



CINNTE Follow-Up Report
GRIFFITH COLLEGE
September 2026

INTRODUCTION

Griffith College greatly welcomed its engagement with the external CINNTE institutional review process and the opportunity it provided for a comprehensive independent review of its quality assurance and enhancement arrangements, and the College's development over its more than 50 years in higher education.

The College embraced the review process wholeheartedly from the outset, achieving participation from all stakeholders, internal and external. The published Institutional Profile and related Self-Evaluation Report presented the College's evaluation of its achievements and challenges to date and its proposals for future development.

The College is grateful to the external review team, and to QQI, for undertaking the independent review with such commitment. It welcomes the many commendations in respect of the College's existing practices, the recommendations informed by the review team and their own practices, and the review team's support for the College's own recommendations for further development arising from the self-evaluation process.

The following table presents the 18 recommendations identified during the CINNTE review process and reflects key development priorities for the College. To deliver on these recommendations, the College identified a number of related planned improvements (a total of 72 measurable actions) and these were assigned to specific individuals or groups, as appropriate, to progress. Regular reporting on progress to the College's academic and operational governance bodies supported action completion.

This table shows how the planned improvements have been addressed within the College, and in most cases completed during the 2025/26 academic year. The continuing actions will be progressed, completed and reported in the College's Annual Quality Reports in line with existing quality assurance and enhancement practices. This update was considered and approved by Griffith College's Academic and Professional Council (APC) on 04 September 2026.

	Recommendation	Planned Actions	Status	Commentary (September 2026)
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. To underpin their QA&E integration, mission and strategy should be completed and consistently communicated to all stakeholders, followed by 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-	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.	Substantially complete, ongoing , and subject to ongoing review and enhancement	The Teaching and Learning Strategy was approved in July 2026, by the College's Academic and Professional Council (APC), and was subsequently published. The College Strategy has been developed following extensive consultation with stakeholders, and is currently under final review with the College's Board of Directors, in advance of its publication in October 2026. The Learner Support and Experience Strategy has been developed, consulted on, and is pending submission to the College's governance processes and publication in September 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.	Complete	The role and functioning of the College's related governance bodies and committees, including PPRC, have been widely communicated, for example, through the Management Communication Group, Inside Griffith, and the ongoing review and publication of the College's QAE Manual.
		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].	In progress, and subject to ongoing review and enhancement	In line with the College's ongoing review of its internal management, decision-making and governance structures, work is underway to formalise the consideration of a comprehensive suite of annual departmental reviews by APC and MB. This formalisation will support a more structured and consistent approach to data informed oversight and College governance. The publication of the formal departmental review schedule will be implemented in 2026/2027: Semester 1.

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	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.	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.	Substantially complete, ongoing, , and subject to ongoing review and enhancement	Activities to formalise internal reviews (such as annual programme reports, feedback processes, departmental reviews) and their consideration by the College's APC, and other governance bodies/ committees continue within the College. For example: - The Annual Programme Review (APR) process is well-established, managed centrally within the QAE Department, and routinely reported to the College's APC. - New HR data management and centralisation of processes (as described under response to Recommendation 6 below) will also provide further opportunities for formal consideration of institutional level data. - In line with the College's ongoing review of its internal management, decision-making and governance structures, work is underway to formalise the consideration annual departmental reviews by APC and MB. This will support a more formal, structured and consistent approach to data-informed oversight and institutional governance.
		1.5 Conduct an externally supported review of the College's learner services departments to advance their effectiveness.	Complete	A comprehensive review of the College's learner services was completed in 2025. Following the review, a new post - the Head of Student Support and Experience – was created, with the incumbent taking up their role in April 2026. Related functional units have been consolidated under this Department, and a Learner Support and Experience Strategy is at a well-advanced stage (see 1.1 above).

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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.	2.1 Appoint independent external representatives to the College's Board of Directors.	Complete	Two suitable candidates have been identified by the College's Board of Directors and have accepted the appointment in principle, pending completion of appropriate due diligence.
		2.2 Increase the formal opportunities for employers to inform and review the College's programme development processes.	Complete	The programme development processes in the College require documentation of engagement with employers from proposal through to validation stage. The College's pending Strategic Plan 2026-2028 will solidify this work as a key pillar of the strategy, with a dedicated resource to proactively investigate, evaluate and deliver timely programme offerings at the forefront of industry developments as they emerge. This formalisation will support a more consistent approach and facilitate stronger employer input into programme design and review. A central dedicated resource will also enable greater cross-faculty synergies, where employer engagement is relevant to multiple disciplines, reducing duplication of effort.
		2.3 Review and update the College's internal committees and reporting structures to ensure their continued effectiveness.	Complete	All Terms of Reference have been reviewed and updated as required, and reporting schedule to its relevant governance body(ies) confirmed as appropriate. Standing agenda items, annual reports, and fixed term working groups are used to support governance e.g. new policy development, SOP writing, etc.
		2.4 Extend and support learner representation on College-wide committees and programme boards.	Complete	The newly appointed Head of Learner Support and Experience has responsibility for mentoring and supporting the Students' Union. It is intended that this engagement will extend and further support learner representation on College-wide committees. The incoming SU representatives (for academic year 2026/27) have been provided with a comprehensive onboarding pack, prepared by HR in consultation with the outgoing SU council. This orientation ensures the executive's preparedness to encourage the extension of learner representation on College-wide committees (including programme boards).

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3	Griffith College should develop a formal institutional risk register, which is reviewed annually.	3.1 Review and update the College's Risk-Assessment and Management-Policy.	Complete	The College's Risk-Assessment and Management-Policy has been reviewed and updated, and the revised document approved by APC in Sept 2026
		3.2 Develop the College's Risk Register to include all aspects of its activities across all campuses (cross-institutional engagement).	In progress, and subject to ongoing review and enhancement	Work is in progress to develop the College's Risk Register to encompass all aspects of activity across all campuses. A new risk management committee has been established, reporting to the College's Board of Directors. A substantial review of the existing Risk Register, and its governance framework is under way. Key consultative groups have been identified, and in-person workshops are taking place throughout Q3 and Q4 2026 to support cross-institutional engagement in the process.
		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.	Complete	The governance framework to manage ongoing oversight and review of risk management activities, and the ongoing review and update of the Risk Register has been established in line with the Risk-Assessment and Management Policy (as identified under 3.1, above).

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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 relating to Faculty and Department Review as soon as possible, and implementing a schedule of Faculty and Departmental reviews.	4.1 Update the College's QAE Manual to complete all "under review" policies.	Complete	The College undertook a substantial programme of policy review during the CINNTE period, resulting in the updating and approval of a range of policies across the QAE Manual. Each update is included in the relevant actions withing this report. This work has strengthened the completeness and currency of the QAE manual, which will remain subject to ongoing review and enhancement.
		4.2 Update and approve the College's ATP policy and publish in QAE Manual.	Complete	The College's ATP policy framework has been updated and approved through APC, with the relevant policies and procedures now incorporated into the QAE Manual. This includes the Admissions - Access, Transfer and Progression Policy, Entry Requirements Procedure, Information Provision Procedure for Prospective Learners, Recognition of Prior Learning Procedure, and the Procedure on the Systematic Transfer of Groups of Learners from Potential Partner Institutions.
		4.3 Update and approve the Staff Recruitment and Selection Policy and publish in QAE Manual.	Complete	The Staff Recruitment and Selection Policy has been addressed through the wider programme of QAE Manual policy review and update. This work was informed by the existing organisational HR policies, reviewed by the College's HR Committee, and supports a more consistent, up-to-date policy framework across the College.
		4.4 Update and approve policy for Faculty and Departmental reviews and publish in the College's QAE Manual.	In progress, and subject to ongoing review and enhancement	As indicated in section 1 above, in line with the College's ongoing review of its internal management, decision-making and governance structures, work is underway to formalise the consideration of a comprehensive suite of annual faculty and departmental reviews by APC and MB. The departmental reviews are function specific, while faculty reviews are aligned with annual programme reporting. This formalisation will support a more structured and consistent approach to data informed oversight and College governance. The publication of the formal departmental review policy in the QAE Manual, and its associated schedule will be implemented in 2026/2027: Semester 1.

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		4.5 Develop an aligned plan to resource and implement Faculty and Departmental reviews.	In progress, and subject to ongoing review and enhancement	The plan to resource and implement more formal faculty and departmental reviews is aligned with the policy framework, which will be implemented in 2026/2027: Semester 1. This will support a structured, sustainable and appropriately resourced roll-out of reviews across the institution.
		4.6 Formalise the schedule of faculty and departmental reviews for consideration by the College's APC and Management Board (MB).	In progress, and subject to ongoing review and enhancement	Work is progressing to formalise the schedule of faculty and departmental reviews. The schedule will be planed, resourced and implemented in 2026/2027: Semester 1. This will be advanced alongside completion of the relevant policy (as indicated in section 4.4 above), ensuring a clear and manageable cycle of review.

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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 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, and - 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.	5.1 Review the role specifications for lecturers and programme directors to ensure their consistency for both full-time and part-time staff.	Complete	The role specifications have been aligned for full and part time staff, with sufficient flexibility to recognise the variances of these roles across faculties/campuses. These standard role specifications are now in use for recruitment processes.
		5.2 Review the role specification for dissertation supervisors to ensure consistency for both full-time and part-time staff.	Complete	The role specifications have been aligned for full and part time dissertation supervisors, and are supported by the dissertation coordinator with the related academic areas involved.
		5.3 Review the academic and administrative staffing levels allocated to a programme and suites of programmes to ensure appropriate balance.	Complete	Academic and administrative staffing levels allocated to a programme, and suites of programmes, are continually monitored and reviewed to ensure appropriate balance. Requests for adjustments to staffing levels are considered through the College's Management Board (which meets weekly).
		5.4 Continue to advance the suite of onboarding and training resources developed for academic and administrative roles.	Complete	Onboarding for academic and administrative staff is well developed. The HR department provides onboarding supports for staff. The College's Teaching and Learning team have reviewed and enhanced the onboarding and training resources and supports for academic and support staff, in line with the College's teaching and learning objectives. Inside Griffith, the College's staff intranet provides access to a large range of developed and/or sourced onboarding and training resources.

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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.	6.1 Extend the roll out of BambooHR to cover all staff roles, both full-time and part-time in all departments and campuses.	In progress, and subject to ongoing review and enhancement	Owing to its nature and scale, the roll-out of BambooHR (or an alternative system) to cover all staff roles requires substantial consultation (with Heads of Faculty, Heads of Campus, Programme Directors, Faculty Administrators and relevant central services). A cross-functional working group was established in January 2026 to progress this action, and ensure that future processes support operational requirements and align appropriately with core systems, including THEMIS and payroll. The full centralisation of data is expected to be implemented on a phased basis, with faculty-based pilots in Semester 2 2026/27, and project completion in academic year 2027/28.
		6.2 Agree consistent classifications for all staff roles, to support separate reporting for resourcing and planning purposes.	In progress, and subject to ongoing review and enhancement	In line with the clarification of role specifications (under section 5 above), work is in progress to agree consistent staff and data classifications across the College. An analysis of existing classifications of staff roles was completed in November 2025, and identified that departments apply a range of role classifications. It is intended that the project, as outlined under 6.1 above, will establish standard definitions for staff roles, which will ultimately support reporting for resourcing and planning purposes.
		6.3 Provide reports on staff resource allocations in a variety of specification levels (e.g. role, faculty, campus, college-wide).	In progress, and subject to ongoing review and enhancement	HR currently provides reports on request. The centralisation and standardisation project identified under actions 6.1 and 6.2, above, will support the development of more reliable and routine reporting on staff resource allocation in a variety of specification levels (e.g. role, programme, faculty, campus and college-wide levels). This reporting support will strengthen resource planning, quality assurance activity, management oversight and the College's ability to respond to external review and reporting requirements.
		6.4 Oversee the specification and development of BambooHR's reporting functionality to meet the College's QAE and management needs.	In progress, and subject to ongoing review and enhancement	As outlined above, the ongoing centralisation and standardisation project will define the reporting and workflow requirements of HR, Payroll, QAE, and department heads. Reporting will include part-time lecturer oversight, equality data, staff development, and contract status, and serve to inform a long-term HR systems' strategy.

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		6.5 Develop a College-wide Staff Handbook to complement existing handbooks for lecturers and learners.	Complete	The College's HR Department has developed a Staff Handbook outlining the College policies complement existing handbooks for lecturers and learners. This is further supported by a suite of HR policies, a collection of Frequently Asked Questions (provided on Inside Griffith), and a series of staff briefings throughout the academic year.
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.	7.1 Review and develop the College's industry liaison activities, and related staffing and supports.	Complete	The College has reviewed its industry liaison activities, and related staffing and supports. Additional staff have been recruited to the Careers Office, and each campus has a dedicated industry liaison officer. Additionally, the learner support and experience strategy contain detailed plans to further develop and expand the supports for industry liaison.
		7.2 Validate standalone, optional work placement module(s) across a wider range of programmes.	In progress, and subject to ongoing review and enhancement	Work placement is a consideration for each instance of programme design and/or programme revalidation. A core objective of both the new teaching and learning centre, and expanded careers office is to support greater availability of traditional work placements, and work simulation assessments, engagement with real client companies etc.to widen participation in work related learning to all learners. In direct response to this action, the College included an optional (15 ECTS) Work Placement module in its newly-validated MSc in Sustainable Engineering Management (in summer 2025). The College is monitoring this placement (as a pilot) to identify the potential success of such a standalone accredited work placement module (in relation to learner interest, uptake, progression, visa status, etc)
		7.3 Validate an accredited work placement stage (optional and mandatory) within a wider range of programmes.	In progress, and subject to ongoing review and enhancement	As above, the College is monitoring the above placement (as a pilot) to identify the potential success of a standalone accredited work placement stage (in relation to learner interest, uptake, progression, visa status, etc)

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8	Griffith College should examine the possibility of 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.	8.1 Review and expand the College's current data analysis and reporting in THEMIS and PowerBI dashboards to provide greater analysis and flexibility of reporting for specific learner categories.	Complete	The College's data analysis and reporting in THEMIS and Power BI dashboards have been expanded and enhanced. The College's development and roll-out of THEMIS remains on schedule following a major release in 2026. The College's data analysis and management capabilities and resources are being continually strengthened to support evidence-based decision making through the training and development of THEMIS power-users.
		8.2 Formalise the centralised reporting of progression data of APEL/APL candidates, complementing existing consideration in APRs.	In progress, and subject to ongoing review and enhancement	APEL/APL candidate status is captured at their admissions to the College. As outlined in section 16.1 below, the "Admissions Module" of the College's student management information system, THEMIS, is currently being developed. Members of QAE and Admissions staff, and the College's RPL Committee are informing this development to ensure that key progression data for APEL/APL candidates can be centrally reported. The Admissions module will be implemented for the February 2027 intake, with full reporting available for the academic year 2027/28.
		8.3 Formalise the centralised reporting of progression data for learners with regard to their English language proficiency levels, complementing existing consideration in APRs.	In progress, and subject to ongoing review and enhancement	Griffith Institute of Language (GIL) currently reports on the status of English language support learners at faculty-level, each year, in advance of the end of semester Examination Boards taking place. This supports the faculties in reflecting on their learner progression, and enables GIL to review overall cross-College performance. The development of the "Admissions Module" in THEMIS, as described in 8.2 above/16.1 below, will provide for centralised reporting, with deeper analysis opportunities in the consideration of progression for learners both in the context of their English language proficiency levels at entry to their programme, and their progression as a result of further English language support received during their programme.

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		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.	Complete	As per 8.1 above, the College's data analysis and reporting capabilities in THEMIS and Power BI dashboards have been expanded and enhanced. The College's development and roll-out of THEMIS remains on schedule following a major release in 2026. The College's data analysis and management capabilities and resources are being continually strengthened to support evidence-based decision making through the training and development of THEMIS power-users.
		8.5 Appoint a dedicated manager to lead and direct the further development of the College's data analysis and reporting dashboard.	Complete	The original proposal to appoint a single dedicated manager to lead the further development of the College's data analysis and reporting dashboard has been reconsidered in light of the breadth and diversity of institutional data requirements. The College currently has key individuals in its IT Services Department who manage the data analysis and reporting dashboard. These support "Power Users" within the College's various departments, providing more effective discipline-specific engagement with data across the College, e.g. in Academic Administration, Global Engagement Office, Student Fees, etc. Further training is scheduled to broaden the power user group.

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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 work, which is particularly critical at master level.	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.	Complete	AI in learner assessment policies as adopted in February 2025, were reviewed in advance of 2025/26, to ensure their continued suitability, and continue to be regularly reviewed in line with College QAE Manual review policies. Similarly the Staff Use of AI policy has been developed for implementation in September 2026.
		9.2 Develop specific policy for lecturers on the use of AI.	Complete	Policy approved by APC in Sept 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).	Complete	The College's Academic Integrity Policy and Academic Misconduct policy, and associated framework documents, were refined and updated for 2025/26, informed by the National Academic and Integrity Network (NAIN). These documents continue to be kept under review, with the most recent version being implemented from September 2026.

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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.	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].	Complete	The QAE section of the College's website has been developed to include a Self-Evaluation, Monitoring and Review area, providing access to key quality assurance and enhancement information, including reports, review documentation and related institutional materials.
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.	11.1 Create a specific section on the QAE page to publish reports including previous 3 years [as identified under Recommendation #10, above].	Complete	A dedicated area within the QAE webpage has been established to publish relevant reports, including reports from previous years.
		11.2 Promote QAE on GC intranet (Inside Griffith) - publish a specific section, sharing updates on QAE activities and happenings.	Complete	A dedicated section of the College's intranet, Inside Griffith (internal access only) provides details on the QAE department and activities.

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		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.	Complete	Specific training in QAE processes for new staff and refresher training for existing staff is provided, for example, through annually scheduled training activities on the following topics: - general QAE information (during lecturer onboarding at the start of each semester) - academic misconduct process - appeals panel - annual programme review (APR) activities As well as more targeted team training provided to support specific programme development (review, revalidation and validation) activities.
		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).	Complete	QAED are engaging with IT Services to ensure QAE services and information policies and procedures are promoted on the College digital noticeboards for learners. Additionally, for College staff, monthly updates to resources and activity on Inside Griffith ensure currency.
		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.	Complete	The newly appointed Head of Learner Supports and Experience has a role in mentoring the SU executive. The Learner Supports and Experience Department, working with HR, has developed specific onboarding and training supports for SU. These activities will include strengthening the SU officer positions, investing time and resources in the class rep process, and engaging with NStEP for advocacy and training support.

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		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).	Complete	The College's newly appointed Head of Learner Support and Experience, appointed in April 2026, has responsibility for mentoring and supporting the Students' Union in its learner engagement. In addition, that College has appointed a Student Adviser, whose responsibilities include supporting induction, orientation, peer mentoring, and activities that promote student belonging and inclusion. The 2026/27 SU representatives have received a comprehensive onboarding pack, prepared by the College's HR in consultation with the outgoing SU council, to support their engagement with the student body. It is intended that these engagement resources (supported by the Class Representative Handbook) will extend and further support more and diverse (non-SU) student participation in college decision-making. The College's engagement with NStEP (for advice and training) will further encourage learner representation on College-wide committees.

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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.	12.1 Review the College's QAE Manual - Section J: Other Parties Involved in Education and Training, and particularly section 10.2 (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.	Complete	The Colleges has undertaken a number of reviews and developments to strengthen the quality assurance of its collaboration processes, and revised the QAE Manual accordingly. Actions undertaken include: - enhanced processes for the consideration and approval of collaborative arrangements and institutional articulations through the global engagement office and the College's governance committees. - revised transnational education (TNE) policies to support an extension of scope for TNE provision. - Continued engagement with the DIVERSE EU University Alliance (as outlined under section 13.2, below).
		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.).	Complete	The Global Engagement Office has reviewed and refined its recording and data management processes in respect of collaborative arrangements and institutional articulations to ensure and advance their ongoing effectiveness. The Director of the GEO presented on the findings of this review at APC in June 2026, with a commitment to future annual reporting.
13	It is necessary for Griffith College to define and align research ambitions with the institution's long-term strategy to	13.1 Define and align research ambitions in the College's strategic plan (as per recommendation #1).	Complete	The College's research ambitions have been clarified and refined in the Strategic Plan (as per 1.1 above)

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	ensure that the necessary infrastructure (financial governance and staffing), as well as QA&E policies and procedures, can be established within the institution to realise these ambitions in a coherent manner.	13.2 Continue to participate in joint innovation development projects with EU partners on DIVERSE and other related EU funded initiatives.	Complete	The College continues to be an active member of the DIVERSE EU University Alliance and is represented on the Executive Board and all of the following Working Groups - Research and Innovation, Learning and Teaching, Communications. Recent projects undertaken have included micro credential development and a new joint master's validation under the European Approach, with support of ERASMUS MUNDUS funding.
		13.3 Continue to support HECA's Research Committee, including engagement with the HECA research conference and student awards.	Complete	The College continues to support HECA's research committee, including extensive participation of staff and learners in the HECA Research Conference 2025, and will host the 2026 event on Tuesday, 08 December 2026.
		13.4 Formalise the cross-College Ethics Committee.	In progress, and subject to ongoing review and enhancement	Ethics Committees are in operation across all of the College's faculties. These groups and staff members collaborate and share views across the College (and collaborative partners). While considerable work has progressed at faculty level, a cross-college committee has yet to be established. Consultation in this regard continues, with challenges identified as arising from specifications and requirements of different disciplines and professional bodies.
		13.5 Engage with QQI to evaluate the opportunity for the College to propose validation of (level 9) research degrees.	In progress, and subject to ongoing review and enhancement	The College will continue engage with QQI to seek the opportunity for the College to propose validation of Level 9 research degrees. This is being progressed through processes such as the College's Annual Quality Report and Quality Dialogue discussions.

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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 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	14.1 Further define and align the College's internationalisation ambitions, including Erasmus+ in the Griffith College Strategic Plan (in line with recommendation #1).	Substantially complete, ongoing, , and subject to ongoing review and enhancement	The College's internationalisation ambitions have been clarified and refined in the Strategic Plan (as identified under 1.1 above)
		14.2 Complete the College's TrustEd accreditation process.	Complete	Griffith College is authorised by Quality and Qualifications Ireland (QQI) to use the TrustEd Ireland mark (Higher Education Pathway). Additionally, the College is currently engaging with QQI in relation to the its English Language pathway process.
		14.3 Submit the College's application for the Athena Swan Bronze Award.	Complete	The College's application for the Athena Swan Bronze Award was submitted in January 2026. Feedback was received in July 2026. The panel recognised Griffith College's commitment to EDI and the progress made, and identified several areas requiring further development. The revised application will be resubmitted by November 2026.
		14.4 Implement recommendations arising from the College's external review of learner services (in line with recommendation #1, action 1.5 above).	Complete	A comprehensive review of the College's learner services was completed in 2025. Following the review, a new post - the Head of Student Support and Experience – was created, with the incumbent taking up their role in April 2026. Related functional units have been consolidated under this Department, and a Learner Support and Experience Strategy is at a well-advanced stage (see 1.1 above).

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	sound data-informed action-planning, targets, ceilings, KPIs 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.	14.5 Design and deliver new CPD units to staff on "Teaching Diverse Groups" and "Classroom Management" (in line with recommendation 15.1 below).	Complete	CPD opportunities related to their specific teaching environment are provided for all College lecturing staff, and these are targeted to support was the topics identified during the consultation process for the recently published teaching and learning strategy. (as per responses under 15.1 and 15.3, below)
		14.6 Further develop the College's Outward Mobility and new programme development with the Diverse Alliance Partners.	Complete	The College continues to develop outward mobility and new programme development with the DIVERSE EU University Alliance. Recent projects undertaken have included micro credential development and a new joint master's validation under the European Approach, with support of ERASMUS MUNDUS funding.

	Recommendation	Planned Actions	Status	Commentary (September 2026)
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.	15.1 Continue to deliver and update the College's CPD schedule of lecturer training and its related suite of level 9 programmes.	Complete	The College's staff intranet, Inside Griffith, includes a dedicated "Lecturer Training & Support Pathway" section. The contents of this section are reviewed and updated with resources on all aspects of the lecturing role in Griffith College. Synchronous and asynchronous CPD opportunities are provided, and all College lecturing staff can avail of full funding for the Certificate in Teaching, Learning and Development (Level 9). This programme and its related Postgraduate Diploma and MA in Education, Learning and Development was successfully revalidated for another 5 years, in July 2025. The recently published teaching and learning strategy (July 2026) articulates the further development of this suite of CPD training and supports, as identified during the consultation process for the strategy (based on 70 lecturer survey responses).
		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.).	Complete	The College continues to adapt its range of synchronous and asynchronous training topics to reflect emerging demands and developments (in line with the training support identified during the consultation process for the recently published teaching and learning strategy).
		15.3 Continue to provide training support for lecturers related to their specific teaching environment (e.g. large classes, intercultural, work-based, etc.).	Complete	Synchronous and asynchronous CPD opportunities related to their specific teaching environment are provided for all College lecturing staff, and these are targeted to support was the topics identified during the consultation process for the recently published teaching and learning strategy.

	Recommendation	Planned Actions	Status	Commentary (September 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).	Complete	The further definition of the College's Graduate Attributes are a core element of the College's recently published Teaching and Learning Strategy. These continue to directly inform the College's programme and module teaching and assessment strategies.
16	The institution should work to establish clear data on the level of use of the services, the staffing levels, and the student population 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.	16.1 Complete the migration of the College's student management information system to THEMIS along with required reporting capabilities.	In progress, and subject to ongoing review and enhancement	The migration of the student management information system, THEMIS, remains on schedule. The Steering Committee (SteerCo) is currently working with users across the College on the "Admissions Module" - the final module to be included in THEMIS. The Admissions module is being designed, built and tested, and will be implemented for the February 2027 intake. This means migration will be completed in March 2027, with the previous SMIS available only for queries relating to legacy users.
		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).	Complete	As indicated under section 1 and 4 above, in line with the College's ongoing review of its internal management, decision-making and governance structures, work is seeking to formalise the consideration of a comprehensive suite of annual departmental reviews, including service departments, by APC and MB. The templates for service department reviews are departmental specific, with guided headings to provide consistent quantitative and evaluative data on activity and service levels to inform resource planning. Supporting Services and Facilities surveys are standardised, and reviewed per semester, to ensure that they similarly provide consistent quantitative and evaluative data on activity and service levels to inform resource planning.

	Recommendation	Planned Actions	Status	Commentary (September 2026)
		16.3 Include the English Language Policy in the formal schedule of review and update, as necessary, of College policies [Policy Tracker Spreadsheet].	Complete	The College's English Language Policy has been integrated to the QAE Manual, which ensures it is formally reviewed and updated, as necessary.
		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].	In Progress, and subject to ongoing review and enhancement	As discussed under Recommendation 8, above.

	Recommendation	Planned Actions	Status	Commentary (September 2026)
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.	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.	Complete	The College has reviewed and refined the standardised survey forms used each semester to capture learner feedback on the learning experience and on College facilities and services. The facilities and services survey is fully centralised within QAE, with findings shared across the College each year to ensure their continued central role in programme and institutional decision making. Learner and lecturer feedback (survey) forms are managed at faculty level, with standardised questions used. The findings are considered in the Annual Programme Reports (APRs), provided to QAE, and reported to and reviewed by APC, in the annual APR report, . The surveys remain subject to annual review and enhancement to ensure their continued appropriateness to support programme and institutional decision making.
		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).	Complete	As outlined in 17.1, Learner surveys are managed at faculty level, with a standard bank of questions provided. This allows for flexibility in the design of surveys to support their relevance to different cohorts and modes of delivery, and ensure their continued central role in programme and institutional decision making.
		17.3 Capture the survey findings in digital format for dashboard presentation allowing for timely programme and institutional analysis and review.	In progress, and subject to ongoing review and enhancement	Surveys within Griffith College are, in the main, implemented and their results captured in digital format. The capacity to more broadly roll-out the analysis and review of findings centrally, within the THEMIS dashboard is under consideration as part of the College's wider data centralisation agenda. This project is being supported by ongoing data improvement work, supporting and contributing to the development of a more coordinated and effective approach.

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		17.4 Appoint a QAED coordinator of College-wide learner surveys to avoid survey fatigue and achieve high survey completion rates.	Complete	A QAE Project Manager has been given the responsibility for coordinating College-wide learner surveys, helping to manage their scheduling within the College, to reduce the risk of survey fatigue and support stronger response rates. This role has brought greater oversight and consistency to survey administration (which will enhance overall data management and reporting processes).
		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.	Complete	This work to advance the review and analysis of formal feedback from lecturers each semester 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, is being progressed in line with the implementation of the Teaching and Learning Strategy, the close-out of actions from the annual programme reviews, and the wider data centralisation project.

	Recommendation	Planned Actions	Status	Commentary (September 2026)
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.	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.	Complete	Relevant webpages have been reviewed and updated to better highlight and communicate the strategic importance of the College's partnerships with industry, community and voluntary organisations. In addition, the Web Governance Committee, working with the Digital Marketing Team, is developing a web page and content ownership register, to clarify roles and responsibilities across the content development, review and maintenance process.