Annual Quality Report (Griffith College)
Reporting Period 2023-2024

Griffith College

2025

Annual Quality Report (Griffith College)
PART A: INTERNAL QA SYSTEM
Reporting Period 2023-2024

CONTENTS

Links to Reference Documents Cited in this Template[1]

Legislation

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

QQI Documents

Statutory QA Guidelines (QAG)

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

Other QQI Policy Documents

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

Other National/International References

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

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

PART A: INTERNAL QA SYSTEM

Table 1

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

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

Introduction and Overview of Institution

This is the AQR for Griffith College for the reporting period 1 September 2023 – 31 August 2024.

It is submitted by Friday, 28 February 2025.

The AQR has been approved by Griffith College's Academic and Professional Council and is submitted by the College's Head of Quality Assurance and Enhancement.

Griffith College's Quality Assurance and Enhancement (QAE) Manual is provided on the Griffith College website at https://www.griffith.ie/qaemanual

About the Institution

The College was established in 1974, and incorporated in 1978 as Business and Accounting Training (BAT). BAT relocated to Griffith Barracks in 1991 and changed its name to Griffith College Dublin. Between 1992 and 1996, the College's initial degree courses (in Computing and Business) were validated by the University of Ulster. In 1992, the College became a designated institute of Ireland's National Council for Educational Awards (NCEA) – the predecessor of the Higher Education and Training Awards Council (HETAC) and Quality and Qualifications Ireland (QQI). The College celebrated the 50th Anniversary of its establishment in 2024.

The College has grown considerably since its foundation and, in 2023/2024, offered a wide range of over 150 undergraduate and postgraduate programmes accredited by QQI leading to awards at levels 6 to 9 on Ireland's National Framework of Qualifications (NFQ). Programmes disciplines included accountancy; animation; audio and music production and technology; business; computing science; education and training; English language; fashion, graphic and interior design; film and TV production; healthcare assistant; hospitality management; industrial engineering; journalism and media communications; law; MedTech; pharmaceutical science; photography and psychology.

Several of the College's QQI-accredited programmes are delivered on a collaborative or partnership basis. Collaborative programmes are delivered with Engineering, Support & Services (ESS) Ltd, Innopharma Education, and Pulse College. Other programmes involve support from, and association with, industry bodies such as, for example, the Construction Industry Federation and Construction Professional Skillnet (CP Skillnet), the Irish Hotels Federation (IHF), the Irish Institute of Legal Executives (IILEX), the Irish Institute for Pension Management (IIPM), and organisations such as Nursing Homes Ireland and the Vintners Federation of Ireland involved in consortium steering groups associated with the College's apprenticeship programmes.

Griffith College Limerick offers an MBA programme validated by Heriot-Watt University (HWU), and HNC/HND in Engineering programmes from the Business Technology Council (BTEC).

The College provides programmes to prepare learners for the examinations of professional bodies and other international accreditation agencies, for example, the Accounting Technicians Ireland (ATI), Association of Chartered Certified Accountants (ACCA), and CPA Ireland qualifications. The College's School of Professional Accountancy is an ACCA platinum tuition provider, and is a CPA Goldstar approved licensed provider. The Law School provides both the Law Society of Ireland's entrance exam (FE1) and the Honorable Society of Kings Inns' preparation courses.

The College also provides a range of training programmes leading to certification from professional bodies such as Cisco and Microsoft. The College's Leinster School of Music and Drama (LSMD) provides tuition and examinations for learners of all ages learning musical instruments, singing and drama.

The College attracts and enrols a richly diverse learner population on its programmes. These reflect traditional full-time learners undertaking programmes of one or more years' duration at undergraduate or postgraduate level, mature learners attending on a part-time evening basis, learners undertaking programmes involving work experience, full-time and part-time learners on government-funded programmes such as Springboard, those returning to the workforce or taking programmes in conjunction with their workplace commitments, and online learners. The College has offered blended programmes of both online and in-person classes since 2016, with QQI-approved institutional scope of provision for blended programmes since 2019.

In the academic year 2023/24, the College's overall learner population was 7,936 across all programmes, with 5,750 enrolled on programmes leading to QQI awards, including Irish and international learners – both EU and non-EU. International learners, representing 127 nationalities, include learners taking the entirety of their undergraduate and postgraduate programmes with the College, plus visiting students undertaking Erasmus, study abroad and exchange programmes. The College has extensive access, transfer and progression arrangements enabling learners from local Further Education (FE) colleges, and those who have already completed microcredentials, to access the College's programmes. Where appropriate, learners accessing the College's programmes may enter with advanced standing, and the College has agreed quality assurance procedures with QQI in respect of the recognition of prior learning, both credited and experiential, for this purpose. Graduates of the College's programmes may progress to other awards, both within the College and with other institutions, nationally and internationally.

The College's programmes are delivered from the College's constituent campuses, at approved external training centres, and online. The main Dublin campus, on a seven-acre historic site formerly known as Griffith Barracks, is located on South Circular Road, Dublin 8, and hosts on-campus residences for 640 students. The Cork campus on Wellington Road is a five-acre site formerly used by Marymount Hospice. Since its acquisition, the Cork campus has been extensively refurbished and re-purposed for higher education use at a cost of over €3m. The College's city-based campuses are located on O'Connell Avenue, Limerick and on Dublin's Wolfe Tone Street. All campuses are owned by the College, except for the Wolfe Tone Street campus, where a long-term lease arrangement is in place.

The College is a founding member of HECA, the Higher Education and Colleges Association. It has a long tradition of engagement with accreditation agencies, contributing to the development of higher education in Ireland. It established the International Conference on Engaging Pedagogy (ICEP) to support the development of teaching and learning practices in higher education. Its senior staff have served as members of HETAC's council and programme awards committees. The College is committed to the provision of quality education for national and international learners alike – leading the development of the Irish Higher Education and Quality Network's (IHEQN's) procedures for international learners. The College's senior management and faculty members actively engage in, and contribute to, national developments in quality assurance undertaken by QQI, and in related developments in higher education, teaching, learning and assessment advanced by bodies such as the National Forum for Teaching and Learning in Higher Education, the HEA, Solas, etc.

Griffith College's quality assurance systems are aligned with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015, and are detailed in the Quality Assurance and Enhancement (QAE) Manual – which contains the College's policies, procedures and guidelines. These arrangements are governed by the College's Academic and Professional Council (APC), and subject to ongoing monitoring, review, development and enhancement. Changes arising from developments by QQI, and other accreditation bodies, are adopted and integrated in line with agreed implementation schedules.

Preparing the Annual Quality Report

The Annual Quality Report is prepared by the College's Quality Assurance and Enhancement Department (QAED), with regular input, review and refinement from relevant department heads and College management. The final submission is reviewed and approved by the College's Quality Assurance and Enhancement Sub-Committee (QAES) and Academic and Professional Council (APC), prior to its submission to QQI.

In implementing the drafting process, an update was delivered weekly to QAED and bi-weekly to the QAES meetings, with drafts available on a SharePoint folder for feedback and updates. The AQR was a standing agenda item for APC in October, November and February (2024/2025). At the October 2024 meeting, the APC formally confirmed the College's intention to submit the report, in line with the College's strategic objective of utilising the report for reporting progress on the College's Cinnte Institutional Review journey, and to subsequently seek delegation of authority (once the QQI guidelines and legislative arrangements are in place to do so). An update on the project was provided at the November and December meetings of APC. The working draft of the AQR was made available to all staff via SharePoint in January 2024 to facilitate their ongoing input and review. Potential Case Studies for inclusion were identified and drafted within the relevant functional units, and reviewed within the document drafts. The February meeting of the College's APC reviewed and approved the final draft of the document, in advance of its end of-February submission to QQI.

1.0 Internal QA Framework

1.1 Governance and Management of Quality

Governance and Management Structures

Griffith College's governance and management structure comprises three related but distinct entities: the Board of Directors (BoD); the Academic and Professional Council (APC); and the Management Board (MB), as outlined in the figure below:
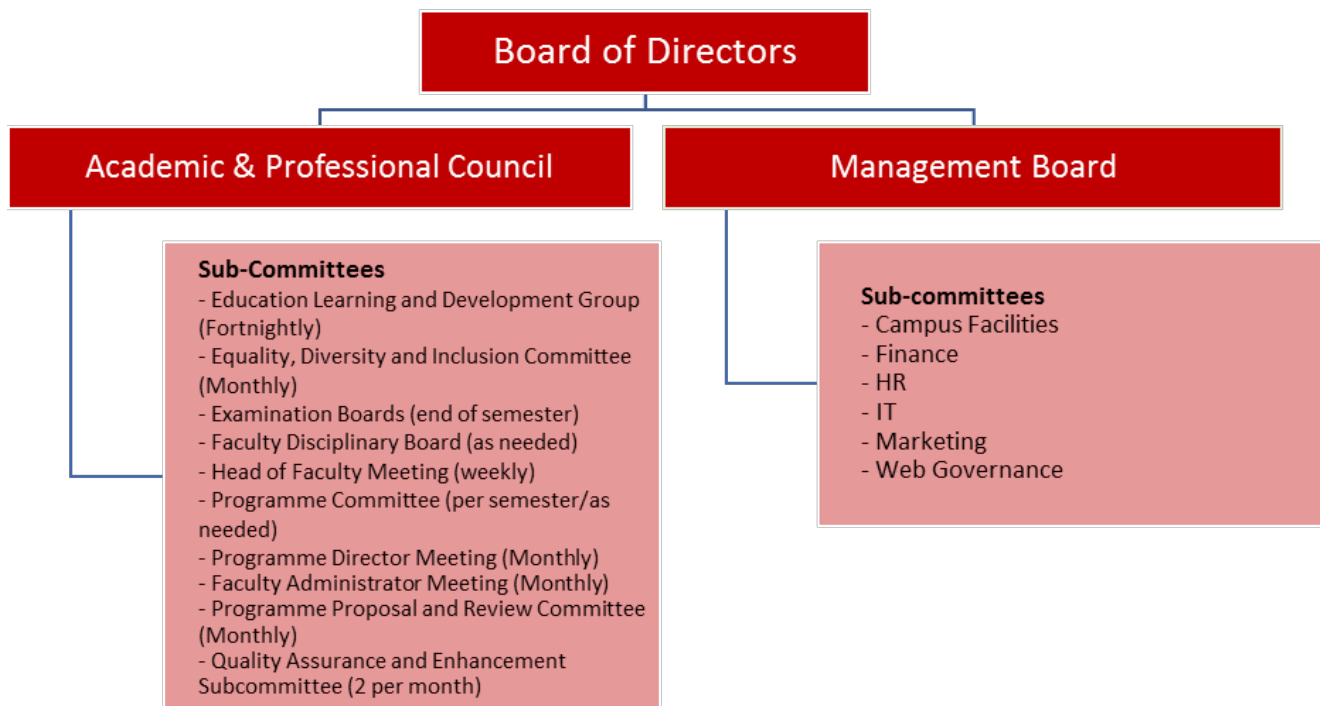
More detailed information on the College's governance and management of quality is provided in the College's Quality Assurance and Enhancement (QAE) Manual, particularly in Section A: Governance and Management of Quality. The following section contains a summary of these processes and the framework they create.

Scope of Quality Assurance and Enhancement

The College's Quality Assurance and Enhancement (QAE) Policies, Procedures, Practices and Guidelines, as outlined in its QAE manual, apply to programmes delivered by Griffith College. Griffith College is understood to incorporate the College's constituent campuses and teaching centres in Dublin, Cork, and Limerick and all partner institutions where Griffith College programmes are provided.

The scope of the College's QAE system extends to:

1.   All programmes provided by the College which lead to further or higher education academic awards governed by Irish or overseas awarding bodies.

2.   All programmes provided by the College which prepare learners for the examinations of executive, vocational, technical and professional bodies, whether nationally or internationally based.

3.   All forms of programme delivery and study mode, including full-time, part-time, blended, distance provision, and apprenticeships.

External agencies and awarding bodies stipulate rules and regulations in respect of their awards. These criteria typically complement and extend those already outlined in the College's QAE manual, serving to add precision in respect of several procedures. Where the College provides a programme leading to the award of an external agency, it is understood that the quality assurance and enhancement measures used to govern the programme include all those prescribed by the external agency in addition to those described in the College QAE manual. These two sets of requirements are typically retained as distinct documents.

The College's activities are influenced and governed by a variety of other external agencies and contexts, both nationally and internationally. The College works to ensure that its QAE documentation continues to reflect and comply with all prevailing national and international legislation as it evolves. The College is committed to advancing and embracing national and international educational developments.

Quality Assurance and Enhancement Measures

The College-wide use and adoption of the term quality assurance and enhancement (or QAE) rather than quality assurance or quality control is operationally, culturally and strategically important. The specific inclusion of "enhancement" in the College's focus on quality recognises the opportunity and requirement for procedures to be continually re-evaluated and improved. The use of the term reflects the consideration of QAE processes as opportunities for shared reflection and agreed change by all members of the College's learning community to ensure the ongoing fitness of purpose of its policies and procedures. It also recognises the shared and equal opportunity and responsibility for QAE development across the College.

The College continues to develop its QAE processes and to enhance the quality and effectiveness of its programme provision in the light of experience gained in delivering its programmes and the direction provided by external parties. The quality assurance and enhancement measures developed by the College, and the processes which flow from them, seek to balance College-wide responsibilities and faculty responsibilities.

The College has developed a set of principles which form the basis for the design, agreement, and implementation of its QAE policies. These principles are outlined in the Griffith College <u>QAE Manual, Section A-1.4 - Quality Assurance and Enhancement Policy.</u>

In keeping with the principle of collective agreement, all QAE proposals and supporting documentation are subject to the approval of the Academic and Professional Council (APC), which typically meets monthly and has overall responsibility for safeguarding the QAE practices of the College. All changes to QAE policies or procedures come through the QAE Department and QAE Subcommittee and, with supporting documentation as necessary, must be presented to and approved by APC.

Academic and Professional Council (APC)

The College has a number of boards and committees responsible for the various aspects of its academic governance and management. They collectively form a framework which ensures the implementation, monitoring, review and evaluation of all QAE measures. The Academic and Professional Council (APC) and its sub-committees are responsible for all aspects of the design, delivery, development, and implementation of professional and academic programmes of study in the College. The membership of the APC includes representation from academic faculties, professional schools, academic administration, support and service departments, Griffith College Students' Union, lecturing staff, collaborative partners, and management.

Responsibilities of the APC are defined as:

- Ensuring that the College academic policies relating to teaching and learning are consonant with the College mission and strategic plan.
- Being responsible, subject to the approval of the Board of Directors, for making the academic regulations of the College, and ensuring the implementation of the academic regulations of the College.
- Monitoring the design, development and implementation of programmes of study in accordance with the functions of the College
- Ensuring that the curriculum offered through the College is appropriate, challenging and dynamic.
- Making recommendations for the selection, admission, retention and exclusion of learners.
- Ensuring that the quality and standard of provision is routinely monitored through annual monitoring, stakeholder feedback processes, validation and review procedures.
- Ensuring that the regulatory framework governing the assessment and examination of learners, and any associated appeals process, is fairly and consistently operated
- Approving external examiner appointments.

- Making recommendations on programmes for the undertaking and support of research at the College.
- Reviewing summary internal and external feedback referred to it periodically and proposing appropriate action in response to feedback where necessary.
- Reviewing reports and recommendations received from its sub-committees.
- Forming *ad hoc* sub-committees where considered beneficial and appropriate.
- Considering any matters referred to it, as appropriate, by other authorities/individuals within the College.

With regards to quality assurance and enhancement (QAE), the APC provides the opportunity to consider best practice, to foster collaboration and to encourage critical evaluation – culminating in consensus on the quality assurance and enhancement policies, procedures, practices and guidelines adopted by the College. The APC receives reports on an ongoing basis from its sub-committees – thus ensuring that it is kept abreast of operational quality assurance and enhancement issues. All QAE proposals must be approved by the APC.

In addition to the APC, the College has several other committees (such as the QAE subcommittee, the Heads of Faculty, Programme Directors' meeting, Class Reps meeting) which include College, learner and external representation, as appropriate, and hold specific responsibilities related to the implementation, monitoring and review of QAE processes. Specific roles and responsibilities are associated with each of these management organs which are indicated within the College's quality assurance and enhancement documentation. The roles and responsibilities of these forums are revised as appropriate and in accordance with QAE and organisational developments.

In keeping with the established principle of communication, all agreed policies, procedures, practices and guidelines are circulated to stakeholders through a variety of appropriate channels. In addition, the rationale for the introduction of quality assurance and enhancement measures is communicated to stakeholders and supporting implementation guidelines are devised, if deemed appropriate and useful.

Representation of learners and external stakeholders

The College takes particular care to ensure that learners and their representatives can participate fully in the governance and management of quality. To this end, learners and their representatives currently hold seats on committees, such as:

- Academic and Professional Council (APC)
- QAE Subcommittee (QAES)
- Programme Committees
- Equality, Diversity and Inclusion Committee (EDI)

The participation of learners in these committees is supported, in some instances, by the practice of the committee chair and/or secretary meeting the learners in advance of the meeting to discuss the agenda in greater detail.

Class representatives are engaged as part of the module evaluation procedure, offering informal and semi-formal feedback on behalf of the class. Each class cohort nominates at least one class representative, whose role is recognised at programme, faculty and College level.

The College resources learner representation through its engagement with the National Student Engagement Programme (NStEP). The programme provides training for learner representatives (particularly class representatives) and resources for institutional staff, to increase capacity for effective learner representation.

External stakeholders are formally represented through a seat on the APC. Industry, graduate and employer input is collected as part of the annual programme review procedure and forms an important part of the programme review report which is submitted alongside the revised programme document during the programme re-validation process. Learner and graduates meet external programme review and re-validation panels, to inform the panels' deliberations on their recommendations for the future programmes. Industry and employability considerations form part of the programme proposal process from an early stage.

1.2 Linked Providers, Collaborative and Transnational Provision

Collaborative provision of programmes

Collaborative provision of programmes is guided by the College's *QAE Manual, Section J-10.2 Arrangements for collaborations, external partnerships and second providers*. The policy sets out the procedures, practices and guidelines by which the College identifies, secures, manages, and monitors collaborative provision, transnational provision, and joint awards. This policy was reviewed in 2019, prior to re-engagement, to ensure consistency with QQI's *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards (2012)*. This policy provides the basis for existing collaborative agreements with Engineering, Support & Services (ESS) Ltd., Innopharma Education, and Pulse College/Windmill Lane Studios. It also supports the College's Transnational relationship with Globe Business School, Munich.

The policy states the College's strategy to further extend and develop the range of collaborative programmes, transnational programmes and joint awards. New arrangements are considered if it is determined that they would be congruent with the College's mission, ethos, and capacity. The benefit to learners, the College and its partners are also considered. Such arrangements are subject to a great deal of work by the College to assess the reputation, and academic and financial standing of prospective institutions.

The operation of each collaborative agreement, and of each programme within the individual agreements, is managed by a joint management committee, comprising key members of the College's management, and those of the collaborative partner provider. Each management committee reports to the appropriate bodies in the College, and in the respective collaborative institution. The College's collaborative and transnational arrangements are the subject of regular review by the Management Board and the Academic and Professional Council.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

The programme development process is guided by the College's *QAE Manual – Section C– 3.1 Programme Proposal Procedure*. The procedure applies to all new programme proposals, whether academic or professional, of any duration, and whether formally accredited or non-accredited. The purpose of the process is to determine the viability, appropriateness and quality of proposed programmes within a reasonable timeframe.

Programme proposals are first brought to the Programme Proposal and Review Committee (PPRC), which meets monthly. Additional meetings may be held if the need arises. The PPRC includes representatives of the QAE team in addition to finance and marketing (both international and domestic) representatives, nominees of the APC, the Head of the Professional Academy, and an industry advisor. The initial proposal is outlined in QAE Manual - Appendix 1 *Programme Proposal Form* and gives information about the target market for the programme, the proposed model(s) of delivery, outline costings, and academic details. A bespoke programme proposal form has also been developed by QAED for short, non-accredited programmes. The Programme Director or Head of Faculty who has submitted the proposal form is invited to attend the meeting to respond to any queries.

Normally a programme proposal may be discussed on multiple occasions before a decision of PPRC is referred to both APC and the Management Board. Initial approval gives rise to further development of the proposal, with an emphasis on the academic content, financial arrangements, and the viability of the programme market. The PPRC may recommend approval of the proposal, request further information, or recommend that the proposal not be approved.

The Management Board is charged with evaluating the programme proposal in terms of resource implications, budgetary allocation, and strategic fit with the College's strategy. The APC considers the academic merit of the programme and can make a final decision as to whether to operate the programme (in the case of a non-accredited programme) or to submit for validation (for a validated programme).

The process of submitting a programme for validation by QQI (under Devolved Responsibility or for those programmes for which Devolved Responsibility is not available) is governed by QAE Manual, Section C-3.12 and 3.13, respectively. These procedures also facilitate the College's activities under devolution of responsibility from QQI for validation sub-processes, which has afforded the College some additional responsibilities for arranging and managing independent evaluation panels within the College's existing scope of provision. A separate procedure outlines the procedure for the validation of programmes where devolution of responsibility does not apply.

2.2 Admission, Progression, Recognition & Certification

Information about the programme

The College provides summary information to learners about its programmes as part of its marketing activities. It also provides detailed information to prospective learners as part of their admissions and induction processes. The College's programme information provision is set out in *QAE Manual, Section C-3.4 Programme Information Provision Policy*.

This states that in any summary marketing medium used by the College, at least the following information is made available to prospective learners:

- the name of the awarding body and its recognition internationally

- the status of validation, e.g., validated, subject to validation

- the NFQ framework level designation of the programme

- the full programme title and any variations of the title which may be open to the learner.

The policy also states that in any detailed communication medium the College uses to describe its programmes, the following additional information is made available to prospective learners:

- details of any interim awards associated with the programme

- details of any recognition by professional / regulatory bodies

- the duration of the programme and the learning modes offered

- maximum / minimum time periods permitted for completion

- entry requirements and assessment procedures for entry

- transfer and progression routes into and from the programme

- the credit associated with the programme

- the English language level required for entry

- documentation required from international learners

- bonding arrangements associated with the programme.

As part of faculty induction, learners are introduced to the faculty staff and provided with programme information such as a faculty handbook, programme handbook, timetable, assessment grid, module information, and information about their programme director, year head, and administrator. In addition, eLearning induction sessions are conducted by the Digital Learning Department (DLD) for learners studying in blended mode.

Entry procedures

All applications to the College's programmes are managed by Griffith College's Admissions Department in line with QAE procedures previously agreed with QQI. The College accepts all qualifying applicants who meet the academic entry requirements stipulated for the programme subject to the numbers of learners being within the approved minimum and maximum numbers.

All learners are required to be proficient in English. Where a candidate's first language is not English, they are required to provide proof of proficiency in the English language through satisfactory performance on an internationally recognised test. The minimum English language entry requirements for programmes are CEF B2+, or equivalent. Candidates with English language levels below CEF B2+ must first reach this minimum standard before enrolling. As applicable, learners are required to meet minimum proficiency requirements for general learning, discipline-specific learning, and mathematics.

The College considers applications from candidates wishing to enter a programme on the basis of their prior accredited and/or experiential learning. In all such cases, candidates are required to submit evidence of their prior accredited and/or experiential learning so that it can be evaluated on an individual basis by the College's APL/APEL committee. International applicants with supporting formal qualifications are checked against resources such as the National Academic Recognition Information Centre (NARiC) for comparison to the National Framework of Qualifications, and in line with the College's recognition of prior accredited learning.

All applications for advanced admission to the programme are logged to support the consideration of subsequent applications from identical programmes. All non-standard applications are subject to the College's related QAE procedures. Decisions regarding learner admission are based on the reasonable expectation that they can fulfil and benefit from the objectives of the programme and achieve the standard required for the award. The College's current policies on Recognition of Prior Accredited Learning and Recognition of Prior Experiential Learning are outlined in *QAE Manual, Section C-3.7 Recognition of Prior Leaning Procedure*.

Transfer arrangements

Where applicable, specific arrangements for transfer out of the programme are detailed in the relevant programme documentation and communications to learners. In the absence of specific arrangements, other providers who have similar programmes, have enrolled Griffith College learners who wished to transfer for various reasons in the past. It is also the case that the College has enrolled learners from cognate programmes on its programme. Such cases require the mapping of the modules the learner has completed on their previous programme into the Griffith College programme.

Certification

The College's admissions and examinations offices coordinate all communication between the College and QQI, with respect to learner registration, performance, and eligibility for award certification. Learners are only put forward for certification where they have successfully completed all constituent modules of a programme. Each module's assessment requires the satisfactory attainment of module learning outcomes, which collectively deliver on the Minimum Intended Programme Learning Outcomes (MIPLOs). College certification data are made available, publicly, on QQI's infographics page.

2.3 Procedures for Making Awards

The College is a voluntary provider and does not make QQI awards. Programmes are proposed for validation as per QQI's procedures for programme validation. Learners are put forward for certification to QQI, where they have successfully completed all constituent modules of a QQI-validated programme.

2.4 Teaching, Learning and Assessment

The College quality assures and enhances its teaching and learning through a variety of mechanisms and resources aimed at both learners and staff engaged in teaching.

Teaching and learning support structures

The College has a Teaching and Learning Department (TLD) comprising three integrated constituent departments – lecturer support, digital learning, and learning support (learner-facing). The heads and members of these constituent departments play prominent roles in supporting the quality of teaching, learning and assessment in the College.
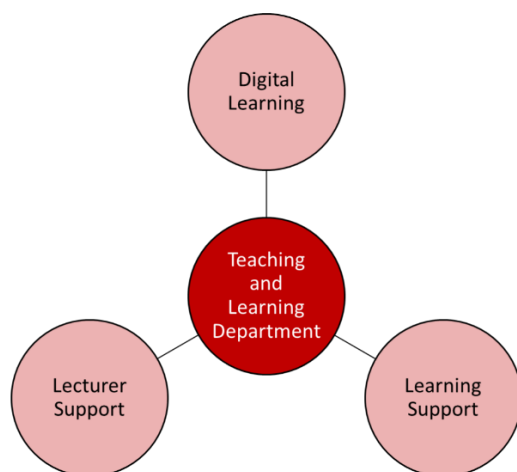
Lecturer Support: providing support for new and existing lecturers, facilitating learner onboarding and orientation, delivering ongoing CPD sessions, and delivering the College's MA in Education, Learning and Development, and related embedded awards

Learning Support: providing tailored support for learners with disabilities, learning difficulties, and neurological (and other) conditions.

Digital Learning: providing support for staff and learners in relation to the College's eLearning, blended programmes, AI considerations, and related resources.

The Teaching and Learning Department (TLD) provides direct support for the College's lecturers. It welcomes all newly appointed lecturers and provides them with onboarding support for their introduction and integration into the College. It coordinates professional development (CPD) training for lecturers, and manages the College's Master of Arts in Education, Learning and Development (MAELD), with embedded Certificate and Postgraduate Diploma programmes. These programmes have been designed to meet the needs of educators and practitioners who support adult learners, as well as providing a financially-supported CPD opportunity within the College for College lecturers, including those with collaborative providers. Newly appointed full-time lecturers are expected to complete at least the certificate within two years of their appointment.

Digital Learning Department provides support and training for lecturers and learners in all forms of digital learning, from the use of Moodle (and its embedded activities) and Zoom conferencing, to creating e-lectures in the eLearning labs, engagement with ePortfolios, and support for blended delivery. The Digital Learning Department, through its membership of NAIN (the National Academic Integrity Network), provides regular advice in relation to AI developments in higher education.

The Learning Support Department provides support for learners who have additional learning requirements. The department works directly with the learners to identify any learning challenges or requirements they may have. A range of supports are available, including:

- Needs assessment – Confidential meeting to assess learning needs and the learner's accompanying documentation in order to agree the appropriate supports that may be required.
- Reasonable accommodations - Reasonable accommodations aim to remove the impact of a disability within the learning environment, so that learners can demonstrate their full level of academic potential. Examples include spelling and grammar waiver, additional time, scribe and reader support and low distraction venues during examinations.
- Invitations to key skills workshops - topics include time management, planning for success in assessments and exam revision techniques.
- One-to-one support meetings.

The Learning Support Department is responsible for implementing the College's *QAE Manual, Section G-7.10 – Disability and Learner Support Policy.* This policy outlines the roles and responsibilities associated with the management of, and participation in, learning support for learners with disabilities. It also illustrates recommended procedures and practices for successful provision of learning support, including reasonable accommodation.

The Teaching and Learning Department (TLD) is supported by "A Roadmap for Sustainability and Innovation in Teaching and Learning at Griffith College (2021-2025)" – the College's five-year plan for the development of the College's teaching, learning and assessment activities.

Other Supports

In addition to the above supports for lecturers and learners, the College quality assures, and enhances, the learning experience on its programmes using ongoing feedback mechanisms and specific additional learner supports as follows:

• Ongoing monitoring and feedback mechanisms

Ongoing feedback, both formal and informal, is actively sought throughout the year by several means, including:

- Learner feedback questionnaires every semester with surveys covering topics such as, for example, module delivery, College services and facilities, etc.
- Class representative meetings throughout each semester
- Programme Committee Meetings every semester
- Discussion with faculty members, both formal and informal

Faculties and programme teams also receive feedback on teaching and learning in the form of:

- Lecturer module feedback reports every semester (completed by lecturers in respect of their modules)
- External feedback sources (e.g. graduate feedback, industry feedback)
- Feedback from class representatives

• Language Support

The minimum English language entry requirements for the College's programmes are CEF B2+ or equivalent. Candidates with English language levels below CEF B2+ must first reach this minimum standard before enrolling on the academic programme.

In cases where a learner does not have the requisite language level for admission to a programme, they are required to undertake a preparatory language support programme through Griffith Institute of Language (GIL). GIL's foundation programmes equip learners with the relevant English language level to subsequently undertake an academic programme.

• *General Supports*

The College operates a suite of learner support services which serve to help learners participate in their programmes. These services are outlined in Section 3.0.

• *Complaints procedure*

The College's *QAE Manual, Section G-7.6 – Learner Complaints Procedure,* aims to identify and quickly resolve any difficulties which may be experienced by a learner or a cohort of learners during the programme of their studies. For matters which are not or cannot be reported during ongoing feedback activities, learners may use this procedure to bring on-going matters of concern to the attention of the College and enable investigation of those concerns.

As part of the College's strategies for promoting equality, diversity and inclusion (EDI), the College's Learner Dignity and Respect policy, is '*to promote and ensure a learning and working environment that protects the dignity and respect of all members of Griffith College*'. The policy also provides '*a clear framework for all members of the College community for the resolution of any dignity and respect matters that may arise*'. This policy is presented in the College's *QAE Manual, Section G-7.5 – Learner Dignity and Respect Policy*.

External examining

The College's approach to the nomination and appointment of External Examiners is outlined in *QAE Manual, Section F-6.13 – Procedure for Nomination and Appointment of External Examiners*. This procedure was updated prior to QQI re-engagement to reflect QQI's *Effective Practice Guidelines for External Examining.*

The procedure provides that the academic or professional qualifications held by the External Examiner should be appropriate to the award being examined. An academic nominee normally holds a qualification in the appropriate discipline at a minimum one level higher than that of the programme to which they have been nominated. The subject of the qualification(s) should generally be in a cognate discipline to what is to be examined in the programme.

External Examiners engaged by the College normally have prior experience of external examining at the appropriate level. Prospective nominees without external examining experience at the appropriate level will be expected to have extensive internal examining or other relevant experience.

Nominations are assessed by the Examinations Office and submitted for approval by the APC. The Examinations Office also forwards recommendations with the relevant documentation, indicating the outcome of their assessment as to the proposed external examiner's suitability. The Examinations Office is also responsible for the induction of external examiners.

3.0 Learner Resources and Support

Each year, feedback from learners and programme teams in relation to the College's learning resources are used to inform and direct the work of the College's PETALS Programme (Programme for Enhancement of Teaching and Learning Spaces). This annual programme is a cross-department and faculty collaboration programme, taking an overall view of the College's combined developments and upgrade requirements in respect of IT hardware, software, AV, furniture, lighting, painting, etc., and has completely overhauled the College's teaching spaces. The annual cost of the PETALS programme is typically between €400K and €700K.

Library

The library supports all learners, lecturers, and other staff across the campuses of Griffith College and the partner institutions. In recent times, the online pivot and availability of virtual and online resources has rightly dominated the discourse. The effort to provide remote and virtual access to library resources has been accelerated and underlined by the pandemic and the growth in blended learning over the last decade.

The library provides a range of study environments in the various campus libraries, from group study to individual silent spaces, with power supplies throughout for laptop usage. As well as a physical stock of books, journals, reference materials, and multi-media the library has physical resources such as: computers, scanners/copiers/printers, group study rooms and loanable equipment. While it was requested to get eBooks of everything, in addition to paper based resources to boost accessibility, licenses are not always available and some materials – particularly in visual disciplines – cannot be adequately replicated online.

The library welcomed the opportunity to update and continue developing the collection, noting the increased possibility of recognising and promoting equality, diversity, and inclusion while doing so, particularly using new technology and mechanisms embraced during the Covid-19 remote delivery phase. While continuing remote and blended support sessions and classes, the library also provides outreach support and training on-site in Dublin, Cork, and in partner institution campuses.

Access to all the databases provided over the past few years continues, including additional purchases from the online pivot, such as various resources from EBSCO, Nexis, Mintel, the Irish Newspaper Archive and Sage, as well as a wide range of legal databases from Hein, Westlaw, Justis, and Bloomsbury.

While full text access has in the past been the primary focus of the collection development, the library has licensed Scopus which will be used for structured literature searches and to support learners doing literature reviews, particularly in Masters' programmes and for some partner institutions. It should be noted that

document supply and inter-library loans are provided to all learners and staff with no fees and no administrative burden. The library also scans individual chapters from books for remote and blended learners, or learners with specific needs, while continuing to meet copyright requirements.

Library staff provide training sessions throughout the year for various audiences: learners at every level on all campuses and partner institutions, and lecturers. Training provided, online or in person, includes topics such as:

- General induction
- Assignment support in a preventative programme to promote academic integrity (with particular reference to AI contexts)
- Literature review sessions with research students
- Academic integrity support for lecturers
- Open Education Resources (OERs) for lecturers
- Returning to education support for apprentices
- Academic support for trust and safety moderation
- Academic and essay writing skills
- Referencing and citation using software

Technical support for the Exams Department
Griffith College Library hosts the College's institutional repository *GO* and also uses dSPACE to support a culture of research and scholarship and to allow researchers to develop a more coherent online presence.

Across all campuses, there are four full-time professional librarians, two full-time non-professional librarians, and six part-time library assistants. The College supports continued professional development of library staff, with one member currently being funded to pursue the MA in Education, Learning and Development (at Griffith College). Staff members have also undertaken the Digital Badge for Universal Design in Teaching and Learning (UDL) programme, run by AHEAD and UCD Access & Lifelong Learning, in partnership with the National Forum for the Enhancement of Teaching and Learning, , and other short courses in professional practice.

Library staff have participated in organising conferences (such as the HECA Research, CONUL events) as part of their CPD. Griffith College library holds membership on the Library Association of Ireland (LAI) metadata group, which successfully proposed adding a dedicated call number for Irish Travellers in DDC to the OCLC. Staff have presented at conferences related to these activities and contributed/edited a refereed article. College library staff have actively responded, both on a policy and practice level, to the rapid uptake of generative AI such as large language models (LLMs) among staff and students, and have attended many CPD events support this response.

IT Infrastructure

All learners at Griffith College have access to IT facilities and support. Griffith College IT Services encompasses a dedicated Support team running the IT Help Desk and a second-level support team which manages all hosted services for all students across all campuses. IT Help Desk Support is available 8 hours a day, 7 days a week, 52 weeks a year. Hosted services include Moodle, Mahara, student email accounts, and College websites. A small supply of IT equipment (such as laptops) which learners may borrow is available in the library.

MyThemis is the College's student portal and acts as the central resource for learners' online interactions with the College. These include:

- Online Registration
- Online Payments
- Exam Results
- Faculty contact details
- Links to other systems and services.

The College uses Moodle as its virtual learning environment (VLE), and this is the primary resource for learner notes, class videos, assignments, timetables, and additional resources. Additionally, apprentices also use Mahara for their e-portfolio management (to record their work-based skills' evidence).

IT Services maintains computer laboratories (labs) on all campuses, with a mix of Dell PCs, Apple computers and laptop spaces. The labs are all configured to print material in the printing centres, on request. The IT services department conducts an annual review / renewal programme for all IT equipment to ensure its continued currency (with a resulting average budget spend of over €0.45m per year).

The IT Services team works in conjunction with the Digital Learning Department to provide videos and learning materials to assist learners and staff in enhancing their knowledge and experience of relevant technologies. Resources are available on topics such as Moodle, Zoom, security and user awareness, Microsoft Office, and the use of other learning technologies such as Turnitin.

Student Supports

Students' Union

Griffith College Students' Union (GCSU) is an independent student voice. The GCSU work is supported by a network of class representatives, elected annually at the start of the academic year. GCSU also oversees societies and provides a space on the campuses for learners to congregate and engage in leisure activities. GCSU runs a variety of regular on-campus events and activities. The three-storey SU building on the SCR campus provides a central meeting and drop-in space for students, with space for heating and eating lunch, playing video games, accessing support through one of the team, or simply relaxing during downtime.

In August 2021, the GCSU become an independent student representative body. Learners elect representatives to lead its engagement with College management and other stakeholders, on an annual basis. GCSU is led by the SU President, who is a full-time officer. The SU President is supported by four Vice-Presidents (VPs), all of whom are elected, and subsequently employed on a part-time basis. Two of the VPs are based on the Dublin campus, and the two additional VP post are based (one each) in Cork and Limerick. This ensures that the GCSU has cross-College representation, and learners have a local SU office to engage with and to support them.

The College, in consultation with GCSU, developed a Class Representative Handbook which was first introduced and used in academic year 2022/2023. This handbook provides a simple guide for learners on how to be a class representative (meetings, dealing with class issues, boundaries, etc.), and how to make the most out of the opportunity.

Counselling Service

Griffith College has engaged the services of a third-party counselling service to provide confidential support to the College community – learners, campus residents, staff and lecturers. The service is free of charge for the first four consultations and may be extended for learners who require further support. The external counselling service is available for appointments: 9am to 8pm Monday to Friday, and 9am to 1pm on Saturdays. A 24-hour emergency phone service is also available on Fridays, Saturdays, and Sundays.

The College also provides training in mental health first aid for staff members across the campuses.

Appeals procedure

The College's appeals procedure is outlined in detail in [QAE Manual, Section F–6.4: Appeals Procedure](). It allows learners to contest the outcome of certain procedures on defined grounds. Learners are entitled to appeal:

- Examination boards' decisions (e.g. the determination that a learner has failed to progress and is therefore academically withdrawn)
- Academic misconduct decisions (e.g. the determination that major academic misconduct has occurred, and a particular outcome applies)
- Penalties applied for late submission of assessed work
- Refusal or partial refusal of a request to defer studies
- Disciplinary board decisions
- Decisions of a desk-based review
- Decisions of an Appeal Board
- Outcome of a formal complaint

Applicants to the College are also entitled to appeal:

- An admissions decision
- A recognition of prior learning (RPL) decision

The appeals procedure is managed by the Quality Assurance and Enhancement Department (QAED) to ensure that learners have an opportunity to appeal against decisions independently of those who made them. Where a decision has been made by a member of QAED, that person is not involved if an appeal against that decision is made.

Complaints procedure
The College's complaints procedure for learners was described under section 2.4. above.

Learner Services Office
The College operates a learner services office (within academic administration) which is available for walk-in queries. The learner services office is related to academic administration and comprises the examinations' office, the learner registration, the admissions team, and support for learners visiting on exchange (i.e. is separate to learning support / activities, etc.)

Learner Engagement
The College's learner engagement office provides a focus for learner support, encouraging and supporting their engagement in the College. The office plays a key role in learner induction, offering an additional contract point for learner with queries. It plays an active role in supporting the College's equality, diversity and inclusion (EDI), mental health and sexual health initiatives.

International Supports

Griffith College's international team (currently being retitled as Griffith Global Engagement Office) is committed to ensuring a high-quality academic, cultural and social experience for the entire international student body. The International Office's services include:

- A team of dedicated Student Services Officers responsible for dealing with international student queries and pastoral support
- A Visa Support Liaison Officer to support applicants and existing learners with applications for and issues with their visas
- Regional exchange and study abroad coordinators.

The International Office provides a walk-in service and assists faculties.

Additionally, the International Office has created the Griffith Global YouTube Channel as the official communication channel of Griffith College Global Engagement Office. This channel provides information that is useful to international students who are studying or considering studying at any of the Griffith College campuses and those of the College's collaborative partners. This resource contains short and practical videos about all aspects of student life in Ireland. As well as having some Griffith College alumni talk about their experiences at the College, there are also useful videos explaining about opening bank accounts in Ireland, how to get a PPS number after arriving, what to expect from campus life (where certain buildings are on campus, where classrooms are) and more.

Griffith Global Student Ambassador Programme

This programme was established in 2021, with the aim to promote diversity and inclusion across the College campuses, especially regarding its international learner population. Learners participating in the programme have demonstrated the motivation and skillset to create relevant digital content. These learners have also actively engaged in supporting their fellow students, through various means, including emails, preparing information documents, pre-arrival webinars, daily arrival inductions, and others. International learners within each new intake naturally have significant cultural needs and service level expectations, which the student ambassadors help to meet. The continuing implementation of this initiative has led to well-informed learners, who have access to appropriate supports to minimise the stress of arriving in Ireland for the first time to study. The Global Student Ambassador programme promotes a collegiate atmosphere, helping international students make friends and focus on the positive aspects of their College experience.

Careers Office

Griffith College's Careers Office provides careers support for all learners, including the following resources: CV/cover letter templates, interview tips, guides to using social media for your job search, careers appointments, job vacancy notices and news & events. In addition, for employers the careers office provides a free vacancy advertisement service to the learners.

Learner Activities

The College's learner activities team supports the College's clubs and societies, and manages the competitive and non-competitive sporting activities of the College's teams. The team also works closely with the Students' Union, to arrange social trips and visits for learners, and the social events throughout the academic year.

4.0 QA of Research Activities and Programmes

Griffith College supports applied research through the dissertation stages of all Masters' programmes offered across the College.

Learners undertaking a dissertation as part of their studies are supported by discipline-specific, credit-bearing modules in Research Methods. These modules allow learners to develop the skills required to conduct research and explore the ethical considerations of accessing and using data. The modules conclude with considerations for identifying research questions and presenting the research and findings in an appropriate manner.

Research activities in the College are overseen by the Research Ethics Committee, which reports to the APC as required. The operations and guiding principles of the committee are set out in *Griffith College Research Committee Guiding Principles.* The purpose of the committee is to review research projects before they commence in order to assess their ethical implications and to provide guidance, support and approval to researchers on ethical issues.

Staff and postgraduate learners engaged in academic research are guided by the College's Policy on Research Ethics which is available through each faculty or through the College's Research Committee.

Ethical approval is sought from the committee by submitting a Research Ethics Approval Form. The form requires that staff and learners engaged in research involving human subjects demonstrate due consideration of the ethical implications of the proposed research and create and include an information sheet as part of the application for research approval. The committee also stipulates certain conditions regarding consent and confidentiality for subjects engaging with the research.

All researchers must be appropriately qualified and have sufficient experience to lead or conduct research. In the case of student researchers, faculties must ensure that adequate training has been given, and that health, safety and risk assessments are undertaken before the research commences.

To support staff engagement with learner research and dissertation supervision, dissertation supervisors (undergraduate and postgraduate) may complete the 'Supervision of Research' module [5 ECTS, NFQ Level 9, within the MA in Education, Learning and Development (MAELD)]. This module enables supervisors to create an empowering and effective research and learning environment for the duration of their learners' research projects. To facilitate optimal staff engagement and support, this programme is offered both during the academic term, as part of the MAELD, and in an accelerated mode as a 'Pre-Semester School'.

The College is currently active in a number of EU-funded research projects. The projects involve alliances of public universities, private higher education institutions and industry bodies in areas of innovation and entrepreneurship, AI and the development of related educational resources and provision.

5.0 Staff Recruitment, Development and Support

Recruitment of Staff

Recruitment of staff is managed in accordance with the College's *QAE Manual, Section D-4.3 – Full-Time Staff Selection and Appointment Procedure*. The procedure seeks to ensure that the best candidate for a position is appointed and is compliant with relevant employment legislation.

Prior to the beginning of the recruitment process, the HR Manager, the recruiter (the person requesting the recruitment of a staff member) and the Management Board will consult and agree the contractual basis for the proposed employment, whether the vacancy can be filled by means of redefinition of other positions, and whether the vacancy needs to be filled at all. If it is agreed that the position is to be filled, a suitably comprehensive job specification is agreed with the Management Board. The position is then advertised first internally, and then externally. The HR Manager then reviews applications with the recruiter and conducts a short-listing process. The College has guidelines for this process that seek to ensure that the most appropriate candidates are advanced to the next stage.

If no applicants are deemed suitable to advance to the interview stage, the HR Manager and recruiter consider whether the job specification requires review prior to re-advertising. Short-listed candidates are contacted for interview and briefed on the process, which may include a brief presentation (e.g., a mock lecture in the case of appointing a lecturer) or an assessment of a particular skill (for non-academic roles).

The first interview panel consists, normally, of the HR Manager and the recruiter. The procedure provides for a fair process, where candidates are assessed independently immediately after the interview, based on specified selection criteria and based on the same questions as other candidates.

Any second interview will also be attended by a member of the relevant faculty or department and follows the same principles of fairness and consistency. In the case of senior academic appointments, for example Programme Director and Head of Faculty positions, the Director of Academic Programmes attends the second interview with other senior faculty members.

An applicant deemed as being the most suitable is provisionally offered the position, pending references and any necessary verification of qualifications, within 10 days of the interview. If the applicant's references are not satisfactory, if a suitable candidate has not been identified, the HR Manager and the recruiter determine a suitable programme of action which may include advertising the position for a second time.

Management of Staff

Performance management of College staff is outlined in *QAE Manual, Section D-4.4 – Performance Review and Staff Development Principles*. The College seeks to create performance review processes that are positive, goal-oriented and productive. The task of reviewing the performance of individuals is normally carried out by line managers on a quarterly basis, focusing on the role and the performance of the individual.

The College has introduced a Right to Request Remote Working (RRRW) policy. This policy has been introduced, initially on a pilot basis, pending the publication of legislation in this area. A RRRW approval committee has been established to support the implementation of this policy. Information and training sessions on the processes involved are provided to all staff at induction.

Development of Staff

The College has a strong commitment to staff development and is keen to support staff development initiatives as appropriate and beneficial to the individual and the College. Staff development practices are provided for in *QAE Manual, Section D-4.8 – Staff Development Practices*.

All full-time members of staff wishing to undertake academic or professional programmes offered by the College may do so at a discounted fee. In supporting their participation, the College also requires the staff member to maintain exemplary attendance and commitment levels throughout the programme, thus modelling respect for the reputation of the award, and of the College itself.

All lecturers, both full-time and part-time, are provided with opportunities for increased involvement and advancement in the College (for example, through participation in programme and other committees, lecturer training sessions and internal CPD events, external representation opportunities, social events participation, etc.). The College also provides funding in relation to conference attendance, professional development events, and other development opportunities that may arise.

Lecturing staff members are actively encouraged to pursue advanced postgraduate and doctoral studies related to their field of interest. In the case of full-time lecturers, the College assesses each application for financial support on its merits, considering budgets and the needs of the College. The College seeks to support such applications up to a level of 50% of the fee involved. Staff members are also supported in terms of study leave.

The College offers an NFQ Level 9, Master of Arts in Education, Learning and Development (MAELD). Lecturing staff are facilitated to complete the embedded Certificate in Education, Learning and Development within two

years of their appointment to their role, unless they already hold an equivalent qualification. Lecturing staff may also progress to the Postgraduate Diploma and Masters' programme free of charge.

All Griffith College staff members and lecturers have access to a free licence for LinkedIn Learning. The College also organises training for staff on topics such as: searching for relevant courses; finding recommended content; sharing certificates for completed courses on ones LinkedIn profile; the curating role and its benefits; and how to curate learning paths and collections, to support staff to get the most of the resource.

The College has identified a dedicated staff training and support specialist role, with responsibility for coordinating and delivering training on the College's platforms and processes. Through this role, QAE policies and existing processes and practices are combined to develop formal training supports and programmes for staff. Staff from the IT, Digital Learning Department, HR, and QAE departments collaborate on role-specific onboarding, training, and upskilling programmes, targeting knowledge transfer and skills' acquisition in those key roles which are required to support current transformational projects (for example, the Academic Information System upgrade project, engagement with the College's PowerBI Dashboards) and to provide long-term staff training and development supports in relation the College's platforms and processes.

Principles of Equality and Diversity

Guidelines are issued to those involved in the process of short-listing and interviewing, and in line with the College's principles of equality and diversity and inclusion, participating individuals are reminded to avoid:

- making negative assumptions or decisions based on perceived over-qualification or, conversely, giving positive advantage to an applicant with qualifications above the stated requirement
- making negative assumptions about overseas qualifications with which they are unfamiliar
- recommending for interview any applicant, whether internal or external, who does not meet the essential criteria predetermining the number of applicants to be interviewed
- selecting candidates in a manner that could be construed as unfair discrimination under equality legislation.

Great care is taken at all stages of the recruitment process to ensure that applicants are assessed in accordance with a set job specification that is clear and realistic.

Prior to interview, candidates are asked if they require any accommodation in order to participate in the interview process. This applies to phone, virtual, and in-person interviews. The HR team strives to meet requests,

including but not limited to, using an accessible interview venue, facilitating virtual interviews, the use of an interpreter, and holding an interview outside of business hours.

Griffith College welcomes and supports the rich diversity of its staff and learners and prospective candidates are informed of this in the job specification.

6.0 Information and Data Management

The College is developing a new Academic Information Management System to manage all learner records from registration through to graduation. This bespoke system, Themis, has been supported by an investment of over €2m to date, with a final budget forecast of €3m. The new system is currently being introduced incrementally for use in key academic areas, with a final completion target of in advance of the 2025/26 academic year.

To ensure integrity of learner data, while incrementally introducing the new system, the College has also retained the existing system, Scholar, to run in parallel and to maintain core learner records. In the previous reporting period, all admissions and registration functionality were managed in Scholar, with programme management implemented, on a phased basis, in Themis. In the period under review, following a pilot evaluation, learners were facilitated to access their results via MyThemis, the portal interface with the College's new learner management system. MyThemis enables learners to review specific marks per attempted questions, as well as, per module results, and their overall examination performance. It is planned that Themis will be the sole used system in advance of the 2025/26 academic year (the next reporting period).

Themis is used to populate a variety of reports that inform practice and decision-making, including programme review reports, annual programme reports, learner progression and retention reports. As it is further embedded into College activity, and its functionality developed, Themis will be used to provide this information, with enhanced reporting and analytical tools.

The College has developed a suite of analytical reports presented in a unified dashboard using Microsoft's PowerBI. Examples of its uses are:

- Annual programme reports (APRs) and QQI programmatic review submissions. Visuals are used to enhance clarity of data in submissions for programme review and design.
- Programme and module results to facilitate module outcome analysis at exam boards.
- Data reports are used to identify potential learners at risk through a learner activity report and undergraduate learner retention report, allowing for potential interventions where necessary.
- Operations reports are used to identify potential problem areas in how the College functions which will improve services given and enhance the overall delivery of programmes to learners.
- Use by the national marketing team to provide a visual overview of the recruitment admissions process. This serves both as an overall management tool, identifying key trends, whilst also providing detailed real-time feedback to faculties at a course and faculty-specific level.

Graduation and award data published by QQI (infographics) allow the College to benchmark its award statistics against other QQI providers for AQR, APRs and QQI programmatic review submissions.

Moodle is the College's virtual learning environment (VLE). Notices, class notes, reading materials, assessment submission links, and supporting documents are all posted to Moodle, as are links to videos and online support materials. The use of Forums within Moodle allows learners to engage with their peers and lecturers, and assessments can be submitted through the system. Moodle is one of the College's main academic communication tool with learners. Online teaching is delivered using the remote conferencing app, Zoom. All learners automatically receive an email with their username and password details after completing registration. The College operates a Single Sign-On (SSO) system, where learners can easily access all College applications and systems through one password. This includes access to Moodle, EzProxy Login, PC Login, Office 365, Eduroam (Wi-Fi), Papercut (printing), Library Services, EduGate and EduGain suites of applications, Unidays, etc.

The following systems allow day-to-day operational management of the specific areas they address, but also allow reporting to support management decisions:

- Microsoft 365 provides a robust productivity and collaboration platform.
- The management of room bookings and timetables is through the CMIS timetabling system.
- All room bookings and timetable management are handled through CMIS.
- Turnitin is used as an academic integrity and anti-plagiarism support.
- Financial management in the College is supported by Sage and Diveport systems which allow real-time monitoring of budgets and budget forecasting.
- An in-house attendance platform provides real-time check-in via learner's mobile devices and classroom Bluetooth beacons, built-in reports are available at learner, module and programme level.
- HubSpot CRM platform is utilised by national marketing teams during the learner recruitment process to manage communications with applicants and enquiries.
- Bookings in the Griffith Halls of Residence are supported through the Mercury Property Management System (PMS).
- The College has adopted the use of Zoom phones (through which existing extensions are available via Zoom on staff desktops and mobile devices), adding to our existing use of Zoom video conferencing, to provide a seamless communications platform, and greatly facilitating and enhancing the hybrid-working model.

The College's records' retention schedule complies with the General Data Protection Regulation (GDPR) and is grounded in the GDPR principle of data minimisation. It is maintained and updated by the Data Protection Committee. The data protection section of the College's website provides detailed information and guidance on privacy best practice.

Collaborative Partner Agreements include a commitment by all involved parties to adhere to data protection best practice in all organisational obligations under the General Data Protection Regulation (GDPR) and the Data Protection Act, 2018. Data Protection Agreements (DPAs) are in place with all third-party data processors.

The College's data protection policy is maintained and managed by the Data Protection Officer, who is a College Director and a member of the management board.

The College renewed its incident response retainer with Integrity 360, a specialised cyber-security company and invested in a cyber training and awareness platform, CyberReady. Additionally, the College has implemented multi-factor identification security settings for all user accounts (both staff and learners).

The College's Data Protection and Cyber Security Awareness training course on Moodle was further supported throughout the period under review. This course aims to strengthen College staff's collective knowledge in these areas (given the pivotal role human nature plays in this area) to ultimately better support the College in defending its data and systems. It is also provided as part of the onboarding of new staff.

The upgrade of the College's main website (to Drupal 9) continued to bring enhanced functionality and security features to the Griffith College website in the period under review.

7.0 Public Information and Communication

General

The College uses a wide variety of channels to communicate with learners, the public, and staff. These include:

- The College website, www.griffith.ie, which provides up-to-date information on programmes, QAE, application procedures, and College news.
- Social media channels, including LinkedIn, Facebook, Instagram, TikTok, X and YouTube. These channels link to news, updates for learners, application information and other relevant updates.
- College email addresses are used to communicate with learners, staff and students, both as a whole and to distinct cohorts.
- Learners receive up-to-date programme information through Moodle, in addition to updates from College services and the Students' Union.
- Phone enquiries are taken through College reception and phone numbers for staff members are available on their website profiles. Enquiries are also taken by national and international marketing teams directly via dedicated phone numbers.
- Marketing Officers meet prospective learners –virtually, over the phone, or in person – to discuss programme information and applications.
- Handbooks for learners, international learners and lecturers provide information on QAE, the College, services, and other important information.
- New learners are provided with an induction at the start of their period of study, offering details of the College, its services, and tours of the campus. Induction is managed by a cross-department working group and compliments efforts at faculty level.
- Computer monitors and screens are used to display important information throughout the campuses.
- Open days, physical and virtual, on the Dublin, Cork and Limerick campuses aim to provide prospective applicants with access to the campus and representatives of faculties and services.
- Dedicated Schools Liaison Officers on various campuses oversee communication with teachers, guidance counsellors and second level students. A range of workshops and events, virtual and onsite, is undertaken annually to communicate to this second level audience.
- National learner recruitment campaigns are undertaken throughout the year, promoting the College's QQI programmes at the campuses in Dublin, Cork and Limerick. A range of communications channels is used, including radio, outdoor, print, digital and social media activity. This is supported by publicity activity to national and local media.

- The national and international Marketing Officers are also available to meet prospective learners virtually via Zoom for one-to-one sessions.

- The Marketing Department utilises its CRM platform HubSpot to correspond regularly with prospective learners and applicants, promoting various events, alumni profiles, newsletters, application deadlines and other relevant information. HubSpot is used by the Marketing Department to record subscription preferences to ensure it applies GDPR best practice.

- The national and international Marketing Officers also regularly hold faculty or course specific webinars/information events via Zoom for prospective learners, partner universities and agents.

- GriffithAlumniNetwork.com is a dedicated online platform where the College can communicate and connect with its global network of alumni.

Education and Training Programmes

The College's national and international marketing departments are responsible for the promotion of the College's programmes. The College operates three QAE policies and procedures in relation to public information:

- *QAE Manual, Section C-3.4 – Programme Information Provision Policy.* The objective of this policy is to ensure that prospective learners are provided with sufficient information regarding all aspects of their programme of interest. The procedure details the information that must be made available to prospective learners. Detailed information about the programme, its content, its recognition and its duration are provided. The College's national and international marketing departments are responsible for the implementation of this policy.

- *QAE Manual, Section I-9.1 – Procedure for Compiling and Approving Academic Marketing Material.* This procedure governs the preparation and approval of marketing material for the College prospectus and website. It also outlines the Marketing Departments' contribution to the development of individual faculty marketing material relating to academic programmes. The Marketing Departments work with faculties to develop marketing material, with final approval sign-off required from the faculty in question.

- *QAE Manual, Section I-9.2 – Procedure for Compiling and Approving College Handbooks for Academic Programmes.* This procedure governs the preparation of information for and the approval of College handbooks. College handbooks for academic programmes are developed within the faculty by the programme team. These documents are drafted as part of the programme (re)validation process and develops with the programme. The QAE Department is responsible for compiling the Student Handbook and Lecturer Handbook, and supporting the Global Engagement Offices development of the, International Learner Handbook, and ensuring they are compatible with one another. These handbooks are prepared in consultation with the Students' Union and are signed-off by the Management Board and Academic and Professional Council.

Quality Assurance and Enhancement Policies and Procedures

QAE policies, procedures and guidelines are published on the College website and on the virtual learning environment (VLE), Moodle. The QAE section of the College website also includes quick links to policies, procedures, guidelines and the relevant forms that are particularly relevant to learners, e.g., complaints procedure, appeals forms and the learner code of conduct. In September 2024, the College launched a dedicated Staff Information Hub (a precursor to Inside Griffith) and Learner Information Hub, on the College's website. These hubs were curated to cater to the information needs of both staff and learners. One of the most impressive features of these Hubs is the AI-enabled 'Quick Support' tool, which allows users to type in a query, with potential answers appearing automatically. The College believes that this facility will transform and greatly enhance how staff and learners access institutional information on the College website.

Evaluation and findings from quality assurance evaluations

The College is committed to transparency regarding the findings of independent quality assurance evaluations and is committed to publishing any such reports. The quality assurance and enhancement section of the website features reports from the re-engagement panel, and programme validation and re-validation panels are accessible through the programme pages on the QQI website.

In August 2024, the College published its Institutional Profile (IP) – the first document submitted under the College's engagement with Quality and Qualifications Ireland's (QQI's) CINNTE cyclical review for Independent and Private Providers. This was published on the College's website on a newly-generated Griffith College Institutional Review 2024 page, to which the College's Institutional Self-Evaluation Report (ISER) will be added in the next reporting period, as the CINNTE institutional review process progresses, and the main panel review event takes place.

8.0 Monitoring and Periodic Review

Monitoring and Review of programmes

The College monitors and evaluates its programmes on an ongoing basis. Feedback and monitoring reports are referred to the APC and the Management Board for attention and any necessary action.

Feedback mechanisms

Learners

The College provides learners with formal, semi-formal, and informal opportunities to give feedback on their experience. At a module level, learners give formal feedback through a module evaluation survey at least once per semester, per module. Learners and their class representatives are encouraged to discuss matters of concern or to give feedback on positive experiences to the lecturing and programme teams. Learner representatives sit on Programme Committees and are supported in doing so by the College's participation in the National Student Engagement Programme (NStEP).

In the period under review, the College noted that much of the feedback from learners for the CINNTE Institutional Review for the Institutional Self Evaluation Report (ISER), which was gathered through surveys and focus groups, replicates in large measure what was also obtained through the College's established feedback processes, and highlights specific improvements that the College will seek to address in the next reporting period and future years.

Lecturers

At the end of each module delivery, the lecturer(s) on a module complete a feedback form. This form constitutes an experience-based evaluation of the module's learning outcomes, assessments, and content. This form is reviewed, and updated as necessary, on an annual basis to ensure its relevance and the usefulness of its content.

Graduates and Alumni

As per *QAE Manual, Section K-11.2 - Internal Self-Monitoring*, graduates of the College are canvassed for their feedback within six months of completing their studies. Alumni are canvassed for their feedback on an *ad hoc* basis to inform programme reviews, institutional reviews and other institutional developments as they arise. Graduate feedback is organised by the Graduation Office. Alumni feedback is organised through the Alumni Office.

Internal Reviews

Annual Programme Reports

Annual Programme Reports (APR) are prepared in respect of each QQI-validated programme in the College. The APR is prepared by the programme team at the end of the academic year and reports on the experience of delivering the programme. The APR draws from feedback from learners, lecturers, and external experts and reflects on learner attainment. The completed reports are reviewed by the College's QAE department and the findings and recommendations arising from the College's APRs are presented to the College's APC.

Periodic

The College's Programme Proposal and Review Committee (PPRC) reviews the academic and professional programmes in the College, based on indicators that an existing programme is academically and/or financially inviable.

Cyclical

Each of the College's QQI-validated programmes is subject to extensive review at least once every five years (and/or in line with their validation periods). Faculties and programme teams extensively review the module content of the programme, its learning outcomes, and its assessments. A revised programme document is prepared alongside a report of a review of the programme in the validation period in question. This report considers feedback from industry, external examiners, learners, lecturers, and graduates and the performance of the programme from the point of view of admissions, assessment performance, progression, completion and graduate outcomes. The report and the revised programme document are considered by an external peer review panel, which comprises of academic and discipline experts, learner representatives, and industry experts.

Evaluation of QAE

Re-engagement

As a voluntary provider, the College's quality assurance and enhancement policies, procedures and guidelines are subject to review by QQI as per *Re-engagement with QQI - Overarching Policy for All Providers*.

QAE procedure annual review

As per *QAE Manual, Section A-1.4 – Quality Assurance and Enhancement Policy*, QAE policies, procedures and guidelines are subject to annual review by the APC. This policy ensures that procedures remain current and reflect QQI's policy papers.

Evaluation of faculties

As per *QAE Manual, Section K-11.2 – Internal Monitoring Procedure,* Faculty Reviews take place each year, normally immediately after the summer examination boards, in order to inform planning for the next academic year. These review meetings provide an opportunity for faculty members and College management to identify, evaluate and address any issues surrounding the successful running of the faculty.

Evaluation of departments

As per *QAE Manual, Section K-11.2 – Internal Monitoring Procedure*, a department's activities are subject to review at least once every two years. The objectives of Department Reviews include: to review the department's performance as a business unit within the College; to review the department's performance as a service unit within the College; to review the department's projected development in terms of itself and the College as a whole; to consider the effectiveness of the department's links with the faculties and with other departments within the College; to identify and disseminate good practice; to provide a report on the department's development to the Management Board (and a summary to the Academic and Professional Council); and to advise the College's annual budgetary review process.

Engagement of external examiners

The College's procedures for the recruitment, training, and support of external examiners were significantly updated in November 2018 to reflect recent policy changes by QQI, and have been annually reviewed for currency since.

Engagement of external examiners is governed by *QAE Manual, Section F-6.13 – Procedure for Nomination and Appointment of External Examiners*, as outlined earlier in section 2.4.

The College comprehensively inducts its external examiners to ensure that their role can be executed without obstruction. *QAE Manual Section F-6.14 Roles & Responsibilities of External Examiners* provides extensive information as to the College's expectation of its external examiners as well as the College's responsibilities in supporting their work. The examinations office provides a first port-of-call for queries and assistance.

Engagement of/with external experts

Industry

In addition to the extensive interactions that College directors, heads of faculty, programme directors and other senior staff have with industry, the College also employs advisors to liaise with industry and contribute to relevant College processes and initiatives such as programme development, funding and grant applications, and

work-based learning initiatives. These advisors report to the College President and liaise directly with the College's faculties, QAE department and PPRC (Programme Proposal and Review Committee).

Mock panels/reviews

The College regularly engages external experts in the process of preparing for a validation event, planned development in procedure, or a large-scale review (e.g. re-engagement). This can take the form of a review of documentation, a review of processes or structures, or the hosting of a "mock" panel event supported by external individuals (to the functional area or the College).

Engagement with external QAE

Through its participation in professional and sectoral networks and its engagement with the requirements of validating bodies, the College engages with external QAE developments and best practice approaches to ensure its procedures are current and fit for purpose.

Engagement with external groups

College staff are active participants in a wide range of professional and sectoral networks. Participation ensures that the College actively contributes to QAE development and is abreast of developments in best practice. Such networks include:

- The Higher Education Colleges Association (HECA), at board level, and throughout its working groups and sub-committees, including the Research Committee and HAQEF (HECA's Academic Quality and Enhancement Forum)
- The National Forum for Enhancement of Teaching and Learning in Higher Education, with two College staff are Associates of the Forum
- Identifying and sharing best practice in the QQI-facilitated National Academic Integrity Network (NAIN) meetings, particularly with College staff participating on the national steering committees and frequently supporting communication
- QQI's standing committees, expert review panels, and *ad hoc* working groups, e.g. programme review and validation panels, the working groups that considered the AQR and programme development templates, national workshop and conference events.
- The National Student Engagement Programme (NStEP)
- Staff support of the external examination processes in other providers.
- AdvanceHE membership

Requirements of awarding and professional bodies

Awarding bodies for College programmes regularly issue new or updated QAE policy and procedure guidelines. Normally such guidelines have been developed in consultation with providers. This requires the College to reflect the new guidelines in its own QAE manual, either by updating an existing procedure or by developing a new one.

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	7
Awarding bodies	4
QA bodies	1

1. Type of arrangement	Awarding body
Name of body:	Association of Chartered, Certified Accountants (ACCA)
Programme titles and links to publications	Diploma in Accounting & Business, ACCA Qualification
Date of accreditation or last review	01/04/2024
Date of next review	

2. Type of arrangement	PRSB
Name of body:	Chartered Institute of Procurement and Supply (CIPS)
Programme titles and links to publications	accreditation of the following: · BA (Hons) in Procurement and Supply Chain Management and · Master of Science (MSc) in Procurement and Supply Chain Management
Date of accreditation or last review	01/09/2023
Date of next review	

3. Type of arrangement	PRSB
Name of body:	Psychological Society of Ireland (PSI)
Programme titles and links to publications	Accreditation: BA (Hons) in Psychology https://www.psychologicalsociety.ie/accredited-courses/PSI-Accredited-Undergraduate-Courses-4
Date of accreditation or last review	12/07/2024
Date of next review	31/07/2027

9.2 Collaborative Provision

Definitions:

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

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

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

Type of arrangement	Total Number
Joint research degrees	0
Joint/double/multiple awards	0
Collaborative programmes	27
Franchise programmes	0
Linked providers (DABs only)	0

1. Collaborative provision	Collaborative programme
Name of body (/bodies):	Innopharma Education
Programme titles and links to publications	Programme Review/Revalidation: PG25703, Bachelor of Arts in Pharmaceutical Business Operations, Level 7, 60 ECTS [PAEC: Feb 2024] https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-43115_Validation_Report_PG25703_R.pdf Links to a list of all relevant arrangements established prior to the reporting period: ● Validation Report PG25123 and PG25124 [PAEC, Feb 2023] - https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-42530_Validation_Report_IER_MSc in Medical Device Tech and Business_141222 (signed).pdf ● (Re)Validation Report: PG24273, PG24274, PG24275, PG24276 [PAEC, Dec 2020] - https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-41513_Validation_Report_PG24273_R.pdf ● (Re)Validation Report PG24402, PG24403 [PAEC, Sept 2020] - https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-41771_Validation_Report_PG24402_R.pdf ● (Re)Validation Report: PG24404 [PAEC, Sept 2020] - https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-41773_Validation_Report_PG24404_R.pdf
Date of last review	29/11/2023
Date of next review	

2. Collaborative provision	Collaborative programme
Name of body	Pulse College

9.3 Articulation Agreements

Definition:

Per the IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision, an articulation agreement may be defined as a process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advance standing to a subsequent stage of a programme of a degree awarding body. These arrangements are subject to a formal agreement between the parties.

Articulation agreements - Total number	106

Griffith College

2025

Annual Quality Report (Griffith College)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2023-2024

PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

Governance and the QAE Manual

The College's QAE Manual was updated five times during the period under review (2023/2024), to include ongoing policy updates and development. This ongoing project for the revision of the College's policies and procedures is led by QAED personnel, with contributions sought and provided by all of the College's faculties (heads, programme directors, faculty administrators, lecturers, etc.), support staff across the College (e.g. academic administration, admissions, exams, international office, learner engagement, learning support, library, marketing, short courses, SU, etc.), collaborative partner personnel, and learners.

QAE Manual developments during the reporting period included:

- Introduction of permanent link on the College website to the QAE Manual, enhancing version control across the College.
- Review of the College's governance and committee structures (ongoing).
- Establishment of the Web Governance Sub-committee (under the auspices of the Management Board).
- Support of academic integrity; an ongoing review of the College's approach to support academic integrity through aligning the academic misconduct procedure, and appeals, with NAIN's best practice guidelines.
- Update of policies and procedures:
    - Inclusion of new policy – Disability and Learner Support– approved in November 2023
    - Inclusion of new policy – Institutional Analytics Policy – approved in January 2024
    - Reflect adjusted EDI Committee membership – approved in February 2024
    - Inclusion of new policy – Control Principles for Academic Use of AI (Artificial Intelligence) – approved in June 2024.

In addition, during the period under review, the College commenced the process of developing policies and procedures around how best to support learners during a mental health/wellbeing crisis. These documents were initiated within learning support, in consultation with QAED, and progressed for broader consultation within the College. It is intended to approve and publish this policy in the next reporting period.

The final revision of the QAE Manual for the academic year was initiated in August 2024, with a view to publish the QAE Manual 2024-2025.

As a continuation of the enhancement of the QAE Manual, the QAE page on the College website was also updated to make individual policies separately available, to include a 'Useful Resources' section. New staff and learner hubs were also added to make the policies more accessible by topic and to each separate stakeholder group.

CINNTE Cyclical Review Schedule

In the period under review, the College submitted its Institutional Profile (IP) and Institutional Self Evaluation Report (ISER) to QQI, to support the main review visit (MRV) by the international panel, scheduled for October 2024.

The Institutional Self-Evaluation Report (ISER) process was enthusiastically embraced by the College's Board of Directors, Management Board, Academic and Professional Council and staff across the College. It was actively promoted by the College's Quality Assurance and Enhancement (QAE) team to all members of the College's community of learners, lecturers, staff and other stakeholders. All members were invited and encouraged to contribute openly and fully to the review process and to engage in the many opportunities arranged for individual and group participation in the process.

The different opportunities for reflective review, shared discussion, and feedback were outlined in the ISER report.

The ISER's administrative processes and related report were supported and coordinated by the College's QAED team. The supports included the creation, promotion and management of the various surveys; coordination and circulation of the notes of focus group meetings; circulation of survey findings from the College's learners, lecturers, staff, employers and other stakeholder groups, to support writers of departmental and specific topic ISER contributions; and the circulation of the College's overall ISER document for review and confirmation at various stages throughout its development.

As with all the College's review processes, the generated ISER is based on open, honest and informed reflections, feedback and recommendations of the College's learners, staff and entire community, with everyone's views welcomed, given, and received without restriction. This openness was facilitated through surveys seeking feedback on either a named or anonymous basis, and the many opportunities for groups to provide feedback as part of focus group sessions and as contributors to departmental or specific-topic ISERs. These two documents were compiled to ensure that they most accurately reflect the institutional structures and activities.

Griffith College supporting Protection of Enrolled Learners (PEL)

Griffith College was approached by QQI, in early 2024, to support St Nicholas Montessori College, Ireland (SMSI) learners and applicants who were in a very uncertain and stressful situation as their programme of study was discontinued. This request to the College was made by QQI in accordance with its remit under the Protection of Enrolled Learners (PEL) legislation. In collaboration with QQI, the College established a framework of support for the impacted learners and applicants.

The College's QAE Department, as well as the marketing, admissions and international offices, worked closely with SMSI, the programme team, and the impacted learners, to establish supports and pathways to allow the learners to continue within their programmes. As part of the response, Griffith College successfully validated a BA (Hons) in Psychology programme with QQI, and obtained Psychological Society of Ireland (PSI) accreditation for this programme at the College.

QQI New Validation Templates and Guidelines

The College initiated the use of the newly issued programme validation documentation templates. These are to be used for all new programme proposals, and QAED supported programme teams on making this transition from legacy documentation. The inclusion of graduate attributes is welcome as is the transparency of MIPLOs across the sector (these are now published on the Certificates of Validation). Programme teams were reminded to also note the re-focus on the mapping of MIPLOs, MIMLOs and assessment strategies.

Equality, Diversity and Inclusion Working Group

A designated member of the HR team was appointed to further support the EDI agenda within the College. This appointment has supported the following EDI focused initiatives within the College:

- The delivery of training on dignity and respect, mental health, and related topics.
- Introduction of employee wellbeing initiatives, such as health insurance plans, mental health training and health initiatives.
- Development of staff and learner support guides on inclusive language, pronoun usage, and LGBTQIA+ supports.
- Organisation of staff experience events with a HR focus.
- Support of the design and development of the 'Inside Griffith' staff intranet (focusing on UDL and accessibility).

Athena Swan project

In February 2024, Griffith College became a member of Advance HE with a commitment to pursuing the Bronze Award for the Athena SWAN, a framework for advancing equality in higher education, which will be led by a College-wide, representative Self-Assessment Team. This initiative will be led by the Chair of the EDI Group, the EDI coordinator (in QAED) and the HR generalist with EDI responsibility. The College's submission is planned for early in 2025 – and the EDI group is planning to leverage the institutional data collated for the CINNTE institutional review.

A College representative participated in the Advance HE Irish HE Governance Forum in Dublin, May 2024.

1.2 Update on Planned QA Objectives identified in Previous AQR

An update on objectives/planned actions outlined in the last AQR for the year is provided in the following table:

No.	Planned objectives (Previous AQR)	Update on Status
1	Re-establish / publish a cycle of internal reviews (AQR 2024: Part B, 1.2)	**Status: Complete and continuing** A cycle of reviews was integrated into the Institutional Self-Evaluation Report (ISER) process, in preparation for the College's CINNTE Review. The College continued the process of conducting reviews during the academic year (such as those in the areas of annual programme reporting, various programmatic review, facilities and services). Additionally, some reviews which were initiated in the previous reporting period (e.g. review of services and facilities, annual programme reporting) were completed and their outcomes were presented in this reporting period. This review cycle will be re-embedded in the QAE manual as a process monitoring and review activity in the college. Future activity will be reported on through programme review reports and under the Self-evaluation, Monitoring and Review heading in section 2.0 below.
2	Further develop and enhance the College's Teaching, Learning and Assessment Strategy, and develop a revised TLA strategy (AQR 2024: Part B, 1.2; 3.1)	**Status: Complete and continuing** This objective was identified in previous AQRs and further developed in subsequent review periods. Specific enhancements in the reporting period include: • Further development of the college's Education Learning and Development Group (ELDG), to distinguish it from the operational units of Teaching, Learning and Development (TLD). • Continuation and enhancement of the College's CPD processes. • Active participation in the QQI-organised National Academic Integrity Network (NAIN), and engagement with relevant events to support the College's understanding of the opportunities and threats posed by Generative AI. • Specific T&L Objective considered within the CINNTE ISER. This process is now embedded in College operations, supported by activity reporting to APC, and was reported on through programme review reports and under the Self-evaluation, Monitoring and Review heading (section 2.0), and Initiatives within the Institution related to Academic Integrity (section 2.1) headings, below.

No.	Planned objectives (Previous AQR)	Update on Status
3	Advance the College's research activities and related QAE processes (AQR 2024: Part B, 1.2; 3.1)	**Status: Continuing** This remains a priority for the College. The year under review saw significant developments to support action on this objective, including: • College appointed nominees to HECA's Research Committee, and staff engagement with the HECA research conference and student awards. For instance, Griffith College staff members presented their research throughout the year, across a variety of platforms, including the HECA Research Conference 2023. • Provision for appropriate training and CPD activities to develop capacity (including the 5 ECTS Research Supervision module within the MAELD programme). • Inclusion of a standard Research and Development agenda item for APC. This process is now embedded within ongoing activities and reporting structures in the college. At APC in July 2024, the College reiterated its specific intentions to re-establish its research committee / research council to encourage and support the research activities of its staff and learners across all faculties and partner institutions (as reported on under the relevant heading(s) in section 2.0, below). Future QAE-relevant initiatives and developments are required in relation to this objective.

No.	Planned objectives (Previous AQR)	Update on Status
4	Review and increase externality in academic decision-making (AQR 2024: Part B, 1.2)	**Status: Completed and continuing** The period under review saw continued involvement of stakeholders in the review, development and ongoing strengthening of external stakeholders' role in academic decision making, including: • Industry involvement in the development of programmes' content and work-relevant learning. • Industry representatives' participation in programme external review panels. • Engagement with industry partners in relation to activities of the Graduate Business School Research and Innovation Hub. • Industry support of/involvement with learners' dissertations and projects, further enhanced by the introduction of a Dissertation by Practice (with industry) option following recent review of programmes. • Successful tendering for provision of industry-specific programmes e.g. Skillnet support. • Engagement of guest lectures. • Discussions regarding the potential for existing and additional apprenticeship programmes. • Support of company academic scholarships (earn and learn programme). • External examiners engagement. This process is now embedded as an ongoing QAE programme monitoring activity and engagement in the college. The college is very conscious that additional externality is required. Completed and future activity will be reported on through programme review reports and under the Programmes of Education and Training and Other Parties involved in Education and Training headings, in section 2.0 below.
5	Continue to support, enhance and resource the development of the College's equality, diversity and inclusion considerations (AQR 2024: Part B, 1.2; 3.1)	**Status: Completed and continuing** The period under review saw continued focus on supporting the enhancement and embedding of, equality, diversity and inclusion (EDI) activities across the college, and within functions and committees. Examples of ongoing EDI developments include: • Griffith College membership of Advance HE (from April 2024), and the commencement of the process to gain the Athena Swann Bronze Award. • Inclusion of greater diversity on college committees. • Identifying and drafting of policies to support EDI objectives within the college. • Focus on UDL in the design of programmes. • Enhancement of the learner support package available to learners. • Integration of the Recite Me accessibility tool into Moodle to make online learning more accessible. This process is now embedded as an ongoing activity in the college, and future QAE-relevant initiatives and developments, including progress on the Athena Swann programme, will be reported on under the relevant heading(s) in section 2.0, below.

No.	Planned objectives (Previous AQR)	Update on Status
6	Audit and update QAE policies, procedures and guidelines (QAE Manual) (AQR 2024: Part B, 1.2)	**Status: Completed and continuing** The period under review saw continued focus on supporting the audit, development and strengthening the college's QAE policies, procedures and guidelines to ensure continued relevance. An updated QAE Manual, which was realigned under the ESGs, with particular focus on the governance structures (reference objective #11, below), was approved for publication at the commencement of the period under review. This process is now embedded as an ongoing activity in the college, and future developments will be reported on under Strategic QA Updates (section 1.1, above) and the relevant heading(s) in section 2.0, below.
7	Further support and enhance graduate employability (AQR 2024: Part B, 1.2; 3.1)	**Status: Completed** The period under review saw continued focus on supporting the enhancement of employability and career-development supports to be made available to all Griffith College students – across the College, collaborative partners, and within functions and committees. Support options include collaborative project work; work-based projects; undergraduate research; use of e-portfolios; provision of possible internships/work placements; etc. The College provided a career-focused workshop-based Employability Skills programme, on a pilot basis in 2022/2023 and provided free-of-charge to all interested Griffith College undergraduate learners, with learners awarded a Griffith College Certificate in Employability Skills and Workplace Culture certificate on successful completion. The engagement of an Industry Liaison Officer for Griffith College Limerick enhances the College's engagement with industry. This process is an embedded activity in the College. Future activity will be reported on through programme review reports and under the Programmes of Education and Training and Other Parties involved in Education and Training headings, in section 2.0 below.
8	Reconstitution of committee memberships (AQR 2024: Part B, 1.2)	**Status: Completed** During the period under review, the College reflected on and reviewed the College committees and working groups in tandem with the review of the QAE Manual (as per objective #6, above). Changes were made to the membership of committees. These changes have been embedded in the QAE Manual which was approved and introduced at the beginning of the next review period, and any future developments will be reported on under Strategic QA Updates (section 1.1, above) and the relevant heading(s) in section 2.0, below.

No.	Planned objectives (Previous AQR)	Update on Status
9	Advance the College's readiness for delegation of authority (through engagement with QQI's CINNTE cyclical review processes) (AQR 2024: Part B, 1.2; 3.1)	**Status: Continuing** During the period under review Griffith College completed the preparations for its first CINNTE Review in the 2024 calendar year, with the international panel visit scheduled for October 2024. These was supported through the following activities: • Completion and submission on AQR 2024 to QQI • Continued focus on development and strengthening of the College's QAE policies, procedures and guidelines to ensure continued relevance • Participating in an institutional review information meeting with QQI at the commencement of the period under review. • Undertaking a programme of evaluation and review which lead to the submission of an Institutional Profile and an Institutional Self Evaluation Report (ISER) to QQI. More detail is available under Strategic QA Updates (section 1.1, above) and the relevant heading(s) in section 2.0, below.
10	Seek / advance the College's readiness for the International Education Mark for the College (for Higher Education and English Language programme provision) (AQR 2024: Part B, 1.2; 3.1)	**Status: Continuing** This objective remains a priority for the College. During the period under review Griffith College indicated to QQI that it was intending to submit an application under the processes identified in the (consultation) papers on the development and implementation of the International Education Mark (IEM), as published during the period under review (schedule in the 2024 calendar year to be agreed in consultation with QQI). The submission will be further planned in the next review period, in line with the requirements identified, of the Statutory Quality Assurance Guidelines for English Language Education Providers and QQI's Code of Practice for Provision of Programmes of Higher Education to International Learners/English Language Education.

No.	Planned objectives (Previous AQR)	Update on Status
11	Further enhance provision of Learner Support Services (AQR 2024: Part B, 1.2; 3.1)	**Status: Completed and continuing** This objective remains a priority for the College. The period under review saw continued focus on supporting the enhancement of the services and supports to be made available to all Griffith College students – across the College, collaborative partners, and within functions and committees. Support options include: • The development of appropriate policies and procedures to enhance learners' engagement with support services. • The equality, diversity and inclusion in provision (reflecting all learner categories, campuses, learner modes, neurodiversity, etc.) and the appropriate communication of these resources to all relevant stakeholders. • Ensuring that the College continues to develop its processes to accommodate and include all learners (traditional, part-time, blended, mature, etc.). This process is an embedded activity in the College. Activity is reported on through programme review reports and under the Programmes of Education and Training and Supports and Resources for Learners headings, in section 2.0 below.
12	Maintain responsiveness in programme design (AQR 2024: Part B, 1.2)	**Status: Completed and continuing** The period under review saw continued focus on further developing and resourcing the College's programme development strategies and supports to enhance the College's provision. Examples of supports and developments include: • engagement with QQI in the development of the templates for programme validation. • continued review and development the College's programme proposal and review and decision-making processes. • continued engagement with new industry-based partners / collaborations / consortia in relation to programmes (e.g. apprenticeship, Springboard initiative, Skillnet, etc.). • implementation of UDL for new and revalidated programmes, while supporting academic integrity. • enhanced work-based provision. • continued agility / flexibility / responsiveness in relation to programme design (e.g. microcredentials, progression opportunities, APL). • supporting (and training) programme teams in meeting their requirements and objectives. This process is now embedded within ongoing activities and reporting structures in the College, and future QAE-relevant initiatives and developments will be reported on under the relevant heading(s) in section 2.0 and 3.0, below.

| 13 | Advance the development of the College's Information Systems (AQR 2024: Part B, 1.2; 3.1) | Status: Completed and continuing The period under review saw continued focus on supporting the development of the College's Information Systems. Examples of developments include: Provision of appropriate training. Creation, approval, and implementation of an Institutional Analytics Policy Migration of the College's HR system from HRLocker to BambooHR, following an analysis and in line with the College's growth Continuing advancement in the College's purpose-built information system, Themis, including release of version 2.5, featuring the Payment & Fees module, thus marking a significant step forward in preparing to streamline the College's financial operations and enhancing the user experience. Completing the development of and transition to the College's Next Generation Student Information System (THEMIS), supporting robust governance processes and providing a unified source for learner data, allowing the sunsetting of the legacy SIS as planned in 2024/25. Elimination of silos by replacing outdated systems with modern alternatives that have open APIs, as the College advances its digital transformation projects (e.g. by consolidating platforms, enabling integrations, creating new opportunities for process automation and innovative workflows, and providing additional insights through data analytics. This will consolidate platforms, enable integrations, create new opportunities for process automation and innovative workflows, and provide additional insights through data analytics. Additional automated email workflows to provide more granular applicant communications content at programme level, using the HubSpot CRM platform. Integration of data analytics platforms to provide a 'one-stop-shop' for marketing campaign data. Procurement of an Online Examination Proctoring Platform. Leveraging machine learning and AI in predictive analytics to improve data-informed decision making and timely interventions. Ongoing communication and awareness training on data protection and cybersecurity. Consideration to be given to the creation of a Compliance Officer in the College given the growing impact of GDPR, the EU AI act, and other regulatory measures. Consideration given to the creation of a Programme Management (IT) Officer given the growing scale and complexity of programme offerings. Consideration given to the creation of a dedicated Data Management role to further enhance and support the College's ongoing and increasing reliance on data management and analytics. Regular GDPR audits by faculties and departments, particularly as the College continues to expand in scale and scope. |

No.	Planned objectives (Previous AQR)	Update on Status
		• Aligning the College's Global Engagement Office's activities with both the requirements of the GDPR and with relevant local data privacy legislation in international markets where it operates. • Adding QR codes for letter verification purposes, e.g. validation of offer letters for INIS. • Continued investment in learning and development, both of IT staff, and the wider staff population. • Collaborating with government bodies QQI, INIS, etc. to encourage the introduction of more secure data transfer protocols (e.g. secure APIs) and transition away from legacy data sharing arrangements (e.g. email attachments, telnet, FTP). • Developing training and templates to assist faculties in creating their own specific guidelines for teaching, learning, and assessment in semester 1 of 2024/2025. These guidelines should be based on best practices and align with the AI knowledge and skills that graduate students will need for their intended industries or fields of work. This process is now embedded within ongoing activities and reporting structures in the College, and QAE-relevant initiatives and developments are reported on under the relevant heading(s) in section 2.0, below.
14	Create a European centre of excellence for research commercialisation and deep tech innovation (AQR 2024: Part B, 1.2)	**Status: Continuing** This objective remains a priority for the College. The College continued to focus on creating a centre of excellence for research commercialisation and deep tech innovation, in the period under review. Examples of developments towards this objective include: • Further development of the Research and Innovation Hub, within the College's Graduate Business School, to leverage our alliance with our European university partners, and to support innovators in our region, in Ireland and beyond, to bring their innovation successfully to the market. • engagement of research-specific and focused staff to support the work of the GBS Hub and the College' research agenda. This process is now embedded within ongoing activities and reporting structures in the College, and QAE-relevant initiatives and developments are reported on under the relevant heading(s) in section 2.0, below.

15	Promote and support the development of greener/ healthier / more sustainable campuses (AQR 2024: Part B, 1.2; 3.1)	**Status: Continuing** This objective remains a priority for the College, and the College has made several advances in terms of its objectives for sustainability and innovation. The period under review saw continued focus on promoting and supporting the development of greener/healthier/more sustainable Griffith College campuses. Examples of ongoing developments include: • Renewable Energy Leadership: All (100%) of the College's power requirements come from a renewable energy source, thanks to our partnership with a leading wind farm. • Solar PV Deployment: The College's solar journey is expanding with arrays in Dublin, Cork, and Limerick. The Cork and Limerick campuses will soon get approx. 25% of their electricity requirements from solar PV panels on their roofs. • Energy Efficiency Upgrades: The College has upgraded systems and insulation across various buildings, significantly cutting down on CO_2 emissions. • Heating in the Griffith Halls of Residence (GHR) was upgraded to include WIFI and thermostatic controls on the storage heaters. Sensors have also been added to the lights on the GHR corridors. GHR is forecasting a year-on-year reduction of carbon emissions amounting to 125.49 tonnes CO2/h on this one project. • GHR have installed motion sensors to reduce energy usage by the underground carpark lighting system. • The lighting in buildings on the South Circular Road (SCR) campus have been retro fitted with LEDs. • Plastic Reduction and Water Conservation: On the SCR campus, the College has stopped using single-use plastics in Arthur's restaurant and is facilitating more unnecessary plastic use with water refill stations dotted across the campus. It is estimated that these water stations help avoid 30,000 single use plastic bottles annually. • Enhanced Waste Recycling: The recycling initiative was advanced across the campuses with widespread availability of recycling bins. • Biodiversity Support: The College's insect hotels continue to buzz with life, supporting the local ecosystem. • Cycling for a Greener Tomorrow: As a gold-tier Cycle Friendly Employer, the College rolled out a pilot programme with Brompton folding bikes for staff to promote active and sustainable travel to campus. • A mobility plan was drafted and submitted to Dublin City Council as part of the SCR campus development plan. • Health and Safety: In January a Health and Safety consultant from the ASM Group, Paula Killeen commenced work with the College. Paula has been supporting the College since to enable Griffith to develop its Safety Management systems and raise the awareness of Health and Safety in the workplace.

No.	Planned objectives (Previous AQR)	Update on Status
		This process is now embedded within ongoing activities and reporting structures in the College, and QAE-relevant initiatives and developments are reported on under the relevant heading(s) in section 2.0, below.
16	Advance the College's masterplan / building development plans (AQR 2024: Part B, 1.2; 3.1)	**Status: Continuing** This objective remains a priority for the College. The period under review saw continued focus on supporting the enhancement of the College's physical infrastructure. Examples of ongoing developments include: • The current masterplan project: the refurbishment of the Quarter Master's House. • A series of landscape interventions across the campus to improve the campus' provision of outdoor student amenities and increase the green and biodiversity credentials (implemented as part of the masterplan developments). This masterplan progression is now embedded within ongoing activities and reporting structures in the College, and future QAE-relevant initiatives and developments are reported on under the relevant heading(s) in section 2.0, below.
17	Develop the College's HR department, committee and related activities (AQR 2024: Part B, 1.2; 3.1)	**Status: Continuing** This objective remains a priority for the College. The period under review saw continued focus on supporting the enhancement of the HR department, committee and related activities. Examples of ongoing developments include: • the commitment and action plan to review and update of existing HR policies and procedures. • identifying and drafting of policies to support new HR objectives within the College. • embedding, equality, diversity and inclusion (EDI) activities across the College, and within functions and committees, including by appointing a dedicated HR team member with an EDI focus. • enhancement of the resourcing of the HR department. • further development of the management and staff training programme. These processes are now embedded within ongoing activities and reporting structures in the College, and QAE-relevant initiatives and developments are reported on under the relevant heading(s) in section 2.0, below.

No.	Planned objectives (Previous AQR)	Update on Status
18	Develop the next iteration of the College's Strategic Plan, in line with identified institutional values (AQR 2024: Part B, 3.1)	**Status: Completed and continuing** In the period under review, the QAED facilitated a major consultation across the College community, in order to identify and define the Institutional Values of Griffith College. The consultation involved both quantitative and qualitative feedback, constituting a survey as well as a series of focus groups with learners, staff, and other stakeholders, across all the College campuses. As a result, seven core College values were identified and communicated, and the report on the findings was published internally. Further detail is reported under the relevant heading(s) in section 2.0, below. The next iteration of the College's Strategic Plan is in development as of the close of the period under review, supported by the newly defined Institutional Values.
19	Plan and implement celebratory events to mark Griffith College's 50th anniversary (scheduled for 2024). (AQR 2024: Part B, 3.1)	**Status: Completed and continuing** In the first three months of the reporting period, Griffith College continued its preparations towards marking its 50th anniversary (GC50) in 2024. The College established a committee under the auspices of the Board of Directors and supported by the Management Board to identify and implement a schedule of celebratory events and activities throughout the calendar year. Further detail is reported under the relevant heading(s) in section 2.0, below.
20	Further develop and enhance the College's processes and strategies for engaging with AI, and its implications (AQR 2024: Part B, 3.1)	**Status: Completed and continuing** During the period under review, there were significant strides taken to develop the College's approach to the use of AI in academic context, underpinned by thorough research and ongoing stakeholders' consultations. One of the outcomes of this process was the creation, approval, and implementation of the Griffith College Control Principles for Academic Use of Academic Intelligence, which was approved by APC in July 2024, and consequently incorporated into the QAE manual as Document 5.4. This document is the first step to formalising the College's stance on the academic use of AI, and is intended to allow the various College Faculties and Departments a degree of freedom as far as their approach to the use of AI by learners goes. Further stakeholder consultations are ongoing to further develop and continually review the College's approach to AI, reflecting the fast-paced and ever-changing nature of the field. QAE-relevant initiatives and developments are reported on under the relevant heading(s) in section 2.0, below.
21	Seek Extension of Scope of Provision, and validate fully online programme(s), and those which are supported by partner hubs (AQR 2024: Part B, 3.1)	**Status: Continuing** The initiation of this process was pending the finalisation of QQI's <u>Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes</u> to inform the new institutional policies, procedures and processes required. Activity planned for following reporting period on the basis of the availability of the publication of QQI's documentation for the extension of scope of provision for online – national and transnational programmes.

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Board of Directors	Monthly
Management Board (MB)	Weekly, on Wednesdays *13, 20, 27 September; 04, 11, 18, 25 October; 01, 15, 29 November; 06, 13, 20 December; 10, 17, 24, 31 January;* *7*, 14, 21, 28 February; (*in-person workshop on values and strategic growth pillars), 06, 13, 20, 27 March; 03, 10, 17, 24 April; 08, 15, 22, 29 May; and 05, 12, 19, 26 June.*
Academic and Professional Council (APC)	Monthly, first Friday *08 September; 06 October; 03 November; 01 December;* *02 February; 01 March; 05 April; 03 May; 07 June; and 05 July*
Programme Proposal and Review Committee (PPRC)	Monthly, second Friday *08 September; 13 October; 10 November; 08 December;* *09 February; 08 March; 24 April; 09 May; 14 June*
Quality Assurance and Enhancement Subcommittee (QAES)	Bi-monthly (as necessary): *29 September; 13, 27 October; 10, 24 November; 26 January;* *19 April; 24 May*
Heads of Faculty Meeting	Weekly, on Wednesdays, 11:45 am
Programme Director Committee	Monthly *27 September; 27 October; 24 February; 22 March; 26 April;* *31 May*
Faculty Administrators (FA)	*28 November; 09; 30 January; 23 February;03 April; 28 May*
Faculty (and Programme) Committee	Monthly
Quality Assurance and Enhancement Department (QAED) operational meeting	Weekly, on Tuesdays, 10.00 am
Lecturer Plenary Meeting	Once per semester
Programme Director Committee	Monthly, last Friday of every month at 11am. *29 September; 20 October; 27 November; 26 January;* *22 February; 22 March; 23 April; 30 May; 27 June.*
Education, Learning and Development Group (ELDG, formerly Teaching, Learning and Assessment Group)	Fortnightly, on Wednesdays, 9:30 am
Equality, Diversity and Inclusion (EDI) Working Group	Monthly
Disciplinary/Academic Appeals Boards	As required
HR Committee	Monthly

Minutes are generated for each meeting and are retained in accordance with the College's record retention schedule. Where, and as appropriate, minutes of subcommittees are presented to the MB and/or APC.

1.3.2 QA Leadership and Management Structural Developments

Academic and Professional Council

In the period under review, the APC members changed in September 2023 and July 2024, to reflect the changes to the Student Union (SU) leadership following the annual election process.

The end of the reporting period also marks the end of the three-year term of the independent Chair of APC, Dr Annie Doona. The College is grateful to Dr Doona for her time, expertise, and professionalism, as well as for her guidance and support in relation to QAE developments – nationally and internationally, for driving change in the College, for example in relation to EDI, for her support of College events, and the open manner in which all members of APC could engage openly about the College's activities.

The College commenced the due diligence process towards the appointment of a new Chair of the Academic and Professional Council – to be formally appointed at the beginning of the following reporting period.

Changes to Personnel

An additional Quality Assurance and Enhancement Officer was recruited in November 2023, reflecting the continuing development and resourcing of the College's Quality Assurance and Enhancement Department, and aimed at supporting current and planned activities.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
Programme Reviews (planned)		
PG24262, Higher Certificate in Healthcare Support Practice, Level 6, Major Award at NFQ Level 6, 120 ETCS [Apprenticeship Programme]	Reports complete – ratified at PAEC meeting – 28 November 2023	Validation_Report_HC-healthcare-support-practice
PG25703, Bachelor of Arts in Pharmaceutical Business Operations Level 7, 60 ECTS	Reports complete – ratified at PAEC meeting – 07 February 2024	Validation_Report_PG25703_R.pdf
PG23965, BA (Hons) in Communications and Media Production Level 8, 180 ECTS PG23961, BA in Communications Level 7, 180 ECTS	Reports complete – ratified at PAEC meeting – 07 February 2024	Validation_Report_IER_BAHCMP_FINAL.pdf Validation_Report_IER_BAC_FINAL.pdf
PG24216, Master of Arts in Journalism and Media Communications, Level 9, 90 ECTS PG24217, Postgraduate Diploma in Arts in Journalism and Media Communications, Level 9, 60 ECTS	Reports complete – ratified at PAEC meeting – 07 February 2024	Validation_Report_IER_MADCPV_FINAL.pdf
PG24218, Master of Arts in Journalism and Public Relations, Level 9, 90 ECTS PG24219, Postgraduate Diploma in Arts in Journalism and Public Relations, Level 9, 60 ECTS	Reports complete – ratified at PAEC meeting – 07 February 2024	Validation_Report_IER_MAJDC_FINAL.pdf
PG24220, Master of Arts in Public Relations and Digital Communications, Level 9, 90 ECTS PG25720 Postgraduate Diploma in Arts in Public Relations and Digital Communications Level 9, 90 ECTS	Reports complete – ratified at PAEC meeting – 07 February 2024	Validation_Report_IER_MAPRDC_FINAL.pdf

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
PG24171, Master of Laws in International Law (LLM), Level 9, Masters' Degree, 90 ECTS PG24172, Postgraduate Diploma in Arts in International Law, Level 9, Postgraduate Diploma, 60 ECTS [EXIT] PG24173, Master of Laws in International Commercial Law (LLM), Level 9, Masters' Degree, 90 ECTS PG24174, Postgraduate Diploma in Arts in International Commercial Law, Level 9, Postgraduate Diploma, 60 ECTS [EXIT] PG24175, Master of Laws in International Human Rights Law (LLM), Level 9, Masters' Degree, 90 ECTS PG24176, Postgraduate Diploma in Arts in International Human Rights Law, Level 9, Postgraduate Diploma, 60 ECTS [EXIT]	Reports complete – ratified at PAEC meeting – 12 June 2024	Validation_Report_IER_LLMIL_Final_Signed.pdf Validation_Report_IER_LLMIC_Final_Signed.pdf Validation_Report_IER_LLMIH_Final_Signed.pdf
PG24170, Bachelor of Laws (Honours), Level 8, Honours Bachelor Degree, 180 ECTS	Reports complete – ratified at PAEC meeting – 17 July 2024	Validation_Report_IER_LLB(signed).pdf
PG24135 Master of Science in Accounting and Finance Management Level 9, 90 ECTS PG24136 Postgraduate Diploma in Science in Accounting and Finance Management Level 9, 60 ECTS PG24539 Certificate in Advanced Taxation Level 9, 25 ECTS	Reports complete – ratified at PAEC meeting – 17 July 2024	Validation_Report_MSCAF_signed.pdf
PG24029 Master of Science in International Business Management Level 9, 90 ECTS PG24030 Postgraduate Diploma in Business in International Business Management Level 9, 60 ECTS	Reports complete – ratified at PAEC meeting – 17 July 2024	Validation_Report_IER_MSCIB.pdf https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-43326_Validation_Report_Independent%20Review%20Report%20and%20ReValidation%20IER_MBA.pdf

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
PG24031 Master of Business Administration in International Business Level 9, 90 ECTS PG24030 Postgraduate Diploma in Business in International Business Management Level 9, 60 ECTS		https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-43330_IER_Validation_Report_STHM.pdf https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-43328_IER_Validation_Report_GBM.pdf
PG24233 Master of Science in International Business and Law Level 9, 90 ECTS PG24234 Postgraduate Diploma in Science in International Business and Law Level 9, 60 ECTS	Reports complete – ratified at PAEC meeting – 17 July 2024	https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-43373_Validation_Report_Independent%20Review%20Report%20and%20ReValidation%20MSCIBL(signed).pdf
PG24231 Master of Science in Procurement and Supply Chain Management Level 9, 90 ECTS PG24232 Postgraduate Diploma in Science in Procurement and Supply Chain Management Level 9, 60 ECTS	Reports complete – ratified at PAEC meeting – 17 July 2024	https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-43332_Validation_Report_Independent%20Review%20Report%20and%20ReValidation%20IER_MScPSCM(signed).pdf
PG24060 Bachelor of Science (Hons) in Computing Science, Level 8, 240 ECTS PG24061 Bachelor of Science in Computing, Level 7, 180 ECTS PG24062 Higher Certificate in Science in Computing [EXIT only], Level 6, 120 ECTS PG24064 Higher Diploma in Science in Computing, Level 8, 60 ECTS	Reports complete – ratified at PAEC meeting – 24 September 2024 (in the next reporting period)	https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-43607_Validation_Report_PG26177_R.pdf
PG24211 Master of Science in Interactive Digital Media, Level 9, 90 ECTS PG24212 Postgraduate Diploma in Science in Interactive Digital Media, Level 9, 60 ECTS	Reports complete – ratified at PAEC meeting – 24 September 2024 (in the next reporting period)	https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-43610_Certificate_of_Validation_CertificateOfValidationReport.pdf
Programme Review deferred (extension sought)		
PG24209, Master of Science in Computing, Level 9, Masters' Degree, 90 ECTS	Extension of validation to allow for review with aligned programme at PAEC meeting: June 2024	https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-41285_Certificate_of_Validation_PG24209_C.pdf

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
PG24210, Postgraduate Diploma in Science in Computing, Level 9, Postgraduate Diploma, 60 ECTS		
PG24227, Higher Diploma in Arts in Drama Education, Level 8, Minor Award, 60 ECTS PG24228, Certificate in Drama Education, Level 8, Minor Award, 45 ECTS PG24229, Certificate in Drama Performance, Level 8, Minor Award, 20 ECTS	Extension of validation to allow for reflection of current developments in LC Drama in completion at PAEC meeting: June 2024	https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-41310_Certificate_of_Validation_PG24227_C.pdf
PG24535, Certificate in Digital Sales Transformation, NFQ Level 7, Special Purpose Award, 30 ECTS	Extension of validation to allow for review with aligned programme at PAEC meeting: July 2024	https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-41915_Certificate_of_Validation_PG24535_C.pdf
Programme Reviews (planned, to include consideration by the college's PPRC re possible review / retiring of programme)		
PG24213, Certificate in Mediation, Level 8, Special Purpose Award, 20 ECTS	Decision on possible retirement deferred to next reporting period.	Most recent validation: 12 September 2019
Departmental/Process Reviews (planned)		
Annual Review and Report - Learning Support Unit - academic year 2022/23	Final Report provided to APC: September 2023	N/a - Internal College Report
Services and Facility Survey - End of Semester report – May 2023 [and resulting Response to Learners]	Final Report provided to APC: September 2023 [with Response to Learners tabled in December 2023]	N/a - Internal College Report [and resulting Response to Learners]
Examination Report 22-23 *(containing statistics and external examiners feedback)*	Interim Report provided to APC: October 2023	N/a - Internal College Report
Undergraduate Learner Retention Report: 2022/23 to 2023/24	Report provided to APC: December 2023	N/a - Annual Process – Internal (template) Report
Values Survey/Review of the Griffith College Strategic Plan	Approved by BoD. Strategic Framework published: June 2024	Griffith College Strategic-Framework-Document
Review of Griffith College Annual Programme Reporting (APR) 2022/2023 - Annual Internal Review	Reported to APC March 2024	N/a - Annual Process – Internal (template) Reports

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
Services and Facility Survey - end of Semester reports – May 2024 [and Response]	Report provided to APC: July 2024, [with response to learners provided to APC: September 2024]	N/a - Internal College Reports
ACELS Review	April 2024	N/a – no report issued
Griffith College's Institutional (CINNTE) Review	Implementation during the 2024 calendar year; Main Review Visit (MRV) scheduled for 21-24 October 2024	Griffith College Institutional Profile Griffith College Institutional Self-Evaluation Report
New Delivery Site Evaluations (as required to facilitate delivery by ESS Ltd.)	Reports presented to APC: Sept '23; Dec '23; Feb '24; Apr 24; and Jul 24.	N/a - Internal College Reports
Accreditation Review/Visit by the Psychological Society of Ireland [Re BA (Hons) in Psychology]	Accredited July 2024 (until July-2027)	PSI Accredited Undergraduate Courses | Article | PSI

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

Details in respect of review/evaluation processes that concluded during the reporting period are set out below.

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	42	5	3	8	10	16	2**
of those:							
On-site processes	5	1	-	2	-	-	2
Desk reviews	7	1	1	1	2	-	2
Virtual processes	31	3	2	-	8	16	2
Average panel size for each process type*	-	2	2	2	6	7	11

* excluding secretary if not a full panel member

** Includes the Institutional Self-Evaluation Review (ISER) in prep for CINNTE Review (whole institute, including academic schools/departments and professional services/support unit)

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

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

Details in respect of the composition of the panels convened by Griffith College for review/evaluation/approval processes that concluded during the reporting period are set out below:

Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair	9	7	2	-	-	9	-	-	-	-	9
Secretary	9	1	8	-	-	9	-	-	-	7	2
Academic/Discipline Specific	22	12	10	-	-	15	4	3	-	-	22
Student Representative	9	3	6	-	-	9	-	-	-	-	9
QA	8	1	7	-	-	8	-	-	-	6	2
Teaching & Learning	4	1	3	-	-	4	-	-	-	-	4
External Industry /Third Mission	10	4	6	-	-	10	-	-	-	-	10

2.0 IQA System – Enhancement and Impacts

Griffith College Values

Griffith College has always been a values-led organisation, placing the student at the centre of everything it does. To prioritise learners in this way, the College is grateful for its staff who make this possible. In 2024, to mark the College's 50th Anniversary year, the College determined to reaffirm and articulate the values most associated with the College.

Between November 2023 and April 2024, multiple community consultations took place across the College campuses, in-person and online. A Values Survey was also used to determine which values are most associated with the College. The process is further outlined in Case Study #5, and the resulting seven core shared values are shown in the graphic.

Following publication of the College's Values, the Board of Directors tasked the Strategy Implementation Committee to begin work on the next iteration of the College's Strategic Plan.

Governance and Management of Quality

GC50 – Marking 50 Year of Griffith College's *Excellence in Education*

In the first three months of the reporting period, Griffith College continued its preparations towards marking its 50th anniversary (GC50) in 2024. The College established a GC50 Committee under the auspices of the Board of Directors, and supported by the Management Board, to identify and implement a schedule of celebratory events for the year.

Griffith College formally launched GC50 with a Business breakfast event on 01 February 2024.
The event was attended by the then Minister for Further and Higher Education, Research, Innovation and Science (FHERIS), Mr Simon Harris, TD.

Some of the GC50 events, scheduled for the period under review, include:

- Creation of a GC50 webpage on griffith.ie as a one-stop shop for all GC50 related news.

- Formal launch of GC50 with a Business breakfast launch event on 01 February 2024, attended by the then Minister for Further and Higher Education, Research, Innovation and Science (FHERIS), Mr Simon Harris, TD.

- A Referendum Debate, featuring Labour Party Leader, Ms Ivana Bacik, TD, and Senator and former Tánaiste/Attorney General, Mr Michael McDowell, SC, as guest speakers presenting opposing sides of the argument, and chaired by former High Court Judge Roderick Murphy. This was held on 04 March 2024.

- On 02 April, the Lord Mayor of Cork, Cllr Kieran McCarthy, held a reception in Cork City Council Chamber at City Hall to mark GC50 and 25 years of Griffith College in Cork. Staff and colleagues from our campuses in Dublin, Limerick, and Cork attended the event. Representatives of the Sisters of Charity in Cork, Cork Chamber, Network Cork, MTU, UCC and Fáilte Eireann were also in attendance. The event was marked with kind words of encouragement and hope for the future; delicious refreshments and the opportunity to celebrate together with a few beautiful songs.

- Griffith College Cork, in collaboration with Network Ireland Cork, hosted an inspiring event, 'The Power of You' featuring Norah Casey, renowned entrepreneur, investor, and former Dragon's Den Dragon. This event took place on 01 May 2024.

- Griffith College Limerick hosted an event on 16 May 2024, at the Strand Hotel, to mark Griffith College's time in Limerick. It was an evening of celebration, reflecting on the achievements of the past fifty years and looking ahead to the future. Many esteemed guests attended this landmark occasion, including Minister Kieran O'Donnell, TD, and Cllr Gerald Mitchell, Mayor of

the City and County of Limerick – highlighting the impact of Griffith College's contributions to education and the broader community.

The Lord Mayor of Cork, Cllr Kieran McCarthy, hosted a reception in Cork City Council Chamber at the City Hall to mark GC50 and 25 years of Griffith College in Cork, on 02 April 2024.

Griffith College Limerick hosted an event on 16 May 2024, at the Strand Hotel, to mark Griffith College's time in Limerick

Governance Committees

In January 2024, the College established a Web Governance Sub-committee, reporting to the Management Board, to oversee strategic development of the College's public-facing web presence.

Griffith College Professional Academy

The Griffith College Professional Academy was established in 2023, based on a re-evaluation and rebranding of the former Short Courses Department, and launched at the beginning of the period under review. The Professional Academy launched several exciting new short courses designed to cater to a diverse range of interests and professional training requirements in August 2024. Designed for a varied student cohort, the courses suit learners looking to enhance their skills, explore a new field, or advance in their career. The new offerings provide comprehensive learning opportunities tailored to meet the needs of today's dynamic job market. The Professional Academy is committed to providing high-quality education that empowers learners to achieve their full potential and succeed in their chosen paths. These innovative programmes, which bring fresh insights and valuable expertise to our community are:

- Professional Diploma in AI for Business
- Professional Certificate in Fashion Buying and Merchandising
- Professional Diploma in Fashion Buying and Merchandising
- Digital Photography for Beginners (2-day)
- Professional Certificate in Digital Photography and Visual Media

The College continued to plan for significant development of, and investment in, the Dublin Campus. The 2030 Campus Development Plan continued to be developed and implemented over the reporting period. A significant

example was the restoration of the Quarter Master House, discussed in more detail under the 'Integration of UN sustainable development goals (SDG)' heading in this section.

Protection for Enrolled Learners

During the 2023/24 academic year, the College provided ongoing continuity of programmes for learners and staff of two higher education institutions: Dublin Design Institute and St Nicholas Montessori Society of Ireland, following their respective closure and termination of educational activities.

Programmes of Education and Training

Programme Development

The Griffith College Programme Proposal and Review Committee (PPRC) was established in September 2019 to provide early and considered evaluation of programme proposals by a variety of internal and external stakeholders. The PPRC replaced a less-formal system for evaluation of programmes previously undertaken within the College. PPRC provides a forum for the discussion of new programme ideas generated by programme teams. It is also responsible for overseeing, monitoring and reviewing the performance of existing College programmes and has established a positive line of communication with programme teams to ensure timely and proactive support. In its first year, the PPRC received 22 programme proposals. The committee considered 25 proposals in 2023/2024.

Apprenticeship Programmes

The College reviewed and approved an update of the supplementary QAE Manual: Policies, Procedures, Practices and Guidelines Apprenticeship Programmes, to incorporate changes already made to the QAE Manual, and to reflect College developments since its first approval.

Also, in the period under review, following an initiative identified in Budget 2024 to take effect in 2023, the Irish Government provided a once-off grant of €1,000 towards the student contribution paid by each Free Fees eligible student in academic year 2023/24 as a cost-of-living measure. Recognising that both craft and consortia-led apprenticeship students pay an appropriate *pro rata* rate which reflects the time they spend in a HEI, the Government has decided to make a once-off contribution of 33% towards the sum paid by each eligible apprenticeship student in the academic year 2023/24 as a Cost-of-Living measure. Griffith College apprentices were very happy to receive a 33% reduction in the fees payable by them to the College in 2023/2024.

In autumn 2023, the College successfully revalidated its first apprenticeship programme – Higher Certificate in Healthcare Support Practice / Advance Healthcare Assistant Practitioner (AHAP) – evidencing the independent peer support and acknowledgement of the QAE standards maintained by the College. During the revalidation event, the panel commended the programme team for *'their listening to stakeholders, how they have adapted and developed the programme since its initial validation are exemplary'*.

Awards – Nominations, Finalists and Winners

Some of the awards and achievement by Griffith College and its learners during the review period included:

- **The Irish Education Awards 2024**

  Griffith College was shortlisted for 13 entries across 9 categories at this year's Education Awards, specifically:
  - Finalist, Best Industry/Business – Academic Collaboration award: Griffith College Faculty of Law and the Irish Institute of Legal Executives (for the Diploma in Legal Studies and Practice)
  - Finalist, Best International Collaboration Project award: Faculty of Law Griffith College and Meiji Gakuin University, Tokyo, Japan - Law Student Semester Exchange Programme
  - Finalist, Best Marketing / Communications Team award: Griffith College
  - Finalist, Best Masters Programme: LLM in International Law, Faculty of Law, Griffith College
  - Finalist, Best Masters Programme: MSc in Procurement and Supply Chain Management, Graduate Business School, Griffith College
  - Finalist, Best Masters Programme: MSc in Procurement and Supply Chain Management, Griffith College Limerick
  - Finalist, Best Student Accommodation award: Griffith College Halls of Residence
  - Finalist, Best Student Experience award: Faculty of Law, Griffith College
  - Finalist, Best Student Experience award: Graduate Business School Research and Innovation Hub, at Griffith College
  - Finalist, Career Impact Strategy award: Certificate in Employability Skills, Griffith College
  - Finalist, Excellence in Sustainability award: Griffith College
  - Finalist, Student Engagement and Communications award: Faculty of Law, Griffith Halls of Residence
  - Finalist, Student Engagement and Communications award: Griffith College

- **Accountancy Awards 2024**
  - Nominee, the Excellence in Education Award: Professional Accountancy programme, Griffith College

- **The Dye and Durham Irish Law Awards 2024**

  These awards, which aim to *'identify, honour, and publicise outstanding achievements, while also recognising those who have dedicated their lives to serving in the legal profession'*, recognised the following:

  - Finalist/Nominee, Law Book of the Year – *Participation and Democratic Innovation Under International Human Rights Law;* Author: Dr Nicholas McMurry, Griffith College
  - Finalist/Nominee, Law School of the Year: Faculty of Law, Griffith College
  - Finalist/Nominee, *Pro Bono Publico* / Community Law Firm / Lawyer of the Year – Innocence Project, Griffith College

- **National Procurement Awards 2023**

  - Shortlisted, Best Education Procurement Project of the Year: Griffith College's Graduate Business School (GBS) Research and Innovation Hub (GBS R&I Hub), on the basis that '*the GBS R&I Hub's procurement project represents a transformative endeavour that has redefined knowledge and skills development in the procurement profession*'.

- **the Operational Excellence Awards 2024**

  These awards celebrate Ireland's most innovative individuals and companies who are driving operational excellence and business transformation.

  - Winner (for the second year running), Operational Excellence in Third Level Education category: Faculty of Law, Griffith College

Dr Ruhi Anand and Aoife Moreton collecting the 2024 Award on behalf of the Faculty of Law, Griffith College

- **Smedias 2024**

  A current part-time student on the MA in Journalism & Media Communications programme in the Faculty of Journalism & Media Communications won the following 2024 Smedias – the annual national student media competition - awards:

  - Journalist of the Year (National Media)
  - EPA Award for Journalism Relating to the Environment

One of Griffith College's BA in Bar Management apprentice learners has been named the 23/24 Irish Hotels Federation (IHF) National Employee of the Year.

Staff Recruitment, Management and Development

Updated HR policies in the period under review include:

- Parent's Leave
- Paternity leave
- Parental leave
- Professional Development
- Protected Disclosure
- Probation policy
- Recruitment and Selection
- Zoom Etiquette

Recruitment Management

The use of Bamboo HR provides a centralised system for managing recruitment processes, ensuring consistency and efficiency in handling applications, communicating with candidates, scheduling interviews, and maintaining records. The successful recruitment of 62 full-time staff members in 2023 indicates a functional and effective recruitment system for full-time positions.

Staff Continuing Professional Development (CPD)

While the College's practice of obtaining formal feedback is well-established, the specific forms and methods used, both in-person and online, continue to be reviewed and reworked to retain their effectiveness. In the case of the formal feedback from lecturers, in 2023/2024, the professional development section of the end-of-semester module survey was extended to include specific questions on training undertaken and of interest. The information gained through this survey has proven useful in developing the College's staff continuing professional development (CPD) schedule.

Griffith College's Education, Learning and Development Group (ELDG) and various staff supported these CPD commitments and events during the period under review. The College took a dual approach with both virtual/in-person synchronous events taking place on a bi-weekly basis (at lunchtime), and specific asynchronous or directed e-resources provided on the alternate weeks. Synchronous sessions were recorded and made available for later viewing on the ELDG's Teaching, Learning and Assessment (TLA) resource portal.

During the period under review, scheduled CPD events included short online workshops, showcase events, short and longer formal programmes of learning, including:

- Supporting the NAIN National Academic Integrity Week 2023
    - E.g. Supporting your students with Academic Writing and referencing.
- College staff have enrolled in the UDL Badge - Universal Design in Learning and Universal Design Beyond the Classroom – provided by AHEAD and UCD, and funded by the National Forum for the Enhancement of Teaching and Learning in Irish Higher Education
- Staff attendance at QQI Events (such as those identified in section 2.1, below)
- *Master of Arts in Education, Learning and Development (MAELD)*
  The MA, with embedded certificate and postgraduate diploma programmes, was designed to meet the needs of educators and practitioners who support adult learners. College lecturers, including those with collaborative partners, may complete the embedded certificate and postgraduate diploma with full financial support from the College. Newly appointed full-time lecturers are encouraged to complete at least the Certificate within two years of their appointment. The MAELD programme has been successful in supporting staff development over the past number of years – 19 staff members enrolled on an ELD programme (MAELD or embedded certificate or postgraduate diploma) in September 2023, building on 17 enrolments in the previous February. Owing to the modular and staged nature of the programme, five Griffith College staff graduated with the MAELD in 2023, with another five staff due to graduate in the next reporting period.
- **Individual modules of the MAELD** are also offered as CPD opportunities to all staff. For example, to support staff engaging with learner research and dissertation supervision, current or potential dissertation supervisors (undergraduate and postgraduate), may complete the 'Supervision of Research' module (5 ECTS). This programme was offered as a summer school – 5 x half days in July. All lecturers and external supervisors are eligible to participate. Having staff complete this Supervision/Dissertation support programme is vital in supporting the College's ambition to build capacity.
- A **GC50 Symposium** (regarding T&L) to showcase good practice is planned for the next academic year.
- Specific College CPD events, which are communicated via email include, for example.
    - Griffith College's Teaching Champions Initiative
    - Teaching Strategy – Look back Learning Supporting Neurodiversity Inclusive teaching practice - Supporting Dyslexic learners. Delivered by Dyslexia Association of Ireland

- Teaching Strategy – Tools Updates and Demos: Moodle functionality overview; SharePoint Caption Generator; Generative AI in Education – AI Functionality. Delivered by Griffith College Digital Learning Department

- Interactive Oral Assessment: An Authentic and Meaningful Assessment Approach. Delivered by guest speaker from DCU & CCT

- Supporting the Learner Voice Through Authentic Assessment: Assessment Design, Reflective Practices and Interactive Presentations. Delivered by GC academic

- Academic Misconduct: Referencing, Plagiarism and Turnitin, including essay mills, essay bots, paraphrasing tools, examples of their use and application and how to detect possible academic misconduct, Chat GPT and AI. Delivered by GC academic & Digital Learning Department.

Staff Training Events

The HR Department organised the training for staff during the period under review on the following topics:

- SafeTALK training, on multiple campuses
- Fire Warden training
- First Aider training, on multiple campuses
- Upgrade of cameras on the CCTV system
- Centralising the Security CCTV system access in Security office

Staff Wellbeing

During the period under review, the College supported staff wellbeing activities, such as the following:

- Free fruit days
- Pre-bank holiday weekend finish-early Friday
- Lunchtime yoga

International Women's Day (IWD), with the theme 'Inspire Inclusion', was marked on 08 March 2024. The event featured a keynote address by the dynamic George Boyle, followed by a panel discussion with distinguished women in research. We were privileged to hear from several esteemed members of our faculty and our dedicated faculty administrators. The day was a tremendous success, filled with insightful discussions and a shared commitment to fostering inclusion and diversity.

In October 2023, the College engaged Sheila O Malley, wellness expert, and one of Ireland's leading public speakers in wellbeing at work and home, to deliver sessions on the Mental Health in the workplace. She delivered

a three-part series of workshops, in October, November, and December. These talks were aimed at promoting mental wellbeing and providing valuable insights and strategies to cope with various challenges that may be faced in one's personal and professional life, specifically resilience.

Teaching, Learning and Assessment

Academic Calendar

The Academic Calendar for 2025/2026 was approved by the College's APC in June 2024. The timely availability of this top-level document facilitates communication and planning across the College.

Dublin Design Institute

Following the closure of the Dublin Design Institute (DDI) in summer 2023, Griffith College offered affected learners the opportunity to complete their programme, with a number of learners transferring to Griffith College programmes in September 2023. Those who had successfully completed their DDI programme were invited to attend a graduation ceremony, as part of the wider Griffith College Dublin events. Former DDI staff were invited to attend to present the awards to DDI Graduates.

Admissions

In December 2023, APC approved an admission proposal regarding 4-year Bachelor degrees from Bangladesh for entry on to Griffith College postgraduate programmes: 'that Griffith College accept for admissions bachelor's degrees, when 4 years in length, with a GPA of 3 out 4, once the Bangladesh HEI is on the ECCTIS (formerly UK Naric) list of recognised HEIs', in line with the criteria applied by other Irish providers.

Graduation 2023

The 2023 Graduation ceremonies for Griffith College took place across three venues, and five days in November 2023. Overall, 2,273 individuals were eligible to graduate, including 15 from Globe Business College, Munich, and 99 from the Dublin Design Institute, whose graduation was facilitated on Griffith College's Dublin campus this year. The professional, yet personal, approach to organising and running the graduation ceremonies in 2023 was reflected in the positive feedback from guests, staff and graduates alike. This continues a trend of recent years in which the College aimed for, and delivered, a high-quality and memorable experience to those completing their programmes, supported hugely by departments and teams across the three campuses.

External Examiners

During the period under review the College's APC approved the following 41 changes to external examiner appointments:

- 1 new external examiner – new College programmes
- 19 replacement external examiners for existing College programmes
- 15 extensions to external examiners' role - additional existing College programmes/modules
- 3 withdrawals of external examiners
- 3 reallocations of duties of existing examiners (2 extensions and 1 reduction of scope)

Assessment Support

College staff facilitated the delivery of online lunchtime seminar series, which included the following events:

- "Supporting National Academic Integrity Week 2023" with a presentation by the Griffith College Head Librarian, on 19 October 2023.
- "Teaching Strategy – Tools Updates and Demos" with a presentation of Moodle, SharePoint, and AI tools available to staff, delivered by the Digital Leaning Department, on 26 October 2023.
- "Interactive Oral Assessment: An authentic and Meaningful Assessment Approach" delivered by the guest speaker Dr Fiona O'Riordan of DCU & CCT, on 2 November 2023
- "Supporting the Learner Voice Through Authentic Assessment: Assessment Design, Reflective Practices and Interactive Presentations" which included current research insights by John Eardly of the Griffith College Faculty of Law, on 30 November 2023
- "Academic Misconduct: Referencing, Plagiarism and Turnitin" with insights on ChatGPT and AI, as well as essay mills, essay bots, paraphrasing tools, examples of their use and application and how to detect possible academic misconduct, delivered jointly by the Griffith College Faculty of Law and Digital Learning Department, on 20 February 2024
- "Learning Strategy: Programme level / Integrated Assessment" including considerations and challenges when designing and implementing programme integrated assessment, delivered by guest speaker education consultant, on 26 March 2024
- "Learning Strategy: Psychology of Learning" including current research insights on learner attention and perception and their role in the classroom, delivered by Peter Gillis, Lecturer at Griffith College, and Senior Researcher at Learnovate Centre TCD

Alternative Locations for Programme Provision

Across the period under review, the College's APC approved five new locations for the delivery of its programmes which were developed in collaboration with ESS Ltd.

Student Handbook 2024/2025

The Griffith College Student Handbook is designed to be used by all learners studying at the College, including all programmes, campuses, and learners based with various collaborative partner institutions. In the period under review, the Griffith College Student Handbook underwent a full review, coordinated by the QAE Department and with input from all relevant stakeholders across the College community, and updated where needed in preparation for the subsequent academic year. The visual design was also updated with the direct engagement of a learner on the Design Faculty's BA (Hons) Graphic Communication Design, selected based on sample designs submitted by students as part of their programme assessment. The updated handbook was submitted for approval by APC (in advance of being uploaded to the website) during the next review period.

Induction

Full programmes of communication sessions and social/animation activities were delivered for new, continuing and advanced entry learners, of the September 2023 and February 2024 intakes, on all campuses. Induction events were well organised, and resourced, and a great atmosphere was created with circus performers, a donut stand, and a céilí at the main campus with related events in other campuses. The involvement of class reps and global ambassadors to support the events was hugely positive. A review of Induction was included in the schedule of reviews for the year.

The First Seven Weeks – the Faculty of Law

The First Seven Weeks is an initiative introduced by the Faculty of Law and designed to support (new and returning) learners during the initial weeks of their programmes. Details of The First Seven Weeks' project are provided in Case Study #2.

The Parachute Plan – Graduate Business School

This pilot scheme, implemented by the Graduate Business School, is intended to identify learners who have not been engaging in their programme, but plan to continue/return to their studies. It supports the learner to work with the GBS management to put a plan in place to catch up on lost work and to progress on their programme, with necessary support to ensure that they have a realistic expectation of success.

Faculty of Law, Chief Justice's Summer Placement Programme 2024

One of our third-year students was selected to represent the Law Faculty for the prestigious Chief Justice Internship 2024. This internship offers learners from across the country a unique, month-long opportunity to shadow a Judge in the High Court, Court of Appeal, or Supreme Court. During the internship, the participants not only attend court hearings, but also engage in a variety of enriching activities, including participating in workshops and attending talks by staff of Courts Service and other justice sector professionals.

Faculty of Law, Philadelphia Internship 2024

Three Law Faculty learners had the opportunity to intern under Justice Kevin M. Dougherty of the Supreme Court of Pennsylvania during the month of July. During their internships, the students were assigned to various Judges and given a range of tasks, including legal research, interacting with other interns from various states, and had the privilege of observing numerous Judges in different courts, such as Orphans' Court, Family Court, Criminal Court, and the Court of Common Pleas. This internship provided the learners with invaluable hands-on experience and a deeper understanding of the US legal system.

Learner Support

Freshers' Week, organised by the Students' Union (GCSU), was held in the week commencing 18 September 2023.

World Mental Health Day

GCSU organised a Mental Health Week of activities from week commencing 01 October 2023. World Mental Health Day was observed at Griffith College on 10th October 2023. To mark the day, there were multiple events held across all campuses, aimed at both learners and staff, to share mental health resources, and contribute to addressing stigma around mental health.

Library support

The library at Griffith College implements a regular schedule of Study Skills workshops. The Learning Lab in the library on the Dublin campus is used for developing research skills and for general library inductions. These workshops are also offered over Zoom. The classes have proven popular with small groups of students. Working in these labs together allows participants to better support each other. Learners continue to share knowledge they have gained in the workshops as they move on to work on their various assignments. Small group labs/workshops may be booked by students and staff at the library desk or email. These may cover specific topics of interest such as using relevant online databases, linking in to referencing software such as Zotero, and making the most of the College's digital resources. The library also engages with the learners by offering remote support

via Zoom, email and phone, therefore offering the learners multiple means of engagement, to suit their diverse needs.

While the largest book collection is based on the South Circular Road campus, the Limerick library also offers in person support to the learners based there. In response to previous responses to the Services and Facilities Survey, there was a series of in-person workshops on academic support, study skills, and CV and interview skills, held on the Limerick campus, supported by the library team, in October 2023.

Griffith College Dublin's Creative Show

Griffith College Dublin's Creative Show – to showcase and celebrate the creativity and innovation of our graduating class of 2024 – was held on 6-13 June. The Griffith College annual Creative Showcase encapsulates the creativity, imagination, drive, and determination of the College's students, providing them with a platform to display their work and inspire future years to come. The week commenced with the Film event in the Lighthouse Cinema on 05 June, and the On-Campus Show took place on Thursday 06 June. The show continued on-campus on South Circular Road (and live on the College website – creative.griffith.ie) to profile work of students from the following programmes:

- Fashion Design
- Film and TV Production
- Graphic Communication Design
- Interior Architecture and Design
- Computing Science and Interactive Digital Media
- Photographic Media

Employability Skills Programme

In the period under review, the College continued to support registered learners' career aspirations by facilitating their attendance on a FREE Employability Skills programme (as indicated in section 1.2 above). Provided as six workshops (delivered both in-person and online), learners actively participate with peers from different faculties to develop:

- Career Development Techniques
- Career Planning and Goal Setting
- Job Interview Process and Pitching
- Team Building in the Workplace
- Emotional Intelligence and Workplace Culture
- Networking Skills and Building your Brand

Learners may attend individual workshops, or the overall the programme for a participation certification, with those who successfully complete the programme's assessment being awarded a Griffith College Certificate in Employability Skills and Workplace Culture. The programme has attracted 40-50 learners per cohort, with about 30% of participants completing the assessments and seeking certification. In the period under review, 165 learners participated in at least one of the programme's workshops.

Table of Activities supported by the College Careers Service

Griffith College Careers Outreach, Academic Year 2023 2024	
Criterion	Number
Students who have accessed the Careers Office Moodle page	2820
Students reached through on campus events	500+
Employability Skills Programme (attended one or more workshop)	165
One to One Appointments	450
CV Review	200
Email support	150+
Mentoring Programme Participants	30
Employer Connections	110+

Business Careers Fair

The Business Faculty Careers Fair took place on Monday 04 December 2023. This event provided an opportunity for learners to connect with industry leaders regarding partnerships, internships, and future careers, and the faculty has curated a diverse range of participating companies reflecting different industries and career paths. The faculty acknowledges the engagement of participating companies and staff members in supporting the organising of this event.

Griffith College President's Award 2024

The Griffith College President's Award was trialed in 2023/2024, to recognise learners who make a significant contribution to supporting and enhancing the lives of others during their time as a student at Griffith College. Learners who volunteered for a minimum of 35 hours over the previous year were eligible to apply for the Award. Recipients are shortlisted and selected by a cross-College committee. All honourees are added to the President's Roll of Honour.

Learning Support Assistive Technologies

During the reporting period, as indicated in section 1.2 above, the College integrated the Recite Me accessibility tool into its Moodle VLE, a significant step forward in supporting the College's diverse learner and staff community. Recite Me is designed to make online learning more accessible and has been in use on the College's website (www.griffith.ie) since 2021. The tool offers a range of features, including text-to-speech functionality,

adjustable text size and colour, fonts for helping those with dyslexia (e.g. Lexend), etc., all aimed at accommodating various learning needs and preferences.

This enhancement is not just a technological upgrade; it is providing an equitable learning environment for all. It empowers learners to access and interact with course materials in ways that best suit their individual requirements.

Overview of Learning Support Activities in 2023/24

Since its inception in 2018, the College's Learning Support Department has experienced significant growth, with the number of registered learners increasing from 35 in 2018 to 153 in 2024. A key driver of this success is the increased engagement with the College's learners and the development of close relationships with faculties and departments across the College.

Learning Support: Funding for Disability Access

In the period under review, the College received public funding to support a learner with additional needs to attend the College (this award was made following a case review). The Head of Learning Support is commended for her role in making this application.

Academic Scholarships

Details of some of the scholarships which were made available to Griffith College applicants during the period under review are provided in the following table:

Scholarships 2023/2024	DETAILS AND OPPORTUNITY TO ACCESS
Griffith College General Scholarships and Bursaries	There are two main categories of scholarships and bursaries available to Griffith College applicants: • The Griffith College Bursary is open to awarded to applicants who are successful in being offered a place on a Griffith College programme. This Bursary is a contribution to Tuition Fees. • The Academic Merit Scholarship (AMS) is an additional scholarship which is open to students who demonstrate a strong academic performance at the time of application. These scholarships are awarded to applicants at the time of admission to Griffith College, based on an interview, and are applicable in each year of study where a learner progresses from one year of a programme to the next. Scholarships do not apply to modules/years of study that are being repeated. Additionally, Progression Scholarships are also offered for existing Griffith students planning to continue their studies at Griffith College, i.e. where a Non-EU Griffith College (level 7) bachelor degree graduate wishes to progress to the award year of a level 8 programme, or a Non-EU Griffith College level 8 bachelor degree graduate

Scholarships 2023/2024	DETAILS AND OPPORTUNITY TO ACCESS
	wishes to progress to a master's degree/level 9 programme, the College will offer a fee reduction to support the learner's progression ambition.
Central Bank Scholarship Programme	The Central Bank of Ireland offers a scholarship, aimed at school leavers, in partnership with Griffith College. The initiative supports successful applicants to work at the Central Bank full-time (and earn a salary), while being facilitated to undertake a part-time business or accounting and finance degree at Griffith College. The scholarship is offered through a competitive process.
Fidelity Investments Financial Services Scholarship Programme for School Leavers	Fidelity Investments, in partnership with Griffith College, offer a scholarship for Leaving Certificate students. The scholarship facilitates learners to take-up full-time employment at Fidelity Investments Operations & Corporate Shared Services group, while also undertaking a fully funded part-time BA (Hons) in Business at the College.
Griffith College and Institute of Advertising Practitioners Ireland creative bursary for disadvantaged schools	The Faculty of Journalism and Media Communications, in partnership with IAPI (Institute of Advertising Practitioners Ireland), offers a €10,000 (shared) Creative Bursary aimed at increasing student participation in advertising practices in disadvantaged and DEIS schools across Ireland. Applicant schools are asked to develop a creative communications campaign to highlight a specific theme. They are encouraged to be as creative as possible with their submission, and use video, audio, graphic design, social media and creative writing to demonstrate how they meet the brief.
Brendan Lynch Scholarship, in partnership with Donore Credit Union	The Brendan Lynch Scholarship, named after the former Lord Mayor of Dublin and honorary director of Donore Credit Union, is a partnership between the Credit Union and Griffith College. The scholarship, valued at €3,000, is aimed at returning or incoming learners enrolled at the College, who are (or become) a member of Donore Credit Union, and have a permanent address in the Republic of Ireland
Fashion Design Scholarship for a Junk Kouture finalist	Griffith College awarded a Bursary for the BA (Hons) in Fashion Design to one finalist of the Junk Kouture competition (where secondary school students aged 13-18 years create high-end fashion to wear from 'junk') in December 2023. The scholarship presented by regular Junk Kouture judge and Programme Director for Fashion Design at Griffith College, Jane Leavey, was awarded for a circular and sustainable design.
The Sheila Murphy Music and Drama Scholarship Awards	This Leinster School of Music and Drama (LSMD) at Griffith College Scholarship, named in memory of former director of the School, Miss Sheila Murphy, is open to students who have completed their Grade 10 Speech and Drama exams with the LSMD and wish to progress to the LSMD's Higher Diploma in Arts in Drama Education programme.
Sports Scholarships	The scholarship is open to students wishing to undertake degree or masters' programmes with the College who have a proven ability to play basketball at a competitive level.

Information and Data Management

Retention Report

The data necessary for the completion of the College's Undergraduate Programmes Retention Report 2023-2024 was collected during the reporting period. Building on previous years' reports, further data collation, analysis, and report completion is planned for beyond the reporting period in question.

Development of Student and Staff Hubs

The reporting period was busy for the digital team, with a range of projects completed including an update to the College's pharmaceutical science faculty section and communication media support for the launch of the Griffith College Professional Academy. In February, a new webpage was launched to outline the range of services provided by the College's digital marketing team, such as their projects to improve the analytics platforms and to enhance the Griffith.ie website user experience (UX).

QQI Degree Classifications Project

During the period under review, QQI requested information for a study they are undertaking across all of the public and private sector HEIs to investigate the occurrence of grade inflation, and to analyse possible reasons why this might have happened e.g., changes in teaching and learning, resources, etc. QQI have indicated that the programmes included in the study should have 30 FT undergraduate students. To support diversity of disciplines, the College is proposing consideration of the BA (Hons) in Business and the BA (Hons) in Accounting and Finance. The College is happy to support QQI's endeavours in this study.

Public Information and Communication

Public Consultations

The College contributed to QQI's consultation on the following:

- QQI White Paper on Academic Integrity, that focused on the legislative amendment introduced through the QQI (Education and Training) (Amendment) Act 2019 - new offences related to the facilitation of cheating, the advertisement of cheating services, and the publication of such advertisements. The College's ELDG group submitted a response in April 2024.

Programme Promotion

The Marketing team worked with advertising and media agencies on the College's main advertising campaigns, which include a mix of online, radio, podcast, TV and audio-visual elements. In addition, dedicated radio campaigns were used to promote specific College programmes, supported by a suite of social media activity, alongside dedicated AdWords and SEO to maximise search engine visibility for course keywords. Griffith College took stands, and staff attended multiple events, including Higher Options; the Smedia awards; and the Institute of Guidance Counsellors' national conference in Sligo.

Other Parties Involved in Education and Training

Meetings with Collaborative Partners

During the period under review, QAED completed its annual operational meetings with the College's collaborative partner providers – ESS Ltd; Innopharma Labs; and Pulse College (as required by the relevant Agreements). These meetings serve to check that all parties are meeting their contractual requirements.

In line with this activity, and also as per contractual agreements, QAED in cooperation with relevant faculties, are also engaging with partner PSRBs to ensure all is working well in relation to our arrangements and operations.

Information on the College's Collaborative Partnerships

At the commencement of the period under review, the QAE and Digital Marketing teams completed a project to reflect the College's collaborative partnerships on the website, and the impacted individual programmes [https://www.griffith.ie/about/partners].

Collaborative Programme: Globe Business College, Munich

One of the functions of PPRC is to make recommendations about retiring courses, based on the programme data analysis. In the period under review, following a decline in enrolment numbers at Globe Business College in Munich, the College's collaborative programme was concluded, bringing an end to a successful 15-year partnership. Griffith College worked closely with the programme team, as well as with QQI, to ensure continued provision for existing learners, in line with Irish and German regulation.

Cooperation Agreement(s)

In May 2024, the College's APC approved a Cooperation Agreement for the establishment of an agreement between Hebei Finance University, P.R. China and Griffith College, Ireland. This is a new arrangement, with the Chinese government, for the establishment of Hebei Finance University (Irish Campus), and is considered a very positive development for the College.

In June 2024, the College's APC approved (on a pilot basis) a Co-Operation Agreement between IA Institut (France) and Griffith College in relation to advanced entry of IA Institut students to Griffith College's Bachelor of Science in Computing [as a supported HUB].

Apprenticeship Programmes

The College continues to engage with employers and possible consortium steering groups to discuss potential apprenticeships and occupational profiles.

The Apprenticeship QAE Manual was updated within the relevant reporting period to reflect the changes previously made to the format of the main Griffith College QAE Manual. This document was approved at the College's APC in June 2024.

Self-evaluation, Monitoring and Review

Annual Programme Reports

A summary report of the Annual Programme Reports (APR) received by the QAE Department (QAED) was provided to the College's APC in March 2024. This report included the following sections:

- Context of the Report
- General Information
- Areas of Good Practice
- Observations and Findings
- QAED Reflection on the APR Reports
- Recommendations and Actions

APR Review meetings were held between QAED and the relevant programme teams to facilitate individual report review, to provide specific and formative feedback, and to discuss the general outcomes identified in the report for APC.

QAED acknowledged the extensive work carried out across the faculties/departments to complete these reports. Training was provided to programme teams on its use for annual reporting purposes. The Annual Programme Reporting (and review) process for 2022/2023 was completed with the consideration of an overall review report to the College's APC meeting in March 2024.

Following from previous year's feedback, APR training was provided at multiple dates, in July 2024. The sessions highlighted best practice activities from the current and previous submission periods, and the updated template.

Athena Swan

The College's EDI working group made progress steps in seeking the Athena Swan Bronze Award accreditation for the institution through the commencement of the Griffith College membership of the Advance HE group in February 2024. In the period under review, funding for an initial membership was approved, and the data gathering exercise for the necessary report began. As of the end of the reporting period, the preparation of the report necessary for Athena Swan accreditation is ongoing.

Report on Services and Facilities Survey

Survey results over the past two years show that learners are generally very satisfied or satisfied with the support provided. In the College's Services and Facilities Survey, for 2023/2024, semester 2,

- 88.1% of respondents indicated that they were very satisfied or satisfied with the availability and quality of academic administration (i.e. registration office, examinations office, etc.) services received

- 95.4% of respondents who expressed an opinion about the Global Engagement Office (GEO) were happy with the quality and availability of its services

- 86.9% of respondents either agreed or strongly agreed that they found the Moodle platform easy to access and use.

Further learner feedback from the Services and Facilities 2023/24 surveys is provided in the following figures:
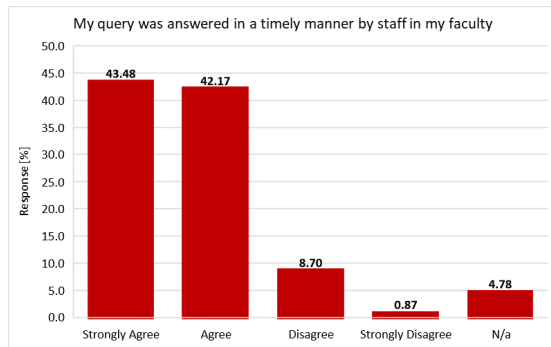
My query was answered in a timely manner by staff in my faculty
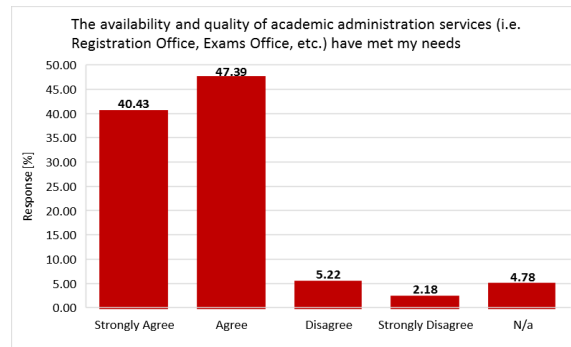
The availability and quality of academic administration services (i.e. Registration Office, Exams Office, etc.) have met my needs
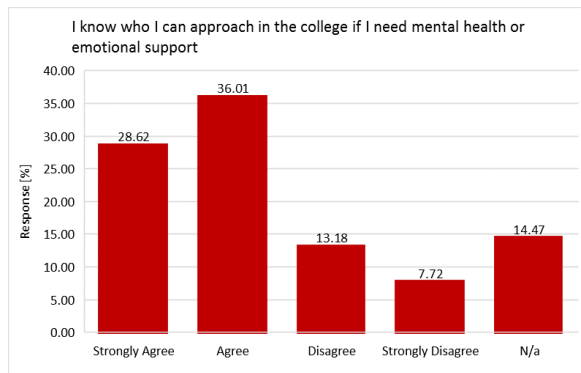
I know who I can approach in the College if I need mental health or emotional support
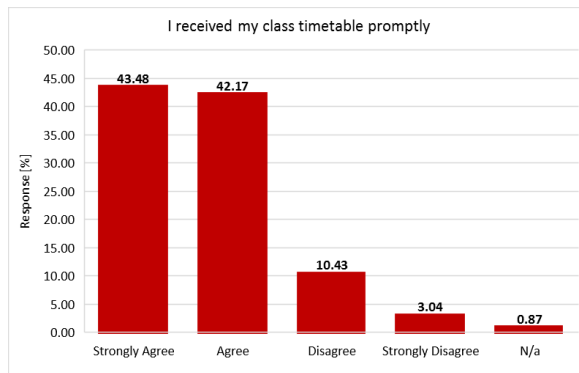
I received my class timetable promptly

The Service and Facilities Survey also provides valuable feedback to the Campus Services office to allow it to prioritise key enhancements and improvements within the College. The feedback received in the 2023/24 survey suggested improvements in areas such as housekeeping and heating on campus. This feedback prompted the Campus Services team to review current cleaning schedules, times and regimes to ensure the best possible outcomes – resulting in the current satisfaction rating of over 90%. The survey feedback in relation to the heating on campus aligned with ongoing projects for the upgrade of the College's heating and building management systems, thus supporting the maintenance team to prioritise areas of the campus for upgrade.

Departmental/Functional Reviews

The College plans and implements departmental/functional reviews across the period under review. The ongoing development of the review process as a functional activity is important for the College's progress towards delegation of authority.

Specific reviews undertaken during the period under review, as identified in section 1.4.1 (above).

Quality Assurance of Research Activities and Programmes

EU-funded projects

The College progressed its activity within its European University Alliance (EUA) under the following EU-funded projects:

- EU SMART4FUTURE, approved by EIT – Climate KIC (European Institute for Innovation and Technology – Climate KIC). This project is led by Algebra University College, Croatia. Griffith College staff have attended project meetings in Zagreb, Croatia and Istanbul during the period under review.
- EU ESCALATE project was submitted under ERASMUS with a consortium of EU partners – for the development of train the trainer modules for lecturers teaching innovation.
- EU COVE – the Centres of Vocational Excellence (CoVE) – the College is part of a tender under AI2Med, for which the College has identified.

There were 26 members of College staff involved in supporting these various EU projects, and the College is actively encouraging others to get involved in undertaking and disseminating this research.

Other projects are currently being initialised/considered/tendered for (with EU partners), for example:

- The AI2MED EU-funded project, a groundbreaking initiative aimed at shaping the future of Artificial Intelligence in Medicine across Europe, was launched on 16 February 2024, with a keynote speech from Dr Laura Bacara, the College's senior researcher in that area. The project, which commenced in March 2024, with 11 partners across 7 European countries, will run for 36 months. The College's GBS Innovation Hub has partnered with the Royal College of Surgeons in Ireland (RCSI) as its medical practitioner partner. The AI2Med project has a total project budget of €1.5 million, with Griffith College getting 15% of that, which will help to support 4 research staff. The College's Graduate Business School will also propose an MSc programme as output from this project.

To complete the SMART4FUTURE project at the College, the GBS Innovation Hub partnered with the Design Faculty to offer graphic communications students real-world experience in rebranding. Through a collaboration with Network Ireland (comprised of female CEO-run companies), students had the opportunity in their second semester to partner with 6-8 diverse Irish start-ups, spanning sustainability, healthcare, and digital industries and to propose appropriate design solutions for them. This project was positively received by all stakeholders, provided a valuable real-life opportunity for the learners, and the companies were impressed with their outcomes.

Research Governance

At APC in July 2024, the College committed to its specific intentions to re-establish its research committee / research council to encourage and support the research activities of its staff and learners across all faculties and partner institutions. The College indicated its intention to provide formal structures to support the College's research related activities – ethics committees, conference participation, publication in peer reviewed journals, annual showcases, dissertation supervision, institutional research repository, etc. The reinvigorated Research Committee will complement the activities of the College's Business and Innovation Hub within GBS.

External publications or presentations about the institution's QA system

External Presentations

Sally-Anne McIver, International Office Manager – Admissions & Learner Services at the College, presented on 'Griffith Global Ambassadors: Expanding Learners' Induction Online' at the QQI Conference – *Quality in Higher Education: Sectoral Findings & Enhancement Showcase* on 17 October 2023.

Greg O'Brien, Learning Technologist, was invited to provide a lightening talk: '*Institutional culture change for durable frameworks, in turbulent times*' at the QQI Conference to mark the 20th anniversary of the Irish National Framework of Qualifications' on Friday 17 November 2023. Dr Tomás Mac Eochagáin, Director of Academic Programmes, was invited to join and provide '*reflections on NFQ from key stakeholders*', as a member of the closing panel.

Two members of the College's Graduate Business School Innovation Hub presented at the 2nd HECA Research Conference which took place on 14 November 2023 in Dublin Business School

- o *'Treading Between the Lines: A Quantitative Text Analysis of ASEAN Neoregionalism',* Jeanette Garcia Kola
- o *'GBS Research and Innovation Hub',* Michael-Philippe Bosonnet

Mary Doyle, Head of QAE, with three HECA colleagues, submitted a paper: [Micro-credentials, Maximum Impact: Opportunities and Challenges for Private Higher Education Providers](#) to [Ireland's Education Yearbook 2023](#).

Learner Communication

The following learners' poster submissions were accepted for the HECA Research Student Awards (HSRA) in November 2023:

- o *"Assessing Stakeholders' Perspectives on how Evidence Based Design in Healthcare could Improve Healthcare Service Delivery in Canada to Inform New Mixed-use Hospital Building Design"*
  Author: Denise Spacek, MSc in International Business Management graduate [Supervisor: Justin Keogan].
- o *"The Impact of Marketing Techniques for International Expansion of Brazilian Tech Enterprises"*
  Author: Aline Melleiro Rheinboldt, MSc in Global Brand Management graduate [Supervisor: Kathy Clarke].
- o *"Bridgerton* and Regency adaptation to Netflix: A Case Study of the Series' Success"*
  Author: Ana Monteiro, BA (Hons) in Communications and Media Production graduate [Supervisors: Dee Kerins and Rachel Andrews].

- o *"Assessing the leadership styles used by senior management at Professional and Premier Division Clubs in the League of Ireland (LOI)"* .

  Author: Colin McCabe, MSc in International Business Management graduate [Supervisor: Justin Keogan].

Third-mission activities, societal and community engagement

Innocence Project

In July 2024, the remains of Harry Gleeson, wrongly convicted and executed for murder 83 years ago, were laid to rest in his native Co. Tipperary, after his remains were positively identified in a burial area within Mountjoy Prison. Griffith College Law Faculty learners had worked with the Irish Innocence Project to prove Mr Gleeson's innocence in 2015. May he now rest in peace.

Griffith College Honorary Awards (November 2023 Graduation Ceremonies)

Dr Rory O'Sullivan, Chair of Further Education and Training Colleges Ireland, received a Distinguished Fellowship Award, at the Dublin graduation ceremony in November 2023. Recently retired from the City of Dublin Education and Training Board, Dr O'Sullivan has demonstrated exceptional leadership throughout his career, and received this award from Griffith College in recognition of his outstanding contribution in advancing Further Education and Training (FET) in Ireland.

Ms Gillian Keating, Ms Sharon Lombard and Ms Caroline O'Driscoll were awarded Professional Excellence Awards at the graduation ceremonies on the Cork campus. This award recognises the recipients' outstanding contribution and dedication to the education of young women and girls in STEM. Gillian and Caroline are the co-founders of iWish, an organisation that is encouraging girls to consider careers in the fields of Science, Technology, Engineering and Maths (or STEM). Together with Sharon Lombard, who joined the organisation as a Project Coordinator and is now a board member, the iWish initiative is a volunteer-led community committed to showcasing STEM to female secondary school students

Societal and Community Engagement:

● **Law Student for a Day**

On Friday, 24 November 2023, the Law Faculty welcomed secondary school students from across the country to its annual "Law Student for a Day" programme. This event offers second-level students the opportunity to attend mini-lectures delivered by Law faculty members and to experience what it's like to work in the field of law. The programme aims to inspire and inform the next generation of legal professionals, providing them with valuable insights into both the academic and practical aspects of a legal career.

● **Schools' Workshops**

School-focused events were held by the College faculties during the reporting period. Scheduled events include a Computing Workshop, in January 2024, and Photography and Film Workshops in February 2024. These events, delivered by the respective faculty's staff, are supported by the College's marketing and admissions teams. Pictured below is a snapshot from the Film Workshop.

Film Workshop at Griffith College, February 2024

● **Schools' Debating Competition**

On Friday, 22 March 2024, the Faculty of Law hosted its annual Schools Debating Competition. Twenty teams from secondary schools across Ireland debated the motion: "*This House believes that Ireland's exam-obsessed model is failing Irish students*". In preparation for the event, students submitted a 1,000-word essay on the motion, to allow for shortlisting to 20 school teams. Each team (of four members) presented arguments within a 15-minute timeframe, with individual speaking slots ranging from 3-5 minutes. This event proved a fantastic day for everyone involved, with participants showcasing a high standard of debate in every round, and impressing with their eloquence, critical thinking, and depth of knowledge on complex issues.

Sports

In March 2023, at the National Basketball Stadium, the Griffith College women's basketball team were crowned League champions with our one of the College's basketball scholarship learners receiving the MVP award. The College's men's team had to go to overtime to finally coming out on top in what was a highly competitive and entertaining League final. Once again, the MVP award for the competition went to a Griffith scholarship player. Congrats to the head coach and all the players on a great achievement.

Internationalisation

Meiji Gakuin University semester abroad at Griffith College

During the first semester of 2023/2024 academic year, the Law Faculty hosted seventeen learners from Meiji Gakuin University in Tokyo, Japan, at the SCR Campus. The MGU learners embarked on a dynamic academic journey that combined legal studies with English language courses, while also delving into cultural experiences. These students left a lasting impression on the Griffith College community, as their presence brought diverse perspectives to the College as a whole, and fostered a spirit of international collaboration within the Faculty.

Cultural Development

John Eardley, Faculty of Law, presented '*The Global Classroom: Intercultural Education in Ireland and Some Implications for Assessment and Programme Design*' as part of the College staff CPD programme on 30 November 2023.

Review by MARA

In late February 2024, Griffith College Cork welcomed the Deputy Director II of the Mara Higher Education Division and the Head of the Accounting Department of MARA Professional Academy, to the campus. MARA (Majlis Amanah Rakyat) is an agency under the authority of the Ministry of Rural and Regional Development, in Malaysia, which provides financial assistance for learners to attend finance and accounting programmes at Griffith College. During their review, the visitors observed ACCA classes and met with programme staff and students.

Integration of UN sustainable development goals (SDG)

During the period under review, the College confirmed its achievement of the following objectives under the UN sustainable development goals:

- Responsible Community Membership: Griffith College joined the Donore Area Sustainable Community working committee in late 2023, to embrace its role as an active member of the Dublin 8 community, and as part of a wider commitment to sustainability.
- Renewable Energy Leadership: The College is now powered by 100% renewable energy, thanks to our partnership with a leading wind farm.

- Energy Efficiency Upgrades: The College has upgraded its insulation, heating, and lighting systems across several buildings, significantly cutting down our CO2 emissions. The Griffith Halls of Residence team has achieved carbon emission savings of 125 tonnes year on year through its innovative upgrades to heating and lighting systems.

- Solar PV Deployment: The College's solar development is expanding, with **solar PV arrays** now in operation on the Dublin, Cork, and Limerick campuses. The objective is that Cork and Limerick campuses will soon get approx. 25% of all their electricity from solar PV generated on our roofs.
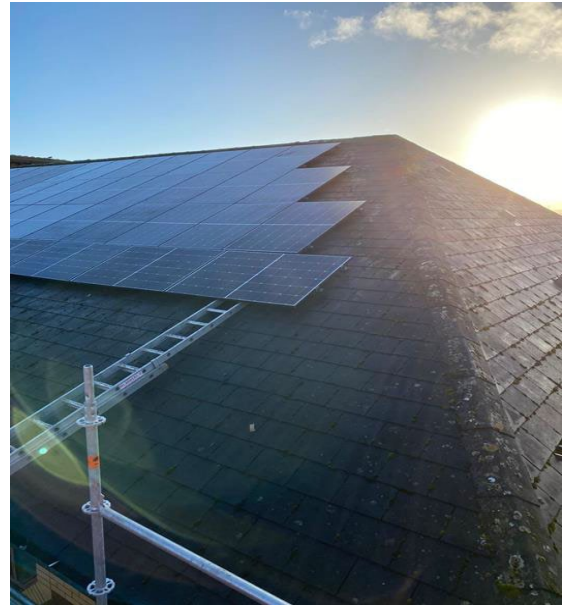
- Plastic Reduction and Water Conservation: The College's restaurant is continuing to implement initiatives to preventing more unnecessary plastic use. Calculation indicate that the use of water refill stations has helped avoid 30,000 single use plastic bottles annually.

- Biodiversity Support: The College's insect hotels continue to buzz with life, supporting our local ecosystem.

- Enhanced Waste Recycling: Recycling initiatives have been further supported across all campuses with widespread availability of recycling bins.

- Cycling for a Greener Tomorrow: As a gold-tier Cycle Friendly Employer, this year the College rolled-out a pilot programme with Brompton Folding Bikes for staff to promote active and sustainable travel to campus. A mobility plan has also been drafted for Dublin City Council as part of the 2030 campus development plan.

Campus Restoration

In the year up to April 2024, as part of its ongoing commitment to sustainability, the College undertook significant historical preservation and restoration work on the detached three-bay, two storey, red brick building by the main gate of the South Circular Road Campus. Built circa 1890, and known as **the Quarter Master's House**, this building was most likely constructed after the old Richmond Bridewell was converted into Wellington Barracks. Extensive renovation works were carried out to the original designs of the building to preserve its unique heritage and to bring the building back to its original glory.

Original design 1890   *What it looked like in 2023*   *April 2024*

The exterior work was completed by our conservation team, under the direction on Gareth O'Callaghan of JCA. In May 2024, to mark GC50, the College welcomed a visiting delegation from the Architectural Association of Ireland (AAI). The main contractor, John Lonergan of Revamp Conservation and Roofing Contractor Nick O'Byrne, led the tour and outlined the extensive restoration and conservation repair work undertaken.

As part of Griffith College's 2030 Campus Development plans, the College intends to seek planning permission to further enhance this building and bring it into use.

2.1 Initiatives within the Institution related to Academic Integrity

Policies and Procedures

Within the College, particular attention is drawn to NAIN guidelines and their adoption into our QAE policies, particularly for assessment, academic integrity, and academic misconduct. In the period under review, an internal consultation on a new version of the academic misconduct procedure, aligned with newly published NAIN best practice guidelines, was initiated.

Griffith College Control Principles for Academic Use of AI (Artificial Intelligence) (QAE Document 5.4) was approved and added to the QAE Manual in June 2024. It sets out the College-wide guideline on the use of AI, while allowing each faculty to establish an internal procedure and its own approach, as appropriate to each discipline, and in line with pedagogical best practice.

The Disability and Learner Support Policy (QAE document 7.10) was updated in November 2023 in consultation with the College community.

Managing rapid developments in generative AI while continuing to ensure academic integrity

The College acknowledges that it needs robust and adaptable assessment practices to address the opportunities and threats associated with generative AI. While moving to oral assessments temporarily has been a quick fix, more imaginative and long-term solutions are necessary. During the formal programmatic reviews in the next reporting period, the development and inclusion of assessments that are both valid and appropriate for learners will be considered an imperative. Incorporating AI tools into the curriculum, while ensuring safeguards against misuse, will prepare learners for the modern workplace while maintaining academic integrity.

Continuous Professional Development Events

Several of the CPD sessions mentioned above focused on raising awareness about Academic Integrity among the College staff, for instance:

- "Supporting National Academic Integrity Week 2023" with a presentation by the Griffith College Head Librarian, on 19 October 2023.
- "Academic Misconduct: Referencing, Plagiarism and Turnitin" with insights on ChatGPT and AI, as well as essay mills, essay bots, paraphrasing tools, examples of their use and application, and how to detect possible academic misconduct, delivered jointly by the Griffith College Faculty of Law and Digital Learning Department, on 20 February 2024

A number of College staff attended the QQI Conference: **Rethinking Assessment:** Inclusive Assessment and Standards in a Dynamic and Changing World on Wednesday, 17 April 2024.

National Academic Integrity Week

Griffith College staff were encouraged to attend the NAIN National Integrity Week 2023 in October, as part of the regular programme of CPD events coordinated by the College's Teaching & Learning Department.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant Objectives	Planned Actions and Indicators
1	Further develop and enhance the College's processes and strategies for engaging with AI, and its implications (AQR 2025: Part B, 1.2)	Review and update the College's guidelines for the acceptable use of AI on an ongoing basis in the light of developments in AI and pedagogical best practice. Resource the engagement of teaching staff in seminars, conferences and national bodies such as NAIN. Increase the staffing resources within the Digital Learning Department to support the development and roll out of AI related training to staff, lecturers and learners. **Units responsible:** TLD in association with faculties, QAED, QAES, APC **Timeline:** End of reporting period, and continuing
2	Further enhance internal training and institutional communication	Increase the capacity and scope of the College's HR Department to support regular training for management and staff provided by internal and external experts. Complement and extend the CPD sessions currently provided by the College's TLD to include training slots on College policies by QAED. Develop and launch the College's intranet (Inside Griffith) to further support institutional communication. **Units responsible:** HR, TLD, QAED, IT Services (Intranet) **Timeline:** Throughout the calendar year
3	Reconstitution of committee memberships (AQR 2025: Part B, 1.2)	Review and update the membership of the College's committees in line with their terms of reference, ensuring their continued relevance and effectiveness. Expand the membership of the College's HR committee. Review and restructure the membership and operation of the College's MB committee and its reporting subcommittees. **Units responsible:** BOD **Timeline:** End of academic year
4	Continue to support, enhance and resource the development of the College's equality, diversity and inclusion considerations (AQR 2025: Part B, 1.2)	Continue to resource and progress the College's ATHENA SWAN Bronze Medal application. Continue to support, enhance and resource the integration and enhancement of equality, diversity and inclusion commitments, policy development, and related activities, across the College, and within functions and committees. **Units responsible:** EDI working group, HR Subcommittee, HR, QAED, APC, BOD **Timeline:** End of academic year
5	Re-establish a cycle of internal reviews / Publish a cycle of internal reviews (AQR 2025: Part B, 1.2)	Review the scope and scheduling of a number of the College's internal QAE review processes (e.g. APRs, Departmental Reviews) to enhance their effectiveness and timeliness, in the context of ISER outcomes. **Units responsible:** QAED (in association with the departments involved), APC **Timeline:** End of academic year

No.	Relevant Objectives	Planned Actions and Indicators
6	Develop the College's HR department, committee and related activities (AQR 2025: Part B, 1.2)	Resource and expand the role of the College's HR Department, integrating a new HR management system, renewing HR policies and procedures, expanding its training role, and supporting faculties in their selection, appointment and promotion of full-time and part-time staff. **Units responsible:** HR department, MB, BOD **Timeline:** End of reporting period.
7	Maintain responsiveness in programme design (AQR 2025: Part B, 1.2)	Continue to advance the information available to the College's Programme Proposal and Review Committee (PPRC) in their consideration of proposal proposals for validation and revalidation purposes – for example through national and international market feedback (through agents) on programme proposal outlines, and the provision of learner data (including progression and retention) in respect of all programmes being considered for revalidation. **Units responsible:** PPRC, QAED, Marketing, APC **Timeline:** End of academic year, and ongoing
8	Advance the development of the College's Information Systems (AQR 2025: Part B, 1.2)	Commission further stages and functionality of the College's THEMIS project (e.g. registration, finance). Promote and support the use of the College's Intranet (Inside Griffith) as the central source of information for staff. Support the implementation and roll-out of technology enabled learning resources identified by the Faculties and DLD. Select and commission software applications used to support the College's non-teaching departments (e.g. Marketing (CRM system), HR (Bamboo) **Units responsible:** IT Services, THEMIS development team, DLD, Library Services, Service Departments **Timeline:** End of academic year
9	Further enhance provision of Learner Support Services (AQR 2025: Part B, 1.2)	Expand the resources available to the College's Learning Support Department in line with the increased demand for services, and the opportunity to seek funding for learner for learner support on a case-by-case basis. Mark the success of learners who attained the President's Award. Conduct an external review of the provision of learner services by the College to identify best practice, and opportunities for enhancement. **Units responsible:** Learning Support Department, Learner Services (Student Activities, Careers and Advisory services, Learner Engagement, Students' Union), MB, APC **Timeline:** End of academic year

No.	Relevant Objectives	Planned Actions and Indicators
10	Audit and update QAE policies, procedures and guidelines (QAE Manual) (AQR 2025: Part B, 1.2)	Continue to update the College's QAE policies and procedures in the light of national and international developments, best practices, the ISER report and the outcome of the CINNTE institutional review (e.g. Developments in AI) Extend the annual review of the College's programmes to the programmes offered through the Professional Academy Apply Universal Design (UD) principles and practices in the design of the College's learner handbooks. **Units responsible:** QAED, QAES, Faculties, APC **Timeline:** End of academic year, and ongoing
11	Advance the College's research activities and related QAE processes (AQR 2025: Part B, 1.2)	Continue the development of the Graduate Business School's Innovation Hub, and its engagement and completion of successful EU funded projects. Staff and resource the College's commitment to the DIVERSE alliance of EU higher education institutions. Support the Psychology Department (formerly of SMSI) in their integration to the College, and in managing the research requirements (and ambitions) of their learners and staff (through, for example, the Ethics Committee, etc.) **Units responsible:** GBS (Hub), QAED, Psychology Department, Research Committee, International Office **Timeline:** End of academic year, and ongoing
12	Further support and enhance graduate employability (AQR 2025: Part B, 1.2)	Increase the number of Industry Fair events held on campus to support learners to engage directly with employers and secure employment. Promote the College's Professional Development and Employability Skills module, making it available to learners on all programmes, and delivering it free in a number of modes. Advance the readiness of graduates through the inclusion of current topics – such as AI, UN Sustainability Development Goals – in module syllabi and related assessments. **Units responsible:** PPRC, QAED, Marketing, Careers Office **Timeline:** End of academic year
13	Advance the College's masterplan / building development plans (AQR 2025: Part B, 1.2)	Submit the College's site development masterplan for its South Circular Road Campus to Dublin City Council for planning. **Unit responsible:** BOD **Timeline:** End of academic year

No.	Relevant Objectives	Planned Actions and Indicators
14	Review and increase externality in academic decision-making (AQR 2025: Part B, 1.2)	Undertake, and effectively engage with, the CINNTE Main Review Visit, affording an external panel the opportunity to review the College's self-evaluation processes, and inform the College's decision-making. Engage external experts to conduct reviews of the College's activities as opportunities present (including, for example, Learner (Support) Services, the College's Bar Management Apprenticeship Programme) Increased engagement with industry partners and professional bodies in the identification, design and development of new and existing programmes. **Units responsible: QAED, Faculties, MB, APC** **Timeline:** End of academic year, and ongoing
15	Advance the College's readiness for / seek the International Education Mark (for Higher Education and English Language programme provision) (AQR 2025: Part B, 1.2)	Prepare, complete and submit the College's application for the TrustEd mark in line with the processes to be communicated by QQI. **Units responsible:** International Office, QAED, APC **Timeline:** End of academic year, and ongoing
16	Further develop and enhance the College's Teaching, Learning and Assessment Strategy (AQR 2025: Part B, 1.2)	Increase the resources available to the College's Teaching and Learning Department. Develop an updated Teaching, Learning and Assessment Strategy informed by recent developments and requirements (e.g. AI, Sustainability, EDI). Develop related graduate attributes. **Units responsible: TLD, QAED, APC** **Timeline:** End of academic year, and ongoing
17	Advance the College's readiness for delegation of authority (through engagement with QQI's CINNTE cyclical review process) (AQR 2025: Part B, 1.2)	Support, facilitate and engage actively with the CINNTE external panel in their review of the College's activities and documentation provided (e.g. Institutional Profile, ISER report), following the College's comprehensive self-evaluation of its activities. Respond to commendations and recommendations arising from the CINNTE review. **Units responsible**: ISER Steering Group, QAED, APC (College-wide activity), BOD **Timeline:** End of academic year
18	Promote and support the development of greener, healthier, more sustainable campuses (AQR 2025: Part B, 1.2)	Continue to facilitate the campus sustainability group in their identification and delivery of green and healthy initiatives across the campus (e.g. solar power, recycling units, insect holtels, etc.) Appoint and resource College representatives on related HECA and national committees. **Units responsible:** Campus Sustainability Group, MB **Timeline:** End of academic year, and ongoing

No.	Relevant Objectives	Planned Actions and Indicators
19	Develop the next iteration of the College's Strategic Plan, in line with identified institutional values (AQR 2025: Part B, 1.2)	Extend the College-wide communication process used to identify and affirm the College's Mission, Vision and Values and related Strategic Development Framework. Develop an updated Strategic Plan for the College in line with the shared values and pillars already identified. **Units responsible:** BOD, MB, APC **Timeline:** End of academic year
20	Implement celebratory events to mark Griffith College's 50th anniversary (AQR 2025: Part B, 1.2)	Complete the schedule of events to celebrate the College's 50th anniversary, throughout the calendar year 2024 (e.g. Launch of a Book of Prizewinners, Teaching and Learning Symposium, etc.) **Units responsible:** President's Office, Marketing, GC50 Committee, TLD (College-wide participation) **Timeline:** End of 2024, plus closure of events/activities.
21	Validate fully online programme(s), and those which are supported by partner hubs (AQR 2025: Part B, 1.2)	Prepare and submit the College's proposal for online (only) learning to QQI to secure approval of extension of scope of provision, and to allow for the ongoing development of its online activities. Resource the College's DLD, QAED and programme teams in line with programme development and delivery requirements. **Units responsible:** QAED, DLD, Faculties, APC, MB **Timeline:** End of academic year, and ongoing

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Institutional (CINNTE) Review – Planned	Main Review Visit scheduled: 21-24 October 2024	2019 - Griffith College's Reengagement with QQI
PG24140, Bachelor of Arts in Photographic Media, Level 7, 180 ECTS PG24141, Certificate in Photography, Level 6, 60 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 12 September 2019
PG24209, Master of Science in Computing, Level 9, 90 ECTS PG24210, Postgraduate Diploma in Science in Computing, Level 9, 60 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 12 September 2019
PG24213, Certificate in Mediation, Level 8, 20 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 12 September 2019
PG24227, Higher Diploma in Arts in Drama Education, Level 8, 60 ECTS PG24228, Certificate in Drama Education, Level 8, 45 ECTS PG24229, Certificate in Drama Performance, Level 8, 20 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 12 September 2019
PG24240, MA in Education, Learning and Development, Level 9, 90 ECTS PG24241, Postgraduate Diploma in Arts in Education, Learning and Development, Level 9, 60 ECTS PG24242, Certificate in Arts in Education, Learning and Development, Level 9, 20 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 05 December 2019
PG24273 Master of Science in Digital Transformation (Life Science), Level 9, 90 ECTS PG24274 Postgraduate Diploma in Science in Digital Transformation (Life Science), Level 9,60 ECTS PG24275 Certificate in Science in Operational Excellence and Data Analytics, Level 9, 30 ECTS PG24276 Certificate in Science in Advanced Manufacturing Strategy, Level 9, 30 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 03 December 2020

Unit to be reviewed	Date of planned review	Date of last review
PG24673 Bachelor of Arts in Film, TV and Screen Media Production, of Arts, Level 7, 180 ECTS PG24674 Higher Certificate in Arts in Film, TV and Screen Media Production, Level 6, 120 ECTS PG24662 Bachelor of Arts (Honours) in Film, TV and Screen Media Production, Level 8, 180 ECTS PG24667 Certificate in Film, TV and Screen Media Production, Level 6, 60 ECTS PG24668 Certificate in Live TV and Studio Broadcast, Certificate, Level 8, 20 ECTS PG24669 Certificate in Visual Effects for Screen and Virtual Reality, Level 8, 15 ECTS PG24670 Certificate in Digital Cinematography and Image Grading, Level 8, 20 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 08 December 2019
PG24647 Diploma in Legal Studies and Practice, Level 7, 60 ECTS PG24648 Certificate in Legal Practice, Level 7, 20 ECTS PG24649 Certificate in Legal Studies, Level 7, 40 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 24 June 2021
PG24465 Bachelor of Arts (Honours) in Creative Technologies and Digital Art, Level 8, 180 ECTS PG24466 Certificate in Creative Technologies and Digital Art, Level 6, 60 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 09 September 2021
PG24449 Master of Arts in Scoring for Film, TV and Interactive Media, Level 9, 90 ECTS PG24450 Postgraduate Diploma in Arts in Scoring for Film, TV and Interactive Media, Level 9, 60 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 24 June 2021
PG24209, Master of Science in Computing, Level 9, 90 ECTS PG24210, Postgraduate Diploma in Science in Computing, Level 9, 60 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 12 September 2019
PG24426, Master of Science in Big Data Management and Analytics, Level 9, 90 ECTS PG24428, Postgraduate Diploma in Science in Big Data Management and Analytics, Level 9, 60 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 15 October 2020
PG24425, Master of Science in Network and Information Security, Level 9, 90 ECTS PG24427, Postgraduate Diploma in Science in Network and Information Security, Level 9, 60 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 15 October 2020

Unit to be reviewed	Date of planned review	Date of last review
An independent external review, of the PG24660, Bachelor of Arts in Bar Management, Level 7, 180 ECTS - commissioned by Griffith College and the VFI, to be completed in advance of (and to support) the PR process.	Planned for completion in a timeframe to enable PR to be complete at (latest) PAEC meeting: July 2025	N/A (see below)
PG24660, Bachelor of Arts in Bar Management, Level 7, 180 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 10 February 2022
PG24411, Bachelor of Arts (Honours) in Accounting and Finance, Level 8, 180 ECTS PG24410, Bachelor of Arts (Honours) in Business, Level 8, 180 ECTS PG24417, Bachelor of Arts (Honours) in Business Studies (HRM), Level 8, 180 ECTS PG24422, Bachelor of Arts (Honours) in Business Studies (Marketing), Level 8, 180 ECTS PG24424, Bachelor of Arts in Business, Level 7, 180 ECTS PG24429, Higher Certificate in Business, Level 6, 120 ECTS, EXIT AWARD PG24423, Bachelor of Arts in Marketing, Level 7, 180 ECTS PG24430, Higher Certificate in Business, Level 6, 120 ECTS, EXIT AWARD	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 15 October 2020
PG24535, Certificate in Digital Sales Transformation, Level 7, 30 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 19 October 2021
PG24751, Certificate in Applied Human Resource Management for Irish Hotels and Guesthouses, Level 7, 10 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 10 February 2022
PG24408, Higher Diploma in Pensions Management, Level 8, 60 ECTS PG24409, Certificate in Pensions, Insurance and Investment, Level 8, 30 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 15 October 2020
PG24750, Certificate in Law and Governance for Trustees, Level 8, 10 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 10 February 2022
PG24404, Bachelor of Arts (Honours) in Pharmaceutical Business Operations, Level 8, 60 ECTS	Planned for completion at (latest) PAEC meeting: July 2025	Most recent validation: 10 September 2020

3.2.2 Reviews planned beyond Next Reporting Period

(Quinquennial) Programme Reviews - to be completed pre-Sept 2026

PG24722, Diploma in Building Information Modelling (BIM) and Graphic Illustration, NFQ Level 8, 60 ECTS

PG24723, Certificate in Building Information Modelling (BIM) and Graphic Illustration, NFQ Level 8, 60 ECTS

PG24724, Certificate in Introduction to BIM (using Revit), NFQ Level 8, 20 ECTS

PG24725, Certificate in Advanced BIM and BIM Collaboration (using Revit), NFQ Level 8, 20 ECTS

PG24726, Certificate in Advanced Rendering, NFQ Level 8, 5 ECTS

PG24718, Diploma in Entrepreneurship and Project Management (Built Environment), NFQ Level 8, 60 ECTS

PG24719, Certificate in Entrepreneurship and Project Management (Built Environment), NFQ Level 8, 30 ECTS

PG24720, Certificate in Entrepreneurship (Built Environment), NFQ Level 8, 20 ECTS

PG24721, Certificate in Project Management (Built Environment), NFQ Level 8, 20 ECTS

PG24727, Diploma in Conservation, Sustainability and Adaptive Reuse, NFQ Level 8, 60 ECTS

PG24728, Certificate in Conservation, Sustainability and Adaptive Reuse, NFQ Level 8, 30 ECTS

PG25137, Certificate in Strategic Collaboration and Coordination for MMC, NFQ Level 8, 15 ECTS

PG25461, Certificate in Strategic Supply Management for MMC, NFQ Level 8, 10 ECTS

PG25109, Bachelor of Arts (Honours) in Music Production, NFQ Level 8, 180 ECTS

PG25110, Certificate in Music Production and Audio Technology, NFQ Level 6, 60 ECTS

PG25144, Bachelor of Arts (Honours) in Music Production with Composition, NFQ Level 8, 180 ECTS

PG25145, Certificate in Music Production and Audio Technology, NFQ Level 6, 60 ECTS

4.0 Additional Themes and Case Studies

CASE STUDY 1

Title: #GameOn Innovation Bootcamp

Theme: Student Entrepreneurship

Keywords (2-3 words):   Student Entrepreneurship, Innovation, EU Funded Project

Introduction:

The #GameOn Innovation Bootcamp 2023, organised as part of the SMART4FUTURE project, was a resounding success in fostering innovation and sustainability within academic and industry spheres. This comprehensive event aimed to bridge the gap between industry and learners while promoting deep-tech entrepreneurship.

The bootcamp attracted a diverse range of approximately 150 participants comprised of students, academic staff, and industry professionals, for a unique and collaborative experience. The bootcamp took place over three days, each offering distinct experiences as follows:

- Day 1: A public event held at Griffith College Dublin, featuring keynote speakers and industry guests. Attendees gained insights into sustainability, innovation, and deep tech entrepreneurship.
- Day 2: A finalists' workshop, where competition finalists engaged in mentoring sessions with Griffith College staff, and refined their business pitches to meet competition standards.
- Day 3: A private session for GBS Hub staff, competition finalists, judges, and invited guests, where finalists made their pitch. This event culminated in the announcement of the winners, and the presentation of prizes.

Achievements and Impact:

The event facilitated increased collaboration between Griffith College and industry partners (as guest speakers and judges), opening doors for future projects, initiatives and collaborations. Guest speakers and industry judges fostered deeper relations with organisations and agencies such as Dogpatch Labs, Future Planet, LEP Biomedical, The Human Collective, National Asset Management Agency, and Enterprise Ireland.

As a result of the Bootcamp, Griffith College GBS Hub is now supporting three sustainable and innovative start-up ideas.

The bootcamp's success contributed to it being nominated for The National Procurement Awards 2023, showcasing its impact on education procurement projects.

The event facilitated recognition of Griffith College's Research and Innovation Hub, which resulted in invitations for Hub personnel to speak at events such as the Higher Education Colleges Association (HECA) Research Conference.

Finalists included both undergraduate and postgraduate learners, representing both Griffith and Pulse Colleges. The first prize winner has gone on to register as a sole trader and is currently ramping up to make this business idea a reality.

CASE STUDY 2

Title: **Faculty of Law: First Seven Weeks**

Theme: Supporting Learner Engagement

Keywords (2-3 words):   Learner Support; Induction

Introduction:

Supporting early adjustment to third-level education is linked with subsequent success.

With that in mind, the First Seven Weeks is an initiative introduced in 2023 by the Faculty of Law, designed to provide targeted support for learners, during the initial weeks of their programme, and as a revision tool for those returning to their studies. In conjunction with lecturers and programme directors, the faculty offers a range of information sessions to help learners get settled in their studies.

The First Seven Weeks programme is structured as follows:

        Week 1 - Introduction to Moodle
        Week 2 - Answering Problem and Essay Type Questions
        Week 3 - Study Strategies, Note Taking and Time Management
        Week 4 - Academic Integrity
        Week 5 - Referencing
        Week 6 - OSCOLA (Oxford Standard for Citation of Legal Authorities)
        Week 7 - Pre-Reading Week, catch up with the faculty

All talks are delivered synchronously via Zoom and also recorded and posted on Moodle. The webinars are scheduled to be accessible by full-time, part-time and blended programme students.

Achievements and Impact:
The programme already has a positive impact. In 2023/2024, over 50 learners attended the Introduction to Moodle session. Attendance varied per week but, overall, it is perceived as interactive and successful. The final session 2023/2024 was an in-person event with over 100 lecturers and students participating to meet their peers and gain an introduction to some of the additional activities hosted within the faculty (e.g. the Irish Innocence Project, Student Free Legal Advice Centre (FLAC), courts visits, USA trips, etc.).

The linked resources on Moodle have been accessed over 400 times in the academic year (250 times during the first semester). This level of engagement confirms that students value this resource, and as a further support in academic year (2024/2025), the First Seven Weeks initiative will have a dedicated space on the faculty's Clinical Legal Practice page on Moodle.

CASE STUDY 3

Title: **AI Special Advisory Group**

Theme: Artificial Intelligence in Higher Education

Keywords (2-3 words):   AI; Governance

Breakdown:

In the context of information and data management, the speed at which Artificial Intelligence (AI) is changing means that significant attention needs to be given to how it is considered within the higher education sector. There is potential for AI to ease administrative burden, generate suitable content, and streamline processes, but there is also the potential of it compromising academic integrity, issues of data use and ownership in the content of compliance, GDPR and ethics. In response to this, Griffith College has set up an *ad hoc* AI Special Advisory Group (AI SAG) to oversee the College's AI policy for institutional and academic use of AI.

On behalf of the Board of Directors, the AI SAG is responsible for ensuring that AI technologies are implemented ethically and effectively within the College, to align with best practices and regulatory requirements, in this ever-evolving space.

Achievements and Impact:

The outcomes of the Griffith College AI Special Advisory Group during the reporting period in question include:

- Research conducted on the current understanding and use of AI for all staff.
- Two documents: 'An Institutional Policy on AI Use' and 'Control Principles for Academic Use of AI (Artificial Intelligence)' drafted to support faculties in the development of their teaching, learning and assessment guidance for lecturers and learners.
- AI Usage Guidelines published and continuing consideration and advice on the use of AI in academia.
- Academic integrity resource/page created for College staff, providing resources and guidelines for promoting and upholding academic integrity. The page is also informed by the latest QQI updates on academic integrity, facilitated by the National Academic Integrity Network.
- Continued maintenance of dedicated AI resource (in place since late 2022) to support teaching, learning, and assessment.
- The provision of online research, guidelines, and best practice resources for integrating AI tools and technologies into the educational process.

CASE STUDY 4

Title:	**Griffith College's First Pride Event: "Pride in Higher Education: Empowering LGBTQIA+ People and Community"**
Theme:	Equality, diversity and inclusion (EDI) in Higher Education
Keywords (2-3 words):	Equality, Diversity, Inclusion, EDI, LGBTQIA+ Pride

Griffith College's first Pride event: "*Pride in Higher Education: Empowering LGBTQIA+ People and Community*" took place on the South Circular Road campus, on 08 May 2024. Organised by the College's EDI committee, this panel discussion provided a dynamic platform to discuss the critical themes of Equality, Diversity, and Inclusion within Higher Education settings. The event was chaired by Dr Annie Doona, Chair of the College's Academic Professional Council, and included diverse panel of speakers who are deeply involved in LGBTQIA+ advocacy and education, including:

- **John Eardly**, Programme Director, Law Faculty at Griffith College; and a member of the College's APC and EDI Committee.
- **Jean-Anne Kennedy**, the Project Manager, Academic QAE; Co-Chair of the College's EDI Committee; and Athena Swan Project Co-Lead
- **James O'Hagan**, Griffith College learner and Coordinator for the LGBT Ireland Champions Training Programme
- **Robert McKenna**, Head Librarian, Griffith College and member of the College's APC
- **Han Tiernan**, Griffith College graduate; an editor at GCN Magazine; and a researcher, writer, and artist specialising in Queer History

Attendees of the event included staff, lecturers, learners, and visitors from the Griffith College community and beyond, including staff, EDI representatives and Queer Staff Network members of other Colleges. Those in attendance were drawn together by the opportunity to engage in meaningful conversation, and gain insights into the significance of inclusivity in educational environments. The event proved to be an excellent venue for celebration and dialogue, creating a more inclusive and supportive environment within our educational community.

Professor Diarmuid Hegarty, President of Griffith College, opened the event by delving into the significance of E (Equality), D (Diversity), and I (Inclusion), and emphasising the universal agreement on the importance of EDI for all, by all.

College is a time and space where people, often young people, are presented with the opportunity to explore their own identities and values. The panel discussed how higher education institutions have a responsibility to support learners and staff through this exploration, as a provider of space, as a holder of knowledge, and for additionally sharing that knowledge. The learner journey, how seeing and learning about queer people helps individual growth, and recognising society benefits from inclusion was particularly considered.

The audience questions were thought provoking –future direction, should EDI training be compulsory for staff, and considerations for higher education, and Griffith College more specifically. Discussion took place about ally-training and its effectiveness; staff training requirements, the need for more events (and action), and how this needs to be approached with a sense of responsible sustainability, focusing on engaging all people, the importance of language used, consistency in application. Overall, it was a very successful event with lots of conversation happening afterwards and more to come in the future!

Achievements and Impact:
Some of the positive outcomes of the event included:
- This was the first Pride event organised by Griffith College. It was well-attended and sparked many conversations both inside and outside the College.
- The College's Library displayed of some of the key LGBTQIA+ books and resources available to students.
- Following the event, there was a formal connection and partnership building with the HEI Queer staff networks.
- The organising committee received an invitation to the Trinity College Dublin Provost's Pride celebration.
- There were themed events and support activities organised across the College during the months of May and June 2024, including a coffee morning on the Cork campus, a to raise awareness and start conversations (on June 5th).

In following up on the success of the event, Pride month social media content, where Pride-themed content was shared on the College's Instagram and TikTok accounts took place throughout June 2024. These posts included the range of LGBTQIA+ books available in the Griffith College library, the journey/history of Pride in Ireland, a celebration of Pride activists, and a collection of interesting Pride shows to watch on TV/streaming platforms.

CASE STUDY 5

Title:	**Reaffirming our Values through Community Consultation**
Theme:	Strategy, College community consultations
Keywords (2-3 words):	Values, Strategy, Community-building

Objective

The College took the opportunity of the 50th anniversary of its establishment to reaffirm and articulate the values most associated with Griffith College. Between November 2023 and April 2024, multiple community consultations took place across the College campuses, in-person and online. All students and staff were asked for input and insights on the topic of shared values, through both surveys and focus groups. The online Values Survey was used to find out which values are most associated with the College already. In addition, focus group sessions were also held across our campuses in person, and online, with students, staff, and management teams to further validate the survey findings and collectively define our shared values.

Data and Method

The survey was sent to all registered students and all staff, across all programmes and roles. Over 700 students and staff actively engaged in the consultation process [i.e. a confidence level between 5%-8% was met across the different population categories], providing invaluable contributions to shape the restatement of the College's values. The results of the Values Survey were used as the basis for 14 focus group sessions in working towards refining definitions for the values; exploring nuances; and sharing and hearing staff and student perspectives and experiences in relation to the identified values at the College. Through this process, the College arrived at a collective definition of our shared values.

Results

After many discussions, which included the exploration of nuances and possibilities from the rich input provided by our students, staff and management teams, the College reaffirmed these 7 values.

We are delighted to share our Griffith College Values

STUDENT-CENTRED

Our programmes and activities from admissions to graduation focus on preparing students for success in work and life.

ACADEMIC EXCELLENCE

We are committed to academic and professional excellence and integrity in the design, development and delivery of all our programmes, learning, research and discovery in the best interests of students, staff and society.

CAREER FOCUS

By prioritising career development for our students and engaging industry partners, we equip our graduates with innovative skills and knowledge, to thrive academically and professionally.

DIVERSITY

We are dedicated to an equal, diverse and inclusive learning and working environment with openness and respect for all.

FRIENDLINESS

Griffith College is a friendly, welcoming, collaborative and socially responsible place committed to community and planet, where staff are approachable, kind and compassionate towards students and everyone is valued and supported.

AGILITY & ADAPTABILITY

We respond quickly and flexibly to changing circumstances and opportunities to ensure the continued relevance and value of all our educational activities.

RESPONSIBLE STEWARDSHIP & FINANCIAL ACUMEN

By making strong data-driven decisions, we ensure we remain financially viable and sustainable, safeguarding our students and staff and the ongoing reputation of the college.

THANK YOU FOR YOUR SUPPORT!

Impact

The consultative approach to gathering feedback and input from the College community has proven to be constructive. Students and staff actively engaged and brought some great ideas and examples to this initiative based on their own experiences and perspectives. Involving the community has helped make the values more 'real' and closer to the lived experience of so many from across the College community.

These values are now used as a shared language, informing programmes and processes. The College's communication teams implemented an online and on-campus awareness campaigns, in September and October 2024, sharing the output of the consultation, and thanking everyone for their support and involvement in the project.