation.  If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s). |
|---|---|---|
| | Structures as per "Organisational Transformation" Strategic" Key Theme | <u>Vice President ATU Integration</u><br><br>In September 2024, ATU commenced Phase 2 of the Organisation Design Process in conjunction with external consultants (KPMG).  Five key actions are in this phase (Sept. 2024 - Dec. 2025) and directly relate to the Organisation's Transformation and Transformation Management objectives from 2024 to 2028.<br><ul><li><u>Implementation of the Organisation Design (OD)</u> to support implementing the new senior leadership team (SLT) structure.</li><li>Implementation of an **Academic Operating Model** based on the agreed Faculty/School/Department structure, including the design of academic schools based on more than one university campus.</li><li>Implement the **Professional Management & Support Staff (PMSS) Design** to support the continued implementation of the university-wide PMSS functions.</li></ul> |

| | | |
|---|---|---|
| | **Development of Policies and Procedures Relating to PG Research Students – as per "Engaged Research for Impact" Strategic Key Theme** | • Assist the President and ATU's communication function in developing a Communication Plan to support the implementation of the detailed organisation design.<br>• <u>**Transformation Management Office (TMO)**</u> To support the university, a Transformation Management office/function is envisioned to be established under the Chief Officer People, Culture, Equality and Change Pillar.<br><br><u>Vice-President for Research and Innovation</u><br><u>Develop / Amend the following procedures</u><br>• AQAE011_2_Procedure for the Monitoring and Review of Research Degrees<br>• AQAE011_3_Procedure for the Examination of Research Degrees<br>• Amendments will be made to AQAE014 Procedure for External Examination to include a sub-section on the unique aspects of EE for our PG Res students. |
| | **Students Union Merger Consultation as per as per "Organisational Transformation" Strategic" Key Theme** | <u>Registrar & Vice President Students, Teaching & Learning</u><br>• Agree Funding model and agreed financial governance for a merged Student Union in line with DPER Circular 13/2014 - Management of and Accountability for Grants from Exchequer Funds<br>• Agree common student union constitution<br>• Agree governance model for unified SU |

## 3.2    Reviews Planned for Upcoming, Next and Beyond the 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 |

## 4.0    Additional Themes and Case Studies

## <u>Case Study 1</u>

## ATU Breakfast Club

Overview The ATU Breakfast Club was established on the ATU Sligo campus in October 2023. It runs every Tuesday morning from 8 a.m. to 9.30 a.m., providing a complimentary substantive breakfast to students. It is a collaborative initiative facilitated by a small team, including the chaplain, the SU Wellbeing and Engagement Officer, the Mental Project Worker, the Student Health Service, and the Healthy Campus. It runs with the support of several committed student volunteers.

## <u>Task</u>

The Breakfast Club was established to address several emerging challenges for students:
1.     The accommodation crisis has forced many students to commute long distances to campus, often arriving early for a car parking space. Students were observed waiting in their cars before the first class. Breakfast Club provides a space for them to meet comfortably after their journey.
2.     The cost-of-living crisis has put extra financial pressure on students. The breakfast club makes a small contribution to this challenge.
3.     The Breakfast Club provides another social space for students on campus.
4.     The club is an opportunity to provide nutritional advice to students.

## <u>Outcome</u>

In Semester 1, 2023/24, 70 and 110 students attended the Breakfast Club each Tuesday. In Semester 2, 40-50 students consistently attended. International students are significant attendees of Breakfast Club (30%). Students in ATU Sligo were asked for their primary reasons for attending the Breakfast Club (see Figure 26).
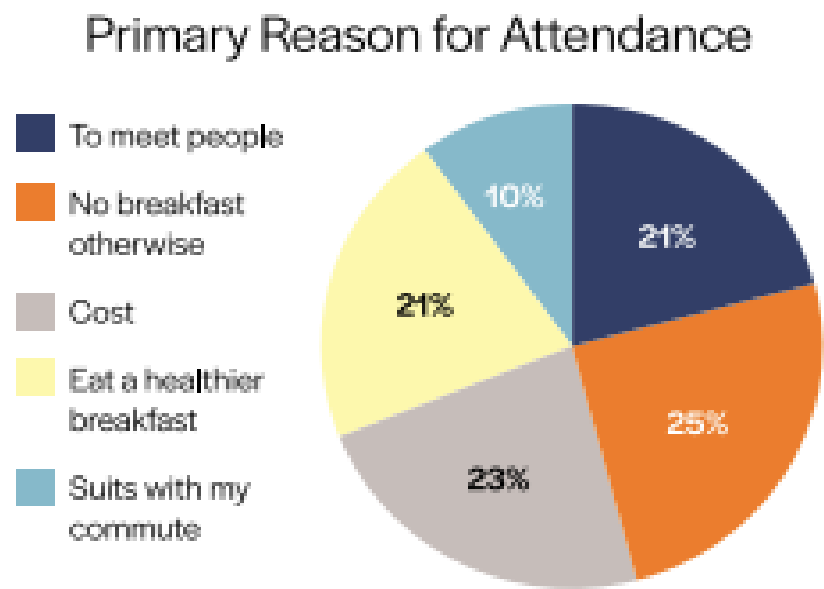
Figure 26

Since its initial development, the success of the Breakfast Club has resulted in ATU Donegal and ATU Galway-Mayo initiating Breakfast clubs on campus.

Case Study 2

**Apprenticeship as an Alternative Access Route: Level 6 and Level 7 Civil Engineering Apprenticeships**

Overview

The skills shortage in the Civil Engineering profession has been an area of concern for many years. In the 10 years from 2008-2018, the number of graduates from Civil Engineering Programmes across Ireland fell dramatically from over 2000 to circa 700, thus leaving a significant shortfall. With a minimum of 3000 new civil engineers needed to ensure the successful delivery of Project Ireland 2040, the National Development Plan, the Climate Action Plan 2019, Housing for All and Active Travel investment, the Civil Engineering Consortium was formed to develop a formal qualification in this space by way of an apprenticeship and thus increase the uptake of Civil Engineering as a profession. ATU met with industry leaders, including the Construction Industry Federation (CIF), the Civil Engineering Contractors Association (CECA) and the Association of Consulting Engineers of Ireland (ACEI), among others, to discuss the feasibility of creating an alternate path to a qualification that may entice more people to opt for the profession. Following these meetings, the Civil Engineering Apprenticeship consortium was formed to develop the civil engineering suite of apprenticeships.

Task

The new civil engineering apprenticeships were launched in June 2023, and the first cohort of apprentices started in September 2023. An initial cohort size of 44 apprentices working in consulting and contracting was enrolled across the industry. Companies were restricted to a maximum of two apprentices to ensure a diverse cohort from various companies and disciplines. In the tight timeframe from June to August, companies had registered with the National Apprenticeship Office (NAO) and employed apprentices in time to meet the start date, thus cementing the consortium's certainty of the demand in the industry. More importantly for the industry, 44 apprentices saw the attractiveness of the profession and this mode of study.

Apprenticeships do not follow the traditional structure. The programmes commence with a residential week at the start of each year of study.
For the rest of the academic term, apprentices spend four days working with industry and carrying out industry-related tasks, and one day is spent engaged in lectures with ATU.

The lectures are delivered online to ensure the apprentices' geographical location is not a barrier to their participation in the programme. In addition to these online study days, the apprentices are required to attend campus once a month to carry out labs/ workshops.

This also allows the apprentices to get to know their classmates and continue to develop their learning community. Apprentices on the programme find the workload challenging.

They see the massive benefit of applying what they have learned in real-time, putting what they have learned in the lectures to work in the industry almost from the beginning of their studies. This gives them a deeper understanding of what they are doing and why. The other benefit to the apprentice is they have an in-work mentor who is also there to help and guide them when needed. There must be an open and transparent dialogue between all parties, including the employer, apprentice, lecturing staff, and authorised officer (SOLAS). Therefore, an Apprenticeship Manager needed to engage with all parties and ensure key performance indicators were observed and, where missed, communicated to relevant persons.

## Conclusion

ATU is developing a Level 8 Honors degree and Level 9 Master's in Civil Engineering through apprenticeship for commencement in 2025. This will complete a suite of civil engineering programmes through apprenticeship, providing progression pathways from Level 6 to Level 9. Civil Engineering apprenticeships are being delivered from ATU Sligo campus for 2023/2024. As a result of the demand being expressed by industry, delivery will be extended so that the apprenticeships will be delivered from ATU Sligo (48 places) and ATU Galway City (48 places) campuses in September 2024. This may be expanded further if demand continues to be as strong as currently observed.

## Case Study 3

**Access to Post-Primary Teaching (APT) Project: Supporting a Seamless Transition from Further Education (FE) to Initial Teacher Education (ITE)**

## Overview

Since 2018, the HEA PATH 1-funded APT project has provided a pathway for FE students from underrepresented socio-economic groups to use their Level 5 QQI-FET award to progress onto an ITE programme at ATU St Angela's. APT participants are drawn from partner FE colleges in the Border, Midland, and Western regions.

## Task

The latest National Access Plan (NAP) highlights the importance of developing coherent pathways for underrepresented groups moving from FE to HE. The design of the APT project involved providing a range of pre-entry activities (Inreach at ATU St Angela's and Outreach online/ hosted by FE partner colleges) that students avail of. These were undertaken in conjunction with their FE studies. In addition, post-entry financial, social, and academic supports were provided.

## Conclusion

In 2022/23, 10 students from partner FE colleges participated in the APT project and attended 4 Inreach days in ATU St Angela's and 7 Outreach events online/at host FE colleges. Seven students (from 6 FE colleges) applied and progressed to an ITE programme in September 2023, along with 11 students from the 'open' QQI-FET route. Hosting FE students for Inreach has raised awareness (among staff and students) and has served to 'normalise' the QQI-FET entry route to ITE at ATU St Angela's. In the current academic year 2023/24, a cohort of five FE students are participating in the APT project, and all have applied for entry to an ITE programme at ATU St Angela's in September 2024.

In the final year of phase 2 PATH 1, the APT project has significantly impacted diversifying the ITE student body at ATU St Angela's.
From a baseline of 0 before the establishment of the APT pathway, in 2018, 2% of entrants to ITE programmes were FET award holders; by 2020, this had increased to 5%, and in 2023, 10% of entrants to ITE programmes came from FE.

Our research has found that participation in the APT project has benefited even those who choose not to progress to ITE.ATU St Angela's has maintained partnership agreements with 17 FE providers in the BMW region. These partnerships have raised awareness of other programmes available at ATU St Angela's for FE students outside of the APT project.

Informed by feedback, in 2023/24, in providing the APT project, we have:

- Increased the number of on-campus days (Inreach sessions)
- Built-in more social activities for participants, thus allowing them to get a broader experience of what a University is like
- Involved more ITE APT-route students in the pre-entry project activities, sharing their experiences of the ITE programme first-hand with FE students considering teaching as a career.

ATU is committed to maintaining the pathway from FE to ITE created by the PATH 1 APT project when phase 2 of PATH 1 finishes in August 2024. Arising from the success of phase 1 of the project, a new open CAO QQI-FET entry route (in addition to the APT restricted entry route) to the four ITE programmes was established in 2021. The route is open to applicants from any FE institution in the country taking an approved QQI-FET award. ATU St Angela's are actively exploring how the current quota of ITE places for FE applicants can be maintained post-PATH 1. "I have thoroughly enjoyed my year participating in the APT project. I highly recommend this project to any student like myself who didn't get the points required for teaching… it's very informative and beneficial as you get the opportunity to participate in activities in the college…which allows you to make an informed decision about your chosen career." APT participant.

Case Study 4

Showcasing ATU Research through a new Institutional Repository

Overview

An Institutional Repository is a critical piece of research infrastructure in any University, providing a permanent and accessible platform to host all institutional research outputs available to search and download for free to the public and meets funder mandates for Open Access. Before ATU integration, three legacy institutions hosted their institutional repositories in a shared repository with similar education institutions. This enabled some cross-searching. This platform is called Research@THEA. The contract for this shared instance is coming to an end, and the TU journey has identified ways in which this platform is not providing ATU with the appropriate level of functionality to meet increasing institutional needs to host different types of research outputs such as digital media, art, datasets, etc. A project has been initiated to establish a new Institutional Repository that meets the needs of the new ATU and funder mandates to ensure that the Library can continue to showcase the diversity of ATU research to a global audience.

Task

The key impacts of this new shared Institutional Repository are:
1.      ATU-only Institutional Repository (currently in a shared instance with some other TUs).
2.      New bespoke platform to showcase ATU research to a global audience.
3.      Ability to host diverse research outputs, particularly non-traditional ones, which are particularly relevant for Technological Universities as a differentiator from traditional universities.
4.      High-quality data on ATU Research outputs and dissemination.
5.      Streamlined process for academics, researchers, students, and staff to showcase their research outputs and meet funder mandates.

Conclusion

The new ATU Institutional Repository will significantly expand the type of research outputs that the Library will be able to showcase to the world, reflecting the realities of the diverse types of research outputs our ATU researchers, staff and students are creating – and which are currently not hosted or discoverable through the current system.

The project has fronted interoperability as a critical function to ensure seamless data flow between the ATU research infrastructure elements, such as the Research Information Management System (RIMS). This will mean less input for academics and researchers and better-quality data for ATU internal and external metrics.

To facilitate better discoverability of ATU research, this new system will have a more user-friendly search interface which meets international standards for FAIR (Findable, Accessible, Interoperable, Reusable) and provides a more intuitive human experience for anyone engaging with ATU collections. This new Institutional Repository funding has been sourced through NTUTORR as a Digital Transformation project.

While funding has been secured for year 1 of the Institutional Repository solution, longer-term costs must be considered part of the ongoing base costs for ATU core research infrastructure.

Case Study 5

Develop a Unified Springboard Programme Database

Overview

Two of the four legacy institutions, ATU Sligo and ATU Galway/Mayo, utilised the same Academic Module Manager (AMM) database to build, store and manage modules and programmes, albeit the set-up and use varied. ATU acknowledged early in the integration process that it would require one system to execute programmes. To achieve this, the upgrading and aligning of the two existing systems commenced, aligning their AMM settings and introducing new features and testing of AMM v4.0, preparing for launch in October 2023. This was followed by a project to enter and verify the modules and programmes from ATU St Angela's and ATU Donegal. The Technological University Transition Fund (TUTF) funding staffed the project. The system was aligned with the requirements of the Programme Design Policy and the Developing and Validating New Taught Programmes Policy, and subsequently, the Micro credentials Policy. Agreement was reached on ATU templates. These templates were inputted into AMM. Almost 1,900 approved ATU Donegal modules were inputted during the reporting period.

Task

1. The introduction of AMM to ATU Donegal and ATU St Angela's has provided one central, accurate, managed source of module and programme information for each college.
2. It represents a process improvement as programmes are pushed from AMM to Banner, thereby minimising the risk of error in data entry.
3. Digitalising modules and programmes streamlines document production and creates various document types for managers, lecturers, students, and validation and review panels. In addition, the system can extract a range of reports.
4. While there are currently three instances of AMM, access to all is provided as required, allowing interrogation of all modules/programmes across the university to aid collaboration and development of joint programmes.

Conclusion

The alignment of existing versions of AMM is in preparation for their merger into one database instance following the integration of Banner.

Work is ongoing to agree on post-system merger modules and programme codes. Further development of AMM is required to produce staff Curriculum Vitae for validation panels.