Self-Evaluation Report 2025 Template

Template Guidance Note

- All sections of this template should be completed in full.

- The format of the template should not be altered.

- The template has been pre-populated with the agreed Performance Objectives, indicators and targets. Pre-populated elements of the template reflect the Performance Agreement and these entries should not be amended. Queries relating to pre-populated information should be submitted to systemperformance@hea.ie.

- Where word count limits apply, these limits should not be exceeded.

- Appendices are not permitted.

- Reporting should be clear, concise, and evidence based.

- Narrative or bullet point formats may be used, and the use of plain English is encouraged.

- Reporting should be cognisant of the information provided in the System Performance Framework 2023–2028 and System Performance Framework Glossary.

- Where institutional strategies, policies, or other institutional documents are referenced, these should be hyperlinked where possible.

- Data presented in the report should be the most recent data available to the institution (timeframe should be specified).

- It is the responsibility of higher education institutions (HEIs) to ensure that the information provided in the report is accurate.

- Redaction may be agreed with the HEA prior to publication, as appropriate.

- The report must be signed by the head of the institution prior to submission.

- The report should be submitted to systemperformance@hea.ie by the stated deadline.

Data Protection

The HEA as data controller will process personal data received via this form in compliance with GDPR and the Data Protection Act 2018. We will only process the data received via this form for the purposes of reviewing, evaluating, and reporting on the System Performance Framework 2023–2028 and data will be retained in line with our Records Management Policy only as long as is necessary to meet this purpose. For more information, please see the HEA's Data Privacy Notice.

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Atlantic Technological University Self-Evaluation Report 2025

Introduction

This Self-Evaluation Report will form the basis of the HEA's assessment of the strategic performance of the institution with respect to the objectives and targets set in the Performance Agreement established between the Higher Education Authority (HEA) and Atlantic Technological University (ATU) in accordance with the System Performance Framework 2023–2028.

In line with the HEA's mandate to measure and assess institutions' strategic performance with a view to strengthening the performance of the higher education system and of designated institutions, and to ensure institutions' accountability, this Self-Evaluation Report will be published on the HEA website. The HEA will engage with institutions regarding any required redactions prior to publication.

It is the responsibility of the institution to ensure that the information presented in the submitted report (including qualitative and quantitative data) is accurate.

Part A: Performance Indicators

Text should be added to the white boxes in each of the tables below. Text in the shaded boxes reflects entries in the Performance Agreement and should not be amended.

The most up-to-date data available should be reported in the **'Benchmark data'** and **'2024/25 result'** columns.

The year or range of years to which the reported data relates should be added after the data source in the **'Data source and timeframe'** column.

Pillar: Teaching & Learning

Performance Objective 1

To reduce the overall student non-progression rate across ATU, maintain an above-average student experience through higher quality teaching, increase flexible modes of delivery, and enhance digital and green literacy across all disciplines.

Transversal areas of impact: Flexibility, Upskilling & Lifelong Learning; Climate & Sustainable Development; Student Success; Digital Transformation.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.1	**Non-progression rate (%) new entrants**	Academic Planning, Systems and Reporting Office / HEA SRS, 2022/23 New Entrants in 2024	2021/22 new entrants in 2023: 25%	TU average (24%) Selected comparator HEIs (SETU, TUS, MTU)	**TU average: 19%, SETU: 20%, TUS: 19%, and MTU: 14%**	**24% for 2022/23 new entrants**	**20% for 2022/23 new entrants**	23% for 2023/24 new entrants	22% for 2024/25 new entrants	21% for 2025/26 new entrants	**21% 4 p.p. reduction over 4 years**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.2	**Effective Teaching Practices score**	Baseline and Benchmark figures from 2023 Student Survey.ie; no data available for 2024/25 result.	34.1 (2023)	Remain above national mean for good teaching. ISSE 2023 Averages: TUs: 33.4 Pre-2019 universities: 32.7	**N/A**	**N/A**	**N/A**	TBC	TBC	TBC	**ATU will remain above national mean for good teaching.**
1.3	**Advance HE Fellowship award attainment as a result of ATU Engage programme**	ATU Teaching & Learning Centre, 2024/25 awardees.	2023: 36 to date	Not available	**N/A**	**51**	**71**	71	96	121	**121** **Increase of 85 on baseline**
1.4	**Number of persons who are employed in an academic capacity with minimal teaching experience to have completed First Steps programme within two years of commencing at ATU**	ATU Teaching & Learning Centre, 2024/25 recipients.	N/A Revised programme for 2024/25 (First Steps in T & L)	Not available	**N/A**	**25**	**20**	40	60	80	**80 academics will have completed First Steps programme**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.5	**Proportion (%) of new programme curricula (Level 8 major awards), identified at programme validation stage, that have embedded SDG content applicable to programme**	Quality Office ATU, programmes validated in 2024/25	No baseline data	Not available	**N/A**	**20%**	**100%**	40%	60%	80%	**80% of Level 8 major awards developed since Sept 2024 will have embedded SDG content**
1.6	**Number of part-time, flexible, and online enrolments**	HEA SRS, 2024/25 student profile; HEA 'Access our Data - Students' 2024/25	2023/24: 12,783 (E-learning: 5,695 PT: 7,088)	Leadership in online and part-time provision in higher education sector in Ireland.	**Maintained.** **TU Dublin 2024/25: 5,940 (Other: 75, Part-time: 5,865).** **MTU 2024/25: 4, 080 (Other: 1,745, Part-time: 2,335)** **TUS 2024/25: 3,255 (Other: 1,995, Part-time: 1,260)**	**13,166**	**13,778**	13,561	13,968	14,386	**55,081 enrolments over 4 years** **3% growth year on year** **Overall growth of 12.5%**

Technical note on indicator data for PO 1:

1.2: StudentSurvey.ie paused its taught student survey in 2024 and 2025 is to undertake a Strategic Review. Reporting on indicators that draw on StudentSurvey.ie results will recommence in 2026. Where the relevant survey questions have changed, indicators will be updated accordingly.

1.3: 71 ENGAGE Awards & 13 independently awarded fellowships. Total fellows: 84. DCU and MTU are the only other known HEIs with a similar programme. The rate per teaching staff has not been reported by these HEIs.

1.4: 20 academics have completed the programme within 12 months and received associated digital badge, 40 have 75% of programme completed and a further 20 have 30% completed.

1.5: We have added a section to Academic Module Manager (our Curriculum Management System) to ask Programme Development teams when developing new programmes (major awards) to indicate which, if any, of the SDGs are addressed by the programme. We also ask a qualitative question about how sustainability is embedded in each programme. Three out of three eligible programmes have undergone this process (100%). For benchmark comparison, there is no data available that is a direct comparison; in their performance agreements MTU and SETU have similar indicators but concern all programmes, not just newly validated programmes.

Pillar: Research & Innovation

Performance Objective 2

To increase ATU's impact on the Northern and Western regional ecosystem through increased researcher numbers and projects related to regional innovation.

Transversal areas of impact: Climate & Sustainable Development; Enterprise; Society; Region.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
2.1	**Number of postgraduate research enrolments as proportion (%) of total enrolments**	HEA SRS, 2024/25 student profile; HEA Statistics 2023/24	2023/24: 564 (Doctoral + Research Masters) 3.8%	TU Dublin	**679** **4%**	**590** **4.0%**	**655** **4.4%**	620 4.2%	650 4.4%	700 4.7%	**Increase in p.a. enrolments of 136** **0.9 p.p. increase on baseline**
2.2	**PhD completion rate (%)**	Student records, HEA statistics	2018/19 cohort (six years up to 2023/24) 50%	MTU, TU Dublin	**TU Dublin 2023/24: 86%, MTU not available**	**N/A**	**N/A**	56%	59%	62%	**+12% increase from baseline**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
2.3	**Number of postdoctoral fellowships co-invested with Enterprise**	TU RISE 2024 annual report and SETU TU RISE Postdoctoral Fellowships 2024 – CALL DOCUMENT	2022/23: 0 funded by TU Rise	Targets set in TU Rise work package. Funding 10 postdocs under TU RISE (published in SETU TU Industry brochure)	**Targets set in TU Rise work package**	**10**	**0**	0	0	0	**10**
2.4	**Number of enterprises supported by TU RISE (Indicator Code RCO01)**	TU RISE 2024 annual report	2023/24: 0	Targets set under TU RISE Indicator Code RC001	**Not available**	**20**	**32**	70	70	70	**230 over 4 years**
2.5	**Research Income (€) per Academic Staff (FTE)**	ATU Financial Statements for 17 months ended Aug 31st 2023; HEA System Performance Dashboard figures 2021/2022	2019/20: €13,195	Reduce gap to TU average Baseline average for all TUs is €20,043 in 2019/20	**2021/22: Average for all TUs (incl. ATU) is €18,087**	**€14,000**	**€12,022**	€15,000	€16,000	€18,000	**+€4,805** **36% increase on baseline**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
2.6	**Proportion (%) of research students reporting good/excellent student experience**	ATU research student survey 2024/25 (Survey broadly based on ISSE factors), Postgraduate Student Survey Data Hub	2024: 77% Good/ Excellent from internal ATU PGR survey	National Postgraduate Research Student Survey 2024/25 all survey respondents	**2025: 64% of total respondents indicating Good/Excellent**	**80%**	**69%**	80%	80%	80%	**3 p.p. increase on baseline**
2.7	**Number of start-ups supported through the four ATU innovation hubs, through facilities and funded programmes**	ATU Innovation Hubs records 2024	95 in 2023	Numbers of start-ups supported by innovation hubs in other TUs	**Not Available**	**105 in 2024**	**105 in 2024**	110 in 2025	115 in 2026	120 in 2027	**120 start-ups in 2027 (increase of 25 on the baseline)**

Technical note on indicator data for PO 2:

2.1: Total enrolments = The number of research enrolments (Programme Type 26+Programme Type 27) as a proportion of number of students registered on programmes at Level 8 and above, excluding occasional.

2.2: % of Full-Time students enrolled who successful complete their PhD within 6 years (includes those that may have transferred from a Masters by Research). The figure for 2024/25 (2019/20 cohort) is not yet available. We note that the baseline data is based on a small cohort (n=12) of students, so the calculated baseline of 50% is not statistically robust. Increasing numbers of students joining the PhD register in subsequent years will result in more robust measurements in future years.

2.4: Based on data provided in TU RISE annual report for 2024. There is no benchmark data available as national TU RISE metrics have not been publicised.

2.5: 2023/24 figure provided as 2024/25 will not be available until October 2025. Research Income = 16.44 million. Number of academic staff (FTE): 1364.9711

2.6: 69% is based on an internal ATU postgraduate research survey (N = 112 responses). An internal ATU postgraduate research survey was used for this indicator for 2024/25 to allow comparison with the previous year's data, which was also an internal survey as the national postgraduate student survey was not available. The benchmark data is the % of total survey respondents (across all HEIs) from the 2025 National PGR survey reported on the student survey data hub. For 2025/26 only the National PGR survey data will be used.

2.7: N = 105 includes innovation centre clients, Student Inc. entrepreneurship participants, and New Frontiers. There is no directly comparable available indicator in the sector.

Pillar: Access & Participation

Performance Objective 3

To widen access and participation by increasing the number of access routes and by providing awards addressing the needs of priority groups, national policy and regional agendas in an inclusive learning environment.

Transversal areas of impact: Flexibility, Upskilling & Lifelong Learning; Region; Sectoral & Tertiary Cohesion.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.1	**Proportion (%) of new entrants from socio-economically disadvantaged areas**	HEA SRS 2024/25 student profile; System Performance Dashboard 2023/24	2020/21: 14%	Continue to exceed system average (11% in 2020/21)	**10%**	**17%**	**14%**	17%	17%	17%	**Maintain current socio-economic profile**
3.2	**Number and proportion (%) of new entrants who are Irish Travellers[1]**	Equal Access Survey reported on HEA System Performance Dashboard 2023/24	2022/23: n=■ 0.2%	Exceed system average (36 in 2022/23, 0.1%)	**0.1%**	**Maintain baseline (0.2%)**	■ **(0.1%)**	+1 (0.2%)	Maintain increase (0.2%)	+1 (0.2%)	**+2 Maintain current proportion (0.2%)**

[1] The level of disaggregation of data disseminated publicly is subject to data protection considerations. Data disaggregated to a level which may allow individuals to be identified (even indirectly) is not disseminated publicly. See the HEA Statistics: Privacy, Data Protection and Disclosure Control.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.3	**Number of Craft Apprenticeship blocks and enrolments (headcount)**	ATU Academic Units 2023/24 (reported a year in arrears), and Apprenticeship progress report 2024	2023/24: 126 blocks 1,656 students	Total national craft apprentice population 27,470 (end 2023) targeted to grow by 11% in 2024 (Apprenticeship.ie Progress report 2023)	**29,772; 8.38% growth**	**177 blocks 2,472 students**	138 blocks 1,642 students	177 blocks 2,472 students	177 blocks 2,472 students	177 blocks 2,472 students	**204 additional blocks delivered for 3,264 additional students over 4 years**
3.4	**Number of students accessing ATU via Tertiary Education programmes**	ATU student records 2024/25	N/A (new initiative)	Not available	**N/A**	**75**	**79**	90	105	115	**385 students accessing ATU via this route over 4 years**
3.5	**Number of students registered on Access Programmes**	ATU Academic Units supported by Student services 2024/25; HEA Student data 2024/25	2023/24: 182	Access Programme provision in University of Galway, TCD, UCD. (University of Galway Access Programme intake 2022/2023: 42. TCD: annual intake 25)	**University of Galway 2024/2025: 95 TCD, UCD: data not available.**	**200**	**652**	215	230	250	**Increase of 68 on baseline Access programme delivered on 3 campuses thereby providing regional accessibility**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.6	**Number of registered students on bespoke programme for students with an intellectual disability (ID)**	ATU Academic Units supported by Student services 2024/25; HEA PATH 4 Phase 2 Systematic Review and Synthesis of evidence 2025	Not applicable as new programme	TCD programme (since 2006: average annual intake is 10 p.a.)	**HEA PATH 4 systematic review TCD 12 students**	21	23	No new intake	15 students	No new intake	**36 students registered over 4 years**
3.7	**Number of students undertaking ATU micro-awards**	HEA SRS returns student profile 2024/25; HEA 'Our Data-Students'	2022/23: 5,965	Maintain leading share (System total: 32,395 in 2022/23)	**SETU: 1,590 MTU: 1,810 students registered under 'Certificates'**	**6,000**	**8,078**	6,100	6,200	6,300	**Increase of 335 on baseline**
3.8	**Number of Springboard/ HCI enrolments**	HEA SRS 2024/25; Springboard 2024/25	2021/22: 1,653	Maintain share of places for all participating HEIs (8,335 in 2021/22)	**7,719 available places in 2025 (Springboard.ie)**	**1,700**	**1,855**	1,720	1,740	1,760	**107 increase in annual enrolments over baseline**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.9	**Number of academic staff who have gained an understanding of UDL through formal accreditation (digital badges/ PG Cert/ Masters in UDL) or through informal routes such as workshops, conferences, peer UDL support group etc.**	SRS for accredited programmes; T&L Office annual statistics 2024/25	2023/24: 233	Not available	**N/A**	**330**	**432**	420	510	600	**600 staff with understanding of UDL through formal or informal processes**
3.10	**ATU campuses with AsIAm designation as autism friendly or adherence to AsIAm principles**	ATU disability service 2024/25	One campus — Sligo	DCU and NCI only other accredited HEIs	**DCU and NCI only other accredited HEIs. DkIT and CCT are in progress.**	**N/A**	**N/A**	ATU Letter-kenny campus to be AsIAm accredited	N/A	Galway & Mayo campus[2]	**Four campuses accredited and/or adhering to AsIAm principles**

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[2] AsIAm accredited campuses, if there are sufficient students with ASD to meet criteria for designation. Otherwise, in tandem with ATU St Angela's, adherence to ASD principles.

Technical note on indicator data for PO 3:

3.1: Disadvantaged New Entrants: 2023/24 529, 14%. Reported one year in arrears i.e. reporting 2023/24 data for 2024/25. This baseline figure does not include St Angelas students who joined ATU after the baseline period.

3.3: 1,642 that was reported to HEA omitted 143 apprentices registered on the Killybegs Electrical programme. Total apprenticeships = 1,785 and 143 blocks.

3.4: 79 = (Tertiary student total): 47 =registered in Year 1 of Access to Nursing across 3 ETB Partner Centres 24/25, 28 = Year 1 BSc (Hons) General Nursing across 3 ATU campuses 24/25, 4 = progressed from Access to Nursing into Year 1 of other ATU programmes in 24/25.

3.5: 128 ATU Donegal and Sligo campuses & 478 students registered as part of consortium agreement delivered on IBAT campus in Dublin. Total = 652.

3.6: 23 registered and completed year 1 successfully.

3.7: Micro-credential awards are defined here as any accredited programmes less than or equal to 30 ECTS, as per ATU policy.

3.9: Data contributing towards this indicator is maintained by the Teaching and Learning office. Comparator data for this indicator is not available.

Pillar: Engagement

Performance Objective 4

To enhance regional economic sustainability by creating a robust ecosystem that is highly engaged regionally, nationally and internationally, driving cross-border and international student enrolment, and enhancing connectivity between the region and organisations across Europe.

Transversal areas of impact: Enterprise; Region; International; Climate and Sustainable Development.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
4.1	**Number of student enrolments from Northern Ireland**	Academic Planning, Systems and Reporting Office, HEA SRS, 2024/25	2022/23: 365	Maintain largest share of national total (22% of 1,660 in 2022/23) with reference to nearest comparator, DkIT (14% (230) in 2022/23)	**24.92% share of national total (1,585 students) compared to DkIT, 13.88% share (220 students)**	**375**	**405**	385	425	495	**130 additional registrations from students normally domiciled in Northern Ireland**
4.2	**Number of non-EU students (FT)**	ATU Global, HEA SRS, 2024/25	2022/23: 1,105 in ATU (525 full-time)	Grow non-EU students in ATU to reach a similar level of achievement as TUS. (820 total (780 full-time) in 2022/23)	**960 total (930 full-time)**	**1,210 (605)**	**1,890 (1,486)**	1,300 (650)	1,360 (675)	1,450 (700)	**31% increase on baseline over 4 years (33% increase on full-time baseline)**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
4.3	**Number of ATU student and staff mobilities to EU GREEN Partners**	ATU EU GREEN Project Office 2024/25	2023: 45 (43 staff and 2 students)	Targets set out in EU GREEN consortium	**Targets set out in EU GREEN consortium**	**70**	**178**	80	80	80	**310 mobilities over 4 years**
4.4	**Number of national and international organisations accessed by ATU as part of EU GREEN**	ATU EU GREEN Project Office 2024/25	Zero — not yet formally commenced	Targets set out in EU GREEN consortium	**Targets set out in EU GREEN consortium**	**40**	**110**	50	60	60	**60 organisations engaged through EU GREEN by 2028**

Technical note on indicator data for PO 4:

4.3: This figure comprises outgoing students and staff only from ATU to one of the eight EU Green Alliance partner organisations (Universitat Magdeburg, Université de Angers, Universidade de Évora, University of Extremadura, Universitá Di Parma, University of Oradea, University of Gavle and Wroclaw University of Environmental and Life Sciences) where mobilities occurred between 01/09/2024-31/08/25, and were as captured by Erasmus Beneficiary Module (KA131 2023 and 2024), EU Green funded, EU Green funded by HEA, and EU Green 'Other'.

4.4: This figure is from EU Green midterm reporting submitted end of 2024: 47 national; 63 international.

Performance Objective 5

To promote equality in all aspects of the University's activities and to create an environment and culture where all students, staff and others are mutually treated with dignity and respect.

Transversal areas of impact: Equality, Diversity, Inclusion & Belonging; Institutional Leadership & Culture.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
5.1	**Achievement of Athena Swan awards**[3]	ATU EDI office 2024/25 records	2022: Legacy Bronze Athena Swan award	Not available	**N/A**	**N/A**	N/A	Athena Swan Bronze institutional award achieved	Faculty-level Athena Swan award or equivalent achieved	Second Faculty-level Athena Swan award or equivalent achieved	**ATU institutional Athena Swan Bronze award achieved, and 2 Faculty-level awards achieved**
5.2	**Proportion (%) of decision-making committees within the University that are gender balanced**	ATU EDI office 2024/25 records	2024: 42% of decision-making committees within the University	Not Available	**Not available**	**60%**	**61%**	70%	80% (and gender balance in the Chairs of the committees and sub-committees	100%	**Gender balance across 100% of decision-making committees of the University**

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[3] Advance HE have advised us not to commence on a Faculty-level Athena Swan application until our new Faculty structure is in place, which might affect the timeline of the Faculty-level applications.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
			are gender balanced						of Governing Body, Senior Leadership Team and Academic Council)		
5.3	**Proportion (%) of staff and managers who have undertaken race equality (RE) training**	ATU EDI office 2024/25 records	2023/24: 25% of managers have completed RE training; <5% of staff have completed RE training	Mandatory RE training for all members of recruitment panels and Antiracism training for all staff (HEA, 2022, 5). Comparator data not available	N/A	**Maintain baseline**	**0.3% of staff** **25.6% of managers**	10% of staff 50% of managers	20% of staff 70% of managers	30% of staff 80% of managers	**30% of staff having undertaken race equality training, including 80% of managers**
5.4	**Capture rate of equality monitoring data for ATU staff**	HR and EDI 2024/25 records	2023/24: Equality data for 23% of ATU staff	Not Available	N/A	**50%**	**30.8%**	65%	80%	90%	**Equality monitoring data for 90% of ATU staff**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
5.5	**Proportion (%) of first-year students undertaking training in consent**	SVHPRM[4] plus Student Support, EDI 2024/25 records	2023/24: 25%	Match the Technological Sector average	**Not Available**	**40%**	**29%**	50%	60%	70%	**70% of first-year students undertaking training in consent**
5.6	**Proportion (%) of staff trained in the Preventing and Responding to Gender-Based Violence policy and procedure**	SVHPRM, EDI and HR[5] 2024/25 records	2023/24: 0% as this is new training	Match the Technological Sector average	**Not Available**	**40% of managers trained**	**12.5% of Managers trained** **3% of Staff trained**	70% of Heads of Dept and line managers trained and 30% of all staff under-taking basic training by end of 2025	80% of Heads of Dept and line managers trained; 40% of all staff under-taking training by the end of 2026	50% of all staff under-taking basic training by the end of 2027	**50% of staff trained including 80% of managers/ Department Heads**

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[4] Sexual Violence and Harassment Prevention and Response Manager
[5] HR data is based on December cut-off from the previous year.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
5.7	**Proportion (%) of staff trained and/or briefed in the Dignity at Work policy and procedures**	SVHPRM, EDI and HR 2024/25 records	2023/24: 0% as this new training	Match the Technological Sector average	**Not Available**	**60% of manager trained**	41%	90% of managers trained and 30% of all staff briefed	50% of all staff briefed	60% of all staff briefed	**60% of staff, including 90% of managers, with some level of training**

Technical note on indicator data for PO 5:

5.2: Out of 21 committees, 16 have a gender-balance (within 10%). Counted committees: University Planning Team, Academic Programme Provision Committee, University Academic Collaborations & Partnerships, Sponsorship Committee, IP Committee, Resourcing Committee, Academic Council, Academic Planning & Strategy, Academic Programmes, Academic Standards & Policy, Teaching, Learning & Assessment, Student Experience and Access, Research and Innovation, Governing Body, EDI Subcommittee, Strategic Development Subcommittee, Finance Subcommittee, Audit and Risk Committee (ARC), ICT Subcommittee of ARC, Honorary Doctorate Committee, External Nominations
5.5: 45% of new entrant students (2,896) have received consent ed; this includes Apprentices new to ATU. Without Apprentices 29% (1,496)
5.6: 82 staff is 3% of 2689 staff. 21 is 12.5% if 168 managers (based on June 2025 quarterly returns). Benchmarking data is not currently available; there is a forthcoming 2023/24 sectoral synthesis report on the implementation of the National Framework for Ending Sexual Violence and Harassment that may help to inform benchmark data for future years of this Performance Agreement.
5.7. Attendance of managers at Dignity at Work *briefing* sessions held October 7th and 10th 2024.

Part B: Performance Evaluation and Strategic Reflection

Text should be added to the white boxes in each of the tables below. Word count should be recorded as indicated. Guidance on the information required in each table is provided in the shaded boxes. Pre-populated elements of Part B reflect the Performance Agreement and these entries should not be amended.

Section 1: Context

Provide an update on the context for the implementation of the institution's Performance Agreement in academic year 2024/25. This should include information on the following, as relevant:

- Institutional strategy, including stage of development and/or implementation of the Strategic Plan.

- Changes to the organisation's structure and/or senior leadership.

- Changes to the profile of the institution, i.e. significant changes to the number of staff and/or students or to programme delivery.

- Improvement or development of data collection and evaluation systems and processes, e.g. action taken to address data challenges or gaps, or any new challenges or data gaps that have been identified since the development of the Performance Agreement or submission of the previous SER.

- Any modifications (requested or approved) to the Performance Agreement.

Word limit: 500

Institutional Strategy:

ATU's Strategic Plan *Open Minds, Bright Futures*, published in September 2024, was developed in parallel with the Performance Agreement, and metrics and timelines both align. A dashboard reporting tool has been implemented to visualise target progression, and to aid reporting to Governing Body.

Organisational Structure/Senior Leadership:

ATU has been working on the development of an appropriate organisation structure for the Senior Leadership Team (SLT), faculty structures and the delivery of central services. A 10-person SLT was approved by DFHERIS in April 2024. Final sanction to commence recruitment was received in January 2025. The team comprises four Faculty Deans and six Chief Officers. Four roles were recruited by 01 September 2025, two are in train, and the remaining four require further DPER approval.

A three-tier structure is envisaged for Faculties, with discipline-based Schools spanning the

University. These new Schools were established in September 2025 with future focus on further alignment of departments within Schools.

Changes to Institutional Profile:

- Increase of 14% in overall enrolment figures in 2024/25 over previous academic year.
- Increase of 44.8% in Undergraduate Certificate level due to cohort of students from the Insurance Institute of Ireland (III) and Life Insurance Association (LIA). These were registered later than usual in July and, unlike in previous years, were included in the 2024/25 HEA returns.
- Greatest observed increased at Foundation/Access level, with numbers enrolled rising to 652 following a consortium agreement with IBAT.
- Decrease in enrolments at Higher Certificate (L6), Ordinary Bachelor's Degree (L7) and Taught Masters (L9); all other categories showed an increase in enrolments.
- Numbers enrolled on Research programmes rose by 16% over the previous year.
- 36% increase in the number of non-EU students enrolled in the academic year 2024/25.

Data collection and evaluation:

Improvement of processes: An Organisational Impact Research Coordinator (TU RISE) was appointed, who facilitates Power BI visualisation of organisational metrics, including ATU Strategic Plan, Performance Agreement indicators, Knowledge Transfer Office and ATU Engage metrics. They provide staff training and data pipeline development for various functions such as Staff Development, Teaching & Learning, Research, External Engagement and EU GREEN. In addition, the Academic Planning, Reporting and Systems Office manages all student data reporting centrally.

Data gaps: Awaiting development of digital databases CRM Engage (Enterprise engagement) and RIMS (Research awards, researcher profiles, bibliometrics). Implemented interim excel-based tracking systems: Enterprise Engagement Activity Tracker (Indicator 2.4), and a research funding proposals tracker.

Modifications:

Proposed modifications to Indicators:

- 2.2 – PhD Completion rate – calculation methodology to be amended to reflect individual completion rate.
- 3.1 – Error in baseline identified, amend targets to 14% for all years.
- 4.3 – EU GREEN mobilities, amend targets to 100 p.a.
- 5.1 – Amend 2026/27 + 2027/28 targets to "School" rather than "Faculty".
- 5.5 – Need revised indictor wording to capture full-time first year **and** new apprenticeship students for consent training.

Indicators for Discussion:

Significant deviation from anticipated targets in a few areas:

- 3.1 - Student Retention, propose see additional year data set
- 3.5 – Access Numbers (IBAT)
- 3.7 – Micro enrolments
- 4.2 – Non-EU Students (IBAT)

[Word count: 500]

Section 2: Evaluation of Performance

Provide an evaluation of the institution's performance in relation to this Performance Objective, with reference to the indicator data provided in Part A. This should include:

- Analysis of the indicator data for this Performance Objective, e.g.:

  o Trend analysis and benchmarking of performance with reference to baselines, benchmarks, and targets. Graphs or charts to illustrate the analysis provided should be labelled and cross-referenced in the commentary.

- Assessment of implementation, e.g.:

  o Effectiveness of the specific actions related to the Performance Objective as demonstrated by the analysis of the indicator data.

  o Internal or external factors that have supported or impeded the achievement of targets.

  o Any additional evidence of performance, e.g. qualitative evidence of outcomes.

- Strategic reflection, e.g.:

  o Any learning from the analysis of the institution's performance.

  o How learning is being applied to maintain and/or enhance implementation and outcomes in future.

  o How learning is being used to inform decision making, strategy development, policy, and/or strategic planning.

  o New or emerging opportunities, challenges, and risks related to the Performance Objective.

  o Priority(s) in relation to this Performance Objective for the year ahead, with reference to any new actions or initiatives to support implementation.

Word limit: 1,000

Pillar: Teaching & Learning

Performance Objective 1

To reduce the overall student non-progression rate across ATU, maintain an above-average student experience through higher quality teaching, increase flexible modes of delivery, and enhance digital and green literacy across all disciplines.

Transversal areas of impact:

Flexibility, Upskilling & Lifelong Learning; Climate & Sustainable Development; Student Success; Digital Transformation.

Analysis of indicator data

All targets under this performance objective were met, with some exceeded significantly; in particular, indicator 1.1.

Implementation Assessment

The University invested in a number of supports and changes to process to support student engagement and retention. It is also likely that the negative impact of the pandemic on student retention is diminishing and that higher number of students taking NFQ level 8 programmes is impacting positively on progression rates. A bespoke student satisfaction survey in the reporting period revealed that 75% of respondents felt student supports received from counselling, disability service etc. prevented them from withdrawing from the University. ATU is committed to the continuous enhancement of student supports to promote student success and retention. The 2025 PGRstudentsurvey.ie data of 2025 indicates that compared to other HEIs, ATU has fewer students considering withdrawing.

This is an 8% increase in student satisfaction in terms of student retention since 2023. The Advance HE ENGAGE programme, a tangible commitment to professional recognition of teaching acumen continues to grow, with 71 staff supported through the programme to achieve Fellowship across all categories. A major milestone this year was ATU becoming the first university in Ireland to be formally accredited by Advance HE to award Fellowships autonomously, recognising the quality and impact of our approach to supporting professional development in teaching and learning. Whilst this year's target was achieved (indicator 1.3), the university expects this to settle in the coming years.

New academic staff are engaging with the *First Steps* programme, and the content is complemented by the Academic Orientation programme open to all academic staff. This will be evaluated in 2025/26 to ensure it meets the needs of all cohorts of new academics especially

those teaching on the apprenticeship programmes (indicator 1.4).

A significant achievement from the N-TUTORR programme of work, now mainstreamed, was the development of the ATU Curriculum Framework and associated toolkit - 7 Steps to Programme Design, embedded since May 2025 into policy and programme design procedures, now the agreed template for all new programmes and programmatic reviews. The inaugural university programmatic reviews will commence in 2026/27 and there is a commitment to reviewing all for SDG content (indicator 1.5). At the heart of the ATU Curriculum Framework is Education for Sustainable Development (ESD), crucial in learning, teaching and assessment.

The Framework was developed as part of N-TUTORR resources including a digital toolkit that was developed to support this The Curriculum Framework and Curriculum Framework Toolkit | Review 360. A masterclass on this was also run as part of N-TUTTOR in December 2024 N -TUTORR Curriculum Framework, Final Masterclass - N-TUTORR. ATU launched the ATU ESD Academy in April 2024, responding to the National Strategy of ESD to 2030. The aim of the academy is to integrate sustainability across learning environments, providing a range of programmes and learning opportunities across multiple levels and modes. A digital mechanism of mapping SDG content is also under development.

Complementing and connecting the ATU ESD Academy is the EU GREEN Alliance. EU GREEN, comprising 9 European universities, is developing a learner-centred and research-inspired education ecosystem, focused on sustainability and guided by six interdisciplinary Research Clusters. The vision is to equip students and society at large with the competencies needed to address complex challenges across four interconnected domains: economy, society, culture, and environment. Some notable achievements from the Education cluster to date include: the development of an Education strategy for the 9 partner universities; the design of a professional and pedagogical development programme including a masterclass series, professional development academic retreats, digital badges and a suite of micro-credentials; joint degrees and blended intensive programmes (https://eugreenalliance.eu).

In 2025, ATU Teaching and Learning Centre under the ESD Academy produced two short online courses on the sustainable development goals. Both courses lead to digital badges for staff and students across the 9 EU GREEN partner universities.

Another impactful N-TUTORR initiative was the *Students as Partners in Innovation and Change Fellowship* programme. At a sectoral level the fellowship programme involved 175 project teams with 35 projects in ATU alone. These involved 350 staff and students across ATU's 9 campuses. A book of impact case studies is available to view on ATU ISSU here.

During the reporting period, ATU committed to supporting the development of a Virtual Learning Environment (VLE) integration initiative "*ATU Learning Ecosystem*". This strategic project aims to establish a comprehensive, connected, and technology-enhanced learning environment to foster educational excellence and support student success across ATU. The initiative is guided by the PEDALs Framework — *Pedagogical Excellence, Digital Alignment, and Learning = Success* — which

provides a structured foundation for the project (Figure 1).

Initial activities under the framework will include a review of academic policies, an audit of current learning systems, an evaluation of usage data, and a comprehensive assessment of digital infrastructure. These actions will serve as the cornerstone of the broader learning ecosystem development.

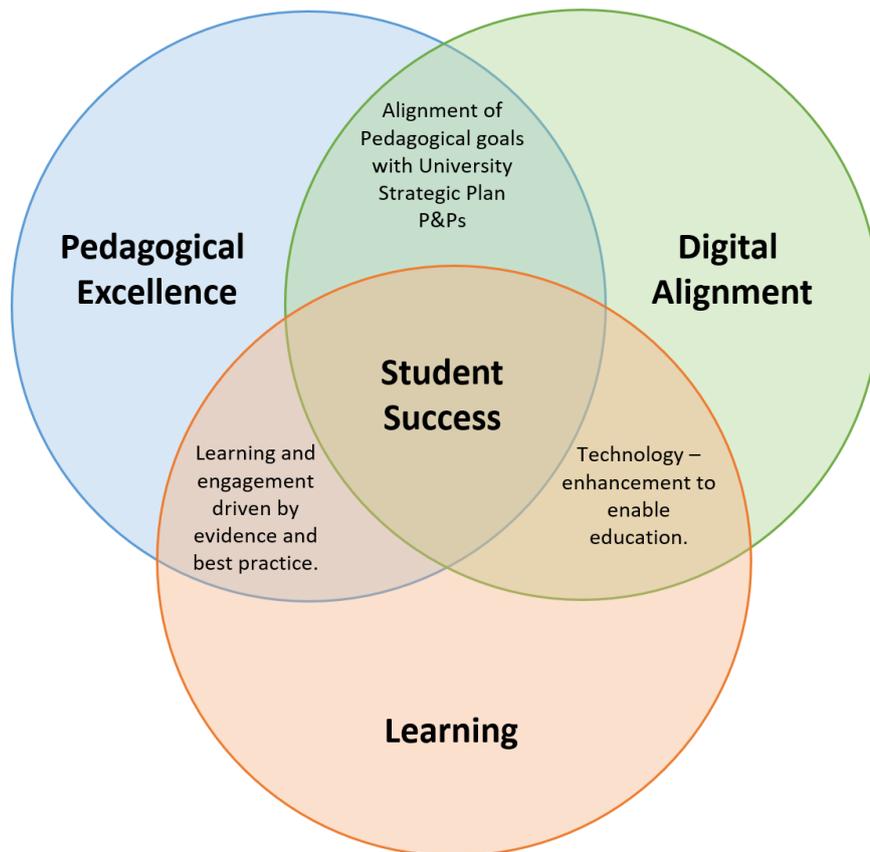PEDALs: Pedagogical Excellence, Digital Alignment and Learning = Success.

Figure 1. Framework for Pedagogical Excellence, Digital Alignment, and Learning = Success.

Strategic Reflection

The University's commitment to enhancing student supports, developing academic staff teaching acumen in a sustainable manner appears to be having a positive impact on retention at a quicker pace than anticipated. The University is aware that these supports need to be sustained and flexible enough to pivot to students' needs. During the reporting period, the University underwent a CINNTE review which provided recommendations in relation to TLA strategy which should impact on a number of the indicators. The VLE project is a significant investment for the university for the next 4 years. The University strategy to align data sources and processes is showing results and enabling decisions to be made on real-time data.

[Word count: 963]

Pillar: Research & Innovation

Performance Objective 2

To increase ATU's impact on the Northern and Western regional ecosystem through increased researcher numbers and projects related to regional innovation.

Transversal areas of impact:

Climate & Sustainable Development; Enterprise; Society; Region.

Analysis of indicator data

2.1: Number of postgraduate research enrolments as proportion (%) of total enrolments

The number of post-graduate enrolments increased, reflecting an ongoing trend. Related TU criterion shows an increase from baseline of 3.4% to 4.4% in 2024/25. There remains a challenge to meet the TU criteria target in the longer term.

2.2: PhD Completion rate

The university is reviewing historical data to set a baseline. Originally, this was set at completion within 4 years of first registration (15%). However, this is not reflective of the actual completion rate, where students are writing up or starting employment, causing registration in a fifth year. This may be a more representative definition. Furthermore, this calculation reflects the overall ratio of graduate PhD students as a fraction of total PhD students in that 5-year period; it does not track completion at an individual rate, which means it is negatively affected by increasing numbers of PhD students.

2.3: Number of postdoctoral fellowships co-invested with enterprise

These post doctorate fellowships arise from TU Rise funding, and will be filled in a single recruitment campaign in Q4, 2025.

2.4: Number of enterprises supported by TU Rise

This measure is ahead of target for this period and it is expected to stay on track.

2.5: Research Income per academic

The trend for research income is upwards since 2021, though it could be characterised as incremental rather than transformative. Given recent awards, it is likely this will continue in the future though at a greater rate given the current emphasis on larger funding programmes and the appointment of specialist funding staff through TU Rise. Though the research income has

increased, research income per academic has decreased, due to the overall increase in academic FTE. This is likely to stabilise, but we will continue to monitor and reflect on related trends for the duration of this performance agreement.

2.6: Proportion of research students reporting good/excellent experience

Research income:
2023/24: €16.41M
2022/23: €14.60M
2021/22: €13.41M

This target was set following an internal research student survey carried out in April 2024. Since that time the ISSE survey has also reported after a one-year gap (see Figure 2 for ATU results and national benchmarks).
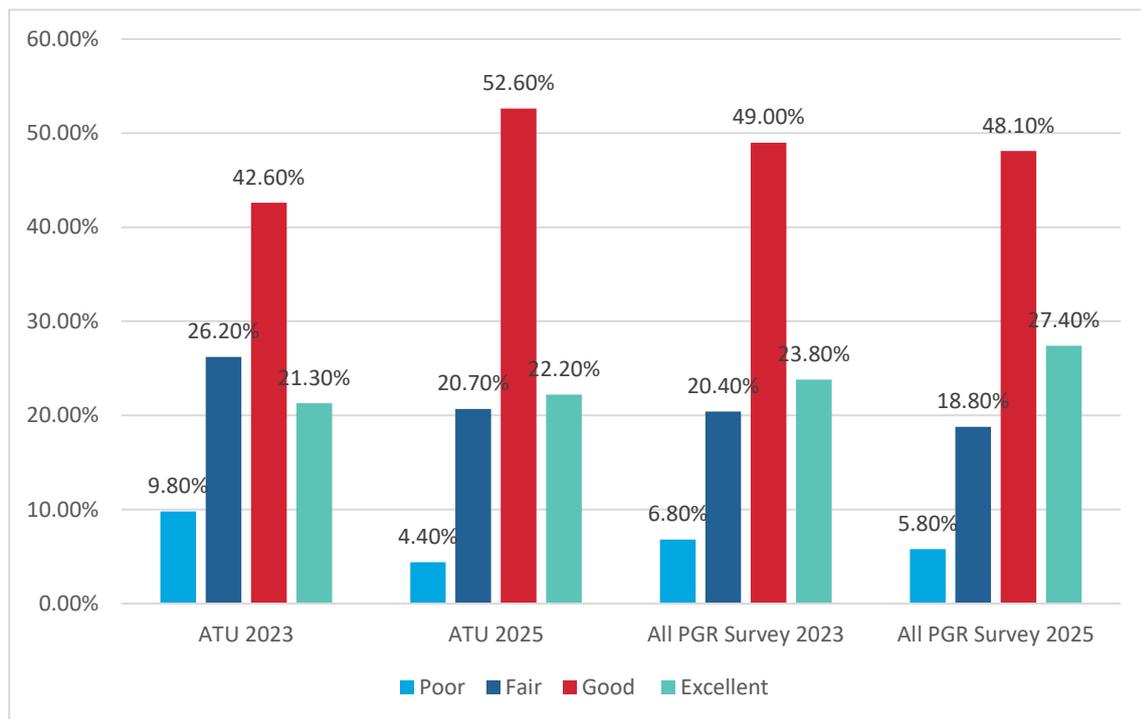

Figure 2: Outcomes from ISSE Survey 2025 on student satisfaction.

In the past two years, there has been a 11% increase (from 64% to 75%) in satisfaction among research students at ATU. ATU is thus performing on a par with the national benchmark.

ATU's own internal survey has resulted in a rating of 69% using the same scale as the national survey. In future, the national survey may be a better data source as it readily offers benchmark data as well as being independently run.

2.7: Number of Start-up supported through ATU Innovation Centres.

This target has been met, confirming a strong performance in supporting start-ups across ATU campuses with the largest categories, Information Technology and Medical Technology/Health, accounting for approximately 70% of the total. Programmes like New Frontiers and Student Inc.

are an important entry point for early-stage entrepreneurs.

Assessment of implementation

In general, progress relating to the Performance Objective is on target. The embedding of TU RISE, along with other programmes funded by ERDF has strengthened university capacity in research, innovation and engagement.

Student experience shows a positive trend, with high ratings for supervision and skill development *e.g.* 93% of students agree that diverse skillsets are developed, and 87% are satisfied with supervisory support. However, challenges remain in research facilities (29% disagree they have suitable space; 37% cite lack of specialist resources) and module registration (25% report issues). The definition and measurement of student completion has proven problematic, and it appears that tracking of individual students may be the best way of attaining accurate data.

Research income continues to rise, but the increase in academic staff has diluted income per academic. ATU excels in supporting start-ups, with four campuses offering business incubation facilities and integrated support services. A new plan for student entrepreneurship is being implemented, supported by TU RISE, fostering a culture of innovation and aligning academic pathways with enterprise development.

> **Supporting & Impeding Factors**
>
> **Supporting Factors:**
> - Strategic investment in research and enterprise engagement.
> - Recruitment of specialist staff and increased research office capacity.
> - Integration of research, innovation, and engagement under a single chief officer, enhancing coordination and resource allocation.
>
> **Impeding Factors:**
> - Difficulty in meeting TU average benchmarks for research income per academic.
> - Gaps in systematic data collection, though these are decreasing.
> - Lack of suitable research infrastructure

Strategic Reflection

Learning from Performance Analysis

This highlights the value of strategic investment and clear targets in driving measurable outcomes in postgraduate enrolments, research funding, and enterprise engagement. The recruitment of 60 PhD students in 2025, with over 120 academic staff involved in supervision, marks a significant signal of the transition from IOT to TU status. The integration of research, innovation, and engagement functions under a single chief officer will be a major structural advancement, streamlining operations and enhancing impact measurement.

Application of Learning

- Enhanced data gathering and review in areas such as trends in research funding, training

analysis, researcher experience, supporting evidence-based strategy development.
- Ongoing consultation on future structures, facilities, funding, and training needs.

New Opportunities, Challenges, and Risks

Opportunities**:**

- Continued implementation of TU RISE, driving research and enterprise capacity.
- Scaling student entrepreneurship through new action plans.
- Increasing collaboration on large-scale proposals.

Challenges**:**

- Achieving transformational change to meet ambitious targets in funding, knowledge transfer, and participation in large collaborative projects.
- Lack of professors to drive research leadership and time for academic staff to engage in research, highlighting the need for workload management (academic contract).
- Addressing gaps in research facilities and resources in the short to medium term.

Risks**:**

- Sustaining growth in research income per academic amid rising staff numbers.
- Ensuring compliance with evolving funding and legal requirements.

Priorities for the Year Ahead

- Advance recruitment of professors to support research maturation.
- Continue implementing TU RISE and related objectives.
- Scale student entrepreneurship initiatives.
- Further integrate cross-university systems and data collection to enhance KPI tracking especially in student completion, research project database and enterprise engagement.

[Word count: 999]

Pillar: Access & Participation

Performance Objective 3

To widen access and participation by increasing the number of access routes and by providing awards addressing the needs of priority groups, national policy and regional agendas in an inclusive learning environment.

Transversal areas of impact:

Flexibility, Upskilling & Lifelong Learning; Region; Sectoral & Tertiary Cohesion

Analysis of indicator data

Of the 10 indicators, seven of the targets were achieved and exceeded with indicator 3.3 slightly under target. Internal projections indicate that the 2027/28 target will be achieved, largely due to a significant planned expansions of the Carpentry & Joinery and Electrical programmes in 2026/27. Analysis of the target set for indicator 3.1 highlighted that the original targets set were based on incorrect data and a request for an amendment will be made. ATU will continue to exceed the national average as we continue to augment our access routes, and the Deprivation Index Score (DIS) of students in the counties that are our highest feeder counties remain significantly below the national average with the exception of Galway. The target for Traveller new entrants was not met but remains at the national average.

Implementation Assessment

ATU is committed to supporting alternative routes to education as evidenced by the Access programmes and Tertiary Education routes available. The University maintained its percentage of SE Disadvantaged new entrants at 14%, 3% above the last HEA reported national average. 2024/25 saw a 9% increase in new entrants via the access routes – HEAR, DARE, FET, Access, and Mature which meant that 30% of all new entrants in 2024/25 entered ATU via one of the aforementioned five access routes. Early analysis of the 2025/26 student profile indicates a significant increase in mature new entrant students. The percentage of Traveller new entrants fell slightly during the reporting period but remains at the national average. The progression rate for this cohort is 56%. The Equal Access Survey (EAS) data returned in March 24/25 via the Student Record System (SRS) shows ■ Traveller & ■ Roma students still attending the university.

During the reporting period, ATU developed and approved a Traveller & Roma Framework to support progression to Higher Education. These activities will be led by a Traveller Educational Officer (indicator 3.2). Six hundred and six (606) students completed an Access programme during the reporting period with a successful Sligo delivery. The programme had been established on the Donegal campus, and was extended to the Sligo campus during this period. We envisage

doubling the intake on this campus during 2025/26 and aim to extend to Galway City (indicator 3.5). Seventy-one students who completed an Access programme accepted places on ATU programmes, with 10 awarded Sanctuary scholarships. Twenty-seven students on the Nursing Tertiary programme also progressed to study at the university. ATU expanded its Tertiary Education portfolio during the reporting period and has plans to further expand over the academic year (indicator 3.4).

ATU exceeded the target of 21 student registrations on the WAVE programme for students with Intellectual disability, with 23 students enrolled in 2024. The programme was delivered on three campuses (indicator 3.6), with a 100% retention and pass rate. The inclusive design of the academic modules has enabled WAVE students to successfully participate in classes alongside peers without disabilities, supported by dedicated staff. The Educational Support Worker and Student Success Coach have played a vital role—providing in-class support, assisting with study skills and assignment preparation, and facilitating social engagement across university life. To sustain this success, it is critical that funding is allocated in a timely manner to enable early decisions on staff contracts. A total of 8 staff members are directly affected by upcoming funding decisions. Recruitment of students for academic year 2026/27 should commence in January 2026.

ATU is at an advanced stage in achieving Autism Friendly Campus designation for its Donegal campus. A formal submission to AsIAm, Ireland's national autism charity, is scheduled for September 2025 (indicator 3.10). The Disability and Learning Support Service (DLSS) is currently working with AsIAm to establish a university-wide Autism Friendly Action Plan, guided by a dedicated steering group. This collaborative approach will ensure a consistent & inclusive experience across all ATU campuses. Recruitment is currently underway for an additional Inclusion Learning Support Officer, which will provide vital support in implementing autism-friendly initiatives and advancing the goals of the action plan. ATU remains committed to fostering an inclusive & supportive learning environment for all students. As part of this commitment, proposals for enhancements to the built environment, aimed at improving accessibility and sensory-friendly design, are at various levels of implementation. The Inclusion Learning Support Officer & physical enhancements are being funded through Path 4 Inclusive funding.

Four hundred and thirty-two (432) staff across ATU took part in UDL-related learning, showing real momentum in how we are building awareness and action around Universal Design and Universal Design for Learning (indicator 3.9). This includes not just academic staff, but also Professional, Managerial and Specialist Support (PMSS) staff — especially through the *UD Beyond the Classroom* Digital Badge. This reflects ATU's recognition that UD/UDL understanding should be institution-wide and not limited to academic roles, aligning with the emphasis of the ALTITUDE National Charter to support broader cultural and operational change across the university. ATU formally adopted the ALTITUDE Charter in March 2025 and has both governance and operational structures to progress implementation. A Universal Design project officer is being recruited to spearhead this initiative, funded through Path 4 Inclusive funding.

Regarding Indicator 3.8, the availability of funding for students through Springboard+ & HCI

enabled 1,855 students to enrol on flexible programmes. The Springboard+ & ICT Skills initiative provided the largest number of funded places with 1,411 students, the remaining students funded through HCI. In 2024, Springboard+ saw a reduction in target enrolment places together with the loss of one programme from Springboard+ in 2023.

Strategic Reflection

ATU is demonstrably committed to Widening Access & Participation and welcomes HEA/DEFHERIS decisions regarding Path 3 Funding which will facilitate long term plans to help ATU meet National Access Plan (NAP) targets. The alignment of academic faculties in 2025/26 will further support ATU's commitment to achieving NAP targets. ATU is also committed to the implementation of the ALTITUDE charter to further enhance its inclusive practice and environment (built and digital). The WAVE programme's success is generating enquiries for programme provision in 2026/27; ATU will be seeking financial support to continue this offering. It is the intention of the University to offer the Access programme at an additional site this year. An additional tertiary programme in the area of Software and IT Technology will be on offer in Sept 2026 with further programmes in development.

[Word count: 998]

Pillar: Engagement

Performance Objective 4

To enhance regional economic sustainability by creating a robust ecosystem that is highly engaged regionally, nationally and internationally, driving cross-border and international student enrolment, and enhancing connectivity between the region and organisations across Europe.

Transversal areas of impact:

Enterprise; Region; International; Climate and Sustainable Development.

ATU is committed to enhancing regional economic sustainability through engagement at regional, cross-border, national, and international levels. In 2024/25 the University advanced connectivity, deepened partnerships, and expanded its international presence, with quantitative and qualitative progress evident developments in structures, policies, and initiatives.

Analysis of Indicator Data

ATU has demonstrated strong performance across all indicators under PO4.

4.1: Northern Ireland Enrolments: ATU recorded 405 student enrolments from Northern Ireland, surpassing the target of 375 and consolidating ATU's position as the institution with the largest share of cross-border enrolments nationally, reflecting the success of various cross-border collaborations. Cross-border enrolment growth is an important contribution to national Shared Island objectives and demonstrates the University's capacity to bridge regional ecosystems across political boundaries.

4.2: Non-EU Students: Non-EU enrolments grew from 525 full-time students in 2022/23 to 1,487 in 2024/25, well above the target of 1,300. Overall, ATU now hosts over 2,100 international learners from 119 countries. There is also diversification across regions (South Asia, Africa, Latin America, and North America). The growth trajectory aligns with national policy goals in *Global Citizens 2030* and positions ATU among the leading Irish TUs in attracting and supporting a globally diverse student body.

4.3: EU GREEN Mobilities: ATU achieved 178 outgoing mobilities associated with EU Green in 2024/25, a significant increase from the baseline of 45 and exceeding the annual target of 80. In addition, there are 98 incoming students and staff, reflecting the strong institutional engagement with EU GREEN, the European University Alliance that ATU joined in 2023. Furthermore, taking other Erasmus pathways into account, our total mobilities is 661 staff and students. Mobilities have strengthened academic and cultural exchange, expanded research networks, and fostered

innovative curriculum development with sustainability at its core.

4.4: Organisations Engaged via EU GREEN: Through EU GREEN, ATU engaged with 110 organisations in 2024/25 (47 national, 63 international). Engagements span industry, local authorities, NGOs, and academic partners, with ATU leading Work Package 5 and co-leading Work Package 4. This highlights ATU's ability to leverage European consortia to strengthen regional and international networks.

Assessment of Implementation

Several structural and strategic initiatives underpinned ATU's strong engagement performance in 2024/25.

'ATU Global' Consolidation: Operating under the Vice President for Internationalisation, ATU Global drives recruitment, partnerships, student mobility, and internationalisation at home. Its territory-based management structure ensures coverage across Europe/Americas, Africa/Middle East/Asia, and cross-campus intercultural initiatives. This structural clarity has enabled more targeted market development, improved agent oversight, and better integration of internationalisation within university governance.

Recruitment and Systems Innovation: Admissions processes were streamlined via a centralised applicant portal (*DreamApply* CRM), supported by enhanced quality assurance protocols and a revised *International Fees & Refund Policy*. A dynamic agent procurement framework was established, ensuring ethical and transparent recruitment aligned with the *London Statement* (of 'Principles for the Ethical Recruitment of International Students'). Complementary tools, including the *ATU International Guide*, enhance accurate information provision and market-specific messaging. Together, these measures have increased volume and quality in international student recruitment.

Mobility and Partnerships: Beyond EU GREEN, ATU expanded its *Erasmus+* portfolio, securing ATU-wide KA131 grants valued at €1.165m and extending opportunities for both study and staff mobility. The University deepened existing bilateral links and broadened partnerships across Canada, the United States, India, and ASEAN regions. Transnational education (TNE) collaborations were further embedded including new programme delivery with IBAT College Dublin for international cohorts. These initiatives diversify ATU's engagement portfolio and enhance resilience.

Internationalisation at Home: Expanded initiatives included intercultural training for staff and students, curriculum internationalisation pilots, and an active International Student Ambassador network of more than 50 volunteers. High-profile cultural events such as Global Villages, Diwali, Holi, and Chinese New Year enhanced campus vibrancy and inclusivity. The "Going Global" podcast further amplified international student voices, enhancing peer support and visibility of global perspectives.

Preparation for the International Education Mark (IEM): In 2024/25, ATU undertook extensive

preparatory work for QQI's International Education Mark, completing a detailed application statement and structured gap analysis. We await the application outcome; expected to be announced in Q4 of 2025. The IEM process has catalysed alignment of engagement initiatives with best practice standards and will further strengthen ATU's position as a trusted international provider.

Strategic Reflection

*Learning and Strengths***:** The past year demonstrates that coherent structures, professionalised recruitment, and alignment with European alliances deliver measurable results. Targets in Performance Objective 4 have been met or exceeded ahead of schedule, evidencing the effectiveness of ATU Global's territory model, CRM-driven admissions, and EU GREEN leadership.

*Challenges***:** Despite robust performance, challenges remain. The availability and affordability of student accommodation is a constraint on further international growth, particularly in regional towns. Coordinating engagement activity across nine campuses requires ongoing investment in systems and communication. Externally, global competition for international students, shifting visa requirements and obligations, and geopolitical volatility create uncertainties necessitating careful risk management.

*Opportunities***:** ATU is well-placed to maximise forthcoming opportunities: the Global Engagement Strategy will guide partnerships and market diversification; EU GREEN offers scope for joint degrees and research; cross-border growth supports Shared Island priorities; and pursuit of the IEM will strengthen reputation and assure quality.

*Risks***:** Include over-reliance on certain markets, agent networks, or programme types; potential volatility in non-EU enrolments due to visa or geopolitical issues; and capacity pressures on support services. The University will mitigate these by maintaining diversification, embedding continuous monitoring of agent performance, and scaling student support proportionately with growth.

Priorities for 2025/26

The University has identified the following priorities to sustain and enhance performance in PO4:

- Finalise and launch the ATU Global Engagement Strategy as a framework for internationalisation at home and abroad.
- Strengthen cross-border initiatives with Ulster University and other partners, reinforcing Shared Island collaboration.
- Expand student and staff mobilities beyond EU GREEN through bilateral agreements in North America, Asia, and Africa.
- Embed global perspectives in curricula and broaden intercultural competence training.
- Maintain a high-quality international student experience via enhanced orientation, mentoring, and cultural supports.

- Secure QQI's International Education Mark (IEM), ensuring alignment with global best practice.

[Word count: 991]

Performance Objective 5

To promote equality in all aspects of the University's activities and to create an environment and culture where all students, staff and others are mutually treated with dignity and respect.

Transversal areas of impact:

Equality, Diversity, Inclusion & Belonging; Institutional Leadership & Culture.

With respect to indicator 5.1, ATU submitted an institutional Athena Swan Bronze award submission in April 2025 and a revised ATU Gender Action Plan was compiled following extensive staff consultation processes. The intention is that the actions in this plan will also help address issues highlighted by the gender pay gap report. In accordance with advice from Advance HE, we will commence on the process of Faculty/Departmental applications as soon as the new Faculty structures are embedded, hoping to commence several applications during the 25/26 reporting period. We continued to facilitate a cohort of women in participating in the Aurora leadership development programme, as well as being part of a pilot of a sectoral inclusive leadership development programme.

Whilst achieving indicator 5.2, UPT, Academic Council and Governing Body will continue to work proactively to address gender balance in the membership and chairs of decision-making committees and sub-committees as the terms of reference and membership of these committees are reviewed over the coming years. For some of these committees it will be when their membership is renewed that will provide the opportunity to address the remaining imbalance.

During 24/25, the ATU Race Equality Working Group led an assessment of the position of ATU with respect to race equality including a detailed consultation facilitated by an external consultant with various representative groups from across the university. The team are working on finalising a Race Equality Action Plan for consultation and approval in semester 1 25/26. Training will be part of the plan, hence the subsequent targets for indicator 5.3. Meantime introductory EDI training, including race equality, was implemented for PhD students as part of induction and EDI also formed part of the induction for new staff.

Mid academic year 2024/25, a campaign was undertaken to encourage staff to provide data to support equality monitoring on equality grounds other than gender. This campaign coincided with the integration of the legacy CORE (People XD) HR systems into one ATU system. However,

the rate, whilst comparable to others in the sector, is still lower than we hoped for in PO5.4. Further campaigns will be undertaken during the coming academic year. This will coincide with awareness raising associated with the consultation and finalisation of the Race Equality Action Plan which is it hoped will help encourage staff to provide their equality monitoring data.

During this reporting period, strong progress has been made toward the indicators and targets for indicator 5.5 and indicator 5.6.

For indicator 5.5, 45% - 2,896 first-year undergraduate and Apprenticeship students have received in person consent education, exceeding the target of 40%. Excluding apprentices, the figure is 29% (1,496 first-year undergraduate students). In person delivery formats included both 30-minute Active Consent session and a 2-hour ATU Respect Consent Matters sessions. On smaller campuses, the 30-minute session was incorporated into induction for all first-year students. On larger campuses, the 30-minute session was scheduled during timetabled hours, though implementation is not yet consistent across programmes or locations.

A pilot 2-hour Consent Matters module was also delivered to 492 first-year undergraduates as a proof of concept on one of the larger campuses. In addition, 2,291 students attended a 15-minute induction information session on the ATU Respect programme. For 2025/26, the plan to reach at least 50% of 1st year students will be enhanced through the scheduling of multiple 30-minute consent education sessions during induction days across all nine campuses. This is expected to support achievement of the 2025/26 target of 50% of first-year students completing consent education.

For indicator 5.6, 82 staff members have completed the training, including 21 managers (representing 13% of the total manager cohort). The evidence-based, 3-hour training programme was designed and piloted in-house, with two ATU Respect staff now proficient in delivery. This has established sustainable internal capacity for ongoing roll-out. The in-house model supports cost efficiency, ensures content is tailored to trainee and organisational needs, and strengthens both awareness of and engagement with the ATU Respect programme.

Training on the Human Rights and Equality Public Sector Duty was arranged for UPT and has also been arranged for the Governing Body, EDI sub-committee of the Governing Body for semester 1 25/26.

ATU continued to celebrate the LGBTQI+ community within ATU, supporting Pride, LGBT+ History month and National Coming Out Day. We undertook a range of events to raise awareness of issues faced by members of the Traveller and Roma Community and marked Black History Month with a series of events and an exhibition of a curated booklist in the libraries across the campuses. During 24/25 the university committed formally to the Age Friendly University principles and held several intergenerational events as part of this commitment.

To support the implementation of the new EDI policy and Gender Identity & Expression policy, we provided training and information on the corresponding Gender Identity and Expression

Procedures for staff and students.

Via N-TUTORR project, a Sustainable Higher Education Futures Curriculum Framework, based around the UN SDGs, was adopted. Embedded in this framework is the EDIT Charter, which is a series of EDI-related principles. Training on the Curriculum Framework and the EDIT principles is available and it is being implemented in development of new modules and courses and preparing for programmatic review.

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Section 3: System Learning and Policy Development

Comment on any learning or insights arising from the institution's self-evaluation of performance in relation to the Performance Agreement that may contribute to system learning and/or national policy development and implementation.

Word limit: 300

The self-evaluation process delivered a sharp focus on the requirement for an institutional research office within ATU, contributing to nationally available accurate data sets, allowing system-wide comparators and appropriate benchmarking.

Post-merger constraints in the technological universities are linked to slow implementation of integrated data repositories for staff, student and research data. This has also impacted us with the continuation of three separate legacy Springboard platforms. At a system level, support for stronger data governance will be crucial to support accurate reporting on performance.

In terms of policy implementation there are far greater demands on staff in terms of training and upskilling requirements, with this Performance Agreement alone requiring staff training in Dignity at Work, UDL, EDI, Race Equality, Human Rights Equality & Public Sector Duty, Preventing and Responding to Gender Based Violence, First Steps, teaching & learning, education for sustainability. Other critical training areas include AI, Child Protection, Cybersecurity, GDPR, in addition to a range of new policies and procedures developed as part of a new unified Technological University. It may be possible to share this work at a system level.

Overall, the self-evaluation stage of the Performance Agreement has contributed to the validity of our chosen indicators, targets, and has aided progress reflection. It remains a challenge to ensure that as wide a cohort of staff as possible are aware of the content of the Agreement.

[Word count: 238]

Section 4: Signature of the Head of the Institution

The SER should be signed by the Head of the Institution prior to submission.

On behalf of **Atlantic Technological University**, I declare that the particulars supplied in this report are true and correct.	
Signature:	*[signature]*
Print Name:	Dr Orla Flynn, President/Uachtarán
Date:	26 September 2025