

Griffith College

2022

Annual Quality Report (Griffith College)
Reporting Period 2020-2021

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PART A: INTERNAL QA SYSTEM
Reporting Period 2020-2021

PREFACE

The **Annual Quality Report (AQR)** (formerly AIQR) forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with Higher Education Institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI's Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports.

CONTENTS

| | |
|---|-----------|
| PREFACE | 3 |
| Guidelines on Completing the Report | 6 |
| Links to Reference Documents Cited in this Template | 7 |
| PART A: INTERNAL QA SYSTEM | 8 |
| Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG) | 8 |
| Introduction and Overview of Institution | 9 |
| 1.0 Internal QA Framework | 12 |
| 1.1 Governance and Management of Quality | 12 |
| 1.2 Linked Providers, Collaborative and Transnational Provision | 16 |
| 2.0 Programme Development and Delivery | 17 |
| 2.1 Programme Development and Approval | 17 |
| 2.2 Admission, Progression, Recognition & Certification | 18 |
| 2.3 Procedures for Making Awards | 20 |
| 2.4 Teaching, Learning and Assessment | 20 |
| 3.0 Learner Resources and Support | 23 |
| 4.0 QA of Research Activities and Programmes | 27 |
| 5.0 Staff Recruitment, Development and Support | 28 |
| 6.0 Information and Data Management | 31 |
| 7.0 Public Information and Communication | 33 |
| 8.0 Monitoring and Periodic Review | 35 |
| 9.0 Details of Arrangements with Third Parties | 38 |
| 9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies | 38 |
| 9.2 Collaborative Provision | 38 |
| 9.3 Articulation Agreements | 39 |
| PART B: INTERNAL QA SYSTEM | 42 |
| Guidelines on Completing Part B | 42 |
| 1.0 Quality Implementation and Developments | 43 |
| 1.1 Strategic QA Updates | 43 |
| 1.2 Update on Planned QA Objectives identified in Previous AQR | 50 |
| 1.3 Governance and Management | 52 |
| 1.4 Internal Monitoring and Review | 54 |

| | |
|---|-----------|
| 2.0 IQA System - Enhancement and Impacts | 61 |
| 2.1 Initiatives within the Institution related to Academic Integrity | 77 |
| 3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period | 78 |
| 3.1 QA and QE supporting the Achievement of Strategic Objectives | 78 |
| 3.2 Reviews planned for Upcoming Reporting Periods | 80 |
| 3.2.1 Reviews planned for Next Reporting Period | 80 |
| 3.2.2 Reviews planned beyond Next Reporting Period | 81 |
| 4.0 Additional Themes and Case Studies | 83 |

Guidelines on Completing the Report

The AQR is aligned with QQI's Core, Sector and Topic-specific Statutory Quality Assurance Guidelines and with the ESG (2015). A mapping of the ESG to QQI Core QA Guidelines is included in Table 1 below; the structure of Part A of this report template aligns with the first column of the table. Additional guidance on completing this template and reference material is included in each section. Institutions should adhere to this guidance and have regard to QQI Core, Sector and Topic-specific Statutory Quality Assurance Guidelines. **The guide text within each section should be deleted before submission of the report.**

Submission Process and Timeline

The deadline for submission of the AQR each year is in February of the relevant year, with the call for submission sent to institutions in November of the preceding year. Once the call for submission has been made, QQI will provide access to QQI's provider portal, QHub, to the designated institution contact(s) to facilitate submission of the report. Through QHub, each institution will have access to an editable version of its AQR for the previous reporting period. This document can then be amended/updated to reflect any changes or developments that occurred during the current reporting period before submitting the final report to QQI.

Completing the AQR

- When completing the AQR template, all relevant colleagues in the institution should be consulted.
- Consider whether external audiences will be able to understand the terminology used (particularly local abbreviations and acronyms); it may be helpful to include a glossary.
- Aim to avoid duplication in the report - where information is relevant to more than one section, the first mention may be referenced in subsequent sections.
- Provide reflections on what worked well, but also what may have been tried but did not work.

Report Structure

Part A: Internal QA System

Part A of the AQR comprises a record of each institution's current QA policies and procedures and should provide links to those policies and procedures. Private HEIs may provide links to the policies and procedures approved by QQI during initial access to validation (IAV) or reengagement. It is the responsibility of each HEI to ensure before submission of the AQR that all links are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available. Given that the AQR is submitted in respect of a discrete reporting period, it may be helpful for institutions to establish a SharePoint/OneDrive folder (or similar) for each reporting period that contains the current versions of their policies and procedures, and that hyperlinks to these versions of the documents be provided in the AQR

Part A is to be completed only if there have been **material** changes to QA policies and procedures during the reporting period. Such changes may include the approval and implementation of new policies or procedures, or significant amendments to existing ones.

Part B: Quality Assurance (QA) and Quality Enhancement (QE)

Part B of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**. Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR were progressed during the reporting period - these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Case Studies

In each reporting period, QQI may request updates on specific thematic areas or may invite the institution to submit case studies in response to specific topics. Further, institutions may include case studies to share good practice on topics of their choosing, demonstrating QA and QE in action. In formulating case studies, institutions are encouraged to reflect on and highlight areas that may be of interest to other institutions and would benefit from wider dissemination. Further guidance is provided in Part B.

Links to Reference Documents Cited in this Template¹

Legislation

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

QQI Documents

Statutory QA Guidelines (QAG)

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

Other QQI Policy Documents

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

Other National/International References

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

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

PART A: INTERNAL QA SYSTEM

Table 1

| Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG) | | | | |
|--|---|--|------------------|---|
| AQR Part A Section | QQI QAG Core Sub-section No. | QAG Core Sub-section Title | ESG Standard No. | ESG Standard Title |
| 1.0 - Internal QA Framework | 2.1 | Governance and Management of Quality | 1.1 | Policy for Quality Assurance |
| | 2.2 | Documented Approach to Quality Assurance | | |
| 2.0 - Programme Development and Delivery | 2.3 | Programmes of Education and Training | 1.2 | Design and Approval of Programmes |
| 4.0 - QA of Research Activities and Programmes | | | 1.9 | On-going Monitoring and Periodic Review of Programmes |
| 8.0 - Monitoring and Periodic Review | | | | |
| 5.0 - Staff Recruitment, Development and Support | 2.4 | Staff Recruitment, Management and Development | 1.5 | Teaching Staff |
| 2.3 - Teaching, Learning and Assessment | 2.5 | Teaching and Learning | 1.3 | Student-centred Teaching, Learning and Assessment |
| | 2.6 | Assessment of Learners | | |
| 3.0 - Learner Resources and Supports | 2.7 | Supports for learners | 1.6 | Learning Resources and Student Support |
| 6.0 - Information and Data Management | 2.8 | Information and Data Management | 1.7 | Information Management |
| 7.0 - Public Information and Communication | 2.9 | Public Information and Communication | 1.8 | Public Information |
| 2.0 - Programme Delivery and Development | 2.10 | Other Parties Involved in Education and Training | 1.9 | On-going Monitoring and Periodic Review of Programmes |
| 8.0 - Monitoring and Periodic Review | | | 1.2 | Design and Approval of Programmes |
| 9.0 - Details of Arrangements with Third Parties | | | | |
| 2.0 - Programme Development and Delivery | 2.11 | Self-evaluation, Monitoring and Review | 1.9 | On-going Monitoring and Periodic Review of Programmes |
| 8.0 - Monitoring and Periodic Review | | | 1.10 | Cyclical External Quality Assurance |
| 4.0 - QA of Research Activities and Programmes | QAG for Providers of Research Degree Programmes | | | |

Introduction and Overview of Institution

This is the AQR for Griffith College for the reporting period **1 September 2020 - 31 August 2021**.

It is to be submitted by **Friday, 25 February 2022**.

The AQR has been approved by the Academic and Professional Council (APC) and is submitted by **Mary Doyle**

QAE Policies, Procedures and Guidelines are listed at <https://www.griffith.ie/about/quality-assurance-enhancement>.

About the Institution

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

The college offers a wide range of undergraduate and postgraduate programmes accredited by QQI leading to awards at levels 6 to 9 on Ireland's National Framework of Qualifications (NFQ). It also offers programmes leading to academic awards from Heriot-Watt University. A number of the college's QQI accredited programmes are delivered on a collaborative or partnership basis. Collaborative programmes are delivered with Pulse College, Innopharma Labs and Globe Business College, Munich. Other programmes involve particular support and association from industry bodies, for example, the Irish Sports Council and the Irish Small and Medium Enterprises Association (ISME).

The college's professional programmes prepare learners for the examinations of professional bodies, for example the Association of Chartered Certified Accountants (ACCA), the Institute of Certified Public Accountants in Ireland (CPA Ireland) and the Law Society of Ireland. The college also provides a range of training programmes leading to certification from professional bodies such as Cisco, Microsoft, London City and Guilds Institute and the Business and Technology Council (BTEC). The college's Leinster School of Music and Drama provides tuition and examinations for learners of all ages learning musical instruments, singing and drama.

The range of programmes offered by the college covers a broad range of disciplines. These include accountancy, animation, audio and music technology, business, computing science, education and training, English language, fashion and interior design, photography, film and TV production, hospitality management, industrial engineering, journalism and media communications, law and pharmaceutical science. The has been developed further in 2020/2021 with the extension of scope of provision to include apprenticeship programmes.

The college attracts a richly diverse learner population involving traditional full-time learners undertaking programmes of one or more years' duration at undergraduate or postgraduate level, mature learners attending on a part-time evening basis, learners undertaking programmes involving work experience, Springboard learners returning to the workforce or taking programmes in conjunction with their workplace commitments, and online learners.

The college's learner population includes Irish and international learners, both EU and non-EU. International learners include learners taking the entirety of undergraduate and postgraduate programmes and visiting students undertaking Erasmus, study abroad and exchange programmes. The college has extensive access, transfer and progression arrangements enabling learners from local Further Education (FE) colleges access the college's programmes. The college has agreed quality assurance procedures with QQI in respect of the recognition of prior learning, both credited and experiential, enabling learners to access the college's programmes. Where appropriate, learners accessing the college's programmes may enter with advanced standing. Graduates of the college's programmes can progress to other national and international awards.

The college's programmes are delivered from a number of campuses, training centres and online. The college's main campus is located on South Circular Road on the seven-acre historic site formerly known as Griffith Barracks. This site also provides on-campus accommodation for 640 learners. The college's five-acre campus in Cork is on Wellington Road and was formerly known as Marymount Hospice. The college's city-based campuses are located on O'Connell Avenue in Limerick and on Dublin's Wolfe Tone Street. Except for Wolfe Tone Street where a long-term lease arrangement is in place, centres are owned by the college.

The college has an annual learner population of approximately 7,000.

The college is a founding member of HECA, the Higher Education and Colleges Association. It has a long tradition of engagement with accreditation agencies, contributing to the development of higher education in Ireland. It established the International Conference on Engaging Pedagogy (ICEP) to support the development of teaching and learning practices in higher education. Its senior staff have served as members of HETAC's council and programme awards committees. The college is committed to the provision of quality education for national and international learners alike - leading the development of the Irish Higher Education and Quality Network's (IHEQN's) procedures for international learners.

The college's quality assurance systems are detailed in its Quality Assurance and Enhancement (QAE) handbook - which contains the college's policies, procedures and guidelines. These arrangements are governed by the college's Academic and Professional Council (APC) and subject to ongoing review and development. Changes arising from QQI and other accreditation bodies are adopted and integrated in line with agreed implementation schedules.

Preparing the Annual Quality Report

The Annual Quality Report was prepared by the Quality Assurance and Enhancement Department, with monitoring and input from the Academic and Professional Council (APC) and Quality Assurance and Enhancement Sub-Committee (QAES).

The document was drafted by members of the QAE team, with regular review, correction, and further input from relevant department heads and college management. An update was delivered every week at the QAES meeting, with drafts regularly tabled for feedback and discussion points tabled in order to produce objectives and updates. Data on collaborative partners, articulation agreements and PRSBs was prepared by the Programme Directors Committee.

AQR was a standing agenda item for APC in November, January and February (2020/2021). The first meeting heard updates as to the project plan, and the final two meetings reviewed and approved draft documents.

1.0 Internal QA Framework

1.1 Governance and Management of Quality

The college's approach to governance and management of quality is outlined in:

- QAE A0 - Scope of Quality Assurance and Enhancement
- QAE A1 - Quality Assurance and Enhancement Policy
- QAE A2 - Academic and Professional Council
- QAE A2a - Membership of APC
- QAE A3 - Academic and Professional Council Terms of Reference
- QAE A4 - Quality Assurance and Enhancement in Other Centres

Below is a summary of these processes and the framework they create:

Scope of Quality Assurance and Enhancement

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

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

- All programmes provided by the college which lead to further or higher education academic awards governed by Irish or overseas awarding bodies.
- All programmes provided by the college which prepare learners for the examinations of executive, vocational, technical and professional bodies, whether nationally or internationally based.
- All forms of programme delivery and study mode, including full-time, part-time and distance provision.

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

The college's activities are influenced and governed by a variety of other external agencies and contexts, both nationally and internationally. The college works to ensure that its QAE documentation continues to reflect and

comply with all prevailing national and international legislation as it evolves. The college is committed to advancing and embracing national and international educational developments.

Quality Assurance and Enhancement Measures

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

The college has developed a set of principles which form the basis for the design, agreement, and implementation of its QAE policies. These principles are outlined in *QAE A1 - Quality Assurance and Enhancement Policy*.

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

Academic and Professional Council (APC)

The college has a number of boards and committees responsible for the various aspects of its management. They collectively form a framework which ensures the implementation, monitoring, review and evaluation of all QAE measures.

The Academic and Professional Council (APC) and its sub-committees are responsible for all aspects of the design, delivery, development and implementation of professional and academic programmes of study in the college.

The membership of the APC includes representation from academic faculties, professional schools, academic administration, support and service departments, Griffith College Students' Union, lecturing staff, and management.

Responsibilities of the APC are defined as:

- To ensure that the college academic policies relating to teaching and learning are consonant with the college mission and strategic plan
- To ensure the implementation of the academic regulations of the college
- To monitor the design, development and implementation of programmes of study in accordance with the functions of the college
- To ensure that the curriculum offered through the college is current, relevant, at an appropriate standard, and professional
- To make recommendations to the board of management for the selection, admission, retention and exclusion of learners

- To ensure that the quality and standard of provision is routinely monitored through annual monitoring, validation, stakeholder feedback, and review procedures
- To ensure that the regulatory framework governing the assessment and examination of learners is operated fairly
- To monitor and review college academic management and feedback.

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

In addition to the APC, the college has several management organs which include college, learner and external representation as appropriate and hold specific responsibilities related to the implementation, monitoring and review of Quality Assurance and Enhancement processes. Specific roles and responsibilities are associated with each of these management organs which are indicated within the college's Quality Assurance and Enhancement documentation. The roles and responsibilities of these forums are revised as appropriate and in accordance with QAE and organisational developments.

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

This section provides information on the overarching quality assurance system, its governance and management in the institution.

Representation of learners and external stakeholders

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

- Academic and Professional Council (2)
- QAE Sub-Committee (QAES)
- Programme Committees
- Learner Wellbeing Group

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

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

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

External stakeholders are formally represented through a seat on the APC. Industry, graduate and employer input is collected as part of the annual programme review procedure and forms an important part of the programme review report which is submitted alongside the revised programme document during programme re-validation. Industry and employability considerations form part of the programme proposal process from an early stage.

1.2 Linked Providers, Collaborative and Transnational Provision

Collaborative provision of programmes is guided by *QAE L1 - Collaborative Programmes, Transnational Programmes, and Joint Awards*. The policy sets out the procedures, practices and guidelines by which the college identifies, secures, manages and monitors collaborative provision, transnational provision, and joint awards. This policy was reviewed in 2019, prior to re-engagement, to ensure consistency with QQL's *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards (2012)*. This policy provides the basis for existing collaborative agreements with Innopharma Labs, Pulse College Windmill Lane Studios, and Globe Business College Munich.

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

The college's collaborative and transnational arrangements are the subject of regular review by the Management Board and the PPRC.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

The programme development process is guided by *QAE B1 - Programme Proposal Procedure*. The procedure applies to all new programme proposals, whether academic or professional, of any duration, and whether formally accredited or non-accredited.

The purpose of the process is to determine the viability, appropriateness and quality of proposed programmes within a reasonable timeframe.

Programme proposals are first brought to the Programme Proposal and Review Committee (PPRC), which meets monthly. Additional meetings may be held if the need arises. The PPRC features representatives of the QAE team in addition to finance and marketing (both international and domestic) representatives, nominees of the APC, the head of Short Courses, and an industry advisor. The initial proposal is outlined in *QAE BA1 - Programme Proposal Form* and gives information about the target market for the programme, the proposed model(s) of delivery, outline costings, and academic details. A bespoke programme proposal form has also been developed by QAED for short, non-accredited programmes. The Programme Director or Head of Faculty who has submitted the proposal form attends the meeting to respond to any queries.

Normally a programme proposal will be discussed on multiple occasions before a decision of PPRC is referred to APC or the Management Board. Initial approval gives rise to further development of the proposal, with an emphasis on the academic content, financial arrangements and the viability of the programme market.

The PPRC may recommend approval of the proposal, request further information, or recommend that the proposal not be approved. For a formally accredited programme the recommendation of the PPRC is forwarded to the Management Board. For a short non-accredited course, the recommendation of the PPRC is forwarded to the APC.

The Management Board is chaired by the college President and charged with evaluating the programme proposal in terms of resource implications, budgetary allocation and strategic fit with college strategy. The Management Board, or the PPRC in the case of short courses, communicates its recommendation to the APC. The APC considers the academic merit of the programme and can make a final decision as to whether to operate the programme (in the case of a non-accredited programme) or to submit for validation (for a validated programme).

The process of submitting a programme for validation by QQI is governed by QAE B3a and QAE B3b. These procedures have recently been approved by QQI as part of an application for devolution of responsibility for validation sub-processes. Approval from QQI has afforded the college some additional responsibilities for arranging and managing independent evaluation panels within the college's existing scope of provision. A separate procedure outlines the procedure for the validation of programmes where devolution of responsibility does not apply.

2.2 Admission, Progression, Recognition & Certification

Information about the programme

The college provides summary information to learners about its programmes as part of its marketing activities. It also provides detailed information to prospective learners as part of their admissions and induction processes. The college's programme information policy is set out in *QAE C1 Programme Information Provision Policy*.

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

- the name of the awarding body and its recognition internationally
- the status of validation, e.g., validated, subject to validation
- the NFQ framework level designation of the programme
- the full programme title and any variations of the title which may be open to the learner.

It also states that in any detailed communication medium the college uses to describe its programmes the following additional information is made available to prospective learners:

- details of any interim awards associated with the programme
- details of any recognition by professional / regulatory bodies
- the duration of the programme and the learning modes offered
- maximum / minimum time periods permitted for completion
- entry requirements and assessment procedures for entry
- transfer and progression routes into and from the programme
- the credit associated with the programme
- the English language level required for entry
- documentation required from international learners
- bonding arrangements associated with the programme.

As part of the faculty's induction, learners are introduced to the faculty staff and provided with programme information such as the Faculty Handbook, Semester Schedule Handbook, their timetable, assessment grid, module information, information about their programme director, year head and administrator. In addition, e-learning induction sessions are conducted by the Digital Learning Department (DLD) for learners studying in blended mode.

Entry procedures

All applications to the college's programmes are managed by Griffith College's Admissions Department in line with QAE procedures previously agreed with QQI. The college accepts all qualifying applicants who meet the academic

entry requirements stipulated for the programme subject to the numbers of learners being within the approved minimum and maximum numbers.

All learners are required to be proficient in English. Where a candidate's first language is not English, they are required to provide proof of proficiency in the English language through satisfactory performance on an internationally recognised test.

The English language entry requirements for programmes are CEF B2+ or equivalent. Candidates with English language levels below CEF B2+ must first reach this minimum standard before enrolling. As applicable, learners are required to meet minimum proficiency requirements for general learning, discipline-specific learning, and mathematics.

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

All applications for advanced admission to the programme are logged to support the consideration of subsequent applications from identical programmes. All non-standard applications are subject to the college QAE procedures governing the area. Decisions regarding learner admission are based on the reasonable expectation that they can fulfil and benefit from the objectives of the programme and achieve the standard required for the award. The college's current policies on Recognition of Prior Accredited Learning and Recognition of Prior Experiential Learning are outlined in *QAE C3 Recognition of Prior Learning Procedure*.

Transfer arrangements

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

Certification

The college's Examinations Office coordinates all communication between the college and QQI with respect to learner registration, performance and eligibility for award certification. Learners are only put forward for certification where they have successfully completed all constituent modules of a programme. Each module's assessment requires the satisfactory attainment of module learning outcomes, which collectively deliver on the Minimum Intended Programme Learning Outcomes (MIPOs).

2.3 Procedures for Making Awards

The college is a voluntary provider and does not make QQI awards. Programmes are proposed for validation as per QQI's procedures for programme validation.

2.4 Teaching, Learning and Assessment

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

Teaching and learning support structures

The college has a faculty of teaching and learning. The head of this faculty is the college's Head of Teaching and Learning, who has a prominent role in supporting the quality of teaching and learning in the college.

The faculty offers a Master of Arts in Education, Learning and Development and embedded Certificate and Postgraduate Diploma programmes. The programmes have been designed to meet the needs of educators and practitioners who support adult learners. Lecturers in the college may complete the Certificate and the Postgraduate Diploma with full financial support from the college; newly appointed lecturers are expected to complete at least the certificate within two years of their appointment.

The faculty is supported by the Digital Learning Department, which provides support and training with all forms of digital learning, from use of Moodle activities and Zoom conferencing to creating e-lectures in the eLearning labs and supporting blended delivery.

During the 2019-20 academic year the college established a Teaching, Learning and Assessment (TLA) group. The mission of the group is to promote the enhancement of teaching and learning with the cooperation of a wide range of stakeholders. Between March and May, the group provided TLA training and resources for lecturers in transitioning to emergency online learning and assessment.

Supports for learners

In addition to providing supports for teaching, the college quality assures and enhances the learning experience on its programmes by providing academic supports for learners. These include:

Academic learning support

Academic learning support is provided through the Learning Support Coordinator, who is responsible for implementing *QAE D5 - Academic Learner Support Policy*. This policy outlines the roles and responsibilities associated with the management of, and participation in, learning support for learners with disabilities. It also illustrates recommended procedures and practices for successful provision of learning support, including reasonable accommodations.

Ongoing feedback mechanisms

Ongoing feedback, whether formal or informal, is actively sought throughout the year by a number of means.

Learner feedback methods include:

- Learner feedback questionnaires (e.g. on module delivery and college facilities)
- Class representative meetings
- Programme Committee Meetings
- Discussion with faculty members

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

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

Language Support

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

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

General Supports

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

Complaints procedure

As per *QAE J4 - Learner Complaints Procedure*, the college aims to identify and quickly resolve any difficulties which may be experienced by a learner or a cohort of learners during the programme of their studies. For matters which are not or cannot be reported during ongoing feedback activities, learners may use this procedure to bring on-going matters of concern to the attention of the college and enable investigation of those concerns.

External examining

The college's approach to the nomination and appointment of External Examiners is outlined in *QAE E1 - Procedure for Nomination and Appointment of External Examiners*. This procedure was updated prior to re-engagement to reflect QQI's *Effective Practice Guidelines for External Examining*.

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

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

Nominations are assessed by the Examinations Office who submits the nomination forms for approval by the APC. The Examinations Officer will forward a recommendation with the relevant documentation, indicating the outcome of their assessment as to the proposed Examiner's suitability. The Examinations Office is also responsible for the induction of external examiners.

3.0 Learner Resources and Support

Library

The learners, lecturers, and other staff at all campuses are supported by the library and information services. As well as a physical stock of books, journals, reference materials, and multi-media the library has physical resources such as:

- Computers
- Scanners/copiers/printers
- Group study rooms
- Loanable equipment

Griffith College Library Services employs dedicated and knowledgeable staff including three professionally qualified librarians, two other full-time staff, and seven part time workers. As well as issue desk enquiries the library supports lecturers and learners with classes and workshops. It also supports lecturers and programme development with references reviews and arranging access to research materials.

The library provides access to a wide range of databases from EBSCO, Lexis Nexis, Mintel, Westlaw, Justis, Hein, and Sage among others as well as ebooks from several suppliers.

As an emergency cover during the initial pandemic response period the library invested in a subscription to Perlego which provided access to a huge number of textbooks. The college also subscribes to Bloomsbury Professional law resources online, initially as a response to the pivot to online learning, but now on a permanent basis in response to learner demand.

As well as the additional online resources mentioned above the library staff responded to the disruption in semester two 2020 by expanding remote services including:

- Moving the learning support services (searching, academic writing, referencing, and avoiding similarity) fully online
- Providing drop-in Zoom sessions for learners to interact with the library in a less formal situation
- Enhancing document supply with the possibility of scanning and emailing selected sections of texts
- Click and collect lending of textbooks
- Members of the team dividing their time with e-learning support and the Digital Learning Department
- Members of the team providing technical support for the Exams Department

IT Infrastructure

All learners at Griffith College have access to IT facilities and support. Griffith College IT Services encompasses a dedicated Support team running the IT Help Desk and a second level support team which manages all hosted services for all students across all campuses. Hosted services include Moodle, student email accounts, and

college websites. A small supply for IT equipment (such as laptops) is available for borrowing by learners from the library.

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

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

The college uses Moodle as its virtual learning environment (VLE). Moodle is the primary resource for learner notes, class videos, assignments, timetables, and additional resources.

IT Services maintains computer labs on campuses, with a mix of Dell PCs, Apple computers and laptop spaces. These labs are all configured to print material in the printing centres.

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

Student supports

Students' Union

Griffith College Students' Union (GCSU) is a central learner support resource. GCSU also operates a variety of sports clubs and societies and provides a space on the campuses for learners to congregate and engage in leisure activities. The SU runs a variety of annual trips, both within Ireland and without, and regular on-campus events and activities.

The SU building provides a drop-in space, with facilities for heating and eating lunch, accessing support through one of the team or simply relaxing during down-time.

Learners elect representatives on an annual basis to lead its engagement with college management and other stakeholders. GCSU is led by the SU President the Vice President for Welfare & Campaigns, and the Vice President for Campaigns. Their work is supported by a network of class representatives, elected annually by their classes at the start of the academic year.

The elected representatives are supported by an SU Manager, Assistant Manager and Sports & Societies Officer who are full-time staff members.

Counselling Service

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

The college has provided training in mental health first aid for staff members across the campuses.

Learner Academic Support

The Learning Support Office works with learners and staff to promote a positive and successful learning experience for learners with disabilities and specific learning difficulties.

A range of supports are available, including:

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

Appeals procedure

The college operates an appeals procedure which allows learners to contest the outcome of certain procedures on defined grounds. Learners are entitled to appeal:

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

Applicants to the college are also entitled to appeal:

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

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

Complaints procedure

The college operates a complaints procedure for learners. Learners are asked to attempt to resolve an issue with the relevant Faculty or Department head prior to submitting a formal complaint. Formal complaints are assessed independently of the faculty or department against which they are made. The procedure provides that the person reviewing the complaint attempt to resolve it to the satisfaction of the learner.

Learner Services Office

The college operates a learner services office, which is available for walk-in queries and opens until 6.30pm at least once a week. The learner services office comprises the examinations office, the learner registration officer, the admissions team, and support for learners visiting on exchange.

International Supports

Griffith College's International team is committed to ensuring a high-quality academic, cultural and social experience for our entire international student body. The International Office's services include:

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

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

4.0 QA of Research Activities and Programmes

Research activities in the college are overseen by the Research Ethics Committee, which reports to the APC as required. The operations and guiding principles of the committee are set out in *Griffith College Research Committee Guiding Principles*.

The purpose of the committee is to review research projects before they commence in order to assess their ethical implications and to provide guidance, support and approval to researchers on ethical issues.

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

All researchers must be appropriately qualified and have sufficient experience to lead or conduct the research. In the case of student researchers, faculties must ensure that adequate training has been given.

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

The college does not presently offer any research programmes.

5.0 Staff Recruitment, Development and Support

Recruitment of Staff

Recruitment of staff is directed by *QAE 11 - Full-Time Staff Selection & Appointment Procedure*. The Human Resources (HR) Manager is responsible for its implementation. The procedure seeks to ensure that the best candidate for a position is appointed and is compliant with relevant employment legislation.

Prior to the beginning of the recruitment process, the HR Manager, the recruiter (the person requesting the recruitment of a staff member) and the Management Board will consult and agree the contractual basis for the proposed employment, whether the vacancy can be filled by means of redefinition of other positions, and whether the vacancy needs to be filled at all.

If it is agreed that the position is to be filled, a suitably comprehensive job specification is agreed with the Management Board. The position is then advertised first internally and then externally. The HR Manager then reviews applications with the recruiter and conducts a short-listing process. The college has guidelines for this process that seek to ensure that the most appropriate candidates are advanced to the next stage.

If no candidates are deemed suitable to advance to interview stage, the HR Manager and recruiter consider whether the job specification requires review prior to re-advertising.

Short-listed candidates are contacted for interview and briefed on the process, which may include a brief presentation (e.g. a mock lecture in the case of appointing a lecturer) or an assessment of a particular skill.

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

Any second interview will also be attended by a member of the relevant faculty or department and follows the same principles of fairness and consistency. The Director of Academic Programmes attends the second interview with the Programme Director, or, in an instance where a Programme Director position is being recruited for, the Director of Academic Programmes normally attends the second interview.

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

Management of Staff

Performance management of college staff is outlined in *QAE I2 - Performance Review and Staff Development Principles*. The college endeavours to create performance review processes that are positive, goal-oriented and productive. The task of reviewing the performance of individuals is normally carried out by line managers on a quarterly basis, focussing on the role and the performance of the individual.

Development of Staff

The college has a strong commitment to staff development and is keen to support staff development initiatives as appropriate and beneficial to the individual and the college as a whole. Staff development practices are provided for in *QAE I3 - Staff Development Practices*.

All full-time members of staff wishing to undertake academic or professional programmes offered by the college may do so at a discounted fee of 50% of the programme fee. In doing so, the college requires them however to maintain exemplary attendance and commitment levels throughout thus respecting the reputation of the award, and of the college itself.

All lecturers, both full-time and part-time are provided with opportunities for increased involvement and advancement in the college (e.g. through participation in Programme Committees, lecturer training sessions, social events, etc.)

The college also provides funding in relation to conference attendance, professional development events, and other development opportunities that may arise.

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

The college runs a Level 9 Master of Arts in Education, Learning and Development (MAELD). Lecturing staff are expected to complete the Certificate ELD within two years of appointment. Staff may avail of places on the Certificate and Postgraduate Diploma programmes free of charge.

Principles of Equality and Diversity

Guidelines are issued to those involved in the process of short-listing and interviewing. Such individuals are reminded to avoid:

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

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

Prior to interview candidates are asked if they require any accommodations in order to participate in the interview process. This applies to phone, virtual, and in-person interviews. The HR team will strive to meet requests, including but not limited to by using an accessible interview venue, facilitating virtual interviews, the use of an interpreter and holding an interview outside of business hours.

Griffith College is an equality opportunities employer and prospective candidates are informed of this in the job specification.

6.0 Information and Data Management

The college is in the process of developing a new Academic Information System to manage all learner records from registration through to graduation. This system, THEMIS, has involved an investment of over 500,000 euro so far, with a final projected budget of approximately one million euro. The new system is currently being phased-in, with a final target date of academic year 2022/2023.

The existing system, Scholar, still maintains the core learner records, and in the academic year 2020/2021, all assessment records were managed through THEMIS. For the 2021/22 intake all admissions and registration functionality are managed by THEMIS, with programme management to follow after that. The plan is that Scholar will be completely phased out for the 2022/23 learner intake.

To date, Scholar has been used to populate a variety of reports that inform practice and decision-making, including programme review reports, the annual programme reports, and learner progression and retention reports. It is planned that Themis will also provide this information, with enhanced reporting and analytical tools.

The college has developed a number of analytics dashboards using Microsoft's PowerBI. Examples of its uses are:

- APR and QQI Programmatic Review submissions. Data visuals used to enhance submissions for programme review and design.
- Data Reports used to identify potential learners at risk through a Learner Activity Report allowing for potential interventions where necessary.
- Operations Reports used to identify potential problem areas in how the college functions which will improve services given and enhancing the overall delivery of programmes to learners.

Retention data has been benchmarked in recent years with the progressions statistics as published by the Higher Education Authority (HEA). Graduation and award data published by QQI allow us to benchmark award statistics against other QQI providers.

Moodle is the college virtual learning environment (VLE). Notices, class notes, reading materials, and supporting documents are all posted to Moodle, as are links to videos and online support materials. The use of Forums allows learners to engage with their peers and tutors, and assessments can be submitted through the system. Moodle is the main academic communication tool with learners.

The management of room bookings and timetables is through the CMIS timetabling system. All room bookings and timetable management are handled through CMIS.

Financial management in the college is supported by Sage and Diveport systems which allow real-time monitoring of budgets and budget forecasting.

Bookings in the Griffith Halls of Residence are supported by the use of the Mercury Property Management System (PMS).

All of these systems allow day to day operational management of the specific areas they address, but also allow reporting to support management decisions.

The college's records retention schedule was prepared in anticipation of the General Data Protection Regulation in 2018. It is maintained by the GDPR Committee.

Collaborative Partner Agreements include a commitment by all involved parties to adhere to data protection best practice with regard to all organisational obligations under the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

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

7.0 Public Information and Communication

General

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

- The college website, www.griffith.ie, which provides up-to-date information on programmes, QAE, application procedures, and college news;
- Social media channels, including Facebook, Twitter, Instagram, TikTok, and YouTube. These channels link to news, updates for learners, application information and other relevant updates;
- College email addresses are used to communicate with learners, staff and students, both en masse and in distinct cohorts.
- Moodle. Learners receive up-to-date programme information through Moodle, in addition to updates from college services and the students' union.
- Phone enquiries are taken through college reception and phone numbers for staff members are available on their website profiles. Enquiries are also taken by national and international teams directly via dedicated phone numbers.
- Marketing Officers meet prospective learners - whether virtually, over the phone or in person - to discuss programme information and applications.
- Handbooks for learners, international learners and lecturers provide information on QAE, the college, services, and other important information.
- New learners are provided with a two-day induction at the start of their period of study, offering details of the college, its services, and tours of the campus. Induction is managed by a cross-department working group and compliments efforts at faculty level.
- Computer monitors and screens are used to display important information throughout the campuses.
- Open days, physical and virtual, on the Dublin, Cork and Limerick campuses aim to provide prospective applicants with access to the campus and representatives of faculties and services.
- A dedicated Schools Liaison Officer oversees communication with teachers, guidance counsellors and second level students. A range of workshops and events, virtual and onsite, are undertaken annually to communicate to this second level audience.
- National learner recruitment campaigns are undertaken throughout the year, promoting the college's QQI programmes at its campuses in Dublin, Cork and Limerick. A range of communications channels are used, including radio, outdoor, print, digital and social media activity. This is supported by publicity activity to national and local media.
- The national and international Marketing Officers are also available to meet prospective learners virtually via Zoom for one-to-one sessions.
- The Marketing Department utilises its CRM platform HubSpot to correspond regularly with prospective learners and applicants, promoting various events, alumni profiles, newsletters, application deadlines and other relevant information. HubSpot is used by the Marketing Department to record subscription preferences to ensure we are following GDPR best practice.

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

Education and Training Programmes.

The Marketing Department is responsible for the promotion of the college's programmes. The college operates three QAE policies and procedures in relation to public information:

- *QAE E6 - Programme Information Provision Policy.* The objective of this policy is to ensure that prospective learners are provided with sufficient information regarding all aspects of their programme of interest. The procedure details the information that must be made available to prospective learners. Detailed information about the programme, its content, its recognition and its duration are provided. The Marketing Department and International Office are responsible for the implementation of this policy.
- *QAE K1 - Procedure for Compiling and Approving Academic Marketing Material.* This procedure governs the preparation and approval of marketing material for the college prospectus and website. It also outlines the Marketing Department's contribution to the development of individual faculty marketing material relating to academic programmes. The Marketing Department works with faculties to develop marketing material, with final sign-off from the faculty in question.
- *QAE K2 - Procedure for Compiling and Approving College Handbooks for Academic Programmes.* This procedure concerns the preparation of information for and the approval of college handbooks. The QAE Department is responsible for compiling the Learner Handbook, International Learner Handbook and Lecturer handbook and ensuring they are compatible with one another. These handbooks are prepared in consultation with the Students' Union, the Management Board, and the Director of Academic Programmes.

Quality Assurance and Enhancement Policies and Procedures

QAE policies, procedures and guidelines are published on the college website and on the virtual learning environment (VLE) Moodle. The QAE section of the college website also includes quick links to policies, procedures, guidelines and the relevant forms that are particularly relevant to learners, e.g. complaints procedure, appeals forms and the learner code of conduct.

Evaluation and findings from quality assurance evaluations

The college is committed to transparency with regards the findings of independent quality assurance evaluations and is committed to publishing any such reports. The quality assurance and enhancement section of the website features reports from the re-engagement panel, programme validation and re-validation panels,

8.0 Monitoring and Periodic Review

Evaluation of programmes

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

Feedback mechanisms

Learners

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

Lecturers

At the end of each module delivery, the lecturer(s) on a module complete a feedback form. This form constitutes an experience-based evaluation of the module's learning outcomes, assessments, and content.

Graduates and Alumni

As per QAE F3 - Gathering External Feedback Procedure, graduates of the college are canvassed for their feedback within six months of completing their studies. Alumni are canvassed for their feedback on an ad hoc basis in order to inform programme reviews, institutional reviews and other institutional developments as they arise. Graduate feedback is organised by the Graduation Office; Alumni feedback is organised by the Alumni Office.

Internal Reviews

Annual Programme Reports

Annual Programme Reports (APR) are prepared in respect of each QOI-validated programme in the college. The APR is prepared by the programme team at the end of the academic year and reports on the experience of delivering the programme. The APR draws from feedback from learners, lecturers, and external experts and reflects on learner attainment. The completed reports are sent to the Head of Faculty (HF) for approval.

Periodic

A function of the college's Programme Proposal and Review Committee (PPRC) is to proactively review academic and professional programmes in the college based on indicators that an existing programme is academically and/or financially inviable.

Cyclical

Each of the college's QOI-validated programmes is subject to extensive review at least once every five years. Faculties and programme teams extensively review the module content of the programme, its learning outcomes,

and its assessments. A revised programme document is prepared alongside a report of a review of the programme in the validation period in question. This report considers feedback from industry, external examiners, learners, lecturers and graduates and the performance of the programme from the point of view of admissions, assessment performance, progression, completion and graduate outcomes. The report and the revised programme document are considered by an external peer review panel, which comprises academic and discipline experts, learner representatives, and industry experts.

Evaluation of QAE

Re-engagement

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

QAE procedure annual review

As per QAE A0 - Quality Assurance and Enhancement Policy, QAE policies, procedures and guidelines are subject to annual review by the APC. This policy ensures that procedures remain current and reflect QQI's policy papers.

Evaluation of faculties

As per QAE G2 - Faculty Review Procedure, Faculty Reviews take place each year, normally immediately after the summer examination boards, in order to inform planning for the next academic year. These review meetings provide an opportunity for Faculty members and college management to identify, evaluate and address any issues surrounding the successful running of the faculty.

Evaluation of departments

As per QAE G3 - Department Review Procedure, a department's activities are subject to review at least once every two years. The objectives of Department Reviews include: to review the Department's performance as a business unit within the college; to review the Department's performance as a service unit within the college; to review the Department's projected development in terms of itself and the college as a whole; to consider the effectiveness of the Department's links with the Faculties and with other departments within the college; to identify and disseminate good practice; to provide a report on the Department's development to the Management Board (and a summary to the Academic & Professional Council); and to advise the college's annual budgetary review process.

Engagement of external examiners

The college's procedures for the recruitment, training and support of external examiners were updated in November 2018 to reflect recent policy changes by QQI.

Recruitment of external examiners

The college's recruitment of external examiners is governed by QAE E1 - Procedure for Nomination and Appointment of External Examiners. Examiners are nominated by the programme director on the basis of their academic and/or professional qualifications. The examinations office assesses the nomination to ensure that the nominee is suitably qualified, suitably experienced, and that there are no conflicts of interest. Nominations are then forwarded to the APC for approval, accompanied by a recommendation from the examinations office.

Training and support of external examiners

The college comprehensively inducts its external examiners to ensure that their role can be executed without obstruction. QAE E2 Roles & Responsibilities of External Examiners provides extensive information as to the college's expectation of its external examiners as well as the college's responsibilities in supporting their work. The examinations office provides a first port-of-call for queries and assistance.

Engagement of external experts

Industry

The college president employs an advisor to liaise with industry and contribute to relevant College processes and initiatives, such as programme development, funding and grant applications, and work-based learning initiatives.

Mock panels/reviews

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

Engagement with external QAE

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

Engagement with external groups

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

- The National Forum for Enhancement of Teaching and Learning in Higher Education, of which two college staff are Associates
- Higher Education Colleges Association (HECA), at board level, and at its working groups and sub-committees
- The National Student Engagement Programme
- QQI's standing committees and ad hoc working groups, e.g. the working group that considered the AQR template.

Requirements of awarding and professional bodies

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

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

| Type of arrangement | Total Number |
|---------------------|--------------|
| PRSBs | 6 |
| Awarding bodies | 4 |
| QA bodies | 1 |

| 1. Type of arrangement | Awarding body |
|--|--|
| Name of body: | Institute of Commercial Management (ICM) |
| Programme titles and links to publications | Diplomas in Business, Marketing, Human Resource Management, Project Management |
| Date of accreditation or last review | 01/03/2021 |
| Date of next review | |

| 2. Type of arrangement | Awarding body |
|--|--|
| Name of body: | Association of Chartered, Certified Accountants (ACCA) |
| Programme titles and links to publications | Diploma in Accounting & Business, ACCA Qualification |
| Date of accreditation or last review | 31/03/2021 |
| Date of next review | |

9.2 Collaborative Provision

| Type of arrangement | Total Number |
|------------------------|--------------|
| Joint research degrees | 0 |

| | |
|------------------------------|----|
| Joint/double/multiple awards | 0 |
| Collaborative programmes | 18 |
| Franchise programmes | 0 |
| Linked providers (DABs only) | 0 |

| 1. Collaborative provision | Collaborative programme |
|--|--|
| Name of body (/bodies): | Innopharma Labs |
| Programme titles and links to publications | <ul style="list-style-type: none"> • Master of Science in Digital Transformation (Life Science), PG24273 • Postgraduate Diploma in Science in Digital Transformation (Life Science), PG24274 • Certificate in Science in Operational Excellence and Data Analytics (Life Science), PG24275 • Certificate in Science in Advanced Manufacturing Strategy (Life Science), PG24276 https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-41513_Validation_Report_PG24273_R.pdf |
| Date of last review | 01/01/2021 |
| Date of next review | |

| 2. Collaborative provision | Collaborative programme |
|--|--|
| Name of body (/bodies): | Pulse College |
| Programme titles and links to publications | <ul style="list-style-type: none"> • Master of Arts in Scoring for Film, TV and Interactive Media, PG24449 • Postgraduate Diploma in Arts in Scoring for Film, TV and Interactive Media, PG24450 https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-41818_Validation_Report_PG24449_R.pdf |
| Date of last review | 01/01/2021 |
| Date of next review | |

| 3. Collaborative provision | Collaborative programme |
|--|---|
| Name of body (/bodies): | Globe Business College Munich |
| Programme titles and links to publications | Programme Review/Revalidation: Bachelor of Arts (Honours) in Business, PG24410 https://qsdocs.qqi.ie/sites/docs/PanelReportsLibrary/ProgID-41779_Validation_Report_PG24410_R.pdf |
| Date of last review | 30/09/2020 |
| Date of next review | 30/08/2025 |

9.3 Articulation Agreements

| | |
|---|------------|
| Articulation agreements - Total number | 106 |
|---|------------|

Griffith College

2022

Annual Quality Report (Griffith College)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2020-2021

PART B: INTERNAL QA SYSTEM

Guidelines on Completing Part B

As outlined in the general guidelines for this template (p.5), **Part B** of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**.

Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR submission were progressed during the reporting period - these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Part B of the AQR is an opportunity for self-reflection and critical evaluation of the effectiveness of QA activities over the reporting period. Institutions are encouraged to reflect both on what worked well and what did not work well, and to consider impact measures, using both quantitative and qualitative evidence (metrics, benchmarks and feedback/judgement) in how they led to specific QA improvements and enhancement.

Part B provides evidence of quality improvement and enhancement and impact² of QA activities within the totality of an institution's QA system.

Section 1 pertains to internal quality assurance implementation and developments since the previous reporting period.

Section 2 deals with institutional analysis of IQA enhancements and impacts including activities undertaken in respect of academic integrity, and the enhancements and impacts resulting from same.

Section 3 relates to IQA developments and plans for the next reporting period.

Section 4 provides an opportunity for institutions to illustrate IQA in action through case studies in relevant thematic areas.

Institutions are invited, if they wish to do so, to use case studies to demonstrate quality in action and to highlight areas of practice for dissemination at any point in this part of the report.

Case Studies

QQI recommends that written case studies should:

- Be between half a page and two pages in length;
- Relate to a specific time- and subject-bound issue;
- Include an introduction that sets out a brief overview of contextual matters;
- Include any relevant supporting data and data analysis;
- Include links to any sources cited;
- Include a clear concluding paragraph with overview of key outcomes/learning.

Although case studies will generally be in written form, institutions may also provide links to audio-visual/multimedia case studies. QQI does not prescribe a format for case studies.

² The National Forum for the Enhancement of Teaching and Learning in Higher Education have considered impact and measures leading to development and improvement specifically in terms of teaching and learning. See: <https://www.teachingandlearning.ie/wp-content/uploads/NF-2020-Insights-from-Practice-About-Impact-in-Teaching-and-Learning-web-ready.pdf>. This is a very useful reference, though impact in the context of this report should be considered

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

COVID-19 protocols and hybrid learning

As Ireland cycled through levels of COVID-19 restrictions through the period under review, to keep everyone safe, Griffith College followed all government requirements for higher education by continuing to deliver the vast majority of teaching online. Teaching schedules were not altered during this period, with classes taking place at the same time as originally scheduled, just in a different mode.

The college developed the following plans to support COVID-19 protocols and hybrid programme delivery throughout the various levels of COVID-19 restrictions for Further and Higher Education, and actively engaged with learners to support them with the necessary changes to their programme delivery.

1. Level 5 plus measures in place – very limited and pre-agreed teaching on campus, with the vast majority of teaching online.
2. Levels 5 and 4 allowed for practical classes in the Design and Media faculties and other limited and pre-agreed teaching to take place on-campus. The remainder of teaching continued online. Heads of Faculty provided further guidance and clarification.
3. Level 3 allowed for all programmes to be delivered in a hybrid/dual-delivery mode. In-person teaching for learners in all faculties could resume. Lecturers delivered online and hybrid lectures from their lecture rooms (i.e. not off-campus), as per the planned faculty timetable.
4. Examinations were held online, and the Examinations Office was in contact with all learners to provide helpful information, tips and support.

Hybrid teaching

With the return of some students to a hybrid environment in September 2020, training was required for lecturers in delivering synchronous classes where there were some learners in the room and some at home. To facilitate this, all rooms were substantially refitted and upgraded with new microphone set-ups and cameras to support hybrid learning.

On all campuses, training was provided by the Digital Learning Department (DLD) to support staff with on-screen presentation and live engagement with the learner, both in-class and remotely. Most lectures were "traditional" slides and presentation style (with activities, discussion) for several programmes in faculties such as Computing, Engineering, English Language School, Graduate Business School, Innopharma, Law, Teaching and Learning, Pulse, and Short Courses.

However, some of the more practical fields, for example, Design, Leinster School of Music and Drama, Journalism and Media Communications (including Film and Photography), required more creative solutions for teaching in a hybrid format. The DLD established creative solutions for these practical/hands-on disciplines to ensure in class teaching that was socially distant and safe, while being remotely accessible where required. Examples of this included:

- In Design, Media, and Photography additional microphones and cameras were required for their practical sessions, and training was provided for lecturers to manage the live environment; either by switching cameras around the room, or sharing software tuition on screen to the class in the room and at home.
- A "Sew Cam" in the Fashion Department (Design faculty) facilitated everyone in the class room to join a Zoom session, and the session was then projected in the room. This enabled learners to share views of their work while maintaining social distance. The lecturer could also project from the sewing-camera to the screen, which was visible to all learners as the practical class progressed.

Library Services

The temporary library services which were put in place as a pandemic response were reviewed and found to be extremely beneficial for learners. As a result, the following services were retained on a permanent-basis:

- Increased subscriptions to online services and databases
- Sourced ebooks where available, rather than the physical book equivalent
- A book chapter scanning service

The library also provided a click and collect service for the duration of the pandemic, which facilitated learners to collect or return books without entering the library, and could also do so outside of library opening hours.

Exam Solutions

In May 2020, the emergency response to the exam facilitation shifted to online hosting. Readable training material was devised and created, and instructional videos were recorded to support learners' engagement. Staff were trained in online invigilation, with some also trained as technical invigilators to support learners in their online upload experience. Lecturers were required to grade and mark online for the first time.

At the commencement of lockdown, in early 2020, thousands of students attended multiple, live, drop-in support sessions in preparation for their remote exams' sessions. In January 2021, the exam cycle still required a virtual facilitation, due to ongoing lockdown arrangements, however, the numbers attending the live support sessions were down considerably (to 1,142), on the basis of learners having previous experience of the virtual

processes. The virtual examination support resources were additionally updated for learners. By April/May 2020, learner attendance at the support session numbers was 521 which, when considered in conjunction with learner feedback, seemed to indicate that learners felt more prepared for and had adjusted to the online format of examinations.

Annual Creative Show

Following the emergency pivot to online in 2020, Griffith College continued to celebrate the work of the college's creative graduates in its online Annual Creative Show. The event was launched online on a dedicated website, creative.griffith.ie. This facilitated the graduates to showcase their work, and also enabled them to include an informative video about their work. In addition, several spotlight days were identified to highlight the work of students from various creative courses, including design communications, computing, fashion, film and TV production, interior design and photography.

Griffith College has a strong tradition of outstanding graduates in the creative arts, and facilitating this show online provided an opportunity for the college to celebrate this year's graduates' achievements. While this year's students have had to face significant challenges, the quality of their work is a testament to their creativity, dedication and resilience.

Support Collaboration

In March 2020, the Digital Learning Department, the IT team, and Library services formed a remote delivery and assessment support team. Meetings for this team continued well into 2021 and formed the backbone of the support structure for all learners and staff engagement with the virtual contingency arrangements.

Emerging from this team's work were four micro-courses to support the rise in online interactions for everyone. These courses were distinctly developed for and offered to staff or students, and covered essential digital skills, as follows:

Learners:

- Support courses – digital learning platforms and tools
- Using Moodle, Zoom, accessing grades, and submitting assignments and exams.

Lecturers:

- Digital Tools for Lecturers (Foundation)
 - Mastering PowerPoint and Zoom
 - Screen-casting
 - Library supports

- Video conferencing
- Attendance training

- Moodle For Lecturers (Foundation)
 - Navigating Moodle.
 - Profile set-up, creating content in Moodle
 - Managing messaging and forums
 - Using Open Educational resources

- Moodle For Lecturers (Intermediate)
 - Managing your courses from year-to year
 - New content types in Moodle
 - Managing assignments and Turnitin
 - Using interactivity with H5P
 - Creating formative quizzes
 - Polling and chat tools

Uptake of all programmes through the reporting period was significant and positive, and greatly supportive of the college's COVID-contingency efforts in relation to remote delivery, teaching, learning and assessment.

1.1 Strategic QA Updates

Extension of scope of provision

In December 2020, the college received approval from QQI to deliver a government-funded industry-based apprenticeship programme for the first time – the Advanced Healthcare Assistant Practitioners. QQI validation of the Higher Certificate in Healthcare Support Practice, a Level 6, 120 ECTS award, first required approval of the college’s QAE policies, procedures and guidelines for apprenticeships.

The college’s QAE for Apprenticeships has been developed as a supplementary document to the existing approved QAE policies and procedures which are in place for QQI-validated HET programmes. The new QAE document is informed by best practice as set out in the college’s existing QAE documentation, and those identified in [QQI’s Statutory Quality Assurance Guidelines developed by QQI for Providers of Statutory Apprenticeship Programmes](#). Approval of the college’s quality and enhancement arrangements by an independent external panel of experts, in advance of consideration of the programme proposal documentation, resulted in the extension of the college’s scope of provision to include apprenticeship programmes.

This recognition followed earlier approval stages reached with SOLAS, the Higher Education Authority and the Apprenticeship Council.

Microcredentials

During the reporting period, the college has actively engaged with QQI to embrace the emergent opportunity in microcredential awards. The college engaged with QQI’s pilot validation processes during the academic year to validate two microcredential certificates, at NFQ Level 7 (10 ECTS) and NFQ Level 9 (5 ECTS) respectively, capitalising on the college’s existing strengths to propose and validate higher education programmes, leveraging the existing portfolio of programmes.

By the end of the reporting period, and following completion of the pilot validation programme, the college had submitted a further two microcredential programmes to QQI for consideration for validation, and was working with QQI to develop the appropriate desk-review validation processes (in line with the scope of Griffith College’s devolved responsibility for validation subprocesses).

Further information on the process undertaken to achieve these validations is provided in the Case Study in section 4.0 of this document.

QAE Policy and Procedure Development

Griffith College continues to enhance the QAE framework of policies, procedures and guidelines to ensure continued best practice. Some of the new developments, approvals and introductions in the period under review included:

- a protocol for QAE oversight of programme marketing information – printed and web-based.
- A new template for the Annual Programme Review (APR), which was developed in consultation with the programme directors.
- a template for non-accredited short course proposals (to the Programme Proposal and Review Committee).

Sectoral Developments with QQI

Griffith College continues to engage with QQI to support sectoral developments, both for new policies and for new processes. In the period under review, examples of such engagement included the following projects:

- QQI consideration of a process for validating fully online delivered programmes. This is being considered through the progression of a number of pilot validations. Griffith College has nominated a representative to this working group and will additionally propose/develop a programme for consideration under this scheme (in the next review period).
- QQI's pilot validation processes for microcredentials: The college engaged with this project, nominating a representative to a working group to consider the potential process, and supporting the development of templates for use in the validation process. Following the first pilot, through which the college validated two microcredential certificates, college staff also supported the feedback and template refinement process.

Data Analytics to support Learner Engagement

The data sub-committee of the IT committee have produced a number of PowerBI dashboards to support programme directors to identify learners at risk of dropping out. Two dashboards in particular were introduced in the 2020/21 academic year.

- The first dashboard provides visualisations of Moodle usage, and particularly identifies any learner who has not logged into Moodle for two weeks or more. Programme directors can use this data to engage with the learners and assess what supports, if any, are needed.
- The second dashboard focuses on Learner Activity, and brings together data from multiples sources including the attendance system, the library, Moodle, and on campus IT systems. The resulting visualization seek to capture how 'engaged' the learners are. This is more comprehensive than the one which concentrates on Moodle usage, as the focus is more on the individual learner.

The feedback from programme directors using the dashboards has been positive. These are initial steps in developing systems to use and display data to enhance teaching and learning, and support learner engagement, across the College.

Data Analytics

In addition, the generation of dashboards and analysis of learner data has facilitated the following reports during the 2020/21 academic year, and their subsequent consideration by the college's Academic and Professional Council (APC).

- **Module results comparison 2019 and 2020**

A comparison of module results and a detailed commentary was generated within the college. This data was circulated across the college and presented to APC.

- **Learner Retention Report 2021**

A report on a survey of learners who had withdrawn from the college in the period under review was generated and presented to the APC for consideration in May 2021.

1.2 Update on Planned QA Objectives identified in Previous AQR

| No. | Planned objectives (Previous AQR) | Update on Status |
|-----|---|---|
| 1 | 3.1: Re-establish a cycle of internal reviews | <p>In Progress – a cycle of reviews was established. The college completed the number of reviews during the academic year (such as those in the areas of Teaching and Learning; the SU/learner engagement; Feedback processes; and various programmatic reviews). The review cycle was impacted somewhat by COVID-contingency remote working, but the review cycle has been progressed virtually and will continue to be developed.</p> |
| 2 | 3.2: Teaching & Learning Strategy Development | <p>Complete -the objectives identified in the previous AQR have been achieved, through the following activities:</p> <ul style="list-style-type: none"> • The college commissioned an external higher education consultant to research the teaching and learning activities and objectives, and to develop an appropriate strategy grounded in current college practice and international best practices. • After an extensive stakeholder consultative process, the resulting strategy document: A roadmap for Sustainability and Innovation in Teaching and Learning at Griffith College was published in July 2021 • A framework for implementation of this roadmap was initiated, with particular strategies identified, and plans to develop and action over the forthcoming academic year. |
| 3 | 3.3: Improve QAE of research | <p>In Progress – some progress was made in the early stages of the period under review. Incremental developments to support action on this objective included:</p> <ul style="list-style-type: none"> • A Research Committee was established under the auspices of APC, members were appointed, and the committee met a number of times during the year. • An online symposium showcasing staff research was held on 02 June 2021 (more information on this Research Showcase is provided in section 2.0). • The ‘Supervision of Research’ module [5 ECTS, NFQ Level 9 from the MA in Education, Learning and Development] was made available to all dissertation supervisors (undergraduate and postgraduate). This module aims to support each supervisor to create an empowering and effective research and learning environment for the duration of the learner’s research project. While it ran during the academic term as part of the MAELD, this module was also offered in a Pre-Semester School in summer 2021. |
| 4 | 3.4: Full implementation of new APR | <p>In Progress/Ongoing – the objectives identified in the previous AQR have been achieved, with the development of the template and the submission of completed APRs to</p> |

| | | |
|---|--|---|
| | | QAE. The process for reflection on the report content, and the integration of the response to the QAE feedback processes continue to develop. |
| 5 | 3.5: Review of collaborative delivery arrangements | <p>Complete – the objectives identified in the previous AQR have been achieved. These have been realised through the following activities:</p> <ul style="list-style-type: none"> • In January 2021 the college established a new practice for dialogue with its collaborative partners. • Griffith College senior management, and QAE Department members, met with management and programme teams from each collaborative partner, to formally review the relationship between the parties and the delivery of programmes. • A formal note of the meetings was agreed and action points were determined. • The outcome of the review was presented to APC. • A template for reporting on '<i>External Relationships, Partnership, and International Engagements</i>' to APC was developed for future use. • Additionally, it was decided to expand APC <i>ex officio</i> membership to include senior academic representatives of the collaborative partners. |

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

| Body | Meeting dates |
|--|---|
| Academic and Professional Council (APC) | 11 September, 09 October, 06 November, 04 December, 15 January, 12 February, 12 March, 09 April, 07 May, 04 June |
| Programme Proposal and Review Committee (PPRC) | 11 September, 16 October, 13 November, 11 December, 25 January, 5 February, 12 February, 19 February, 19 March, 16 April, 13 May, 11 June, 21 July, 20 August |
| Quality Assurance and Enhancement Sub-Committee (QAES) | Weekly, on Tuesday mornings |
| Programme Directors Committee | 18 September, 16 October, 13 November, 11 December, 22 January; 19 February, 19 March, 16 April, 28 May, 16 July, 20 August |
| Education, Learning and Development Group (ELDG, formerly Teaching, Learning and Assessment Group) | Weekly on Wednesday mornings (while establishing its role and terms of reference) |

Minutes are generated for each meeting and are being retained in accordance with the college's record retention schedule.

1.3.2 QA Leadership and Management Structural Developments

Membership of Academic and Professional Council

Membership of Academic and Professional Council (APC) was revised in 2019 to include several elected and nominated representative roles. The final meeting of the period under review constituted the last meeting for those members whose two-year term was not being renewed.

In addition, a small number of such members were replaced due to a change in their role or employment status within the college.

Chair of Academic and Professional Council

During the period under review, Ms Marion Coy's tenure as chair of the APC ended. The college acknowledged Ms Coy's contribution to the college's development of its governance structures, and wished her well for the future.

Dr Annie Doona, a former President of Dún Laoghaire Institute of Art, Design and Technology (IADT), took up this role in November 2020. The college embraced the opportunity to work with Dr Doona in this governance role, and looks forward to working with in this and other possible quality enhancement capacities.

Membership of QAES

Membership of Quality Assurance and Enhancement sub-committee (QAES) of the APC was extended to include a representative of the learners and the Faculty Administrators.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

| Unit of review for which report has been published during reporting period | Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted) | Links to relevant publications |
|--|--|--|
| <p>Programme Review (quinquennial)</p> <ul style="list-style-type: none"> • PG24402, Master of Science in Pharmaceutical Business and Technology, Level 9, Major Award, 90 ECTS • PG24403, Postgraduate Diploma in Science in Pharmaceutical Business and Technology, Level 9, Major Award, 60 ECTS • PG22058, Certificate in Pharmaceutical Data Analytics, Level 9, Special Purpose Award, 40 ECTS [closed] • PG24404, Bachelor of Arts (Honours) in Pharmaceutical Business Operations, Level 8, Major Award, 60 ECTS | <p>Completed – PAEC meeting: 10/09/2020</p> | <p>Validation Report PG24403 suite</p> |
| <p>Programme Review (quinquennial)</p> <ul style="list-style-type: none"> • PG24406, Bachelor of Engineering in Industrial and Systems Engineering, Level 7, Major Award, 60 ECTS • PG22123, Certificate in Continuous Improvement Engineering Level 7, Special Purpose Award, 5 ECTS [closed] • PG22126, Certificate in Environment and Sustainability in Industrial Engineering Level 7, Special Purpose Award, 5 ECTS [closed] | <p>Completed – PAEC meeting: 15/10/2020</p> | <p>Validation Report PG24406</p> |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • PG22122, Certificate in Industrial Engineering Principles Level 7, Special Purpose Award, 10 ECTS [closed] • PG22125, Certificate in Logistics and Supply Chain Management Level 7, Special Purpose Award, 5 ECTS [closed] • PG22124, Certificate in Project Management in Industrial Engineering Level 7, Special Purpose Award, 5 ECTS [closed] • PG22127, Certificate in Work Measurement and Methods Engineering Level 7, Special Purpose Award, 5 ECTS [closed] | | |
| <p>Programme Review (quinquennial)</p> <ul style="list-style-type: none"> • PG24411, Bachelor of Arts (Honours) in Accounting and Finance, Level 8, Major Award, 180 ECTS • PG24410, Bachelor of Arts (Honours) in Business, Level 8, Major Award, 180 ECTS • PG24417, Bachelor of Arts (Honours) in Business (HRM), Level 8, Major Award, 180 ECTS • PG24422, Bachelor of Arts (Honours) in Business (Marketing), Level 8, Major Award, 180 ECTS | <p>Completed – PAEC meeting: 15/10/2020</p> | <p>Validation Report PG24411</p> <p>Validation Report PG24410 suite</p> |
| <p>Programme Review (quinquennial)</p> <ul style="list-style-type: none"> • PG24424, Bachelor of Arts in Business, Level 7, Major Award, 180 ECTS • PG24423, Bachelor of Arts in Marketing, Level 7, Major Award, 180 ECTS • PG24429/PG24430, Higher Certificate in Business, Level 6, Major Award, 120 ECTS | <p>Completed – PAEC meeting: 15/10/2020</p> | <p>Validation Report PG24423</p> <p>Validation Report PG24424</p> |
| <p>Programme Review (quinquennial)</p> | <p>Completed – PAEC meeting: 15/10/2020</p> | <p>Validation Report PG24427</p> |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • PG24425, Master of Science in Network and Information Security, Level 9, Major Award, 90 ECTS • PG24427, Postgraduate Diploma in Science in Network and Information Security, Level 9, Major Award, 60 ECTS • PG24426, Master of Science in Big Data Management and Analytics, Level 9, Major Award, 90 ECTS • PG24428, Postgraduate Diploma in Science in Big Data Management and Analytics, Level 9, Major Award, 60 ECTS | | Validation Report PG24426 |
| <p>Programme Review (quinquennial)</p> <ul style="list-style-type: none"> • PG22559, Diploma in Legal Studies and Practice, Level 7, Special Purpose Award, 60 ECTS • PG22521, Certificate in Legal Practice Level 7, Special Purpose Award, 20 ECTS | <p>Completed – PAEC meeting: 24 June 2021</p> | Validation Report PG24647 |
| <p>Programme Review (quinquennial) - Planned</p> <ul style="list-style-type: none"> • PG22052, Diploma in Building Information Modelling (BIM) and Graphic Illustration, Level 8, Special Purpose Award, 60 ECTS • PG22054, Certificate in Building Information Modelling (BIM) and Graphic Illustration, Level 8, Special Purpose Award, 30 ECTS | <p>Reports complete - due for ratification at PAEC meeting – Sept 2021</p> | <p>Reports complete - due for ratification at PAEC meeting – Sept 2021</p> |
| <p>Programme Review (quinquennial) - Planned</p> <ul style="list-style-type: none"> • PG22056, Diploma in Entrepreneurship and Project Management in the Built Environment, Level 8, Special Purpose Award, 60 ECTS | <p>Reports complete - due for ratification at PAEC meeting – Sept 2021</p> | <p>Reports complete - due for ratification at PAEC meeting – Sept 2021</p> |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> PG22057, Certificate in Entrepreneurship and Project Management in the Built Environment, Level 8, Special Purpose Award, 30 ECTS | | |
| <p>Programme Review (quinquennial) - Planned</p> <ul style="list-style-type: none"> PG22059, Diploma in Retrofit, Conservation and Sustainability, Level 8, Special Purpose Award, 60 ECTS PG22060, Certificate in Retrofit, Conservation and Sustainability, Level 8, Special Purpose Award, 30 ECTS | <p>Reports complete - due for ratification at PAEC meeting – Sept 2021</p> | <p>Reports complete - due for ratification at PAEC meeting – Sept 2021</p> |
| <p>Programme Review (quinquennial) - Planned</p> <ul style="list-style-type: none"> PG20399, BA in Film and TV Production, Level 7, Major Award, 180 ECTS | <p>Process changed to programme validation– ongoing, planned for completion in 2021/2022</p> | <p>N/a</p> |
| <p>Programme Review (quinquennial) - Planned</p> <ul style="list-style-type: none"> PG21104, Bachelor of Arts (Honours) in Design Communications, Level 8, Major Award, 180 ECTS | <p>Process changed to programme validation– ongoing, planned for completion in 2021/2022</p> | <p>N/a</p> |
| <p>Programme Review (quinquennial) - Planned</p> <ul style="list-style-type: none"> PG22077, Bachelor of Arts (Honours) in International Hospitality Management, Level 8, Major Award, 180 ECTS [closing] PG22079, Diploma in International Hospitality Management, Level 7, Minor Award, 120 ECTS [closing] | <p>As programme's being closed – process deferred for completion in 2021/2022</p> | <p>N/a</p> |
| <p>Erasmus+ Programme: HEA Monitoring and Audit Visit</p> | <p>Visit - Friday 11 December 2020</p> | <p>https://eurireland.ie/erasmusplus/erasmus-charter-for-higher-education/</p> |
| <p>Review of the Teaching and Learning Arrangements at Griffith College (both ordinarily and as part of the COVID-contingency arrangements)</p> | <p>Resulting strategy document - published in July 2021</p> | <p>Resulting (internal) strategy document: <i>A roadmap for Sustainability and Innovation in Teaching and Learning at Griffith College</i></p> |

| | | |
|---|---------------------------|-----------------------------|
| Review of arrangements for student support and representation (with particular regard to the Students' Union) | Review conducted May 2021 | Resulting (internal) report |
|---|---------------------------|-----------------------------|

1.4.2 Expert Review Teams/Panels³ involved in IQA

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

| | Total | Academic Schools/ Department | Professional Services/Support Unit | Approval/Review of Linked Provider | Programme Approval | Programme Review | Other |
|---|-------|------------------------------|------------------------------------|------------------------------------|--------------------|------------------|-------|
| Number of review/ evaluation processes | 15 | - | 2 | - | 6 | 6 | 1 |
| <i>of those:</i> | | | | | | | |
| On-site processes | 3 | - | 2 | - | - | 1 | - |
| Desk reviews | 2 | - | - | - | 2** | - | - |
| Virtual processes | 10 | - | - | - | 4 | 5 | 1 |
| Average panel size for each process type* | N/A | - | 2 | - | 5 | 6 | 1 |

* excluding secretary if not a full panel member

** Microcredential desk-review - small size impacts on overall average panel size

³ QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

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

| Type of Expert/ Role on Panel | Total | Gender | | | Internal | National | International | | | Institution Type | |
|-------------------------------------|-------|--------|--------|------------------------|----------|----------|---------------|-------------------|----------------------|------------------|-----------|
| | | Male | Female | Other, or specified | | | UK, incl NI | Other European | Outside of Europe | Similar | Different |
| Chair | 12 | 6 | 6 | - | - | 12 | - | - | - | - | 12 |
| Secretary | 10 | 8 | 2 | - | - | 10 | - | - | - | 5 | 5 |
| Academic/ Discipline Specific | 29 | 15 | 14 | - | - | 21 | 6 | 1 | 1 | 2 | 17 |
| Student Representative | 10 | 3 | 7 | - | - | 10 | - | - | - | - | 10 |
| QA | 1 | - | 1 | - | - | 1 | - | - | - | - | 1 |
| Teaching & Learning | 1 | - | 1 | - | - | 1 | - | - | - | - | 1 |
| External Industry /Third Mission | 12 | 10 | 4 | - | - | 12 | - | - | - | N/a | N/a |

2.0 IQA System – Enhancement and Impacts

Support and Resources for Learners

In May 2021 the college commissioned Marion Coy, former President of GMIT and a recent former chair of Griffith College’s Academic and Professional Council (APC), to review and make recommendations in respect of arrangements for student support and representation. Ms. Coy met with a wide range of internal stakeholders including the Students’ Union (SU) staff, student representatives, and the learner engagement team, over a period of two weeks, after which she produced an analysis bringing together the various ideas, initiatives, visions and energies and making recommendations on what will work for the college.

These recommendations included:

- The establishment of a Student Activities Department, composed of members of the SU staff support team – to allow the SU to focus primarily on learner representation and related activities.
- The development of measures to enhance the autonomy and self-sufficiency of the SU, including a reallocation of related staff to separate the SU elected representatives from an ‘as staff’ reporting line.
- The allocation of two college staff members, both of whom have considerable experience in students’ unions and learner engagement, as facilitative and supportive “project managers” to assist the SU during the autonomy-development transition period.
- The provision of funding for three paid SU representative positions, up from two in the previous academic year.

Several additional measures were proposed and are being scheduled for implementation on an ongoing basis across the forthcoming academic year. Proposed developments included the extension of the Students’ Union to other campuses, additional opportunities for learner representation, and support and resources for the SU to act as a hub for information, queries, and support for learners.

Support and Resources for Learners: Enhancing International Learner Support

The various campus lockdowns as a consequence of the COVID-19 pandemic required the International Office at Griffith College to close for drop-in enquiries and move in-person activities online.

- All student support letters were issued electronically which made the entire process more efficient for the students and for the relevant staff members.

- In addition, all general enquiries were serviced by email and by phone which again improved efficiency, and enhanced the experience for the learners because queries were answered more promptly, and long in-person queues were avoided.

As a consequence of the complexities associated with onboarding new incoming learners from abroad, our pre-arrival materials needed to be more robust than in pre- COVID times and this development has positively shaped the content and style of our information materials for continued use for post- COVID onboarding.

As a COVID-related measure, all HEIs (higher education institutions) were mandated to collect every incoming learner, new and returning, from the airport on their arrival in Ireland. This required us to significantly enhance our collection procedures, particularly in relation to the capturing of key data. As previously, this has informed our procedures going forward and has led to enhancements in our arrival processes which are benefiting our incoming learners.

Finally, the International Office has established a sub-committee of senior colleagues who meet twice monthly to discuss high level strategies pertaining to the ongoing support of international learners. This supports the continued enhancement the level of support provision to international learners at Griffith College.

During the academic year (February 2021), feedback from a Panama-based Level 8 Communications and Media Production learner, who had completed the entire first year of the programme online (despite the 3am starts to attend some online lectures), indicated that she was hugely positive and complimentary about the college and the support she has received from the library and the faculty. She singled out one member of the library staff as being '*amazing*', and was hugely appreciative of all the time allocated to assist her through the year – and bridge the 8000km gap between Griffith College and Panama for her.

Support and Resources for Learners: Academic Scholarships

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

| Scholarships 2020/2021 | DETAILS AND OPPORTUNITY TO ACCESS |
|---|--|
| Griffith College General Scholarships and Bursaries | <p>There are two main categories of scholarships and bursaries available to Griffith College applicants:</p> <ul style="list-style-type: none"> • The Griffith College Bursary is awarded to each applicant who is successful in being offered a place on a Griffith College programme. This Bursary is a contribution to Tuition Fees. |

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| | <ul style="list-style-type: none"> The Academic Merit Scholarship (AMS) is an additional scholarship which is offered to students who demonstrate a strong academic performance at the time of application. <p>These scholarships are awarded to applicants at the time of admission to Griffith College and are applicable in each year of study where a learner progresses from one year of a programme to the next. Scholarships do not apply to modules/years of study that are being repeated.</p> |
| Griffith College Opportunity Scholarship | Every year, Griffith College awards scholarships to students who show an interest in our courses and can demonstrate an ability or passion for that area, but may not ordinarily be able to afford the college's tuition fees. This scholarship covers the entire cost of the programme for the duration of the learners' studies, including their registration fees, but excluding accommodation, living and travel expenses. Outcome of scholarship applications are released before CAO Change of Mind deadlines. |
| Central Bank Scholarship Programme 2020 | The Central Bank of Ireland offered a scholarship, aimed at school leavers, in partnership with Griffith College. The initiative supports successful applicants to work at the Central Bank full-time (and earning a salary), while being facilitated to undertake a part-time business or accounting and finance degree at Griffith College. The scholarship is offered through a competitive process. |
| Fidelity Investments Financial Services Scholarship Programme for School Leavers | In May 2021, Fidelity Investments, in partnership with Griffith College, launched a scholarship for Leaving Certificate students. The scholarship facilitates learners to take-up full-time employment at Fidelity Investments Operations & Corporate Shared Services group, while also undertaking a fully funded part-time Level 8 degree in Business at Griffith College. |
| Griffith College and Institute of Advertising Practitioners Ireland €10,000 creative bursary for disadvantaged schools | In May 2021, the Griffith College Faculty of Journalism and Media Communications, in partnership with IAPI (Institute of Advertising Practitioners Ireland), launched a €10,000 Creative Bursary aimed at disadvantaged and DEIS schools across Ireland, for the forthcoming academic year. The theme for the bursary was Sustainability, with schools asked to develop a creative communications campaign to highlight their sustainable initiatives and policies. Schools are being encouraged to be as creative as possible with their submission, and use video, audio, graphic design, social media and creative writing to demonstrate how their school practises sustainability. |
| Brendan Lynch Scholarship, in partnership with Donore Credit Union | The Brendan Lynch Scholarship, named after the former Lord Mayor of Dublin and honorary director of Donore Credit Union, is a partnership between the Credit Union and Griffith College. The scholarship, valued at €3,000, is aimed at learners who must be enrolled at Griffith College as either a returning or an incoming student, are (or become) a member of Donore Credit Union, and have a permanent address in the Republic of Ireland |
| St. Patrick's Day Study Abroad Scholarship | Griffith College, along with other Irish HEIs, and in partnership with Tourism Ireland and Aer Lingus, offered a scholarship in competition for overseas universities to win a study abroad scholarship including flights for one student to come and study abroad at Griffith College. The scholarships, valued at around \$5,000, sought to get international students and universities involved in the year's Global Greening Campaign for the St. Patrick's Day festivities. |
| Fashion Design Scholarship for winner at Junk Kouture | Griffith College awarded a scholarship for the BA (Hons) in Fashion Design to the winner at Junk Kouture 2020. The scholarship was presented by regular Junk Kouture judge and Programme Director for Fashion Design at Griffith College, Jane Leavey. Originally scheduled for April 2020 in Dublin's 3Arena, the sustainable fashion competition was televised for the first time in its ten-year history as a result of the pandemic. |

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| The Sheila Murphy Music and Drama Scholarship Awards | This Leinster School of Music and Drama (LSMD) at Griffith College Scholarship, named in memory of former director of the School, Miss Sheila Murphy, is open to students who have completed their Grade 10 Speech & Drama exams with the LSMD and have an interest in progressing to LSMD's Higher Diploma in Arts in Drama Education programme. |
| Sponsor of best overall team prize in Business Consulting and Analysis module | CPA Ireland sponsored the best overall team prize in our esteemed Business Consulting and Analysis module. This module, a showcase module in the MSc in Accounting and Finance Management, requires learners to research and present a solution to a real-life client currently facing strategic issues in business. The prize is awarded to the team who develop the best strategy for the client and deliver the most professional presentation, with their client's needs in mind. The winning team is chosen by the client and presented a prize. |

Support and Resources for Learners: Community and Industry Engagement and Sponsorships

➤ Griffith College sponsorship of the inaugural Dublin International Screenwriting Festival

Griffith College was the official main sponsor of the inaugural Dublin International Screenwriting Festival, which took place in April 2021. The festival, co-sponsored by Screen Skills Ireland, and supported by the Writer's Guild of Ireland, Screen Producers Ireland and Film Network Ireland, celebrated the art of screenwriting and was free to screenwriters and the general public to attend online. The festival was created by film producer Daniel Hegarty and screenwriter Gavin Ryan, both of whom lecture on the college's BA in Film and TV Production.

➤ Griffith College sponsorship of the Virgin Media Dublin International Film Festival

Griffith College once again sponsored the annual Virgin Media Dublin International Film Festival. Under the auspices of Festival Director (and lecturer on Griffith College's BA in Film and TV Production), Gráinne Humphreys, the festival took place online, for the first time. The festival organisers worked to develop an all-encompassing online setting to showcase films, with star-studded galas and Q&As on the agenda for the duration of the festival.

Learner Special Achievements and Award Winners

The **2021 Student National Media Awards (SMEDIAs)** were held virtually on 02 June 2021. One of Griffith College's BA (Honours) Communications and Media Production students received the Video Journalist of the Year award at this ceremony.

A final year project undertaken by six **Griffith College Interior Design students** focused on a real-life brief with Sweeney Hotel, Donegal. This project was chosen to feature on popular RTÉ renovation TV series "At Your Service", hosted by the hotelier duo Francis and John Brennan.

In April 2021, Griffith College's Photography Department partnered with Irish Poster Advertising LTD (IPA) to facilitate the **2020 Photography Graduate Exhibition** across the streets of Dublin. Building on the success of the Made in Griffith campaign, this is the second time the college has partnered with the IPA. This exhibition features samples of the 2020 photography graduates' final year projects, and provided an opportunity for the general public to view the graduates' work in the absence of an end of year exhibition (due to COVID constraints). The exhibition was in situ for four weeks in locations on Moore St, Parnell St, Exchange St, Werburgh St., Clanbrassil St., Harold's Upper, Portobello Bridge, Peter's Place, Adelaide Rd and Oliver Bond St.

Recent BA in Film and TV Production graduates each had their debut short film featured at the **2021 Virgin Media Dublin International Film Festival First Frame Event**. This First Frame Event is a film-student initiative and competition, where film students and graduates from across Ireland submit short films to be critiqued by a panel of industry leaders. This year, the event was supported by Warner Media, and also featured a career interview with leading Hollywood film producer Dede Gardner (*Moonlight, 12 Years a Slave, Minari*). Griffith College congratulated its graduates for making the cut and being amongst the fantastic collection of films selected for review at the festival.

Three Griffith College Design graduates were shortlisted for this year's **Graduate Design Awards of the Institute of Designers in Ireland (IDI)**, which represents a cross-section of the design industry. The shortlisted categories represented included Fashion Design, the Use of Illustration in Design (Visual Communications) and Interior Design/Interior Architecture, with the graduates winning the first two of these.

A graduate of the BA in Photographic Media was one of three winners in the **Gallery of Photography's inaugural Graduate Awards**. The graduate has begun a mentorship with the Gallery of Photography for their final year project, which means that they receive guidance and support, while developing new projects, and will also "receive a production bursary from Gallery of Photography Ireland, a print portfolio showcasing their work and a display in the Print Space adjacent to the bookshop on its ground floor."

A Platinum provider of ACCA tuition, Griffith College's School of Professional Accountancy has a long-standing tradition of producing consistently high pass-rates that exceed the global average. The success of the ACCA lecturing team is based on their professionalism and the quality of the lectures. The flexibility of the Griffith College ACCA course offering is a great advantage to students and includes part-time courses, e-learning courses, live streaming, revision courses and much more. In the period under review, **Griffith College's Professional Accountancy prize winners** included:

- One learner was awarded first place in Ireland for Advanced Taxation, and also placed first in Ireland and first in the world in Audit and Assurance.
- One learner was awarded first place in Ireland for Performance Management and placed ninth in the world.
- A Griffith College learner also achieved a second world placing for Financial Reporting.

Griffith College Accountancy students additionally took a total of 24 places across all accounting body examinations in exams in the period under review. These included seven top ten world placings in ACCA and 13 first places in the CPA examinations in 2020, bringing the total placings to 590 within the last few years.

Public Information and Communication

In response to an identified gap in existing procedures, the college established a new protocol for the approval of marketing material. Immediately prior to publication of material advertising QQI-validated programmes, a member of the QAE team will henceforth review the accuracy of their programme details based on the information included on the programmes' certificate of validation, namely: title, credits, duration, award type, and delivery modes(s).

The existing procedure had provided for a pre-publication check by the relevant faculty, however this check focused primarily on module content and target learner profile. The additional QAE team check was introduced to increase the confidence level that prospective learners had access to clear and correct information.

As part of the implementation of this new protocol, the QAE department conducted an audit of all existing programme information on the Griffith College website. This resulted in the correction of a small number of errors.

Other Parties in Education

The college has historically enjoyed an excellent relationship with its collaborative partners. Collaborative partners are represented on the academic and professional council and engage in regular contact with several departments in the college, including the QAED.

➤ Peer QAED Review

A self-evaluation exercise (conducted in 2020) identified the need to embed a more formal dialogue process to future proof the partnerships. Therefore, in January 2021 the college established a new practice for dialogue with its collaborative partners.

This resulted Griffith College senior management and members of the QAE Department meeting with management and programme teams from each of Innopharma Labs, Globe Business College Munich, and Pulse College. A formal note of the meetings was agreed and action points were determined. This new practice aims to create an opportunity for formal reflection on the delivery of programmes, the learner experience, quality assurance, and any relevant plans which may impact on either party, and will be operationalised for future academic years.

➤ **Recognition of Globe College Munich by German authorities**

In February 2021, following the programmatic review and revalidation of the Griffith College BA (Hons) in Business, Globe Business College Munich completed its State-acceptance processes in Bavaria to offer all three years of this degree programme in Germany. As a result of this recognition the degree is listed on the Anabin database (which identifies all degrees that are recognised in Germany).

➤ **(Proposed) Collaboration with ESS**

Discussions commenced in Autumn 2020 regarding a potential collaboration with ESS Ltd, a Limerick based provider offering QQI-approved training programmes in industrial support services nationwide, through a collaborative agreement with another provider. Griffith College implemented appropriate due diligence procedures in investigating the possibility of engaging with ESS Ltd as a collaborative partner. Following several meetings of management and staff within both organisations, and updates to APC throughout the consortium agreement drafting process, the collaboration was signed-off by both parties and drafting of programme validation documentation commenced.

➤ **QQI's Principles for engagement with Professional, Statutory & Regulatory Bodies**

In March 2021, APC received the set of draft principles prepared by QQI in relation to engagement with Professional, Statutory & Regulatory Bodies (PSRBs) – *Principles for Professional Engagements with Education Providers, including Programme Validation, Professional Accreditation and Approval*. QQI requested that institutions sign-up to these non-statutory principles in the short-term. The document was circulated for consideration and, in May 2021, APC approved the principles and agreed that Griffith College would sign-up to implement these as appropriate.

Self-Evaluation, Monitoring and Review (Learner Feedback)

During the relevant period the college continued to develop and refine its approach to formal learner module feedback.

During the previous reporting period, the college prioritised a pivot to online collection of formal learner module feedback. Previously learners had been asked to complete module feedback forms in person; this was identified as problematic as best practice is that learners have an opportunity to submit anonymous feedback. Moreover, with a high population of international learners it was noted that learners from some cultures have a particular disinclination to give negative feedback if they feel it is possible to be identified, e.g., by their handwriting

The process by which formal learner feedback is collected was enhanced during the relevant period to emphasise a timely closing of the feedback loop. Some modifications to the collection and organisation of the feedback data ensured that a feedback report for every module on a programme could be completed within hours of the feedback form closing. These module reports eliminate the need for faculties to review and sort raw data, in turn allowing for immediate action on learner feedback.

By collecting feedback mid-module, this approach ensures that modifications and enhancements can be implemented in time to benefit the cohort that delivered the feedback.

Information and Data Management

➤ Online Examinations

Griffith College continues to invest heavily in the college's information systems. Ongoing, from March 2020, the college has built a bespoke online exams management platform as part of the COVID-19 contingency response. This development took the form of a module built into our next-generation Student Information System, Themis (which is currently under development), and leveraging the existing VLE (Moodle) to provide the Exams Office with a platform to manage the scheduling, invigilation and submission of exams and exam scripts. It was a vital tool in our emergency response to remote assessment and provided crucial functionality at the time.

➤ Student Information System

The college uses a student information system to manage core aspects of its learner administration system, for example in relation to admissions, registration, assessment records, examinations, and financial records. Over the last 20 years, the college has continued to customise and develop the bespoke system to meet changing requirements. Following an extensive review of alternative systems and the college's anticipated future administrative requirements, the college commissioned the development of a new system (Themis), to upgrade and replace the existing system in 2020.

This project is considered a cornerstone of Griffith College's digital transformation efforts. The period under review saw continued investment in the development of this student information system, which reflects an investment of over €500,000 on external developers, in addition to extensive time commitments and support from key college staff to support the system design and testing process of key modules for managing the student lifecycle.

The build and rollout project commenced in 2020/21 with the development of modules to support registration, examinations, exam boards and award classifications. The development project will continue into 2021/22 with the legacy system being retained and run in parallel until the new system is fully commissioned.

➤ **Data Protection, Security and Integrity**

In June 2021, to mark the third anniversary of General Data Protection Regulations (GDPR) and in light of the recent high-profile hacking of higher education institutions and the Health Services Executive, the IT Services and the Data Protection sub-committee launched a Data Protection and Cyber Security Awareness training page on the college's Moodle site. The course aims to strengthen the college staff's collective knowledge in these areas and better prepare the college in defending our data and systems, given the pivotal role human nature plays in this area.

The course, which is available to all college staff, covers the following data protection and cyber security topics, including:

- Topic 1 relates to GDPR and includes information on the key aspects of the regulations. This is supported by the College's Data Protection policy which provides "how to" guides on how to remain GDPR compliant with useful support material.
- Topic 2 outlines the College's Cyber Security Policies. These policies outline best practice in the areas of password creation, keeping data secure and acceptable use of personal devices for work. Cyber Security is critical to protection of the college systems against hackers.
- Topic 3 covers the importance of vigilance in maintaining cyber security and details the concepts of hacking and all kinds of "ishing" (Phishing, Smishing, Whaling, Spear Phishing, Vishing) and how to spot an attack.
- Topic 4 details what Multi-Factor Authentication (MFA) is and why it's so important not just on work accounts, to ensure that access is confined only to the authentic user.
- Topic 5 includes guides on how to update devices and applications to help keep them secure and run more efficiently.

Engagement with these resources is ongoing with staff being facilitated to dip-in and out of the course material, as they need and have time to do so. In the short period since it launched during the year under review, some 70 staff have engaged with some part of the course.

Complementing this activity, Griffith College also invested in an incident response retainer with a leading international security company, at a cost of approx. €25,000 per annum, over a three-year contract, to further enhance data integrity within the college.

Developing Research Capacity

The college is committed to support the development of research which serves to promote intellectual and career development. The development of research in the college is one way to facilitate how learners are kept abreast with thinking at the forefront of contemporary knowledge and the application of expertise and innovation in industry.

➤ Research committee

As part of the college's commitment to its objective to improve the QAE of research, a Research Committee was established through APC, during the 2020/2021 academic year, and members were appointed. To mark the establishment of the committee, and to establish a baseline and build momentum, an online symposium showcasing staff research was held on 02 June 2021.

➤ Research showcase

The Research Showcase was spearheaded by the Research Committee. In this event, the research activities of lecturing staff were showcased in a series of presentations by colleagues from the faculties of Business, Computing, Design, Journalism and Media Communications, and Law. The event took the format of a series of presentations (over a half-day), interspersed by question-and-answer sessions to foster further engagement.

As we emerge from the constraints of the pandemic, original thinking will be essential in developing Griffith College to meet the challenges and opportunities presented in the return to normal functioning. The college is confident that development events, such as this research showcase, will greatly enhance such endeavours.

Equality and Diversity Reflection

In January 2021, as a result of a proposal to APC, it was agreed that within Griffith College, the APC and its subcommittees would introduce a standing agenda item to reflect on the equality, diversity and inclusion (EDI) dimensions of any decisions taken by the committees at their meetings. This action has been implemented across all committee meetings within the college.

In exploring the EDI theme, the college considered the possibility of developing a calendar of notable national and international celebrations and events, that the college would specifically mark throughout the year. These

significant days/dates would be noted and celebrated with specific activities, website / social media communications and /or physical signage / lighting on campus, as appropriate.

The college, through HECA, actively lobbied to be included in the circulation list for the national surveys being conducted by the Higher Education Authority (HEA) to track students' and staff member's experiences of sexual violence and harassment. This engagement was facilitated by the college in April 2021.

Teaching, Learning and Assessment of Learners

During the early stages of the pandemic, a teaching, learning and assessment (TLA) committee was established to assist the Griffith College academic community in implementing best practise pedagogy and assessment strategies, as part of the response to emergency remote teaching. Membership of this group was broad and varied across multiple college departments.

The committee responded to staff needs for assistance in structuring online sessions, developing online, timed, open book assessments and supporting hybrid delivery. A TLA group email and TLA Moodle page was launched, to which all Griffith College lecturers had access. This page hosts a variety of multi-media resources with focus on best practice in online teaching, learning and assessment, including expert guidance, as we navigate this changing professional environment.

➤ External review of teaching and learning at Griffith College

In September 2020 the college commissioned Dr Cathy Peck, an external educational consultant, to evaluate the college's current teaching, learning and assessment (TLA) resources and related practices, and to advise on how they could be further developed. The resulting review report – entitled **“A Roadmap for Sustainability and Innovation in Teaching and Learning at Griffith College (2021-2025)”** presents a five-year plan for the development of the college's TLA activities. The report and its related recommendations have been widely welcomed by the college's APC and the college's Management Board, with a number of the recommendations already implemented in the year under review, for example,

In June 2021, a proposal was brought to college senior management, to rethink and restructure the Teaching and Learning faculty and widen its scope to provide a cohesive, college wide approach to academic development. An Education, Learning and Development Group (ELDG) was formed to replace the existing TLA Committee formed during contingency remote teaching. The ELDG leverages the combined expertise of the Education, Learning and Development Department, Digital Learning Department, Learning Support Department and

Learner Analytics, and its name reflects a widened provision while also mirroring the current flagship programme, the MA in Education, Learning and Development (MAELD) programme.

Currently meeting weekly, the ELDG engages with specific faculties and departments in relation to the following activities:

- **MAELD Programme** – a level 9 academic programme, leading the advancement of best practice for lecturers and non-Griffith College candidates. Individual modules are also being offered as shorter, lesser commitment CPD opportunities for staff to advance their knowledge, skills and competences in the area of education and development.
- **Lecturer development** – creating a welcoming space for new and existing lecturers, supporting induction and onboarding, creating opportunities for CPD, and promoting collegiate network and communities of practice.
- **Learning support** – an academic skills unit to offer Griffith College learners with disabilities access to a service that supports their individual growth and academic performance. Learning is the core activity of the college. Learners must be given every opportunity to develop and strengthen their academic skills.
- **Academic Integrity** – to retain the quality, integrity and reputation of the college’s programmes and its learners’ awards by disseminating information from NAIN and the wider landscape, to all programme teams.
- **Digital Learning Department** – to provide training and e-learning support for all learners and staff across all campuses and partnerships. This includes use of the virtual learning environment, e-portfolios, e-learning labs for lecture capture, online classrooms, and training in the online exams’ platform, during the pandemic.
- **Programme development**– provide pedagogical advice and support the TLA strategies of new and existing programmes. Offer programme teams targeted advice and guidance on their unique teaching and learning strategies, digital learning, inclusive curriculum design and other practices at the forefront of best practice in higher education, nationally and internationally.

➤ **Staff Training and User Support Specialist**

In late spring 2021 the college hired its first dedicated Staff Training and User Support Specialist in a full-time role within the IT department. Prior to this initiative, staff appointed to key roles, such as: heads of faculty, faculty administrators, programme directors, and lecturers, had no formal, centralised training support. Training in systems, policies and procedures, were carried out locally by faculty, administrative offices and support

departments. The establishment of this role, and resulting appointment, is considered crucial to enhance supports and resources for staff, and reflects a long-term strategy that will see the college significantly strengthen its consistency of service provision in this area. Additionally, the introduction of the next-generation Student Information System has dramatically increased the requirement to train and upskill staff in this area, as it seeks to introduce both a new platform and reengineered processes across all aspects of the college's operations. The hiring of a Support Specialist aims to enhance training support – coordinating and delivering training on the systems based on formal college policies and processes.

➤ **Teaching Champions**

Following the publication of '**A Roadmap for Sustainability and Innovation in Teaching and Learning at Griffith College**', a proposal was developed by the ELDG for the appointment of "Teaching, Learning and Assessment Champions (or TLA Champions)". Using TLA Champions to pioneer and support real changes in teaching, learning and assessment is in line with best international practice allowing the faculties to learn from and benchmark against each other. This initiative was approved by the college's Management Board (MB), for implementation in the 2021/22 academic year, and the process to recruit a college-wide team of expert, committed, teaching, learning and assessment professionals from the college's existing faculties and programmes was initiated.

It is proposed that teaching, learning and assessment champions would be the educationalists, academics or professionals in the faculty / programme team who:

1. have a passion for teaching, learning, and assessment practice in their discipline and are keen to develop and enhance their own practices
2. through engagement, college-wide and beyond, are knowledgeable about best practice and emerging developments, in teaching, learning and assessment
3. engage with new and existing lecturers and learners to assist them in the exploration and implementation of best practice teaching, learning, and assessment.
4. support other teaching staff in developing authentic teaching and assessment practices, both directly and by offering guidance on valuable (evidenced-based) support resources.
5. monitor and review learner performance, meeting directly with individual learners and groups of learners to obtain valuable feedback on their experience of the faculty's / programme's teaching, learning and assessment
6. monitor overall learner performance analytics within the faculty / programme identifying appropriate teaching, learning and assessment enhancements.
7. contribute to their faculty's / programme's teaching, learning and assessment strategy

In addition to their roles as champions within their faculty / programme team, TLA champions would:

8. be active members of the college's ELDG – comprising all faculty / programme champions, learner representatives and ELD managers.
9. bring experiences and innovations from their faculty / programme team forward to the wider ELDG for wider consideration across the college.
10. bring experiences and innovations from the wider ELDG back for consideration within their faculty / programme team.
11. assist in the coordination, delivery and showcasing of the college's teaching, learning and assessment practices (e.g. at internal showcase events and external conferences events, for example EdTech, ICEP, HECA, etc.)
12. contribute to the college's overall teaching, learning and assessment strategy.

➤ **National Forum Seminar**

In March 2021, learner support staff of Griffith College facilitated a National Forum for Enhancement of Teaching and Learning in Higher Education funded seminar: [*Supporting Students with Neurological Differences*](#). This event aimed to:

1. Support diverse cohorts of students better using practical strategies
2. Discuss learning challenges associated with neurological differences such as ADHD, Autism, Dyslexia and Dyspraxia
3. Explore strategies based on neurodiversity
4. Plan to use strategies to encourage student success for all students

This event was a joint collaboration between Griffith College Learning Support and Griffith College library, and was considered a great success according to feedback on the day.

➤ **Universal Design for Learning (UDL) Badge**

College staff members also successfully facilitated two intakes of Griffith and external staff on the Universal Design for Learning digital badge, to promote inclusive teaching practice and an overall inclusive culture for learners. Promotion of this and other digital badges are ongoing.

➤ **TLA Showcase**

A peer-presented showcase was facilitated for college staff on 25 May 2021. This event sought to showcase, share, and appreciate some of the teaching, learning and assessment (TLA) activities within Griffith College. The event encouraged lively discussions and interaction on topics as varied as challenges and achievements in the online pivot, universal design for learning, tech tips and tools, learning analytics, open educational resources,

and contract/AI-based cheating, with lots of ideas for practical interventions in online classrooms and breakout rooms, and supports for participation and engagement with non-traditional learners, and those for whom English is not a first language.

➤ **Teaching Hero Awards**

The National Forum for Enhancement of Teaching and Learning in Higher Education's Teaching Hero Awards were run again in 2021. The Teaching Hero Awards are Ireland's only national, student-led awards for those who teach in higher education. The Awards were organised by the National Forum, in collaboration with the Union of Students in Ireland and other students' unions nationwide, and provide an opportunity for students to recognise and celebrate outstanding teaching in our higher education institutions. Teaching Heroes are nominated by individual students, who submit a short personal piece to explain why the person is their 'Teaching Hero'. Based on student nominations, all Teaching Heroes identified, with their agreement, receive national recognition. In 2021, 17 members of Griffith College teaching staff received a Teaching Hero award.

➤ **National Awards**

The Postgraduate Diploma in Accounting and Finance Management programme at Griffith College was a Finalist for Excellence in Education from the Irish Accountancy Awards 2020.

Additionally, Griffith College was shortlisted in the following six categories at the Education Awards 2021:

1. Career Impact Strategy Award
2. Best Online Learning Experience
3. Best Use of Educational Technology/ICT Initiative of the Year
4. Best Marketing/Communications Team
5. International Engagement Award
6. Best Student Accommodation

Enhancement of Cork Campus

Griffith College has continued to invest in upgrading the Cork Campus. The campus, comprising 5.3 acres and an internal space of 73,947 square feet, was previously St Patrick's University Hospital, convent and chapel. Initially, the hospital section was converted for educational use with 35 lecture rooms in this part of the building.

The most recent upgrade project, which was completed in Q1 2021, has resulted in a significant transformation from the convent (originally built 130 years ago) as it was in 2013, to today's modern campus. The original church and three-storey convent building have been restored and renovated. There are now four floors, boasting 25 additional lecture rooms, learning spaces, a student common room, library and all the facilities one would expect in a higher education institution. As this building is listed, all the original historic features were retained, while three new staircases have been installed, and the building has been re-wired, insulated and a new state of the art heating system installed.

Sustainability was key in the redevelopment of the building and it is now a 'Nearly Zero Energy Building', meaning that it has a very high energy performance rating. Griffith College is very proud of the team in Cork who have been involved in this project over the years, along with experts in the Design Faculty who have been project managing these renovations since 2013. The college is hugely grateful for the project team's hard work, many hours of drawings' review, encouragement of suggestions, etc. In addition, the IT team, who were involved in the sensitive installation of the new IT systems, and the facilities' staff are to be commended. A true team effort involving many in Dublin and Cork made this project such a success, and the college plans a grand opening once public health guidelines permit such an event.

2.1 Initiatives within the Institution related to Academic Integrity

Participation in National Initiatives

During the relevant period the college nominated a second member to the National Academic Integrity Network (NAIN). One member will work on initiatives relating to the detection of academic misconduct while the other will focus on prevention.

The college is represented through the Higher Education Colleges Association (HECA) in national initiatives and data-collecting initiatives that inform national policy and understanding.

The college has two representatives on the HECA Quality Assurance Forum (HAQEF) and led on organising sectoral events, along with sharing best practice on understanding, preventing and responding to academic misconduct. This year these representatives also supported HAQEF's engagement with the National Forum for Enhancement of Teaching and Learning to organise seminars in the area of '*managing and supporting well-being in a digital world*' from a staff and learner point of view, which also impacts on academic integrity.

Engagement with QQI

During the reporting period, the college has strengthened its relationship with QQI in respect of academic integrity reporting. The college has shared detailed findings from academic misconduct investigations, in some cases identifying previously unknown services and tactics. The college also acted swiftly to follow-up on information provided by QQI and demonstrated its commitment to responding to new findings and data.

Academic Supports

The college's library services continued to include academic writing and referencing support. These supports play a significant role in helping learners avoid accidental plagiarism and increase their capacity for authentic academic writing. Two members of the library staff have completed the Supervision of Research Students module, from the MAELD, to facilitate their ongoing support of learners in relation to academic writing.

Use of viva voce examinations

During the reporting period the college developed guidelines for the use of *viva voce* examinations where this is deemed appropriate in investigating academic misconduct.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

| No. | Relevant objectives | Planned actions and indicators. |
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| 1. | Progress and support the development of an autonomous student-led Griffith College Students' Union | <p>Detail: Continue to work with the elected Students' Union representatives to develop and strengthen the participative role of the Union in the academic governance of the college. Also, through this process to support, train and empower class representatives to become active stakeholders in the college's QAE processes.</p> <p>Unit responsible: QAE Department, Student Activities Department, Board of Directors, Management Board</p> <p>Timeline: Ongoing throughout the reporting period</p> |
| 2. | Review and increase externality in academic decision-making | <p>Detail: Continue to review, develop and strengthen the role of external stakeholders in academic decision making, including industry involvement in the development of programmes' required content and work-relevant learning; 'blue cert' and apprenticeship programmes; company academic scholarships (earn and learn programme); etc.</p> <p>Unit responsible: Management Board, Academic and Professional Council</p> <p>Timeline: End of reporting period</p> |
| 3. | Establish and support an equality, diversity and inclusion working group | <p>Detail: Continue to focus on supporting the enhancement of equality, diversity and inclusion activities across the college, and within functions and committees</p> <p>Unit responsible: QAE Department, Academic and Professional Council, Management Board, Board of Directors</p> <p>Timeline: End of academic year</p> |

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| 4. | Audit and update QAE policies, procedures and guidelines | <p>Detail: Audit, develop and strengthen the college’s QAE policies, procedures and guidelines to ensure continued relevance</p> <p>Unit responsible: QAES, Academic and Professional Council, QAE Department</p> <p>Timeline: End of reporting period</p> |
| 5. | Enhancing graduate employability | <p>Detail: Continue to focus on supporting enhanced employability and career-development supports to be made available to all Griffith College students – across the college, and within functions and committees. Considered options include collaborative project work; undergraduate research; use of e-portfolios; President’s roll of honour; development of certificates in workplace mentoring, work skills, etc.</p> <p>Unit responsible: QAE Department, Academic and Professional Council, Faculties, Management Board, Board of Directors</p> <p>Timeline: End of academic year</p> |
| 6. | Develop and Validate Fully Online Pilot | <p>Detail: Engage with QQI to facilitate validation of proposed programme and develop QAE policies, procedures and guidelines to support</p> <p>Unit responsible: Academic and Professional Council, QAE Department, Faculties, Digital Learning Department</p> <p>Timeline: Ongoing, in timeline consistent with QQI (pilot) validation schedule</p> |
| 7. | Reconstitution of committee memberships | <p>Detail: Reflect on and review the college committees and working groups to support representation, diversity and inclusion.</p> <p>Unit responsible: QAE Department, Academic and Professional Council, Faculties, Management Board, Board of Directors</p> <p>Timeline: End of academic year, and ongoing</p> |

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

| Unit to be reviewed | Date of planned review | Date of last review |
|--|---|-----------------------------|
| Programme Review (quinquennial) - Planned <ul style="list-style-type: none"> PG22052, Diploma in Building Information Modelling (BIM) and Graphic Illustration, Level 8, Special Purpose Award, 60 ECTS PG22054, Certificate in Building Information Modelling (BIM) and Graphic Illustration, Level 8, Special Purpose Award, 30 ECTS | Reports complete – ratified at PAEC meeting – 09 Sept 2021 | First validated: 16/09/2015 |
| Programme Review (quinquennial) - Planned <ul style="list-style-type: none"> PG22056, Diploma in Entrepreneurship and Project Management in the Built Environment, Level 8, Special Purpose Award, 60 ECTS PG22057, Certificate in Entrepreneurship and Project Management in the Built Environment, Level 8, Special Purpose Award, 30 ECTS | Reports complete – ratified at PAEC meeting – 09 Sept 2021 | First validated: 16/09/2015 |
| Programme Review (quinquennial) - Planned <ul style="list-style-type: none"> PG22059, Diploma in Retrofit, Conservation and Sustainability, Level 8, Special Purpose Award, 60 ECTS PG22060, Certificate in Retrofit, Conservation and Sustainability, Level 8, Special Purpose Award, 30 ECTS | Reports complete – ratified at PAEC meeting – 09 Sept 2021 | First validated: 16/09/2015 |
| Programme Review (quinquennial) - Planned <ul style="list-style-type: none"> PG22077, Bachelor of Arts (Honours) in International Hospitality Management, Level 8, Major Award, 180 ECTS [closing] PG22079, Diploma in International Hospitality Management, Level 7, Minor Award, 120 ECTS [closing] | As programmes are being closed – process deferred for completion in 2021/2022 | Last review: 15 July 2017 |
| Programme Review (quinquennial) - Planned <ul style="list-style-type: none"> PG22715, Master of Science in International Pharmaceutical Business Management, Level 9, Masters' Degree, 90 ECTS PG22724, Postgraduate Diploma in Science in International Pharmaceutical Business | Planned for completion at (latest) PAEC meeting: June 2022 | First validated: 15/02/2017 |

| | | |
|--|--|------------------------------------|
| Management, Level 9, Postgraduate Diploma, 60 ECTS | | |
| Programme Review (quinquennial) - Planned <ul style="list-style-type: none"> PG22983, Bachelor of Arts (Honours) in Audio and Music Technology, Level 8, Honours Bachelor Degree, 210 ECTS PG22984, Certificate in Audio and Music Technology, Level 6, Minor Award, 60 ECTS | Planned for completion at (latest) PAEC meeting: June 2022 | First validated: 04 September 2017 |
| Programme Review (quinquennial) - Planned <ul style="list-style-type: none"> PG23343, Bachelor of Arts in Animation, Level 7, Ordinary Bachelor Degree, 180 ECTS PG23335, Certificate in Animation, Level 6, Minor Award, 60 ECTS | Planned for completion at (latest) PAEC meeting: June 2022 | First validated: 04 September 2017 |
| Programme Review (quinquennial) - Planned <ul style="list-style-type: none"> PG23508, Certificate in Dual Career Development (Sport), Level 7, Special Purpose Award, 20 ECTS [possibly closing] | Planned for completion at (latest) PAEC meeting: June 2022 | First validated: 04 September 2017 |

3.2.2 Reviews planned beyond Next Reporting Period

(Quinquennial) Programme Reviews - to be completed pre-Sept 2023

PG23961, Bachelor of Arts (Honours) in Fashion Design, Level 8, Honours Bachelor Degree, 180 ECTS

PG23962, Bachelor of Arts in Fashion Design, Level 7, Ordinary Bachelor Degree, 180 ECTS

PG23963, Bachelor of Arts (Honours) in Interior Architecture, Level 8, Honours Bachelor Degree, 180 ECTS

PG23964, Bachelor of Arts in Interior Design, Level 7, Ordinary Bachelor Degree, 180 ECTS

PG23965, Certificate in Art and Design, Level 6, Minor Award, 60 ECTS

PG24023, Certificate in Advanced Taxation Planning and Advice, Level 8, Special Purpose Award, 15 ECTS

PG24025, Certificate in Small and Medium Enterprise Management, Level 7, Special Purpose Award, 10 ECTS

PG24027, Certificate in Legal Studies, Level 6, Special Purpose Award, 60 ECTS

PG24036, Bachelor of Arts (Honours) in Music Production, Level 8, Honours Bachelor Degree, 210 ECTS

PG24037, Certificate in Music Production for Games

(Quinquennial) Programme Reviews - to be completed pre-Sept 2024

PG24024, Certificate in SME Marketing and Sales, Level 7, Special Purpose Award, 10 ECTS

PG24060, Bachelor of Science (Honours) in Computing Science, Level 8, Honours Bachelor Degree, 240 ECTS

PG24062, Higher Certificate in Science in Computing, Level 6, higher certificate, 120 ECTS

PG24064, Higher Diploma in Science in Computing, Level 8, Higher Diploma, 60 ECTS

PG24063, Higher Diploma in Science in Web Development, Level 8, Higher Diploma, 60 ECTS

PG24209, Master of Science in Computing, Level 9, Masters' Degree, 90 ECTS

PG24210, Postgraduate Diploma in Science in Computing, Level 9, Postgraduate Diploma, 60 ECTS

PG24211, Master of Science in Interactive Digital Media, Level 9, Masters' Degree, 90 ECTS

- PG24212, Postgraduate Diploma in Science in Interactive Digital Media, Level 9, Postgraduate Diploma, 60 ECTS
- PG24138, Bachelor of Arts (Honours) in Communications and Media Production, Level 8, Honours Bachelor Degree, 180 ECTS
- PG24139, Bachelor of Arts in Communications, Level 7, Ordinary Bachelor Degree, 180 ECTS
- PG24140, Bachelor of Arts in Photographic Media, Level 7, Ordinary Bachelor Degree, 180 ECTS
- PG24141, Certificate in Photography, Level 6, Minor Award, 60 ECTS
- PG24216, Master of Arts in Journalism and Media Communications, Level 9, Masters' Degree, 90 ECTS
- PG24217, Postgraduate Diploma in Arts in Journalism and Media Communications, Level 9, Postgraduate Diploma, 60 ECTS
- PG24218, Master of Arts in Journalism and Public Relations, Level 9, Masters' Degree, 90 ECTS
- PG24219, Postgraduate Diploma in Arts in Journalism and Public Relations, Level 9, Postgraduate Diploma, 60 ECTS
- PG24220, Master of Arts in TV and Radio Journalism, Level 9, Masters' Degree, 90 ECTS
- PG24221, Postgraduate Diploma in Arts in TV and Radio Journalism, Level 9, Postgraduate Diploma, 60 ECTS
- PG24213, Certificate in Mediation, Level 8, Special Purpose Award, 20 ECTS
- PG24161, Bachelor of Arts in Pharmaceutical Business Operations, Level 7, Ordinary Bachelor Degree, 60 ECTS
- PG24038, Postgraduate Diploma in Science in Medical Device Technology and Business, Level 9, Postgraduate Diploma, 60 ECTS
- PG24231, Master of Science in Procurement and Supply Management Level 9, Masters' Degree, 90 ECTS
- PG24232, Postgraduate Diploma in Science in Procurement and Supply Chain Management, Level 9, Postgraduate Diploma, 60 ECTS
- PG24135, Master of Science in Accounting and Finance Management, Level 9, Masters' Degree, 90 ECTS
- PG24136, Postgraduate Diploma in Science in Accounting and Finance Management, Level 9, Postgraduate Diploma, 60 ECTS
- PG24233, Master of Science in International Business and Law Level 9, Masters' Degree, 90 ECTS
- PG24234, Postgraduate Diploma in Science in International Business and Law, Level 9, Postgraduate Diploma, 60 ECTS
- PG24170, Bachelor of Laws (Honours), Level 8, Honours Bachelor Degree, 180 ECTS
- PG24171, Master of Laws in International Law (LLM), Level 9, Masters' Degree, 90 ECTS
- PG24172, Postgraduate Diploma in Arts in International Law, Level 9, Postgraduate Diploma, 60 ECTS
- PG24173, Master of Laws in International Commercial Law (LLM), Level 9, Masters' Degree, 90 ECTS
- PG24174, Postgraduate Diploma in Arts in International Commercial Law, Level 9, Postgraduate Diploma, 60 ECTS
- PG24175, Master of Laws in International Human Rights Law (LLM), Level 9, Masters' Degree, 90 ECTS
- PG24176, Postgraduate Diploma in Arts in International Human Rights Law, Level 9, Postgraduate Diploma, 60 ECTS
- PG24227, Higher Diploma in Arts in Drama Education, Level 8, Minor Award, 60 ECTS
- PG24228, Certificate in Drama Education, Level 8, Minor Award, 45 ECTS
- PG24229, Certificate in Drama Performance, Level 8, Minor Award, 20 ECTS

4.0 Additional Themes and Case Studies

GLOBAL MARKETING MODULE: A Reflection

by Deborah Kirkland, Lecturer - Global Marketing, Griffith College

Background

Global Marketing is a core module forming part of the college's Masters in International Business. The typical cohort of learners is young (approximately 22-24 years old), mixed gender and international. The principles of constructive alignment (Biggs, 2003) underpin the design of the module where learning activities, assessment and learning outcomes are aligned. I have been the lead lecturer on this module for the past five years.

Considering the growing body of literature on the value of learner engagement (Biggs, 2003, Kahn, 2014, HEA, 2019), classroom interaction plays a fundamental part in the module delivery. The importance of a learner environment that is "caring, supportive and connected" has also been identified by the National Forum for Engagement in Teaching and Learning in Higher Education (2019). Furthermore, the value of educational environments that foster interactivity and engagement where the emphasis is on "teaching rather than lecturing" was highlighted. My face-to-face lectures endeavour to foster such an environment and typically would employ several engaging activities such as group work, case study discussions, collaborative worksheets, in class quizzes, learner presentations and debates.

The challenge

In early 2020, the COVID-19 crisis engulfed the world and within weeks higher educational institutions such as Griffith College were forced to close their premises and swiftly move online in compliance with lockdown measures. As a report by OECD highlights (2020), educational institutions faced several challenges: 1. how to continue to deliver valuable educational content through online delivery 2. how to deliver engaging social and networking experiences that are such a fundamental part of the University experience 3. how to protect the safety and legal status of international learners in the host country. This case study primarily focuses on the first and second challenges, which fall more closely under the remit of lecturers.

How to deliver valuable educational content through online delivery?

The college was quick to replace face-to-face lectures with digitised delivery and Global Marketing transitioned online almost overnight. As a lecturer, I was fortunate in that I had prior experience delivering blended modules. However, for many lecturers it required rapid and immediate upskilling on how to schedule, host and record online lectures. They were also forced to reassess how to engage learners in a digitised world. A further challenge was that some of our learners had left Ireland to return to their own countries. This presented two immediate difficulties: 1. how to manage learners in a wide variety of different time zones 2. how to facilitate learners who might experience poorer bandwidths based on their overseas location.

Solution: I was again fortunate to have had some prior experience of using online voting tools such as Kahoot, Mentimeter and Vevox in class. However, as in person delivery offers so much more scope and flexibility, I used these tools more as props and means of "mixing things up" and "keeping things fresh." They played a supportive role to foster more meaningful class dialogue. However, these tools now became a vital component of my online arsenal. Overnight word clouds replaced in class discussions and online polls replaced raised hands.

Furthermore, the recording feature of Zoom allowed lectures to be captured for future viewing. This was one of the greatest advantages of online learning. It not only allowed for recordings to be viewed offline by those in

different time zones or those experiencing bandwidth issues, but it also enabled these recordings to serve as future revision tools. Furthermore, I used H5P ([H5P – Create and Share Rich HTML5 Content and Applications](#)) to embed interactivity such as quizzes, URL links and case studies directly into this video content. My learner feedback suggests that recorded content coupled with this interactive feature was of particular benefit in a COVID world.

Deliver engaging social and networking experiences through online delivery

As the OECD stress (2020), the COVID-19 crisis has raised questions about the ability of online universities to provide critical networking and social opportunities that accompany a college education. To remain relevant, universities must reinvent their learning environments so that online delivery can still provide enriching learner relationships such as learner to teacher, learner to industry and learner to learner (OECD, 2020).

Solution: This was undoubtedly the greatest challenge I faced with the move online. Group discussions form a vital part of my face-to-face classroom delivery. A safe physical space where learners feel free to express themselves is something that I try to nurture from the start. For example, my first class always includes introductions and icebreakers to gently nudge learners to participate. My second class includes an in-class debate where the entire room is required to contribute. But this type of engagement relies on a physical classroom where you can easily spot those who aren't participating and where vital body language signs alert you to a learner feeling discomfort, embarrassment, or agitation. Zoom calls simply can't provide these kinds of contextualised cues.

It would be wrong to suggest that my move online has been easy. I still struggle with sustaining interaction. I frequently need to make awkward interjections to ensure learners can see or hear the content being delivered. Cameras are often turned off and some online learners never fully engage. But there are tools that can help. I found the use of Zoom breakout rooms a particular benefit. I was surprised to find that when I broke my class down into smaller pods they really did start to emulate in-class discussions. I also found that small breakout pods reduced inhibitions and that learners were far more open to engage in the larger group after having been in a breakout room. The smaller pod interactions seemed to offer a safe space for learners to validate their ideas before raising them with the entire zoom class. I was also fortunate to come across a very useful article by Stephanie Reine (Harvard Publishing, 2021). This article provides 5 "Use Cases" for how to use breakouts effectively in zoom: [Get Creative with Your Use of Breakout Rooms | Harvard Business Publishing Education](#)

Conclusion

There is no escaping the limitations that COVID-19 has forced upon us as educators. Few if any would argue that the online experience can replicate an on-campus experience. This is probably particularly true for first year students where social relationships play such an important role in transitioning to college life. However, I believe that there are ways to make the online experience more fun and engaging as practitioners such as Reine have shown. This experience has forced us to adapt. But much like our learners, we are now more resilient, technologically savvy and arguably more capable than ever before.

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MICROCREDENTIAL AWARDS AT GRIFFITH COLLEGE

Following significant consultation across the sector, and related research, QQI (Quality and Qualifications Ireland) defines ‘microcredentials’ as minor awards, of credit volume 5-30 ECTS (European Credit Transfer System), which may be either:

- a new programme
- a programme comprising a module (or more than one module) drawn from a previously validated programme (or more than one programme)

Griffith College has been happy to engage with QQI and fellow HECA (Higher Education Colleges Association) providers to support the achievement of this definition which recognises the ability to seek validation for microcredential programmes that consist of (i) new modules that are not part of an existing validated programme, or (ii) validated modules that have been amended for provision as a microcredential.

Establishing and Agreeing the Process

In October 2020, following a participative and constructive consultation process within the HECA sector, QQI facilitated an initial pilot project to consider the microcredential validation process (for pre-validated modules only, and for programmes comprising 5-10 ECTS/a maximum of two modules). Working with an aim for QQI to have completed processing potential applications and have recommendations ready for the Programme Awards Executive Committee (PAEC) meeting on 5 December 2020, it was agreed that providers would complete their application documentation, and submit via QHub, on or before 16 October 2020. Griffith College submitted two applications to meet that deadline – one Level 7, 10 ECTS programme and one Level 9, 5 ECTS programme.

QQI simultaneously worked on piloting the system for processing the applications, and convened (desk review) panels in late October/early November to consider the proposals. While it was initially envisaged that QQI would consider utilising a subset of the panel involved in the parent programme validation/revalidation to support the desk-review evaluation, this proved not to be the possible in many instances during the pilot, and was not the case for the Griffith College programmes considered.

A second round of pilot applications was facilitated in early March 2021 (to align with the 2021 SpringBoard call) – Griffith College did not submit further programmes at that time.

Validation is facilitated for a maximum validation period of 3 years, and the QQI fee for the validation process is €1,000 per year of validation sought, with a minimum fee of €2,000 applied.

The Process

Proposals for microcredential validation are documented in a QQI programme descriptor template, which is accompanied with a Self-Evaluation Report. These documents identify the programme’s origin, its programme learning outcomes, and provides typical module descriptor details of the composite modules (if/as appropriate). The documents also set out the rationale and business case for the programme. Protection for enrolled learners is required for any programme that runs to a minimum of one semester.

The programme documents, plus fee sheet, are uploaded to QHub, as for any other application process. The application is pre-screened by QQI, who determine whether the programme should be evaluated by desk audit or by panel meeting, and the process for generating the panel report is then, in Griffith College’s case, managed by the College’s QAE Department under devolved responsibility for validation subprocesses (DR). The college appoints desk auditors within the same framework that applies for major programme validation panel members (under the devolved responsibility designation), and the college instruct the panel that they should apply the same rigour to the validation review and consideration as they would to a major programme.

In the context of desk audit, the external panel members may seek clarification/further information as necessary (i) to clarify an obvious issue/omission, which could otherwise require a condition of validation to be specified in the panel report, and/or (ii) to reach an agreed recommendation on validation. Report templates are available to support both activities, i.e. (i) to seek further information, and (ii) to report the outcome of the panel’s deliberations and recommendation to QQI’s PAEC.

The decision of validation is made by QQI’s PAEC in the normal manner (based on panel’s recommendation) and the panel report is published, post-PAEC. A sample of a previous Griffith College microcredential programme validation report may be accessed [here](#).

Learning and Outcomes

Griffith College is delighted that the process has been expanded to facilitate the validation of microcredentials that consist of new modules, that are not part of an existing QQI validated programme within the college. This

facilitates the further development of the college portfolio to support application under state-funded job support initiatives such as SpringBoard and July stimulus.

The establishment of this validation process supports the objectives (both commercial and academic) of the HECA providers – and supports progress towards levelling the competitive landscape (somewhat). The microcredential validation process is still a time and resource intensive exercise for both the provider and QQI - not a quick-fix as perceived by some individuals.

Reflections on the Process

At Griffith College we have been delighted to engage fully with these processes with QQI, both within the pilot validation phase, and subsequently to successfully validate additional programmes through this route.

Having DR for the validation subprocesses for microcredentials is advantageous to providers - to be able to manage a significant part of the process for validating their microcredentials in-house, namely the identification of the panel, facilitation of their discussion and generation of the Independent Evaluation report (IER). Further approval was required to include microcredential awards to the range for approval under DR.

We have found that the process of documentation development, initial screening, panel member identification and approval, desk review, and panel report generation continues to be time and resource intensive for both the provider and QQI.

It is agreed that desk audit worked quite well for the evaluation of the microcredentials, and while it may have a disadvantage in that it does not allow the evaluation panel to engage directly with the provider, and have questions answered in a discussion, the request for further documentation facilitates this activity adequately, and a site visit remains an alternative option if there are larger issues arising during the evaluation. Griffith College has found that facilitating the panel members coming together (virtually) for a short (one-hour meeting) to agree and support the composition of their report is very useful to complete the reporting process in a timely fashion, and a more productive use of panel members' time.

While the pilot process did not identify the requirement for the provision of additional documentation as part of the validation application, Griffith College has identified panels' requests for further information in relation to teaching staff profiles and sample assessment material as an indication of a gap in this documentation provision – therefore we now provide this information routinely as part of our programme documentation pack.

Under the microcredential pilot project, the experts that were chosen to desk review the microcredential applications were working in/retired from the public sector. QQI indicated that the national and international experts would continue to be chosen in this manner. Griffith College look forward to opening this desk-reviewer opportunity to colleagues within fellow HECA providers, to both facilitate their development and expertise in this area, and to recognise their professionalism and the role that these providers have played in facilitating the development of this microcredential validation process within the QQI HE landscape.

Following from that the college would like to see further recognition and promotion of the availability of microcredentials within the QQI-validated provider sector, and will endeavour to support this recognition when and where possible.

DESIGN COMMUNICATIONS STUDENTS UNVEIL INSPIRING ARTWORK ON CAMPUS

Griffith College Design Communications learners showcased their encouraging artwork in a bid to give fellow students hope on their return to third-level amid the COVID-19 pandemic.

The Design Communications learners unveiled their inspirational 'Design a Story Cube' creations on Friday, 02 October 2020. The 'Design a Story Cube' project was put to the students by the Head of Design Faculty, Deirdre Doherty, and was reviewed by stencil artist Garreth Joyce who adapted the ideas, incorporating elements of the students' designs.

The group were given a selection of keywords to build the creations, these included; multi-cultural, colour, abstract, journey, dreams, student life, pattern, empowerment, knowledge and freedom. The resulting creations, developed by eight learners, are on display in Griffith College's campus on the South Circular Road, Dublin 8.

These 6 story cubes will sit on the green space on the main campus, and represent the learners' acknowledgement of their fellow peers returning to third-level education across the country, while hoping to evoke a sense of inspiration.

Acknowledging the importance of the collection, the Head of the Design Faculty, Deirdre Doherty, said, "*We are delighted to welcome our Design Communications, Fashion and Interior learners back on campus. We're operating practical sessions face to face while adhering to all social distancing guidelines and government advice.*"

ENTREPRENEURIAL INNOVATION: INTEGRATED TEACHING AND ASSESSMENT USING BUSINESS SIMULATION AND LIVE CASE STUDY

Entrepreneurial Innovation is a 10-ECTS module which is taught during the second semester of the International Business Management Postgraduate Diploma in Science (60 ECTS); MSc (90 ECTS), and MBA (120 ECTS) programmes in Griffith College's Graduate Business School. The module is co-taught by two lecturers, over a 13-week timeframe, and uses a business simulation (TOPSIM) to teach the management decision-making typical of running a growing business (entrepreneurship) and a live case-study to emulate the activities involved in establishing an innovation system and strategy (innovation).

TOPSIM business simulations provides learners the opportunity to develop core business and entrepreneurial skills before going out into the real world. The simulations apply theoretical knowledge to practical situations and encourage active participation, pushing students to learn more. For example, participants will take on the role of the management boards of a company and be faced with everyday business industry challenges, such as accounting, team planning, and marketing basics. With the holistic idea of "learning business by doing business", TOPSIM at Griffith College offers a unique way to delve deeper into your business education.

Learners form teams of 4-6 persons in week 1, and develop a contract and plan setting-out agreed ways of team-working during the first two weeks of the module. During these weeks, learners are introduced to key ideas, concepts and theories of entrepreneurship and innovation, while they are also doing their group forming and norming activities, which are formatively assessed through in-class discussions, and summatively assessed through their production of a detailed team sheet and contract at the end of week 2. These documents set out the team member's backgrounds, roles, responsibilities, etc.

From week 3 onwards learners participate in integrated learning and assessment activities during two weekly three-hour workshops – one for entrepreneurship and one for innovation. Typically, these workshops involve a mix of lecturer-led tutoring and discussion activities in class, and self-directed team activities both in and outside of class. The interactive workshop sessions are designed to be used in face-to-face, online (Zoom meeting and breakout rooms) and hybrid situations, for example, the entrepreneurship sessions could be hosted online, with the innovation sessions taking place face-to-face in a classroom setting.

The entrepreneurship section, from week 3 onwards, involves each team 'taking-over' a business and competing against other teams' businesses using TOPSIM, via a licensed simulation. Each week the lecturer provides relevant background information to the teams and/or offers detailed evaluation of recent events. Teams use

this information to run several cycles of decision-making that represent a realistic modelling of the real world of business. This activity is structured into two distinct phases:

- the decision phase – the teams make operational decisions for their company based on the latest information provided.
- the evaluation phase – the participants analyse the results of the previous period and test their overall business strategy against current economic conditions.

Decisions are recorded by uploading information to the TOPSIM Cloud where teams' inputs are used to create the next period's decision factors. Typically, the teams need to make decisions about finance, marketing, product development, etc. Teams are summatively assessed via a team written report on the first four cycles of decision making (week 6); a 10-minute team presentation on lessons learned at the end of the business simulation (week 11); and an individual, reflective report on the progress of the simulated company during all business years (week 12/13).

In the Innovation section, from week 3 onwards, each team assumes responsibility for a business division in a real company. In a series of weekly workshops, the lecturer provides information on innovation strategy, systems and standards which assists the teams to prepare an initial innovation audit, structure and outline strategy that they present to the company's 'board of directors' in an innovation pitch/presentation (week 5). Based on peer-marking and peer/lecturer feedback the teams then prepare a more detailed, written Innovation Strategy and Plan which is also peer-reviewed and marked (week 11). The final, individual assessment is based on a templated, reflective report that is produced individually (week 12/13).

Both assessments result in an overall team mark, an individual mark for each learner, and a team-ranking for all teams. These are combined to produce an overall, individual mark for the module (with each section weighted at 50%).

Learner feedback on this mechanism is hugely positive. Examples of feedback received included

- *Managing the core of a business through an online simulator comes in handy when we need to understand the responsibilities of an entrepreneur. The TOPSIM simulator gives us a glimpse of the key activities one should always consider when managing a business. It also generates reports based on our financial decisions, balance sheets and bar charts in order to compare our company to our competitors. It is the closest we can get from analyzing decision-making actions which can enable us to lead businesses to success in real life."*

- *So far, the business simulation is my favourite practical study tool in my MSc programme. Every stage of the game I am learning how to run a business in the most uncertain environment. Also, my role in the simulated company, Chief Operations Officer, almost feels real, it's a good feeling.*
- *Business Simulation is a uniquely practical experience for learning decision making in business. As a teaching method, it presents students with the rare opportunity to face real-life business challenges and test their ability to react to them through their choice of decisions.*