



Learning, Teaching and Assessment (LTA) Strategy

2026–2028



Ollscoil
Teicneolaíochta
an Atlantaigh

Atlantic
Technological
University

Foreword

Atlantic Technological University's inaugural Learning, Teaching and Assessment (LTA) Strategy sets out a clear and ambitious commitment to enabling student success through high quality, inclusive and future focused teaching and learning. The strategy is one of the first subsidiary strategies arising from the University's Strategic Plan 2025–2028, Open Minds, Bright Futures. It forms part of a suite of mutually reinforcing strategies led by the Office of the Registrar and Chief Academic Officer, alongside the Global Engagement Strategy, the Academic Strategy and the Marketing Strategy, that collectively guide ATU's development as a technological university of national and international standing. It translates our institutional values and strategic ambitions into concrete direction for learning, teaching and assessment, ensuring coherence across faculties, campuses and professional services.

Quality teaching is central to this strategy, underpinned by the principles of Universal Design for Learning (UDL). By embedding UDL across curriculum design, teaching practice and assessment, ATU is committed to creating learning environments that are inclusive, accessible and responsive to diverse learner needs. The strategy also recognises the critical role of technology in enhancing learning and teaching. Through the thoughtful and ethical use of digital tools and artificial intelligence, ATU will harness technology to support flexible delivery, personalised learning, timely feedback and active engagement, while always keeping the human dimension of education to the fore. Our ambition is to create learning environments, both physical and digital, that are conducive to learning, collaboration and innovation. The university's commitment to Education for Sustainable Development is to the fore in the strategy with ATU seeking to embed sustainability across curricula, teaching practices and assessment, enabling students to develop the knowledge, skills and values required to contribute responsibly to their communities and to a rapidly changing world. This strategy has been shaped through extensive consultation with students, staff and external partners, and it reflects a shared vision for the future of learning at ATU. Its successful implementation will depend on continued collaboration, partnership and reflective practice across our university community. We would like to acknowledge the significant contribution of our students and staff in shaping this strategy, and we look forward to working with colleagues across ATU to realise its ambitions, for the benefit of our learners, our region and society.



Dr Billy Bennett
Registrar and Chief
Academic Officer



Dr Michele Glacken
Vice President Students,
Teaching & Learning

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1. Introduction

Atlantic Technological University (ATU) commitment to enabling student success is demonstrated by making student success the core of the Learning, Teaching and Assessment (LTA) strategy. Through transformative educational experiences, we aim to empower every learner to unlock their full potential. Our strategy aligns with and influences the future direction of the University Strategy, ensuring that ATU's aspirations for excellence are translated into meaningful, measurable impact.

ATU's Strategic Plan, Open Minds, Bright Futures, sets out an ambitious vision to become an internationally recognised university that contributes meaningfully to regional development while engaging confidently on the global stage. As a new university with deep roots in our community, culture, and economy, we are committed to serving the west and northwest of Ireland. Our diverse campuses reflect the unique character of the region, and our reach extends far beyond, connecting us globally through learning, research, and innovation. It commits the University to educational excellence, impactful research and innovation, and the preparation of graduates as global citizens. The Learning, Teaching and Assessment (LTA) Strategy gives effect to these ambitions by articulating how ATU will engage in a way that is distinctive, values-led, and aligned with its mission as a technological university. It is one of a suite of mutually reinforcing strategies developed within the Office of the Registrar & Chief Academic Officer, alongside the Global Strategy (2026-2028), the Marketing Strategy (2026–2030), and the Interim Academic Plan (2024/25 – 2027/28).

As a widely dispersed, multi-campus university with a large and diverse student population with multiple modes of study, ATU requires a coherent and evidence-informed approach to learning, teaching and assessment that ensures consistency, quality and innovation while being cognisant of local context and identity.

Our LTA Strategy prioritises a shared understanding of how an ATU education shapes opportunities, fosters personal and academic growth, and prepares students to thrive in an ever changing world. Sustainability—social, cultural, economic, environmental, and climatic—will underpin all aspects of our work, guiding our decision-making and community ethos.

By 2030, ATU aims to deliver consistently outstanding learning experiences that are inclusive, personalised, and responsive to the diverse needs and ambitions of our students. Every learner, regardless of their location across our campuses and centres, will be welcomed as a valued part of our community. They will have access to transformative support from skilled and experienced educators who are committed to nurturing individual progress as well as collaborative learning.

Our goal is to empower students with strong study skills, comprehensive personal development opportunities, and the confidence to pursue excellence with resilience and ambition. Through co-created curricula, partnership across campuses, and a commitment to innovative practice, we will enhance students' capacity for creative and analytical thinking while highlighting the relevance of their studies to global and local challenges.

At the heart of this strategy is our vision of every educator as a transformational professional supported, celebrated, and equipped to contribute meaningfully to student success and their own continuous development. By building on our collective expertise and leveraging evidence, data, and artificial intelligence, we will enrich the holistic development, well-being, and achievement of all students at ATU.

ATU LTA Strategy leadership development team includes: Dr Carina Ginty, Dr Niamh Plunkett, Dr Deirdre McClay, Dr Michele Glacken and external education strategy advisor from 2023 to 2024 - Prof. Gilly Salmon.

For further information contact **TLC@ATU.ie**

The Learning, Teaching, and Assessment (LTA) Strategy will be in effect from 2026 to 2028, coinciding with the conclusion of the current ATU Strategic Plan, which serves as its guiding light. Our LTA mission and the thematic framework of this strategy set a course that extends beyond the immediate timeframe, outlining our vision for a transformative, interconnected, and sustainable learning environment at the university by 2030 and beyond.

The implementation of this Learning, Teaching and Assessment Strategy will operate within ATU's Academic Quality Assurance and Enhancement Framework (AQAEF), ensuring that all curriculum development, programme monitoring, assessment practices, and periodic review processes remain aligned with the University's approved academic policies, regulations, and governance structures

ATU Student Profile

ATU has a substantial and highly diverse student population (30,475 as of March 31st, 2025). This diversity is reflected in several ways:

- **Across the National Framework of Qualifications (NFQ)**, with programmes ranging from Levels 6 to 10.
- **Across modes of study**, with less than half of students (49%) enrolled full time and more than one third participating through e learning.
- **Across learner needs**, including growing neurodiversity, commuter student challenges and a significant proportion of students who must overcome financial pressures in order to engage successfully with their studies.



Given this context, ATU educators must be both receptive and adaptable in supporting students throughout their learning journey. This diverse student profile highlights the need for **flexible, inclusive, and well designed learning experiences** that accommodate different study modes and learning requirements. It reinforces the importance of **authentic, accessible assessments** that connect meaningfully with real world practice.

Additionally, the evolving needs of the student population emphasises the importance of **ongoing professional development** for staff in areas such as:

- Universal Design for Learning (UDL)
- Digital transformation and GenAI
- Education for Sustainable Development (ESD)
- Academic Integrity
- Inclusive assessment design and meaningful, actionable feedback
- Employability
- Internationalisation

Building capability in these areas ensures that all educators across ATU are equipped to foster student success.

LTA Strategy Themes

Six interconnected themes underpin our Learning Teaching and Assessment Strategy. Together, they outline our commitment to fostering a unified community, building sustainable networks, empowering student success, advancing innovative teaching practice, strengthening the application of knowledge, and creating dynamic learning environments. These themes collectively guide our approach to delivering transformative, future-focused education.

Theme 1 	Coming together: we are now one. Think holistically: act locally.
Theme 2 	Connected, Sustainable Communities and Networks - One Entity Through Connectivity. Our aspirations are grounded in the strength and unity of our community.
Theme 3 	Sustainable student success and lifelong contributions. We work as one university to help every student realise their potential.
Theme 4 	Teaching Practice. We foster a culture of innovation in teaching, learning, assessment and research through ethical, evidence-based practice that supports learner success.
Theme 5 	Knowledge Application, Assessment, and Feedback. We will advance knowledge creation and application through interdisciplinary collaboration, embedding sustainability to prepare students for future global challenges.
Theme 6 	Learning and Teaching Environments. Transformation requires agility—continuously adapting our practices and systems for better, sustainable results.

2. Strategy Development and Consultation Process

The development of the Learning, Teaching and Assessment (LTA) Strategy began in 2023 through a carefully designed, evidence-informed and university-wide consultation process. This process was shaped to align with ATU's broader strategy development, the CINNTE Institutional Review, HEA Compact Reporting requirements, and the expectations of both national and international stakeholders. Locally, it was grounded in the lived experience and perspectives of ATU educators, students and external partners.

A comprehensive discovery phase formed the foundation of the Strategy. This phase included desk-based analysis of internal and external policy documents, institutional and sectoral data, and interviews with international centres of excellence in teaching and learning. It also incorporated a review of relevant national and international higher education policies and strategies, including the HEA Teaching and Learning Strategy 2026–2030. These insights were further enriched through extensive engagement (350+ participants) across the University World Café creative exploration sessions, workshops, online focus groups, and a staff LTA feedback survey. Student insights were gathered through dedicated focus groups and structured engagement with ATU student leader representatives.

Throughout the development journey, the TLA Committee of Academic Council (2022-26) served as a critical guiding body in the content development of the strategy. Its members acted as a steering group, offering strategic direction, challenging emerging recommendations and providing ongoing feedback. With representation from across ATU and expertise spanning academic, professional and leadership domains, the committee supported the process in shaping the themes, assessing the emerging priorities, and ensuring the coherence and ambition of the Strategy.

Broader validation of the emerging Strategy was undertaken through consultations with the CINNTE Review Team, an international leadership group from Advance HE, ATU faculty leadership, and functional managers supporting the student experience and quality assurance. In addition, a team of student champions reviewed the strategic themes, intents and faculty-level priorities, contributing their perspectives and ensuring that the student voice features prominently within this Strategy.

This comprehensive and iterative process ensured that the Strategy was robustly tested against wider university priorities and operational realities, providing a strong foundation for effective implementation.

3. LTA Strategy Vision & Mission

ATU fosters a transformative, inclusive, and future-ready learning community where students thrive through impactful, co-created educational experiences supported by innovative, evidence-informed educators.

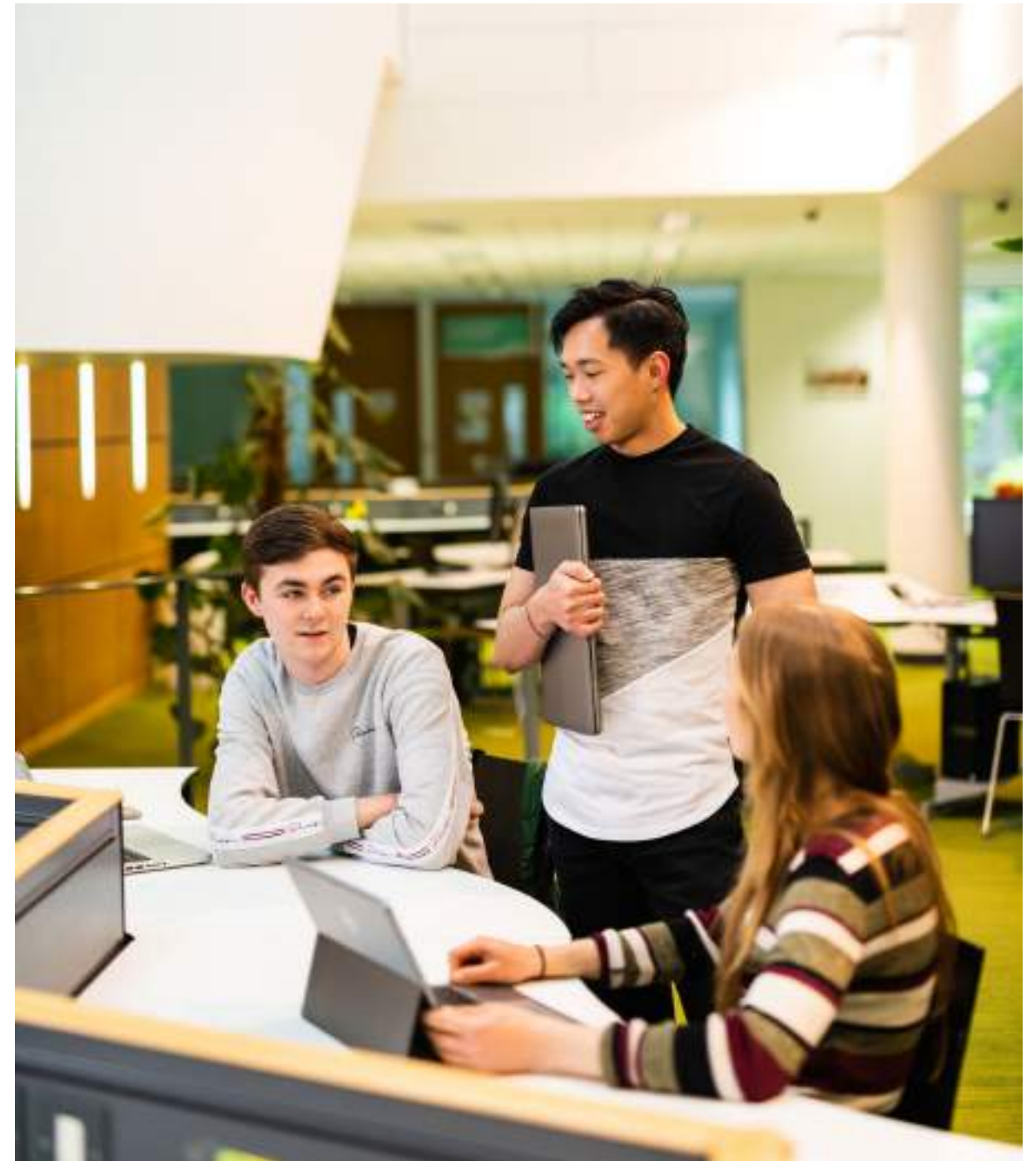


LTA Strategy Vision Statement

ATU envisions a future where every student benefits from transformative, inclusive, and sustainable educational experiences. By 2030, the University aims to consistently deliver outstanding learning opportunities that empower students to unlock their full potential as individuals and collaborative learners. ATU strives to foster resilience, ambition, creativity, and critical thinking, enabling students to address local and global challenges—particularly those related to sustainability and artificial intelligence—while thriving in an ever-changing world.

LTA Strategy Mission Statement

ATU's mission is to prioritise student success by delivering meaningful and applied learning, teaching, assessment and research experiences shaped by student voice, partnership and informed by evidence. Through partnership and co-creation across all campuses, ATU develops curricula that strengthen creative, analytical, and professional capacities. The University is committed to cultivating transformational educators, celebrating innovation, leveraging evidence and artificial intelligence to support holistic student development, well-being, and achievement within an inclusive and supportive community.



4. LTA Strategy Themes, Strategic Intents and Key Performance Indicators (KPIs)

Theme	Intent Number	Strategic Intents	Strategic Focus	Example Related KPI
Theme 1: Coming together: we are now one. Think holistically: act locally. 	1.1	Inspire, empower, and support all students and educators by fostering a connected, engaged, and innovative learning community where everyone can actively participate, collaborate, and contribute to ATU's collective goals.	Enhance Teaching, Learning, and Student Success through Evidence, Communication and Collaboration	Teaching & Learning Adoption - % engagement with T&L initiatives Partnership index- % of student - staff partnerships (e.g. T&L Partners in Innovation Fellowship Award); increased integration of applied research projects, innovation and entrepreneurship, fostering partnerships between academic researchers and students)
	1.2	Unify ATU under a shared vision that honours our rich history, building upon our unique expertise in research, innovation and entrepreneurship and celebrates the unique cultures and identities across our campuses, working together to expand future opportunities for all students.	Enhance Teaching, Learning, and Student Success through collaborative Research, Innovation, Communication and Dissemination	Inclusive learning environment index- e.g. % of UDL digital badges/attendance at workshops, physically redesign spaces to be more accessible/inclusive Student success Rate- Progression and retention rates across programmes Inclusive ATU wide, student focused initiatives in interdisciplinary undergraduate research, supporting the dissemination of undergraduate research at a national and international conferences and building a postgraduate research pipeline
Theme 2: Connected, Sustainable Communities and Networks - One Entity Through Connectivity. Our aspirations are grounded in the strength and unity of our community. 	2.1	Cultivate inclusive, vibrant, and sustainable living and learning communities grounded in shared ownership, collaboration, wellbeing, and innovation—empowering staff, students, and partners to thrive, overcome challenges, and collectively shape the future of ATU.	Embed a culture of Education for Sustainable Development (ESD) across ATU through the ESD Academy to build staff capability and support sustainable learning communities	Sustainable Campus Engagement - % of staff & students participating in ATU ESD Academy sustainability programmes (i.e. ESD engagement Data) Sustainability integrated into teaching practice (e.g. EU GREEN joint degree programme engagement & other EU GREEN projects engagement)
	2.2	Expand and strengthen ATU's influence through purposeful local, national, and global partnerships, networks, and knowledge sharing that foster research and innovation, scholarship of teaching and learning, dismantle barriers, enhance educational offerings, and drive long-term success for our communities, society, Ireland, and the wider world.	Strengthen Engagement with External Stakeholders to enhance learning, Innovation and Research led teaching.	Staff & Student Participation in External Engagement - e.g. % of programmes with Work Placement, or partner led learning activities, open days, school visits, outreach and industry engagement initiatives
Theme 3 : Sustainable student success and lifelong contributions. We work as one university to help every student realise their potential. 	3.1	Champion inclusive, accessible, and equitable education by embracing student diversity, embedding Universal Design for Learning, and providing tailored supports that enable every student to integrate, belong, and succeed within ATU's learning community.	Strengthen a Professional Development Culture that Empowers Staff and Supports Student Success	UDL Adoption/Engagement Rate - % of programmes implementing UDL principles/ digital badges awarded; ALTITUDE Charter implementation Staff Professional Development Participation - % Engagement with TLC accredited & non accredited programmes, ADVANCE HE Fellowship
	3.2	Empower students for their futures by developing essential skills, amplifying student voice and partnership, and expanding experiential, professional, entrepreneurial, co-creation and international learning opportunities that prepare graduates for meaningful careers and global citizenship.	Advance an Accessible and Inclusive, Student-Centred Culture through Partnership and Targeted Supports	Student Voice & Partnership Engagement - participation rate in student staff partnership projects (e.g. Innovation Fellowship Awards), Student MoU partnership agreement activities, student retention and progression data and ATU Student Journey initiatives Improved support for students from equity groups (e.g. disability, mature, disadvantaged areas etc.) - % accessing support services, % increase in support services/projects
Theme 4: Teaching Practice. We foster a culture of innovation in teaching, learning, assessment and research through ethical, evidence-based practice that supports learner success. 	4.1	Deliver outstanding, future focused teaching by empowering and developing educators through continuous professional learning, innovation, mentoring, agile feedback, evidence based practice, and the effective use of digital, AI, and learning technologies—ensuring excellence in learning, teaching, research and assessment across ATU.	Strengthen ATU's Teaching & Learning Ecosystem Through robust structures, Continuous Professional Development (CPD), Collaborative Practice, and the UDL Centre of Excellence to lead inclusive, evidence informed teaching innovation across ATU	Staff Participation in CPD - e.g. % of staff completing CPD focused on pedagogy, UDL, digital learning, or GenAI Mentoring & Peer Learning Engagement - e.g % of staff in mentoring schemes or communities of practice % of students participating in national/international competitions, conferences, workshops, showcases and events, applied projects/research activities. Teaching Excellence Recognition - Number of staff nominated for or receiving teaching excellence awards annually Number of programmes achieving DELTA Awards, Education Awards and External Accreditation from Professional bodies.
	4.2	Expand access to high quality, learner centred education by adopting flexible modes of delivery, embedding thoughtful learning design, fostering collaboration and research, embedding education for sustainable development, recognising teaching excellence, and using data and AI responsibly to continuously enhance educational performance and impact.	Enhance Evidence-Informed, AI Connected, and Well Communicated Teaching, Learning, Research and Scholarship Across ATU	Research Led Teaching/Teaching & Learning Enhancement Projects - % of staff engaged annually in research initiatives/action research/pilot projects e.g. Irish SURE Network, Posters in Brussels, Partners in Innovation Fellowships, Erasmus+, multi-disciplinary initiatives, faculty collaborations, EU GREEN BIPs.

Theme	Intent Number	Strategic Intent	Strategic Focus	Example Related KPI
Theme 5: Knowledge Application, Assessment, and Feedback. We will advance knowledge creation and application through interdisciplinary collaboration, embedding sustainability to prepare students for future global challenges. 	5.1	Deliver rigorous, forward looking curricula that enable students to achieve the highest levels of disciplinary excellence, develop the skills and knowledge needed for lifelong learning and future careers, and engage meaningfully with social, cultural, economic, technological and environmental challenges.	Enhance Student Success Through Robust Progression Pathways and Future-Focused AI aware curriculum and assessment.	Student Success & Progressing - progression and retention rates across all programmes, with improvements linked to enhanced learning pathways, FYE interventions, assessment re-design and curriculum redesign. Programme Review & Curriculum Quality - %/no. of programmes completing curriculum and assessment review aligned to the ATU Curriculum Framework, Seven Steps to Programme Design, and future focused (AI/ESD) Criteria. Assessment Innovation & Academic Integrity - % of modules implementing revised, inclusive, and authentic assessment approaches, GenAI assessment re-design considerations that meet ATU Assessment Guidelines, Academic Integrity Standards and policy alignment.
	5.2	Continuously enhance curriculum design and assessment through inclusive, imaginative, and evidence based approaches—leveraging interdisciplinary strengths, research excellence, and stakeholder insight—to ensure students’ capabilities are accurately recognised and that learning remains relevant, innovative, and responsive to a rapidly evolving world.	Strengthen Teaching Excellence, Research and Innovation, Academic Integrity, Internationalisation, UD/ UDL and Education for Sustainability Leadership through coherent curriculum development & assessment across Faculties.	Teaching Excellence & Staff development- % of academic staff completing CPD and participating in cross-faculty teaching/assessment collaborations. External stakeholder engagement for teaching - Number of external stakeholder engagement events per year, % of programmes informed by industry/community input. Integration of sustainability to teaching practice - % of programmes embedding sustainability-focused learning outcomes or modules aligned with ESD. Staff Participation in Faculty Academic Developer Workshop programme - number, % by faculty and department. Student Engagement - number of curriculum or assessment updates informed directly by student feedback.
Theme 6: Learning and Teaching Environments. Transformation requires agility—continuously adapting our practices and systems for better, sustainable results. 	6.1	Create a dynamic, inclusive learning ecosystem by fully harnessing ATU’s physical campuses, centres, digital platforms and artificial intelligence to meet the evolving aspirations, needs, and expectations of students and educators.	Build a Connected, Sustainable and Digitally-Enabled Learning Environment that supports inclusive, flexible teaching & learning across ATU.	Development of Sustainable & Digitally Accessible Learning Spaces - %/no. of campuses with upgraded, sustainable, digitally accessible communal learning spaces. Development of project lab spaces for collaborative learning activities. Mentoring Programme for New Teaching Staff - Mentoring programme established, and % of new teaching staff participating annually. Staff teaching needs survey - Survey staff to identify needs to ensure staff needs are central to TLC workshops & initiatives. Immersive Technology & Innovation Uptake - Number of programmes/modules integrating VR and or Artificial Intelligence in the curriculum, immersive learning, GenAI Innovation Lab activities etc.
	6.2	Enable a digitally and human symbiotic future by equipping all ATU locations with accessible, sustainable, and integrated learning technologies that enhance teaching, learning, assessment, efficiency, and rich community based educational experiences.	Enhance Employability, Work-Integrated Learning, Digital and AI Literacy and Global Engagement through connected physical & digital learning environments.	Digital & Innovative Learning Infrastructure - no. of planned digital/AI technology enhanced learning infrastructure projects planned for/completed e.g. new Living Lab Building, digital learning engagement initiatives. TLC Academic Developers Network established. Employability & MyCareerPath Engagement -no./% engagement rate with employability/transversal skills modules and/or MyCareerPath.ie. Internationalisation - % of students and staff participating in international mobility, conferences, workshops or Erasmus opportunities.

5. Student Voice: Learning, Teaching and Assessment (LTA) Strategy

In February 2026, a student voice focus group took place to explore the student interpretation of the LTA strategy themes. This table represents the student priorities for LTA enhancement at ATU aligned to a strategic theme. **Further detail on the student priorities and recommendations is presented in Appendix C.**

Theme 1 	Tailored Assessment Methods Assessment should move away from a one-size-fits-all model, with students seeking more flexible, diverse assessment types and timelines that accommodate the needs of different programmes and ATU campuses.
Theme 2 	Early Exposure to Industry & Applied Projects Students want earlier and more consistent opportunities to engage with industry, such as applied projects, guest speakers, and industry events, highlighting that these experiences are valuable for undergraduate and postgraduate learners and should be offered uniformly across all departments/faculties.
Theme 3 	Preparation for Life After ATU Students stressed the need for mandatory, well-supported work experience and stronger development of transversal skills, noting that inconsistent placement preparation leaves some feeling unprepared or disadvantaged when entering the workforce.
Theme 4 	Increased Use of Applied, Engaging Teaching Methods Learners, particularly in lecture-based programmes without practical components, would like more applied projects and interactive teaching approaches, alongside greater use of UDL principles and enhanced training for PhD Researchers new to teaching or new lecturers.
Theme 5 	More Detailed and Consistent Feedback Students want clearer, more comprehensive feedback, including on non-graded assignments, to better understand their progress and improve their learning.
Theme 6 	Improved Access to Study Spaces Students struggle to find appropriate study spaces and computer access, especially during busy periods and feel that inconsistent campus facilities and limited opening hours add unnecessary stress.

6. Performance Measurement, Governance and Oversight

Effective governance and oversight are essential to ensuring the successful implementation of ATU’s Learning, Teaching and Assessment (LTA) Strategy. Oversight of the strategy is aligned with institutional priorities and embedded within the university’s existing governance and reporting structures, including:

- ATU Strategic Plan
- University Student Partnership Agreement
- HEA Compact Reporting requirements
- CINNTE/QQI Requirements
- Academic Council & the Committees
- Office of the Registrar and Chief Academic Officer

Leadership, Accountability and Governance of the Implementation Plan

Overall governance and oversight of the LTA Strategy implementation plan, including the monitoring of key performance indicators (KPIs), rests with:

- **Faculty Deans and academic leaders**
- The **Director of Learning** (or equivalent)
- The **Teaching and Learning leadership team**
- Relevant **university functional leads**
- Teaching, Learning and Assessment (TLA) Committee of Academic Council
- Faculty Teaching and Learning Committees
- The wider Academic Council

This integrated governance approach ensures accountability, transparency, and continuous improvement across all learning, teaching, and assessment activities at ATU.

These leaders will work collaboratively to identify and agree annual priority areas, assign responsibility for key actions at faculty level and central services, and ensure that effective evaluation mechanisms are embedded across all elements of the strategy. At faculty level, university leaders in teaching and learning will be part of local faculty committees to further support the coordination, implementation, and reporting requirements of the LTA Strategy.

Performance Measurement and Evaluation

ATU will set **achievable, transparent, and regularly reviewed targets** that reflect the ambitions and values of the LTA Strategy. Key performance areas will include:

- Student **retention, progression, and success**
- Effective and supportive **teaching practices**
- Enhancing **student engagement** and learning experience
- Driving **higher attainment** and inclusive academic excellence

To support these goals, the **Teaching and Learning Centre** leaders will collaborate with faculties and relevant units to coordinate a two-pronged approach to monitoring progress, producing annual reports and ensuring the consistent implementation of strategic initiatives.



Appendix A

Strategy Development and Approval Process

Date	Rep./Group	Activity
2023–2024	▪ Extensive ATU stakeholder engagement with staff and students ▪ + External reviews	▪ World Café sessions, Online Focus groups, survey (350+ participants) ▪ External centres of excellence interviews/ case study reviews/ independent consultant guide
2024–2025	▪ TLA Committee, Academic Council Meetings 2024–25 (steering role in LTA strategy development) ▪ T&L Manager Team Meetings 2024–25	Agenda item on all meetings held. Drafts of the strategy considered and endorsed by all members. Steering committee included all members of TLA Committee of Academic Council - VP S&TL, Heads T&L, Academic and PMMS and student reps. (names on request).
December 16th 2025	R&CAO Management Team	Presented the development journey to date, outputs achieved, structure of the strategy. Next step considering new faculty formations and producing a short version of the strategy for formal adoption and approval.
January 16th 2026	Advance HE International Leadership team	Review of the LTA Strategy consultation process outputs, findings and recommendations for the LTA Strategy + student voice considerations
January 21st 2026	Faculty Managers LTA Strategy Mapping Day	World Café Strategy Mapping and identification of Priorities for Faculties.
February 10th 2026	Student Champions team focus group session	A mixed student group - to gain the ‘student perspective’ and ‘student voice’ on the theme priorities
February 17th 2026	Senior Leadership Team (SLT) Strategy Day	Presentation of LTA Strategy 2026–2030 for review and feedback.
February/March 2026	▪ R & CAO and All Staff meetings ▪ TLA Committee, Academic Council	For review and feedback.
April 2026	Senior Leadership Team (SLT)	Approval

Appendix B

Programmatic Review Priority Themes

Programmatic Review is cornerstone of academic quality assurance and learning and teaching enhancement in Atlantic Technological University (ATU). It provides a structured, evidence-based opportunity to reflect on the efficacy, relevance and achievements of programmes. AQAE021 Periodic Review Policy outlines ATU's approach to programmatic review.

As part of the review of all major awards Programme Boards need to consider six themes. The themes align with the **ATU Curriculum Framework**.

1. Sustainability
2. Inclusivity
3. Academic Integrity
4. Digital Transformation in Teaching & Learning
5. Employability
6. Internationalisation



Programme Boards are encouraged to view the six programmatic themes not as isolated silos, but as interconnected threads, considering how elements within a programme can simultaneously address and contribute to multiple themes.

As part of the review of all major awards, Programme Boards may reflect on the following themes, in alignment with the ATU Curriculum Framework and within the processes set out in the Academic Quality Assurance and Enhancement Framework (AQAEF). Learn more at [Office-of-Academic-Affairs-&-Registrar.aspx](#)



Sustainability

1. Sustainability

Ensure that education for sustainable development (ESD) principles and ethos are appropriately embedded in programme and module learning outcomes and curriculum.

Consider how the programme provides meaningful opportunities for students to deepen their understanding of sustainability and the UN Sustainable Development Goals (SDGs), while fostering active and responsible citizenship. Consider how programmes demonstrate alignment with UNESCO's key competences for sustainability by integrating design thinking, critical analysis, and problem-solving approaches that help students appreciate the interconnectedness of social, economic, and environmental systems. Review whether current modules encourage creative, interdisciplinary, and collaborative learning that is experiential and practically oriented, enabling students to apply diverse perspectives to real-world sustainability challenges. Additionally, programmes should offer space to explore the ethical dimensions of sustainability—such as social justice, equity, and the influence of values and behaviours on global communities—thereby cultivating an understanding of responsible citizenship and its role in shaping a sustainable future.

Key Resources:

- UN Sustainable Development Goals, with UNESCO's key competences for sustainability
- ATU ESD Academy
- ATU AREA Student Competency (Digital & Green Skills) Framework and online assessment tool
- ATU/EU GREEN Introduction to SDGs Digital Badge Course for Staff and Students



Inclusivity

2. Inclusivity

Ensure that curriculum design and delivery are inclusive, meaningful, and accessible to all students by embedding Universal Design for Learning (UDL) principles and intentionally creating content, teaching methods, and assessments that respect and affirm diverse cultures, identities, histories, and life circumstances within our community and the wider world.

An inclusive curriculum is essential for promoting equity, enhancing student engagement, and preparing graduates for diverse workplaces while fostering critical thinking and meaningful learning experiences. Programmatic Review provides an opportunity to reflect on how learning outcomes, curriculum content, pedagogy, assessment, and reading lists support these goals and to challenge any perpetuation of assumed disciplinary norms regarding diversity and gender. Programme Boards should prioritise inclusive curriculum design by embedding Universal Design for Learning (UDL) principles, which emphasise flexibility, community, and active learning. This includes offering multiple means of representation to ensure content is accessible in varied formats, multiple means of engagement to connect learning to students' motivations and lived experiences, and multiple means of action and expression to allow diverse ways of demonstrating achievement. While UDL provides an essential framework for accessibility, inclusivity also encompasses the broader cultural, social, and disciplinary dimensions that shape curriculum and pedagogy. This includes intentionally integrating gender, race, ethnic, disability, and other equity-informed perspectives to ensure that programme content and learning environments reflect and affirm the full diversity of our students and communities and prepare students for the complexities of today's global workforce.

Inclusivity in programmatic review involves auditing curriculum content and assessments for inclusive perspectives and ensuring the principles of UDL are incorporating student feedback to identify barriers. It promotes flexibility through diverse assessment modes, inclusive rubrics, and accessible technologies, while fostering staff capacity-building and iterative improvements. ATU's UDL Centre of Excellence supports programme teams through structured review cycles and self-assessment tools that embed inclusive practices into curriculum design and evaluation.

Key Resources:

- CoE Inclusive Programme Review Process: ATU UDL CoE Inclusive Programme Review Process.docx
- Atu inclusive module review template.docx and 02 inclusive programmatic review template.pdf
- bracken, s., & novak, k. (2019). *Transforming higher education through universal design for learning: an international perspective*. Routledge, taylor et francis group. (p.121).
- EDIT toolkit web.pdf
- CAST universal design for learning guidelines,
- National access plan a strategic action plan for equity of access, participation and success in higher education 2022-2028
- The Norton Guide to Equity-Minded Teaching | Isis Artze-Vega, Flower Darby, Bryan Dewsbury, Mays Imad | W. W. Norton & Company



Academic Integrity

3. Academic Integrity

Embed academic integrity as a core principle in programme design by promoting ethical scholarship, authentic assessment, and responsible use of artificial intelligence (AI) to prevent misconduct and uphold trust in academic standards.

Academic integrity should be a cornerstone of programme design and delivery. Reviews should evaluate how programmes embed integrity principles in learning outcomes, assessment design, and student support. This includes promoting ethical scholarship, preventing plagiarism through education, and ensuring assessments are authentic and aligned with professional standards. Programmes should incorporate AI literacy and ethical guidelines to ensure students use AI responsibly in assessments.

Key Resources:

- ATU Staff T&L Academic Integrity Hub and ATU Student Academic Integrity Hub
- ATU Assessment Design Guide
- ATU TLC GenAI Resources
- Academic Integrity Digital Badge course for staff and students
- NAIN Academic Integrity Guidelines
- NAIN Generative AI Guidelines for Educators 2023.pdf



Digital Transformation in Teaching and Learning

4. Digital Transformation in Teaching and Learning

Ensure the programme enhances learners' digital competence, promoting active engagement through technology-enhanced experiences, implementing innovative and ethical digital assessment strategies, and fostering continuous reflection to ensure responsible, evidence-based practice.

Programmatic review should ensure that academic programmes actively foster learners' digital competence by enabling them to creatively, responsibly, and ethically use digital technologies for communication, collaboration, content creation, well-being, and problem-solving. Programmes should design digital learning experiences that promote active engagement and participation through collaborative activities, problem-based learning, and personalised approaches, leveraging technology to enhance inclusion and integrated assessment. Reviews should also evaluate the implementation of innovative digital assessment strategies aligned with learning outcomes, ensuring timely and constructive feedback. Furthermore, programmes must promote ethical use of educational technologies, including considerations of data privacy, security, and responsible learning analytics, while fostering digital citizenship among educators and students. Programmatic review should consider how Academic Integrity (AI) is integrated into teaching, learning, and assessment to enhance educational quality and relevance. This includes examining the use of AI tools for personalised learning, assessment design, and research support, while ensuring transparency, fairness, and compliance with academic integrity standards. Programmes should also prepare graduates to navigate AI-driven workplaces by embedding relevant skills and competencies within the curriculum.

Key Resources:

- ATU AREA Student Competency Framework – digital skills assessment tool
- TLC GenAI Education Resources
- ATU Digital Accessibility digital badge course and resources
- DigitalEd Knowledge Platform
- Digital Champion Teaching & Learning - digital badge online course
- ATU Learning Ecosystem (TLC & OFPD collaboration resource site in development)
- GenAI in Higher Education, HEA National Forum T&L



Employability

5. Employability

Ensure employability is embedded within the curriculum by integrating academic learning with practical experiences, fostering career-focused mindsets, and collaborating with industry to develop adaptable, innovative graduates prepared for meaningful contributions and lifelong success.

Programmatic review should ensure that academic programmes develop work-ready graduates by embedding employability and work-integrated learning initiatives that foster strong communication, collaboration, and professional skills. Programmes should empower students to shape their careers in alignment with their values, work-life balance, and diverse experiences, cultivating graduates who make meaningful contributions to society. Reviews should assess how curricula integrate academic learning with practical and professional experiences, guiding students toward self-awareness and readiness for success. Additionally, programme design should incorporate input from enterprise and stakeholders to shape curricula and assessments that promote innovation, creativity, and entrepreneurship, while nurturing a life-wide learning mindset essential for adaptability in a dynamic workforce.

Key Resources:

- ATU Employability Framework [atu-employability-statement.pdf](#)
- [MyCareerPath.ie](#) and Strengths Profiling Tool
- [Assessing Work Integrated Learning](#)



Internationalisation

6. Internationalisation

Ensure internationalisation by embedding global perspectives, intercultural competence, and opportunities for international collaboration within programmes, preparing graduates to thrive in an interconnected and culturally diverse world.

Programmatic review should ensure that academic programmes actively promote international perspectives and global engagement to prepare graduates for an interconnected world and students can benefit from an inclusive and decolonised curriculum. This includes embedding intercultural competence, global citizenship, and awareness of international issues within curricula, as well as providing opportunities for mobility, virtual exchange, and collaboration with international partners. Reviews should assess how programmes integrate diverse cultural viewpoints into teaching and learning, foster multilingualism where appropriate, and leverage global networks to enhance research and innovation. By prioritising internationalisation, programmes can enrich the student experience, broaden horizons, and strengthen graduates’ ability to contribute meaningfully in global contexts.

Key Resources:

- [ATU TLC & Global collaboration internationalisation of the curriculum \(toolkit in development\)](#)
- [ATU IVEL staff training course and digital badge](#)
- [ATU Global Strategy](#)

Appendix C

Student Feedback on Priority Areas

This summary captures cross campus student feedback on priority areas for enhancing learning, assessment, industry engagement, and student experience at ATU. Six strong themes emerged, reflecting students’ desire for clearer pathways, more applied learning, and improved supports.

Theme 1	
Tailored Assessment Methods Students strongly highlighted the need for assessment systems that recognise differences across programmes, campuses, and disciplines. Key points include: Core Student Insights ▪ One-size-fits-all assessment approaches do not work. Students noted that some campuses favour specific assessment types or timelines that don’t align across the university. ▪ Desire for flexible assessment formats. Students suggested including options such as presentations, posters, or alternative continuous assessments, following Universal Design for Learning (UDL) principles. ▪ Clarity and consistency needed. Concerns were raised around uneven assessment timelines, unclear expectations, and difficulties navigating exam papers. ▪ Feedback on all assignments - graded or not. Students stressed frustration when formative or interim submissions receive no feedback.	
Theme 2	
Early Exposure to Industry & Applied Projects This was one of the strongest themes and was repeatedly voted as a top priority. Core Student Insights ▪ Earlier access to industry connections, particularly for postgraduates who often seek partnerships late in their programme. ▪ Inconsistent opportunities across faculties. Some departments (e.g., computing) offer early industry exposure; others do not. ▪ PhD students want more applied pathways. Earlier access to organisations could influence research direction and open co-creation opportunities. ▪ Students want more campus-based industry events, guest speakers, networking days, and applied project showcases.	

Theme 3

Preparation for Life After ATU

This was ultimately chosen by students as the **#1 priority** for the university

Core Student Insights

- Strong call for **mandatory work experience** across all programmes where feasible.
- Students want **earlier preparation for placement**, including:
 - clear expectations,
 - skills workshops,
 - CV/interview support,
 - earlier employer matching (ideally mid second year).
- Students in some programmes reported uncertainty around placement arrangements—even weeks before placement start.
- Students emphasised the importance of **transversal skills** such as:
 - communication,
 - leadership,
 - teamwork,
 - public speaking.

Theme 4

Increased Use of Applied, Engaging Teaching Methods

Students consistently expressed a desire for more active, practice-oriented learning.

Core Student Insights

- Need for **more active learning**, including labs, simulations, applied projects, and practical in-class activities.
- Strong link between **active learning and attendance** - students feel more motivated when they are “doing” rather than solely listening.
- Programmes without labs (e.g., Marketing) want **practical project-based alternatives**.
- Students highlighted the importance of ensuring **new teaching staff** are supported with training in active learning methodologies.

Theme 5

More Detailed and Consistent Feedback

Feedback quality and timeliness emerged as a major concern.

Core Student Insights

- Students want **timely, detailed feedback** that helps them improve before the next assignment.
- A recurring frustration is the **absence of feedback on continuous or non graded assignments**, especially when these tasks are intended to prepare students for summative work.
- Students noted inconsistent approaches to feedback across modules and departments.
- Feedback is essential for students navigating **challenging tasks, data analysis, and real-world application**.

Theme 6

Improved Access to Study Spaces

This issue received extremely strong support and was ultimately one of the top three priorities.

Core Student Insights

- **Severe shortages of study spaces**, particularly during peak exam and assignment periods.
- **Bookable library spaces are in high demand**, often forcing students studying in canteens, empty classrooms or any available space they can find.
- Some campuses (e.g., Mayo) only have **one bookable room**, used year round.
- Frustration that non-ATU students can access library spaces during peak times due to the **absence of student-card access controls**, which the Library has been seeking funding to implement.
- Students want:
 - Additional **quiet study zones**,
 - More **group work study rooms**,
 - **Pods** for presentation practice,
 - **Extended IT centre opening hours**, especially for students without personal devices.



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