Annual Quality Report ATU
Reporting Period
April 1st – December 31st, 2022

Atlantic Technological University

2023

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PART A: INTERNAL QA SYSTEM
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PREFACE

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

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

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

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

CONTENTS

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) and QQI Core QA Guidelines (QAG)

AIQR Section	ESG Unit No.	ESG Unit Title	QQI QAG Unit No.	QAG Unit Title	Institutional QA Policies & Procedures
AIQR Section 1 Internal Quality Assurance Framework	ESG 1.1	Policy for quality assurance	QAG Core, Section 2, unit 1	Governance and management of quality	QAH version 4.1 Chapter 1 and Chapter 2
			QAG Core, Section 2, unit 2	Documented approach to quality assurance	QAH version 4.1 Chapter 1 and Chapter 2
AIQR Section 2.1 Quality Assurance to Support Programme	ESG 1.2	Design and approval of programmes	QAG Core, Section 2, unit 3	Programmes of education and training	QAH version 4.1 Chapter 3
			QAG Core, Section 2, unit 10	Other parties involved in education and training	QAH version 4.1 Chapter 3 section 3.4
AIQR Section 2.2 Teaching, Learning and Assessment	ESG 1.3	Student-centered learning, teaching, and assessment	QAG Core, Section 2, unit 5	Teaching and learning	QAH version 4.1 Chapter 4, 5, and 6
			QAG Core, Section 2, unit 6	Assessment of learners	QAH version 4.1 Chapter 5 section 5.2 - 5.5
AIQR Section 3.0 Admission, Progression, Recognition & Certification	ESG 1.4	Student admission, progression, recognition and certification	QAG Core, Section 2, unit 3.2	Programmes of education and training - *Learner admission, progression and recognition*	QAH version 4.1 Chapter 4

			QAG Core, Section 2, unit 9.2	Public information and communication - *Learner information*	QAH version 4.1 Chapter 1&2&6
AIQR Section 5.0 Staff Recruitment, Development and Support	ESG 1.5	Teaching staff	QAG Core, Section 2, unit 4	Staff recruitment, management and development	TLA Strategy, recruitment protocols and induction.
AIQR Section 2.2.3 Learner Resources and Supports	ESG 1.6	Learning resources and student support	QAG Core, Section 2, unit 7	Supports for learners	QAH version 4.1 Chapter 4 Blended & Online Learning Policy Framework
AIQR Section 6.0 Information and Data Management	ESG 1.7	Information management	QAG Core, Section 2, unit 8	Information and data management	QAH version 4.1 Chapter 1 section 1.4 and 1.5
AIQR Section 7.0 Public Information and Communication	ESG 1.8	Public information	QAG Core, Section 2, unit 9	Public information and communication	QAH version 4.1 Chapter 2 section 2.1.7, 2.2.4 and 2.2.3
AIQR Section 8.0 Monitoring and Periodic Review	ESG 1.9	On-going monitoring and periodic review of programmes	QAG Core, Section 2, unit 3.3	Programmes of education and training - Programme monitoring and review	QAH version 4.1 Chapter 3 section 3.2
			QAG Core, Section 2, unit 11	Self-evaluation, monitoring and review	QAH version 4.1 Chapter 2
AIQR Section 9.0 Cyclical External Quality Assurance	ESG 1.10	Cyclical external quality assurance	QAG Core, Section 2, unit 11.3	Self-evaluation, monitoring and review - Provider-owned quality assurance engages with external quality assurance	QAH version 4.1 Chapter 2

Introduction and Overview of Institution

This is the AQR for Atlantic Technological University (ATU) for the reporting period **1 April 2022 – 31 December 2022.**

It is to be submitted by **Friday, 26 May 2023.**

The draft AQR was presented to Academic Council on 28 April 2023 and was formally referred to the Academic Planning Committee for review and feedback. The final AQR submission was approved by the VP for Academic Affairs & Registrar.   The AQR is submitted by Aedín Ó hEocha, Assistant Registrar.

Atlantic Technological University (ATU) was established on 1st April, 2022, under the Technological Universities Act (2018), through the merger of the former Galway-Mayo Institute of Technology (GMIT), Letterkenny Institute of Technology (LyIT) and Institute of Technology, Sligo (IT Sligo). Located in the west, northwest and border regions, ATU is one of the largest multi-campus universities on the island of Ireland with over 23,000 students enrolled across eight campuses located in Donegal, Sligo, Mayo and Galway.

ATU is a multi-campus university of scale, quality and impact, spanning a unique geographical region with a cross- border dimension, connecting students, staff, research, enterprise and global communities. The University is working to build on the strengths of its founding institutions - excellence in teaching, provision of access and supports for higher education students, applied education and research. This will enable the development of our learners as responsible citizens, critical thinkers, innovators and problem solvers who are equipped for life-long learning.

Vision and mission statements have been drafted for the new University:

Our Vision

To educate and inspire people and develop talent to accelerate the sustainable economic, social and cultural development of our region and beyond.

Our Mission

To be renowned for building capacity and community in our region through flexible and excellent academic programmes, collaborative and experiential learning, advancing knowledge through research and engagement, provision of lifelong learning and undergraduate, postgraduate remote and enterprise-based education.

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See HERE for a profile of the University's student population.

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

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

1.0 Internal QA Framework

1.1 Governance and Management of Quality

1.1.1 Governing Body

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

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

Three sub-committees of Governing Body have been established as follows:

- Audit & Risk Committee:
  The Audit & Risk Committee assists Governing Body in fulfilling its oversight responsibilities as set out in the THEA Code of Governance (available HERE), in particular with reference to internal control, external audit and risk management.
- EDI Committee:
  The EDI Committee assists the Governing Body in fulfilling its oversight responsibilities in ensuring a good governance structure and to provide leadership and accountability for equality and diversity in all aspects of the University's activities.
- Finance Committee:
  The function of the Finance Committee is to advise the Governing Body on its reserved finance functions including:
  - Review and report to the Governing Body on the draft Budgets.
  - Review and report to the Governing Body on the draft Annual Statutory Accounts.
  - Review and report to the Governing Body on the management accounts.
  - Review and report to the Governing Body on major contracts, in excess of €1,000,000, to be awarded by the University.
  - Carry out such reserved functions of the Governing Body as may be delegated to it by the Governing Body.

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

1.1.2 The University Planning Team

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

- Academic Programme Provision Committee
- University Academic Collaborations and Partnership Committee
- Sponsorship Committee

- Resourcing Committee

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

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

1.1.3 Academic Council

The functions of Academic Council include the design, development, and implementation of programmes, recommendations for programmes for the development of research, recommendations on the selection, admission, and assessment of students, on student appeals and the implementation of university regulations. In fulfilling these functions, Academic Council will pay due regard to the resources of the University and be subject to periodic review. The functions of Academic Council are set out in the Technological Universities Act 2018, Chapter 5, Section 17 available HERE

The Academic Council is the principal academic body of the university, responsible for academic standards and for formulating and recommending academic policy. All academic matters are dealt with by the University's Academic Council, subject to the approval of Governing Body. As currently constituted, the membership of the Academic Council comprises sixty-nine members, thirty-six of whom are elected by the Institute's academic community, with the President as Chairperson and the Registrar as Secretary, The Academic Council General Purpose Committee has been established with authority delegated to it by Council to make decisions in the absence of convening a full Council meeting. For the purpose of undertaking its workload, the Council also has six dedicated sub-committees as follows:

- Academic Planning & Strategy Committee
- Academic Programmes Committee
- Academic Standards & Policy Committee
- Research & Innovation Committee
- Teaching, Learning & Assessment Committee
- Student Experience and Access Committee

1.1.4 Quality Assurance

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

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

ATU complies with the following Quality Assurance and Enhancement guidelines:

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

A robust Academic Quality Assurance and Enhancement (AQAE) Framework is essential to fulfilling ATU's mission. It ensures that ATU students will have the best possible learning experience and it provides reassurance to all its stakeholders that the University adheres to the highest standards in

academic excellence. ATU is committed to making sure that quality and excellence are central to everything it does and continually looks for ways to improve what the University is doing.

ATU will be guided in Quality Assurance and Enhancement (QAE) by the Guiding Principles established by the THEA in its Technological Higher Education Quality Framework (THEQF), 2017, available HERE.

ATU is a new legal entity with a new statutory role and new governance and management structure. However, the Technological Universities Act 2018 provides for an initial transfer of functions, programmes of education and training, quality assurance, and access, transfer and progression procedures from the three merging institutions to the new Technological University.

- ATU Galway-Mayo Quality Assurance Framework is available HERE
- ATU Sligo Quality Manual is available HERE
- ATU Donegal Quality Assurance Handbook is available HERE

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

Following designation as ATU, the following policies have been approved by ATU Academic Council:

- Policy for the Development of Academic Quality Assurance and Enhancement Framework available HERE
- Developing and Validating New Programmes Policy available HERE
- Student Code available HERE
- Marks and Standards Policy (applies from 2023/24 academic year) available HERE

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

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

1.1.5 Student Voice

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

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

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

ATU is also committed to establishing student representation in its validation processes and to providing students representatives with the key skills, knowledge and competencies required to participate in these processes. Postgraduate students are offered the opportunity to undertake a

Certificate in Academic Programme Evaluation and Validation (10 ECTS), and thereafter may sit on validation panels bringing the student voice to the process.

1.2 Linked Providers, Collaborative and Transnational Provision

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

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

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

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

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

The ethos of Quality Assurance of programmes at ATU is underpinned by four principles as illustrated below:

In the context of developing and validating taught programmes:

- The principle of academic excellence establishes the academic, professional, and personal development of the student in the relevant discipline area as fundamental to the rationale for developing programmes.
- The principle of student-centred experience and values places the student perspective as central in shaping the development of learning programmes at ATU.
- The principle of stakeholder engagement recognises that robust processes for developing and validating taught programmes require open, transparent, collaborative, and coordinated engagement with relevant stakeholders. Stakeholders include subject matter experts, industry representatives, professional, statutory, and regulatory bodies (PSRBs), civic and community organisations, linked providers, other Higher Education Institutions (HEIs), and external quality assurance agencies.
- The principle of sustainability, agility and responsiveness recognises the role that taught programme provision has in honouring the commitment that the University makes in its mission to *'enabling sustainable economic, social and cultural development; connected to our region and with a mindset that reaches far beyond it'*.

The ATU Developing and Validating New Taught Programmes Policy is available HERE. This policy applies to the development and validation of new taught programmes, including collaborative and joint programmes, and applies to all taught programmes leading to awards at Level 6 to Level 9 on the National Framework of Qualifications (NFQ). Separate policies will be in place for developing and validating research programmes leading to awards at Level 9 and Level 10 on the NFQ.

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

The approval of awards commences with the programme proposers developing an outline of the proposed programme. The strategic fit and merits of the proposal will be considered in the first instance and if approved by the Academic Programme Provision Committee of the University Planning Team, a detailed proposal is developed. The development of the proposal requires research and consultation with relevant stakeholders to both justify the need for the programme and shape the learning outcomes, structure, content and delivery of the programme. The detailed proposal is then reviewed and evaluated through internal and external validation processes. Once the validation processes have successfully concluded the Academic Council must formally approve the programme. A programme is validated once approved by Academic Council. The decision to commence a programme is made by the VP for Academic Affairs and Registrar in conjunction with the Faculty Executive.

The validation process stage has proportional requirements depending on the award type, level, and number of credits for which validation is sought.

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

2.2 Admission, Progression, Recognition & Certification

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

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

There are separate entry routes for direct entry, advanced entry and for entry to online/part-time programmes. The University actively encourages applications on the basis of recognised prior

learning. While progress has been made in aligning admission requirements, ATU entry requirements and procedures are not yet fully aligned across the three founding institutes. Detailed admission requirements and information on ATU's awards, with reference to the National Framework of Qualifications, are published in the ATU prospectus.

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

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

- ATU Galway-Mayo Policy on Access, Transfer and Progression is available HERE
- ATU Galway-Mayo Garda Vetting for Students Policy HERE
- ATU Galway-Mayo Policy on the Provision of Reasonable Accommodations for Examinations and Assessments available HERE
- ATU Donegal Quality Assurance Handbook available HERE
- ATU Sligo Quality Handbook available HERE

2.3 Procedures for Making Awards

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

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

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

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

2.4 Teaching, Learning and Assessment

A commitment to excellence in learning, teaching and assessment [LTA] is integral to the purpose, mission and strategy of ATU. This draws from a long history of innovative and responsive approaches to learning across the merging institutions. These include, but are not limited to, problem and challenge-based approaches; research-informed learning; peer mentoring; work-based learning; flexible and technology-enhanced provision; industry placement and student-led projects. Such approaches reflect the requirements of a sophisticated workforce, knowledge-based economy and diverse society. They support the goals of student success and active and engaged citizenship.

ATU is committed to learning through research and enquiry, a practice known as research-based learning. Academic staff reference their own and/or others' leading-edge research to inform their teaching and assessment activities. ATU is continuing and expanding on its established commitment of providing students with forums to disseminate their research. Post graduate students are supported through research bursaries to conduct research that will add to the body of knowledge in their discipline area. The ATU Teaching and Learning Centre, the library, and other resources of the University, support staff and students engaged in research-based learning and teaching.

The ATU Teaching & Learning Centre has been established, building on the work carried out by the three Learning and Teaching Offices of the merging institutes. It supports staff to build greater capacity to design
their curriculum and teaching practices to ensure a positive student learning experience and robust academic
standards, all of which are key in achieving student success. This is achieved through delivery of workshops; seminars; digital badges; postgraduate teaching development courses; and a range of online courses and toolkits to enhance teaching and the student learning experience. The overall aim is to provide an excellent learning and teaching experience that is informed by current academic research, pedagogic innovation and collaborative partnership across ATU.

The Learning, Teaching and Assessment (LTA) Principles and strategic priorities were developed following consultation in the merging institutes. They are informed by the strategy of the National Forum for the Enhancement of Learning and Teaching in Higher Education and the European agreement around the ten 'EU EFFECT principles' for the enhancement of learning and teaching in higher education institutes. They are non-prescriptive, cherish diversity of purpose, content and methods, commend other ongoing sectoral initiatives, and respect fully the fundamental tenets of institutional autonomy and academic freedom. They also promote the values of the European Higher Education Area (EHEA) and embrace the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).
"
The principles aim to guide ATU strategic initiatives and promote:
- Student-centred learning
- Accessibility and inclusion
- Quality assurance (QA)
- Research informed teaching
- The development of the digital learning and teaching experience.

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

LTA Principles

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

1. HE learning and teaching experience nurtures and enables the development of ALL learners and stakeholders as active and responsible citizens, critical thinkers, problem solvers, equipped for life-long learning.

2. Learning, teaching & assessment is learner-centred.

3. Commitment to learning and teaching is integral to the purpose, mission and strategy of the CUA.

4. Institutional leadership actively promotes and enables the advancement of learning and teaching and student success.

5. Learning and teaching is collaborative and collegial process involving collaboration across the CUA and within the wider community.

6. Learning, Teaching and research are interconnected and mutually enriching.

7. Teaching is core to academic practice and is respected as scholarly and professional.

8. The higher education institute community actively explores and cherishes a variety of approaches to learning and teaching that respect diversity of learners, stakeholders, and disciplines.

9. Sustainable resources and structures are required to support and enable learning and teaching enhancement and student success.

10. Institutional QA for learning and teaching aims at enhancement and is a shared responsibility of staff and students.

The evidence on student success indicates the centrality of curriculum development and teaching strategies.
To support staff in developing their skills in these areas, ATU operates postgraduate programmes and professional training in Learning, Teaching and Assessment. The University is committed to continuing the ongoing professional development of the academic community. A substantial proportion of ATU staff is engaged in online delivery. There is a significant critical mass of expertise and experience in the deployment of digital tools that enhance the student learning experience. Peer learning amongst staff is crucial to the development of such expertise, supported through a range of internally and externally funded projects.

A new university-wide UDL Centre of Excellence has been established and a UDL Lecturer with responsibility for managing and reporting the Centre's activities has been appointed. Universal Design for Learning is an approach to adopting an inclusive mindset when considering how the University is run, how classes are delivered, and how students learn. A UDL mindset promotes the idea that all students can achieve at a high level through flexibility, community, and active learning. An Instructional Design team supports the creation of clearly structured courses and content to support student motivation and active learning. Multi-modal resources are created in bite-size chunks to help create an engaging and flexible learning experience. The learning materials created range from text, graphics, audio and video. To support accessibility, alt-text is used on images, audio and videos are transcribed, and videos are captioned. Academics are supported to create assessments which provide students with choice, creativity and personalisation in their assessment.

ATU has a comprehensive portfolio of programmes, delivered to suit the working and/or the remote learner.
This approach includes a range of programmes delivered outside normal delivery hours to adult learners, and
programmes delivered to online learners in Ireland and around the world. ATU is a leading provider of online learning in Ireland, and the growth in capacity effected by the establishment of the University will allow further development in the flexible provision of education, and the provision of lifelong learning opportunities for learners in our region and beyond.

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

3.0 Learner Resources and Support

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

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

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

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

3.1.1. Counselling

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

3.1.2. Health

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

3.1.3. Chaplaincy

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

3.1.4. Academic Writing

Students of all abilities can benefit from the academic writing supports provided by the University. These include getting started with assignments, effective notetaking, report writing, avoiding plagiarism, successful writing in exams and the writing process – generating ideas, drafting, revising and editing. Students can access these facilities on a one-to-one basis or as a small group.

3.1.5. Maths Support

The innovative Maths support centres offer the extra support that many students need. Services include consultations, tutorials, computer-based tutorials and access to relevant text materials. Students can access these facilities on a one-to-one basis, as a small group or online.

3.1.6. Learning Support

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

3.1.7. Technology Support

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

3.1.8. ATU Library

ATU Library services are now functioning as one with each of the merging Institute libraries taking the lead for particular aspects of the service for the University. ATU Library has seven branches and provides students with access to an extensive range of printed resources as well as numerous electronic information resources. Study spaces and networked computers are provided for students while some branches provide training rooms, silent study rooms, group study rooms etc.

3.1.9. Student Transition

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

3.1.10. Access Office

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

3.1.11. Disability Support Service

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

3.1.12. Careers Service

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

3.1.13. International Students

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

3.1.14. Extracurricular Activities

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

3.1.15. Student Hub

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

4.0 QA of Research Activities and Programmes

Research activity at ATU is led by the interim VP for Research and Innovation. Quality Assurance for Research is the responsibility of Academic Council and its Research and Innovation Committee.

As detailed in Section 1.1 of this document, while university-wide policies and procedures are being developed, approved and implemented, the Governing Body, at its inaugural meeting, approved interim QA arrangements. These interim arrangements include the provision that existing Quality Assurances Frameworks/ Handbooks in place in the founding Institutes remain in place until replaced by a new ATU Quality Assurance Framework approved by ATU Academic Council.

During the transition period, the legacy policies and procedures of the three founding institutions provide for the admission, registration, transfer of registration, and assessment of students who embark on programmes leading to the award of degrees by research and thesis or published work. They follow good practice for the organisation of quality assurance for research degrees in Ireland.

ATU's postgraduate research (PGR) students are routinely co-supervised by academic staff of other Higher Education Institutions (HEIs) and by mentors in public and private enterprise, Non-Government Organisations, government departments and agencies. These co-supervisors bring important external perspectives and experience on the PGR student journey, its quality assurance, and the practice in other HEIs and jurisdictions.

ATU is committed to promoting and supporting ethical practice in all of its research activities and is guided by principles set out in the policies and procedures of its founding institutes while ATU policies and procedures are being developed.

While the development of the ATU policies and procedures for research is ongoing, the following policies apply to research activity at ATU:

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

5.0 Staff Recruitment, Development and Support

1.1. Recruitment

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

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

1.2. Equality, Diversity, Inclusion

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

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

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

1.3. Aurora

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

1.4. Continuing Professional Development

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

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

ATU provides a number of postgraduate programmes open to all ATU staff as follows:
- MA in Teaching & Learning
- MA in Learning & Teaching
- Post Graduate Certificate in Teaching & Learning
- Post Graduate Certificate / Masters in UDL
- Certificates in Digital Teaching and Learning, TEL, T&L, Education for Sustainability

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

1.5. Preventing and Responding to Sexual Violence and Harassment

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

1.6. Communication with Staff

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

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

6.0 Information and Data Management

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

6.1. Student, Graduate, Staff and Financial Data

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

Data stored on these systems is analysed and shared with decision making bodies e.g. Governing Body, Academic Council, University Planning Team, Academic Managers and Programme Boards, through the development of reports and dashboards, The data is used to inform University decision-making and to meet statutory reporting obligations. While currently different instances of these systems are in use in the founding Institutes, projects to merge them are well advanced.

6.2. Academic Information Systems

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

6.3. Virtual Learning Environment (VLE)

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

6.4. Student Engagement

Student engagement and satisfaction is measured, annually, through StudentSurvey.ie, formerly the Irish Student Survey of Engagement (ISSE). ATU coordinated the promotion and administration of the survey across all campuses of the new university. The output from the survey will be analysed and shared with Faculties/Schools, Departments and Programme Boards to inform enhancements based on student feedback.

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

6.5. Programmes Boards/Committees

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

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

6.6. Data Management

ATU holds and processes a significant volume of personal data. The University processes this personal data to carry out its business and administrative functions and to comply with statutory requirements. The University is committed to complying with all applicable Data Protection, privacy and security laws and regulations. In Europe, the General Data Protection Regulation (GDPR), came into effect on 25th May, 2018 and the University complies with these regulations. ATU is committed to a policy of protecting the rights and freedoms of individuals with respect to the processing of their personal data. ATU's Data Protection Policy is available HERE. Data subjects have a number of rights under GDPR. ATU's Data Subject Rights Procedure is available HERE.   The Data Breach Procedure, approved in November,

2022 and available HERE, applies throughout the University in the event of a personal information/data breach.

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

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

ATU's Guide to Freedom of Information is available HERE

7.0 Public Information and Communication

The main platform for communication with the general public, locally, nationally and internationally, is ATU's website www.atu.ie. For the transition phase, an interim university-wide website has been developed while work is ongoing on the development of a tender for a new ATU site. The ATU website is designed as an external- facing platform and provides information on ATU programmes of study and other relevant information for prospective students and the public more generally.

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

Open Days are held at campuses across the University during the year to give prospective students a taste of university life and an opportunity to meet with staff and current students. See HERE for further information.   The ATU School Liaison Office visits schools and attends career fairs to provide information on ATU and its programmes.

The Marketing Office uses several social media platforms including Facebook, Twitter, YouTube, LinkedIn and Instagram to communicate key messages to prospective students and other stakeholders.

7.1 Research

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

7.2 Quality Assurance

ATU is a new legal entity with a new statutory role and new governance and management structure. However, the Technological Universities Act 2018 provides for an initial transfer of functions, programmes of education and training, quality assurance, and access, transfer and progression procedures from the three merging institutions to the new Technological University.

- ATU Galway-Mayo Quality Assurance Framework is available HERE
- ATU Sligo Quality Manual is available HERE
- ATU Donegal Quality Assurance Handbook is available HERE

The reports from validations and reviews for the three merging institutes are available as follows:

- ATU Sligo Quality reports available HERE
- ATU Galway-Mayo Quality reports available HERE
- ATU Donegal Quality reports available HERE

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

8.0 Monitoring and Periodic Review

ATU implements a range of actions to ensure the quality of its programme delivery and management. Heads of School/Faculty and Programme Boards are responsible for managing and ensuring the quality of academic processes. The Head of School/Faculty is responsible for strategic planning, implementation and co-ordination of academic and related processes, staffing and other resource requirements, programme development, and management of change. The Head of Department has responsibility for all programmes/awards in their department including, the day-to-day delivery of programmes, timetabling, and ensuring the ongoing quality and continued development of programmes.

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

8.1. Programme Reviews

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

Programmatic Review involves a self-evaluation review and an external peer review process. The Programme Board involves a range of stakeholders in reviewing the programme including *inter alia* students, graduates, employers and industry/professional bodies.

8.2. School/Faculty Reviews

A review of each School/Faculty is scheduled prior to a programmatic review of programmes in that School/Faculty. The main elements of the review are a self-evaluation and an external peer review process. The review of Schools/Faculties focuses on its performance since the last review and involves an environmental review and a self-evaluation identifying the strengths and weaknesses of the School/Faculty and plans to deal with the opportunities and challenges facing it. The findings from the review of academic units feed into the programmatic review process.

8.3. Professional Services/Function Reviews

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

8.4. CINNTE Reviews

The Quality and Qualifications Ireland (QQI) will carry out an Institutional Review of ATU on a cyclical basis. The effectiveness of ATU's quality assurance policies and procedures are due for review as part of the CINNTE review cycle within the first 18 months of the university's establishment.

Institutional Review is an element of the broader quality framework for Technological Universities. It is interdependent on and integrated with a wider range of QQI engagements: Quality Assurance Guidelines; ATU's Quality Assurance Procedures; Annual Quality Report (AQR) and Dialogue Meetings; Delegation of Authority and Sectoral Protocols.

Institutional Review is a key and critical element of Quality Assurance. Institutional Review evaluates the effectiveness of university-wide quality assurance procedures for the purposes of establishing, ascertaining, maintaining and enhancing the quality of education, training, research and related services the university provides. The Institutional Review measures university accountability for compliance with European standards for quality assurance, with regard to the expectations set out in the QQI quality assurance guidelines or their equivalent and adherence to other relevant QQI policies and procedures

as established in the lifecycle of engagement between the university and QQI. Institutional Review explores university enhancement of quality in relation to impacts on teaching, learning and research, university achievements and innovations in quality assurance, alignment to the university's mission and strategy and the quality-related performance of the university relative to quality indicators and benchmarks identified by the university.

8.5. Student Feedback

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

8.6. External Experts

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

8.7. External Examiners

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

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

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

- ATU Donegal review processes outlined Chapter 2 of the Quality Assurance Handbook is available HERE
- ATU Sligo policy on Ongoing Management and Monitoring of Programmes is available HERE
- ATU Sligo process for Periodic Quality Review of Services Procedure is available HERE
- ATU Galway-Mayo Programmatic Review Policy is available HERE
- ATU Galway-Mayo Policy for the Strategic Review of Academic Units is available HERE
- ATU Galway-Mayo Policy for Support Services and Facilities Review is available HERE
- ATU Galway-Mayo policy on Programme Validation and Monitoring is available HERE

9.0   Details of Arrangements with Third Parties

9.1   Arrangements with PRSBs, Awarding Bodies, QA Bodies.

Type of arrangement	Total Number
PRSBs	69
Awarding bodies	2
QA bodies	0

1. Type of arrangement (PRSB/awarding body/QA body)	Galway-Mayo PRSB
Name of body:	Nursing and Midwifery Board of Ireland (NMBI)
Programme titles and links to publications	BSc (Hons) in General Nursing (Level 8) BSc (Hons) in Psychiatric Nursing (Level 8)
Date of accreditation or last review	28th November 2018
Date of next review	2022/23
2. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	B.Eng (Hons) Civil Engineering (Level 8) B.Eng Civil Engineering (Level 7) B.Eng (Hons) Energy Engineering (Level 8) B.Eng Energy Engineering (Level 7) B.Eng (Hons) Mechanical Engineering (Level 8) B.Eng Mechanical Engineering (Level 7) B.Eng (Hons) Software and Electronic Engineering (Level 8)

	B.Eng Software and Electronic Engineering (Level 7) https://www.engineersireland.ie/Professionals/Membership/Become-a-member/Accredited-thirdlevel-courses/Find-accredited-programme/
Date of accreditation or last review	06/06/2019
Date of next review	2024

3. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	The Chartered Institute of Building (CIOB)
Programme titles and links to publications	BSc (Hons) Civil Engineering (Level 8) https://d7.ciob.org/sites/default/files/Overseas%20Accredited%20Jan21%20v2.pdf?_ga=2.95230239.2010875753.1612430841-1297416483.1612430841
Date of accreditation or last review	05/05/2016
Date of next review	2022

4. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	The Chartered Institute of Building (CIOB)
Programme titles and links to publications	BSc (Hons) Civil Engineering (Level 8) https://d7.ciob.org/sites/default/files/Overseas%20Accredited%20Jan21%20v2.pdf?_ga=2.95230239.2010875753.1612430841-1297416483.1612430841
Date of accreditation or last review	05/05/2016
Date of next review	2022

5. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	The Royal Institute of Architects of Ireland (RIAI)
Programme titles and links to publications	BSc (Hons) in Architectural Technology (Level 8) BSc in Architectural Technology (Level 7) https://www.riai.ie/careers-in-architecture/how-to-become-an-architectural-technologist
Date of accreditation or last review	Nov 2016
Date of next review	2022

6. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Institute of Architectural Technologists (CIAT)
Programme titles and links to publications	BSc (Hons) in Architectural Technology (Level 8) https://architecturaltechnology.com/education/study.html?q=galway&search_by=location
Date of accreditation or last review	10/02/2021
Date of next review	2026

7. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Society of Chartered Surveyors Ireland (SCSI)
Programme titles and links to publications	BSc (Hons) in Quantity Surveying & Construction Economics (Level 8) https://scsi.ie/students/studying/where-you-can-study/#1603289706160-c95f180e-784b
Date of accreditation or last review	23/11/2017
Date of next review	2023

8. Type of arrangement (PRSB/awarding body/QA body)	PRSB

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

9. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Association of Building Engineers (CABE)
Programme titles and links to publications	BSc (Hons) in Architectural Technology (Level 8) BSc in Architectural Technology (Level 7) BSc (Hons) in Quantity Surveying & Construction Economics (Level 8) B.Eng (Hons) Civil Engineering (Level 8) B.Eng Civil Engineering (Level 7) BSc (Hons) Construction Management (Level 8) BSc Construction Management (Level 7) https://cbuilde.com/page/cabe_academic_partners_and_accredited_courses
Date of accreditation or last review	23/11/2017

Date of next review	2022
10. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Teaching Council
Programme titles and links to publications	BSc (Hons) in Education (Design, Graphics and Construction) Bachelor of Education (Hons) in Art, Design & Graphics
Date of accreditation or last review	2021
Date of next review	2022

11. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Institute of Biomedical Science, UK
Programme titles and links to publications	BSc (Hons) in Medical Science https://careers.ibms.org/students/accredited-degree-courses/undergraduate-non-uk-courses/
Date of accreditation or last review	2021

Date of next review	2023

12. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Institute of Physics
Programme titles and links to publications	BSc Physics & Instrumentation (Honours - Level 8) GA783. BSc Physics & Instrumentation (Level 7) GA773 Institute of Physics Register of Recognised Courses: IOP Repugister of Recognised Courses July 2022
Date of accreditation or last review	July 2022
Date of next review	July 2026

13. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Society of Forensic Sciences
Programme titles and links to publications	BSc Forensic Science and Analysis https://www.csofs.org/Accredited-course-search
Date of accreditation or last review	September 2020

Date of next review	June 2022

14. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	National Strength & Conditioning Association (NSCA)
Programme titles and links to publications	NSCA Recognised Education Partner (BSc) BSc Sports & Exercise Science Journal of Strength & Conditioning Research (JSCR); Strength & Conditioning Journal (SCJ)
Date of accreditation or last review	2019
Date of next review	2025

15. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	United Kingdom Strength & Conditioning Association (UKSCA) UKSCA Recognised Education Partner (MSc)
Programme titles and links to publications	MSc Strength & Conditioning (Level 9) Professional Strength & Conditioning Journal
Date of accreditation or last review	2020
Date of next review	In perpetuity (based on a member of staff is accredited with the UKSCA)

16. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Association of Chartered Certified Accountants (ACCA)
Programme titles and links to publications	Bachelor of Business (Honours) in Accounting (Level 8) Postgraduate Diploma in Accounting (Level 9) Bachelor of Business in Accounting & Financial Management (Mayo Campus) (Level 7) Bachelor of Business (Hons) in Accounting (Mayo Campus) (Level 8) https://www.accaglobal.com/ie/en/help/exemptions-calculator.html
Date of accreditation or last review	Feb 2021
Date of next review	Dec 2025

17. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Accountants Ireland
Programme titles and links to publications	Bachelor of Business (Honours) in Accounting (Level 8) Postgraduate Diploma in Accounting Bachelor of Business in Accounting & Financial Management (Mayo Campus) Bachelor of Business (Hons) in Accounting (Mayo Campus) (Level 8)
Date of accreditation or last review	Feb 2018
Date of next review	Dec 2022

18. Type of arrangement	PRSB

(PRSB/awarding body/QA body)	
Name of body:	CPA Ireland
Programme titles and links to publications	Bachelor of Business (Hons) in Accounting (Level 8) Bachelor of Business in Accounting & Financial Management (Mayo Campus) (Level 7) Bachelor of Business (Hons) in Accounting (Mayo Campus) (Level 8) https://www.cpaireland.ie/Become-A-Student/Exemptions/Courses/Exemptions-Results?col=16
Date of accreditation or last review	
Date of next review	2022

19. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	CIMA
Programme titles and links to publications	Bachelor of Business (Hons) in Accounting (Level 8) Bachelor of Business (Hons) in Accounting (Mayo Campus) (Level 8) Bachelor of Business (Hons) (Level 8) Bachelor of Business in Business Information Systems (Level 7) Bachelor of Business in Rural Enterprise and Agri-business (Level 7) https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/GalwayMayo-Institute-of-Technology-GMIT-9552/
Date of accreditation or last review	2020
Date of next review	2023/2024

20. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Qualifications and Advisory Board for the Early Learning and Childcare Sector
Programme titles and links to publications	https://www.gov.ie/en/organisation-information/c2e6b-qualifications-advisory-board-qab-for-the-early-learning-and-care-elc-sector/#list-of-approved-programmes-with-adherence-to-the-professional-award-criteria-and-guidelines
Date of accreditation or last review	March 2021
Date of next review	

21. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	CORU
Programme titles and links to publications	BSc (Hons) in Medical Science (Level 8) si-305-of-2022-msrb-aqbl-2022.pdf (coru.ie)
Date of accreditation or last review	June 2022
Date of next review	May 2027

22. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Register of Exercise Professionals (REPS) Ireland
Programme titles and links to publications	BSc (Hons) in Sport & Exercise Science (Level 8)

Date of accreditation or last review	March 2021
Date of next review	May 2024

23. Type of arrangement (PRSB/awarding body/QA body)	Sligo PRSB
Name of body:	Chartered Society of Forensic Sciences
Programme titles and links to publications	BSc Hons Forensic Investigation and Analysis (Level 8)
Date of accreditation or last review	Online Surveillance visit on 09 December 2021 - acknowledgement of positive outcome on 21 January 2022 [CSFS holds series of reviews (paper, full surveillance, and re-accreditation visits) within a six-year cycle – ATU Sligo in 2023 is in Year 6 of the cycle].
Date of next review	Next CSFS review to be undertaken will be a Paper Surveillance in Q4 (Oct-Dec) 2023.

24. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Institute of Biomedical Sciences
Programme titles and links to publications	BSc (Hons) Biomedical Science (Life Sciences) (Ulster University award but co-delivered by IT Sligo) (Level 8)
Date of accreditation or last review	2019
Date of next review	Ulster engaging with IBMS for planned revalidation in 2025-2026 [N.B. ATU Sligo Programmatic Review before this].

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	Environmental Science with Ecology (Levels 6, Level 7 and Level 8), BSc in Environmental Protection (Level 7), BSc in Environmental Science (Level 8), Cert in Water and Wastewater Operations (Level 6), Cert in Drinking Water Treatment Operations (Level 6) , Cert in Wastewater Treatment Operations (Level 6) , Higher Cert in Water and Wastewater operations (Level 6), MSc in Environmental Health and Safety Management (Level 9) , Cert, PG Diploma and MSc in Water Services Management, PG Diploma and MSc in Environmental Protection.
Date of accreditation or last review	11/05/2020
Date of next review	19/05/2025

26. 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	Occupational Safety and Health (Level 7 and Level 8 – full-time), Occupational Safety and Health Management (Level 6, Level 7 and Level 8 - online), MSc in Environmental Health and Safety (online) Accreditation approved Jan 2022. Currently at sign off stage
Date of accreditation or last review	14/01/2022
Date of next review	07/06/2027

27. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Royal Institute of Architects of Ireland (RIAI)

Programme titles and links to publications	Bachelor of Architecture (Hons) in Architecture
Date of accreditation or last review	23/09/2018
Date of next review	07/04/2022

28. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Accountants Ireland
Programme titles and links to publications	BA (Hons) in Accounting (Level 8)
Date of accreditation or last review	24/05/2016
Date of next review	

29. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	BEng in Electronic and Computer Engineering (Level 7) HC in Electronic and Computer Engineering (Level 6)
Date of accreditation or last review	17/03/2021
Date of next review	2024

30. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	BEng in Civil Engineering (Level 7) HC in Civil Engineering (Level 6)
Date of accreditation or last review	15/01/2022
Date of next review	2024

31. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	CORU
Programme titles and links to publications	Master in Social Work (Level 9)
Date of accreditation or last review	01/11/2019
Date of next review	01/11/2024

32. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	CORU
Programme titles and links to publications	BA Honours in Social Care Practice (Level 8)

Date of accreditation or last review	05/02/2020
Date of next review	05/02/2025

33. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Register of Exercise Professionals of Ireland
Programme titles and links to publications	BSc. [Hons] Public Health and Health Promotion (Level 8); BSc. [Ord.] Health Science and Physiology (Level 7); BSc. [Hons] Health Science & Physical Activity (Level 8)
Date of accreditation or last review	17/03/2021
Date of next review	16/05/2022

34. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Royal Institute of British Architects (RIBA)
Programme titles and links to publications	BA in Architectural Design (Level 7)
Date of accreditation or last review	07/06/2020
Date of next review	2023

35. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	BEng in Data Centre Facilities Engineering (Level 7)
Date of accreditation or last review	14/01/2021
Date of next review	2024

36. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	BEng in Mechatronics Engineering (Level 7); HC in Mechatronics Engineering (Level 6).
Date of accreditation or last review	14/01/2021
Date of next review	13/01/2023

37. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	BEng in Polymer Processing (Level 7)

Date of accreditation or last review	14/01/2021
Date of next review	2024

38. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	BEng in (Hons) in Civil Engineering (Level 8)
Date of accreditation or last review	15/01/2021
Date of next review	2024

39. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	Master of Engineering in Road and Transport Engineering (Level 9)
Date of accreditation or last review	15/01/2021
Date of next review	15/01/2025

40. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	BEng in Mechanical Engineering (Level 7); HC in Mechanical Engineering (Level 6)
Date of accreditation or last review	17/03/2021
Date of next review	2024

41. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Institute of Water and Environmental Management
Programme titles and links to publications	Higher Certificate in Water and Wastewater Treatment Operations. Certificate in Drinking Water Treatment Operations. Certificate in Wastewater Treatment Operations
Date of accreditation or last review	21/03/2019
Date of next review	21/03/2024

42. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Society of Chartered Surveyors of Ireland
Programme titles and links to publications	Bachelor of Science (Honours) in Quantity Surveying (*Ab initio*) Bachelor of Science (Honours) in Quantity Surveying (Add-on) Bachelor of Science (Honours) in Quantity Surveying (Add-on) BSc (hons) Construction project management and Applied technology

Date of accreditation or last review	04/05/2017
Date of next review	03/05/2022

43. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Institute of Building
Programme titles and links to publications	Bachelor of Science (Honours) in Construction Project Management (Add-on) Bachelor of Science (Honours) in Construction Project Management (Add-on) online Bachelor of Science in Construction Management (Add-on) Bachelor of Science in Advanced Wood & Sustainable Building Technology (*Ab initio*)
Date of accreditation or last review	2022
Date of next review	2027

44. 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	04/04/2017
Date of next review	No review required

45. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Institute of Building
Programme titles and links to publications	Bachelor of Science in Quantity Surveying (*Ab initio*) Bachelor of Science in Quantity Surveying
Date of accreditation or last review	Nov 2022
Date of next review	2027

46. Type of arrangement (PRSB/awarding body/QA body)	Awarding Body
Name of body:	Ulster University
Programme titles and links to publications	BSc Hons Biomedical Science (Life Sciences) [suite of programmes including joint awards with ATU Sligo. BSc Hons Applied Medical Sciences (Joint Ulster/ATU Sligo award) (Online); BSc Hons Biomedical & Bio-industrial Sciences (ATU Sligo award) (Online); BSc Hons Biomedical Sciences (Ulster award) (Online)].
Date of accreditation or last review	14/11/2019
Date of next review	Ulster engaging with IBMS for planned re-validation in 2025-2026 [N.B. ATU Sligo Programmatic Review before this].

47. Type of arrangement (PRSB/awarding body/QA body)	Awarding Body
Name of body:	IT Sligo and NUI Galway

Programme titles and links to publications	Postgraduate Certificate in Medical Technology Regulatory Affairs (Level 9) and Postgraduate Diploma in Medical Technology Regulatory Affairs (Level 9)
Date of accreditation or last review	2019
Date of next review	2024

48. Type of arrangement (PRSB/awarding body/QA body)	Awarding Body
Name of body:	NUI Galway and IT Sligo Joint Award
Programme titles and links to publications	Certificate in Medical Technology Regulatory Affairs and Operations (Level 8) Certificate in Medical Technology Regulatory Affairs and Quality (Level 8) Higher Diploma in Medical Technology Regulatory Affairs and Quality (Level 8) MSc Medical Technology Regulatory Affairs (Level 9)
Date of accreditation or last review	2019
Date of next review	2024

49.Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Association for Nutrition
Programme titles and links to publications	BSc Human Nutrition (level 8)
Date of accreditation or last review	29 July 2020
Date of next review	July 2025 (documents to be submitted 1 September 2024)
50. Type of arrangement (PRSB/awarding body/QA body)	PRSB

Name of body:	Register of Exercise Professionals (REPs) Ireland
Programme titles and links to publications	BSc Health Science & Physiology BSc. Health Science & Physical Activity BSc. Public Health & Health Promotion
Date of accreditation or last review	Accredited April 2021 for three embedded awards
Date of next review	TBC (re-applied Feb 2023) likely Summer 2023 / Autumn 2023

51. **Type of arrangement** (PRSB/awarding body/QA body)	PRSB
Name of body:	International Union for Health Promotion and Education
Programme titles and links to publications	BSc Hons Public Health & Health Promotion (one-year add-on) (Level 8)
Date of accreditation or last review	May 2020
Date of next review	May 2025 See IUHPE Accredited Courses - IUHPE for further details

52. **Type of arrangement** (PRSB/awarding body/QA body)	PRSB
Name of body:	International Union for Health Promotion and Education
Programme titles and links to publications	BSc Health Science & Physiology (Level 7)
Date of accreditation or last review	May 2020
Date of next review	May 2025 See IUHPE Accredited Courses - IUHPE for further details

53. **Type of arrangement** (PRSB/awarding body/QA body)	PRSB
Name of body:	International Union for Health Promotion and Education
Programme titles and links to publications	BSc Hons Health Science & Physical Activity (Level 8)
Date of accreditation or last review	May 2020
Date of next review	May 2025 See IUHPE Accredited Courses - IUHPE for further details

54. **Type of arrangement** (PRSB/awarding body/QA body)	PRSB
Name of body:	International Union for Health Promotion and Education
Programme titles and links to publications	Postgraduate Certificate in Health Promotion and Wellness Practice (Level 9)
Date of accreditation or last review	Sept 2022
Date of next review	Sept 2027 See IUHPE Accredited Courses - IUHPE for further details

55. **Type of arrangement** (PRSB/awarding body/QA body)	PRSB
Name of body:	International Union for Health Promotion and Education
Programme titles and links to publications	MSc Health Promotion Practice (Level 9)
Date of accreditation or last review	Sept 2022
Date of next review	Sept 2027 See IUHPE Accredited Courses - IUHPE for further details

56. Type of arrangement (PRSB/awarding body/QA body)	Donegal PRSB
Name of body:	Nursing and Midwifery Board of Ireland Bord Altranais agus Cnáimhseachais na hÉireann
Programme titles and links to publications	BSc. (Hons) General Nursing (Level 8) BSc. (Hons) Psychiatric Nursing (Level 8) BSc. (Hons) Intellectual Disability Nursing (Level 8)
Date of accreditation or last review	March 2022Feb 201
Date of next review	2027

57. 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	14/02/2018
Date of next review	2023

58. Type of arrangement (PRSB/awarding body/QA body)	PRSB

Name of body:	Veterinary Council of Ireland
Programme titles and links to publications	Bachelor of Science in Veterinary Nursing (Level 7)
Date of accreditation or last review	2020
Date of next review	2025

59. 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	Bachelor of Science in Veterinary Nursing (Level 7)
Date of accreditation or last review	2020
Date of next review	2025

60. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Teagasc
Programme titles and links to publications	Bachelor of Science in Agriculture Higher Certificate in Agriculture (Level 7)
Date of accreditation or last review	2017

Date of next review	

61. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Teaching Council of Ireland
Programme titles and links to publications	BSc (Honours) in Bioanalytical Science (Level 8)
Date of accreditation or last review	2007
Date of next review	N/A

62. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	CIMA
Programme titles and links to publications	BA in Culinary Arts (Level 7); BA in Hotel, Restaurant and Resort Management (Level 7); BA (Hons) in Destination Tourism with Marketing (Level 8).
Date of accreditation or last review	
Date of next review	
63. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Irish Hospitality Institute

Programme titles and links to publications	BA (Hons) in Hotel, Restaurant and Resort Management (Level 8); BA (Hons) in Culinary Arts (Level 8).
Date of accreditation or last review	
Date of next review	

64. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	B.Eng. in Electronic Engineering (Level 7), B.Eng. in Mechanical Engineering (Level 7) B.Eng. (Hons) in Electronic Engineering (Level 8), B.Eng. (Hons) in Mechanical Engineering (Level 8), B.Eng. in Civil Engineering (Level 7), B.Eng. in Building Services and Renewable Energy (Level 7), B.Sc. (Hons) in Fire Safety Engineering (Level 8).
Date of accreditation or last review	Due 2017, Reports 2020
Date of next review	2024

65. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Society of Chartered Surveyors Ireland (SCSI)
Programme titles and links to publications	BSc.(Hons) in Quantity Surveying (Level 8)
Date of accreditation or last review	10/04/2019, followed by annual interim visits,

Date of next review	2024

66. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	CIAT (Chartered Institute of Architectural Technologists)
Programme titles and links to publications	BSc. (Hons) in Architectural Technology (Level 8)
Date of accreditation or last review	24 September 2020
Date of next review	2025

67. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	The Chartered Institute of Building (CIOB)
Programme titles and links to publications	BSc Quantity Surveying (Level 7); BSc (Hons) Construction Management (Level 8); BSc (Hons) Construction Contracts Management (Level 8); BSc (Hons) Sustainable Construction Management (Level 8); BSc (Hons) Quantity Surveying (Level 8).
Date of accreditation or last review	09 May 2018
Date of next review	September/October 2023

68. Type of arrangement	PRSB

(PRSB/awarding body/QA body)	
Name of body:	Chartered Association of Building Engineers (CABE)
Programme titles and links to publications	Letterkenny Institute of Technology
Date of accreditation or last review	01 September 2020
Date of next review	31 August 2023 - To be renewed

69. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	ACCA CPA CAI CIMA
Programme titles and links to publications	B Bus. (Hons) in Accounting (Level 8)
Date of accreditation or last review	
Date of next review	

70. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	ACCA CPA CAI CIMA
Programme titles and links to publications	MA in Accounting (Level 9)
Date of accreditation or last review	

Date of next review	

71. 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	Level 8 Law Programmes
Date of accreditation or last review	2016
72. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Professional Award Criteria and Guidelines (PACG)
Programme titles and links to publications	BSc (Honours) in Early Childhood Care, Health and Education (Level 8)
Date of accreditation or last review	22 February 2022
Date of next review	TBC

9.2   Collaborative Provision

Definitions:
QQI's Policy for Collaborative Programmes, Transnational Programmes and Joint Awards, 2012 defines '**collaborative provision'** as a process that occurs where two or more providers are involved, by formal agreement, in the provision of a programme of higher education and training.

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines '**joint award**' as a single award made jointly by two or more awarding bodies

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines '**linked provider**' as a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body.

Atlantic Technological University was established on April 1st, 2022. The agreements listed below were in place with the founding institutions prior to the merger. The University Academic Collaborations and Partnership Committee, a subcommittee of the University Planning Team, will oversee new collaborative arrangements for the new university.

Type of arrangement	Total number
Joint research degrees	0
Joint/double/multiple awards	11
Collaborative programmes	18
Franchise programmes	0
Linked providers (DABs only)	2

1. Collaborative provision (Type of collaborative provision)	GMIT Joint Award
Name of body (/bodies):	NUI Galway
Programme titles and links to publications	Certificate in Science, Technology and Engineering (Foundation Studies) https://www.gmit.ie/science/foundation-studies-diploma-science-engineering-and-technology-joint-nui-galway-and-gmit
Date of last review	2018
Date of next review	2022

2. Collaborative provision	Joint Award

(Type of collaborative provision)	
Name of body (/bodies):	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 Masters in Marine Biological Resources http://www.imbrsea.eu/
Date of last review	2018
Date of next review	2024

3. Collaborative provision (Type of collaborative provision)	Joint Award
Name of body (/bodies):	NUI Galway
Programme titles and links to publications	Certificate in Business Studies (Foundation Studies) https://www.gmit.ie/business/foundation-studies-diploma-business-galway
Date of last review	18/06/2018
Date of next review	2022

4. Collaborative provision (Type of collaborative provision)	Consortium-led Apprenticeship (Post-2016) ATU Galway-Mayo is the co-ordinating provider.
Name of body (/bodies):	Collaborating providers include: IMDA IBEC Munster Technological University (MTU) Technological University of the Shannon (TUS) Technological University of Dublin (TUD) Atlantic Technological University (ATU)
Programme titles and links to publications	BEng in Manufacturing Engineering (Apprenticeship) (Level 7) Higher Certificate in Manufacturing Engineering (Apprenticeship) (Level 6) https://www.gmit.ie/sites/default/files/public/about/docs/beng-manufacturing-engineering-apprenticeship.pdf
Date of last review	17th February 2017
Date of next review	2026

5. Collaborative provision (Type of collaborative provision)	Joint award
Name of body:	University of Ghent
Programme titles and links to publications	Postgraduate Certificate in Blue Resources for the Blue Economy Blue Resources | Blue Resources (blue-resource.eu)
Date of accreditation or last review	2021
Date of next review	

6. Collaborative provision (Type of collaborative provision)	Collaborative Provision
Name of body (/bodies):	Irish MedTech Association
Programme titles and links to publications	Higher Diploma in Medical Technology Regulatory Affairs
Date of last review	11 November 2020
Date of next review	2022

7. 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 Higher Diploma in Applied Irish and Translation https://www.gmit.ie/humanities/ard-diploma-i-ngaeilge-fheidhmeach-agus-aistriuchan
Date of last review	2022
Date of next review	2025

8. 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 and Level 8) https://www.gmit.ie/agri-science/bachelor-science-hons-agriculture-and-environmental-management Bachelor of Business in Rural Enterprise and Agri-Business (Level 7 and Level 8) https://www.gmit.ie/agribusiness/bachelor-business-hons-rural-enterprise-and-agri-business BEng in Agricultural Engineering (Level 7 and Level 8) https://www.gmit.ie/mechanical-industrial-engineering/bachelor-engineering-hons-agricultural-engineering
Date of last review	2014
Date of next review	2023

8. 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 https://www.gmit.ie/bachelor-of-engineering-in-automation-and-robotics https://coboticsskillnet.ie/thermo-king-case-study/
Date of last review	2021
Date of next review	2025

9. Collaborative provision (Type of collaborative provision)	Sligo Joint/Double/Multiple Award
Name of body (/bodies):	University of Ulster
Programme titles and links to publications	BSc (Hons) Biomedical Science (Life Sciences) programme online (Level 8); BSc (Hons) Applied Medical Sciences (Joint Ulster / IT Sligo award) (Online) (Level 8)
Date of last review	01/11/2019
Date of next review	01/11/2022

10. Collaborative provision (Type of collaborative provision)	Joint/Double/Multiple Award
Name of body (/bodies):	Institute of Technology Sligo and Tianjin University of Technology & Education
Programme titles and links to publications	BEng in Electronic & Computer Engineering (Level 7); BEng (Hon) in Electronic & Computer Engineering (Add-On) (Level 8).

Date of last review	11/09/2019
Date of next review	TBC

11. Collaborative provision (Type of collaborative provision)	Joint/Double/Multiple Award
Name of body (/bodies):	National University of Ireland Galway
Programme titles and links to publications	MSc in Medical Technology Regulatory Affairs (Online) Higher Diploma in Medical Technology Regulatory Affairs and Quality (Online)
Date of last review	11/09/2019
Date of next review	11/09/2024

12. Collaborative provision (Type of collaborative provision)	Linked Provider
Name of body (/bodies):	Insurance Institute of Ireland (III)
Programme titles and links to publications	Certificate in Insurance Product Advice - Certificate in Insurance Practice-CIP Higher Diploma Level 8 60 credits; Higher Diploma (in Business) in Insurance Management- MDI BA Honours in Insurance Practice (Apprenticeship)
Date of last review	31/08/2018
Date of next review	31/08/2021
13. Collaborative provision (Type of collaborative provision)	Linked Provider
Name of body (/bodies):	Life Insurance Association (LIA)
Programme titles and links to publications	SG_BPROF_S07 - Certificate in Professional Financial Advice SG_BRETI_S07 - Certificate in Retirement Planning SG_BCRED_S07 - Certificate in Credit Union Operations SG_BDCPE_S07 - Certificate in DC Pension Scheme Trusteeship Single Subject Certificate Sales & Customer Service for Insurance and Financial Products SG_BFINA_O09 Postgraduate Diploma in Business in Financial Planning
Date of last review	31/08/2021
Date of next review	

14. Collaborative provision (Type of collaborative provision)	Joint
Name of body (/bodies):	LYIT and Coventry University
Programme titles and links to publications	Higher Certificate of Science in Health Science with Occupational Therapy Studies (Level 6)
Date of last review	2019
Date of next review	2021

15. Collaborative provision (Type of collaborative provision)	Joint
Name of body (/bodies):	ATU Donegal and Coventry University
Programme titles and links to publications	Higher Certificate of Science in Health Science with Physiotherapy Studies (Level 6)
Date of last review	2019
Date of next review	2021

16. Collaborative provision (Type of collaborative provision)	Joint
Name of body (/bodies):	ATU Donegal and Coventry University
Programme titles and links to publications	Higher Certificate of Science in Health Science with Dietetics Studies (Level 6)
Date of last review	2019
Date of next review	2021

17. Collaborative provision (Type of collaborative provision)	Joint
Name of body (/bodies):	Ulster University
Programme titles and links to publications	Master of Science Leadership and Innovation in the Public Service (Level 9)

Date of last review	
Date of next review	

18. Collaborative provision (Type of collaborative provision)	Collaborative – ATU Donegal
Name of body (/bodies):	Retail Ireland Skillnet
Programme titles and links to publications	Bachelor of Business in Retail Management Practice (Level 7) Bachelor of Business (Hons) in Retail Management Practice (add-on) (Level 7)
Date of last review	
Date of next review	

19. 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	

20. Collaborative provision (Type of collaborative provision)	Collaborative – ATU Donegal
Name of body (/bodies):	North-West Regional College Donegal
Programme titles and links to publications	BSc. (Hons) in Sports Coaching and Performance (Level 8)
Date of last review	
Date of next review	

21. Collaborative provision (Type of collaborative provision)	Collaborative – ATU Donegal
Name of body (/bodies):	Dorset College
Programme titles and links to publications	BSc. Early Childhood Care, Health and Education. (Level 7)
Date of last review	
Date of next review	

22. Collaborative provision (Type of collaborative provision)	Collaborative – ATU Donegal
Name of body (/bodies):	North-West Regional College, Derry
Programme titles and links to publications	BA in Hospitality and Tourism (Level 7); BA (Hons) in Destination Marketing (Level 8);;; BA (Hons) in Hotel, Restaurant and Resort Management (Level 8)
Date of last review	
Date of next review	

23. Collaborative provision (Type of collaborative provision)	Collaborative – ATU Donegal
Name of body (/bodies):	Alcohol Forum
Programme titles and links to publications	Master of Science in Therapeutic Interventions for Alcohol and Other Drugs (Level 9)
Date of last review	
Date of next review	

24. Collaborative provision (Type of collaborative provision)	Collaborative – ATU Donegal
Name of body (/bodies):	AIT, DKIT, CIT, DIT, GMIT, LIT, ITT, WIT and ITT
Programme titles and links to publications	BA Culinary Arts (Level 7) and BA (Hons) Culinary Arts (Level 8)

Date of last review	
Date of next review	

25. 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) and Level 7 - BSc in Health and Social Care (year 3) (Level 6) Certificate in Acute Medicine
Date of last review	
Date of next review	

26. Collaborative provision (Type of collaborative provision)	Collaborative – ATU Donegal
Name of body (/bodies):	Coventry University
Programme titles and links to publications	Higher Certificate in Science in Health Science with Occupational Therapy Studies (Level 6)
Date of last review	
Date of next review	

27. Collaborative provision (Type of collaborative provision)	Collaborative – ATU Donegal
Name of body (/bodies):	Coventry University
Programme titles and links to publications	Higher Certificate in Science in Health Science with Physiotherapy Studies
Date of last review	
Date of next review	

28. Collaborative provision (Type of collaborative provision)	Collaborative – ATU Donegal
Name of body (/bodies):	Coventry University
Programme titles and links to publications	Higher Certificate of Science in Health Science with Dietetics Studies
Date of last review	
Date of next review	

29. Collaborative provision (Type of collaborative provision)	Collaborative – ATU Donegal
Name of body (/bodies):	IT Tralee
Programme titles and links to publications	Bachelor of Arts (Hons) in Culinary Arts (Apprenticeship/ Consortium) (Level 8)
Date of last review	
Date of next review	

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

31. Collaborative provision (Type of collaborative provision)	Collaborative – ATU Donegal
Name of body (/bodies):	ITT, DKIT, AIT, WIT and GMIT
Programme titles and links to publications	Master of Science/Post Graduate Certificate/Post Graduate Diploma in Science in Professional Nursing

Date of last review	
Date of next review	

| 32. Collaborative provision

(Type of collaborative provision)	Collaborative – ATU Donegal
Name of body (/bodies):	AIT, GMIT, LIT, DKIT, MTU Cork and Kerry.
Programme titles and links to publications	Higher Certificate in Arts in Culinary Arts (Level 6)
Date of last review	
Date of next review	

9.3   Articulation Agreements

Articulation agreements - Total number	6

1. Articulation agreement:	
Name of body (/bodies):	St. Lawrence College, Kingston, Ontario, Canada
Programme titles and links to publications	BB Hotel and Catering Management (Bachelor of Business in Hotel and Catering Management | GMIT) Hospitality Diploma
Date of agreement/arrangement or last review	June 2020
Date of next review	June 2024
Detail of the agreement	This agreement provides opportunities for Canadian and Irish students plus degree completion opportunity for SLC students in ATU Galway-Mayo. The latter is part of the IOT Ontario Colleges agreement which first began with GMIT in 2012.

2. Articulation agreement:	
Name of body (/bodies):	Lingnan Normal University, Guangdong province, China.
Programme titles and links to publications	BA (Hons) Culinary and Gastronomic Sciences (Level 8) ATU and Bachelor (Hons) Food Science and Food Engineering, Lingnan Normal University, China.
Date of agreement/arrangement or last review	March 2020
Date of next review	March 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 BA Hons Culinary and Gastronomic Sciences programmes. In addition, ATU 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.

3. Articulation agreement:	
Name of body (/bodies):	Moate Business College

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

4. Articulation agreement:	
Name of body (/bodies):	Cavan Institute of Further Education
Programme titles and links to publications	Bachelor of Science (General) Level 7 180 ECTS
Date of agreement/arrangement or last review	02/06/2019
Date of next review	12/03/2024
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.

5. Articulation agreement:	
Name of body (/bodies):	Counselling Courses & Psychotherapy Training - IICP College
Programme titles and links to publications	Certificate in Introductory Counselling Skills (Online) (60ECTS)
Date of agreement/arrangement or last review	28/03/2022
Date of next review	07/04/2024
Detail of the agreement	Students can apply for advanced entry to the Year 2 of the BSc (Hons) in Integrative Counselling and Psychotherapy (Level 8). They must have successfully completed ATU Sligo award and then apply for admission and consideration.

6. Articulation Agreement	
Name of body:	ATU and NWRC, Derry
Programme titles and links to publications	BSc (Hons) in Quantity Surveying/ Construction Management/ Architectural Technology (Level 8)
Date of accreditation or last review	2022
Date of next review	N/A
Detail of the agreement	This Articulation Agreement is intended to facilitate the progression of full-time students who have successfully completed the HND in Construction Engineering at NWRC. **Study Progression:** Successful completion of the course will allow students to progress onto another higher education qualification such as a university degree in a construction and the built environment-related area. Students who complete a HND are offered second-year entry to university Built Environment programmes subject to meeting university requirements. Students can choose to study the Tender and Procurement unit as part of their qualification which will allow direct entry into Year 2 of the professionally accredited BSc (Hons) Quantity Surveying (Level 8) programme at Atlantic Technological University (ATU) Donegal, formerly LYIT. Students can also gain direct entry to Year 2 of BSc (Hons) in Architectural Technology (Level 8) and BSc (Hons) in Construction Management (Level 8) programmes at ATU upon successful completion of the HND qualification.

Atlantic Technological University

2023

Annual Quality Report (ATU)
PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT
Reporting Period 1st April – 31st Dec, 2022

PART B: INTERNAL QA SYSTEM
Guidelines on Completing Part B

As outlined in the general guidelines for this template (p.6), **Part B** of the AQR focuses specifically on the effectiveness and impact of the IQA framework on the QA activities and developments across the institution during the reporting period.

Here, the institution is invited to document the quality enhancements adopted and implemented during the reporting period and describe concisely the impact of these across a selected range of activities. Part B should also be used to demonstrate how plans set out in the previous AQR were progressed during the reporting period. These plans may be linked to strategic objectives, to QQI reengagement advices, or to Cinnte review recommendations.

Part B of the AQR is an opportunity for self-reflection and critical evaluation of the effectiveness of QA activities over the reporting period. The institution is encouraged to reflect on what worked well and what did not, and to consider impact measures, using both quantitative and qualitative evidence (metrics, benchmarks and feedback/judgement) and detail how they led to specific improvements of and enhancement in QA activities.

Part B provides evidence of quality improvement and enhancement and impact[1] of QA activities within the totality of the institution's QA system.

Section 1 pertains to internal quality assurance implementation and developments since the previous reporting period.

Section 2 considers the institutional analysis of IQA enhancements and their impact on a range of activities including academic integrity.

Section 3 relates to IQA developments and plans for the next reporting period.

Section 4 provides an opportunity for institutions to showcase IQA in action through case studies in relevant thematic areas.

Institutions are invited to use case studies to demonstrate quality in action and to highlight areas of practice for dissemination at any point in this part of the report.

Case Studies

QQI recommends that written case studies should:
- Be between half a page and two pages in length;
- Relate to a specific time- and subject-bound issue;
- Include an introduction that sets out a brief overview of contextual matters;
- Include any relevant supporting data and data analysis;
- Include links to any sources cited;
- Include a clear and concise concluding paragraph with an overview of the key outcomes/learning.

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[1] The National Forum for the Enhancement of Teaching and Learning in Higher Education have considered impact and measures leading to development and improvement specifically in terms of teaching and learning. See: https://www.teachingandlearning.ie/wp-content/uploads/NF-2020-Insights-from-Practice-About-Impact-in-Teaching-and-Learning-web-ready.pdf. This is a very useful reference, though impact in the context of this report should be considered

Although case studies will generally be in written form, institutions may also provide links to audio-visual/multimedia case studies. QQI does not prescribe a format for case studies.

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

1.1 Governing Body

The first meeting of the Governing Body of Atlantic Technological University (ATU) took place on 1st April, 2022. At that inaugural meeting, ATU was formally established. Maura McNally SC was appointed as Chair and Dr. Orla Flynn was appointed as President. In addition, three members of Governing Body were appointed for a two-year term.

Over the course of the reporting period additional members were appointed to ATU Governing Body. Membership includes an external Chair, ATU President, five members of staff, three Students Union representatives and eleven external members representing industry, education and community. Membership of the Governing Body is available HERE.

The Governing Body of the new University met eleven times in the reporting period and minutes of meetings are available HERE.

Governing Body Standing Orders have been approved and three sub-committees of Governing Body have been established as follows:

- The Audit & Risk Committee – Terms of Reference were approved and the committee met four times during the reporting period.
- EDI Committee - Terms of Reference were approved and the committee met once during the reporting period.
- Finance Committee – Terms of reference were approved and the committee will hold its first meeting in January,2023.

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

See also Part A, Section 1.1 of this report for information on Governing Body.

1.2 Governance

Following designation, and for the transition period, each of the Vice Presidents for Finance and Corporate Governance in the founding Institutes took on university-wide responsibility for specific roles, to avoid duplication of work and to better manage the work associated with these roles across the new University. The roles are as follows:
- VP for Corporate Governance and Compliance
- VP for Finance
- VP for Campus Infrastructure and HR Operations

The following key governance policies and procedures were approved in the reporting period:
- Interim Code of Governance (available HERE)
- Conflict of Interest Policy (available HERE)
- Risk Management (available HERE)
- Anti-Fraud Policy (available HERE)
- Anti- Corruption Policy (available HERE)
- Protected Disclosures Policy (available HERE)
- Safety Statement (available HERE)

ATU has been registered with Charitable status.

1.3 Establishment of the inaugural Academic Council of ATU

The University's inaugural Academic Council was established following widespread consultation and will meet for the first time on 20th January, 2023. Further detail on its formation is available HERE. In accordance with Section 16 and Section 17 of the Technological Universities Act 2018, '*an academic council shall control the academic affairs of the technological university, including the curriculum of, and instruction and education provided by, the technological university*' (p. 23).

Following widespread consultation, a proposal for the establishment of the inaugural Academic Council of ATU was presented to Governing Body in August with a further update in September, 2022. The outline of the proposal relates to:

A. Technological Universities (TU) Act (2018) as it pertains to the Academic Council, and associated
      responsibilities of the ATU Governing Body.

B. Consultative process to date within ATU on membership and standing orders

C. Agreed underlying principles of the ATU Academic Council

D. Models considered

E. Proposed Membership of Inaugural ATU Academic Council

F. Criteria (per TU Act) and how proposed membership and standing orders will address the criteria

G. Proposed Standing Orders of Inaugural ATU Academic Council

The approved proposal is available HERE.

Elections were convened in Q4 to elect members to the new Academic Council with the first meeting of the inaugural Academic Council scheduled for 20th January, 2023.

See also Part A, Section 1.1 of this report for further detail of Academic Council.

1.4 ATU Integration and Working as One

Since the new university was established on 1st April, 2022, the university has made significant progress towards working as one. A significant number of integration projects have been completed or have been progressed. A Vice President for ATU Integration has been appointed to steer the integration of the three founding Institutes. The VP for ATU Integration chairs monthly meetings which focus on coming together, acting as one, and collaboration across the ATU. Examples of ATU Integration projects, along with their status, are listed below:

Examples of ATU Integration Projects [April – December 2022]

Functional Areas	Completed	In Progress	Planned
Governance			
Establishment of Governing Body	✓		
Appointment of ATU President	✓		
Interim University Planning Team	✓		
Establishment of Academic Council	✓		
Change Management & Strategic Planning			

Development of tender for change management and organsiation design consultants	✓		
Appointment of Strategic Plan Co-ordinator	✓		
Development of first ATU Strategic Plan		✓	
Academic Affairs			
Quality Assurance Framework		✓	
Quality Assurance Handbook		✓	
Academic Affairs and Integration (systems alignment)		✓	
Banner Systems Upgrade	✓		
Library credentialing	✓		
Library IT Systems Upgrade Project Tender	✓		
Interim restructuring of all Academic Affairs/Registrar functions	✓		
Singular CAO listing for 2023	✓		
International			
International Roadmap	✓		
International Strategy		✓	
International (IT systems integration)			✓
Erasmus without Papers Project Tender	✓		
Learning & Teaching			
Learning Teaching and Assessment UDL	✓		
Learner Analytics Policy	✓		
Marketing & Communications			
Marketing Strategy	✓		
Marketing and Student Recruitment (organisational re-design)	✓		
Communication and social media updates	✓		
Schedule of common open days	✓		
One ATU prospectus	✓		
Integrated student recruitment and marketing plan	✓		
Schedule of all staff webinars/meetings			
Quarterly publication of ATU Magazine		✓	
Monthly internal newsletters	✓		

Student Services/Engagement			
Counselling Service Review	✓		
Access and Disability Services Review	✓		
Medical Services Review	✓		
Careers Policies	✓		
Drafting of common SU constitution		✓	
Drafting of common SU structures & finance		✓	
Research, Innovation and Engagement			
External Engagement Stakeholder Engagement		✓	
External Engagement Strategy			✓
Implementation of a Research Information Management System (Elsevier PURE) • Project Manager appointed • Research Information Officer appointed and STO in recruitment		✓	
Postgraduate Research Training Programmes (PRTPs) • MOCHAS (Modelling and Computation for Health and Society) and OSCAR (Operations and Supply Chain Research) were launched by DG Science Foundation Ireland, Prof Philip Nolan in September, 2022 • 3 principal investigators on each programme bring together 15 PhD students and 30 supervisors		✓	
Submission for €20m in funding to the HEA to strengthen the University's research and innovation capacity		✓	
Submission for €14m to Knowledge Transfer Ireland to establish a Technology Transfer Office for the University		✓	
Alignment of research processes and codes		✓	
Joint approach to management and structures of incubation centres		✓	
ATU Intellectual Property Policy	✓		
Human Resources			
Core HR Merge System meetings		✓	
Alignment of business processes			✓
HR & Finance integration teams meeting re: CORE system merger project		✓	
Finance			
Discovery workshops re: Agresso	✓		
Working groups – Business Process Alignment	✓		

HR & Finance integration teams meeting re: Core system merger project		✓	
IT Services			
Staff device transition	✓		
Main IT systems migrated to ATU logins	✓		
Establish ATU Software Evaluation Committee	✓		
Establish ATU IT Governance Committee	✓		
Website Development			
Development of interim ATU website	✓		
Development of tender for new website		✓	
Other			
Establishment of Data Protection Office	✓		
Establishment of Freedom of Information Office	✓		
Updating of Internal Control Framework	✓		
CRM design and development			✓
ATU Covid Plan and Critical Incident Plan		✓	
Alignment of external organsiation subscriptions (Faculties & Departments)		✓	

1.5 ATU Strategic Plan

During 2022, preparatory work for the development of the first strategic plan for ATU has been undertaken with the appointment of a Strategic Plan Co-ordinator in November. This was the result of a strategic planning day for the executive team which recommended that ATU should run the strategic planning process internally with external assistance as required. Work has commenced in reviewing background material, such as environmental analysis etc. and this will continue through early 2023. The main internal focus will be the integration of the four organisations into one ("One ATU") and this will link with a project on organisation design and change leadership.

1.6 QA Policy Development for ATU

In preparation for the establishment, approval and implementation of new policies and procedures it was decided that interim arrangements would be required. These interim QA arrangements were approved at the inaugural Governing Body meeting of the ATU and are available HERE.

In the year preceding designation as a TU, (2020/2021) each of the three Academic Councils approved the same set of Examination Regulations on the recommendation of the three Registrars. These regulations were to be incorporated into existing Marks & Standards and were implemented across the three Institutions from September 2021. This highlights the first significant success in integrating the three institutions and demonstrated a willingness to operate as one.

Following designation, the three Registrars took individual responsibility for specific aspects of the role, on a university wide basis, to avoid unnecessary duplication and to cope with the increased complexity of managing QA across a large organisation. The roles were divided as follows:
- Academic Affairs and Registrar
- Student Experience & Teaching and Learning

- Quality Assurance Framework and CINNTE Institutional Review

A Quality Assurance and Enhancement Team (QAET) was established under one of the Registrars to develop university wide QAE Policies and Procedures. A comprehensive iterative development phase for the compilation of each policy was put in place followed by a comprehensive and inclusive consultation phase prior to having the policies considered for approval by Academic Council. Policies are considered in order of priority and the first batch (3), which included Marks & Standards, will be presented to Academic Council in January 2023. It is envisaged that the full suite of policies will be approved within a two-year period. Further details are contained HERE.

1.7 Quality Office

Following consultation and discussion, the high-level structure of the Quality Office was agreed with Vice Presidents for Academic Affairs and Registrars and subsequently approved by the University Planning Team. The structure agreed provided for each Assistant Registrar taking on a more specialised role i.e. Quality Data, Planning & External Engagement; Academic Programme Planning & Accreditation; Academic Policy & Regulatory Affairs; Academic Recognition & Research Quality. Whilst each of the Assistant Registrars began to take on responsibility on a university-wide basis they also continued to undertake a wider remit at a local level and will continue to do so on a diminishing basis as legacy local policies and systems phase out. In the longer term, to help support the 'thinking and acting as one' approach adopted by the University, it is envisaged that in addition to their specialist role each Assistant Registrar will become the key contact for one of the University faculties.

1.8 Academic Programme Planning & Accreditation

Programmes which had previously been granted approval under legacy policies were permitted to proceed with development and be validated. New programme proposals were paused pending the development and approval of a new University policy. Activity in Academic Programme Planning and Accreditation focused primarily on the alignment of systems and development of the policy and associated procedures. Two of the founding institutes used a programme development and repository system called Academic Module Manager. Much work was undertaken in the reporting period to prepare for its rollout across the ATU. This involved the need for agreement on settings and output of the system, as well as the recruitment of staff to input legacy modules and programmes. This work is ongoing.

1.9 CINNTE Institutional Review Planning

The University had an initial preparatory meeting with QQI last September. In the interim, plans are in place for the establishment of a CINNTE Steering Group with Dr Michael Hannon as the Executive Lead and Chair of the Steering Group. Once the Steering Group is populated it will propose timelines to QQI along with a review and agreement of terms of reference for the institutional review. Details of the proposed membership of the Steering Group is available HERE.

1.10 Faculty and Programmatic Review

The three founding institutes carried out faculty and/or programmatic reviews just prior to designation as ATU or during the reporting period.

During the Academic year 2021/22, reviews of the Faculty of Engineering & Technology, the Faculty of Business, the Faculty of Science & Health were carried out along with programmatic reviews within their ten academic departments. The internal element of the Faculty Reviews comprised a self-evaluation and a five-year plan for TLA; learners; graduates; stakeholder engagement and research activity. The external element of the Faculty Reviews involved a panel of external experts considering the evidence of the self-evaluation and conducting their own evaluation. The final report and its recommendations were formally responded to by the relevant Head of Faculty and a programme of work agreed.

A full Programmatic Review for each Department was completed in 2022. In monitoring the programmes, the focus was on the effectiveness of the programme in meeting its stated aims and also on the success of the learner in reaching the intended learning outcomes. For each programme an Expert Panel made recommendations in relation to:

- The effectiveness of the curriculum and assessment in relation to the intended learning outcomes.
- The effectiveness and efficiency of each validated programme, including details of learner numbers, retention rates and success rates.
- The development of the programmes in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments.

The final report and its recommendations were formally responded to by the relevant Heads of Faculty/Heads of Department and a programme of work agreed.

In addition, the School of Business and Social Sciences completed its Programmatic Review. The review included programmes from the Department of Business, the Department of Marketing Tourism and Sport and the Department of Social Sciences. The review panel members included representation from academia, the public sector and the private sector from across the island of Ireland. The External panel acknowledged that the normal School review and School strategy could not be completed as the future direction of School will be determined in the context of the wider ATU changes. Consequently, the panel focused mainly on the review of programmes. While they made specific recommendations and conditions in relation of individual programmes there were some overarching themes that emerged for example.

The integration with St. Angela's College will provide unique opportunities for exciting developments. The implementation of Universal Design for Learning (UDL) was a key strength of the faculty. The panel also made recommendations in relation to a structured approach to engagement with regional industry, staff up-skilling in digital skills, marketing of programmes, measuring the sustainability of programmes, student engagements, and the support for Research and Innovation activities.

In the period immediately preceding the formation of ATU, programmatic reviews for the School of Creative Art & Design and the Galway International Hotel School were carried out. The School of Engineering Programmatic Review continued into the period covered by this report and programmes were reviewed in the Schools of Business and Science & Computing. Panels consisting of academic experts, industry and graduate representatives reviewed the Self-Evaluation Reports prepared by Programme Boards following research, consultation and reflection. The practice of having international representation on panels, commenced during the Covid-19 pandemic, continued. This allowed for a different perspective and international comparison of programmes. Programme Boards used the opportunity to update, and in some instances, re-structure their programmes. The panels' commendations focussed on the professionalism and commitment of staff, student- centredness, support structures, the programme structure/content and communication and engagement, industry partnership and the embedding of sustainability. Conditions varied from staff upskilling, documentation, APS clarity, communication and engagement, the management of placement, the Teaching and Learning strategy and specific points related to the programme/module content. Content from Self Evaluation Reports relating to sustainability, employability, gender equality, graduates, innovative teaching/assessment and internationalisation were collated and distributed to the relevant functions as a snapshot of practice.

See section 1.4.1 for further details and reports arising from these reviews.

1.11 Professional Services/Function Reviews
The three founding Institutes also carried out professional services/functional reviews just prior to designation as ATU or during the reporting period.

In advance of designation as ATU, the former LyIT engaged in a systematic evaluation of the operations and services of its Professional Services, which included the following:
- VP for Academic Affairs and Registrar
    - Academic Administration and Student Services (including Admissions, Examinations, Grants and The Curve)
    - Library
    - Computer Services.
- VP for Research, Equality and External Affairs

- o Industrial Liaison
- o Research
- o International
- o Life-long learning
- VP for Finance and Corporate Services
  - o Finance
  - o Human Resources
  - o Estates

The key objectives of the Professional Services Review were to review the development of the Professional Service in the context of the requirements of stakeholders and service users. The reviews provided opportunities for reflection on the operation of the Professional Service and, importantly, opportunities for consultation with learners, employers, staff and external stakeholders. The final reports provided recommendations which support the quality enhancement of the service, while also acknowledging achievement and highlighting examples of good practice.

A Service Unit review of the Library function at ATU Sligo was undertaken in February 2022. The review was led by an external panel, with input from staff and the Students' Union, and co-ordinated by the QA Office. The outcome was a report with many recommendations for improvement, some of which were implemented immediately and some of which will support the alignment of the Library function across the ATU.

Prior to the establishment of ATU, GMIT had concluded functional reviews of all the functional areas with a focus on readiness for integration. The Functional Review was undertaken six weeks prior to the establishment of Atlantic Technological University. The review rightly focused on GMIT but, given its timing, it understandably looked at the state of readiness for transition to the ATU. Fourteen areas were reviewed and all functions were asked to address the following questions:

- What is the function trying to do and how is it trying to do it?
- How do we know the service of facility is effective?
- How could we improve it to make it more effective?
- Preparedness for transitioning to the ATU?

There was good, enthusiastic engagement in the discussion which ranged across the above four questions, with an emphasis placed on transition to the ATU. The whole exercise provided an opportunity for each area to engage in the process of self-reflection as well as to consider a range of other issues.

The SERs varied with regard to how functional areas approached the exercise in general and to their state of readiness. There was broad acknowledgement, either in the SERs and/or during the panel discussion, that many functional areas were not sufficiently well advanced in their thinking, planning and/or operationalisation of transition arrangements. Some groups said they were only beginning to think about issues while others had not yet begun.

Professional, technical and administrative services are core to the ability of a higher education institution to successfully achieve its mission and ambitions. As such, they should be seen as co-equal partners in achieving the academic mission of the ATU. However, a combination of factors seems to have precluded full engagement in the process.

This review also revealed considerable overlap or potential for greater cross-functional collaboration. Developing ways to ensure structured collaboration across different units in the University would help to remove silos, share knowledge and achieve greater synergies and improve quality and performance.

1.12 Integration St. Angela's College

A Joint Application for the Integration of St Angela's College, Sligo (STACS) with the Atlantic technological University (ATU) was approved by STACS Board and ATU's Governing Body and subsequently submitted to the Minister for Further and Higher Education, Research, Innovation and Science on 2nd November 2022. The document details the joint application for the incorporation of St Angela's College into the Atlantic Technological University. This triggered a formal process under

Section 44 of the Technological Universities Act 2018 as amended by the Higher Education Authority Act 2022.

An advisory panel is due to be convened by the HEA to review the application against the provisions detailed in above Acts on the 16th and 17th January 2023. Subject to a satisfactory report from the advisory panel and the HEA, it is expected that the Minster will sign the order incorporating STACS into ATU within the coming months. In preparation for the incorporation of St. Angela's College, the HEA has approved funding of €1.28m under the Technological Universities Transformation Fund (TUTF) for the period September 2022 - August 2023.

1.13 Student Reporting
In recognition of importance of university-wide data reporting and despite the fact that the three founding institutes are currently operating with separate student record systems, progress has been made on the analysis and reporting of ATU-wide student data sets to support decision making. A suite of reports has been developed by the Student Reporting and Academic Information Systems Office, including ATU Key Facts and Figures, ATU Student Numbers Dashboard, ATU Student Retention and progression statistics and ATU Student Pass Rates. An area on the Staff Hub is in development to allow the sharing of reports and dashboards as appropriate across the university.

1.14 Information Compliance
An Information Compliance Office has been established with a university-wide remit to assist the University in complying with its obligations in the areas of data protection, environmental information and records management. An Information Compliance Manger/DPO has been appointed on a temporary acting basis to lead the Office. The Information Compliance Office is represented on the ATU Software Evaluation Committee, the IT Governance Committee and the Corporate Governance and Data Protection Project Steering Committee.
The Data Protection Policy was approved during the reporting period.

1.15 Procurement
A procurement team with university-wide responsibility has been established and a new Head of Procurement has been appointed to steer and manage procurement for the University. Work on process alignment and the development of a procurement strategy is progressing to ensure a university-wide approach to procurement and issue resolution. The team is also working to procure and deliver a university contract management system. ATU submitted the 2022 ATU MAPP and Corporate Procurement Plan to EPS as a single organisation. A university-wide non-compliant and non-competitive (expenditure) data collection and reporting process is in place. The ATU Procurement Policy, available HERE, was approved in the reporting period.

1.16 Finance
A project to align business processes across the university and to integrate the three instances of the Agresso Finance system in the three founding Institutes is well progressed with an expected completion date of June 2023. A payroll integration project is also underway with a planned completion date of January 2024. An interim university-wide organisational structure for the Finance function has been established, centred on Finance Operations, Finance Reporting, Financial Planning and Research & Self-Financing. University-wide treasury management is in place, leveraging collective cash balances at attractive deposit rates. The following policies have been approved during the reporting period:
- ATU Treasury & Cash Management Policy (available HERE)
- ATU Fixed Assets Policy (available HERE)
- ATU Travel and Subsistence Policy (available HERE)

1.17 Human Resources
Consultation on a university-wide organisational structure for the Human Resources (HR) function is currently underway and it is planned to have new structure in place by April, 2023.   Work on integrating the CORE HR systems is in progress with a planned completed date of January, 2024.
The following policies have been approved in the reporting period:
- Policy for Policies (available HERE)
- Recruitment and Selection (available HERE)

- Recruitment and Selection Appeals (available HERE)
- Garda Vetting Policy for Employees (available HERE)

1.18 Building & Estates and Capital Projects
The Building & Estates teams across the ATU are progressing the integration of the Building & Estates function. The teams are also working in collaboration, on a university-wide basis, to respond to capital funding calls.

1.19 IT Services
An interim organisational structure for IT Services is in place to build infrastructure for university. Teams are leading out on four key pillars as follows:
- Technical Operations & Service Delivery
- Information Systems & Solutions Development
- Information & Cyber Security
- Enterprise Cloud & Infrastructure Services

1.20 Research
ATU has constituted a Quality Assurance and Enhancement Team (QAET) to develop a unified Quality Assurance and Enhancement framework and associated policies for the new university. The QAET are progressing the development of a series of QA&E policies and associated procedures for Research. The first policy will encompass Postgraduate Research. The QAET are consulting with internal and external stakeholders in Postgraduate Research (PGR). This will involve ATU supervisors of PGR students as well as non-ATU external supervisors. This broad consultation recognises that ATU's PGR students are routinely co-supervised by academic staff of other HEIs and by mentors in public and private enterprise, NGOs, government departments and agencies. These co-supervisors bring important external perspectives and experience to the PGR student journey, its quality assurance, and the practice in other HEIs and jurisdiction.

A Postgraduate Research Admissions Committee has been established which supports the ATU processes for the:
- Admission of students to the Level 9 MRes and Level 10 PhD registers
- Transfer of students from the Level 9 MRes register to Level 10 PhD register

The committee performs both an important Quality Assurance function and also supports the creation of a team ethos and a collaborative culture between the academic managers and the academic supervisors who participate in the committee's work.

1.21 Progress Towards Integration of Faculties
As referenced in Part B, Section 1.3.2, while consultation on faculty formation for the University is ongoing, four interim faculties, have been established.   Each of the interim faculties are working across the ATU to progress integration and alignment. The following outlines some of the progress made by interim faculties in this regard.

1.21.1 Interim Faculty of Business
The Business Faculty group is currently working as one across two levels - a senior executive team (Heads of School/Faculty) and wider management team including all Heads of Department. The focus of these fora has been on programme portfolio planning, research planning and resource management. The larger Faculty group are also looking at the development of several programmes jointly, including at Masters level, and also a Tertiary Ed degree programme. The faculty group has initiated sharing staff and expertise across ATU campuses.

In late 2022, the Faculty of Business achieved success in being selected, in partnership with two other Higher Education Partners, to receive funding under the HORIZON-WIDERA-2021-ACCESS-03-01 call. The project, Remodel, will involve staff from across the interim Faculty of Business and aims to enhance the research and innovation capabilities and management capacity of Bursa Uludag Universitesi. The project will utilise new digital tools to develop innovative business models for SMEs in the hospitality sector in Turkey.

1.21.2 Interim Faculty of Science and Health

The interim Faculty of Science and Health have formed a cross-campus Faculty Executive and a Faculty Academic Planning Committee. Progress is being made towards working as one and since April 2022 the interim Faculty has held in-person Heads of School/Faculty meetings each month. Two away days with Heads of Department and Heads of School/Faculty have taken place to progress thinking around integration and working as one..

An initial analysis of programme provision has been completed and areas of synergy and potential for targeted development have been identified. The interim Faculty has worked collaboratively on the submission of a joint HEA EOI in Nursing and a joint HEA EOI in Veterinary Medicine

A joint response to a DFHERIS call for additional places on Priority programmes for September 2023 has been submitted. The interim Faculty has worked collaboratively on the DFHERIS initiative for the provision of a novel pathway Level 7 programme, which facilitates direct progression from the ETB to ATU in Industrial Laboratory Science and has collaborated on a novel pathway which facilitates direct progression from the ETB to ATU in General Nursing.

The interim Faculty has collaborated on the development of a EUGREEN project for the provision of a joint programme in Agriculture Technology.

1.21.3 Interim Faculty of Engineering

ATU Engineering Heads of School/Faculty meet fortnightly to discuss the integration of the Engineering Schools/Faculties. In addition, the wider management group of Heads of School/Faculty and Heads of Department have held three meetings to further integration.

A number of postgraduate programmes are being developed jointly across ATU as follows:
- MSc in Engineering Management
- MSc in Civil Engineering

A BSc (Hons) in Sustainable Engineering Technologies, a joint FE/HE Engineering offering, is also being developed on a university-wide basis.

Activities to grow apprenticeship provision are being coordinated across the University. Accreditation from Engineers Ireland for the BEng Manufacturing Engineering Apprenticeship has been achieved.

ATU Engineering staff are co-supervising projects across the University. Fifteen PhD students are now registered and beginning their research journey. The Operations and Supply Chain Research (OSCAR) postgraduate research training programme has been established by the Interim Faculty of Engineering.

The VEX Robotics competition is being delivered jointly across the ATU. All ATU Engineering students have been invited to Invent the Planet, a student competition.

1.22 International Office

The International Education Managers from the three founding institutes are working as one to progress the Internationalisation agenda at ATU. This consists of three key strategic priorities, Internationalisation at Home, Internationalisation Abroad and the Internationalisation of Research.

For the reporting period the focus has been primarily on integrating policies and processes around International Partners, International Agents, Entry Requirements, Fees, Refunds, Key Territories, Key Programmes, Online Recruitment Systems etc. International Education Consultants were contracted to develop a good practice roadmap towards internationalisation for ATU. The University is now working to implement this roadmap. The University is also preparing for the upcoming introduction of the International Education Mark.

1.23 Equality, Diversity and Inclusion (EDI)

Equality, Diversity & Inclusion (EDI) is a university-wide function and includes all people in the ATU community. Various channels of communication from legacy EDI offices were merged and integrated to ensure consistent and cohesive messaging. Channels include the EDI webpage on the official ATU website; an EDI twitter handle; an EDI email account, and an EDI SharePoint for staff. Extensive sections on these channels include details of ATU policies, initiatives, recorded events, online EDI training, updates and national sectoral policy developments.

Building on the achievements of the three IoTs, ATU Governing Body approved a university-wide Gender Equality Action Plan in September 2022. This Action Plan, and a letter of endorsement from ATU President Dr. Orla Flynn, was submitted to and reviewed by Advance HE, leading to the granting of the Athena Swan Bronze Award to ATU. Implementation of the Action Plan began as exemplified by the inaugural ATU-wide process of selecting participants for the Aurora Leadership Development Programme. Thirteen women from across the University began the programme in November 2022.

At its inaugural meeting of 1st April 2022, the Governing Body approved an ATU Preventing and Responding to Sexual Violence and Harassment Policy (available HERE). This is the first such policy approved in the Higher Education Sector in Ireland. This policy sets out the University's commitment to providing an environment where everyone is safe and treated with respect. A new post of Preventing and Responding to Sexual Violence and Harassment Manager has been established to implement the policy.

The ATU Inclusion Calendar for the 2022-2023 academic year was designed and distributed to staff and students. The calendar was developed to support ATU staff and students to recognise and celebrate a variety of occasions throughout the academic year. It includes key academic dates, UN Days and some commonly recognised visibility and pride days.

The EDI function continued to celebrate key diversity dates with events such as the inaugural Black History Month panel discussion amongst staff and students held in October. A number of other dates were celebrated with online webinars, flag-raising and coffee mornings on various campuses. These included National Coming Out Day (October), World Mental Health Day (October) 12 Days of Action Against Violence against Women and Girls (November), International Men's Day (November), International Day of Persons with Disabilities (December).

The We are here, HEAR exhibition (WAHH) was launched with guest speakers and toured ATU campuses in Galway, Sligo, Donegal and Mayo from October – December 2022. The exhibition, by College Connect, featured peer-to-peer research with 104 refugees and people in the International Protection process in Ireland, around their experience of accessing higher education in Ireland.

On 6th April 2022, as part of the designation week for ATU, a group of staff members founded AURA – ATU LGBTQ+ & Allies Staff Network. Based on the values of Respect, Freedom, Voice and Participation, the network has for its mission to champion equality for LGBTQ+ people in the university. Since then, ATU has participated in every community Pride event in the northwest, including Galway, Donegal, Mayo, Sligo and Leitrim. During the summer pride period, ATU has flown the progress pride flag in all campus. ATU has also installed permanent rainbow pathways in all campus owned by the university as a reminder to students that this is a safe and inclusive space. In October, ATU celebrated Coming Out Day with initiatives in all campus. In December, AURA participated in the World AIDS Day, in partnership with Healthy Campus initiative. Furthermore, LGBTQ+ related dates were officially included in EDI's calendar on a permanent basis.

The AURA network is the first of several staff networks to be established in ATU; with a Women's Network and Race Equality Network in the early stages of development. All networks are supported by the EDI office and can regularly update the EDI Steering Group on their activities and initiatives.

1.24 | Recognised Prior Learning (RPL)

ATU created an RPL steering group to co-ordinate the combined RPL activities of the three founding Institutes. To date, ATU has successfully completed Stage 1 of the TESTER project which developed an ATU dataset for RPL. The three RPL co-ordinators were successful in securing funding for a

collaborative RPL for Enterprise initiative, in partnership with Optum Ireland. Both these projects have supported the development of standardised ATU-wide systems and processes in relation to RPL.

As part of the implementation of an ATU RPL Action Plan ATU will establish an RPL Implementation team and an ATU-wide RPL oversight committee.

1.25 Other Initiatives

A number of other integration activities are in progress at ATU. Sample activities are as follows:

- Externally facing engagement is driven by ATU-wide teams, e.g. engagement with Enterprise Ireland and the IDA
- Establishment of an Alumni function serving all of ATU
- The Springboard+ Co-ordinators across ATU have met weekly to update each other on programmes approved, applications, issues etc. and have commenced the alignment of the Springboard+ application process which is currently ongoing.

1.2 Update on Planned QA Objectives identified in Previous AQR

ATU Sligo

No.	Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable	Update on Status Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.
1	Teaching, Learning & Assessment • Continue to support academic teams in remote delivery and assessment Expansion of UDL in all aspects of curriculum development across the CUA • Agree a unitary set of Examination Regulations for the Atlantic Technological University • Collaborate with CUA partners on mapping on how the TLA offices of the three individual Institutes could work within a unitary university.	• Support continued throughout the reporting period in supporting academics engage with both digital teaching methodologies and opting for alternative assessment more suited to the remote assessment environment. This work was led by CELT and the Centre for Online Learning. Teaching and Learning Centre (Sligo) - Atlantic Technological University Sligo (itsligo.ie) Since the beginning of AY 22-23, delivery and assessment returned to normal provision. The promotion of UDL continued during the reporting period with the University's work being recognised by **The John Kelly Award** for Universal Design in Further and Higher Education, an award which celebrates and recognises excellence in the embedding of universal design in both individual practice, and more systematically through strategic collaborative action. • Unitary set of ATU examination regulations approved and are in operation for current academic year 2022/23 • Mapping of TL activities across the three legacy institutes of GMIT, IT Sligo and LyIT conducted and are collectively now operating as ATU Teaching & Learning Centre. Further work on developing an overall philosophy for the Centre will take place. Teaching and Learning	ATU - Atlantic Technological University
2	Support for Learners • Continue to support at-risk students to engage in their programmes for the duration of restrictions aligned to the pandemic. • Progress initiatives required to secure endorsement as an Autism Friendly campus. • Progress initiatives identified in the Institute Mental Health Action plan to	• Student supports for vulnerable students remained in place for the duration of the pandemic. • ATU Sligo was designated an Autism Friendly campus December 2022. ATU Becomes first Autism Friendly Technological University Campus in Ireland - Atlantic Technological University Sligo (itsligo.ie) • Initiatives aligned to the agreed action plan for the legacy Institute continued over the

	support students' mental health and wellbeing. • Pilot the Pass Peer Assisted Learning programme with a cohort of Year 1 students. • In collaboration with CUA partners, conduct a review of Student Services functions across the three Institutes to inform the configuration of Student Services in the Technological University.	reporting period and were reported to HEA in July 2022 and February 2023. • Programme piloted in Semester 2 academic year 2021/2022. The resources to support widespread adoption of programme not available at this juncture. • Individual sections of the Student Services have been reviewed (Student Health, Counselling service, Access). Reviews of Careers and Chaplaincy services are ongoing. In the interim, Student Services has been reconfigured to operate as one within ATU under four pillars - Health & Wellbeing, Student Experience, Access & Widening Participation and Disability.
3	Staff Recruitment, Management, and Development • Increase number of Senior Lecturer posts across the institute to support new staff and to take responsibility for bespoke QA activities within their disciplines. • Promote the participation in both academic and PMSS induction programmes. • Increase the use of LinkedIn learning to support staff PMDS. • Executive committee to promote and support staff, who identify as female, to participate in the Aurora programme. • Progress the Institute's Gender Equality Action plan. Develop a plan for Alignment of Academic QA processes across the CUA	• One additional SL 1 post funded via SATLE funded approved to lead on academic integrity in the University. No further posts approved during the reporting period. • A six-week academic induction programme was developed. Academic Staff Induction - Atlantic Technological University Sligo (itsligo.ie). This programme complements the generic induction programme deliver by HR. • The Head of Student Success and HR continued to promote the use of LinkedIn Learning as a means of CPD. • Commitment to the AUORA programme continues. For the first time an ATU-wide process was organised to seek expressions of interest in attending the 2023 Aurora programmes. Twenty-one expressions of interest were received and 13 women were selected to participate, in addition to one participant who had been approved in the previous year but had deferred attendance. ATU's Gender Equality Action Plan identified that ATU would support a minimum of 12 participants on the programme annually. This cohort of 14 exceeded the minimum number committed to. • ATU EDI Executive Committee was formed with representatives from across all functions of the University. The Committee is leading on the development of relevant policies and procedures and associated training. Equality, Diversity and Inclusion	ATU - Atlantic Technological University • Addressed under QA governance below.

4	**Document Approaches to Quality** • Revisions to chapters, 1, 5 and 6 of Quality Manual to be completed. • Continue to evaluate where new policies and procedures are required to strengthen QA system. • Development a plan for integration of St Angela's College into the new CUA. Support the operational measures necessary to achieve a successful integration, e.g. Due Diligence, Business Plan Development, Staff Negotiations, QA Review and Programme Approval	• Revisions to Chapter 1 (Mar 2022), Chapter 2 (Mar 22), Chapter 5 (Mar 2022) and Chapter 5 (Mar 2022) completed. • Policies and Procedures continued to be updated e.g. Marks and Standards (Sept 2022); EXAM008 Application for Qualifier Exams; EXAM032 Online Invigilation of Examinations (May22); QA0004 Linked Provider Procedure (Apr 22). • ATU/STACS Integration Committee continued to work though the reporting period which resulted in an international panel review in January 2023, which approved STACS integration into ATU once the legal processes were in place. Expected date of integration is Q 3 2023. In the interim STACS is now operating as a Linked Provider, for students who completed first time registration from September 2022.
5	**Learner Admission, Progression and Recognition** • Support all stages of the upgrade of the Student Record System Banner to Version 9, from blueprinting through to testing and Implementation. Supporting the Student Record System throughout the Academic Lifecycle. • Participate in the roll out of the National RPL project through the appointment of an Institute RPL coordinator and the development of an action plan. • Provide a hybrid induction programme for learners that allows them to participate in activities at their own pace.	• Upgrade completed during reporting period. Multiple issues were experienced in August / Sept 2022 as students and staff returned. Several patches were required around Exams Boards and Graduation. However, implementation is now complete and system is running more smoothly. • RPL coordinator appointed for ATU Sligo and first action plan developed and completed. • Hybrid induction progamme developed.
	Governance and Management of Quality • In collaboration with LyIT and GMIT Registrar colleagues, devise a Quality and Enhancement Framework document to shape a unitary approach to QAE in the forthcoming Technological University. • In collaboration with LyIT and GMIT Registrar colleagues, secure resources to advance the	• A Quality Assurance and Enhancement team comprising of four senior lecturers, led by the Registrar Dr. Michael Hannon, established during the reporting period. This team is supported by the Assistant Registrars of ATU. Academic Council has approved the process for policy and procedure development and an indicative timeline has been agreed for implementation of key initial policies. • The Academic Administrator Managers, the Assistant Registrars and the Academic Systems Integration Manager now have

	development and roll out of a unitary QAE system. • Continue to embed a quality culture through the development of procedures, education of staff in relation to QQA responsibilities, staff participation in reviewing quality initiatives, securing additional resources to support staff to enable the implementation of QA processes.	formed a Quality Office Team led by the VP Academic Affairs and Registrar Dr. Billy Bennett. They meet every 2-3 weeks with a focus on practical implementation of the integration and formation of a unitary QAE system • An Additional QA Compliance Officer has been appointed at ATU Sligo to support staff and strengthen the QA culture and approach to all quality-related processes, providing training, data reporting and support to academic staff and academic management.
	Assessment of Learners • Programme teams to review range of assessments deployed in light of the learnings learnt from the introduction of alternative assessments as a consequence of the pandemic. • Continue to work on enhancing the integrity of proctored examinations • Implement and Assess impact on one Collaborative Online International Learning (COIL) Project.	• Programme teams have been encouraged to review mode of assessment through ATU. Teaching and Learning Centre providing the resources to enhance competence. • A working group has been formed between the Examination Office, the Centre for Online Learning and the online Students Advisors. A number of tasks, activities and communication improvements have been implemented to improve the experience of the students and the understanding of staff and students regarding the integrity of proctored examinations. • The COIL project was formally evaluated by the International Office and, because of its success, it is being extended. Such projects are aligned with the internationalisation of the curriculum.

ATU Donegal

No.	Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable	Update on Status Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.
1	Annual Revisions and Update of QAH to support transition to a single Quality Framework as part of ATU • QAH will be approved by Academic Council (AC) in June and published on 1st September.	Work completed as part of the publication of the final LyIT QAH (4.2).
2	Engage with QQI to improve the design and responses to the AQR	Revised content and approach to case studies. Continued dialogue with QQI post-

	• The Quality Office will engage with QQI as part of the annual meeting in May.	merger as work is continued to develop an ATU approach to the QAR.
3	Develop QA for Professional Doctorates as part of the introduction of a DBA. • Review of QAH Chapter 7 to reflect the recommendations of the successful DBA programme panel (Oct 2021).	Drafted, approved by AC and embedded in QAH 4.2 as section 7.3.8.2.

ATU Galway-Mayo

No.	Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable	Update on Status Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.
1	Progress work on preparing for the TU • Enhance communication about the progress towards the TU (President). • Commence projects aimed at policy and systems upgrade (Finance, HR, Computing, Academic Affairs, Student Services, Research) • Recruit Governing Body and President for new TU (GB and Minister). • Propose structure of new AC (VPAARs and AC x 3).	The planned objectives have all been completed and progress has been made towards integration and working as one. Details have been provided elsewhere in this document.
2	Establish Centre for Sustainability • Establish Centre for Sustainability and begin process of embedding sustainability and the Sustainable Development Goals (SDGs) as core guiding principles across all activities in GMIT with a particular focus on curriculum, campus management and operations, community engagement, collaborative research, and culture.	Centre established and manager appointed. Further detail on Sustainability initiatives available HERE
3	Continue to respond as required to the COVID-19 Pandemic • Extend implementation of Mitigation Policy. (AC) • Review use of proctored exams with view to further roll-out as required. (OAA).	Complete. • Mitigation Policy was extended. • Review of proctored exams complete. • Reverted to onsite exams following lifting of Covid restrictions.

	• Take action to ensure safety of staff, student and facilities (Covid Officer).	
4	Continue to develop new programmes in response to industry requirements. • Springboard • HCI • Microcredentials policy	• Programmes developed and offered following successful Springboard and HCI calls. • Paper developed and considered by Academic Council.
5	Evaluate Effectiveness of Academic Council • Conduct survey with Academic Council members as Council ends, reflecting on learnings that will be useful for ATU.	Survey conducted and feedback considered.
6	Embed DAB status. • Approve Joint Sectoral Section 55 protocol between DABs and QQI.	Draft Joint Sectoral Section 55 protocol between DABs and QQI for the inclusion of qualifications on the NFQ endorsed by Academic Council on 15th October, 2021
7	Further enhance academic integrity measures within the Institute. • Adopt NAIN Academic Integrity Guidelines and National Principles and Lexicon of Common Terms. • Progress implementation of Academic Integrity Report.	• The NAIN Academic Integrity Guidelines and National Principles and Lexicon of Common Terms adopted – approved by Academic Council on 15th October, 2021. • There has been ongoing work with staff and students in relation to academic integrity. This will be furthered by the University on a university-wide scale.
8	Review Research Code of Practice • Review and amend to allow exit from doctorate programme with Level 9 Masters award in specified circumstances.	Complete. Approved by Academic Council 11th February, 2022
9	Engage with and support the implementation of the National and Regional RPL projects. • Participate in RPL survey. • Appoint RPL coordinator to participate in both projects. • Start the process of RPL policy alignment.	Complete. • RPL Co-ordinator appointed • ATU RPL policy in development and expected that it will be approved in Q2, 2023.

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Governing Body	01/04/22, 13/04/22, 09/05/22, 13/06/22, 04/07/22, 29/08/22, 26/09/22, 24/10/22, 21/11/22, 12/12/22, 19/12/22.
Interim Academic Council	16/06/22, 15/09/22, 28/10/22.
University Planning Team	05/04/22, 11/04/22, 25/04/22, 09/05/22, 24/05/22, 13/06/22, 04/07/22, 29/08/22, 16/09/22, 26/09/22, 13/10/22, 24/10/22, 09/11/22, 21/11/22, 02/12/22, 08/12/22, 14/12/22.

1.3.2 QA Leadership and Management Structural Developments

The University is currently in a period of transition as it moves from the governance and management structures in place in the three founding institutions to a new structure being established for the University. During the transition phase, the President has established an interim representative University Planning Team (UPT) made up of senior members of the management team and includes diversity of function, location and gender. Members of UPT have university-wide briefs and work with the President in leading the new University and in developing unified structures to underpin it. Current membership of the UPT is listed HERE.

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

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

The university has tendered for the services of a Change Management consultancy, which also has a remit for organisational structure, to advise the President and her management team on the development of a new university-wide organisational structure, including a new faculty structure.

Efforts are being led by the Vice Presidents of each functional area to organise *operations* on a university-wide basis with each Vice President leading on one or more aspects of the overall functions e.g. Academic Affairs, Teaching & Learning, Human Resources, Finance, Internationalisation, Research, etc.

New Appointments and/or Roles Posts recruited, from 1st April 2022 to 31st December 2022, at SLIII, SLII, CSM or higher grade include the following:

- President of Atlantic Technological University
- Strategic Planning Facilitator
- Strategic Project Manager SLIII (Part-time)

- Head of Faculty of Engineering & Technology
- Head of School of Science & Computing
- Head of Department - Nursing, Health Sciences & Integrated Care
- Head of Department, Graduate Studies and Professional Development
- Head of Department of Computing
- Head of Department of Law & Humanities
- Head of Flexible & Online Learning
- Quality Assurance Policy Development Manager
- External Engagement Manager
- NTUTORR ATU Institutional Lead
- Manager of Office of Academic Affairs ATU Galway-Mayo
- Head of Online Learning Student Experience
- Head of Procurement
- Education Outreach Manager
- Innovation Manager
- DASBE Programme Manager

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
Programmatic Review - Faculty of Business & Social Sciences	Q1, 2022	ATU Sligo Faculty of Business Social Sciences-PR Report-RevalidationV5 Final Signed.pdf
Library services	Q1, 2022	ATU Public Share - 2022 ITSligo_Library_Review Report Final 11.03.22 - PDF (003).pdf - All Documents (sharepoint.com)
Faculty of Engineering and Technology Review	Q1, 2022	Faculty of Eng & Tech.pdf
Faculty of Business Review	Q2, 2022	Final Report of the EEG for Faculty of Business April 2022.pdf
Faculty of Science and Health Review	Q1, 2022	Final Report of the External Expert Group for Science and Health 25 March 2022.pdf
Programmatic Review of Dept. of Design and Creative Media	Q2, 2022	Final Report of the External Expert Group (Programmatic Review) Design and Creative Media.pdf
Programmatic Review of Dept. of Civil Engineering and Construction	Q2, 2022	Final Report of the External Expert Group (Programmatic Review) Civil Eng and Construction April 25 2022.pdf
Programmatic Review of Dept. of Early Education and Social Studies	Q2, 2022	Final Report of the External Expert Group (Programmatic Review) Dept Early Education and Social Studies.pdf
Programmatic Review of Dept. of Life and Physical Sciences	Q2, 2022	Final Report of the External Expert Group (Programmatic Review) Dept Life and Physical Sciences.pdf
Programmatic Review of Dept. of Electronic and Mechanical Engineering	Q2, 2022	Final Report of the External Expert Group (Programmatic Review) Dept of Electronic and Mechanical Engineering.pdf
Programmatic Review of Dept. of Tourism and Sport	Q2, 2022	Final Report of the External Expert Group (Programmatic Review) Tourism and Sport.pdf

Programmatic Review of Dept. of Law, Public Service and Education	Q2, 2022	Final Report of the External Expert Group Programmatic Review Department of Law Public Service and Education.pdf
Programmatic Review of Dept. of Nursing and Health Studies	Q1, 2022	Final Report of the External Expert Group Programmatic Review Dept Nursing & Healthcare March 31st (1).pdf
Programmatic Review of Dept. of Business Studies	Q2, 2022	Final Report of the External Expert Group Programmatic Review for Dept of Business Studies.pdf
Programmatic Review of Dept. of Computing	Q1, 2022	Final Reportof the External Expert Group (Programmatic Review) Dept of Computing 28 and 29 March (2).pdf
School of Science	Q2, 2022	Programmatic Review	ATU - Atlantic Technological University (gmit.ie)
School of Design & Creative Arts	Q2, 2022	Programmatic Review	ATU - Atlantic Technological University (gmit.ie)
Mayo Campus	Postponed due to changes to School management. Completion now planned for Q2, 2023.	

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

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

	Total	Academic Schools/ Department	Professional Services /Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	43	8	1	1	24	8	1

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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.

of those:							
On-site processes	5	4				1	
Desk reviews							
Virtual processes	38	4		1	29	4	
Average panel size for each process type*		6	4	4	5	5	

*excluding secretary if not a full panel member

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

Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair	43	32	11		6	35	2			36	7
Secretary	43	17	26		43						
Academic/Discipline Specific	79	39	40		10	52	16	1		64	15
Alumni	9	4	5			9				9	
Student Representative	18	13	5		18					18	
QA	15	3	12		15					15	
Teaching & Learning											
External Industry /Third Mission	43	19	24		2	41					

2.0 IQA System – Enhancement and Impacts

2.1   Programme Validations
The following programmes were validated and approved by the interim Academic Council in the reporting period:

- BA (Honours) in Communication with English
- MSc in Blockchain Technologies and Applications
- PG Diploma in Blockchain Technologies and Applications
- BSc in Inclusive Practice for Special Needs Assistance (SNA)
- Higher Diploma in Leadership and Wellbeing in the Workplace
- Bachelor of Engineering in Electric Vehicle Engineering
- Certificate in Electric Vehicle Technology
- Bachelor of Arts (Honours) in Corporate Law
- Certificate in Dispute Resolution and Disciplinary Investigations
- BSc in Strength and Conditioning
- BSc in Sport and Exercise
- BA (Honours) in Hospitality Management
- BA (Honours) in Hospitality Management Practice
- BA (Ordinary) in Tourism & Hospitality Operations
- BA (Honours) in Professional Kitchen Management
- Certificate in Hospitality Skills with English
- Certificate in Accommodation Skills with English
- BEng in Building Engineering (Common Entry) incorporating degree awards options:
- Building Engineering with Renewable Energy
- Fire Safety Engineering
- Master of Science in Sustainable Food Systems
  Postgraduate Diploma in Sustainable Food Systems
- Master of Science in Food Regulatory Affairs
- Postgraduate Diploma in Food regulatory Affairs
- Master of Science in Food and Nutritional Product Development
  Postgraduate Certificate in Food and Nutritional Product Development
- Single Subject Certificate in Food Science NUTR09031
- BSc in Property Services and Facilities Management
- Certificate in Auctioneering and Estate Agency Practice
- Bachelor of Science in Applied Industrial Science (Add-on)
- Bachelor of Science (Honours) in Applied Industrial Science (Add-on)
- BSc (Honours) Clinical Measurement Physiology
- BSc (Honours) in Real Estate Development and Validation
- BSc (Honours) in Property Services and Facilities Management
- BA (Honours) Applied Social Care
- BA Applied Social Care
- Bachelor of Business (Honours) in Accountancy)
- Bachelor of Engineering (Honours) in Advanced Manufacturing Systems
- BA (Honours) Applied Social Care
- BA Applied Social Care
- Bachelor of Engineering (Honours) in Automation, Robotics and Digital Manufacturing
- H. Dip. in Automation and Digital Manufacturing
- Certificate in Robotics - Build, Programme and Automate
- BEng in Automation and Robotics
- Higher Certificate in Automation and Robotics
- Certificate in Healthcare Analytics
- Bachelor of Arts (Honours) in Human Resource Management
- Higher Certificate in People Skills
- MSc in Business Sustainability Leadership
- Postgraduate Diploma in Business Sustainability Leadership
- Certificate in Business Sustainability Leadership
- Certificate in The Sustainable Development Goals, Partnership, People, Planet and Prosperity

- Higher Diploma in Science in Medical Science
- Higher Certificate in Medical Science
- Bachelor of Arts (Honours) in Gastronomy Science & Food Innovation
- Bachelor of Arts in Gastronomy Science & Food Innovation
- Higher Certificate in Culinary Arts, Professional Chef Programme
- Certificate in Culinary Skills
- Certificate in CAD – Parametric Modelling
- B.Ed. in Art and Design & Communication Graphics
- Certificate in Pastry & Baking
- Higher Certificate in Engineering in Agricultural Engineering
- Certificate in Industrial Automation
- Higher Certificate in Biomedical Engineering
- BA (Honours) in Heritage
- BA in Heritage
- Higher Certificate in Heritage
- Higher Certificate in Business in Event Management Operations
- Bachelor of Business (Honours) in International Hotel & Hospitality Management
- Bachelor of Business in International Hotel & Hospitality Management
- Bachelor of Business (Honours) in International Tourism Management
- Bachelor of Business in International Tourism Management
- Higher Certificate in Business in Tourism
- Certificate in Heat Pump Installation, Commissioning, Maintenance and Servicing
- Certificate in Energy Conservation and Environmental Services
- BSc in Property Services and Facilities Management
- BSc (Honours) in Facilities Management and Sustainable Building Services
- BSc (Honours) in Real Estate Development and Valuation
- PG Certificate in Universal Design for Learning (UDL)
- MA in Universal Design for Learning

2.2 Research

In 2022 ATU launched an exemplary initiative designed to deliver on key national and institutional objectives/priorities for Graduate and Professional Development programmes and Enhanced Research Collaboration with Enterprise. ATU has piloted two cohort-based Postgraduate Researcher Training Programmes (PRTP) in:

- Modelling and Computation for Health and Society (MOCHAS)
- Operations and Supply Chain Research (OSCAR)

These PRTPs currently involve 30 PhD scholars (15 in each programme). The PRTPs were initiated to:

- Develop highly trained, skilled researchers.
- Equip graduates with the agility to adapt to evolving workplaces.
- Establish excellent, cohort-based training programmes/environments.
- Deliver thematically aligned research projects of relevance and impact.
- Achieve inter-institutional collaboration and efficiency.
- Forge strong, substantial collaborations with external stakeholders.
- Leverage external funding.

Defining features of PRTPs include:

- Applicant-led definition of the research domain.
- Strong external partnership.
- Cross-institutional environments of research excellence.
- Cohort-based recruitment of postgraduates.
- Provision of high-level training programmes in generic, transversal and specific skills.
- Student-focused ethos.

The programmes will deliver tangible benefits and impacts:

- Economic and societal benefits will include the provision of financial support to a community of researchers, the upskilling of research staff to create new economic opportunities, and education of a highly relevant workforce within the region in demand by industry and academia (talent pipeline). This is

evidenced by the number of PhD candidates funded (30/120 funded to date) and to graduate from PRTPs.

- Public interest and engagement in Science, Technology, Engineering and Mathematics (STEM) stimulated by the PRTPs which will be augmented by educational outreach in HEIs, secondary and primary schools. Also, public debate awareness and attitudes have been stimulated or informed by research. This will be evidenced by the education and public outreach metrics provided by PRTPs.
- Public policy will be informed by PRTP outputs. Beneficiaries include government, NGOs, not-for-profit and public bodies. This is evidenced by the number and type of interactions between PRTPs and organisations outside ATU.
- Increased efficiency in the delivery of public services and overall improvement of citizens' quality of health and life.
- PRTPS will also focus on the more sustainable development of processes and systems that will provide a positive effect on the environment in the region.
- External to the ATU, in the medium term, as PIs and students apply their skills and expertise in collaboration with business and communities to conduct research relevant to the region, developing research-informed teaching and building research and innovation capacity and ambition of society and the economy in the West/North-West, a region in transition as defined by the EU.
- External to the ATU, over time, as graduating PhDs move into society and the economy, valorising their expertise and experience in thought leadership and knowledge creation.

Reach & Significance:
The PRTPs have positively impacted the culture of research within ATU faculty. This is evidenced by academic staff taking on additional roles in the design/management of collaborative programmes in ways not previously achieved. This approach has embedded research within ATU faculty rather than as 'external', non-core activity, hence significantly changing ATU's research culture. PRTPs have also impacted positively on culture in support functions. Processes instigated to recruit and register PRTP scholars have catalysed the alignment of ATU processes in research administration, postgraduate quality assurance, and academic governance. Over 60 ATU staff were involved in various aspects of the PRTP recruitment/registration process. PRTPs are designed to achieve sustainability by developing staff experience of participation in structured PhD programs that are prevalent internationally. This will generate credibility, capacity and an appetite to join consortia applying for external funding. European programmes (i.e. Erasmus/InterReg joint postgraduate; MSCA Innovative Training Networks/CoFund programs) are specific targets. Development of thematic research collaborations via PRTPs will establish the foundational capacity/structures for success in HORIZON & ERC calls. Further benefits to external partners, society, ATU and partnering HEIs will arise through enduring collaboration to secure competitively awarded funding in the domains forged by the PRTPs.

2.3 CRM for student applications process and external engagement

ATU's University Planning Team has approved the principle of extending the CRM system, Microsoft Dynamics, for the flexible and online learning student applications process and for external engagement across all of ATU. Process-mapping, introduced during earlier CRM development, was used in ongoing process improvement work to align applications processing across the ATU. A procurement process is underway for a customisation partner.

Three options were considered for migrating CRM solutions to an ATU-wide tenancy. An option has been chosen and outline plan produced to have a CRM platform for whole of ATU. The first change was completed with users signing in with ATU identity.

2.4 Higher Ed 4.0 Project

The primary focus in the Higher Education 4.0 project is engagement and innovative responsiveness to external stakeholders, along with academic excellence. Additionally, the project is aimed at improving the internal environment within higher education through the cultivation of skills, alteration of mindsets and, most importantly, the re-design of processes to make the ATU more nimble and more responsive to the needs of learners and employers.

While these objectives present significant challenges, progress is being made in the development of draft agile processes for micro-credential approval, the documentation of a lean content development process, and engagement with industry on Recognition of Prior Learning and providing career advice.

It is still early to determine the extent of the impact of these efforts, but positive developments are ongoing.

2.4.1 Higher Education 4.0 – Theme 1 RPL

The three RPL Coordinators continue to mentor learners through the RPL, RPEL process and the www.myexperience.ie platform to apply for ATU programmes. The RPL Coordinators are trained to support and develop three key aspects of RPL:

- Organisational Development
- Staff Support
- Applicant Support

RPL focus groups have been formed across all ATU campuses, and one-to-one meetings have taken place with Head of Departments/Schools.

The www.myexperience.ie platform has been updated with new videos, a six-step process and an automated system linking applicants to RPL Coordinators for one-to-one mentoring/meetings.

Webinars have taken place across the ATU sites connecting industry in the region and promoting RPL.

An RPL Collaborative working group was formed with educational partners to explore RPL assessment competency-based rubric and framework in consultation with SETU, SUNY US, Thomson Rivers University Canada and THEA/IUA national project.

ATU has two new ATU Digital Badges in development - Understanding RPL and Assessing RPL. These will be launched in 2023.

The University is piloting the www.mycareerpath.ie RPL pathway with ATU industry partners, Optum (2022) and Medtronic (2023), generating business case studies for RPL pathways into ATU.

A RPL Portfolio Assessment Tool is in development and will be piloted in 2023. Work is ongoing on re-imagining the assessment design process and ATU is working with Ergo Consultants/MS Dynamics along with consultations with CAEL in the US on RPL Portfolio Online Assessment Workflow. The University is also building a front-end portal in Microsoft Power Apps Portal (Part of Microsoft Dynamics) and building a back-end portal to review RPL applications.

In 2022 a total of 130 RPL applications were processed.

2.4.2 Higher Education 4.0 – Theme 2 Facilitating Higher Education Opportunities at Scale to Meet Employer and Employee Needs

Theme 2 aims to promote internal innovation, and immediate impact can be measured by the number of requests for funding for smaller projects, including reusable content development, and other innovations. At present Theme 2 has more than 76 active work packages.

The process of Rapid Content Development (RCD) has been designed and implemented by the Instructional Design Unit.

Through work on lean content development, a process has been successfully designed and implemented that enables subject matter experts to easily engage with our instructional design team to create high quality learning content in a short time period. In addition, the internal content development methods, designed and created by the Instructional Design team, helps to optimise skill sets across various types of media and to provide a better quality of provision, a better student experience as well helping to support academic teams.

Projects:
- Nine sub-projects are complete and available to share/publish.
- Ten sub-projects are in progress.
- Thirteen sub-projects are in the pipeline for 2023.
- Work is in progress to make them open education resources (OER), with creative commons licence so they can be used by anyone.

2.4.3 Innovative Models of Teaching & Learning

Several programmes, such as the Work-Based Learning programme in Laboratory Science and a series of MOOCs on the Sustainable Development Goals, demonstrate ATU's ability to be innovative in delivery methods and provide alternative access models to high-quality programmes.

Additionally, the University is conducting pilot testing of the development of lean laboratory recording techniques in a pastry-making course.

The Remote Labs initiative (Work Package 5.4) proved to be invaluable during the Covid-19 pandemic, between the Spring of 2020 and Summer 2021. This project included a "Remote Labs" initiative for the purpose of minimising attendance on campus for distance learners as well as increasing their opportunities for practical experimentation and work. During that period, the Remote Labs Officer hired under the project was able to assist campus lecturers to provide alternative learning experiences to laboratory work as all students were unable to attend campus laboratory sessions.

The Adaptive Learning project consists of a project team from all ATU campuses to develop an Adaptive Learning platform in collaboration with McGraw Hill publishers for 1st year Engineering modules. This will enable the development of an intelligent system which adapts learning material to the students' abilities, thus providing a more engaging student experience and improving retention.

2.4.4 Higher Education 4.0 – Theme 3: Project Management and Enablement

Another key aspect of this project is the development of appropriate policies to support these innovations. This will be important for the acceptance and approval of new models of learning.

Contributing to ATU academic excellence, the work completed at part of Work Package 6 (Policies and Procedures) has identified best practice from across Ireland and Europe to feed into the development of a 'Procedure for the Validation of New Minor, Supplemental and Special Purpose Awards and Single Modules' which has been submitted to the ATU Academic Council by the Quality Assurance & Enhancement Team (QAET).

Over the course the last 18 months, the ATU Policy sub-group worked to develop draft proposals that would inform the emergent approach to programme development at ATU. ATU desk-based research identified best practice from across Ireland and Europe.

Given that the focus of the Higher Education 4.0 project had a special focus on Micro-credentials and MOOCs, the unique characteristics and design needs of these programmes were captured in a discussion paper which the project developed.

Phase 2, which is now complete, involved the development of Policy Frameworks for three key strategic areas:
- Micro-credential/MOOCs
- The Recognition of Prior Learning (RPL)
- Blended and Online Learning

All three Policy Frameworks were subject to stakeholder feedback, in consultation with the three ATU Vice Presidents for Academic Affairs & Registrars.

Phase 3, which is in progress, involves engagement with the new ATU Policy Development group and the ATU Academic Council to formalise the integration of the outputs of WP6 into the new ATU systems and processes.

The formation of the new University has slowed down the process, but "agility" has been acknowledged as a crucial factor in the development of new processes. The prioritisation of a policy on Micro-credentials and MOOCs is an example of such internal impact.

2.5 NTUTORR

Ireland's technological sector, combining new technological universities and institutes of technology, has formed a partnership to develop and deliver on the National Technological University Transformation for Recovery and Resilience (NTUTORR) programme 2021-2024. This programme, which is EU funded (value 37 million euro) and overseen by the HEA, proposes to utilise the national scale and scope of the 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 NTUTORR programme is designed to transform learning, teaching and

assessment by focusing on transforming the student experience and developing the capabilities of all staff to address a sustainable pedagogical and learning environment with particular and critical focus on digital transformation, the Sustainable Development Goals (SDGs) and equality, diversity and inclusion (EDI). The national programme of work of the project is designed to enable and leverage digital transformations to achieve sustainable and long-lasting change in the higher education student experience.

The programme aims to implement and utilise digital technologies and platforms in a manner which will enable and empower students and staff to enhance and develop their higher education experience. The project is designed around three streams: Stream 1 Empowering Students; Stream 2 Building Staff Capabilities; and Stream 3 Digital Transformation. The leadership team for NTUTORR in ATU includes Prof. Jacqueline McCormack and Dr. Carina Ginty. Both Jacqueline and Carina are also leading Stream 1 and Stream 2 for the Technological University Sector in Ireland. Learn more about this national TU transformation EU funded project at https://issuu.com/atlantictechnologicaluniversity/docs/atu-magazine-issue-5final/8

2.6 Enhancing the Online Student Experience

2.6.1 Pre-Induction in 2022/23
The student experience of application and onboarding for online students was enhanced in the September 2022/23 cycle, through the introduction of an online Pre-Induction during the summer months, which was made available to all applicants, who were at offer stage, before accepting an online programme at ATU Sligo. Pre-Induction introduced students to returning to study in Higher Education, online study skills, time management and an introduction to the technologies and virtual learning environment students would be exposed to with online programmes. The aim was also to raise awareness of the academic and student supports to students. The pre-Induction webpage had 3,368 unique page views and 4,650 page views and time spent on this page averaged 3 minutes and 16 seconds.

2.6.2 Introduction of one-to-one appointments with Online Student Advisors
Following summer (2022) Open Evenings, a pilot system was introduced whereby prospective students can book one-to-one online appointments with Online Student Advisors, who can advise them in specific detail about programme choices, pathways, course content, the approach to online study etc. and can also assist students with their readiness for return to study. Prospective students who were unclear about the direction to go in were referred on to the mycareerpath.ie service, where advisors could assist them further in their career choices and ensure they were applying for the right courses. Feedback from those who made appointments was positive and the majority of appointments were made by those who had already applied for programmes but were looking for more information, reassurance and support on preparing for the return to education. As a result of this, ATU intends to introduce more sessions on preparing for online programmes and, in particular, to support those returning to and accessing higher education.

2.6.3 Community of Practice: Online Student Advisors, Mycareerpath.ie Advisors and RPL Advisors
A community of practice has been set up between Online Student Advisors), mycareerpath.ie advisors and cross-campus RPL Coordinators for the purpose of enhancing knowledge and awareness of the pathways onto ATU online and flexible courses and to enhance awareness of each role so that prospective students are channelled appropriately to the service they require to help them access ATU online and flexible courses. Online Student Advisors have explored mycareerpath.ie tools and mycareerpath advisors have received detailed briefings on ATU online programmes, entry requirements, pathways, progression and prospective employment. The next stage in the community of practice will be to engage with RPL co-ordinators to ensure that ATU systems are aligned and that RPL applications can progress through the applications system in a timely manner. While still in the pilot stage, students have been more effectively directed to the appropriate support and service that they need which will enhance their prospects of making a successful application to a programme and attending the right programme for their chosen career path. ATU will measure successful applications rates in 2023.

2.7 Universal Design for Learning

2.7.1 ATU UDL Conference:
The UDL Working Group, under the guidance of the Teaching & Learning Centre, co-ordinated preparations for the 2nd Annual Conference opened by Minister for Higher and Further Education and Training, Simon Harris on the 26th May, 2022. Several conference presentations delivered on the outputs of SATLE funding related to UDL

initiatives within the university. The focus was centred on sharing best UDL practices across a variety of programmes and services that encapsulated the student voice.

2.7.2 Post Graduate Certificate/ Masters in Universal Design for Learning:
The UDL Lecturer, Head of Teaching & Learning (ATU Sligo), and the Head of the Business & Social Science Faculty (ATU Sligo) collaborated to write the L9- Post Graduate Certificate/ Masters in Universal Design for Learning programme. This collaboration involved internal review, engagement with external experts in UDL to contribute to this programme making it a robust and worthwhile award. The programme was defended successfully at QQI panel in June and approved through Academic Council in August 2022. The programme commenced in October with academic colleagues enrolled across the ATU.

2.7.3 John Kelly Collaborative Awards (April-October 2022):
In April 2022, AHEAD/ UCD circulated calls for submissions from Higher and Further Education institutions who have progressed the UDL framework significantly within their organisations. With over five years of significant UDL progression through initiatives, workshops, and facilitation of UDL badges ATU Teaching & Learning decided to apply for recognition of these substantial achievements in UDL. The application called for a considerable amount of evidence under various criteria. The UDL team across the ATU collaborated on this submission and worked to gather all evidence of this progression across the University. This application was due in June of 2022 and ATU submitted a strong application, which was shortlisted. By August 2022, the team was starting the process to draft an oral presentation and poster presentation which was delivered at the John Kelly Award presentation in UCD in October. The presentations were adjudicated by an international panel of experts and ATU were successful and awarded the 2022 John Kelly Collaborative Award.

2.7.4 National Access Plan – PATH4 (Phase I) submission (June-December 2022):
As the development of UDL across the ATU is the central focus of the UDL Centre of Excellence, the Centre contributed to various segments of the ATU submission of the National Access Plan – PATH4 (Phase I) funding call to the HEA. During this timeframe, scope work was underway as to what projects and deliverables the centre could offer to the ATU and regional UDL community through this application. Collaborative meetings were held internally and nationally to scope the project-works in relation to UDL. The Lead UDL Lecturer and the Head of Teaching & Learning based in Sligo, agreed to taking on the project lead role on a National UD Charter for the HE and FET sector as work package deliverable. During this timeframe much collaboration and organisation of the team was underway to determine the direction this project would take. The UDL Centre of Excellence team has started to progress the following work package - Create a UDL Community of Practice – to enhance UDL developments across ATU and Regionally in relation to Phase I from October through December. The following deliverables are part of this work package; Publish UDL Best Practice Toolkit for ATU staff , UDL accessibility Audit of one programme per college with recommendations: Facilitate three National UDL Workshops on (Inclusive Audits, Digital Inclusion and Inclusive Curriculum), Create a UDL Regional Hub with HE/FE sectors in the West/North West, Facilitation of the National Rollout UDL Digital Badge and a Memorandum of Understanding to create a UDL Digital Badge for the Post-Primary Sector in consultation with Ahead/ NFETL.

2.7.5 Other Developments
A workshop was facilitated for staff from Sligo University Hospital interested to learn more about UDL in September. From October through December, three workshops took place at ATU Donegal to start the UDL campaign on that campus. The National Roll out of the UDL Digital Badge involved ATU facilitation with 12 ATU staff members facilitating multiple peer groups and this ran from October through December. At the request of Routledge Publishing Company, the UDL Centre of Excellence completed a book review on UDL in relation to learner voices, perspectives, and positionings. Upon request from CCT Dublin Business College, the UDL Lecturer delivered as part of the national series of Teaching Excellence to a national audience on implementing UDL into curriculum.

2.8 Sample Faculty and Function Enhancements

2.8.1 School of Engineering and Design
The Lean Sigma White Belt (MOOC), now in its 10th year continues to attract large numbers with the current course again enrolling over 1000 participants. When launched in 2013, it was billed as 'Ireland's First MOOC' and since then has been delivered to over 20,000 participants from 50 countries. The course is delivered by

lecturers Brian Coll and John Donovan, from the Dept. of Manufacturing & Mechanical Engineering and supported by instructional designer Jennifer Gilligan. Following a successful pilot last year with some slides being translated to Japanese, this has now expanded to a full Japanese version of the course. This year, Astellas Japan have enrolled over 200 of their employees who are completing their White Belt course in Japanese which includes the slides, quizzes and subtitled videos. As part of the developing relationship with ATU, Astellas have 60 employees currently registered on the follow-on Yellow and Green Belt programmes. In addition, EIGSI university in France enrol over 100 students on the White Belt who take it as part of their engineering degree course.

The Dept. of Civil Engineering & Construction welcomed SCSI (Society of Chartered Surveyors Ireland) to campus for the formal launch of the new suite of programmes at Level 7 & 8 in the Property Services and Facilities Management sphere. James Lonergan, Director of Education with SCSI presented at the launch and noted that their recent survey identified a shortage of 1,100 surveyors at present. In discussing SCSI accreditation of the four new programmes, he also noted that the BSc in Facilities and Building Services Management was the first programme in this discipline to be accredited by them.

The Civil Engineering and Construction Department last year established a networking group for female staff and students to meet regularly. The Engineering Female Network group offers an opportunity for many females who find themselves studying/working in a male dominated environment to meet with other female counterparts in a similar situation. The network group meet over a light lunch where an inspiring female guest speaker from industry discusses her career path to date and describes her typical working day. They follow the presentation with a casual mingle/network opportunity for attendees where students and staff get to know one another. To date, the network has inspired a number of students to make direct contact with industry and gain summer placements and industry linkages. This 'see it to be it' approach supports students to recognise what the future can hold for them and theoretically should aid retention of the small percentage of females students in Engineering.

2.8.2 The MOCHAS Autumn School
The MOCHAS team organised the MOCHAS Autumn School, a mix of personal development and technical sessions delivered by a leading academic from Wageningen University and Research in the Netherlands and internal ATU academic staff. Over the four days there was a variety of lectures, workshops, group presentations, an outing on the Wild Atlantic Way, and lots of opportunities for mixing and networking.

2.8.3 Lean Six Sigma branded textbook
The new ATU Lean Six Sigma branded textbook was released. This book is used on the Lean Six Sigma Yellow Belt and Green Belt courses which over 500 students enrolled on in the last academic year. The textbook shows how Minitab statistical software can be utilised to analyse data and optimise processes using the Lean Six Sigma tools. Lean Six Sigma is the leading process improvement approach for organisations that wish to attain world-class performance in quality and customer satisfaction.

2.8.4 EmpowerUS
EmpowerUS (Socio-economic Empowerment of coastal communities as users of the sea to ensure sustainable coastal development) is a €6 million project that was launched under the EU Horizon Europe Programme on 1st October 2022 and will run for three years. Dr. Salem Gharbia leads the development of the GIS-based digital empowerment solution and co-lead work package in relation to the use of nature-based solutions to empower communities towards social innovation.

2.8.5 Scrimshaw Journal of New Writing and Visual Art
The 3rd year Writing and Literature students launched the Scrimshaw Journal of New Writing and Visual Art- the FIRST literary publication for the Atlantic Technological University (ATU), a collaboration of students, staff, and alumni. To crown this achievement, Sarah Glendon, a graphic design student at the Centre for Creative Arts and Media, won the Magazine Design/Layout of the Year category of the Student Media Awards for her design work on the Journal.

2.8.6 Galway International Hotel School
The Sustainable Tourism Observatory at ATU (STORY@ATU) research group has been active throughout 2022 as it aims to help tackle the social, cultural, economic, and environmental challenges facing the tourism industry across the island of Ireland. STORY@ATU is a collaboration between the three ATU campuses. It aims to build on new and existing partnerships with key stakeholders in local authorities, state agencies, tourism industry, enterprises, and communities across the island and internationally to address local challenges and collaborate

with national and international researchers on global solutions. There are a range of projects completed and ongoing - see: https://www.itsligo.ie/story-au/

In December 2022, a webinar was organised by ATU Tourism colleagues entitled "Upskilling Irish Tourism for a decarbonised world". This was funded by the HEA and brought national and international experts, policy makers, practitioners together with students and staff to explore how our rapidly changing sector can positively contribute to the decarbonisation agenda. There were 321 attendees on the day and further views since the event on YouTube - https://www.youtube.com/watch?v=509-cZyVLyg

2.1 Initiatives within the Institution related to Academic Integrity

The challenge of AI
As in all HEIs globally, the emergence of generative artificial intelligence (AI), especially - but not limited to - the ChatGPT platform, has dominated thinking and activity in relation to academic integrity in ATU.

AI policy and procedures
The University had legacy academic integrity policies for its constituent institutions, and these are now in the process of being integrated through the ATU academic quality integration process, co-ordinated by the university's Quality Assurance & Enhancement Team (QAET), established in June 2022. The remit of this team is to develop an evidence-based academic Quality Assurance and Enhancement Framework for the University.

Dr Perry Share, Head of Student Success, has been appointed by the VP Students, Teaching and Learning to work directly with the QAET to develop the integrated policy.

The emergence of AI tools has made for a very uncertain environment for learning, teaching and assessment. Consequently an interim amendment to the existing academic integrity policy will be made, with a view to further development in the academic year 2023-24, as further information and guidance in relation to AI and AI emerges nationally and internationally.

This will be done with a strong focus on developments in higher education globally and across the HE sector nationally. In particular the evolving guidance documents developed by NAIN (Guidelines, Principles and Lexicon) will inform the development of the policy.

NAIN
The university is an active participant in the work of NAIN, the National Academic Integrity Network. Dr. Share is a member of the NAIN Working Group 2 that has developed framework policies and process and will continue to work with NAIN (WG4) on implementation issues. He has facilitated the organisation of a NAIN webinar [2 Feb 2023] with US academic writing and AI expert, Anna Mills of Marin College, California and convened a webinar on academic integrity, drawing on the experiences of various NAIN members, for the QQI/NAIN 'Artificial Intelligence week' [27-31 March 2023]

Dr. Share has developed an extensive collection of resources on the topic of AI and higher education and this has been widely disseminated locally, nationally and internationally [https://tinyurl.com/ATU-AI-2023]. He has participated in staff development activities in a range of HEIs in Ireland, including ATU, St Angela's College, TUS, SETU and DkIT, in relation to AI in education. Such inter-institutional contacts and dialogue are central to the development of consistent and coherent policy and procedural responses.

Local actions
Within the University, a number of actions have taken place:

The issues of AI and AI was tabled at the Academic Council meeting of 17 Feb 2023 and, as a consequence, advisories in relation to the use of AI tools, derived from international best practice, were subsequently circulated to staff and students.

The Teaching and Learning Centre has developed an online Academic Integrity Hub (licensed from DCU) that is available to all academic staff of the University. It facilitates good assessment that embeds good academic integrity practices. As well an extensive set of relevant resources, the hub contains multiple self-paced learning programmes that academic staff can engage with in their own time, and revisit as often as they wish [https://freecourses.atu.ie/course/view.php?id=131]

A number of 'masterclasses' and webinars have been organised by the T&L Centre, including Mary Davis, Academic Integrity Lead, Business School, Oxford Brookes University [27 April 2023] and by and NTUTORR [29 March 2023]

A special interest group on academic integrity [AISIG] has been convened across the TU/IoT sector to discuss common issues and to share materials. This group is in its early days (est. March 2023) but has great potential to support the development of coherent sectoral approaches to AI and AI challenges.

Comprehensive Academic Integrity resources are made available to learners via the ATU Library service [https://libguides.gmit.ie/academicintegrity]. This includes links to NAIN material. There is also a self-guided course (sourced from Epigeum) available to all learners through the student hub.

The University has Academic Writing Centres, available face-to-face on major campuses and online to all students. These address all aspects of the academic writing process for students from first year to doctoral level, and academic integrity is an important part of their remit.

Impact

It is a challenge to measure the efficacy and impact of these measures, particularly as the academic integrity landscape is changing so rapidly. A priority for the University in the academic year 2023-24 will be to further integrate policies, procedures, practices and supports across the University, while at the same time seeking to respond to the changing technological landscape. This cannot be done in isolation, and the university will work with QQI, sectoral partners, expert bodies (such as NAIN) and student representatives to develop a well-informed approach.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable	Planned actions and indicators *Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation.* *If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).*
1	Publication of the ATU Strategic Plan	The development of the first ATU Strategic Plan is progressing and it will be published in 2023.
2	Integration of St. Angela's College, Sligo	It is expected that the Minster will sign the order incorporating STACS into ATU during the course of the next reporting period and progress on integrating St. Angelas will continue.
3	Progress the development of a new university-wide organisational structure and new faculty structure	The University will engage external experts to advise the President and senior management on the development of a new organisational structure and new faculty structures
4	Progress integration across all functions and faculties	Further progress the alignment of processes and integration of operations across the University
5	Continued development and approval of ATU-wide policies	A range of new ATU policies and procedures across all functions of the University are in development and will be completed in the next reporting period.
6	Progress integration of key systems	A number of system integration projects are underway. Further progress will be made on the integration of key systems across the university.
7	Establish steering group for CINNTE Review cycle	A committee to steer the development of the University Self Evaluation Report will be established.

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
School of Health Science, Wellbeing & Society – Review of Academic Unit and of programmes	Q2, 2023	
Department of Computer Science & Applied Physics – Programme Review	Q2, 2023	

3.2.2 Reviews planned beyond Next Reporting Period

Pending the development of new policies for the University, no reviews are currently planned beyond the upcoming reporting period.
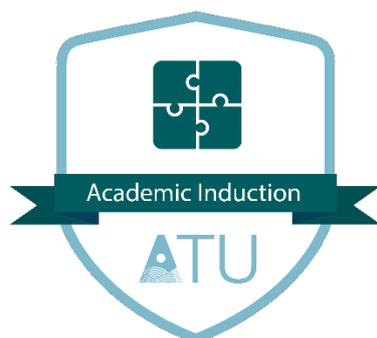
4.0 Additional Themes and Case Studies

Case Study One

Academic Staff Induction – six weeks Online (and recorded) programme with Digital Badge

Theme: Academic Staff Induction
Key Words: Induction, Digital Badge

A bespoke Online Induction programme for academics, new to ATU Sligo, was developed in 2021. This Induction does not relate to teaching methodologies or pedagogies (CPD is available to support staff in this regard), but rather provides an in-depth understanding of the various systems, processes, and procedures that academics need to be familiar with in their role as academic/lecturer. New academics may have substantive teaching experience but will still require support with gaining knowledge and understanding with ATU systems and procedures. This Induction Programme draws together all the administrative and operational tasks and systems that support academics in fulfilling their role.

In September 2022, following consultation with Teaching & Learning Heads across ATU, the programme was further developed to roll out across ATU Sligo and ATU Galway-Mayo. The programme is hosted on Teams, and facilitated by Colin Birney (Lecturer, ATU Sligo) in conjunction with Sean Daffy, Instructional Designer ATU Galway (who acts as mentor for Galway-Mayo campus staff). The online programme comprises one hour per week (1pm – 2pm) for a six-week duration and is delivered each semester.

Once registered onto the programme, participants have the option of attending the live online lunch-time session, watching the recording of each session at a time that suits, or completing a combination of both – attend and/or watch the recording. On successful completion of all six sessions (regardless of format) participants are asked to complete a **Quiz and Feedback Form** – once successfully completed participants are awarded a **Digital Badge in Academic Induction.**
This digital badge can be linked to their CORE HR for professional development (CPD) purposes.

Programme Content:
The six-week duration comprises the following topics:
Week 1:
- Introduction
- Overview of Topics

Week 2:
- Edit Moodle Page
- Add Panopto Block
- Panopto Recordings
- Timetables: Staff & Students

Week 3:
- One Drive
- Microsoft Teams
- Lecture Plans

Week 4:
- Self Service Banner
- GURU

- Project Book

Week 5:
- Exam Board Meetings
- Marks & Standards
- Continuous Assessment

Week 6:
- Core Portal
- Module Manager
- Exam Scripts & Project Correction Claims
- Online Library
- IT Services

On completion of the six-week programme participants are invited to a half-day face-to-face workshop to gain further understanding of the CPD opportunities available to them. The workshop comprises:
- Meet and Greet.
- Overview of the online six-week Academic Induction Programme (which participants may or may not have attended) and next steps.
- Academic Staff CPD opportunities at ATU including PG Cert, Diploma & MA in Teaching & Learning.
- National Forum for the Enhancement of Teaching & Learning -Open Courses, DigitalEd, LinkedIn Learning and resources to support academics in their teaching role.
- Universal Design for Learning (UDL) as a Teaching & Learning Framework.
- Open Discussion – Experiences and Challenges so far and supports available for staff and students.

In Semester 2 2022 (September-October), the first joint roll out of the Online Academic Induction Programme had **over 90 staff participate**. A detailed handbook (hardcopy and online versions) to accompany and expand upon the Induction programme is being created. The programme will continue to be delivered each semester, with the intention to include all ATU campuses when systems and processes are more closely aligned.
More information available <u>HERE</u>

Case Study Two

A case study on the enhancement of practice assessment of student nurses by replacing a paper-based system with a digital portfolio (Faculty of Science and Health ATU Donegal).

Theme: Digital Portfolio
Key Words: Portfolio, Nursing, Digital

Introduction
The Nationally Competency Assessment Document (NCAD) is the clinical assessment tool used nationally in Ireland for the assessment of clinical nursing competency. The NCAD is used by all third level institutions involved in the practice assessment of nurses. Traditionally this document has been a paper based tool. Commencing in September 2022, following a pilot conducted in Spring 2022, the digital portfolio was rolled out across for all nursing students in the Faculty of Science and Health.

Enhancing performance
Among the benefits that the adoption of a digital assessment of nursing practice brings, is to free up all those involved in the practice assessment from the 'administrative' tasks, which are associated with processing paper documents. This time can be refocused on improving the quality of the student's clinical learning experience, not least by ensuring that there is an early intervention with students who are 'struggling' because there is no longer a need to wait until the paper document is submitted.

Previously with the paper processes, significant time was wasted physically transferring the paper document between different clinical practice settings to ensure that all the required actions had been completed, including the signing off the relevant sections by clinical assessor (preceptors). Academic staff were also involved in checking that all that should have been in document was completed including manually checking and calculation of clinical hours completed in accordance with the Standards and Requirements of the Nursing and Midwifery Board of Ireland (NMBI 2021)). As the document is now online, calculations are made automatically, checks are automated and anyone with permission to access it can do so whenever they wish in a secure protected manner.

All users access content in mycad.ie with which they are familiar, because the online site replicates the exact content that was in the original NCAD. The display of the content of the document is of itself simple enough. The complexity comes when you layer on top of that the detailed assessment rules, about who has permission to do and see what, and when they can take the required action. Those rules can be complex, especially which parts of the assessment must be repeated, but the technology manages all of this effectively.

The introduction of the online system has also enhanced the experience of those tasked with supporting the students. The Clinical Practice Co-ordinators (CPCs) who play a crucial role in supporting the students on clinical placement, have a digital report that provides a top-level view of all the students in their cohort, with then the ability to drill down and look at an individual student portfolio. As a result, all placement visits are more timely and more focused on supporting nursing students and guiding clinical learning.

Overcoming concerns

Due to the range of users of the system there were initial concerns as to how all users would interact with the platform in a timely manner.
There were a variety of initiatives taken to ameliorate these concerns:
- There was a consistent line from the leadership team that 'all' that had taken place was to move the NCAD to a paperless version, using the existing exact paper document and associated process online.
- Reassurance that the NCAD document that the Preceptors/Assistant Preceptors were interacting with contained all the content with which they were familiar and therefore they were not being asked to so anything different other than access the online dashboard.
- Representatives from Axia Digital (Ireland) made themselves available to attend face to face and online training sessions. At these they were able to draw on their experience of delivering similar projects in the UK and provide reassurance that at the start of any project, concerns about computer access are always expressed but quickly those concerns were mitigated.

Following a review of a pilot several additional actions took place:
- Critical leadership decision to focus on the Clinical Placement Co-ordinators who are the key people who support Preceptors/Assistant Preceptors and Nursing Students whilst they are on clinical placement. There were numerous meetings with this group and by the end they were fully committed to going paperless.
- Enhanced student induction onto the site was improved. Before they went out on placement the year tutor(s) worked with the students to ensure that they had all logged in, added the details of their Placement, and assigned Preceptor/Assistant Preceptor where this was known.
- Enhanced word and video guides to the site were added.
- Collaborative partnership and commitment from academic and clinical partners to introduce the site was reemphasised ensuring all aware of launch.
- Modifications to the functionality especially the attendance report as required.

Ultimately the roll out of the digital NCAD has been successful, however it continues to undergo review for process and quality enhancement.

Case Study Three

Postgraduate Research Training Programme (PRTP) in Modelling and Computation for Health and Society (MOCHAS)

Theme: Postgraduate Research Training
Key Words: Research, Training

The MOCHAS PRTP is an interdisciplinary, cohort-based research training programme which commenced in September 2022 with a cohort of 15 PhD students across all three ATU colleges. The MOCHAS PRTP aims to produce high-level, multidisciplinary research graduates who can develop, communicate, and exploit modelling and computational tools for the solution of real-world problems relevant to societal needs.

The individual research projects have been developed in tandem with stakeholders including hospitals, local government and industry, and address problems encompassing environmental sustainability, zero-carbon transport planning, medical devices, and health technologies. The cohort of PhD scholars share a common core training programme which entails development of the technical skills but also the soft skills in communication, visualisation, cost analysis and innovation processes which are key to successful exploitation and impact of modelling and computational tools. Students are also highly encouraged and supported to do an internship or external placement over the course of their PhD studies.

The programme involves 32 Principal Investigators from across the ATU as well as 34 external partners – including 9 public enterprises, 11 private enterprises, and 14 national and international research partners. Of these 11 are regional stakeholders, emphasising the importance of regional development in the research projects. The students themselves come from 7 different countries from across the world, and the research teams have discipline backgrounds including Engineering, Mathematics, Computer Science, Chemistry, Life Science, Physics and Economics.

The programme has so far been a catalyst for inter-campus and inter-discipline research collaboration and training. Activities so far in the academic year 2022/2023 have included:

- Programme launch at the ATU Galway City campus by SFI Director-General, Prof Philip Nolan.
- Development of a specialist module in Mathematical and Computational Modelling designed for researchers to support in the selection, development, use and evaluation of different modelling, analytics and simulation tools appropriate to their research topic. This involved weekly on-line classes and a face-to-face 'Autumn School'.
- Autumn School at the ATU Sligo Campus 1st- 4th November – including Training Needs Assessment and Personal Development Planning, Technical Workshops on modelling, inference, simulation, data analytics and machine learning, as well as social events and student group work and presentations. This Autumn school was opened to other PhD students outside MOCHAS studying in cognate fields (sponsored by the ATU MISHE Research Centre).
- Winter Symposium in 'Modelling and Computation for Health and Society' at the ATU Galway campus 16th-17th January. The symposium included a keynote talk from Prof James Gleeson, Director of the SFI CRT in Foundations of Data Science hosted by the University of Limerick, and ATU researcher Dr Cormac Flynn, an expert on modelling of human skin. The symposium was an opportunity for the MOCHAS students to present their research topics and also entailed interactive poster sessions which were open to all ATU researchers. A total of 38 ATU research projects in the theme of 'Modelling and Computation for Health and Society' were presented over the two day event. The event also included a conference dinner for all participants and a prize-giving for the best posters and presentations.
- A four-day Summer School will be held on 6th-9th June 2023 on the ATU Letterkenny campus. Again, this will be opened to other PhD students who are interested to attend and will focus workshops on engaged research, group projects as well as technical and personal development workshops and social events.

Case Study Four

Theme: EDI
Key Words: Communication, Inclusion

Click HERE for case study on inclusive communications strategy at ATU

Case Study Five

Theme: Careers
Key Words: Career, Upskilling

Click HERE for case study on a pilot programme with Merit Medical Galway