Griffith College

2024

# Annual Quality Report (Griffith College)

## Reporting Period 2022-2023

Griffith College

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## PART A: INTERNAL QA SYSTEM

## Reporting Period 2022-2023

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# 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 | | |
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| | **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 2022 – 31 August 2023.**
It is to be submitted by **Friday, 23 February 2024.**
The AQR has been approved by Griffith College's Academic and Professional Council, and is submitted by the Head of Quality Assurance and Enhancement, on behalf of the college.

**Griffith College's QAE Policies, Procedures and Guidelines are provided on the Griffith College website at** https://www.griffith.ie/offices/quality-assurance-and-enhancement

**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 has grown considerably since its foundation and currently offers a wide range of undergraduate and postgraduate programmes accredited by QQI leading to awards at levels 6 to 9 on Ireland's National Framework of Qualifications (NFQ). 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, Globe Business College Munich, Innopharma Labs, 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 involved in consortium steering groups associated with the college's apprenticeship programmes.

The college provides programmes to prepare learners for the examinations of professional bodies and other international accreditation agencies, for example, the Association of Chartered Certified Accountants (ACCA), the Institute of Certified Public Accountants in Ireland (CPA Ireland), the Law Society of Ireland and Heriot Watt's MBA programme.

The college also provides a range of training programmes leading to certification from professional bodies such as Cisco, Microsoft and the Business and Technology Council (BTEC). 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 range of programmes offered by the college covers a broad range of disciplines. These include accountancy, animation, audio and music technology, business, computing science, education and training, English language, fashion and interior design, film and TV production, healthcare assistant, hospitality management, industrial engineering, journalism and media communications, law, medtech, pharmaceutical science and photography.

The college attracts a richly diverse learner population involving 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, 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.

The college has an annual learner population of over 6,000. The college's learner population includes Irish and international learners, both EU and non-EU. International learners include learners taking the entirety of undergraduate and postgraduate programmes with the college and other 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 to access the college's programmes. The college has agreed quality assurance procedures with QQI in respect of the recognition of prior learning, both credited and experiential, enabling learners to access the college's programmes. Where appropriate, learners accessing the college's programmes may enter with advanced standing. Graduates of the college's programmes can progress to other national and international awards.

The college's programmes are delivered from the college's constituent campuses, at approved external training centres, and online. The college's main campus, on a seven-acre historic site formerly known as Griffith Barracks, is located on South Circular Road, Dublin 8. This site also includes on-campus residences for 640 students. The campus in Cork is on Wellington Road, on a five-acre site, formerly used by Marymount Hospice. Since acquiring the site, the college's 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. With the exception of the Wolfe Tone Street campus, where a long-term lease arrangement is in place, all centres are owned by the college.

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 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 (2023/2024). At the October 2023 meeting, the APC formally confirmed the college's intention to submit the report, in line with the college's strategic objective of engaging with Cinnte Institutional Review, and to subsequently seek delegation of authority (once the QQI guidelines are in place to do so). An update on the project was provided to the November and December meetings of APC. The working draft of the AQR was made available to all staff via SharePoint 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 08 February meeting of APC reviewed and approved the final draft of the document, in advance of its late-February submission to QQI.

# 1.0 Internal QA Framework

## 1.1 Governance and Management of Quality

Griffith College's approach to governance and management of quality is outlined in its 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 in order 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 QAE Manual, Section A-1.4 - Quality Assurance and Enhancement Policy.

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 panel's deliberations on their recommendations for the future programme. 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 *QAE Manual, Section J-11.2 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., Globe Business College Munich, Innopharma Education, and Pulse College/Windmill Lane Studios.

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 is 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 *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 features representatives of the QAE team in addition to finance and marketing (both international and domestic) representatives, nominees of the APC, the Head of Short Courses, 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 college 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 (NAIRC) 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 QAE procedures governing the area. 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 an Education, Learning and Development Group (ELDG) comprising three integrated constituent departments – lecturer support, digital learning, and learning support and development (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.

The ELDG's Lecturer Support Department 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 also coordinates the ELDG's ongoing series of professional development (CPD) training sessions for lecturers. The department also 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 CPD opportunity within the college. Lecturers in the college, including those with collaborative providers, may complete the certificate and postgraduate diploma with full financial support from the college. Newly appointed full-time lecturers are expected to complete at least the certificate within two years of their appointment.

ELDG's 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.

ELDG's Learning Support and Development 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 *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 accommodations.

The Education, Learning and Development Group is supported by "A Roadmap for Sustainability and Innovation in Teaching and Learning at Griffith College (2021-2025)" – m 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 a number of 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 identified the need to develop a Learner Dignity and Respect policy, '*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 as *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 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

**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. Once the return to campus was signaled, the staff were delighted to be able to return to full on-campus induction, where they met almost every new student and gave out hundreds of promotional items to help reintegrate the library with learners' campus experience.

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 loan is 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 an MA in Education, Learning and Development (at Griffith College). Staff members have also undertaken digital badges such as the AHEAD UDL (Universal Design for Learning) programme, 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 has 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) is available for borrowing by learners from 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 college's Dublin 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 down-time.

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*

A third-party counselling service provides confidential support to learners, residents, staff and lecturers of the Griffith College community. 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 operates Fridays, Saturdays, and Sundays.

The college has also provided 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:

- Examinations board 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) is committed to ensuring a high-quality academic, cultural and social experience for our 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.

*Careers Office*

Griffith College's Careers Office is committed to providing careers supports 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 support 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 the 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 *QAE Manual, Section D-4.3 – Full-Time Staff Selection and Appointment Procedure*. The Human Resources (HR) Manager is responsible for its implementation. 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 candidates are deemed suitable to advance to 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).

A first interview is serviced by an interview panel consisting, 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 of 50% of the programme fee. In doing so, the college requires them however to maintain exemplary attendance and commitment levels throughout thus respecting 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 Master's programme free of charge.

All staff members and lecturers of Griffith College 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 from your organisation; sharing your certificates for completed courses on your LinkedIn profile; curating role and its benefits; and curating learning paths and collections, to support them to get the most of the resource.

A dedicated staff training and support specialist role, with responsibility for coordinating and delivering training on the college's platforms and processes, has been established. 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 accommodations 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 €1.5m so far, with the final budget exceeding €2m. The new system is currently being introduced incrementally for use in key academic areas, with a final completion target date of December 2024.

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 by December 2024.

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 is in compliance 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 a wealth of 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 director of the college, 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 engaged with 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.

A significant project to upgrade the college's main website, from Drupal 7 to Drupal 9, to bring enhanced functionality and security features to the Griffith College website, commenced in early 2022, and was completed 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 teams directly via dedicated phone numbers.
- Marketing Officers meet prospective learners – whether 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, are 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 are 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 Marketing Department is 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 Marketing Department and International Office are responsible for the implementation of this policy.
- *QAE Manual, Section I-10.1 – 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 Department's contribution to the development of individual faculty marketing material relating to academic programmes. The Marketing Department works with faculties to develop marketing material, with final approval sign-off required from the faculty in question.
- *QAE Manual, Section I-10.2 – Procedure for Compiling and Approving College Handbooks for Academic Programmes*. This procedure governs the preparation of information for and the approval of college handbooks. The QAE Department is responsible for compiling the Learner Handbook, International Learner Handbook and Lecturer Handbook and ensuring they are compatible with one another. These handbooks are prepared in consultation with the Students' Union, the Management Board, and the Director of Academic Programmes.

**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.

**Evaluation and findings from quality assurance evaluations**

The college is committed to transparency with regard to 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.

# 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).

*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.

*Graduates and Alumni*

As per *QAE Manual, Section K-12.2 - 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 in order 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 by 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-12.2 – 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-12.2 – 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.

***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
- 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.

***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 | 6 |
| 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 | 01/04/2023 |
| Date of next review | |

| 2. Type of arrangement | PRSB |
|---|---|
| Name of body: | The Irish Institute of Pensions Management (IIPM) |
| Programme titles and links to publications | Certificate in Law and Governance for Trustees Certificate |
| Date of accreditation or last review | 10/02/2022 |
| Date of next review | 31/12/2024 |

| 3. 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 | |

## 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 | 22 |
| Franchise programmes | 0 |
| Linked providers (DABs only) | 0 |

| 1. Collaborative provision | Collaborative programme |
|---|---|
| Name of body (/bodies): | Innopharma Labs |
| Programme titles and links to publications | Programme Review/Revalidation • Postgraduate Diploma in Science in Medical Device Technology and Business, Level 9, 60 ECTS, PG25123 https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-42530_Validation_Report_IER_MSc in Medical Device Tech and Business_141222 (signed).pdf New Programme Validation • Master of Science in Medical Device Technology and Business, Level 9, 90 ECTS, PG25123 https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-42530_Validation_Report_IER_MSc in Medical Device Tech and Business_141222 (signed).pdf Links to a list of all relevant arrangements established prior to the reporting period: Validation Report PG24273 [PAEC, Dec 2020] - https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-41513_Validation_Report_PG24273_R.pdf Validation Report PG24402 [PAEC, Sept 2020] - https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID- |

| | |
|---|---|
| | 41771_Validation_Report_PG24402_R.pdf Validation Report PG24161 [PAEC, Sept 2019] - https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-41180_Panel_Reports_PG24161.pdf |
| Date of last review | 09/02/2023 |
| Date of next review | |

| **2. Collaborative provision** | **Collaborative programme** |
|---|---|
| Name of body (/bodies): | Pulse College |
| Programme titles and links to publications | Revalidation: · Certificate in Music Production for Games, Level 6, 60 ECTS, PG24037 https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-42833_Validation_Report_GC Independent Review Report and ReValidation IER Final Signed 230623_post-QQI screen.pdf Links to a list of all relevant arrangements established prior to the reporting period: Validation Report PG24465 [PAEC, Sept 2021] - https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-41835_Validation_Report_IER Report Griffith College Validation - Final.pdf Validation_Report_PG24449 [PAEC, June 2021] - https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-41818_Validation_Report_PG24449_R.pdf Validation Report_PG24036 [PAEC, Sept 2018] - https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-40635_Panel_Reports_PG24036.pdf Validation Report PG22983 [PAEC, Sept 2017] - https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-38061_Panel_Reports_PG22983.pdf Validation Report PG23343 [PACE, Sept 2017] - https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-38061_Panel_Reports_PG22983.pdf |
| Date of last review | 09/09/2021 |
| Date of next review | |

| **3. Collaborative provision** | **Collaborative programme** |
|---|---|

| | |
|---|---|
| Name of body (/bodies): | Globe Business College Munich |
| Programme titles and links to publications | Programme Review/Revalidation: Bachelor of Arts (Honours) in Business, PG24410 https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-41779_Validation_Report_PG24410_R.pdf |
| Date of last review | 01/10/2020 |
| Date of next review | 31/08/2025 |

| **4. Collaborative provision** | **Collaborative programme** |
|---|---|
| Name of body (/bodies): | Engineering, Support & Services (ESS) Ltd. |
| Programme titles and links to publications | Extension of Scope – New Collaboration Agreement / Programme validation · Certificate in Industrial Manufacturing and Maintenance Skills Certificate, PG24618, Level 6, 20 ECTS · Certificate in Industrial Electrical Safety and Systems Certificate, PG24620, Level 6, 5 ECTS Validation_Report_PG24618 [PAEC, Oct 2021] - https://qsdocs.qqi.ie//sites/docs/PanelReportsLibrary/ProgID-42003_Validation_Report_GC_ESS_IER_Validation Report_CIMMS SPA L6 Final (signed)_210916.pdf |
| Date of last review | 19/10/2021 |
| Date of next review | |

## 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** |

# Annual Quality Report (Griffith College)
## PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT
## Reporting Period 2022-2023

# 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 during the period under review, as part of the broader 'working towards Institutional Review/Delegated Authority project'. The revision of the newly structured document arises from a significant review of the college's previous QAE Manual over the previous year and aligns the college's policies with the latest national and international quality assurance and enhancement standards in higher education applied by QQI, and across the EU, including the ESG.

The project was led by QAED personnel, with contributions received from 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.) and collaborative partner personnel to support this revision of the college's policies and procedures.

As part of the update of the QAE Manual, in the second half of the period under review, QAED also undertook a review of the college's governance to identify all of the committees in operation across the college, looking at the range and scope, their currency, their terms of reference, membership, reporting responsibility, etc.

The QAE Manual developments included:

- Realignment with the standards and guidelines for quality assurance in the European Higher Education Area (ESG, 2015).
- Review of the college's governance and committee structures (ongoing).
- Enhancement of the college's commitment to equality, diversity and inclusion, and the resulting policies and procedures.
- Development and enhancement of the college's review processes, and their reporting – for example, annual programme reports, departmental/process reviews.
- Ongoing engagement with collaborative partners, etc.
- Support of academic integrity.
- Update of policies and procedures.

The revised QAE Manual was approved for immediate use in the academic year following the period under review.

**CINNTE Cyclical Review Schedule**

As part of the QQI CINNTE Cycle of statutory external Institutional Review, Griffith College requested to be scheduled to undergo its first Cyclical Review in the 2024 calendar year, with a main review visit by an international panel tentatively scheduled for Quarter 2 or 3 2024 (to be agreed in consultation with QQI). Accordingly, during the academic year under review, a programme of self-evaluation and critical review was initiated to enable submission of an Institutional Self Evaluation Report (ISER) to QQI in 2024.

A core steering group with staff from the QAED was established at the end of the period under review to plan for the review process. Planning is underway in the next period for review for the next phase of the self-evaluation and institutional review process to determine the work required for the institutional profile development and the preparation of a comprehensive ISER which is a critical element of the preparative phase for Cyclical Review.

**The Quality Assurance and Enhancement Sub-Committee**

The role of the Quality Assurance and Enhancement Sub Committee (QAES), an APC subcommittee, was clarified during the period under review, to ensure that its functions are understood to be separate from the QAE Department. The QAES terms of reference were redefined to make them more explicit, and included in the QAE Manual (reflecting on policies and processes, how they work, and how they should work). QAES membership was widened accordingly.

**Griffith College supporting Protection of Enrolled Learners (PEL)**

Griffith College was approached by QQI in June 2023 to support Dublin Design Institute (DDI) applicants and learners who were left in a very uncertain and stressful situation following DDI's sudden closure. 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 DDI learners and applicants- those who had (just) completed their studies at DDI, as well as those who were mid-programme and who wished to complete their studies, and recent applicants.

During the summer months of 2023, the college's Design Faculty, and their colleagues in the college's marketing, admissions and international office, worked closely with the impacted 'DDI learners' to establish supports and pathways to allow them to complete their awards. Overall, some 40 learners associated with DDI programmes transferred to graphic communication design and interior design programmes at Griffith College. The college also worked to accommodate those who had completed their QQI (and DDI) accredited programmes in the 2022/2023 academic year. A graduation ceremony was held during Griffith College's November 2023 schedule of ceremonies, where 50 DDI graduates graduated from their programmes.

**New Policies and Procedures**

The following policy documents were developed and approved by APC, for immediate implementation within the college (and inclusion in appropriate Handbooks and Manuals), during the period under review:

- **Service Dogs Policy** [QAE J9], in September 2022
- **Learner Dignity and Respect Policy** [QAE J10], in December 2022. A training plan to introduce this policy, and support all staff and learners in its implementation, was developed to facilitate its implementation within the college.
- **Griffith College: EDI Statement of Commitment**, in February 2023
- **Learner Gender Identity and Expression Policy** [QAE J11], in February 2023
- **Policy for Responding to the Death of a Learner** [QAE J12], in April 2023.

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/welfare 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.

**Equality, Diversity and Inclusion Working Group**

The Equality, Diversity and Inclusion (EDI) Working Group first met under their newly approved Terms of Reference, during the period under review. The tasks completed during the year:

- Supported the drafting of the college's Learner Gender Identity and Expression Policy (QAE J11)

- Considered how best to reflect on the college's EDI identity on the college webpage. The webpage has been developed as a landing site, with accessible relevant resources and supports identified.
- Recognised the need for learner identification (of those requiring specific supports) earlier in the admission and entry process.
- Developed a 'Statement of Commitment' for the college to use (which was approved by the Board of Directors).
- Highlighted the need for staff training on EDI matters.
- Facilitate the provision of non-binary bathroom facilities.
- Appointed an EDI working group representative to the HR committee, to support a specific focus on staff EDI matters.
- Facilitated an external review of the college's EDI activities, in June 2023, with resulting recommendations on how EDI can be further embedded in the college as well as identifying some strategic steps forward.

**Programme Validation Events**

During the period under review, the college was facilitated with more autonomy from QQI to complete a collaborative programme validation event as a process with devolved responsibility (in accordance with the procedures outlined in the QAE Manual).

**Professional, Regulatory and Statutory (PSRB) Bodies' Accreditation**

In March 2023, the college reported to QQI on the QQI-validated programmes which are also connected to professional, regulatory and statutory (PSRB) bodies, identifying the nature of the relationship and the person of contact within the PSRB.

**Formalising/Standardising Minute Preparation**

The QAE Department developed and provided minute-taking training for all interested staff at the end of the academic year 2022/2023. This training supported staff to generate effective records of college meetings, which record necessary and relevant information, while also remaining GDPR compliant. In all, 30 members of staff attended this training in the period under review.

**Internal review processes for development of short programmes**

A review of the development of the college's Certificate in Employability Skills and Workplace Culture was used to pilot the process for the review of the college's short programmes. This was documented, to allow for finessing to support future review activity for short college programmes.

## 1.2 Update on Planned QA Objectives identified in Previous AQR

| No. | Planned objectives (Previous AQR) | Update on Status |
|---|---|---|
| 1 | Re-establish a cycle of internal reviews / Publish a cycle of internal reviews<br>(AQR 2023: Part B, 3.1) | **Status: Complete and continuing**<br>A cycle of reviews was re-established for the period under review and continued to be developed as the processes matured. The college continued the process of implementing 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 the teaching champions initiative, programme development process review) were completed and their outcomes were presented in this reporting period.<br>This process is now embedded as an ongoing QAE programme monitoring activity in the college, and 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<br>(AQR 2023: Part B, 3.1) | **Status: Complete and continuing**<br>The objectives identified in the previous AQRs (achieved in 2020/2021, and further developed in the subsequent review periods), included the following activities.<br>• Further development of the college's Teaching Champions initiative.<br>• Embedding of the Education Learning and Development Group (ELDG), multi-functional committee within the college's processes.<br>• Active participation in the QQI-organised National Academic Integrity Network (NAIN), and engagement with relevant events.<br>This process is now embedded, and future activity will be 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<br>(AQR 2023: Part B, 3.1) | **Status: Continuing**<br>This remains a priority for the College. The year under review saw significant developments to support action on this objective, including:<br>• Griffith College membership of a consortium of European partner universities to develop capacity for research, innovation, enterprise and entrepreneurship and to apply for related EU funding to support research projects, and its success in tendering for projects.<br>• Establishment of a Research and Innovation Hub in the Graduate Business School, supported by the appointment of a Hub Director and Senior and junior Researchers.<br>• College appointed nominees to HECA's Research Committee, and staff engagement with the HECA research conference and student awards.<br>• Provision for appropriate training and CPD activities to develop capacity.<br>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, below. |
| 4 | Full implementation of new APR<br>(AQR 2023: Part B, 3.1) | **Status: Complete**<br>The objective identified in the previous AQR has been achieved, with the development of the template and the submission of completed APRs to QAED. The completion of the APRs for the previous period under review was extended to this reporting period, when a 100% response rate was achieved. This process is now embedded as an ongoing QAE programme monitoring activity in the college, and future activity will be reported on through programme review reports and the Programmes of Education and Training, Other Parties involved in Education and Training, and Self-evaluation, Monitoring and Review headings, in section 2.0 below. |

| No. | Planned objectives (Previous AQR) | Update on Status |
|---|---|---|
| 5 | Review of collaborative delivery arrangements<br><br>(AQR 2023: Part B, 3.1) | **Status: Complete**<br>The objectives identified in the previous AQR have been achieved. These have been realised through the following activities:<br>• continued implementation of the ongoing dialogue meetings with its collaborative partners<br>• APR submissions from all collaborative partners<br>• update to the Collaborative Agreement template<br>• *ex officio* membership of the college's academic QAE committees (e.g. QAES) has been extended to include representatives of the collaborative partners.<br>This process is now embedded as an ongoing QAE programme monitoring activity in the college, and future activity will be reported on through programme review reports and under the Programmes of Education and Training, Other Parties involved in Education and Training, and Self-evaluation, Monitoring and Review headings, in section 2.0 below. |
| 6 | Review and increase externality in academic decision-making<br><br>(AQR 2023: Part B, 3.1) | **Status: Completed and continuing**<br>This objective remains a priority for the College. The period under review saw continued involvement of stakeholders in the review, development and strengthening of external stakeholders' role in academic decision making, including:<br>• industry involvement in the development of programmes' required content and work-relevant learning.<br>• Industry representatives' participation in programme external review panels.<br>• Engagement with industry partners in relation to activities of the Graduate Business School Research and Innovation Hub.<br>• Industry support of/involvement with learners' dissertations and projects.<br>• successful tendering for provision of industry-specific programmes e.g. skillnet support.<br>• engagement of guest lectures.<br>• discussions regarding the potential for existing and additional apprenticeship programmes.<br>• support of company academic scholarships (earn and learn programme).<br>• external examiners engagement.<br>• establishment of an industry liaison office in Griffith College Limerick.<br>This process is now embedded as an ongoing QAE programme monitoring activity and engagement 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. |

| No. | Planned objectives (Previous AQR) | Update on Status |
|---|---|---|
| 7 | Continue to support the equality, diversity, and inclusion (EDI) working group<br>(AQR 2023: Part B, 3.1) | **Status: Completed and continuing**<br>This objective remains a priority for the College. The period under review saw continued focus on supporting the enhancement of, and embedding, equality, diversity and inclusion (EDI) activities across the college, and within functions and committees. Examples of ongoing EDI developments include:<br>• embedding of the EDI working group under the auspices of the APC.<br>• inclusion of greater diversity on college committees.<br>• identifying and drafting of policies to support EDI objectives within the college.<br>• focus on UDL in the design of programmes.<br>• enhancement of the learner support department to broaden the services available to learners with additional needs.<br>This process is now embedded as an ongoing activity in the college, and future QAE-relevant initiatives and developments will be reported on under the relevant heading(s) in section 2.0, below. |
| 8 | Audit and update QAE policies, procedures and guidelines (QAE Manual)<br>(AQR 2023: Part B, 3.1) | **Status: Completed and continuing**<br>This objective remains a priority for the College. 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.<br>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. |

| No. | Planned objectives (Previous AQR) | Update on Status |
|---|---|---|
| 9 | Enhancing graduate employability<br>(AQR 2023: Part B, 3.1) | **Status: Completed and continuing**<br>This objective remains a priority for the College. 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.<br>The college provided a career-focused workshop-based Employability Skills programme. This programme was piloted in 2022/2023 and provided free-of-charge to all interested Griffith College undergraduate learners.<br>Additionally, the engagement of an Industry Liaison Officer for Griffith College Limerick will enhance the engagement with industry.<br>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. |
| 10 | Validate Fully Online Pilot<br>(AQR 2023: Part B, 3.1) | **Status: Closed**<br>This objective was superceded by QQI's publication of/consultation on the draft Statutory QA Guidelines for Providers of Programmes Supported by Digital Education.<br>The college's fully online programme proposal, which was previously submitted to QQI for consideration for validation under QQI's pilot scheme was put on hold, pending the publication of policy, based on its scheduled forthcoming review.<br>The college will engage with QQI's Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes to complete this process. |
| 11 | Reconstitution of committee memberships<br>(AQR 2023: Part B, 3.1) | **Status: Completed and continuing**<br>This objective remains a priority for the College. 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 #8, above). Changes were made to the membership of committees including QAES.<br>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 |
|---|---|---|
| 12 | Advance the college's readiness for delegation of authority<br>(AQR 2023: Part B, 3.1) | **Status: Continuing**<br>This objective remains a priority for the College. During the period under review Griffith College indicated to QQI that it was intending to request to be scheduled to undergo its first CINNTE Review in the 2024 calendar year (schedule to be agreed in consultation with QQI). These was supported through the following activities:<br>• completion and submission on AQR 2023 to QQI<br>• continued focus on development and strengthening of the college's QAE policies, procedures and guidelines to ensure continued relevance<br>• update of the QAE Manual, with particular focus on the governance structures (reference objective #11, above) – approved for publication at the commencement of the period under review.<br>• schedule an institutional review information meeting with QQI to take place at the commencement of the period under review.<br>• Undertake a programme of evaluation and review to enable submission of an Institutional Self Evaluation Report (ISER) to QQI in 2024.<br>Embedded this process into college activities to support the future preparation of a comprehensive ISER which is a critical element of the preparative phase for Cyclical Review, 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. |
| 13 | Seek / advance the college's readiness for the International Education Mark<br>(AQR 2023: Part B, 3.1) | **Status: Continuing**<br>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).<br>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 |
|---|---|---|
| 14 | Further enhance provision of Learner Services<br>(AQR 2023: Part B, 3.1) | **Status: Completed and continuing**<br>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.<br>Support options include<br>• the development of appropriate policies and procedures to enhance learners' engagement with support services.<br>• the equality, diversity and inclusion in provision (reflecting all learner categories, campuses, learner modes, neuro-diversities, etc. and the appropriate communication of these resources to all relevant stakeholders.<br>• ensuring that the college continues to develop its processes to accommodate and include all learners (traditional, part-time, blended, mature, etc.).<br>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 Supports and Resources for Learners headings, in section 2.0 below. |
| 15 | Maintain responsiveness in programme design<br>(AQR 2023: Part B, 3.1) | **Status: Completed and continuing**<br>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:<br>• engagement with QQI in the development of the templates for programme validation.<br>• continued review and development the college's programme proposal and review and decision-making processes.<br>• review of the college's programme development and review (panel and documentation) processes with feedback from all stakeholders.<br>• continued engagement with new industry-based partners / collaborations / consortia in relation to programmes (e.g. apprenticeship, Springboard initiative, Skillnet, etc.).<br>• implementation of UDL for new and revalidated programmes, while supporting academic integrity.<br>• enhanced work-based provision.<br>• continued agility / flexibility / responsiveness in relation to programme design (e.g. microcredentials, progression opportunities, APL).<br>• supporting (and training) programme teams in meeting their requirements and objectives.<br>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. |

| No. | Planned objectives (Previous AQR) | Update on Status |
|---|---|---|
| 16 | Advance the development of the college's Information Systems<br>(AQR 2023: Part B, 3.1) | **Status: Completed and continuing**<br>The period under review saw continued focus on supporting the development of the College's Information Systems. Examples of developments include:<br>• review and develop the college's QAE Manual to ensure that it appropriately reflects the developments currently taking place in relation to the college's Information Systems (and the implementation of programme and academic management within THEMIS, in particular).<br>• Provision of appropriate training.<br>• Identification of requirement for an Institutional Analytics Policy (in the following reporting period).<br>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, below. |
| 17 | Create a European centre of excellence for research commercialisation and deep tech innovation<br>(AQR 2023: Part B, 3.1) | **Status: Continuing**<br>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:<br>• establishment 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.<br>• engagement of research-specific and focused staff to support the work of the GBS Hub and the college' research agenda.<br>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, below. |

| No. | Planned objectives (Previous AQR) | Update on Status |
|---|---|---|
| 18 | Promote and support the development of greener/ healthier / more sustainable campuses<br><br>(AQR 2023: Part B, 3.1) | **Status: Continuing**<br>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:<br>• 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.<br>• 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.<br>• Energy Efficiency Upgrades: The college has upgraded systems and insulation across various buildings, significantly cutting down on CO2 emissions.<br>• 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.<br>• GHR have installed motion sensors to reduce energy usage by the underground carpark lighting system.<br>• The lighting in buildings on the South Circular Road (SCR) campus have been retro fitted with LEDs.<br>• 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.<br>• Enhanced Waste Recycling: The recycling initiative continues to be enhanced across the campuses with widespread availability of recycling bins.<br>• Biodiversity Support: The college's insect hotels continue to buzz with life, supporting the local ecosystem.<br>• 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.<br>• A mobility plan has been drafted for sending to Dublin City Council as part of the SCR campus development plan.<br>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, below. |

| No. | Planned objectives (Previous AQR) | Update on Status |
|---|---|---|
| 19 | Advance the college's building development plans<br>(AQR 2023: Part B, 3.1) | **Status: Continuing**<br>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:<br>• The current masterplan projects: plans have been developed for submission for planning approval for the refurbishment of the Quarter Master's House, the provision of a new Teaching and Learning Building, and the provision of an additional floor to the Design Studios.<br>• 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).<br>This masterplan progression 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, below. |
| 20 | Develop the college's HR department, committee and related activities<br>(AQR 2023: Part B, 3.1) | **Status: Continuing**<br>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:<br>• the relaunch of the HR committee.<br>• the commitment and action plan to review and update of existing HR policies and procedures.<br>• identifying and drafting of policies to support new HR objectives within the college.<br>• embedding, equality, diversity and inclusion (EDI) activities across the college, and within functions and committees.<br>• enhancement of the resourcing of the HR department.<br>• further development of the management and staff training programme.<br>These processes are 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, below. |

# 1.3 Governance and Management

## 1.3.1 QA Governance Meetings Schedule

The meeting schedules for all significant academic governance bodies for the reporting period follow:

| Body | Meeting dates |
|---|---|
| Board of Directors | Monthly |
| Management Board (MB) | Weekly, on Wednesdays:<br>07, 14, 21, 28 September; 05, 12, 19, 26 October;<br>02, 16, 30 November; 07, 14, 21 December; 11, 18, 25 January;<br>01, 08, 15, 22 February; 01, 08, 15, 22, 29 March;<br>05, 12, 19, 26 April; 03, 10, 17, 24, 31 May; 07, 14, 21, 28 June;<br>05, 12, 19, 26 July; and 02, 09, 16, 23, 30 August. |
| Academic and Professional Council (APC) | Monthly, first Friday:<br>09 September, 07 October, 04 November, 02 December,<br>03 February, 03 March, 14 April, 02 June, 07 July |
| Programme Proposal and Review Committee (PPRC) | Monthly, second Friday:<br>23 September, 14 October, 28 October, 11 November,<br>09 December, 10 February, 10 March, 31 March, 18 May,<br>16 June, 14 July, 11 August |
| Quality Assurance and Enhancement Subcommittee (QAES) | Bi-monthly:<br>14, 28 October; 11, 25 November; 13 January; 10, 24 February;<br>10 March; 21, 24* April (* AI consideration meeting); 09 June |
| Heads of Faculty Meeting | Weekly, on Wednesdays, 11:45 am |
| Programme Director Committee | Monthly:<br>16 September, 21 October, 18 November, 03 February,<br>24 March, 21 April, 26 May, 16 June, 18 August |
| Faculty Administrators (FA) | 25 October, 22 November, 20 December, 28 March, 25 April,<br>23 May, 04 July, 01 August |
| 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 Committee | Monthly |
| 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**

The Academic and Professional Council (APC) extended its membership in February 2023 to include a representative/member of the Education, Learning and Development Group (ELDG). This ensured continued representation of stakeholders across the College community.

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

**Changes to Personnel**

An additional post of a Quality Assurance and Enhancement Project Manager was created in October 2022, reflecting the continuing development of the Quality Assurance and Enhancement Department and to support current and planned activities.

**Griffith College Management Board**

The college's Management Board (MB), the membership of which was expanded at the end of the last review period, met weekly through the period under review. Operationally, while keeping the size manageable by including rotational and non-rotational appointments, the Board continued to ensure flexibility, responsiveness and access to the college's various activities – existing and new – while also providing progression opportunities for potential future leaders of the college.

To expedite decision-making and discussion by the MB, relevant issues will first be considered by a MB subcommittee, which will then make a recommendation to the Board. The MB sub-committees are as follows:

- Campus Facilities Subcommittee
- Finance Subcommittee
- HR Subcommittee

- IT Subcommittee
- Marketing Subcommittee
- Remuneration Subcommittee

## 1.4 Internal Monitoring and Review
## 1.4.1 Overview of Periodic Reviews

| Unit of review<br>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)** | | |
| • PG23961, Bachelor of Arts (Honours) in Fashion Design, Level 8, Honours Bachelor Degree, 180 ECTS<br>• PG23962, Bachelor of Arts in Fashion Design, Level 7, Ordinary Bachelor Degree, 180 ECTS<br>• PG23965, Certificate in Art and Design, Level 6, Minor Award, 60 ECTS | Reports complete – ratified at PAEC meeting – 13 July 2023 | Validation Report PG25432<br>Validation Report PG25433 |
| • PG23963, Bachelor of Arts (Honours) in Interior Architecture, Level 8, Honours Bachelor Degree, 180 ECTS<br>• PG23964, Bachelor of Arts in Interior Design, Level 7, Ordinary Bachelor Degree, 180 ECTS<br>• PG23965, Certificate in Art and Design, Level 6, Minor Award, 60 ECTS | Reports complete – ratified at PAEC meeting – 13 July 2023 | Validation Report PG25435<br>Validation Report PG25436 |
| • PG24037, Certificate in Music Production for Games, Level 6, Special Purpose Award, 60 ECTS | Reports complete – ratified at PAEC meeting – 13 July 2023 | Validation Report PG25424 |
| • 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 (in the next reporting period) | First validation: 03 December 2020 |
| **Programme Reviews (brought forward, combined with proposed validation of aligned programme)** | | |
| • PG24038, Postgraduate Diploma in Science in Medical Device Technology and Business, Level 9, Postgraduate Diploma, 60 ECTS | Review Process changed to Programme Validation<br>Reports complete – ratified at PAEC meeting – 09 February 2023 | Validation Report PG25123 |
| **Programme Reviews (planned, to include consideration by the college's PPRC re possible review / retiring of programme)** | | |
| • PG24023, Certificate in Advanced Taxation Planning and Advice, Level 8, Special Purpose Award, 15 ECTS | Programme Retired | N/a, communication to QQI and protection of enrolled learners (PEL) partners |

| Unit of review<br>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 |
|---|---|---|
| • PG24024, Certificate in SME Marketing and Sales, Level 7, Special Purpose Award, 10 ECTS<br>• PG24025, Certificate in Small and Medium Enterprise Management, Level 7, Special Purpose Award, 10 ECTS | Programmes Retired | N/a, communication to QQI and protection of enrolled learners (PEL) partners |
| • PG24027, Certificate in Legal Studies, Level 6, Special Purpose Award, 60 ECTS | Programme Retired | N/a, communication to QQI and protection of enrolled learners (PEL) partners |
| **Departmental/Process Reviews (planned)** | | |
| Programme Development at Griffith College - Review of Programme Validation, Review and Revalidation Processes (Internal review process) | Report (dated January) provided to APC February 2023 | N/a - Internal College Report |
| Programme Proposal and Review Committee (PPRC) Annual Report 2022 | Report provided to APC – June 2023 | N/a - Internal College Report |
| Griffith College Short Courses Programme Portfolio Review (and Development) | Completed– report to APC – September 2022 | N/a - Internal College Report |
| Review of Teaching Champion Initiative with all stakeholders | Completed– report to APC – October 2022 | Griffith College Teaching Champions Reflections Booklet (Internal College Report) |
| Review of Griffith College Annual Programme Reporting Process (Annual Internal review process) | Planned for completion for APC Dec 2023 | N/a - Annual Process – Internal (template) Reports |
| Review of Undergraduate Learner Retention | Report to APC: February 2023 | N/a - Annual Process – Internal (template) Report |
| Services and Facility Survey - end of Semester reports – May 2022, December 2022, May 2023 [and Response] | Final Report (with Response to Learners) provided to APC: October 2022 and March 2023 | N/a - Internal College Reports |
| Equality, Diversity and Inclusion: Report on Progress, Challenges & Recommendations (by external consultant) | Final Report provided to APC: July 2023 | N/a - Internal College Report |
| Governance Review, with view to updating section A of the QAE Manual | Review completed by end of reporting period with update of QAE Manual | Griffith College QAE Manual |
| Graduation 2022 – Report/Review | Report provided to APC – June 2023 | N/a - Internal College Reports |
| Appeals process (following January examinations and results) - May 2023 | Report provided to APC – June 2023 | N/a - Internal College Report |

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

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

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 | 18 | 5 | 6 | | 1 | 3 | 3 |
| *of those:* | | | | | | | |
| On-site processes | 2 | | 1 | | | 1 | |
| Desk reviews | 2 | 1 | 1 | | | | |
| Virtual processes | 14 | 5 | 4 | | 1 | 2 | 3 |
| Average panel size for each process type* | 6 | 3 | 1 | | 7 | 7 | 13 |

* excluding secretary if not a full panel member

[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 the institution 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 | 5 | 4 | 1 | | 1 | 4 | | | | 1 | 4 |
| Secretary | 5 | 2 | 3 | | 1 | 4 | | | | 4 | 1 |
| Academic/Discipline Specific | 70 | 35 | 35 | | 59 | 9 | 2 | | | 60 | 10 |
| Student Representative | 4 | 1 | 3 | | | 4 | | | | | 4 |
| QA* | 33 | 15 | 18 | | 27 | 6 | | | | 30 | 3 |
| Teaching & Learning | 39 | 20 | 19 | | 34 | 5 | | | | 35 | 4 |
| External Industry /Third Mission | 9 | 4 | 5 | | 3 | 5 | | | | N/A | N/A |

* Many of the chairs and/or secretaries also carry QA roles and facilitate that review responsibility

# 2.0 IQA System – Enhancement and Impacts

## Governance and Management of Quality

Griffith College continued its preparations towards marking its 50th anniversary, which is scheduled for 2024. The process of identifying celebratory events for the event was implemented by the Board of Directors and Management Board.

The Strategy Implementation Committee was tasked by the Board of Directors to begin work on the next iteration of the College's Strategic Plan (as the current one is due to close during the next reporting period - December 2022).

The College continued to plan for a significant development of, and investment in, the Dublin Campus. The 2030 Campus Development Plan was reviewed and approved by the Board of Directors and Management Board during the reporting period and this will continue to be developed over the coming reporting periods.

## Programmes of Education and Training

**Admission Criteria**

A proposal, under the college's APEL policies, to facilitate access for ACCA students onto the Postgraduate Diploma in Accounting and Finance Management (PDAFM), with credited exemptions was presented. The college's APC approved the proposal that the admission facilitation would be piloted for a two-year period, and the decision to retain (or otherwise) by APC would be dependent on a review of outcomes for all learners availing of this opportunity.

APC approved the proposal 'to include the European high school English language entry requirements for undergraduate programmes to the GC admissions framework', in July 2023. APC agreed that the performance of learners facilitated under this proposal will be monitored throughout the academic year, and the overall arrangement reviewed at the end of the academic year. This addition was communicated to QQI and implemented for the September 2023 intake.

**Professional, Regulatory and Statutory (PSRB) Bodies' Accreditation**

The following two Griffith College courses were awarded CIPS accreditation from the Chartered Institute of Procurement and Supply (CIPS) in October 2022:

- BA (Hons) in Procurement and Supply Chain Management and
- Master of Science (MSc) in Procurement and Supply Chain Management

In awarding this leading industry accreditation, CIPS Professional Development Director commented: "CIPS is delighted to welcome Griffith College, Ireland's largest independent third-level college, to its accredited global network of procurement and supply chain programmes. Having CIPS accreditation provides Griffith College procurement graduates with the skills, expertise, and opportunity to excel in the procurement and supply chain profession both within Ireland and internationally." Graduates of these programmes are eligible to apply for CIPS membership up to five years after the achievement of the award.

Other awards achieved by Griffith College and its learners during the review period included:

**Awards – Nominations, Finalists and Winners**

- **The Irish Education Awards 2023**
  - WINNER, Best Student Experience award: Bachelor of Laws (Honours), Griffith College Dublin
  - Finalist, Best Online Learning Experience award: Bachelor of Laws (Honours), Blended Programme, at Griffith College
  - Finalist, Best Online Learning Experience award: Diploma in Legal Studies and Practice - Griffith College
  - Finalist, Best Collaboration award: Griffith College Faculty of Law and the Irish Institute of Legal Executives
  - Finalist, Best Masters Programme: LLM in International Law, Faculty of Law, Griffith College
  - Finalist, Student Engagement and Communications award: Griffith College Halls of Residence

- **The Irish Accountancy Awards 2023**
  - Finalist, Excellence in Education and Training category: Griffith College Professional Accountancy programmes
  - Finalist, Excellence in Education and Training category: Master of Science in Accounting and Finance Management - Graduate Business School, Griffith College

- **The Irish Law Awards 2023**

  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'*, nominated the following from Griffith College:

  - Winner, Law School of the Year: Faculty of Law, Griffith College
  - Nominee, Law Student of the Year – Conal Dolan, Griffith College
  - Nominee, *Pro Bono Publico* / Community Law Firm / Lawyer of the Year – Innocence Project, Griffith College
  - Nominee, Legal Educator of the Year- Karen Sutton, Head of Faculty, Faculty of Law, Griffith College

- **the Operational Excellence Awards 2023**

  - Winner, Operational Excellence in Third Level Education category: Faculty of Law, Griffith College

- **Finalist, in the government MyEU50 student competition celebrating 50 years of Ireland's EU membership**

  A Griffith College third-year BA (Hons) in Communications and Media Production student was one of only three third-level students selected for the final of this prestigious competition in April 2023. The competition is an initiative of the Government of Ireland, led by the Department of Foreign Affairs and managed by European Movement Ireland.

- **Smedias 2023**

  Students from the Faculties of Journalism & Media Communications and Creative Arts & Screen Media were nominated for the 2023 Smedias – the annual national student media competition, as follows:

  - WINNER, SFI Journalism Relating to Science and Technology: BA (Hons) in Communications and Media Production, year 3 learner
  - Nominee, Digital Content Creator Award: BA (Hons) in Communications and Media Production, year 3 learner
  - Nominee, Radio Journalist of the Year: BA (Hons) in Communications and Media Production, year 2 learner
  - Nominee, Radio Production of the Year – Arts and Features: MA in Journalism and Media Production, year2 (part-time) learner

- Nominee, Small College/Society Publication of the Year: the editors, and whole team behind, Dub 8 – the class-magazine of the BA (Hons) in Communications and Media Production, year 2 learners
- Nominee, Sports Writer of the Year: BA (Hons) in Communications and Media Production, year 2 learner
- Nominee, Virgin Media Belonging Award: BA in Photographic Media, year 2 learner

- **GradIreland Undergraduate Awards 2023**

  A Griffith College media and communications student was a finalist at the GradIreland Undergraduate Awards 2023, in the Undergraduate Difference Maker of the Year category. Her nomination was, "for (her) efforts towards diversity on campus with the Griffith Global project".

- **IDI Graduate Awards, October 2022**

  Two Interior Architecture graduates were shortlisted for awards for 2022. One BA (Hons) in Interior Architecture graduate was shortlisted in two categories, Interior Design and Architecture.

- **Beacon Hospital Nurses Uniform Design Competition Winner**

  A Griffith College BA (Hons) in Fashion Design graduate was announced as the overall winner of the Beacon Hospital Uniform Design Competition. The student received an award and news that her winning design was produced at the graduation ceremony in November. The Marketing Director of Beacon Hospital commended the students' professionalism and presented awards to each of the four finalists.

## Staff Recruitment, Management and Development

**Staff Recruitment, Management and Development**

The pilot of the college's Remote Working Policy ended during the period under review, and it was replaced with an updated policy allowing for its continuation. It is agreed that the availability of a remote working option is key to recruiting and retaining staff.

During the period under review it was also agreed that all HR policies would be made available on a 'staff hub' accessible through the college website.

Particular HR areas of focus in the period under review include:

- Update of HR procedures, including dignity and respect policy and requirements of new legislation
- Training for line managers (to support retention of and engaging staff)
- Process for exit interviews conduct to be established.
- Staff training and supports (support retention and staff satisfaction)
- Development of on-boarding, probation and performance reviews processes – training for all line managers.
- Improvement of organisation culture.

**Staff Continuing Professional Development**

Griffith College's Education, Learning and Development Group (ELDG) and various staff supported the college's continuing professional development (CPD) commitments and events during the period under review. The college took a dual approach with both virtual/in-person synchronous events taking place every second Thursday (at lunchtime), and specific asynchronous or directed e-resources provided on the other 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.

All staff were welcome to attend these events, which are communicated via email, which include formal programmes of learning, NAIN events and showcases, short workshops, masterclasses (internal and external), for example.

- Griffith College's Teaching Champions Initiative
- staff have enrolled in the following programmes:
    - Griffith College's Certificate in Education, Learning and Development (provided free of charge to all lecturing staff)
    - UDL Badge - Universal Design in Learning – 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 Assessment Events Series, including
    - Rethinking Assessment in Higher Education, January 2023
    - The Rethinking Assessment Feedback masterclass, in June 2023, delivered by Prof Phillip Dawson, Co-Director of the Centre for Research in Assessment and Digital Learning (CRADLE) at Deakin University in Australia. The masterclass focuses on

developing the capabilities required for effective feedback, building on Boud and Dawson's teacher feedback literacy competency framework.

The 2022-2023 CPD Schedule wrapped up at the end of year with a cross-college Teaching Champion Showcase Event (representing all campuses), reflecting the themes of the focus of the workgroups for the year:

- Problem-Based Learning – What it is and how do we get people using it?
- Supporting the Learner Voice through Authentic Assessment
- Cradle to Grave: Process re-engineering for assessment and feedback uniformity
- Graduate Attributes

The current focus of the Teaching Champions' work is on work readiness and graduate attributes, and a resulting report will be issued in the next reporting period.

**Staff Training Events**

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

- An in-person Dignity and Dignity and Respect at Work workshop, on Friday 12 May 2023, comprising the following:
    - Dignity and respect at work – Dr Maria Garvey, CEO and designer of the Award-winning Helping Hands and Anti-Bullying Programme
    - The importance of a positive work environment for effectiveness and wellbeing – Jacinta Kitt, Lecturer/Researcher and an Organisational Advisor, Outside the Box Learning Resources
- Line managers' role in the recruitment and onboarding of new employees, in August.

First Aid Training took place in Griffith College Cork in March 2023. On completion, 11 participants were awarded two certificates – the IHF/AHA Basic Life Support (CPR & Defibrillator) and the other Emergency First Aid certificate (Common Medical Emergencies).

## Staff Wellbeing

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

- Free fruit days
- Pre-bank holiday early finish day
- Lunchtime yoga
- Flexible working Hours for July 2023

International Women's Day (IWD), with the theme 'embrace equity', was marked on 08 March 2023 with a social gathering, followed by a presentation from staff of the Law Faculty: presenting a range of legal topics, impacting women in Ireland today.

## Teaching, Learning and Assessment

**Academic Calendar**

In June 2023, APC approved the Academic Calendar for 2024/2025. The timely availability of this top-level document facilitates communication and planning across the college.

**Graduation 2022**

The 2022 Graduation ceremonies for Griffith College took place across three venues, five days and 13 ceremonies, in November 2022. Overall, 2,646 individuals were eligible to graduate. Given this was the first set of ceremonies operating at full capacity (in-person) since 2019, the college delivered a positive, memorable graduation experience for all concerned. The overall feeling among staff and attendees (based on the subsequent review and feedback) is that the 2022 ceremonies gave graduates and their guests a polished, professional but also a personal experience. There was significantly positive marketing material generated (i.e. content for the website and graduate endorsements) because of the fabulous experience.

**External Examiners**

During the period under review the college's APC approved the following 28 changes to external examiner appointments:

- 5 new external examiners – new college programmes
- 9 replacement external examiners for existing college programmes
- 14 extensions to external examiners' role - additional existing college programmes/modules

**Examinations**

At the commencement of the period under review, the college agreed that all examinations would be scheduled for return to in-person/on campus for the year ahead, as the need to distance, as implemented during the Covid-19 emergency, has passed.

The first full set of in-person exams since January 2020 were held at the college at the end of semester 1 of the period under review. The college experienced a number of challenges, including securing invigilators, scheduling

where a number of staff/learners reported with Covid-19 or as close contacts, in order to ensure the integrity of exams. The Exams Office reviewed the overall event, reported to QAED and APC, and addressed any learnings in advance of the summer 2023 examinations.

The pilot of the alternative assessment online hosting system also concluded during the review period, and it recommended that the system would not be continued post-COVID. The use of integrated proctoring systems is being considered by the college for future years, however, it is agreed that the college needs to ensure validity and integrity of online system before continuing.

This year, following a pilot event, 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. There were some initial teething problems which resulted in the results being released later on results day than intended. This was stressful for both learners and staff seeking to resolve the issue. Resulting learner complaints were resolved through staff engagement and results release. Corrective actions have been identified to prevent future situations arising including, for example, moving the release date from a Friday.

**Assessment Support**

College staff (and learners) facilitated the delivery of HAQEF's (HECA Academic Quality Enhancement Forum) online lunchtime seminar series, which included the following events:

- "*Exploring Inclusive Practice in Group Work*" with a presentation by AHEAD, on 20 April 2023.
- "*Enhancing Group Work - Student Perspectives: Division of Labour or Laborious Divisions*" on 16 February 2022. This session included a Griffith College learner providing insight on their academic experience.
- "*Why Group Work?*", on 08 December 2022

**Alternative Teaching Locations**

Throughout the period under review the college applied its processes for approval of proposals to deliver programmes in an alternative location. There were two processes invoked:

- Additional location for delivery of a (national) apprenticeship programme - QQI were informed and approved this development
- Additional locations for delivery of a special purpose award programme which was designed to offered nationally at training centres and on-site company facilities. New sites for programme delivery were approved in accordance with the colleges QAE procedures.

The use of the locations (including delivery oversight and permitted learner numbers as per the Certificate of Validation) continues to be monitored under ongoing the college's QAE processes.

## Supports and Resources for Learners

**Induction**

Full programmes of communication sessions and social/animation activities were delivered for new, continuing and advanced entry learners, of the September 2022 and February 2023 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.

**Class Representatives at Griffith College**

In September 2022, the college published a new Class Representative Handbook to encourage and support learners' engagement with the role. The publication identifies the role/purpose of a Class Rep. the key benefits of being a Class Rep (to the learner); how to become a Class Rep; and how to undertake the role of Class Rep (meetings, communications, etc.).

A meeting of International Office personnel and Class Representatives took place in December (facilitated by the Students Union). The International Office appreciated the opportunity to engage with the learner/class reps as it was the first time that such an event had taken place, and it was hugely valuable and positive endeavour. Learners identified requirements for more support, and the need to ensure that learner services are available to all learners (including ones in collaborative providers), and that that is communicated effectively. Follow-up information/feedback was being provided from the college to the class reps.

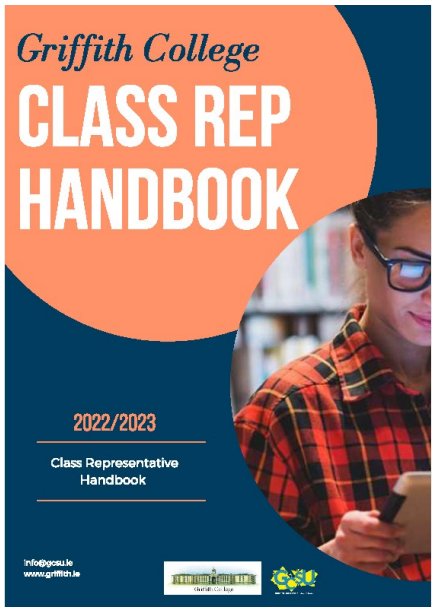
The college recognised that *the process for* appointing class representatives can often be challenging, and sometimes their absence, or slowness of appointment, means that learners go directly to their faculty for support.

During the period under review, the channels of communication for learners were reviewed. The college planned to develop information/communication resource hubs for staff and learners as a first stop for information and support. The learner services documents (such as those within the QAE Manual) are also being considered for

inclusion to provide support for learners. This Communication Portal will be available for in the next period under review.

**Class Representatives**

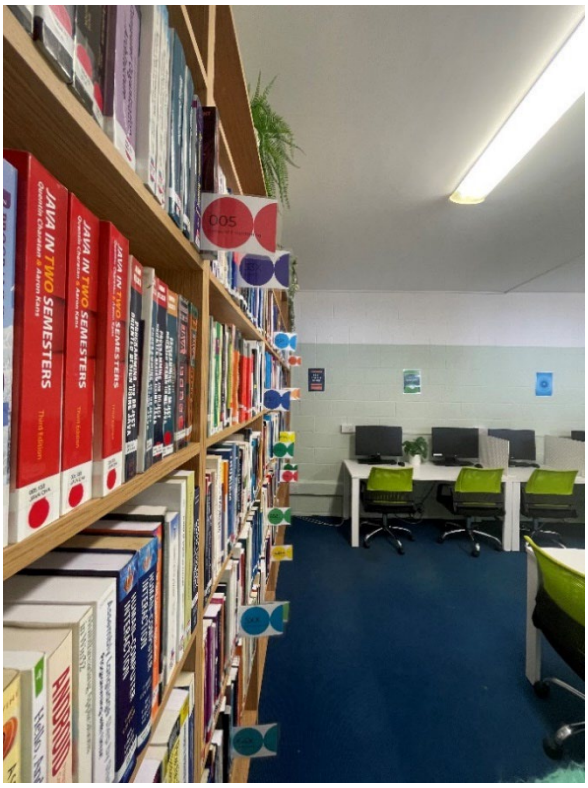
The Students' Union established a number of initiatives and resources to support class representatives in the performance of their role. One for these resources includes a dedicated section on the SU website: https://www.griffithsu.ie/class-representatives




**Griffith College Limerick Library**

A major development in the period under review, was the appointment of the first on-campus, full-time, qualified librarian at the Limerick campus. Since joining the college, this staff member's focus has been on enhancing the physical resources to better serve the unique needs of Limerick-based learners. Successful initiatives undertaken include a revamp of the library space; improving these facilities as part of the larger refurbishments on the campus; reorganising, re-cataloguing and updating the collection; and restoring full functionality to the library. These developments, coupled with other strategic initiatives, contributed to a notable increase in the use of the Limerick campus library during the period under review. Additionally, the Limerick campus librarian developed and delivered academic support workshops to foster a culture of continuous learning, tailored to specific cohorts and courses following input from the Limerick campus academic team. This collaborative approach aligns with the Griffith College broader library staff team's commitment to creating a supportive and engaging learning environment. A subsequent informal Moodle survey was used to gather feedback from the student body, revealing positive sentiments and an appreciation for the implemented

changes. These efforts ensure that the library continues to respond effectively to the evolving needs of the Limerick campus community.




The Library at Griffith College Limerick's campus

**Promotion of Learner Services**

Over the summer at the end of the reporting period the college redesigned and rebranded its 'Learner Services corridor' in the Daniel O'Connell building (on the South Circular Road campus) to spotlight the bringing together of these services in a single location. This corridor provides one-stop access to the following services offices: admissions, activities, careers, engagement and learner support, and learning support and development. Various promotional activities are planned to highlight the services for the next academic year.

**Overview of Learning Support Activities in 2022/23**

The college's Learning Support Unit continued to grow, and expand, its service provision during the period under review, and supported 116 learners during the year (as of June 2023, as learners continue to register with the service throughout the year). The Learning Support Unit expects growth in numbers to continue with each new intake, and the year-on-year growth of the number of learners registered with the service for 5 academic years, including the period under review, is illustrated in Figure 1 below.

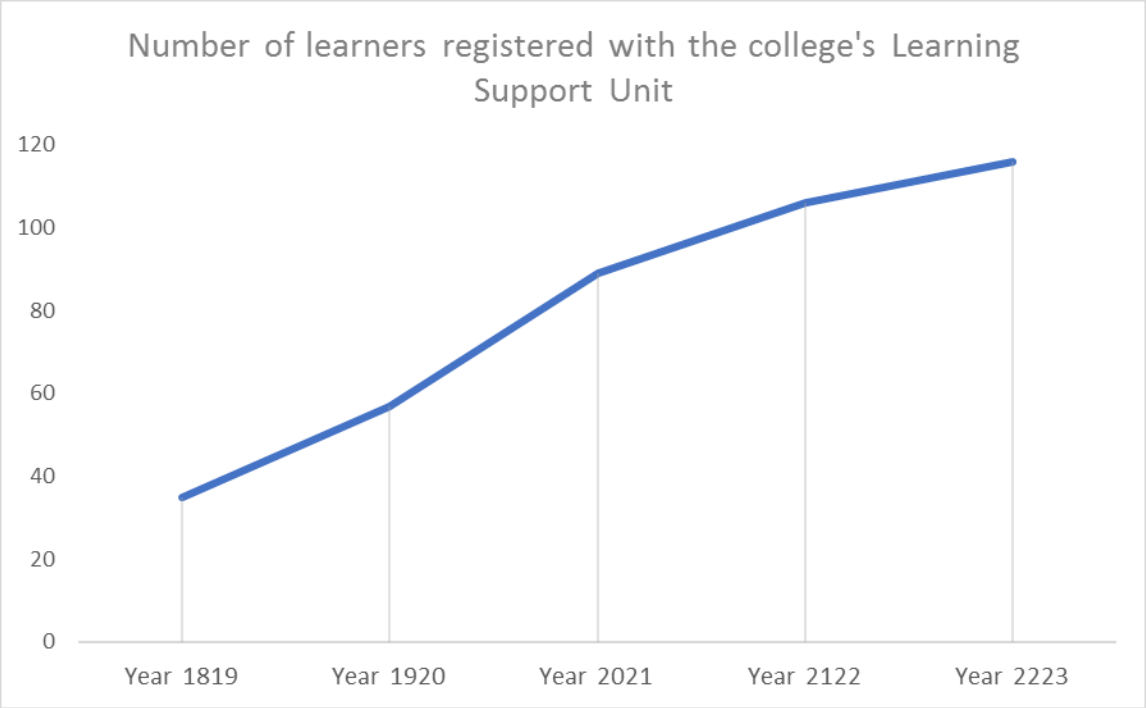



**Figure 1:** Number of learners registered with Griffith College's Learning Support Unit, for the five-year period – academic years 2018/2019 to 2022/2023

All learners registering with the unit are invited to an individual confidential learning needs analysis meeting. This meeting is required to capture the learner's unique profile as a learner, and any educational needs they have, and to determine how the college can address their needs through the provision of reasonable accommodations and/or targeted learning support(s).

In the period under review, the unit continued to deliver targeted workshops on the following key skills:

- Transitioning to third level/studying at Griffith College
- Study skills, research and writing skills
- Exam revision techniques and strategies for success

Following best practice across the sector and considering recent developments regarding the use of AI (artificial intelligence) in higher education, the learning support unit made a conscious decision to collaborate with other departments across the college, to strengthen the provision of academic writing supports.

After collaborative meetings and exploratory workshops between Learning Support, the Digital Learning Department and Griffith College Library, the college launched a retreat-style academic writing workshop in assignment week of semester one (November 2022), which was offered to all registered learners. The interest in the event was significant, with 234 learners attending the workshop.

In semester two, the college again offered the workshop during assignment week (March 2023), with the additional option of the provision of a self-paced suite of online videos for those who could not attend. 130 learners attended the March workshop, and over 220 learners accessed the online course materials.

In addition to workshops, all learners were invited to attend an online weekly learning solution, as drop-in clinics, as-and-when they needed support with assignments or other related coursework. During the period under review, learners presented to the unit for assistance with various issues. Some of the commonly reported challenges raised by learners during these meetings were:

- Assignment support – clarification of assignment briefs and what is expected of the learner
- Managing workload and regulating their own learning
- Support with academic writing – thought development, structure, referencing etc.
- Support with preparation for exams

The most frequent support request from learners continues to be for guidance on the deconstruction and understanding of assignment briefs. This proves to be a real stumbling block for some learners who are academically very capable, but experience difficulties with interpreting what is expected of them. The on-campus closed-book exam format also continues to require the provision of some additional support/changes to reasonable accommodations, particularly for learners who have not previously undertaken exams in this way.

All workshops and drop-in clinics are held online, via Zoom, as the unit continues to offer accessible support to all eligible learners, across all campuses, collaborative partner colleges, and in all study modes.

To help with planning of service provision, the unit surveyed all learners registered with the unit before semester two began. The survey asked learners about their communication preferences; how and when they would like to meet learning support staff and attend support workshops; and what the unit could do to enhance the service to best meet their needs. The survey response rate was 27%.

Of the respondents to the learning support survey, 68% preferred to meet on Zoom, rather than at a physical on-campus meeting, and most cited email and WhatsApp as their preferred communication tools. Overall, learners reported high satisfaction levels with the service with some suggestions provided for future workshops in areas learners would like further support, including particularly math's support and public speaking.

A continued observation this academic year was the noticeable increase in learners commenting negatively about their own mental health - reporting symptoms of anxiety and depression. Learning Support contributed

to a college-wide discussion on supporting the welfare and mental health of learners, which took place in March 2023. Learning Support welcomed and contributed to the college's development of a fitness to study policy, to further safeguard learners who are experiencing ill-health, who might find themselves in a compromised position and unable to fulfill their academic potential.

In the post-pandemic era, Learning Support noted that due to Covid-19 restrictions, some younger learners found themselves in the position of not having any access to the social fabric of college life, which impacted on their ability to create and maintain social connections with other learners. Arising from this, a question on social aspirations is now included during the learning needs analysis meeting, and learners are offered the opportunity of being link with other college departments (e.g. the Students' Union, etc.) to develop their social connections.

**New Learning Support Initiatives and Resources 2022/23**

In December 2022, the college appointed an additional learning support staff member to help coordinate the unit's administration. The appointed individual also took responsibility for enhancing the learners' experience.

In semester two of the period under review, Learning Support initiated a project to design a suite of best practice visual resources (posters) to guide and support learners. This was completed to support learners' information engagement as they can often receive a lot of information during their initial learning needs analysis meeting. These posters communicate key information about different disabilities, what strategies could be applied for successful learning and what supports exist inside and outside the college, including relevant advocacy groups.

The principles of UDL were applied to the project – presenting information that is clear and unambiguous, in diverse formats. A consultation process on the posters' content was undertaken with the learners, to ensure that the posters were fit-for-purpose of information provision to the intended learner audience.

At the end of the reporting period the learning support units developed similar posters for academic staff, to assist them in their provision of an inclusive learning environment for learners with learning differences through inclusive teaching practices. These will be shared with staff from September 2023.

Learning Support has also developed strong connections with advocacy groups such as Dyslexia Association of Ireland, ADHD Ireland, the Irish Autism charity ASIAM. The college is also a member of the Association of Higher Education Access and Disability (AHEAD) and the Disability Advisors Working Network (DAWN). These memberships further anchor and guide the work of the learning support unit.

Learning Support staff participated in the 'learner hub' website project to ensure information on the unit is available to learners on the website, and in the HECA disability group meetings.

**Learning Support Assistive Technologies**

In semester two of the period under review, the college made the decision not to renew its Read and Write software licence. This decision was made following engagement with the DAWN network, reflecting on feedback from other HEIs, and coupled with the development of more sophisticated assistive technology features that now freely available to learners through Office 365, Microsoft, etc.

Learning Support worked with the college's IT services department to carry out a review of relevant available technologies. This list will be monitored and updated regularly by learning support.

**Learning Support New Initiatives and Process Enhancement 2022/23**

The following Learning Support Initiatives and Enhancement were implemented in the review period:

- Communications with faculties: In the last review period, to support the communication trail between learners, the learning support unit and faculties, Learning Support introduced a Learner Individual Need Notification (LINN). This one-page notification document, shared between the unit and relevant programme director, alerts the faculty to a learner's particular needs, and the programme director shares the LINN with the relevant lecturers. In the period under review, the unit strengthened its communications with all faculty administrators - key stakeholders in the management and flow of information about learners. As a result, all LINNs are shared with relevant faculty administrators and this information is updated as and when required.
- Enhancing supports for neurodiverse learners: The process for welcoming autistic learners was enhanced this year, with the addition of social supports (linking learners with SU and student activities). The unit also began offering individual campus tours and exam venue tours to assist learners with planning for exams. Feedback was positive and this initiative will form part of our future offerings to all learners. During the period under review, the unit noted the ongoing struggle to provide quiet workspaces on campus, where learners can take time out from busy campus life. This issue has been flagged to staff involved in future campus planning.
- Enhanced library loans: In advance of the next reporting period, learning support worked with the library to further enhance the service the library offers to learners with disabilities, by allowing learners to receive extended library loans from the College libraries. This reflects best practice in the sector.

- Partnering with Dyslexia Association of Ireland: As part of our commitment to support staff with training in disability awareness and inclusive teaching strategies, during the period under review the college arranged for the Dyslexia Association of Ireland to deliver a targeted CPD session. Lecturers and staff participated in an engaging online workshop in May 2023, led by DAI.

**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 2023 – was held on 08-15 June. The Griffith College's Creative Showcase encapsulates the creativity, imagination, drive, and determination of the students, offering them a platform to display their work and inspire future years to come. Work of students from the following courses was displayed at our campus on South Circular Road:

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

As part of the showcase event, the Film and TV Production graduate films were premiered on the big screen at the Lighthouse Cinema, Dublin 7, on the evening of 08 June.

**Employability Skills Programme**

During the period under review, the college developed this programme which, as a pilot offering, was delivered free-of-charge to participants, as a post-Covid-19 support for learners to encourage their reengagement with the wider world.

This programme is open to all undergraduate learners across all campuses and provides learners with key employability skills and workplace culture concepts to support their career development. The programme provides a hands-on, collaborative experience for learners focused on developing and demonstrating the skills required to support and manage their career.

The programme is delivered on a cross-faculty basis, allowing learners to gain skills alongside their peers from other faculties/programmes. Learners on the programme engaged in six workshops covering various aspects of career development including: career development techniques, career planning and goal setting; applications, interview and pitching processes; team building; emotional intelligence; and networking and building their brand. Learners could attend the programme in-person or in blended mode, and submission of the assessment material was optional.

**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 2022/2023 | 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:<br>• The Griffith College Bursary is awarded to each applicant who is successful in being offered a place on a Griffith College programme. This Bursary is a contribution to Tuition Fees.<br>• The Academic Merit Scholarship (AMS) is an additional scholarship which is awarded to students who demonstrate a strong academic performance at the time of application.<br>These scholarships are awarded to applicants at the time of admission to Griffith College, on the basis of 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. |
| Central Bank Scholarship Programme | The Central Bank of Ireland offered 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 earning 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 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 learners who must be enrolled at Griffith College as either a returning or an incoming |

| | |
|---|---|
| | student, 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 ages 13-18 create high-end fashion to wear from 'junk') in December 2022. 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 have an interest in progressing to LSMD's Higher Diploma in Arts in Drama Education programme. |
| Sports Scholarships | The scholarship is open to all current Leaving Certificate students, those studying on a degree programme in another college and those who have completed a degree programme and seeking to do a masters. Every year Griffith College awards scholarships to students who show an interest in our courses and can demonstrate an ability to play basketball at a competitive level. |

**Capping of Repeat Fees**

Due to the different academic schedules and calendars we now operate, there were inconsistencies arising in Griffith College's application of examination repeat fees. In essence this meant that learners who were taking supplemental sittings to repeat assessments (with no attendance in class), did not have their repeat fees capped, and that meant that they could be disadvantaged. As a result, the college introduced capping of all reassessment fees (including for all supplemental sittings) to ensure that a maximum fee per annum is applied for all learners who are repeating (without attendance).

## Information and Data Management

**List of Current Programmes**

While the Themis database is still being developed, the college has developed its internal reporting systems to ensure that accurate information relating to all programmes, embedded certificates and microcredential awards delivered by the college is available to all relevant staff across the college/all campuses including, for example, validation status, mode, location and intake dates.

In November 2022, QQI issued a 'Notification to providers of intention to withdraw validation from old programmes'. Griffith College engaged with this QQI/QHub system-closure of the (96) identified programmes on the basis of one of the following:

- the programme is out of both enrolment period and awarding period
- the programme has been revalidated and confirmed as replaced
- the programme has been identified by the college as having ceased.

The removal of these obsolete/retired programmes from the QQI system will greatly improve the accuracy and integrity of future college programme-based reporting activities to QQI.

**Retention Report: GC Undergraduate Retention Report 21-22 to 22-23**

The college completed a review of retention on its undergraduate (multi-stage) programmes and published the resulting report.. The data facilitated further analysis at faculty and programme level, and supports the annual and periodic programme review processes.

The data should be interrogated with other information on the college data dashboards, for example, that information in the attendance tracker. It was noted, however, that processes being measured need to be reviewed to ensure the consistency of parameters applied to data used, and to look at overall presentation of data – what's included/excluded (as failure to do so can result in irregularities in data presented).

**Digital / Website**

During the period under review, the college's digital team worked on a wide-range of projects, which included the migration of Griffith.ie to a Drupal 9 platform, the piloting of a new chatbot function on Graduate Business School course pages, and the overhaul of the International Office and the Faculty of Journalism and Media Communications sections of the website.

## Public Information and Communication

**Public Consultations**

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

- White papers on the development and implementation of the International Education Mark (IEM), December 2022

- Current validation documentation and templates (for programmes other than microcredentials) with a view to make them more fit for purpose for providers, expert panels and QQI. (Workshop), December 2022
- The thematic analysis (of quality assurance activities, developments and enhancements and their impact as reported in AQRs submitted) of the higher education institution annual quality reports for the 2021/2022 reporting period, summer 2023
- QQI Statutory QA Guidelines for Providers of Programmes Supported by Digital Education, June 2023.

The college also made a submission to the Department of Further and Higher Education, Research, Innovation and Science's consultation on the following:

- Progressing a Unified Tertiary System for Learning, Skills and Knowledge

**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, Higher Options; the Smedia awards; the Institute of Guidance Counsellors' national conference in Sligo; CATEX (Ireland's largest food service and hospitality event) in the RDS; Explore Engineering in Shannon Airport; the Apprenticeship Expo in Trim, Co Meath; and the GradIreland postgraduate event in Dublin.

Griffith College Cork's Cian Dalton at the IGC Conference in Sligo, March 2023

## 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; Globe Business College, Munich; 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 e.g. IIPM, to ensure all is working well in relation to our arrangements and operations.

QAED and Marketing also completed a project to support how collaborations are reflected on the website's Collaborative Partner page, and the web pages of individual programmes.

### Collaborative Agreement Template

The standard collaborative agreement template has been updated following feedback, and as a response to a special condition identified at a recent programme validation meeting. Previous updates to the Data Protection Policy, which was approved separately for some partners, have now been added. The updated collaborative agreement template was approved by APC for use with all partners.

**Collaborative Programme(s)**

Griffith College successfully tendered the Construction Professionals Skillnet (CP Skillnet), for the development of a new programme in collaboration with Skillnet Ireland, which is intended to support delivery on the Government's Housing for All and Project Ireland 2040 targets.

The resulting Certificate in Strategic Co-ordination and Collaboration for Modern Methods of Construction micro-credential programme, which is validated by QQI, has been developed following intensive engagement with industry to identify the key knowledge and skill gaps in the sector when it comes to the use of this developing area of construction. More than half of companies (54%) using MMC do not believe the right skills are currently available in Ireland, according to a research analysis undertaken by Skillnet Ireland and the Construction Professionals Skillnet. This programme is highly practical and ensures that participants acquire the knowledge and develop the necessary skills to effectively deliver an MMC project in Ireland. The college plans to continue to engage with CP Skillnet with a view to facilitating additional programme development and provision.

The Minister for Further and Higher Education, Research, Innovation and Science, Mr Simon Harris, TD, officially launched the new programme to support the industry's need to upskill in the area of Modern Methods of Construction (MMC) in February 2023.

Pictured (L-R) at the launch of the Certificate in Strategic Co-ordination and Collaboration for Modern Methods of Construction at Government Buildings are Paul Healy, Chief Executive, Skillnet Ireland; Professor Diarmuid Hegarty, President, Griffith College; Simon Harris, Minister for Further and Higher Education, Research,

Innovation and Science; Aine McManus, Head of Faculty, Graduate Business School, Griffith College; Tom Parlon, CEO, CIF.

**Apprenticeship Programmes**

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

**EU-funded projects**

The college continues to progress its activity within the 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 the Royal College of Surgeons in Ireland (RCSI) as the medical practitioner partner.

During the period under review, the college appointed a Director of Innovation and Programme Development (for the Graduate Business School) – a senior role to support the development of innovation and research. This individual has responsibility for EU Project Management and tendering for future programmes.

During the year there were 2 x Senior Researchers and 2 x Junior Researchers (paid internships) specifically appointed to support these projects. Additionally, 26 members of college staff were also involved in supporting these various EU projects, and the college is actively encouraging others to get involved in this research. Other projects are currently being initialized/considered/tendered for (with EU partners).

## Self-evaluation, Monitoring and Review

### Annual Programme Reports

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

- General Information (Profile and Context)
- APR Reports: Areas of good practice
- APR Reports: Issues identified and the Proposed Action Plan
- QAED Reflection on the APR process and the Proposed Action Plan

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. The college's Power BI/data analysis was further developed to facilitate reporting, and training was provided to programme teams on its use for annual reporting purposes. The Annual Programme Reporting (and review) process for 2021/2022 was completed in February 2023.

An overall review of the process was also implemented. An action plan was developed within QAED to address the presenting issues, to identify and develop best practice in this regard, and to support completion of future reports. One of the proposed future developments was the establishment of an 'APR Writing Day' – a facilitated interactive workshop to support programme teams in the timely completion of their APR completion for 2022/2023. This facilitation commenced with scheduled workshops in July 2023.

### GC EDI Working Group Report: *Progress, Challenges and Recommendations*

As indicated in section 2.0, above, a review of the college's EDI working group activities was conducted by an external consultant during the period under review. The findings and recommendations arising from the report, and resulting deliberations and proposals of the EDI committee, were presented to the college's Management Board and Academic and Professional Council at the end of the reporting period, marking another positive step in the college's EDI developments

APC recorded its praise and endorsement for the document, particularly around the strong recommendations (senior management sponsorship, resourcing and training for EDI). In reviewing the document, it was noted that the genesis of the EDI reflection in meeting agendas, and development of specific institutional policies was not

reflected in the document (for example, the Learner Dignity Policy and the Learner Gender Identity and Expression Policy).

**Report on Services and Facilities Survey**

The Report on the Services and Facilities Survey, which was implemented in the previous reporting period (May 2022), was provided to all returning learners in September 2022 to close-out on the issues identified by learners in the survey responses. Appreciation was expressed to the faculties and learners for their support in conducting the survey, and in providing responses.

Later editions of the Services and Facilities Survey were circulated to all learners at the end of each of semesters 1 and 2 (December 2022 and May 2023). Learner response rates were very positive. The resulting reports were completed by QAED, with data analysis support from the IT Services department. Individual functions, departments and impacted parties provided responses and identified actions to their relevant content. The summarised reports were provided to all learners.

**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), are as follows:

- **Programme Development Review**
  Surveys were circulated to all programme review and (re)validation teams, and support staff, who were involved in programme development within Griffith College (including panel chairs and secretaries) since January 2020. Respondents were requested to provide qualitative feedback on areas for improvement to enhance the programme review/(re)validation processes within the college – some enhancements have already been actioned in recent processes. A formal review of the level of activity, process and outcomes of PPRC was also conducted for the calendar year.
- **PPRC Programme Review Template**
  Following a review, the college template for initiating programme review activity with the Programme Proposal and Review Committee (PPRC), has been developed. This replaced the existing programme proposal Parts A (Financial) & B (Academic) documents, which were considered overly bureaucratic for programme review purposes. The new template was

approved for adoption and use by programme teams preparing for programmatic review in the period under review.

- **Teaching Champions Initiative – review and publication**

  The outcomes of this initiative were collated and examined to determine the project's success. The review was supported by reflective papers prepared by the current teaching champions, which will inform future developments and practices in this regard. These papers will be published for internal staff CPD purposes.

- **Overall Governance**

  This review looked at the number of committees in place, the meetings taking place, and the commitment required from individual members of staff to service this activity.

- **Exams 2021**

  A formal review of the process (including a review of the external examiners reports) was completed.

- **Graduation 2022**

  The review of the graduation (November 2022) process during the period under review, was conducted in January 2023.

- **Appeals process (following January results) - May 2023**

  The reconsideration of the timeframe for how appeals may be submitted and actioned is to be addressed because of this review of the appeals process. A recent piloting of a more responsive approach, allowing certain appeals to be considered in advance of examination boards, proved successful for learners and staff. The update of the QAE manual provides a timely opportunity to reflect any developments of this process.

- **Academic Misconduct**

  Data was gathered from heads of faculty and programme directors to support the reflection on scale, process and outcomes (semester 2)

- **Planning for 2023/2024**

  Faculties are planning to hold strategic planning meetings in late August, and into the subsequent review period, under the auspices of the college's management board. This will tie in with the college's 'blue skies' events which are utilised to identify possible new programme ideas is also being planned.

## Quality Assurance of Research Activities and Programmes

### Research Support

The Higher Education College's Association (HECA) Research Conference was hosted by Griffith College on 15 November 2022. Mr Simon Harris, TD, Minister of Further and Higher Education, Research, Innovation and Science, addressed the conference.

There was a significant increase in Griffith College learner participation/submissions for the HECA Student Awards, with 11 learners/graduates of the Graduate Business School (GBS) having posters accepted. The winners of the HECA Student Awards were announced at this Research Conference. GBS subsequently got these posters professionally printed for display within the faculty to support and promote learners ongoing interest in the conference.

Minister Harris, TD, presented the student with their awards on the day, including the following from Griffith College:

- First Prize: Veronika Zvijacova, MSc in Accounting and Finance Management graduate
  Poster title: The implementation of shared service centre - A case study of knowledge transfer from an International IT company to a global logistics organisation
- Third prize (Joint-Winner): Nadia O Brien, MBA in International Business graduate
  Poster title: Employee Attrition and Retention in privately-funded Higher Education Institutions (HEIs) in Ireland: Factors influencing employee attrition, and drivers of non-academic staff retention, in third-level education

## Third-mission activities, societal and community engagement

### Societal and Community Engagement

The Annual Griffith College Schools Legal Debating Competition took place in March at the Griffith College campus on the South Circular Road. The competition, which is open to all fourth, fifth and sixth year secondary school students, hosted 15 schools on the day.

The Legal Debating Competition at Griffith College in March 2023

The Leinster School of Music & Drama, Griffith College sponsored the coveted Arthur Darley Memorial Prize at the 2023 Feis Ceoil. The prize consisted of a specially bound copy of Bach's Violin Sonatas or Partitias, a cheque to the value of €150, and a gold medal which was presented to the winner at The Feis Ceoil on 21 March 2023. All competitors who took part performed two contrasting movements of their own choice from one of the solo sonatas or partitas by Bach. Congratulations to all who participated in the event, and especially the winner.

### Griffith College Honorary Award

Professor Wallace Ewart received the Distinguished Fellowship Award from Griffith College for his outstanding contribution to education in Northern Ireland, and in particular to his leadership in the development of the University of Ulster Belfast campus to support all communities. The college is fortunate to have benefited from Professor Ewart's significant experience as he has worked as an academic consultant with the college for almost two decades.

The Distinguished Fellowship is awarded each year to individuals who have made a significant contribution nationally and internationally. Previous recipients include President Mary McAleese, John Hume, Joe Schmidt and Seamus Heaney. The conferring of the Distinguished Fellowship Award took place at one of Griffith College's graduation ceremonies on 08 November 2022.

Professor Wallace Ewart (L) who received the Distinguished Fellowship Award from Griffith College at a college graduation ceremony, on 08 November 2022, is pictured with college graduates on the day (R).

## Internationalisation

**The International Office/Griffith Global**

During the period under review the college initiated the process of renaming the International Office. The first part of the process resulted in the website being changed from 'International Office' to 'Global Engagement' in March 2023. The update of the college's signage is planned for the forthcoming period under review.

**Partnership with Nanfang College, Guangzhou, China**

In May 2023, the Irish Ambassador to China, two Irish Embassy trade officers, and a member of the Enterprise Ireland team helped formally mark the establishment of a Computing Science partnership with Nanfang College, in Guangzhou, following a mapping of Nanfang College's programmes.

Griffith College's partnership with Nanfang College, Guangzhou, was formally approved by the Chinese Ministry of Education in 2021. This collaboration was established during the time of restricted travel due to COVID and May 2023 marked the first real opportunity to publicly recognise the development of this partnership. The College will welcome its first learners from Nanfang College in 2025, to year 2 of the Griffith College programme.

## Integration of UN sustainable development goals (SDG)

**Sustainable Mobility Options**

Griffith College has been recognised as an EU-certified Gold Standard Cycle Friendly Employer (CFE) from Cycling Solutions Ireland, in May 2023. Griffith College is the first private college in Ireland to receive this award.

The CFE project is an EU certification scheme developed by the European Cyclists' Federation which sets out the European standard for cycle-friendly workplaces. Certification under the Cycle Friendly Employer Scheme is built around several cycle-friendly measures. Griffith College SCR Campus was recognised following an audit across several areas with improvements made across facilities (showering, drying rooms, bike parking and maintenance stands).

The college will continue to invest in facilities to support and promote commuting by bike in the coming years, and active transport will form a key part of the Dublin SCR campus redevelopment plan, for example, in May 2023, to further promote sustainable commuting the college sponsored a staff competition during national bike week with the chance to win a €500 voucher towards a new bike and helmet

## External publications or presentations about the institution's QA system

**Book Launch**

Dr Nicholas McMurry, Programme Director, Law Faculty, Griffith College Cork, launched his book: *Participation and Democratic Innovation under International Human Rights Law* at the college on Tuesday, 20 June 2023. Nicholas was joined in this celebration by Dr Patrick O'Mahony, former Senior Lecturer in Sociology and Criminology at University College Cork; Prof Vinodh Jaichand, former Dean of the School of Law, University of the Witwatersrand, Johannesburg and former Director of the International Human Rights Exchange, School of Social Sciences, University of the Witwatersrand, Johannesburg; Prof Diarmuid Hegarty, President of Griffith College, and Noel Daly, Deputy Head of Griffith College Cork.

**External Presentations**

Two members of college staff, Orla Butler, Head of Learning Support, and Mary Doyle, Head of Quality Assurance and Enhancement, authored the article: "Continuing Conversations: *Post-Pandemic Teaching, Learning and Assessment policies and practices in Higher Education Colleges Association (HECA) colleges*". This paper, which was written on behalf of Higher Education Colleges Association Quality Enhancement Forum (HAQEF), was selected for inclusion in the annual publication Education Matters (December 2022).

Four members of college staff presented at the Higher Education Colleges Association Research Conference, hosted by Griffith College on 15 November 2022:

- Griffith College Teaching Champions Project: *Strategic collaboration in Teaching and Learning* - Orla Butler, Head of Learning Support, and Alice Childs, Head of Digital Learning.
- Employee Attrition and Retention in privately funded Higher Education Institutions in Ireland: *Factors influencing attrition rate and drivers of employee retention in non-academic staff in third-level education* – Nadia O'Brien-Pascari, QAE Project Manager.
- Institutional Repositories – the HECA Library Group, which includes Dimphne Ní Bhraonáin, Librarian.

**Community of Practice: HAQEF Continued Conversations Seminar**

The HECA "Connected Conversations" study explored how these practices were experienced by all relevant stakeholders, including but not limited to lecturers and students, and offered recommendations for both policy and practice. HECA colleges have undertaken pilot activities aligned with selected recommendations from this study. HECA providers presented their experiences and learnings from these activities in the Continued Conversations seminar.

## 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.

**ELDG Statement to lecturers on Generative AI**

In February 2023, the college's Education, Learning and Development Group (ELDG) developed and published a statement to lecturers on Generative AI. This is important information and support for the college's lecturers. It was noted that staff need to be careful in how they engage with such bots (with learner-owned material) with regard to GDPR constraints. Following various consultation channels across the college, the document was approved by APC in March 2023. Lecturers welcomed this guidance and relevant CPD sessions were scheduled for delivery during the semester. The first such event took place on Thursday, 09 March 2023.

Support material for learners on how best to engage with such tools was also developed by ELDG as part of this initiative, and training was also provided.

**National Academic integrity week 2022**

During National Academic Integrity Week 2022, on 20 October 2022, the college launched a new bespoke resource introducing and reminding staff of the new challenges in the field of Artificial Intelligence.

The programme entitled: "Academic Integrity and Contract Cheating Orientation: *An introduction to the challenges facing students and staff in higher education by the activities of contract cheating services"* aims to familiarise college staff with some of the national and international concepts and experiences. The programme orients staff towards being vigilant and aware, and informed by knowledge provided by the NAIN community and beyond.

The development of the course was informed by several Universal Design principles to be participant-led, via pathways that allow multiple means of presentation (textual, aural, visual; reading, audio only, or video with subtitles), while also encouraging multiple means of expression via reflection activities and collaboration with colleagues. The course is available to all staff via the college's Moodle portal.

In tandem with the staff CPD course, Griffith College Library services, Learning Support and Development, and Digital Learning held an Academic Writing Workshop for learners. Topics covered at the workshop included:

- Deconstructing assignment briefs
- Articulating your own thoughts
- Structuring your writing
- Academic integrity
- Active writing, using current assignments/projects/presentations learners are working on.

The workshop was exercise-driven, using private online tools to write while in the webinar. Learners were polled for their most challenging impediments to writing. This was very well attended and received positive feedback from participants.

**Continuous Professional Development Event(s)**

- A CPD session: AI-ChatGPT – The Future for Learner Assessments, took place on 19 January 2023. This college event was well-attended and the resulting (following) resources will prove hugely useful:
    - AI and Machine Learning in Education 2023 (paper)
    - AI Resource page on Moodle

**Artificial Intelligence Webinar Week**

QQI, in association with the National Academic Integrity Network (NAIN), hosted an Artificial Intelligence Webinar Week from Monday 27 to Friday 31 March 2023. The programme featured a range of topics and perspectives from international and national experts on the impact of artificial intelligence in higher education. Greg O'Brien, Learning Technologist with Griffith College's Digital Learning Department, was a member of the cross-institutional National Academic Integrity Network (NAIN) Discussion Panel which featured at the event on Thursday, 30 March 2023.

# 3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

## 3.1QA and QE supporting the Achievement of Strategic Objectives

| No. | Relevant objectives | Planned actions and indicators |
|---|---|---|
| 1 | Develop the next iteration of the College's Strategic Plan, in line with identified institutional values | **Detail:** Identify and document the college's strategic objectives, and supporting institutional values, through consultation. Identify strategic growth pillars, and determine appropriate KPIs and reporting periods. Engage with the college's community as necessary to progress.<br>**Units responsible:** Board of Directors; Management Board; APC; QAE Subcommittee; QAED; all college staff and stakeholders<br>**Timeline:** Ongoing (into 2024/2025 reporting period). |
| 2 | Advance the college's readiness for delegation of authority (through engagement with QQI's CINNTE cyclical review processes) | **Detail:** Formally initiate the college's CINNTE Review process. Undertake the review, self-evaluation and reporting processes necessary to develop the college's institutional profile (IP) and self-evaluation report (ISER), and collate the necessary supporting documentation, to support the college's institutional review (CINNTE) process with QQI. Subsequently progress outcome of CINNTE process to support an application to request delegation of authority to make awards within a National Framework from QQI. Engage with QQI to progress as necessary.<br>**Units responsible:** Board of Directors; Management Board; APC; QAE Subcommittee; Education, Learning and Development Group; QAED; Faculties and all college staff<br>**Timeline:** Ongoing, in timeline consistent with the QQI guidelines (into 2024/2025 reporting period). |
| 3 | Seek the International Education Mark for the college (for Higher Education and English Language programme provision) | **Detail:** Identify the college's QAE frameworks and processes, and resulting records, necessary to support the college's application for the International Education Mark QQI. Prepare and submit the necessary application documentation. Engage with QQI to progress as necessary.<br>**Units responsible:** International Office, Board of Directors; Management Board; APC; QAE Subcommittee; QAED; Griffith Institute of Language; Faculties and all college staff<br>**Timeline:** Ongoing, in timeline consistent with the QQI guidelines (into 2024/2025 reporting period). |

| No. | Relevant objectives | Planned actions and indicators |
|---|---|---|
| 4 | Plan and implement celebratory events to mark Griffith College's 50th anniversary (scheduled for 2024). | **Detail:** Develop the college's plans and events to appropriately mark and celebrate the 50th Anniversary of Griffith College's establishment (GC50).<br>**Units responsible:** Board of Directors; Management Board; GC50 Committee; and all college staff and students<br>**Timeline:** Ongoing, in timeline consistent with GC50 (and into 2024/2025 reporting period). |
| 5 | Continue to support, enhance and resource the development of the college's equality, diversity and inclusion considerations | **Detail**: 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. Expand HR team to support. Explore the options for seeking external review/accreditation of the college's EDI activities.<br>**Units responsible**: EDI working group, HR Department, HR Subcommittee; QAE Department, QAE Subcommittee, APC, Management Board, Board of Directors<br>**Timeline**: End of academic year, and ongoing |
| 6 | Further enhance provision of Learner Support Services | **Detail:** Continue to review, benchmark, develop and resource learner services to ensure equality, diversity and inclusion in their provision, to expand and integrate the team, and to review of range of provision. Explore/seek funding opportunities to support learners with additional needs. Enhance appropriate communication of these resources to all relevant stakeholders. (Ensure activity is consistent with requirements under objective #5, above).<br>**Units responsible:** Learning Support and Development Departments; QAE Department; Faculties; QAE Subcommittee; Education, APC; Management Board; Board of Directors, collaborative partners; and Students Union<br>**Timeline:** End of academic year, and ongoing |
| 7 | Further develop and enhance the College's Teaching, Learning and Assessment Strategy, and develop a revised TLA strategy | **Detail:** Further develop and resource the college's teaching, learning and assessment strategies and supports, to advance college, staff and learner practice in line with international best practices.<br>**Units responsible:** Board of Directors; Management Board; APC; QAE Subcommittee; Faculties; Education Learning and Development Group; QAED<br>**Timeline:** End of reporting period, and continuing |

| No. | Relevant objectives | Planned actions and indicators |
|---|---|---|
| 8 | Further develop and enhance the College's processes and strategies for engaging with AI, and its implications | **Detail:** Further develop and resource the college's policies, processes and supports to advance college, staff and learner practice in relation to AI (considering use and mis-use).<br>**Units responsible:** Board of Directors; Management Board; APC; QAE Subcommittee; Faculties; Education Learning and Development Group; Academic Administration; QAED; IT Services<br>**Timeline:** End of reporting period, and continuing |
| 9 | Further Support and Enhance graduate employability | **Detail**: Continue to focus on supporting enhanced employability and career-development for all Griffith College learners – across all campuses, with all collaborative partners. Considered options include a focus on (restated) graduate attributes, which will be supported by collaborative project work; work-based learning opportunities; undergraduate research; use of e-portfolios; development of certificates in workplace mentoring, employability, work skills, etc.<br>**Units responsible**: Careers and Employability; QAE Department; Faculties; QAE Subcommittee; Education, Learning and Development Group (ELDG); APC; Management Board; Board of Directors<br>**Timeline**: End of academic year, and ongoing |
| 10 | Advance the college's research activities and related processes | **Detail:** Continue to enhance, formalise and resource the college's framework and processes for research support, development and reporting. Identify and leverage further sources of EU/national research, partners, innovation, enterprise and entrepreneurship support funding and expertise to develop capacity. Support, communicate and celebrate research outcomes by staff and learners, and provide for appropriate researcher training and CPD to support growth.<br>**Units responsible:** Board of Directors; Management Board; APC; QAE Subcommittee; Faculties; QAED; Research Ethics Committee; GBS Research and Innovation Hub<br>**Timeline:** ongoing |
| 11 | Validate fully online programme(s), and those which are supported by partner hubs | **Detail**: Engage with QQI to facilitate validation of proposed programme. Identify and provide necessary supports and resources, and develop supplementary QAE policies, procedures and guidelines, as appropriate.<br>**Units responsible**: QAE Department; Faculties, Education, Learning and Development Group (ELDG); APC<br>**Timeline**: Ongoing, in timeline consistent with QQI validation schedule (and into 2024/2025 reporting period). |

| No. | Relevant objectives | Planned actions and indicators |
|---|---|---|
| 12 | Advance the development of the college's Information Systems ( | **Detail:** Further development and migration of systems to Themis. Explore option of procurement of other systems (including a HR systems) to ensure the college meets ongoing institutional reporting requirements. Training to be provided as necessary to support.<br>**Units responsible:** Board of Directors; Management Board; APC; QAE Subcommittee; IT Services, Academic Administration, HR Department, Faculties and other functional departments; QAED; collaborative partners<br>**Timeline:** End of reporting period, and continuing |
| 13 | Further advance promote and support the development of greener/ healthier / more sustainable campuses | **Detail:** Continue to facilitate the campus sustainability group, which was established to determine and report to the management board on how best to advance the college's existing and future development of greener / healthier / more sustainable campuses.<br>**Units responsible:** Campus Sustainability Group, Management Board, Board of Directors, all college staff and learner.<br>**Timeline:** End of reporting period, and continuing |
| 14 | Advance the college's masterplan / building development plans | **Detail:** Continue to advance the college's masterplan/building development plans for its main Dublin campus on the South Circular Road, in consultation with architects and planners, to progress to planning permission stage.<br>**Units responsible:** Board of Directors and Management Board<br>**Timeline:** Ongoing, in timeline consistent with planning processes (and into 2024/2025 reporting period). |
| 15 | Further develop the college's HR department, committee, policies and related activities | **Detail:** Continue to support the college's HR Committee to facilitate development of policies and procedures across the college's campuses, faculties and departments to ensure compliance with appropriate legislative requirements, EDI considerations and assure staff wellbeing. Provide and record appropriate training and CPD for staff. Implemented through staffing, software, HR Committee membership, new legislative developments, EDI support.<br>**Units responsible:** HR department, HR committee, Management Board, Board of Directors (and QAED regarding QAE Manual updates)<br>**Timeline:** End of reporting period, and continuing |

## 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** | Planed for engagement during the 2024 calendar year | 2019 - Griffith College's Reengagement with QQI |
| **Programme Review – Planned**<br>PG24029 Master of Science in International Business Management, Level 9, Masters' Degree, 90 ECTS<br>PG24030 Postgraduate Diploma International Business Management, Postgraduate Diploma, 60 ECTS<br>PG24031 MBA in International Business Management, Level 9, MBA, 90 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |
| **Programme Review – Planned**<br>PG24060, Bachelor of Science (Honours) in Computing Science, Level 8, Honours Bachelor Degree, 240 ECTS<br>PG24061, Bachelor of Science in Computing, Level 7, Ordinary Bachelor Degree, 180 ECTS<br>PG24062, Higher Certificate in Science in Computing, Level 6, higher certificate, 120 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 20 December 2018 |
| **Programme Review – Planned**<br>PG24063, Higher Diploma in Science in Web Development, Level 8, Higher Diploma, 60 ECTS<br>PG24064, Higher Diploma in Science in Computing, Level 8, Higher Diploma, 60 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 20 December 2018 |
| **Programme Review – Planned**<br>PG24135, Master of Science in Accounting and Finance Management, Level 9, Masters' Degree, 90 ECTS<br>PG24136, Postgraduate Diploma in Science in Accounting and Finance Management, Level 9, Postgraduate Diploma, 60 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |
| **Programme Review – Planned**<br>PG24138, Bachelor of Arts (Honours) in Communications and Media Production, Level 8, Honours Bachelor Degree, 180 ECTS<br>PG24139, Bachelor of Arts in Communications, Level 7, Ordinary Bachelor Degree, 180 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |

| Unit to be reviewed | Date of planned review | Date of last review |
|---|---|---|
| **Programme Review – Planned *(with possible retirement outcome)***<br>PG24140, Bachelor of Arts in Photographic Media, Level 7, Ordinary Bachelor Degree, 180 ECTS<br>PG24141, Certificate in Photography, Level 6, Minor Award, 60 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |
| **Programme Review – Planned**<br>PG24161, Bachelor of Arts in Pharmaceutical Business Operations, Level 7, Ordinary Bachelor Degree, 60 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |
| **Programme Review – Planned**<br>PG24170, Bachelor of Laws (Honours), Level 8, Honours Bachelor Degree, 180 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |
| **Programme Review – Planned**<br>PG24171, Master of Laws in International Law (LLM), Level 9, Masters' Degree, 90 ECTS<br>PG24172, Postgraduate Diploma in Arts in International Law, Level 9, Postgraduate Diploma, 60 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |
| **Programme Review – Planned**<br>PG24173, Master of Laws in International Commercial Law (LLM), Level 9, Masters' Degree, 90 ECTS<br>PG24174, Postgraduate Diploma in Arts in International Commercial Law, Level 9, Postgraduate Diploma, 60 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |
| **Programme Review – Planned**<br>PG24175, Master of Laws in International Human Rights Law (LLM), Level 9, Masters' Degree, 90 ECTS<br>PG24176, Postgraduate Diploma in Arts in International Human Rights Law, Level 9, Postgraduate Diploma, 60 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |
| **Programme Review– Planned**<br>PG24209, Master of Science in Computing, Level 9, Masters' Degree, 90 ECTS<br>PG24210, Postgraduate Diploma in Science in Computing, Level 9, Postgraduate Diploma, 60 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |
| **Programme Review– Planned**<br>PG24211, Master of Science in Interactive Digital Media, Level 9, Masters' Degree, 90 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |

| Unit to be reviewed | Date of planned review | Date of last review |
|---|---|---|
| PG24212, Postgraduate Diploma in Science in Interactive Digital Media, Level 9, Postgraduate Diploma, 60 ECTS | | |
| **Programme Review – Planned**<br>PG24213, Certificate in Mediation, Level 8, Special Purpose Award, 20 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |
| **Programme Review – Planned**<br>PG24216, Master of Arts in Journalism and Media Communications, Level 9, Masters' Degree, 90 ECTS<br>PG24217, Postgraduate Diploma in Arts in Journalism and Media Communications, Level 9, Postgraduate Diploma, 60 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |
| **Programme Review – Planned**<br>PG24218, Master of Arts in Journalism and Public Relations, Level 9, Masters' Degree, 90 ECTS<br>PG24219, Postgraduate Diploma in Arts in Journalism and Public Relations, Level 9, Postgraduate Diploma, 60 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |
| **Programme Review – Planned**<br>PG24220, Master of Arts in TV and Radio Journalism, Level 9, Masters' Degree, 90 ECTS<br>PG24221, Postgraduate Diploma in Arts in TV and Radio Journalism, Level 9, Postgraduate Diploma, 60 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |
| **Programme Review – Planned**<br>PG24227, Higher Diploma in Arts in Drama Education, Level 8, Minor Award, 60 ECTS<br>PG24228, Certificate in Drama Education, Level 8, Minor Award, 45 ECTS<br>PG24229, Certificate in Drama Performance, Level 8, Minor Award, 20 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |
| **Programme Review – Planned**<br>PG24231, Master of Science in Procurement and Supply Management Level 9, Masters' Degree, 90 ECTS<br>PG24232, Postgraduate Diploma in Science in Procurement and Supply Chain Management, Level 9, Postgraduate Diploma, 60 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 12 September 2019 |
| **Programme Review – Planned**<br>PG24233, Master of Science in International Business and Law, Level 9, Masters' Degree, 90 ECTS | Planned for completion at (latest) | Most recent validation: 12 September 2019 |

| Unit to be reviewed | Date of planned review | Date of last review |
|---|---|---|
| PG24234, Postgraduate Diploma in Science in International Business and Law, Level 9, Postgraduate Diploma, 60 ECTS | PAEC meeting: July 2024 | |
| **Programme Review – Planned**<br>PG24240, MA in Education, Learning and Development, Level 9, Masters' Degree, 90 ECTS<br>PG24241, Postgraduate Diploma in Arts in Education, Learning and Development, Level 9, Postgraduate Diploma, 60 ECTS<br>PG24242, Certificate in Arts in Education, Learning and Development, Level 9, Certificate, 20 ECTS | Planned for completion at (latest) PAEC meeting: July 2024 | Most recent validation: 05 December 2019 |

## 3.2.2 Reviews planned beyond Next Reporting Period

**(Quinquennial) Programme Reviews - to be completed pre-Sept 2025**

PG24201, Certificate in International Foundation Studies, Level 6, Special Purpose Award at NFQ Level 5, 120 ECTS
PG24273, Master of Science in Digital Transformation (Life Science), Level 9, Masters' Degree, 90 ECTS
PG24274, Postgraduate Diploma in Science in Digital Transformation (Life Science), Level 9, Postgraduate Diploma, 60 ECTS
PG24275, Certificate in Operational Excellence and Data Analytics (Life Science), Level 9, Minor Award, 20 ECTS
PG24276, Certificate in Advanced Manufacturing Strategy (Life Science), Level 9, Minor Award, 20 ECTS
PG24402, Master of Science in Pharmaceutical Business and Technology, Level 9, Masters' Degree, 90 ECTS
PG24403, Postgraduate Diploma in Science in Pharmaceutical Business and Technology, Level 9, Postgraduate Diploma Award, 60 ECTS
PG24404, Bachelor of Arts (Honours) in Pharmaceutical Business Operations, Level 8, Honours Degree, 60 ECTS
PG24406, Bachelor of Engineering in Industrial and Systems Engineering, Level 7, Ordinary Degree, 60 ECTS
PG24408, Higher Diploma in Pensions Management, Level 8, Higher Diploma, 60 ECTS
PG24409, Certificate in Pensions, Insurance and Investment Certificate, Level 8, Minor Award, 30 ECTS
PG24410, Bachelor of Arts (Honours) in Business, Level 8, Honours Degree, 180 ECTS
PG24411, Bachelor of Arts (Honours) in Accounting and Finance, Level 8, Honours Degree, 180 ECTS
PG24417, Bachelor of Arts (Honours) in Business Studies (HRM), Level 8, Honours Degree, 180 ECTS
PG24422, Bachelor of Arts (Honours) in Business Studies (Marketing), Level 8, Honours Degree, 180 ECTS
PG24423, Bachelor of Arts in Marketing, Level 7, Ordinary Degree, 180 ECTS
PG24424, Bachelor of Arts in Business, Level 7, Ordinary Degree, 180 ECTS
PG24429, Higher Certificate in Business, Level 6, Higher Certificate, 120 ECTS, EXIT AWARD

PG24430, Higher Certificate in Business, Level 6, Higher Certificate, 120 ECTS, EXIT AWARD
PG24425, Master of Science in Network and Information Security, Level 9, Masters' Degree, 90 ECTS
PG24426, Master of Science in Big Data Management and Analytics, Level 9, Masters' Degree, 90 ECTS
PG24427, Postgraduate Diploma in Science in Network and Information Security, Level 9, Postgraduate Diploma, 60 ECTS
PG24428, Postgraduate Diploma in Science in Big Data Management and Analytics, Level 9, Postgraduate Diploma, 60 ECTS
PG24535, Certificate in Digital Sales Transformation, NFQ Level 7, Special Purpose Award, 30 ECTS
PG24539, Certificate in Advanced Taxation Certificate, NFQ Level 9, Special Purpose Award, 25 ECTS
PG24658 Certificate in Workplace Mentoring Certificate, NFQ Level 7, Special Purpose Award, 5 credits
PG24660, Bachelor of Arts in Bar Management, Level 7, Ordinary Bachelor Degree, 180 ECTS
PG24750, Certificate in Law and Governance for Trustees Certificate, NFQ Level 8, Special Purpose Award, 10 ECTS
PG24751, Certificate in Applied Human Resource Management for Irish Hotels and Guesthouses, NFQ Level 7, Special Purpose Award, 10 ECTS

# 4.0 Additional Themes and Case Studies

## Case Study 1

**Title:** Enhancing Employability for All: A Case Study Analysis of a pilot course for undergraduates
**Theme:** Introducing learners to career development in a collaborative workshop environment
**Keywords:** Career focus, skills, graduate attributes

**Introduction**
The contemporary job market demands that graduates have more than just academic qualifications. This is evidenced annually in the World Economic Forum, Future of Jobs reports, where skills such as 'resilience, flexibility and agility', 'empathy and active listening' and 'motivation and self-awareness' are identified as core for graduates. Recognising this, educational institutions worldwide are incorporating career-focused courses into their curricula to prepare learners for the challenges of the professional world. This case study presents and considers the impact of a Certificate in Employability Skills programme, which was piloted at Griffith College in 2022/2023, exploring its design, delivery, and the outcomes for participating learners. The programme was provided free-of-charge to all interested participants.

**Background**
The Certificate in Employability Skills was developed as a response to the growing need for graduates to possess a broader skill-set to complement their academic knowledge. The course engaged learners with career development theories and practices to ensure that they were able to identify and articulate their employability skills for future employers.

**Course Design and Structure**
In spring 2022, the staff of the Career's Office at Griffith College, in collaboration with an employee resource group, sought feedback from learners and employers on potential content for a course in employability skills. The learners consulted (63 individuals) showed strong support (93%) for an elective module on employability and career development, with 96% of respondents welcoming the opportunity for cross-faculty peer learning. Notably, 48% of responding learners indicated that they lacked a clear career path before starting college, and 97% expressed a desire to explore potential career options through elective modules on their programme. Responding employers (representing 28 companies) unanimously endorsed career development for all graduates, emphasising their need for graduates to hold key skills such as teamworking, networking, presentation, adaptability, and a willingness to learn.

Informed by these findings, the course was designed collaboratively by the career's office, faculty members and industry experts, with support from the programme development office, to ensure its relevance and effectiveness. The course benefited significantly from consultation with industry partners in design thinking, recruitment, career coaching and alumni relations. This diversity in expertise strengthened the course structure's alignment with evolving industry needs.

It was decided that the course would cover c*areer development techniques, career planning and goal setting; interview process and pitching; team building; emotional intelligence; workplace culture and networking; and building your brand*. The curriculum was structured to include both theoretical components and practical exercises, promoting hands-on application of the learned skills.

**Delivery Methodology**

A diverse range of teaching and learning strategies were used to cater to different learning styles and engage learners actively in the learning process. A flipped classroom approach was adopted, with learners reviewing resources before class and participating in the live workshops and problem-solving activities with peers in class. The course also incorporated real-world case studies and role-playing exercises to simulate workplace scenarios.

**Universal Design**

To maximise impact, the pilot of the Certificate in Employability Skills was timetabled and delivered to avoid clashing with the undergraduate learners' degree programmes' schedules. This allowed learners to develop their self-knowledge among their cross-faculty peers, outside the confines of their academic discipline. To facilitate accessibility and broaden the reach of the programme, each workshop was delivered synchronously on three occasions – twice online on weekday evenings, and once in-person on Saturday mornings. The programme delivery team promoted the course as an introduction to career development, equipping learners with a toolkit to inform their future career journey and transitions.

**Assessment and Feedback Mechanisms**

Learners were able to attend and participate in all sessions and could elect to complete related assessments for certification. This allowed for the workshops to be open to all interested participants, and to award a Griffith College Certificate in Employability Skills to those who successfully completed the assessments. Assessments were designed to evaluate not only theoretical knowledge but also the practical application of employability skills, with active participation, reflective portfolios, and an information interview, forming integral components of the assessment strategy. Learners were invited to complete their assessments using media of their choice. Regular feedback sessions, both from instructors and peers, provided learners with constructive insights to further refine their skills.

**Outcomes**

The impact of the (pilot) programme offering was evaluated by the programme team. Learners' feedback indicated a very positive response, as evidenced below:

> "I believe this programme is not only concerned about looking into your current career, but how to make career decisions based on specific traits attributable to that particular individual. As a final

year student, career decision was on my top list of thoughts throughout my academic year and this programme has really helped me."

LLB, year 3

"Reflecting now on the past six workshops, I leave the programme with greater knowledge and direction to achieve my goals. I am extremely grateful to the whole team for sharing their experiences with us. I sincerely hope the programmes keep going so future students can get informed and engaged as much as I did."

BA (Hons) Communications and Media Production, year 3

"In summary, the workshops provided a comprehensive learning experience, encompassing informative sessions, engaging discussions, personality exploration, and hands-on teamwork. The facilitators' involvement and encouragement further enhanced the overall learning environment, making it an incredibly rewarding and memorable experience."

BA (Hons) Business Studies, year 2

**Challenges and Lessons Learned**

Overall the programme was a success. Learners enrolled, and while not everyone liked the evening sessions a day-time/late afternoon session is being considered for next year. Further promotion and endorsement from faculties will help increase numbers for future deliveries.

**Future Plans**

The review of the pilot programme indicated that there was certainly a positive impact of delivering the Employability Skills course to the college's undergraduates in spring 2023. Overall, 30 undergraduates attended all six workshops, with eight of those successfully completing all three assessment components to be awarded a Griffith College Certificate in Employability Skills - a great achievement as they chose to do this in addition to their educational load / life requirements.

The findings of the review of the pilot-offering suggest that a holistic approach, combining theoretical knowledge with practical application, can effectively prepare learners to engage with career development during their studies, while also introducing them to the lifelong benefits of engaging with self-knowledge, and the job market, to fulfil their future aspirations. Due to the success of the programme, the college decided to offer the employability skills course again in the 2023/2024 academic year.

### Case Study 2

**Title:** **Griffith College supports DDI learners and extends Design offering**
**Theme:** Learner support, development of Design Faculty
**Keywords:** Design, learner support, PEL

Following the sudden closure of Dublin Design Institute (DDI) in June 2023, Griffith College was approached by QQI to support the DDI applicants and learners who were left in a very uncertain and stressful situation. 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, Griffith College established a framework of support for DDI learners and applicants; which included learners who had (just) completed their studies at DDI who had yet to graduate, as well as those who were mid-programme with modules or stages still to complete, and recent applicants.

During the summer months of 2023, the Design Faculty at Griffith College, together with their colleagues in the college's marketing, admissions and international office, worked closely with impacted 'DDI learners' to establish supports and pathways allowing them to complete their awards. Open evenings followed by one-to-one consultations were held with impacted learners to identify solutions for all concerned.

Any 'DDI learners' with outstanding assessment or re-assessment submissions due were supported to complete and submit their assessment material to Griffith College. The marking of this work was organised through Griffith College, and a specific Examination Board was convened in August 2023 to ratify learner results and awards, as relevant. Griffith College worked closely with QQI to ensure the successful certification of the impacted DDI learners who had completed their studies leading to QQI awards, and provided similar support for DDI learners on BTEC accredited programmes.

The Design Faculty extended its schedule of programme provision, within the scope of the Certificates of Validation, to provide opportunities for the DDI cohorts of learners – new applicants as well as existing learners – to continue their studies in Design, through flexible full-time and part-time delivery schedules. The changes and additions to timetable schedules resulted in all DDI learners being facilitated.

Overall, some 40 learners associated with DDI programmes transferred to graphic communication design and interior design programmes at the college.

In completing the transfer and support arrangements, Griffith College has also worked to accommodate DDI graduates, who had completed their QQI (and DDI) accredited programmes in the 2022/2023 academic year. A graduation ceremony was held during Griffith College's November 2023 schedule of ceremonies, where 50 DDI graduates graduated from their programmes, in front of invited DDI staff members, including tutors. This celebratory event concluded what was a busy and productive time for all involved.

### Case Study 3

**Title:** Promoting Griffith College's research and innovation strategies, through funded programmes

**Theme:** Developing research to enhance student learning, entrepreneurship, engagement with the business ecosystem and teaching practice

**Keywords:** Research support, EU Funding, Entrepreneurship

Horizon Europe provides substantial funding for research and innovation (R&I) projects within the EU, from a budget of 90.95 billion Euros. The European Commission's Strategy for Directorates-General (DG) Research and Innovation, for the period 2020-2024, identifies R&I as one of the 'most powerful' policies within the EU, in that it has consistently played a vital role in fostering economic growth and competitiveness, and generating new, highly-skilled employment opportunities within member states.

Irish Higher Education Institutions (HEIs) actively participate in EU Research and Innovation (R&I) initiatives. Calls, such as the European Institute of Technology (EIT) under Horizon Europe, are crafted to tackle EU challenges, particularly sustainable economic growth, climate change, and security. In January 2023, the Graduate Business School (GBS) in Griffith College set-up a functional unit (entitled GBSHub), to promote the college's R&I strategies, and to enable the college to participate in funded research, alongside our network of international partners, potential Irish partners, and the public universities already engaged in such activities.

Staff within the GBSHub manage EU research projects in the same way as those in research centres within any other institution throughout Europe, and this has been a new experience for the college. While multiple national R&I opportunities, such as the National Open Research Forum and Research Ireland, are often challenging if not impossible for Griffith College to participate in within the Irish landscape, GBSHub has thrived in the success of its tendering for EU R&I projects, and currently has a schedule of projects running at least up until 2027.

Through supported EU-research activity, and the provision of consulting and mentorship to start-ups and small and medium-sized enterprises (SMEs), GBSHub provides a space where research, innovation, and business expansion may converge harmoniously. This reflects the core focus of the EIT Knowledge Triangle (European Commission) and bridges the gap between academia and industry.

GBSHub supports individuals and organisations with innovative business ideas to achieve their aspirations beyond conventional boundaries. At its core, GBSHub's mission is to support an entrepreneurial ecosystem through projects and partnerships, leveraging the expertise of the global team of PhD-qualified researchers and experienced industry professionals, in a range of fields, such as sustainability, procurement, artificial intelligence, education and innovative entrepreneurship.

GBSHub is actively leveraging the link between educational development and business growth. GBSHub plans to run its first student Innovation Bootcamp, called #GameOn, in October 2023. This EU-funded initiative, under the SMART4FUTURE R&I project, aims to support three student-led businesses (with total prize funding of €15,000). The college hopes that students who enter the competition possess an entrepreneurial spirit that can triumph in a supportive environment.

Hub staff are engaged in co-creating valuable resources, such as a Massive Open Online Course (MOOC) package, aimed at guiding entrepreneurs to embrace setbacks as stepping stones to success and cutting-edge content centred around Artificial Intelligence (AI), cloud computing, the Internet of

Things (IOT), big data, and robotics. As these technologies reshape the contours of our world, our MOOCs equip learners with essential knowledge to navigate these transformative trends.

The secret to the success is in the team and the partnerships. GBSHub supported eleven Irish companies, from Series A to established SMEs, in the academic year 2022/2023. This supports increasing SME numbers for Ireland. During the period under review, the GBSHub team has also grown (from one to five researchers).

**Reference**

European Commission, Directorate-General for Research and Innovation, Hollanders, H., *European Innovation Scoreboard 2023*, Publications Office of the European Union, 2023, https://data.europa.eu/doi/10.2777/119961

## Case Study 4

**Title:** **Business Consultancy and Analysis module's practical assessment**
**Theme:** Work-based assessment as a means of enhancing student learning and teaching practice
**Keywords:** Assessment, Community engagement, Work-based learning

**Short Abstract (optional):** This case study considers the continuous work-based assessment on the Business Consultancy and Analysis module, part of the Master of Science in Accounting and Finance Management programme, offered by the Graduate Business School, Griffith College. It examines the assignment which began in October 2022, and identifies how its benefits to the learners, the college, and the community.

**The Case Study**
The Master of Science in Accounting and Finance Management is a 90 ECTS programme offered by the Graduate Business School in Griffith College, on both a full time and a part time basis.

This programme includes a mandatory Business Consultancy and Analysis (BCA) module (worth 5 ECTS). The module is intended to develop learners' strategic and critical thinking, integrating knowledge and skills from across the programme (including financial, legal, audit and taxation modules) within a broader organisational, strategic context. The BCA module is designed to provide learners with the competencies needed to work in a professional environment, while developing soft skills, such as teamwork, oral and written communication, and IT skills.

The BCA module is assessed entirely by continuous assessment, with 60% of the learner's grade allocated to a significant summative project, completed on an individual-basis at the end of the semester. This project requires the learners to engage with a real life case study.

During the period under review, the Graduate Business School identified a client company to work with the learners – with the learner taking on the role of a Business Consultant/Analyst. The company selected for this assignment was Irish Fibre Crafters, a small indigenous craft shop/company, based in Ardrahan, Co. Galway. The company comprises a café, provides classes and workshop for adults, camps for children, and spins, weaves, felts, makes and sells all sorts of wonderful creations with sustainable natural fibres, especially Irish wool and alpaca.

In October 2022, the college organised for learners to travel to the company location to meet with the client. They were accompanied by members of staff from the Graduate Business School.

During the site visit learners first had an opportunity to visit the client's shop in small groups to ask questions about the business to inform the task for the assignment. Once all learners had completed their client meetings, the class attended a client demonstration of the business (which was held in a nearby Community Hall to accommodate the full class group).

In completing the assignment, the learners identified and defined the client's problems, analysed financial and non-financial data, though which they developed their commercial awareness, exercised appropriate professional and ethical judgement, managed their consultancy, and developed reasoned conclusions and recommendations. Learners developed and presented a solution to the real-life client, in a professional presentation.

This assessment format, along with supporting the learners to achieve the learning outcomes of the module, also carries more wide-ranging benefits to the learners, the college, and the wider community.

The assessment provides learners with an opportunity to develop their professional skills, such as oral communication skills; presentation skills; team-working skills; commercial awareness; project management, and awareness of global and cultural issues in business, contributing to their graduate attributes. Through working with a real client, this assignment gives the learners an opportunity to realise the potential impact of their future career, as well as having a higher learning impact than a theoretical case study. The learners' feedback on the activity is overwhelmingly positive, and centres on the perceived value of working with a client in a work-based setting.

Additionally, this site visit is an opportunity for the international learners at Griffith College to learn about Ireland and Irish culture and appreciate cultural impact on business.

The client received extensive business analysis and consultative advice, which might not have been accessible to them otherwise. The founder of the Irish Fibre Crafters particularly stressed the benefit of the learners' input into the financial and marketing strategies of their business. They also commented on the learners' insightful questions and advice during the initial meeting.

And lastly, this activity benefits the college by enhancing the learning experience and graduate attributes, as well as reinforcing the institutional engagement with industry, which is key to the career-driven ethos of the institution.

An insight into how the field trip works is accessible here: https://youtu.be/8v8t_ad1yuY