Implementation Plan: Griffith College
September 2025

A guide to the acronyms used in the report is given at the end of the table.

	Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
1	Visibly consolidate, formalise and embed into the QA&E system the current planning of institutional and programme development arrangements, to form a complete strategic management practice that complements the current agile way of action-planning.	The College's Values, Mission and Vision were updated following an extensive College-wide engagement in 2024 involving all stakeholders. The College will build on the strategic development pillars identified in the CINNTE review by concluding a formal five-year College-wide Strategic Plan in 2026 involving similar engagement and support from all its stakeholders. The College's development strategy and related teaching and learning strategy will be integrated into the College's Programme Proposal and Review Committee's (PPRC's) consideration criteria for programme development recommendations.	1.1 Complete the development and articulation of the College's Strategy for 2026-2030, and related strategies (e.g. Teaching and Learning, and Student Engagement and Experience), following extensive engagement with stakeholders.	July 2026
			1.2 Communicate the role and functioning of the College's related governance bodies and committees, including PPRC, detailing the strategic decision-making processes considered.	December 2025
	To underpin their QA&E integration, mission and strategy should be completed and consistently communicated to all stakeholders, followed by	The PPRC formally reviews each programme development proposal in respect of new and existing programmes that are subject to revalidation. The PPRC makes recommendations to the College's Management Board (MB) in respect of resource allocation and to the College's Academic and Professional Council (APC) in	1.3 Formalise the consideration of a comprehensive set of annual departmental reviews by the College's APC and MB [as indicated in recommendation #4below].	January 2026

	Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
	managerial integration (such as action-plan based monitoring, KPIs etc.) across the entire governance as well as the quality systems of the Institution. Leaning on a well-organised QAED team and a fast-developing quality culture, the Institution's governance should include the strategic analysis and follow-up to the outcomes of internal quality assurance reviews and monitoring in their decision-making systems.	respect of academic considerations. This committee has proven to be agile and effective in directing, formalising and agreeing the College's programme development processes. The workings of this committee and the College's related institutional arrangements will be communicated more clearly. The role of the PPRC will be further communicated showing the flow of strategic decisions from programme proposal to development and delivery. The College operates a range of internal reviews, monitoring and responding to feedback from learners, lecturers, staff, and other stakeholders. Annual programme and departmental reports are considered by oversight bodies, for example the College's QAES (Quality Assurance and Enhancement Subcommittee), Teaching and Learning Department and APC. The College also engages external consultants as required to inform and guide its practices. The College will formalise and extend the consideration of annual departmental reports by the College's APC and MB by establishing a comprehensive schedule for their delivery and consideration.	1.4 Formalise internal reviews and their consideration (such as annual programme reports, feedback processes, departmental reviews) by the College's APC, and other governance bodies/ committees.	January 2026
			1.5 Conduct an externally supported review of the College's learner services departments to advance their effectiveness.	October 2025

	Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
2	To ensure sustained resilience and transparency, Griffith College should strategically diversify its governance structures, both in the managerial as well as in the academic realm, by incorporating independent peer review, objective externality and a stronger student voice.	The College has always actively embraced external review, working closely with stakeholders and learning from independent peers in relation to emerging best practices, both academically and managerially. The College will appoint independent external representatives to its Board of Directors to further strengthen its objective externality. It will also increase the formal opportunities for employers and industry stakeholders to inform the College's programme development processes.

The College's internal committee structures will be reviewed and updated (and training provided) to ensure their continued effectiveness in the light of recent growth in programme discipline offerings and collaborative provision.

The College's student voice is heard and actioned through the College's established feedback mechanisms each semester covering all aspects of their learning experience, the open-door policy of its staff, and their engagement with learners and class representatives. Learner representation on existing committees (e.g. APC, Quality Assurance and Enhancement Subcommittee, EDI) will be extended to other college-wide committees and programme boards. | 2.1 Appoint independent external representatives to the College's Board of Directors. | March 2026 |
			2.2 Increase the formal opportunities for employers to inform and review the College's programme development processes.	February 2026
			2.3 Review and update the College's internal committees and reporting structures to ensure their continued effectiveness.	August 2026
			2.4 Extend and support learner representation on College-wide committees and programme boards.	February 2026

	Recommendation (Ref *CINNTE Report*)	Commentary	Planned Actions	Planned Completion Date
3	Griffith College should develop a formal institutional risk register, which is reviewed annually.	Griffith College has established a process to evaluate and manage risk within the College's internal control and corporate governance arrangements. However, the College is cognisant of the need to formalise the institutional risk register to more formally support governance oversight and manage cross-institutional consideration of risk appetite and risk tolerances.	3.1 Review and update the College's Risk-Assessment and Management-Policy.	December 2025
			3.2 Develop the College's Risk Register to include all aspects of its activities across all campuses (cross-institutional engagement).	May 2026
			3.3 Establish the governance framework to manage ongoing oversight and review of risk management activities, and the ongoing review and update of the Risk Register.	December 2025
4	The review team recommends that work continues to complete all areas of the QAE manual which are "under review", with particular emphasis on updating, approving and publishing the Admissions, Transfer and Progression Policy and the sections	The College is currently updating a number of sections of its QAE Manual, such as the Admissions, Transfer and Progression (ATP) policy, the Staff Recruitment and Selection section, and the sections relating to Faculty and Department Review policy in line with best practice and revised processes. In the interim, a holding page has been placed in the QAE manual to ensure learners (and staff) are not accessing obsolete information.	4.1 Update the College's QAE Manual to complete all "under review" policies.	February 2026
			4.2 Update and approve the College's ATP policy and publish in QAE Manual.	October 2025
			4.3 Update and approve the Staff Recruitment and Selection Policy and publish in QAE Manual.	November 2025

	Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
	relating to Faculty and Department Review as soon as possible, and implementing a schedule of Faculty and Departmental reviews.		4.4 Update and approve policy for Faculty and Departmental reviews and publish in the College's QAE Manual.	February 2026
			4.5 Develop an aligned plan to resource and implement Faculty and Departmental reviews.	February 2026
			4.6 Formalise the schedule of faculty and departmental reviews for consideration by the College's APC and Management Board (MB).	August 2026
5	With regard to staffing policies, the review team recommends that the institution document a clear principle regarding academic staffing, which provides clarity regarding full-time and part-time staff and the appropriate balance of each managing	Griffith College's long-standing practice of building programme teams comprising both full-time and part-time staff is one of its valued core strengths, enabling learners to be taught by programme team members with academic experience and those who remain active practitioners in their field. This ensures that programmes remain current, and fit for purpose, supporting the personal and career development of our learners.	5.1 Review the role specifications for lecturers and programme directors to ensure their consistency for both full-time and part-time staff.	February 2026
			5.2 Review the role specification for dissertation supervisors to ensure consistency for both full-time and part-time staff.	August 2026

Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
and delivering its programmes. Principles regarding the following two scenarios should be included: • The circumstance where someone outside of the full-time staff could be a programme director, and the QA measures that may be needed in such circumstances. • The QA measures to support situations where thesis supervision is being done by part-time staff should also be considered, to ensure the quality and consistency of supervision.	Lecturers, whether part-time or full-time share identical responsibilities in respect of their teaching, learning and assessment roles. While many Programme Directors are employed in full-time roles, others may combine their duties with other activities and commitments (e.g. research, industry, parenting, caring, etc.). As each micro credential programme from 5 ECTS up to four-year degree programmes with 240 ECTS has an appointed Programme Director, not all programme director roles warrant full-time positions. The College will review its role specification for lecturers and programme directors in the light of the increasing variety of programmes offered by the College. The College's supervision of dissertations is intentionally resourced through a combination of both academic and industry specialists working at the forefront of their field. Newly appointed dissertation supervisors are mentored and their assessments moderated by experienced others. Dissertation supervision processes are governed and supported by the College's QAE procedures, dissertation handbooks and training and apply equally to full-time and part-time dissertation supervisors.	5.3 Review the academic and administrative staffing levels allocated to a programme and suites of programmes to ensure appropriate balance.	August 2026
		5.4 Continue to advance the suite of onboarding and training resources developed for academic and administrative roles.	August 2026

	Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
6	Although the BambooHR system and recruitment processes appear robust, it is recommended that the Quality Assurance and Enhancement (QA&E) team schedule and oversee a complete and thorough review to finalise the system's implementation. This review should focus on achieving full alignment, particularly by addressing integration issues with payroll records to ensure seamless and accurate data management across HR and payroll functions.	The College's introduction of BambooHR as its HR platform facilitated the centralisation of previous systems for full-time staff. The system will be extended to provide similar comprehensive coverage for all part-time staff.

The College's QAE, HR and IT teams will adopt a consistent classification for staff roles (e.g. lecturer, supervisor, invigilator, etc.) to provide relevant and accurate data for resourcing, planning and management purposes.

Data relating to staff working across different departments, faculties and campuses, and in different roles, will be accessible in component and total form.

QAE and HR will jointly oversee the specification and delivery of BambooHR functionality for the College's various quality assurance and management reporting purposes.

The College's HR department will develop a Staff Handbook to complement existing handbooks for lecturers and learners in addition to online communication resources linking to all HR policies | 6.1 Extend the roll out of BambooHR to cover all staff roles, both full-time and part-time in all departments and campuses. | February 2026 |
			6.2 Agree consistent classifications for all staff roles, to support separate reporting for resourcing and planning purposes.	November 2025
			6.3 Provide reports on staff resource allocations in a variety of specification levels (e.g. role, faculty, campus, college-wide).	April 2026
			6.4 Oversee the specification and development of BambooHR's reporting functionality to meet the College's QAE and management needs.	August 2026
			6.5 Develop a College-wide Staff Handbook to complement existing handbooks for lecturers and learners.	August 2026

	Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
7	Griffith College should consider expanding the access to work placement and internship across a greater range of programmes, as this is clearly valued by and beneficial for many students.	The College welcomes this recommendation and recognises the impact meaningful professional experience can have on the learners' academic experience, and graduate employability outcomes. The College is committed to significantly increasing the placement and internship opportunities for all learners. Expanding access will require enhanced industry engagement and employer outreach across multiple sectors. The existing dedicated careers/industry liaison staff complete an annual report, presented to the College's Management Board and have identified	7.1 Review and develop the College's industry liaison activities, and related staffing and supports.	June 2026
			7.2 Validate standalone, optional work placement module(s) across a wider range of programmes.	August 2026 and ongoing
			7.3 Validate an accredited work placement stage (optional and mandatory) within a wider range of programmes.	August 2026 and ongoing

actions to support the achievement of this recommendation.

The College will review its industry liaison activities, and related staffing and supports required, to expand the work placement offerings across programmes. The College will continuously review the resourcing of this activity, as numbers of placements grow.

The College will address work placement at programme level through the programme review and revalidation processes. It commits to specifically addressing placement in each programme, as the cycle of review falls due. This will lead to considerable expansion of the range of placement offerings across programmes. These may be mandatory or optional modules, depending on the programme, level, and outcomes of the review processes. Significantly wider use of portfolio development and industry-based assessments are also seen as hugely beneficial enhancements to our programmes, to build confidence and employability skills for learners.

The achievement of the planned actions will be supported by the increase in formal opportunities for employers to inform and review the College's programme development processes as outlined in Recommendation 2.

| 8 | Griffith College should examine the possibility of | The College monitors and reports on a number of key metrics each year. The ISER review has enabled the | 8.1 Review and expand the College's current data analysis and reporting in | December 2025 |

Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
greater analysis of its progression data. It would be valuable to have information about, for example, the progression rates of students who enter through APL, and those who enter with lower levels of English language proficiency. This data, formally analysed and reported, would provide a robust evidence base to support changes in admission requirements as needed. Some of this analysis may already be in place informally, but it was not evident during the review.	College to look more critically at its data and key performance metrics, and to take some of the panel suggestions and recommendations on board. To date the College has not reported on APL or English proficiency levels but it is open to explore such possibilities with the aim to enhance admissions, retention and overall student success.	THEMIS and PowerBI dashboards to provide greater analysis and flexibility of reporting for specific learner categories.	
		8.2 Formalise the centralised reporting of progression data of APEL/ APL candidates, complementing existing consideration in APRs.	August 2026
		8.3 Formalise the centralised reporting of progression data for learners with regard to their English language proficiency levels, complementing existing consideration in APRs.	August 2026
		8.4 Use, share and communicate the extended data analysis and reporting capabilities spanning enrolment, progression, retention and student success for programme, faculty and college-wide data driven decision making.	August 2026
		8.5 Appoint a dedicated manager to lead and direct the further development of the College's data analysis and reporting dashboard.	August 2026

	Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
9	As the institution clearly declares its ambition to develop more research-oriented study programmes, and at the same time it has been attracting a much larger scope of learners' nationalities, the review team recommend even more robust approach to academic integrity in learning and research, given the specific nature of more research-oriented	The College's policy on Academic Integrity (6.9 Academic Integrity and Misconduct Procedure) is considered as one of the most important policies within the College, and is reviewed and updated as required, due to ever changing parameters (including the profile of learners and programmes offered). All learners and staff are expected to adhere to the highest standards of academic integrity and honesty.

Learners, including those enrolled in research-oriented study programmes, complete a wide variety of assignments during the course of their studies. A guide is included in their assessment brief to help them to understand the importance of academic integrity in the preparation and delivery of their assignments. | 9.1 Complete the review of the College's AI policies adopted in February 2025 to ensure their continued suitability for 2025/26 in the light of ongoing developments. | September 2025 (and ongoing) |
| | | | 9.2 Develop specific policy for lecturers on the use of AI. | March 2026 |
| | | | 9.3 Update the College's Academic Integrity Policy and Academic Misconduct case management framework to incorporate the framework from the National Academic and Integrity Network (NAIN). | September 2025 |

Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
work, which is particularly critical at master level.	Since the CINNTE review (in October 2024) the College's policy on Academic Integrity has been updated and redeveloped in consideration of the following: • QQI Core Statutory QA Guidelines • Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 (enacted July 2020) • Green Paper on Assessment (2018) • The on-going work of the National Academic Integrity Network (NAIN)[1] and the International Centre for Academic Integrity (ICAI)[2] • On-going research related to evolving generative Artificial Intelligence (AI) software. • Internal (and stakeholder) consultation to identify learners' and staff requirements, and best practice.		

---

1   The National Academic Integrity Network, (2021). Academic Integrity Guidelines, Quality & Qualifications Ireland, p.10, https://www.qqi.ie/sites/default/files/2021-11/academic-integrity-guidelines.pdf

2   International Centre for Academic Integrity (2021). The Fundamental Values of Academic Integrity (3rd edition). Available at https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf

	Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
10	The review team recommends that the institution publishes results of feedback surveys and core performance metrics. These should be tracked in a multi-year format, enabling the institution to further define its core strategies and clearly communicate these to stakeholders.	Griffith College has routinely signposted to College reports on QQI's site, rather than hosting on the College's own site. In response to this recommendation, the College recognises that to further define core strategies and clearly communicate these to stakeholders it needs to locally host and link to results of feedback surveys and core performance metrics.	10.1 Develop the QAE Department's section of the College's website to include a QAE / institutional core performance metrics section, which will host links to Annual Quality Reports, programme review and validation reports, etc. as well as College surveys and stakeholder feedback. [as also identified under Recommendation #11, below].	April 2026, and ongoing
11	Griffith College should promote its QAE services and information on-site also, across pedagogical and social **settings** on the campuses, in order to efficiently complement their manifold online presence and promote involvement of students especially in the QA&E procedures and activities.	The College's QAED team are in regular communication with the College's faculties and facilitate the coordination of college-wide programme director and faculty administrator meetings. The QAE Subcommittee provides a formal structure where QAED team members also work directly with faculty and learner representatives across the college. The QAED team will work to further promote and communicate its activities in social settings, beyond those currently used through Moodle.	11.1 Create a specific section on the QAE page to publish reports including previous 3 years [as identified under Recommendation #10, above].	April 2026, and ongoing
			11.2 Promote QAE on GC intranet (Inside Griffith) – publish a specific section, sharing updates on QAE activities and happenings.	October 2025
			11.3 Develop more QAE specific training for lecturing staff, to support a cyclical schedule of training for new staff and refresher training in QAE processes.	March 2026

	Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
			11.4 Promote QAE procedures and activities on notice boards and public spaces on campuses (including redesigning QAE materials for better visual communication and impact).	March 2026
			11.5 Develop or provide via outsourcing more specific QAE trainings for students, including strengthening the SU officer positions, investing in the class rep process, and engaging with NStEP for advocacy and training.	August 2026
			11.6 Review current governance structures to consider and support more and diverse student participation in college decision making (i.e. extend student participation beyond the SU) (as outlined in recommendation #2 above).	March 2026

	Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
12	To strengthen the quality assurance of its collaboration processes, the institution should consider consolidating QA of collaborative procedures into a single policy document and contract for all third-party arrangements. Additionally, improvements in the recording and data management of QA systems would support enhanced oversight.	Griffith College actively pursues partnerships and collaborative opportunities with other parties to support its education and training provision. Griffith College Academic and Professional Council (APC) oversees the implementation of the College's collaboration processes, through the approval of policies, processes, partnership proposals, collaborative arrangements, programme developments, articulation agreements, etc. Any collaborations, partnerships and/or articulations must be approved by the APC before its commencement.	12.1 Review the College's QAE Manual - Section J: Other Parties Involved in Education and Training, and particularly section10.2 (*Arrangements for collaborations, external partnerships and second providers*), to determine what consolidation, if any, is required to strengthen the quality assurance of its collaboration processes.	April 2026
			12.2 Review and refine the recording and data management processes in respect of collaborative partnerships to ensure and advance their ongoing effectiveness (in line with the actions identified under recommendation #14.).	August 2026
13	It is necessary for Griffith College to define and align research ambitions with the institution's long-term strategy to ensure that the necessary infrastructure (financial governance and staffing), as well as QA&E policies and procedures,	The College recognises the need to define its research ambitions within a framework that captures the breadth of research engagement, and future objectives. The College's research ambitions will be defined within the strategic plan, with appropriate governance, financial, staffing, and resourcing considerations. The formalisation of the College's Ethics Committee will support the rollout of the strategic goals relating to	13.1 Define and align research ambitions in the College's strategic plan (as per recommendation #1).	July 2026
			13.2 Continue to participate in joint innovation development projects with EU partners on DIVERSE and other related EU funded initiatives.	September 2025, and ongoing

	Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
	can be established within the institution to realise these ambitions in a coherent manner.	research, as well as providing oversight and monitoring of quality. The College continues to support the HECA Research Committee and will continue its engagement with research activities in this forum, including the HECA research conference and student research awards. The College will engage with QQI to evaluate the opportunity to propose validation of research masters. Development activities to support this will be evaluated in the context of both institutional and discipline area criteria, with appropriate staffing and supports identified.	13.3 Continue to support HECA's Research Committee, including engagement with the HECA research conference and student awards.	November 2025, and ongoing
			13.4 Formalise the cross-College Ethics Committee.	February 2026
			13.5 Engage with QQI to evaluate the opportunity for the College to propose validation of (level 9) research degrees.	August 2026, and ongoing
14	Griffith College should seek to manage cohorts with respect to both the increased numbers and the quickly changing profile of international students in order to further develop a multicultural atmosphere that corresponds to the institution's ambitions on quality teaching and learning, including the	The College's Strategy for 2026-2030 will address key aspects of this recommendation. The strategy will address internationalisation, with a commitment to celebrating and promoting the College's multicultural environment, and fostering greater staff and learner mobility, both physical and virtual. The recommendation is further addressed in the College's advancements of its applications for the TrustEd Ireland quality mark, the Athena Swan Bronze Award, and in the implementation of the recommendations arising from the review of learner	14.1 Further define and align the College's internationalisation ambitions, including Erasmus+ in the Griffith College Strategic Plan (in line with recommendation #1).	July 2026
			14.2 Complete the College's TrustEd accreditation process.	December 2025
			14.3 Submit the College's application for the Athena Swan Bronze Award.	March 2026

Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
stated decolonisation priority. The review team recommends that the institution: • Embeds both QA and governance of internationalisation firmly into the institution's strategic management, using a proper set of tools and procedures, including sound data-informed action-planning, targets, ceilings, KPIs	services' provision (in line with recommendation #1, action 1.5 above) In line with recommendation #15 and the related action points below, specific CPD training units and additional resources for lecturers have been identified. The College is committed to more proactive and strategic positioning into Erasmus+ and building on the existing partnership and collaboration within the DIVERSE University Alliance, of which Griffith College is a founding member. In keeping with the principles of membership of this alliance, the College is committed to further developing	14.4 Implement recommendations arising from the College's external review of learner services (in line with recommendation #1, action 1.5 above).	August 2026
		14.5 Design and deliver new CPD units to staff on "Teaching Diverse Groups" and "Classroom Management" (in line with recommendation 15.1 below).	February 2026
		14.6 Further develop the College's Outward Mobility and new programme development with the Diverse Alliance Partners.	August 2026

Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
etc. Special attention should be paid to the fact that lectures and classes are attended by students with a variety of linguistic competences, with native English speakers and students with English as an additional language from various parts of the world. • Ensure a proactive and strategic positioning into Erasmus+ and similar financing mechanisms, including bigger cooperation projects and broad alliances as well as long-term certification arrangements, grant schemes etc.	its outward mobility for students and staff, creating opportunities for study abroad and faculty exchanges. The College has employed an Erasmus, Partnership and Policy Officer (since March 2025) to manage Erasmus+ applications, partnership communications (specifically the Diverse Alliance partners), and mobility logistics, with a view to expanding outward student and staff mobility. The College holds the Erasmus Charter for Higher Education (ECHE) from the European Commission and currently has 26 Erasmus partners. An example of recent success with outward learner mobility is the Erasmus+ Blended Intensive Programmes (BIP). College staff are currently partaking in an Erasmus+ BIP in collaborative micro-credential development and, additionally, the College is one of three international partners in a recent successful application to Erasmus Mundus Design Measures for the design of a joint master's programme.		

	Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
15	The institution should continue to provide ongoing support in pedagogy to teaching staff in order to optimise teaching of each module, especially in large class situations.	The College's Teaching and Learning Department (TLD) provides support in pedagogy for teaching staff through its continuous programme of CPD training, its Digital Learning and IT support team, and its suite of level 9 modules and programmes in Education, Learning and Development, which are provided free to all lecturers and delivered in a variety of modes. Recent supports have included training in AI, academic integrity, sustainability and EDI. The College's suite of continuous professional development (CPD) will continue to be informed by the College's teaching strategy, and the demands and requests of its teaching staff in the light of educational developments nationally and internationally. The College's TLD will continue to provide specific training support for lecturers across a range of topics, for example: teaching large classes, educational technologies to support class interaction and feedback, academic integrity, research supervision, AI in teaching and assessment, teaching intercultural groups, etc.	15.1 Continue to deliver and update the College's CPD schedule of lecturer training and its related suite of level 9 programmes.	August 2026
			15.2 Continue to adapt the range of training topics addressed to reflect emerging demands and developments (e.g. AI, sustainability, EDI, educational technologies, etc.).	August 2026
			15.3 Continue to provide training support for lecturers related to their specific teaching environment (e.g. large classes, intercultural, work-based, etc.).	August 2026
			15.4 Review programme and module teaching and assessment strategies in the light of the College's revised Teaching and Learning Strategy, to support further definition of College-wide Graduate Attributes (aligned with recommendation #1).	August 2026

	Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
		Review programme and module teaching strategies in relation to the College's updated teaching and learning strategy, including opportunities for work-based learning, and a decolonisation of the College's curricula. The Teaching and Learning Group offer a number of training and development sessions each year for academic and teaching staff to help enhance the teaching and learning experience. Some sessions are staple ones in the training database and others are new and innovative, and come about based on lecturer feedback gathered in the College review systems and processes. The Annual Programme Review (APR) process is a valuable one where Programme Directors and lecturers are given the opportunity to provide suggestions on their teams' training and development needs and requests. The teaching and learning group work to accommodate the requested sessions and these are embedded in the annual Teaching and Learning training programme.		
16	The institution should work to establish clear data on the level of use of the services, the staffing levels, and the student population	The replacement of the College's management system SCHOLAR with THEMIS will improve the College's data analysis capabilities, providing timely customised reporting on student progression and performance to support decision-making purposes.	16.1 Complete the migration of the College's student management information system to THEMIS along with required reporting capabilities.	August 2026

	Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
	to provide a clear empirical basis for making decisions about resourcing levels. It should also continue to review its language policy and language supports provided to ensure that the changing student population at the institution have access to appropriate supports for as long as is needed.	The College will review its templates for annual reviews of service departments to ensure a consistent basis for reporting and analysing activity and response levels, to inform resourcing levels. The Griffith College English Language (EL) Policy ensures clarity, transparency, and alignment with national and international quality assurance standards, including compliance with QQI's regulations, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (the ESGs), and the International Education Mark (TrustEd) criteria. The College reviews it's EL Policy (QAE Manual, s.3.6), and the language supports it provides, on an ongoing basis, to ensure that the College's students have access to appropriate supports for as long as is needed. Details of the College's Direct Entry English Language Requirements and the English Language Support Classes are identified on a single webpage for international learners. The College's English Language Policy was reviewed and updated as part of the College's preparation towards TrustEd in Spring 2025. It will continue to be reviewed in line with all QAE policies to ensure continued compliance with evolving academic and regulatory standards for international learners.	16.2 Review the templates for service department reviews to provide consistent quantitative and evaluative data on activity and service levels to inform resource planning (in line with recommendation #4).	February 2026
			16.3 Include the English Language Policy in the formal schedule of review and update, as necessary, of College policies [Policy Tracker Spreadsheet].	October 2025, and ongoing
			16.4 Align the analysis of English Language admission data with assessment performance, as part of the College's consideration of progression/ student success/completion data [as identified under recommendation #8].	August 2026

	Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
17	The review team recommends that the Institution develops and implements an institution-wide standardised student survey template, and integrates the resulting data into the Institutional Analytics Dashboard, providing faculties with near real-time access to analysed feedback.	The College uses a standardised survey each semester to gather input from students on their experiences relating to the College services and facilities. This survey also asks about the admissions process, the academic administration support and the student's overall perspective of studying at Griffith College.

The data from this Services and Facilities Survey feeds in to the College's Power BI Dashboard enabling analysis on a semester basis.

In addition to this survey, the College also uses a standardised survey to gather learner feedback (in week 6 – 8) more specifically on their academic experience and their views on the teaching and learning on the modules of a given programme.

While a standardised template is used, programme leaders may make small changes to the questions, based on their feedback needs but generally the standardised template is used. How feedback is gathered also varies, with some PDs using an online form and others using a traditional pen and paper approach. | 17.1 Review and refine the standardised survey forms used each semester to capture learner feedback on their learning experience and on the College's facilities and services to ensure their continued central role in programme and institutional decision making. | March 2026 |
			17.2 Balance consistency of survey questions with flexibility to reflect different delivery modes and learner cohorts and learning environments (e.g. apprenticeship, blended, full-time).	March 2026
			17.3 Capture the survey findings in digital format for dashboard presentation allowing for timely programme and institutional analysis and review.	August 2026
			17.4 Appoint a QAED coordinator of College-wide learner surveys to avoid survey fatigue and achieve high survey completion rates.	September 2025

Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
	This feedback is captured in the Annual Programme Review (APR) process at the end of each academic year.	17.5 Advance the review and analysis of formal feedback each semester from lecturers in respect of their modules to inform future programme delivery and to guide the schedule of training supports offered by the College's Teaching and Learning Department.	March 2026

	Recommendation (Ref CINNTE Report)	Commentary	Planned Actions	Planned Completion Date
18	The institution should capitalise on the opportunity to highlight and publicise partnerships with its industry, community and voluntary partners. By dedicating a section on the website or including references across publications, the institution could emphasise the strategic importance of these external relationships by showcasing success stories, and profiles of key partners and the tangible benefits that these collaborations provide for both students and the wider community.	Griffith College has a long tradition of active involvement with local businesses and communities in Dublin, Cork and Limerick where its campuses are based, and with a range of related national representative bodies, and international agencies. The College's oversight, monitoring and review of its relationships with external third parties, collaborative partners, and industry, community and voluntary partners build directly on its quality assurance and enhancement procedures.	18.1 Review and develop the College's website to further enhance pages, such as • Apprenticeship Courses Ireland – Work & Study Programmes • Griffith College in the Community • Partners to highlight and publicise the strategic importance of the College's partnerships with its industry, community and voluntary partners.	March 2026

Guide to acronyms and initialisms used in the report

APC	Academic and Professional Council
APEL	Accreditation of Prior Experiential Learning
APL	Accreditation of Prior Learning
APR	Annual Programme Reports
ATP	Access, Transfer and Progression
BambooHR	The college's new human resource management system
BOD	Board of Directors
Cinnte	External Review of the College by an independent panel
ISER	Internal Self Evaluation Review
MB	Management Board
NAIN	National Academic Integrity Network
NFQ	National Framework of Qualifications
Moodle	The College's virtual learning environment
PD	Programme Director
PPRC	Programme Proposal and Review Committee
QAE (or QA&E)	Quality Assurance and Enhancement
QAED	Quality Assurance and Enhancement Department
QAES	Quality Assurance and Enhancement Subcommittee
SCHOLAR	The College's existing (and soon to be legacy) management information system
THEMIS	The College's new management information system (nearing implementation completion)
TLD	Teaching and Learning Department