

Griffith College

2023

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**Annual Quality Report (Griffith College)**  
**Reporting Period 2021-2022**

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## Links to Reference Documents Cited in this Template<sup>1</sup>

### 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](#)

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<sup>1</sup> 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
8.0 - Monitoring and Periodic Review	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
9.0 - Details of Arrangements with Third Parties			1.2	Design and Approval of Programmes
2.0 - Programme Development and Delivery	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review			1.10	Cyclical External Quality Assurance
4.0 - QA of Research Activities and Programmes	QAG for Providers of Research Degree Programmes			

## Introduction and Overview of Institution

This is the AQR for Griffith College for the reporting period 01 September 2021 - 31 August 2022.

It has been submitted by Friday, 24 February 2023.

The AQR has been approved by the college's Academic and Professional Council and is submitted by Mary Doyle and the Quality Assurance and Enhancement Department.

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

The college has grown considerably since its foundation and currently offers a wide range of undergraduate and postgraduate programmes accredited by QQI leading to awards at levels 6 to 9 on Ireland's National Framework of Qualifications (NFQ). Several of the college's QQI-accredited programmes are delivered on a collaborative or partnership basis. Collaborative programmes are delivered with Engineering, Support & Services (ESS) Ltd, Globe Business College Munich, Innopharma Labs, and Pulse College. Other programmes involve support from, and association with, industry bodies such as, for example, the Irish Hotels Federation (IHF), the Irish Institute of Legal Executives (IILEX), the Irish Institute for Pension Management (IIPM), and organisations involved in consortium steering groups associated with the college's apprenticeship programmes.

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

The college also provides a range of training programmes leading to certification from professional bodies such as Cisco, Microsoft, London City and Guilds Institute and the Business and Technology Council (BTEC). The college's Leinster School of Music and Drama (LSMD) provides tuition and examinations for learners of all ages learning musical instruments, singing and drama.

The range of programmes offered by the college covers a broad range of disciplines. These include accountancy, animation, audio and music technology, business, computing science, education and training, English language,

fashion and interior design, photography, film and TV production, hospitality management, industrial engineering, journalism and media communications, law and pharmaceutical science.

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

The college has an annual learner population of over 7,000. The college's learner population includes Irish and international learners, both EU and non-EU. International learners include learners taking the entirety of undergraduate and postgraduate programmes with the college and other visiting students undertaking Erasmus, study abroad and exchange programmes. The college has extensive access, transfer and progression arrangements enabling learners from local Further Education (FE) colleges access the college's programmes. The college has agreed quality assurance procedures with QQI in respect of the recognition of prior learning, both credited and experiential, enabling learners to access the college's programmes. Where appropriate, learners accessing the college's programmes may enter with advanced standing. Graduates of the college's programmes can progress to other national and international awards.

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

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

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

### **Preparing the Annual Quality Report**

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

In implementing the drafting process, an update was delivered bi-weekly to the QAES meetings, with drafts available on a SharePoint folder for feedback and updates. The AQR was a standing agenda item for APC in October, November and February (2022/2023). At the October 2022 meeting, the APC confirmed the college's intention to submit the report, in line with the college's strategic objective to seek delegation of authority (once the QQI guidelines are in place to do so). An update on the project (plan) was provided to the November meeting of APC, and the February meeting reviewed and approved the draft document in advance of its late-February submission to QQI.



## 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 its Quality Assurance and Enhancement (QAE) Manual, particularly in the following sections:

1. [QAE A0 - Scope of Quality Assurance and Enhancement](#)
2. [QAE A1 - Quality Assurance and Enhancement Policy](#)
3. [QAE A2 - Academic and Professional Council](#)
4. [QAE A2a - Membership of APC](#)
5. [QAE A3 - Academic and Professional Council Terms of Reference](#)
6. [QAE A4 - Quality Assurance and Enhancement in Other Centres](#)

The following section contains a summary of these processes and the framework they create:

#### Scope of Quality Assurance and Enhancement

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

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

1. All programmes provided by the college which lead to further or higher education academic awards governed by Irish or overseas awarding bodies.
2. All programmes provided by the college which prepare learners for the examinations of executive, vocational, technical and professional bodies, whether nationally or internationally based.
3. All forms of programme delivery and study mode, including full-time, part-time 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-wide use and adoption of the term Quality Assurance and Enhancement (or QAE) rather than quality assurance or quality control is operationally, culturally and strategically important. The specific inclusion of “enhancement” in the college’s focus on quality recognises the opportunity and requirement for procedures to be continually re-evaluated and improved. It presents QAE processes as opportunities for shared reflection and agreed change by all members of the college’s learning community in order to ensure the ongoing fitness of purpose of its policies and procedures. It also recognises the shared and equal opportunity and responsibility for QAE development across the college.

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

The college has developed a set of principles which form the basis for the design, agreement, and implementation of its QAE policies. These principles are outlined in *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 typically meets monthly and has overall responsibility for safeguarding the QAE practices of the college. All changes to QAE policies or procedures come through the QAE Department and QAE Subcommittee and, with supporting documentation, 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, collaborative partners, 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 (such as the QAE subcommittee, the Heads of Faculty, Programme Directors' meeting, Class Reps meeting) which include college, learner and external representation, as appropriate and hold specific responsibilities related to the implementation, monitoring and review of QAE processes. Specific roles and responsibilities are associated with each of these management organs which are indicated within the college's Quality Assurance and Enhancement documentation. The roles and responsibilities of these forums are revised as appropriate and in accordance with QAE and organisational developments.

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

### **Representation of learners and external stakeholders**

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

- Academic and Professional Council (APC) (2 representatives)
- QAE Subcommittee (QAES)
- Programme Committees
- Learner Wellbeing Group
- Data Subcommittee

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 (particularly, class representatives) and resources for institutional staff to increase capacity for effective learner representation.

External stakeholders are formally represented through a seat on the APC. Industry, graduate and employer input is collected as part of the annual programme review procedure and forms an important part of the programme review report which is submitted alongside the revised programme document during 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

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 QQI's *Policy for Collaborative Programmes, Transnational Programmes and Joint Awards (2012)*. This policy provides the basis for existing collaborative agreements with Engineering, Support & Services (ESS) Ltd., Globe Business College Munich, Innopharma Labs Education, and Pulse College/Windmill Lane Studios.

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

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

## 2.0 Programme Development and Delivery

### 2.1 Programme Development and Approval

The programme development process is guided by *QAE 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 is invited to attend the meeting to respond to any queries.

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

The PPRC may recommend approval of the proposal, request further information, or recommend that the proposal not be approved.

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

The process of submitting a programme for validation by QQI is governed by QAE B2 and QAE B3. These procedures facilitate the college's activities under devolution of responsibility from QQI for validation sub-processes, which has afforded the college some additional responsibilities for arranging and managing independent evaluation panels within the college's existing scope of provision. A separate procedure outlines the procedure for the validation of programmes where devolution of responsibility does not apply.

### 2.2 Admission, Progression, Recognition & Certification

Information about the programme

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

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

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

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

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

### **Entry procedures**

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

All learners are required to be proficient in English. Where a candidate's first language is not English, they are required to provide proof of proficiency in the English language through satisfactory performance on an internationally recognised test. The minimum English language entry requirements for programmes are CEF B2+,

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

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

All applications for advanced admission to the programme are logged to support the consideration of subsequent applications from identical programmes. All non-standard applications are subject to the college QAE procedures governing the area. Decisions regarding learner admission are based on the reasonable expectation that they can fulfil and benefit from the objectives of the programme and achieve the standard required for the award. The college's current policies on Recognition of Prior Accredited Learning and Recognition of Prior Experiential Learning are outlined in *QAE 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 on its programme. Such cases require the mapping of the modules the learner has completed on their previous programme into the Griffith College programme.

### **Certification**

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



## 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 an Education, Learning and Development Group (ELDG) comprising three integrated constituent departments - Lecturer Support, Digital Learning, and Learning Support (Learners). The heads and members of these constituent departments play prominent roles in supporting the quality of teaching, learning and assessment in the college.

The ELDG's Lecturer Support Department provides direct support for the college's lecturers. It welcomes all newly appointed lecturers and provides them with onboarding support to assist their introduction and integration into the college. It also coordinates the ELDG's ongoing series of professional development training sessions for lecturers. The department manages the college's Master of Arts in Education, Learning and Development (MAELD), with 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, including those with collaborative providers, may complete the Certificate and Postgraduate Diploma with full financial support from the college; newly appointed full-time lecturers are expected to complete at least the Certificate within two years of their appointment.

ELDG's Digital Learning Department provides support and training for lecturers and learners in all forms of digital learning, from the use of Moodle activities and Zoom conferencing, to creating e-lectures in the eLearning labs, engagement with ePortfolios, and support for blended delivery. The Digital Learning department played a central role in supporting learners and lecturers during COVID as the college pivoted to online delivery and online proctored examinations.

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

- Needs assessment - Confidential meeting to assess learning needs and the learner's accompanying documentation in order to agree the appropriate supports that may be required.
- Reasonable accommodations - Reasonable accommodations aim to remove the impact of a disability within the learning environment, so that learners can demonstrate their full level of

academic potential. Examples include: spelling and grammar waiver, additional time, scribe and reader support and low distraction venues during examinations.

- Invitations to key skills workshops - Topics include time management, planning for success in assessments and exam revision techniques.
- One-to-one support meetings

The Learning Support Department is responsible for implementing QAE 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.

The Education, Learning and Development Group (ELDG, building on the work of its predecessor, the Teaching, Learning and Assessment Group) was established in July 2021. This group was established to support “A Roadmap for Sustainability and Innovation in Teaching and Learning at Griffith College (2021-2025)”- the college’s five-year plan for the development of the college’s teaching, learning and assessment activities. The Terms of Reference for this group, which will ‘*inform and endorse best practice in teaching, learning and assessment (or academic pedagogy, if preferred) across the College*’, was approved by the college’s APC in April 2022.

### **Other Supports**

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

#### ***Ongoing 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 every semester (e.g. on module delivery and college facilities)
- Class representative meetings throughout each semester
- Programme Committee Meetings every semester
- Discussion with faculty members, both formal and informal.

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

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

#### ***Language Support***

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

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

#### *General Supports*

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

#### *Complaints procedure*

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

During the 2021/22 academic year, as part of the college's strategies for promoting equality, diversity and inclusion (EDI), the college identified the need to develop a Learner Dignity and Respect policy, '*to promote and ensure a learning and working environment that protects the dignity and respect of all members of Griffith College*'. The policy also provides '*a clear framework for all members of the college community for the resolution of any dignity and respect matters that may arise*'. The consultation to develop this policy (QAE J10 - Learner Dignity and Respect Policy) was undertaken within 2021/2022, and it was ultimately presented to APC for approval in academic year 2022/2023.

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

## 3.0 Learner Resources and Support

### Library

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

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

The library welcomed the opportunity to update and continue developing the collection, noting the increased possibility of recognising and promoting equality, diversity, and inclusion while doing so, particularly using new technology and mechanisms embraced during the Covid-19 remote delivery phase. While continuing remote and blended support sessions and classes, it also provides outreach support and training on-site in Dublin, Cork, and in partner institution campuses. Once the return to campus was signalled, the staff were delighted to be able to return to full on-campus induction, where they met almost every new student and gave out hundreds of promotional items to help reintegrate the library with learners' campus experience.

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

While full text access has in the past been the primary focus of the collection development, the library is in the process of licensing Scopus which will be used for structured literature searches and to support learners doing literature reviews, particularly in Masters' programmes and for some partner institutions. It should be noted that document supply and inter-library loan is provided to all learners and staff with no fees and no administrative burden. The library also scans individual chapters from books for remote and blended learners, or learners with specific needs, while continuing to meet copyright requirements.

Library staff engage in training sessions throughout the year for various audiences: learners at every level in all campuses and partner institutions, as well as lecturers. Training provided in 2021/2022, online or in person, included topics such as:

- General induction
- Assignment support in a preventative programme to promote academic integrity
- Literature review sessions with research students
- Academic integrity support for lecturers

- Open Education Resources (OERs) for lecturers
- Returning to education support for apprentices
- Academic support for trust and safety moderation
- Academic and essay writing skills
- Referencing and citation using software

#### *Technical support for the Exams Department*

Griffith College Library hosts the college's institutional repository *GO*, and recently made a major switch to dSPACE which will help a culture of research and scholarship and allow researchers to develop a more coherent online presence.

There are three full-time professional librarians, two other full-time staff members, and seven part-time staff. The college supports continued professional development in the library, with one member currently pursuing a fully funded MA in Education, Learning and Development (provided by Griffith College to staff). Staff members have also undertaken digital badges such as in UDL (Universal Design for Learning), and short courses in professional practice.

#### **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. Support expanded to 8 hours a day, 7 days a week, 52 weeks a year Help Desk. Hosted services include Moodle, Mahara, 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. Apprentices also use Mahara for their e-portfolio management.

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 on topics such as Moodle, Zoom, security and user awareness, Microsoft Office, and the use of other learning technologies such as Turnitin.

## **Student Supports**

### *Students' Union*

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

From August 2021, the GCSU become an independent student representative body. It also passed a new constitution in April 2022 (which has been made available to all students via Moodle). Learners elect representatives to lead its engagement with college management and other stakeholders, on an annual basis. GCSU is led by the SU President, who is a full-time officer. The President is supported by four Vice-Presidents, all of whom are elected, and subsequently employed on a part-time basis. Two of the Vice Presidents are based on the Dublin campus, and two additional Vice Presidents post were created in the period under review - one each in Cork and Limerick. This ensures that the GCSU has cross-college representation, and learners have a local SU office to engage with and to support them.

In the period under review, the college, in consultation with GCSU, developed a Class Representative Handbook for introduction and use in academic year 2022/2023. This handbook provides a simple guide for learners on how to be a class representative (meetings, dealing with class issues, boundaries, etc.), and how to make the most out of the opportunity.

### *Counselling Service*

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

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

### *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 outcome applies)
- Penalties applied for late submission of assessed work
- Refusal or partial refusal of a request to defer studies
- Disciplinary board decisions
- Decisions of a desk-based review
- Decisions of an Appeal Board
- Outcome of a formal complaint

Applicants to the college are also entitled to appeal:

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

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

#### *Complaints procedure*

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

#### *Learner Services Office*

The college operates a learner services office, which is available for walk-in queries and opens until 6.30pm at least once a week. The learner services office comprises of 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 Officer to support applicants and existing learners with applications for and issues with their visas
- Regional exchange and study abroad coordinators.

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



## 4.0 QA of Research Activities and Programmes

The college does not yet offer Research Degree Programmes, but does facilitate applied research through the dissertation stages of all Masters' programmes offered across the college.

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

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

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

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

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

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

Griffith College is also currently exploring opportunities to engage in various Erasmus+ Programme (ERASMUS) - European University Project Proposals with a consortium of European partner universities which will support the development of capacity for research, innovation, enterprise and entrepreneurship within the college.

## 5.0 Staff Recruitment, Development and Support

### Recruitment of Staff

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

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

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

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

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

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

### Management of Staff

Performance management of college staff is outlined in QAE 12 - Performance Review and Staff Development Principles. The college seeks to create performance review processes that are positive, goal-oriented and productive. The task of reviewing the performance of individuals is normally carried out by line managers on a quarterly basis, focussing on the role and the performance of the individual.

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

### **Development of Staff**

The college has a strong commitment to staff development and is keen to support staff development initiatives as appropriate and beneficial to the individual and the college. Staff development practices are provided for in *QAE 13 - Staff Development Practices*.

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

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

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

The college offers an NFQ Level 9, Master of Arts in Education, Learning and Development (MAELD). Lecturing staff are encouraged to complete the embedded Certificate in Education, Learning and Development within two years of their appointment to their role, unless they already hold an equivalent qualification. Lecturing staff may also progress to the Postgraduate Diploma and Master's programme free of charge.

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

A dedicated staff training and support specialist role, with responsibility for coordinating and delivering training on the college's platforms and processes, has been established. Through this role, QAE policies and existing processes and practices are combined to develop formal training supports and programmes for staff. Staff from the IT, Digital Learning Department, HR, and QAE departments collaborate on role-specific onboarding, training,

and upskilling programmes, targeting knowledge transfer and skills' acquisition in those key roles which are required to support current transformational projects (for example, the Academic Information System upgrade project, engagement with the college's PowerBI Dashboards) and to provide long-term staff training and development supports in relation the college's platforms and processes.

### **Principles of Equality and Diversity**

Guidelines are issued to those involved in the process of short-listing and interviewing, and in line with the college's Principles of Equality and Diversity and inclusion, participating individuals are reminded to avoid:

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

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

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

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

## 6.0 Information and Data Management

The college is in the process of developing a new Academic Information Management System to manage all learner records from registration through to graduation. This bespoke system, THEMIS, has been supported by an investment of over €1m so far, with a final projected budget of approximately €1.6m. The new system is currently being introduced incrementally for use in key academic areas, with a final completion target date of academic year 2023/2024.

To ensure integrity of learner data, while incrementally introducing the new system, the college has also retained the existing system, Scholar, to run in parallel and to maintain core learner records. In the previous reporting period, all assessment records were managed through Scholar. In the period under review, all admissions and registration functionality were managed in Scholar, with programme management implemented, on a phased basis, in Themis. It is planned that Themis will be used completely for the 2023/2024 learner intake.

Currently, THEMIS is 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 continue to provide this information, with enhanced reporting and analytical tools.

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

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

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

Moodle is the college's virtual learning environment (VLE). Notices, class notes, reading materials, assessment submission links, and supporting documents are all posted to Moodle, as are links to videos and online support materials. The use of Forums within Moodle allows learners to engage with their peers and tutors, and assessments can be submitted through the system. Moodle is the main academic communication tool with learners. Online teaching is delivered using the remote conferencing app, Zoom. The college operates a Single

Sign-On (SSO) system. All learners automatically receive an email with their username and password details after completing registration. This means learners can easily access all of the College applications and systems through one password. This includes access to Moodle, EzProxy Login, PC Login, Office 365, Eduroam (Wi-Fi), Papercut (printing), Library Services, EduGate and EduGain suites of applications, Unidays, etc.

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

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

The college's records' retention schedule was originally prepared in anticipation of the General Data Protection Regulation (GDPR) in 2018. The schedule is grounded in the GDPR principle of data minimization. It is maintained and updated by the Data Protection Committee. The [data protection section of the college's website](#) provides a wealth of information and guidance on privacy best practice.

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

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

The Griffith College CCTV policy was reviewed and updated in 2021/2022. Signage regarding the use of CCTV across the Dublin campus was also upgraded accordingly

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

Following its launch in June 2021, the college's Data Protection and Cyber Security Awareness training course on Moodle was engaged with throughout the period under review. This course aims to strengthen college staff's collective knowledge in these areas (given the pivotal role human nature plays in this area) to ultimately better support the college in defending its data and systems. It is also provided as part of the onboarding of new staff.

A significant project to upgrade the college's main website, from Drupal 7 to Drupal 9, to bring enhanced functionality and security features to the Griffith College website, commenced in early 2022 (with a completion date scheduled for the next reporting period).

Ongoing, from March 2020, the college has invested heavily to build a bespoke online exams management platform as part of the COVID-19 contingency response. This development took the form of a module built into the college's THEMIS system. (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 has proven to be a vital tool in the college's emergency response to remote assessment and provided crucial functionality over this time.

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



- [GriffithAlumniNetwork.com](http://GriffithAlumniNetwork.com) is a dedicated online platform where the college can communicate and connect with its global network of alumni.

### **Education and Training Programmes.**

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

- *QAE 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 approval sign-off required from the faculty in question.
- *QAE K2 - Procedure for Compiling and Approving College Handbooks for Academic Programmes.* This procedure governs the preparation of information for and the approval of college handbooks. The QAE Department is responsible for compiling the Learner Handbook, International Learner Handbook and Lecturer Handbook and ensuring they are compatible with one another. These handbooks are prepared in consultation with the Students' Union, the Management Board, and the Director of Academic Programmes.

### **Quality Assurance and Enhancement Policies and Procedures**

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

### **Evaluation and findings from quality assurance evaluations**

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

## 8.0 Monitoring and Periodic Review

### 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, per module. Learners and their class representatives are encouraged to discuss matters of concern or to give feedback on positive experiences to the lecturing and programme teams. Learner representatives sit on Programme Committees and are supported in doing so by the college's participation in the National Student Engagement Programme (NStEP).

#### *Lecturers*

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

#### *Graduates and Alumni*

As per QAE 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 QCI-validated programme in the college. The APR is prepared by the programme team at the end of the academic year and reports on the experience of delivering the programme. The APR draws from feedback from learners, lecturers, and external experts and reflects on learner attainment. The completed reports are reviewed by the college's QAE department and the findings and recommendations arising from the college's APRs are presented to the college's APC.

#### *Periodic*

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

#### *Cyclical*

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

## **Evaluation of QAE**

### ***Re-engagement***

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

### ***QAE procedure annual review***

As per *QAE 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 and Professional Council); and to advise the college's annual budgetary review process.

### ***Engagement of external examiners***

The college's procedures for the recruitment, training, and support of external examiners were 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*, as outlined earlier in section 2.4.

### ***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/with external experts**

#### ***Industry***

In addition to the extensive interactions that college directors, heads of faculty, programme directors and other senior staff have with industry, the college also employs advisors to liaise with industry and contribute to relevant college processes and initiatives such as programme development, funding and grant applications, and work-based learning initiatives. These advisors report to the college President and liaise directly with the college's faculties, QAE department and PPRC (Programme Proposal and Review Committee).

#### ***Mock panels/reviews***

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

#### ***Engagement with external QAE***

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

#### ***Engagement with external groups***

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

- Higher Education Colleges Association (HECA), at board level, and throughout its working groups and sub-committees, including the Research Committee and HAQEF (HECA's Academic Quality and Enhancement Forum)
- The National Forum for Enhancement of Teaching and Learning in Higher Education, with two college staff as Associates of the Forum
- Identifying and sharing best practice in the QZI-facilitated National Academic Integrity Network (NAIN)
- QZI's standing committees, expert review panels, and *ad hoc* working groups, e.g. programme review and validation panels, the working groups that considered the AQR and programme development templates.
- The National Student Engagement Programme (NStEP)
- Staff support of the external examination processes in other providers.

***Requirements of awarding and professional bodies***

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

## 9.0 Details of Arrangements with Third Parties

### 9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

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

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

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	31/03/2022
Date of next review	Annual

3. 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	01/03/2022
Date of next review	Annual

## 9.2 Collaborative Provision

Type of arrangement	Total Number
Joint research degrees	0
Joint/double/multiple awards	0
Collaborative programmes	21
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	<p>Links to a list of all relevant arrangements established prior to the reporting period:</p> <p><a href="#">Validation Report PG24273 [PAEC, Dec 2020]</a></p> <p><a href="#">Validation Report PG24402 [PAEC, Sept 2020]</a></p> <p><a href="#">Validation Report PG24161 [PAEC, Sept 2019]</a></p> <p><a href="#">Validation Report PG24038 [PAEC, Dec 2018]</a></p>
Date of last review	31/10/2021
Date of next review	Annual

2. Collaborative provision	Collaborative programme
Name of body (/bodies):	Pulse College
Programme titles and links to publications	<p>New programme validation:</p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Honours) in Creative Technologies and Digital Art, 180 ECTS, PG24465</li> <li>• Certificate in Creative Technologies and Digital Art, 60 ECTS, PG24466</li> </ul> <p><a href="#">Validation Report PG24465 [PAEC, Sept 2021]</a></p> <p>Links to a list of all relevant arrangements established prior to the reporting period:</p> <p><a href="#">Validation Report PG24449 [PAEC, June 2021]</a></p>

	<a href="#">Validation Report PG24036 [PAEC, Sept 2018]</a> <a href="#">Validation Report PG22983 [PAEC, Sept 2017]</a> <a href="#">Validation Report PG23343 [PACE, Sept 2017]</a>
Date of last review	09/09/2021
Date of next review	Annual

<b>3. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Globe Business College Munich
Programme titles and links to publications	Links to a list of all relevant arrangements established prior to the reporting period: <a href="#">Validation Report PG24410</a>
Date of last review	30/09/2020
Date of next review	30/08/2025

<b>4. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Engineering, Support & Services (ESS) Ltd.
Programme titles and links to publications	Extension of Scope – New Collaboration Agreement / Programme validation <ul style="list-style-type: none"> <li>• Certificate in Industrial Manufacturing and Maintenance Skills Certificate, PG24618, Level 6, 20 ECTS</li> <li>• Certificate in Industrial Electrical Safety and Systems Certificate, PG24620, Level 6, 5 ECTS</li> </ul> <a href="#">Validation Report PG24618 [PAEC, Oct 2021]</a>
Date of last review	19/10/2021
Date of next review	Annual



### 9.3 Articulation Agreements

Articulation agreements - Total number	106
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Griffith College

2023

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**Annual Quality Report (Griffith College)**  
**PART B: INTERNAL QUALITY ASSURANCE**  
**ENHANCEMENT & IMPACT**  
**Reporting Period 2021-2022**

## Part B: Internal QA System

# 1.0 QUALITY IMPLEMENTATION AND DEVELOPMENTS

## 1.1 Strategic QA Updates

### Apprenticeship Programmes

In February 2022, the college built on its existing portfolio of government-funded industry-based apprenticeship programmes, with approval from QQI and Solas of the Bar Manager Apprenticeship, which was developed in conjunction with a Consortium Steering Group, including members of the Vintners Federation of Ireland. This programme's introduction was facilitated by QQI's validation of the Bachelor of Arts in Bar Management, as a three-year NFQ Level 7, 180 ECTS award. In addition, to support industry mentors in their engagement with apprentices in the workplace, the college also introduced a microcredential Certificate in Workplace Mentorship (5 ECTS) programme. This programme was validated by QQI in December 2021.

### Microcredential Programmes

During the reporting period, following the successful conclusion of QQI's pilot validation processes during 2020/2021, the college actively progressed its processes for the validation of microcredential (5-30 ECTS) awards. Under the college's devolved responsibility for validation sub-processes, recognising the college's existing strengths to propose and validate higher education programmes, Griffith College was facilitated by QQI to organise desk review panels to review programme proposals and generate their reports. During the reporting period, the college completed QQI validation of a further four stand-alone microcredential programmes, as well as validating embedded minor and micro programmes within the (re)validation of major programmes.

### Changes to QAE system (Policies and Procedure Development)

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

- **Terms of Reference for the Education, Learning and Development Group (ELDG) (QAE A5):** New - prepared to support ELDG practice, and approved by APC in April 2022.
- **New Site of Delivery (QAE CA6):** Updated approval template, approved by APC in April 2022
- The college **Policy for Academic Integrity and Misconduct (QAE J6):** Updated (and approved by APC May 2022) to include the following:
  - Promote academic integrity firstly (and then academic misconduct)
  - Inclusion of specific reference to essay mills in the categorisation of offences
  - Integration of viva as a mechanism to determine potential academic misconduct

- Include reference to plain English and accessibility
  - Reinforce annual reporting on academic misconduct statistics to APC
  - Remove gender-specific terms
  - Include reference to support for learners and staff who are impacted by the implementation of the procedure.
- **Terms of Reference for the Equality, Diversity and Inclusion Working Group**, to formalise the role of the group, and its membership, scope, and reporting responsibilities, within the college, approved by APC June 2022
  - **Acceptance of Gifts and Hospitality Policy (QAE J7)**: New policy, approved by APC June 2022

In addition, in January 2022, the college's Management Board approved the following five documents:

- Griffith Institute of Language (GIL) Child Safeguarding Statement
- GIL Child Safeguarding Risk Assessment
- Leinster School of Music and Drama (LSMD) / Griffith College (incl. Griffith Halls of Residence, GHR) Child Safeguarding Statement
- LSMD / Griffith College (incl. GHR) Child Safeguarding Risk Assessment
- LSMD / Griffith College (incl. GHR) Child Protection Guidelines

The following policies were developed during the period under review, and presented to (and approved by) APC in September 2022:

- **Service Dogs Policy (QAE J9)**: New policy, outlining arrangements and relevant policies for Service Dogs and their handlers on campus, and identifying the roles, responsibilities of all parties involved.
- **English Language Level Requirements for Learners on the College's Academic Programmes (QAE C5)**: Updated to include a full list of English language reference frameworks accepted by the college, along with their language level equivalences on IELTS.
- **Programme Review Initiation Template (QAE BA2)**: New form/template for use by programme teams to propose programme review to the Programme Proposal and Review Committee (PPRC)

As part of the college's development of equality, diversity and inclusion supporting policies during the period under review, the following documents were developed (and planned for completion and implementation in the following reporting period):

- **Gender Identity and Expression Policy (QAE J11)**: This policy aims to address social transitions as well as legal name changes, and to identify best practice in the college's administrative, academic and social responses to the learner. Throughout the academic year, the college drafted and completed a formal

consultation process with all staff and learners, and the final policy was submitted to APC for approval in the subsequent academic year/reporting period.

- **Learner Dignity and Respect Policy (QAE J10):** This policy aims to promote and ensure a learning and working environment that protects the dignity and respect of all members of Griffith College. The consultation to develop this policy was undertaken within 2021/2022 and it was ultimately presented to APC for approval in the next reporting period.

### **Exam Solutions**

Since 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.

During the period under review, Griffith College invested in Better Examinations online invigilation and repository software in order to host exams online in 2021. For the April/May 2022 exam period, Griffith College adopted Proctorio technology, linked to Better Examinations, as a preferred online examination invigilation tool. TurnItIn was also linked to the examination software. This increased the integrity of the examinations.

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

No.	Planned objectives (Previous AQR)	Update on Status
1	Re-establish a cycle of internal reviews	<p><b>Status: Complete and continuing</b></p> <p>A cycle of reviews was re-established for the period under review and continued to be developed as the processes matured.</p> <p>The college continued the process of implementing reviews during the academic year (such as those in the areas of annual programme reporting, various programmatic reviews, facilities and services). As in the previous reporting period, the review cycle was impacted by Covid-19 contingency remote working but has progressed virtually and will continue to be developed. Additionally, some reviews were initiated but they overlapped academic years (e.g. review of the teaching champions initiative, programme development process review) - their outcomes will be presented in the next reporting period.</p>
2	Teaching & Learning Strategy Development	<p><b>Status: Complete and continuing</b></p> <p>The objectives identified in the previous AQR were achieved in 2020/2021 and have been further developed in the period under review. A framework for implementation of 'A roadmap for Sustainability and Innovation in Teaching and Learning at Griffith College', published in July 2021, was initiated, with strategies and plans identified for its development and implementation over the period under review, such as the following activities.</p> <ul style="list-style-type: none"> <li>• The college appointed Teaching Champions, to support Teaching and Learning strategies across the college, including within collaborative partner institutions.</li> <li>• The Education Learning and Development Group (ELDG), multi-functional committee embedded its activities, and published its Terms of Reference.</li> <li>• Active participation in the QQI-organised National Academic Integrity Network (NAIN), and engagement with relevant events.</li> <li>• Engagement with the Higher Education Colleges Association's (HECA's) Connected and Continuing Conversations Projects.</li> </ul>
3	Improve QAE of research	<p><b>Status: In Progress</b></p> <p>This remains a priority for the College. The year under review saw progress being made in this area with incremental developments to support action on this objective, including:</p> <ul style="list-style-type: none"> <li>• The college has appointed nominees to HECA's Research Committee.</li> </ul>

		<ul style="list-style-type: none"> <li>• The Teaching Champions were required to complete a research project in their second semester. That also then supported an online symposium showcasing their research and its impact on their practice.</li> <li>• Provision of a CPD masterclass on research supervision (in February 2022) – to provide training and recommend strategies to address issues that are encountered by research supervisors in the following key areas of fostering the student / supervisor relationship; having productive meetings; and providing meaningful feedback.</li> </ul> <p>The ‘Supervision of Research’ module [5 ECTS, NFQ Level 9 from the MA in Education, Learning and Development] was again made available to all dissertation supervisors (undergraduate and postgraduate), to support each supervisor to create an empowering and effective research and learning environment for the duration of the learner’s research project.</p> <ul style="list-style-type: none"> <li>• Griffith College formed a consortium with a group of European partner universities to develop capacity for research, innovation, enterprise and entrepreneurship within the consortium and to apply for related EU funding.</li> </ul>
4	Full implementation of new APR	<p><b>Status: Complete and continuing</b></p> <p>The objective identified in the previous AQR has been achieved, with the development of the template and the submission of completed APRs to QAED. This objective will be further advanced as refinements to the process continue through reflection on the report content, and as integration of the response to the QAE feedback processes continue to develop. The key developments during 2021/22 were as follows:</p> <ul style="list-style-type: none"> <li>• The QAE function updated the APR template within the period under review.</li> <li>• The college’s APR process was specifically reviewed to ensure alignment with QAE Manual requirements.</li> <li>• The completion of the APRs for the period under review extended to the next reporting period, and a 100% response rate was achieved.</li> </ul>
5	Review of collaborative delivery arrangements	<p><b>Status: Complete and continuing</b></p> <p>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"> <li>• the college has established a new practice for dialogue with its collaborative partners.</li> <li>• The integration of a new collaborative partner (ESS Ltd) offering short programmes, at multiple sites, has resulted in the college reviewing its academic administration and new site QAE processes.</li> <li>• APC <i>ex officio</i> membership to include a senior academic representative of collaborative partners.</li> <li>• <i>ex officio</i> membership of the college’s academic QAE committees has been extended to include representatives of the collaborative partners.</li> </ul>



		<ul style="list-style-type: none"> <li>The Teaching Champion scheme was extended to the collaborative partners to support collaborative delivery arrangements.</li> </ul> <p>The college will continue to review collaborative delivery arrangements as per the relevant agreements.</p>
6.	Progress and support the development of an autonomous student-led Griffith College Students' Union	<p><b>Status: Completed</b></p> <p>At the start of the period under review, the Griffith College Students' Union (GCSU) become an independent student representative body.</p> <ul style="list-style-type: none"> <li>In February 2022, students voted to approve a referendum for the implementation of a new Constitution, which comes into effect immediately.</li> <li>There are three paid officers (President, VP for Education and VP for Entertainments) based in Griffith College Dublin.</li> <li>In November 2021, the college Management Board committed the funds to see the appointment of SU VPs in Limerick and Cork with student elections the following February. The SU has cross-college representation, and learners have a local office to engage with.</li> <li>Their work is supported by a network of class representatives, elected annually.</li> <li>By the end of the period under review, the SU had developed a new bespoke website, a "Guide to Dublin" booklet in partnership with the International Office, an Induction Booklet for Class Reps in partnership with QAED and supported planning for induction and events for the coming academic year 2022/2023.</li> <li>In the college's Cork campus, learners benefitted from this enhancement primarily in a social capacity through events on campus and cultural trips.</li> </ul>
7.	Review and increase externality in academic decision-making	<p><b>Status: Completed and continuing</b></p> <p>This objective remains a priority for the College. The period under review saw continued involvement of stakeholders in the review, development and strengthening of external stakeholders' role in academic decision making, including:</p> <ul style="list-style-type: none"> <li>industry involvement in the development of programmes' required content and work-relevant learning</li> <li>successful tendering for provision of industry-specific programmes</li> <li>engagement of guest lectures</li> <li>proposals for potential of existing and additional apprenticeship programmes</li> <li>support of company academic scholarships (earn and learn programme); etc.</li> <li>external examiners engagement</li> <li>creation of industry liaison office</li> </ul>
8.	Establish and support an equality, diversity	<p><b>Status: Completed and continuing</b></p>

	and inclusion (EDI) working group	<p>This objective remains a priority for the College. The period under review saw continued focus on supporting the enhancement of equality, diversity and inclusion (EDI) activities across the college, and within functions and committees. Examples of EDI developments include:</p> <ul style="list-style-type: none"> <li>• establishment of an EDI working group under the auspices of the APC</li> <li>• identifying and drafting of policies to support EDI objectives within the college</li> <li>• broadening of membership of the college’s management board</li> <li>• Inclusion of greater diversity on college committees</li> <li>• focus on UDL in the design of programmes</li> <li>• enhancement of the learner support department to broaden the services available to learners with additional needs.</li> </ul>
9.	Audit and update QAE policies, procedures and guidelines	<p><b>Status: Completed and continuing</b></p> <p>This objective remains a priority for the College. The period under review saw continued focus on supporting the audit, development and strengthening the college’s QAE policies, procedures and guidelines to ensure continued relevance. An updated QAE Manual was approved for publication at the commencement of the next period under review.</p>
10.	Enhancing graduate employability	<p><b>Status: Completed and continuing</b></p> <p>This objective remains a priority for the College. The period under review saw continued focus on supporting the enhancement of employability and career-development supports to be made available to all Griffith College students – across the college, collaborative partners, and within functions and committees.</p> <p>Support options include collaborative project work; work-based projects; undergraduate research; use of e-portfolios; etc.</p>
11.	Develop and Validate Fully Online Pilot	<p><b>Status: Completed and continuing</b></p> <p>This objective remains a priority for the College. During the period under review, the college submitted a fully online programme proposal to QQI for consideration for validation under QQI’s pilot scheme.</p> <p>This programme remains on-hold pending the development of QQI’s QA Guidelines for online programme provision.</p>
12.	Reconstitution of committee memberships	<p><b>Status: Completed and continuing</b></p> <p>This objective remains a priority for the College. During the period under review, the college reflected on and reviewed the college committees and working</p>

		<p>groups to support representation, diversity and inclusion. Changes were made to the membership of committees including the board of directors and management board, and more specifically the college established an EDI working group.</p> <p>A broader review of the college governance bodies and committees is slated for completion in the next review period.</p>
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## 1.3 Governance and Management

### 1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Management Board (MB)	Weekly, on Wednesdays (13.00hrs-14.30hrs)
Academic and Professional Council (APC) <i>(monthly)</i>	17 September, 08 October, 05 November, 07 January, 04 February, 04 March, 01 April, 06 May, 16 June
Programme Proposal and Review Committee (PPRC) <i>(monthly)</i>	24 September, 15 October, 17 December, 21 January, 11 February, 11 March, 22 April, 20 May, 01 July
Quality Assurance and Enhancement Sub-Committee (QAES)	Weekly, on Tuesday mornings
Heads of Faculty	Weekly, on Wednesdays (at 11.45)
Programme Directors Committee <i>(monthly)</i>	24 September, 22 October, 19 November, 10 December, 21 January; 11 February, 11 March, 08 April, 13 May, 10 June
Faculty Administrators	02 November; 24 March; 26 April; 24 May; 16 August
Education, Learning and Development Group (ELDG, formerly Teaching, Learning and Assessment Group)	15, 22, 29 September; 06, 13, 20, 27 October; 03, 17, 24 November; 01, 08, 15 December; 05, 12, 19, 26 January; 02,16, 23 February; 02, 23 March; 06 April; 04 May; 21, 28 July; 04, 18 August

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

In the reporting period, the college actively formalised the reporting activity between the APC and MB, and the Board of Directors. This process has greatly enhanced cross-functional communication and integration within the college.

### 1.3.2 QA Leadership and Management Structural Developments

#### Dr Frank Scott Lennon, A Tribute

In September 2021, it was with great sadness that Griffith College learned of the death of Dr Frank Scott Lennon, Chairman of the college's Board of Directors. Frank was a member of the Board of Directors for over five decades, and more recently, also chaired the college's HR Committee.

Frank was a HR expert, and had also authored many management textbooks; indeed, he regularly provided training and workshops for the college. He was a very positive person who saw good in everyone.

Frank was our friend, colleague and mentor. Every one of us who knew Frank has fond memories of him. He was and will remain an inspiration to us all. Our deepest sympathies, thoughts and prayers are with Frank's loved ones. May he rest in peace.

### **Membership of the Board of Directors**

On 01 August 2022, membership of the college's Board of Directors was extended to include Kevin Geoghegan, Head of the International Office.

### **Membership of the Management Board**

On 1<sup>st</sup> August 2022, the College's Board of Directors appointed 10 additional senior staff members to the college's Management Board. This expansion, will build on the college's experience of holding virtual meetings, and allows participation of senior managers from across the college's campuses and departments. While keeping the size manageable, by facilitating rotational and non-rotational appointments, the development will ensure continued flexibility, responsiveness, and cross-college access to the Management Board. It also provides a progression path for potential leaders of the College.

At the same time, Reg Callanan, Director of Professional Programmes, stepped-down from the Management Board after many years of highly-valued service and guidance to the College management. He will remain as a full Board Director.

### **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. During the period under review, a small number of members were replaced to reflect and facilitate changes in individual's roles or employment status within the college.

### **Changes to Personnel**

Early in 2021/2022, Niall Meehan retired from his role as Head of the Faculty of Journalism and Media Communications. The college wishes to express its huge appreciation and congratulations to Niall for his successful management and development of the college's Journalism and Media Communications Faculty, and the wider college, since 1995. His steadfast commitment to the best interests of learners and staff, and his

respect for others, has greatly advanced the college. We're delighted that he is continuing to engage with the college as a lecturer and dissertation supervisor.

In the period under review, to facilitate the management and further growth of programmes in the area of media, journalism trust and safety, film, TV and screen media production, the college appointed two heads of faculty with the following separate responsibilities:

- Dr Robbie Smyth – Head of Faculty of Journalism and Media Communications (to include the college's Media Communications and Trust and Safety Programmes)
- Tanya Doyle – Head of Faculty of Creative Arts and Screen Media (to include film, TV and screen media production, and the college's Photographic Media programmes).

It is intended that Tanya and Robbie share responsibility in respect of linked programmes which draw modules from both their respective areas of responsibility. They joined the Heads of Faculty group and to represent their faculty / school. The college wished Robbie and Tanya every success and looked forward to supporting them as they develop their separate faculties.

In January 2022, Jack Leahy, Project Manager, QAE, left the college to take up a new role. Jack was a key player in the college's QAED team, leading many projects like the college's re-engagement with QQI, the coordination of APC meetings, and advancing the interests and representation of learners in the college's activities. His contribution, flexibility and enthusiasm were greatly appreciated by all who had the pleasure of working with him. Griffith College wished Jack every success in his new role.

In February 2022, Nadia O'Brien was appointed to the college's QAE department, as Quality Assurance and Enhancement – Project Manager, to work closely with the QAE team and the college's faculties and departments to support and enhance the operation of the college's quality assurance systems. Nadia joined Griffith College in 2015 and had previously held successful roles in Griffith Institute of Language, the Graduate Business School and the college's International Office. Having already completed two NQF level 9 postgraduate teaching qualifications, Nadia was completing an MBA in International Business Management. The role in QAED continued and extended Nadia's involvement across the college's faculties, campuses and collaborative partners, to inform, support and improve the development of the college's QAE systems and processes.

## 1.4 Internal Monitoring and Review

### 1.4.1 Overview of Periodic Reviews

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
Programme Review (quinquennial) - Planned <ul style="list-style-type: none"> <li>• PG22052, Diploma in Building Information Modelling (BIM) and Graphic Illustration, Level 8, Special Purpose Award, 60 ECTS</li> <li>• PG22054, Certificate in Building Information Modelling (BIM) and Graphic Illustration, Level 8, Special Purpose Award, 30 ECTS</li> </ul>	Completed – PAEC meeting: 09 September 2021	<a href="#">Validation Report PG42111 suite</a>
Programme Review (quinquennial) - Planned <ul style="list-style-type: none"> <li>• PG22056, Diploma in Entrepreneurship and Project Management (Built Environment) Diploma, Level 8, Special Purpose Award, 60 ECTS</li> <li>• PG22057, Certificate in Entrepreneurship and Project Management (Built Environment), Level 8, Special Purpose Award, 30 ECTS</li> </ul>	Completed – PAEC meeting: 09 September 2021	<a href="#">Validation Report PG42106 suite</a>
Programme Review (quinquennial) - Planned <ul style="list-style-type: none"> <li>• PG22059, Diploma in Retrofit, Conservation and Sustainability, Level 8, Special Purpose Award, 60 ECTS</li> <li>• PG22060, Certificate in Retrofit, Conservation and Sustainability, Level 8, Special Purpose Award, 30 ECTS.</li> </ul>	Completed – PAEC meeting: 09 September 2021	<a href="#">Validation Report PG42114 suite</a>
Programme Review (quinquennial) - Planned <ul style="list-style-type: none"> <li>• PG20399 Bachelor of Arts in Film and TV Production, Bachelor of Arts, Level 7, Ordinary Bachelor Degree, 7M15959 180 ECTS</li> </ul>	Review Process changed to Programme Validation  Completed – PAEC meeting: 08 December 2021	<a href="#">Validation Report PG42046 suite</a> <a href="#">Validation Report PG42057 suite</a> <a href="#">Validation Report PG42060 suite</a>

<p>Programme Review (quinquennial) - Planned</p> <ul style="list-style-type: none"> <li>PG21104 Bachelor of Arts (Honours) in Design Communications, Level 8, Honours Bachelor Degree, 180 ECTS</li> </ul>	<p>Review Process changed to Programme Validation</p> <p>Completed – PAEC meeting – 09 September 2021</p>	<p><a href="#">Validation Report PG42069 suite</a></p> <p><a href="#">Validation Report PG42068 suite</a></p>
<p>Programme Review (quinquennial) - Planned (with possible retirement outcome)</p> <ul style="list-style-type: none"> <li>PG22077, Bachelor of Arts (Honours) in International Hospitality Management, Level 8, Honours Bachelor Degree, 180 ECTS</li> <li>PG22079, Diploma in International Hospitality Management, Level 7, Minor Award, 120 ECTS</li> </ul>	<p>As programmes is scheduled for retirement – the review process was aligned for completion with the following QQI reporting processes:</p> <ul style="list-style-type: none"> <li>- Current PEL arrangements review</li> <li>- Currency of QQI QHub programme listing, in 2022/2023</li> </ul>	<p>First Validated: 15 July 2015</p>
<p>Programme Review (quinquennial) - Planned</p> <ul style="list-style-type: none"> <li>PG22715, Master of Science in International Pharmaceutical Business Management, Level 9, Masters' Degree, 90 ECTS</li> <li>PG22724, Postgraduate Diploma in Science in International Pharmaceutical Business Management, Level 9, Postgraduate Diploma, 60 ECTS</li> <li>PG25114 Certificate in Quality and Regulatory Practice in the Pharmaceutical Industry, Level 9, Special Purpose Award, 5 ECTS</li> </ul>	<p>Reports complete – ratified at PAEC meeting – 22 September 2022</p>	<p>First validated: 15 February 2017</p>
<p>Programme Review (quinquennial) - Planned</p> <ul style="list-style-type: none"> <li>PG22983, Bachelor of Arts (Honours) in Audio and Music Technology, Level 8, Honours Bachelor Degree, 210 ECTS</li> <li>PG22984, Certificate in Audio and Music Technology, Level 6, Minor Award, 60 ECTS</li> </ul>	<p>Reports complete – ratified at PAEC meeting – 22 September 2022</p>	<p>First validated: 04 September 2017</p>
<p>Programme Review (quinquennial) - Planned (brought forward from 2022/2023 to align with PG22983)</p> <ul style="list-style-type: none"> <li>PG24036, Bachelor of Arts (Honours) in Music Production, Level 8, Honours Bachelor Degree, 210 ECTS</li> </ul>	<p>Reports complete – ratified at PAEC meeting – 22 September 2022</p>	<p>Most recent validation: 25 September 2018</p>



<p>Programme Review (quinquennial) - Planned (with possible retirement outcome)</p> <ul style="list-style-type: none"> <li>PG23508, Certificate in Dual Career Development (Sport), Level 7, Special Purpose Award, 20 ECTS</li> </ul>	<p>As programmes is scheduled for retirement – the review process was aligned for completion with the following QQI reporting processes:</p> <ul style="list-style-type: none"> <li>Current PEL arrangements review</li> <li>Currency of QQI QHub programme listing, in 2022/2023</li> </ul>	<p>First Validated: 04 September 2017</p>
<p>Exam Format: Planning and review of processes on return to campus – Planned</p> <p>Survey/consultation about exam format preferences</p>	<p>Survey Completed (with over 1,100 respondents)</p> <p>October 2021</p>	<p>Internal Report only (presented to Heads of Faculties and Programme Directors)</p>
<p>CPA Ireland Audit of the Faculty of Professional Accountancy.</p>	<p>Griffith College’s Professional Accountancy Faculty retains its Gold Star Approval from CPA for delivery of the CPA subjects.</p>	<p><a href="#">CPA Ireland Educator Link</a></p>
<p>ACCA annual review</p>	<p>Griffith College’s Professional Accountancy Faculty retains its approval from ACCA for programme delivery.</p>	<p>Internal Report only (for Head of Faculty)</p>
<p>ICM annual review</p>	<p>Griffith College’s Short Programme Faculty retains its approval from ICM for programme delivery.</p>	<p>Internal Report only (for Head of Faculty)</p>
<p>Griffith College Annual Programme Reporting Process (for all programmes) - Planned</p>	<p>Initiated August 2022. Planned for completion for APC Nov 2022</p>	<p>Internal Report only (presented to APC in following reporting period)</p>
<p>Programme Development at Griffith College - Process Review (Internal review process) - Planned</p>	<p>Initiated August 2022. Planned for completion for APC Dec 2022</p>	<p>Internal Report only (presented to APC in following reporting period)</p>

## 1.4.2 Expert Review Teams/Panels<sup>2</sup> 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	4	3	-	7	1	-
<i>of those:</i>							
On-site processes	1	-	1	-	-	-	-
Desk reviews	2	-	2	-	4	-	-
Virtual processes	12	4	-	-	7	1	-
Average panel size for each process type*	N/a	2	2	-	5	6	-

\* Excluding secretary if not a full panel member

<sup>2</sup> 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 unspecified			UK, incl NI	Other European	Outside of Europe	Similar	Different
Chair	15	8	7		8				4	11	
Secretary	4	1	3		4					4	
Academic/Discipline Specific	17	9	8		15	2				17	
Student Representative	4	2	2		4				3	1	
QA	4				4				4		
Teaching & Learning										1	
External Industry /Third Mission	10	5	5		10				N/a	N/a	

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

## 2.0 IQA System – Enhancement and Impacts

### Governance and Management of Quality

Griffith College initiated preparations towards marking its 50th anniversary, which is scheduled for 2024. The process commenced to identify celebratory events to be considered and approved by the Board of Directors and Management Board over the next reporting period.

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

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

### Programmes of Education and Training

The college submitted a Masters' programme to QQI in response to a call for programme proposals for consideration for validation as part of QQI's online-only programme pilot process.

Five programmes at Griffith College were approved for Springboard+ funding in response to the HEA's 2022 call for expressions of interest. The successful programmes are: Certificate in Music Production for Games, Certificate in Business in Pensions, Insurance and Investment, Postgraduate Diploma in Interactive Digital Media, Certificate in Digital Sales Transformation, and Bachelor of Engineering in Industrial and Systems Engineering.

During the period under review, the college was successful in validating the following microcredential programmes, with external stakeholders as identified, to meet very specific requirements for knowledge and skills development within the relevant sectors:

- Certificate in Law and Governance for Trustees Certificate, a 10 ECTS, Level 8, special purpose award, which was developed in consultation with the Irish Institute of Pensions Management (IIPM)
- Certificate in Applied Human Resource Management for Irish Hotels and Guesthouses, a 10 ECTS, NFQ Level 7, special purpose award, which was developed in consultation with the Irish Hotel Federation Skillnet

Griffith College Faculty of Law was shortlisted for Law School of the Year in the Irish Law Awards 2021. The Diploma in Legal Studies and Practice was a finalist in the National Awards 2022 Best Online Learning Experience.

In November 2021, a Griffith Fashion Design graduate, made the shortlist and was commended for the IDI Graduate Awards 2021 in the Fashion Design Category.

In March 2022, one learner placed 1st in Ireland and 15th internationally for ACCA's Audit and Assurance (AA) exams. In January 2022, one learner placed 1st in Ireland (5th place worldwide) in Audit & Assurance (AA), and 1st in Ireland (and 10th place worldwide) in Financial Management (FM). Another professional accountancy learner, completing the CPA Ireland programme at the college, placed 1st in Ireland for Strategic Corporate Finance (SCF), Strategy and Leadership (SL), and Advanced Financial Reporting (AFR).

In April 2022, Griffith College students won best Film Documentary of the Year at the National Student Media Awards (SMEDIAs). The winning film examine body image in the Queer community.

The Griffith College annual Creative Show 2022 returned, in June, to an in-person format for the first time in two years. This year's show featured the work of creative and bright students from Fashion Design, Film and TV Production, Graphic Communication Design, Interior Architecture and Design, Interactive Digital Media, and Photographic Media.

In August 2022, following a competition organised for Griffith College BA in Interior Design learners, one learner was chosen as the interior designer for the refurbished Sweeney's Hotel in Dunloe, Donegal. The hotel was featured on RTE's At Your Service, which sees John and Francis Brennan advise the hotel owners on all aspects of their business.

## **Staff Recruitment, Management and Development**

### **Equality and Diversity Reflection**

In January 2021, following a recommendation by APC, it was agreed that the APC and its subcommittees would include 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 was subsequently rolled-out across all committee meetings within the college. In the period under review, the college continued to make significant strides to enhance the equality, diversity and inclusion interfaces across the college:

- An EDI working group was established in November 2021, and the EDI Working Group Terms of Reference were developed once the remit of the group was embedded.
- In 2021/2022, the EDI group contributed to the drafting of a Gender Identity and Expression (QAE J11) Policy, which was approved by APC early in the next reporting period.
- The college explored the possibility of developing a calendar of notable national and international EDI-themed celebrations and events to be specifically marked throughout the year.

In March 2022, Griffith College marked International Women's Day, and its '*Break the Bias*' theme, with an event to inspire students and staff. Through an exhibition of photographs, the college celebrated the diversity and achievements of Griffith College female-identifying staff, students' and graduates' community who have pushed boundaries. The images were accompanied by profiles to share the stories of these individuals.

A member of the EDI working group attended the Maynooth University International Traveller and Roma Day Celebration (30 Mar 2022).

### **Staff Recruitment, Management and Development**

During the period under review, the college introduced a Right to Request Remote Working (RRRW) policy. This policy reflected months of collaboration involving the HR team, the HR committee, the heads of department/faculty and management board to develop this policy. The policy was introduced, initially on a pilot basis, pending the publication of legislation in this area. A RRRW approval committee was established to support this policy, and information and training sessions were provided to all staff on the processes involved.

Collective staff training needs linked to specific developments in the college (for example, the implementation of new QAE procedures, new technologies, or new approaches to curriculum delivery) were identified via both informal and formal mechanisms. These include module surveys, feedback from lecturers and learner representatives, and discussion within regularly scheduled meetings. These were addressed by the faculties with oversight provided by the college's Academic and Professional Council.

During the period under review Griffith College actively engaged with national and international communities of practice in teaching and learning, including (within Ireland) the National Forum for the Enhancement of Teaching and Learning and AHEAD. Opportunities to engage in webinars, workshops and other activities facilitated by those organisations were actively promoted to teaching, academic and learner support staff.

### **Staff Wellbeing**

In the period under review the college facilitated free online weekly Yoga sessions for staff (scheduled for Tuesday, lunchtime).

During December 2021, the HR Department introduced an initiative called the '*12 Wellness Tips of Christmas*', providing hints on how best to mentally and physically get through December and the festive season with ease. This scheme also included the provision of staff-support sessions on '*Managing Stress and Anxiety*' and '*Quick tips: Overcome your overwhelm in minutes!*', and culminated with a Christmas Jumper Charity Event – where staff wore their favourite Christmas jumper for a day, and the college donated €5 to the *SVP Christmas Appeal*, for every festive selfie sent to HR.

In February 2022, the college supported staff members' engagement with the *Irish Heart Foundation Charity Love Run* - a virtual 5k walk or run that took place over Valentine's weekend. The college reimbursed the registration fee for any staff member who embraced the opportunity to participate.

The college celebrated National Workplace Wellbeing Day on Friday 29 April. Scheduled events included '*Fruity Friday*', with free fruit provided throughout the day, a (free) Pilates session, a photographic competition for staff, and a half-day to make the most of the long weekend.

To mark International Day of Education (on 24 January) the college took the opportunity to actively promote the provided educational resources and supports for staff, including:

- Professional Development Policy for financial support for further and continuing education.
- LinkedIn Learning - access to expert-led, online video tutorials. All permanent staff are provided with free access.

HAQEF's National Forum seminar series on '*The Challenge of Unintentional Academic Impropriety in a Global HE World*' took place on Thursday 2nd December at 1pm on the topic, '*Responding to unintentional academic impropriety: Teaching, Learning and Assessment Approaches*'. Members of the Griffith College QAE team supported the organisation of, and attended, this session.

There were some very positive enhancements across the Dublin campus in the period under review, including:

- Fire Marshal Refresher Training
- Ongoing upgrade of CCTV cameras system.
- Installation of a Defibrillator in the AF Lobby

### **Staff Continuing Professional Development**

Griffith College, the Education, Learning and Development Group (ELDG) and various staff supported the college's continuing professional development (CPD) commitments and events during the period under review. During the period under review, CPD events included short online workshops, showcase events, short and longer formal programmes of learning. All staff were welcome to attend these events, which are communicated via email, which include:

- **Formal Programmes of Learning**– leading the advancement of best practice for Griffith College staff, and staff of partner institutions, to advance their knowledge, skills and competences in the area of education and development.
  - In 2021/2022, 26 Griffith College staff enrolled (free of charge) in formal Education, Learning and Development CPD studies on the follows: Certificate in Education, Learning and Development (12 staff), Postgraduate Diploma in Education, Learning and Development (8 staff), and Master of Arts in Education, Learning and Development (6 staff).
  - Three staff graduated from the Master of Arts in Education, Learning and Development programme.
  - In semester 2, modules of the MAELD were also delivered as accredited CPD. All staff were facilitated to attend the courses, with some choosing to complete the assessment for certification purposes (for the Certificate, Postgraduate Diploma or Masters, as appropriate). The following modules were offered:
    - Equality, Diversity and Inclusion (EDI)
    - Psychology of Learning
    - Supervision of Research (provided for 3 times across the semester)
    - Workplace Learning
    - Emergent Learning Technologies
    - Learning Analytics

- **Accredited Short Programmes of Education**

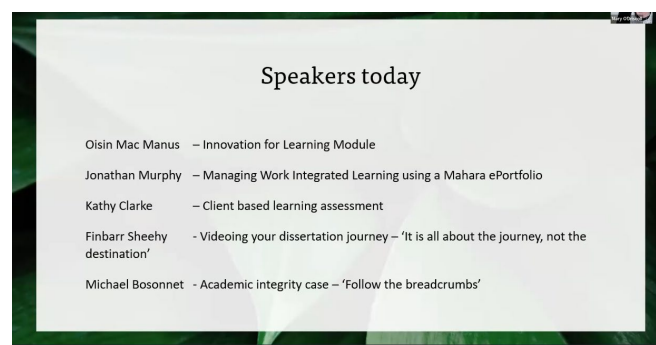
In the period under review, college staff continued to have access to a Universal Design for Learning (UDL) badge being run by the National Forum for enhancement of Teaching and Learning in Higher Education (in conjunction with AHEAD). In the period under review, two staff completed the accredited course, one of whom progressed and completed the Facilitator of Universal Design and Learning. More staff signed up but had to defer participation due to the pressure of returning to campus.



- **Showcases/Short Workshops/Masterclasses (internal)**

In acknowledgement of the increased use of online delivery and assessments, Griffith College's Digital Learning and Development department (DLD) delivered fortnightly lunchtime CPD lectures throughout 2022. These included sessions on the following topics:

- Developing strategies for delivering feedback in large classrooms
- Showcase: Pedagogical approaches and digital skills (x2)
- Masterclass: How to support your learner in supervision of research
- Universal Design for Learning
- Workflow in teaching and learning assessments
- Digital Skills: Plain English, Moodle skills (post-it boards and interactivity, designing your Moodle page), improving teaching and learning interactivity using 5HP



- **Showcases/Short Workshops/Masterclasses (external)**

College and collaborative partner staff attended various events on the National Forum for the Enhancement of Teaching and Learning in Higher Education - Valuing Ireland's Teaching and Learning (VIT&L) Week, which ran from 8 to 12 November 2021, with additional regional events across the sector until 30 November. The VIT&L event included guidance on "Selecting Online Alternatives to Common Assessment Methods: Supporting those who Teach and Learn in the Context of Covid -19 Coronavirus". To coincide with the event, the NF also launched a series of short Insight papers on Assessment.

College representatives supported the organisation of HECA's Academic Quality and Enhancement Forum (HAQEF) online seminar series, which took place from October 2021-March 2022, and was supported by the National Forum for Enhancement of Teaching Learning in Higher Education 21/22 funding. A number of staff also attended the individual sessions, with the theme of 'The Challenge of Unintentional Academic Impropriety in a Global HE World'. These seminars explored academic integrity through a framework of understanding, preventing, and empowering learners to prevent unintentional academic impropriety.

Griffith College staff attended the AHEAD annual conference: 'Safe Haven or Stormy Port? Exploring how tertiary education design impacts our health' in March 2022.

## **Teaching, Learning and Assessment**

### **Teaching Champions**

Following the publication of the college's teaching and learning strategy in July 2021: '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 'Teaching Champions'). This initiative was approved by the college's Management Board, and a college-wide team of expert, committed, teaching, learning and assessment professionals from the existing faculties, programmes and collaborative partners was recruited, for implementation in the period under review. Using Teaching Champions (TCs) to pioneer and support real changes in teaching, learning and assessment is in line with best international practice allowing the faculties to peer-learn from and benchmark against each other.

Initially eleven Teaching Champions (TCs) were appointed for one year, to represent and support faculties, partners, and regional campus lecturers. Led by members of the core ELD group, the TCs began their workplan for the 2021/22 academic year.

In Semester 1 of the academic year, Oct 2021 they began reaching out within their designated areas, building a network of new and experienced lecturers with a view to enhancing the Teaching, Learning and Assessment foundations of the college. The TCs ensured that academic staff in their area had access to all relevant module descriptors, approved programme documentation, programme assessment strategies, programme SharePoint files, and the current faculty, lecturer and learner handbooks for 2021.

Teaching staff were also encouraged by their area TCs to attend drop-in support sessions and Teaching and Learning showcase events.

In January 2022, the college hosted a Teaching Champions Showcase. The event included presentations from various TLA Champions in Griffith Faculties and collaborative partner institutions (Pulse, Innopharma, Leinster School of Music & Drama). It included various presentations about how to engage students in the classroom and the assessment in innovative ways. All the presentations and resources remain available to all staff on a dedicated page in the Education, Learning and Development Group page on Moodle.

In Semester 2 the TCs took on a research project as part of their remit. This was an extensive exercise in fact finding and reflecting on the feedback processes, assessment strategies and shared pedagogies, used in their discipline, faculty or campus groups.

### **Graduation 2021**

Graduation 2021 was celebrated in person by holding 23 graduation ceremonies across the three campuses – Dublin, Cork and Limerick.

Despite the additional challenges presented by COVID – from checking certifications and managing social distancing requirements, graduates from 2019/20 and 2020/21 were able to celebrate their achievement either on-campus (in Dublin and Cork) or in Thomond Park, Limerick, in the company of friends and family. The number of graduates from 2020/2021 was the largest ever for the college. Adding those from 2019/20, who had missed the opportunity of an in-person graduation and were conferred online made it a truly exceptional event and was greatly appreciated by the 2019/20 graduates, the families and friends.

It is a tribute to the College's organisational abilities and commitment to health and safety that such large gatherings were managed in a way that kept everyone safe. The College would like to thank and congratulate all the various teams on our three campuses, and the graduates and their families and friends, who helped make these events such a success.

## **Supports and resources for learners**

In the period under review, with the lifting of some Covid-19 restrictions over the course of September and October, Griffith College reviewed the lecture room capacities and room set-ups. For the start of the new academic year, lecture rooms permitted a maximum capacity of 80% of pre-COVID numbers. This was in conjunction with room set-ups allowing for a minimum of 2 metres space for the lecturer. All rooms were fitted with a carbon dioxide (CO<sub>2</sub>) monitor and stocked with hand sanitising gel and disinfectant wipes. The college also updated signage to reflect current government and College requirements. As restrictions were lifted during the year, these set-ups were reviewed and adjusted for semester 2 of 2021/2022, however the college continued to maintain 80% to 85% capacity in teaching rooms, where it was possible to do so.

College staff participated in focus groups to support the National Student Engagement Programme (NStEP) in its strategy development, in early 2022.

This academic year saw the development of an accredited “Certificate in Career Skills”. This minor award-type programme was developed in this period under review, to be rolled out as a pilot programme in 2022/23. It is intended that this programme will be made available to any learner in college who wishes to enrol on it.

In the period under review the college established a Career Industry Liaison Office in Cork. The establishment of this office provides a resource where learners can access services such as one-to-one appointments, CV reviews, a mentoring programme and access to the Griffith College Alumni Network. The Liaison Officer attended careers and industry events in order to secure internships, placements and their post-degree employment. The Liaison Officer also created a Careers Service Moodle page where learners can access career resources, career blogs, articles and job vacancies.

### **Exam Stress Management and Effective Study Techniques**

In response to higher levels of exam anxiety as a result of a return to on-campus exams, Griffith College invited learners to participate in exam stress management and effective study technique sessions. Dedicated Moodle pages and added sessions from the Library were made available to ensure learner confidence for online examinations. High attendance at these sessions indicated a strong desire from learners for this additional supportive resource.

In July 2022, the college’s Management Board approved the provision of free English language training for learners who are non-native speakers and while meeting the programmes’ English language entry requirements, wish to further improve their language proficiency.

### **Guest Lectures**

Griffith College learners benefit from the contributions of their lecturers who have direct and ongoing industry experience as the input from guest lecturers and industry representatives. These insights facilitate the learners’ understanding of real-world experiences and support their achievement of module learning outcomes, consequently enhancing the learning experience. Many courses across the campuses engage guest lecturers each semester.

Guest speakers and opportunities for learners to participate in events included:

Award-winning cinematographer, Tim Fleming, delivered a guest lecture to Film students on 09 March. Mr Fleming is an Irish Cinematographer, internationally known for his work in the film industry and on the Oscar-winning movie, ‘*Once*’. His work also includes ‘*Jimi: All Is by My Side*’, a drama based on Jimi Hendrix, alongside ‘*Gold*’, ‘*Citadel*’ and ‘*The Door*’ which took home awards from the Polish Grand OFF, the Bilbao International Film Festival, and the title of best short film at the IFTAs in 2009.

### **External Engagements/Achievements**

The Dublin International Screenwriting Festival took place in September, with events both online and at Griffith College Dublin. The packed and exciting programme was sponsored by Griffith College, Screen Ireland and Screen Skillnet.

A Griffith staff member is an ILTA (Irish Learning Technology Association) executive committee member. During the period under review, the member helped plan the Ed Tech Conference in May 2022 and plan the ILTA Ed Tech Winter Conference 2023.

### **An Independent Student's Union**

The Griffith College Students' Union (GCSU) become an independent student representative body, in August 2021. The GCSU objectives for the period under review (and their status at the conclusion of the timeframe) were:

- to develop measures of autonomy and self-sufficiency for the SU (achieved and ongoing),
- to engage with Griffith College staff with experience of students' unions and learner engagement to support the SU in this transition (achieved and ongoing),
- to secure increased funding to support additional paid SU representative positions (achieved and ongoing), and
- to establish a student activities department (achieved),

Concrete outputs included that in November 2021, the Management Board committed the funds to see the appointment of SU Vice President positions in Limerick and Cork, with student elections the following February to identify post-holders. The SU has now achieved cross-college representation, and learners have a local office to engage with. Their work is supported by a network of class representatives, elected annually at the start of the academic year.

In February 2022, students voted to approve a referendum for the implementation of a new Constitution, which came into effect immediately. By the end of the reporting period, the SU were in the process of developing a new bespoke website, had developed a "Guide to Dublin" booklet in partnership with the International Office, had contributed to a college Induction Booklet for Class Reps, and were actively involved in planning induction and events from the coming academic year 2022/2023. In Cork, learners benefitted from this enhancement primarily in a social capacity through events on campus, cultural trips around Cork/Ireland and inter-Faculty tournaments facilitated through the college's student lounge.

### 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 2021/2022	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"> <li>• 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.</li> <li>• The Academic Merit Scholarship (AMS) is an additional scholarship which is awarded to students who demonstrate a strong academic performance at the time of application.</li> </ul> <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>
Central Bank Scholarship Programme 2021	<p>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.</p>
Fidelity Investments Financial Services Scholarship Programme for School Leavers	<p>In May 2021, Fidelity Investments, in partnership with Griffith College, launched a scholarship for Leaving Certificate students. This ran again in 2022. The scholarship facilitates learners to take-up full-time employment at Fidelity Investments Operations &amp; Corporate Shared Services group, while also undertaking a fully funded part-time Level 8 degree in Business at Griffith College.</p>
Griffith College and Institute of Advertising Practitioners Ireland €10,000 creative bursary for disadvantaged schools	<p>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 were 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.</p>
Brendan Lynch Scholarship, in partnership with Donore Credit Union	<p>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</p>

<p>Fashion Design Scholarship for winner at Junk Kouture</p>	<p>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.</p> <p>In May 2022, the 'live/in-person' Junk Kouture final took place in Dublin. Sixty haute-couture designs made from 100% recycled materials created and modelled by talented post-primary students took to the stage for the Dublin City Final at the Bord Gáis Energy Theatre on Thursday May 5th. Nine finalists were chosen on the night, with Griffith College's Director of Fashion Design, Jane Leavey continuing her long-standing role as technical judge on the night. One finalist was awarded a bursary to study on the BA (Hons) in Fashion Design at Griffith College.</p>
<p>The Sheila Murphy Music and Drama Scholarship Awards</p>	<p>This Leinster School of Music and Drama (LSMD) at Griffith College Scholarship, named in memory of former director of the School, Miss Sheila Murphy, is open to students who have completed their Grade 10 Speech and Drama exams with the LSMD and have an interest in progressing to LSMD's Higher Diploma in Arts in Drama Education programme.</p>
<p>Sports Scholarships</p>	<p>The scholarship is open to all current Leaving Certificate students, those studying on a degree programme in another college and those who have completed a degree programme and seeking to do a masters. Every year Griffith College awards scholarships to students who show an interest in our courses and can demonstrate an ability to play basketball at a highly competitive level.</p>

### **Change to Admissions Policy**

Griffith College agreed to accept the 4-year Mongolian Bachelor Degree award for candidates seeking entry to a Level 9 Masters' Degree at Griffith College. This change to the admissions policy will be implemented on a pilot basis, for 2 intakes, with learners supported in the interim if/as necessary, and final approval will be contingent on successful outcomes being achieved by the learners involved.

### **Supporting Students during the Ukraine crisis**

With the escalation of the political situation in Ukraine, the college supported both Ukrainian and Russian enrolled learners at the college in practical ways. Enhanced supports included academic and financial accommodations, as well as government and visa supports.

## **Information and Data Management (including analysis and impact of information gathered via the national Student Survey)**

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 €1m 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.

In March 2022, in response to the escalating cybersecurity threats, the college implemented multi-factor identification security settings for learner accounts (this security measure was already in place for staff systems).

Themis: An Assessment results pilot (for the new learner information and management system) was run with a small number of learners in January 2022, and the output reviewed. Results indicated that a full pilot-study could be implemented for the June 2022 results. The output of this full pilot process was used to inform THEMIS development and the processes to support learner engagement with the platform to obtain assessment results for future reporting periods.

The college contributed its appropriate data to the HEA Census 2022.

## **Public Information and Communication**

"Griffith Global" - the Griffith College Global Engagement Office (formerly Griffith College International Office) developed a series of short and practical videos about all aspects of student life in Ireland, to be hosted on the Griffith Global YouTube Channel. This material provides information that is key to the onboarding process for new incoming international learners, such as, opening bank accounts in Ireland, how to get a PPS number after arriving, what to expect from campus life (where certain buildings are on campus, where classrooms are). It provides useful information for international learners who are already studying at any of our Griffith College Campuses: Dublin, Cork or Limerick. More information on this project is provided in a case study in section 4.0, below.



## Other Parties Involved in Education and Training

The college continued to maintain 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.

In the period under review, the college developed its partnership with Engineering Support & Services Limited (ESS) to develop new courses in industrial manufacturing and maintenance skills and industrial electrical safety and systems. The partnership agreement was signed in April 2021, and the first two collaborative programmes [the Certificate in Industrial Manufacturing and Maintenance Skills (CIMMS) and the Certificate in Industrial Electrical Safety and Systems (CIESS)] were validated by QQI in September 2021. Both programmes are at level 6 on the National Framework of Qualifications and involve work-based learning. They were validated for delivery from the college's campuses, national training venues, or on an in-company basis at employers' sites, and provide key knowledge, skills, and competencies for anyone who works with manufacturing, maintenance and electrical systems and are designed to give non-electrical personnel the ability to diagnose industrial faults and to carry out repairs/replacements safely.

In March 2022, the college nominated the additional individuals to national representative roles:

- the Learning Support Manager to the Higher Education Colleges Association Quality Assurance and Enhancement Forum (HAQEF)
- the Learning Technologist to the National Academic Integrity Network (NAIN)

Members of Griffith College management and QAE staff participated in the Higher Education Colleges Association (HECA) meetings with QQI to support the development of procedures for Online Provision throughout the period under review.

In April 2022, a member of the QAE department was a HECA nominee to engage with QQI around the plan to review and refresh the HET programme descriptor template and associated documentation, with a view to streamlining the document where it is possible and advisable to do so.

### **Funded Research - Next Steps Project (through HECA)**

The '[\*Next Steps for Teaching and Learning: Moving Forward Together \(Next Steps\)\*](#)' project was launched by the Minister for Further and Higher Education, Research, Innovation and Science in May 2021. The overarching aim of the project was to examine how higher education could learn from the COVID-19 pandemic. It was coordinated by the National Forum for the Enhancement of Teaching and Learning in Higher Education (NFETL)

and funded through the Teaching and Learning Enhancement Fund. The Next Steps project reflected a collaboration between a wide range of stakeholders including the Irish Universities Association (IUA), the Technological Higher Education Association (THEA), Quality and Qualifications Ireland (QQI), the Royal College of Surgeons in Ireland (RCSI), the Union of Students in Ireland (USI), the National Student Engagement Programme (NStEP), the Irish Business and Employers Confederation (IBEC), the Irish Council for International Students (ICOS), a representative of specialist colleges, and the Higher Education Colleges' Association (HECA, including Griffith College). The overarching aim of the Next Steps project was to question, in the context of COVID-19, *“What have we learned and what does it mean for the future of teaching and learning in Irish higher education?”*



Within the context of the Next Steps project, the HECA-study - [\*“Connected Conversations: The Teaching, Learning and Assessment Practices Experienced in Higher Education Colleges Association \(HECA\) Colleges during the COVID-19 Pandemic”\*](#), sought to explore the teaching, learning and assessment practices selected and applied by HECA members to cope with the emergency shift to remote learning during the COVID-19 crisis and how the practices were experienced by all relevant stakeholders, including but not limited to lecturers and students. The research, which was completed by a member of Griffith College staff on secondment to HECA for the purpose of the study, provided recommendations for both policy and practice. The resulting HECA report was published in December 2021, and formally launched in January 2022,

#### **Funded Research - Quality Assurance in HECA Colleges Project (through HAQEF)**

The HECA (Higher Education Colleges Association) Academic Quality Enhancement Forum (HAQEF) comprises QA Officers, Teaching and Learning Staff and other professionals from HECA Colleges, including Griffith College. In November 2020, HAQEF was successful in a funding application to the National Forum for the Enhancement of Teaching and Learning in Higher Education’s Network and Discipline Fund. The resulting project provided the

opportunity for HAQEF to review the application of quality assurance of blended and online learning during the COVID-19 period in HECA colleges, to focus on shared solutions to common challenges, and offer some valuable insights for all institutions across the higher education sector.

Personnel from Higher Education Colleges Association (HECA) member colleges, including Griffith College, were interviewed about the measures that were undertaken to adapt QA processes in the pandemic period, and what challenges could be reported from this adaptation. In June 2022, HAQEF launched the resulting report: [\*Quality Assurance in HECA Colleges During the COVID-19 Pandemic: A Mixed Methods Analysis through the lens of QQI's Core Criteria\*](#).

The Report, and its accompanying video resource, support the collective enhancement of higher education quality assurance practices in ongoing blended and online delivery. This project produced useful insights and resources for the ongoing application of quality assurance of blended and online learning, based on HECA members' experiences, and recognised the challenges of the application of mitigations in respect of blended and online learning. The resulting findings articulated specific experiences and insights from the adaptation of quality assurance policies and procedures, and signposted relevant resources to support providers in their navigation of quality assurance in the blended and online world.

In January 2022, Griffith College joined a new consortium of independent English Language providers (under the banner ELE) for the purpose of engaging in mutual protection for enrolled learners (PEL) arrangements for learners undertaking English Language programmes at the college.

## **Self-evaluation, Monitoring and Review**

### **Review of Assessment at Griffith College**

As learners returned to campus at the start of the period under review, Griffith undertook a large survey consultation with over 1,100 learners responding. The survey asked about exam format preferences with over 90% of respondents indicating a preference for open book exams in the future. This was presented to Heads of Faculties and Programme Directors in October 2021.

### **Report on Services and Facilities Survey, May 2022**

This survey, which was conducted near the end of the academic year, asked learners to identify how they used services and facilities in Griffith College and identified any areas that could be improved. Feedback included software suggestions for classrooms, opinions on the cafeteria and other useful information. Responses were developed across functional areas in relation to the issues identified in the report. These were actioned over the

summer period at the end of the reporting period. A process was also identified to facilitate communicating action/close-out to the learners who provided feedback, and this was implemented at the commencement of the next reporting period, with learners return to college.

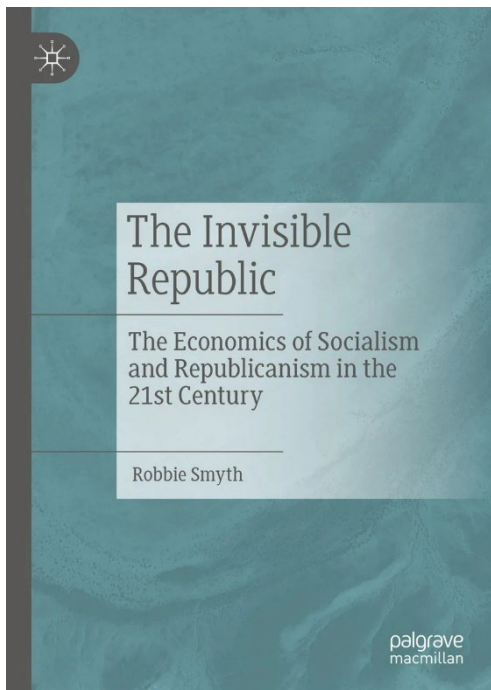
### **Review of Griffith College's Programme Development and Review Processes**

The QAE Department initiated a review of the college's programme development, review and (re)validation process in August 2022. The review is to be facilitated using anonymous questionnaires sent to stakeholders of recent validation and revalidation processes at the college (including collaborative programmes). Consultations with stakeholders - including QAE staff, heads of faculty, programme directors and teams, panel chairs and secretaries, and learner support staff - who participated in recent reviews and validations are scheduled for the next reporting period. The results of this review, including recommendations, will be shared with all who were consulted as well as considered by Griffith College's various QAE committees.

### **Quality Assurance of Research Activities and Programmes**

Eva Kelly, lecturer in graphic design and illustration, was selected as Artist in Residence for the Decade of Centenaries with South Dublin County Council. Within her role, in March 2022, Eva hosted an exhibition in Ballyroan Library: *'Local Legacies Remembered'*, to celebrate significant women in Irish History, both political and cultural figures, and what their influence was in the area.

In April 2022, Griffith College's Head of Journalism and Media Communications, Dr Robbie Smyth released his first book: *'The Invisible Republic: The Economics of Socialism and Republicanism in the 21st Century'*, which looks at a series of key contemporary economic issues and gives a socialist republican perspective on possible solutions and strategies.



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During the period under review, John Eardly, Programme Director of the LLB (Hons) in Law and BA in Law and Business Programmes, presented a webinar for the Association of International Accountants called “*Navigating the Impact of Covid-19: An Employment Law Perspective*”. This presentation included discussions around changes in law regarding working from home as well as whether employers can ask employees to take the vaccine. John also presented his research relating to ‘*Programme design in legal education in Ireland*’ at the Socio-Legal Studies Association (SLSA) Annual Conference.

Nicholas McMurry, Programme Director for the Faculty of Law in Griffith College Cork gave a talk at the 2022 Cork Lifelong Learning Festival about *European Convention on Human Rights and identifying how and why people inhibit some forms of expression in order to create a more nuanced debate on the importance of freedom of speech*. During the period under review, Nicholas also wrote a book, “*Participation and Democratic Innovation under International Human Rights Law*”, and had it accepted for publication (due in April 2023).

## Third-mission activities, societal and community engagement

### September 2021

For Culture Night 2021, Griffith College hosted individuals on the South Circular Road campus for a self-guided tour, delivered by historian John Dorney. Attendees were required to pre-book a 30-minute time slot on the evening, when they were provided with a map to the key historical locations and a link to a video to hear John’s guide to the history of the (current and former) buildings on the campus which is steeped in Dublin’s history.

In March 2022, Griffith College partnered with the B!G Idea - a multi-award-winning, creative, educational programme for 15-16-year-olds, running nationwide. The B!G Idea programme is the first of its kind, bridging the gap between industry and education, enabling the college to play an important role in the development of our next generation. Griffith College staff, joined a group of approximately 400 mentors, to advise and share their expert knowledge with young people, as they learned how to use creative thinking to tackle societal issues, and to propose solutions to issues that are directly affecting them and their communities.

### **November 2021**

#### Griffith College Honorary Awards

Presented at the college's annual graduation ceremonies, Griffith College's Distinguished Fellowship Award is made to individuals who have made a significant international contribution to Ireland (in any field). The 2021 awardee of the Griffith College Distinguished Fellowship Award was:

- Paul Reid, CEO, Health Service Executive: "For excellent management of the Nation's health in response to Covid".

The Award for Professional Excellence is made to individuals who have made outstanding contributions to professional and/or educational development at a national level in Ireland. This award recognises that the recipient has, within the context of their own profession, pushed forward the boundaries of academic interaction and professional / educational development. There were two awardees at graduation 2021:

- Mark Little, CEO and co-founder of Kinzen, and founder of social news agency, Storyful: "For his contribution to truth and integrity online"
- Stephen O'Leary, MD, Olytico, and Vice-President Dublin Chamber: "For his commitment to accuracy and integrity in the harnessing of data".

### **December 2021**

The Griffith College XMAS Art Mart, organised by the Design Faculty, took place on our Dublin campus on 11 December 2021. The event was a huge success, raising over €1,220 for the Peter McVerry Trust.



### April 2022

The Law Faculty at Griffith College hosted the 2022 student Free Legal Advice Clinic (FLAC) Conference, a virtual two-hour conference attended by a wide range of students, alumni, and staff, on 26 April.

### August 2022

On Friday 12<sup>th</sup> August 2022, Griffith College hosted a short commemoration event to mark the centenary of Arthur Griffith's death. Arthur Griffith was one of the founders of the modern Irish state. As an institution, Griffith College has strong links with Arthur Griffith. In 1991, Griffith College, then known as Business and Accounting Training, purchased the Griffith Barracks site (now the GCD campus). At that time, Professor Diarmuid Hegarty approached and received the consent of Ita Gray, the only surviving child of Arthur Griffith, to rename the institution Griffith College. The directors of Griffith College want to acknowledge Griffith's singular contribution to Irish Independence.

The Friends of the Vocal Arts is a not-for-profit charitable body chaired by Griffith College President Professor Diarmuid Hegarty. As organisers of the Veronica Dunne International Singing Competition, they oversee a triennial contest with a worldwide reach. The competition, named for Irish singing's *grande dame*, welcomes singers from around the world, and winners have come from countries as far away as Egypt, South Africa and New Zealand. The Veronica Dunne Singing Competition, sponsored by Griffith College, took place on 22 August 2022.

## Internationalisation

During the period under review, Griffith College have engaged in discussions with a view to forming a consortium with (up to) 11 European University partners to facilitate a variety of potential collaborative programme and projects. Consortium members includes:

- Algebra University College (Croatia)
- College of Social Sciences (Lithuania)
- Fundacion Universidad Europea del Atlantico (Spain)
- Istanbul Ticaret University (Turkey)
- PXL University (Belgium)
- Satakunta University of Applied Sciences (Finland)
- Technical University of Applied Sciences Rosenheim (Germany)
- University of Economics Varna (Romania)

Once such opportunity resulted in the submission of a joint application for possible capacity building in the area of enterprise and entrepreneurship. The following projects were developed and submitted by the end of the reporting period (summer 2022):

- EU project (SMART4FUTURE) with Algebra University College, Croatia, approved by EIT – Climate KIC (European Institute for Innovation and Technology – Climate KIC)
- EU (ESCALATE) project submitted under ERASMUS with a consortium of EU partners – Topic Development of train the trainer modules for lecturers teaching innovation.

There is an additional (larger) project submission also pending a decision for EU funding. Outcomes of any possible projects will be reported in subsequent reporting periods.

## Integration of UN sustainable development goals (SDG)

The college's Management Board is currently developing a Sustainability Strategy for the college. Near the end of the period under review, the 'sustainability team' held a meeting with the Architects to provide inputs into the Dublin Campus Masterplan for submission to Dublin City Council.

Griffith College continued to invest in renovating the Cork building and grounds. 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. The building heating supply was also renovated to enable zone-heating. Work also included significant works to the protected building (Church) on-site. In completing the site works, investments were also made in developing the grounds, where removing brambles created additional green space.

In the last quarter of 2021, Griffith College participated in a '*Clean Air Together*' air quality survey to gather NO<sub>2</sub> (Nitrogen Dioxide) pollution samples in the area of the South Circular Road campus. '*Clean Air Together*' is a joint project between the Environmental Protection Agency (EPA) and the Environmental Education Unit of An Taisce,



which aims to create a better understanding of NO<sub>2</sub> air pollution in Dublin, to help the EPA develop air pollutant mapping and forecasting models for the whole of Ireland.

### **External publications or presentations about the institution's QA system, e.g. EQAF, journals, ec.**

Dr Tomás Mac Eochagáin, Director of Academic Programmes, published an article in Ireland's Education Yearbook 2022 - Education Matters, entitled "*Assessment Choices Post-Covid-19: How Covid-19 challenged and changed assessment – perhaps permanently*". It highlighted the following:

*"With various alternative assessment approaches having been used successfully during the pandemic, the question now is whether to return to pre-pandemic assessment practices or to continue to embrace and develop the changes introduced. We have the opportunity and responsibility to choose well."*

Alice Childs, Head of the Digital Learning Department (DLD), presented at the ILTA Ed Tech 22 conference at UCC in May 2022. Her presentations involved a practitioner paper: "*High five for H5P: Harnessing H5P for flipped classroom video interactivity*" and "*Lesson plan re-boot using Moodle Lesson*" within the GASTA category.

## 2.1 Initiatives within the Institution related to Academic Integrity

During the period under review the college implemented and/or engaged with a series of initiatives aimed at supporting academic integrity in respect of the college's programmes. Initiatives undertaken included actions taken to

- improve assessment design;
- raise awareness amongst staff and learners;
- provide upskilling opportunities for staff; supports and/or training for learners;
- enhance data collection;
- investment in technologies;
- Reviewing and updating QAE policies;
- engagement in national and/or international initiatives.

**Specific initiatives** include the following:

The College's APC agenda continued to include Academic Integrity as a standard item for every meeting. Academic integrity items addressed included developments taking place in/through NAIN, CPD events scheduled internally or nationally in relation to academic integrity, QQI's regulatory email circulars. The college's resourcing of academic integrity measures was supported by financial support by the management board, its membership of NAIN and its provision of college-wide training in relation to assessment design.

The Griffith College Academic Integrity and Misconduct Procedure (QAE J6) was reviewed and updated, with approval from APC in May 2022. The main edits were to align with the NAIN "Academic Integrity: National Principles and Lexicon of Common Terms" and the QQI correspondences.

Sample **upskilling opportunities for staff** included attendance by Griffith College staff at the following events:

- The NAIN-organised Masterclass event: "Finding the Thread: A practical guide to Contract Cheating." with Kane Murdoch, University of New South Wales [12 May 2022].
- The IUADigEd event: Developing a Shared Culture of Commitment to Academic Integrity: A Student-Staff Partnership Approach [18 Oct 2021]
- Various events during National Academic Integrity Week [18 October]
- Promotion of National Forum for Enhancement of Teaching and Learning in Higher Education academic integrity support resources on [OER and Copyright in Ireland](#) and [Coronavirus and copyright](#)

In addition, the following CPD events, with a focus on academic integrity, were developed and provided during the period under review:

- Workshop: Rethinking and Reimagining Assessment workshops for those members of staff who wish to discuss a redesign of their assessment approach and methods, for implementation in the coming academic year, organised by the college's ELDG [commencing in Sept 2021, and continuing weekly on a drop-in basis]
- Staff were encouraged to undertake the Digital Badge for Universal Design in Teaching and Learning – a 10-week, 25-hour introductory Universal Design for Learning (UDL) programme for HE and FET staff, run by AHEAD and UCD Access & Lifelong Learning. This course provided participants with a strong introduction to the UDL Framework and gives participants the opportunity to implement UDL approaches within your teaching and assessment activities.

### **Raise Awareness amongst Staff and Learners; Provide Supports and/or Training for Learners**

The following initiatives were implemented within the college to raise awareness amongst staff and learners, and to provide supports and/or training for learners:

- One faculty developed a quick YouTube video for learners, outlining how best to do online exams, with no access to online content, but limited access to physical notes. The video format was chosen on the basis that it was easier to demonstrate the idea rather than write it as a document, and facilitated learners' engagement with this material.
- Academic Writing workshop for all learners in November 2021 – over 170 learners attended. The recording and resources were provided on Moodle to all learners.
- At the end of Semester 1 in 2021 and again in Semester 2, Spring 2022, training was provided to guide learners to multiple exam resources, including how to access the online exam process (Better Examinations). From mid-December 2021 until the end of January 2022, there was almost twice-daily workshop sessions available for students. A total of 4,356 learner attendances were recorded for the 'preparation for online exams' sessions (learners were facilitated to attend more than once). These exam information sessions were made available again in preparation for the summer exams, in April and May, with over 27 sessions provided. Lecturers were also provided dedicated training about how to use Better Examinations in both semesters.
- Establishment of a Griffith College Academic Integrity Moodle page: This site, which is available to all staff within the college, and collaborative partners, possesses the following properties:
  - Sharing current knowledge about Academic integrity within Griffith College.
  - Resources that are updated regularly, encouraging relevant discussions in the forum.
  - Research gathered from the National Academic Integrity Network and beyond are also included.

### **Enhanced Data Collection**

In Semester 2, the Academic and Professional Council asked the Data sub-group to generate a Learner Retention Report for undergraduate multi-stage programmes at Griffith College. Data was collected and analysed, including benchmarking from HE norms. This report, drafted over the summer and finalised in Semester 1 of the following reporting period, included a

breakdown of data for each programmes' progressing and final year learners, in order to identify any trends which need appropriate action and provision of learner supports.

### **Investment in Technologies**

In the period under review, Griffith College invested in Better Examinations online invigilation and repository software in order to host exams online in 2021. For the April/May 2022 exam period, Griffith College adopted Proctorio technology, linked to Better Examinations, as a preferred online examination invigilation tool. TurnItIn was also linked to the examination software. This increased the integrity of the examinations.

### **Participation in National Initiatives**

During the relevant period the college had two nominated staff members who were active participants in the National Academic Integrity Network (NAIN). One member worked on initiatives relating to the detection of academic misconduct while the other focused on prevention of academic misconduct. The college was represented through the Higher Education Colleges Association (HECA) in national initiatives and data-collecting initiatives that inform national policy and understanding. The college also had two nominated 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.

### **Engagement with QQI**

During the reporting period, the college strengthened its relationship with QQI in respect of academic integrity reporting. All relevant QQI updates were shared to all management and academic staff (for example, the December 2021 communication about Academic Integrity Update and Essay Writing Service Lists). The college also acted swiftly to follow-up on information provided by QQI and demonstrated its commitment to responding to new findings and data.

### **Participation in National Initiatives**

As outlined above, 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's Academic Quality and Enhancement Forum (HAQEF) and led on organising sectoral events, along with sharing best practice on understanding, preventing and responding to academic misconduct. These representatives also supported HAQEF's to organise seminars in the area of 'assessment design' from a staff and learner point of view, which also impacts on academic integrity.

Members of Griffith College management and QAE staff participated in the HECA meeting with QQI to support the development of procedures for Online Provision in March 2022. In April 2022, a member of the QAE department supported HECA's engagement with QQI to support the plan to review and refresh the HET

programme descriptor template and associated documentation, with a view to streamlining the document where it is possible and advisable to do so.

A member of Griffith College staff conducted the research to support HECA's the "Connected Conversations: The Teaching, Learning and Assessment Practices Experienced in Higher Education Colleges Association (HECA) Colleges during the COVID-19 Pandemic".

### **Academic Supports**

The college's library services continued to develop its 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 completed the Supervision of Research Students module, from the MAELD, to facilitate their ongoing support of learners in relation to academic writing. The library continued to extend and enhance its provision of e-journals and databases to add to the library resources.

## 3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

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

No.	Relevant objectives	Planned actions and indicators
1.	Review and increase externality in academic decision-making	<p><b>Detail:</b> 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; apprenticeship programmes; company academic scholarships (earn and learn programme); etc.</p> <p><b>Units responsible:</b> Management Board, Academic and Professional Council</p> <p><b>Timeline:</b> End of reporting period</p>
2.	Continue to support, enhance and resource the development of the college's equality, diversity and inclusion considerations	<p><b>Detail:</b> Continue to support (and resource) the enhancement of equality, diversity and inclusion commitment, policy development, and related activities, across the college, and within functions and committees.</p> <p><b>Units responsible:</b> EDI working group, QAE Department, QAE Sub-committee, Academic and Professional Council, Management Board, Board of Directors</p> <p><b>Timeline:</b> End of academic year, and ongoing</p>
3.	Audit and update QAE policies, procedures and guidelines (QAE Manual)	<p><b>Detail:</b> Audit, develop, refine and strengthen the college's QAE policies, procedures and guidelines, with particular focus on the governance structures (in line with objective #6, below), to ensure continued relevance</p> <p><b>Units responsible:</b> QAE Department, QAE Sub-committee, Academic and Professional Council, Management Board, Board of Directors</p> <p><b>Timeline:</b> End of reporting period</p>

4.	Further Support and Enhance graduate employability	<p><b>Detail:</b> Continue to focus on supporting enhanced employability and career-development supports to be made available to all Griffith College learners – across the college, and within functions and committees. Considered options include collaborative project work; work-based learning opportunities; undergraduate research; use of e-portfolios; development of certificates in workplace mentoring, employability, work skills, etc.</p> <p><b>Units responsible:</b> QAE Department; Faculties; QAE Subcommittee; Education, Learning and Development Group (ELDG); Academic and Professional Council; Management Board; Board of Directors</p> <p><b>Timeline:</b> End of academic year, and ongoing</p>
5.	Validate Fully Online Pilot Programme	<p><b>Detail:</b> Continue to engage with QQI to facilitate validation of proposed programme and develop QAE policies, procedures and guidelines to support (once national policies become available)</p> <p><b>Units responsible:</b> QAE Department; Faculties, Education, Learning and Development Group (ELDG); Academic and Professional Council</p> <p><b>Timeline:</b> Ongoing, in timeline consistent with QQI (pilot) validation schedule</p>
6.	Reconstitute of committee memberships	<p><b>Detail:</b> Reflect on and review the college committees, organisational structures and communication processes to support representation, diversity and inclusion, (and document in the governance section of the QAE Manual, in line with objective #3, above) to facilitate smoother and transparent operation.</p> <p><b>Units responsible:</b> QAE Department; Faculties; QAE Subcommittee; Academic and Professional Council; Management Board; Board of Directors, Collaborative Partners</p> <p><b>Timeline:</b> End of academic year, and ongoing</p>

7.	Seek / advance the college's readiness for delegation of authority	<p><b>Detail:</b> Develop the QAE frameworks and processes, and resulting records, necessary to support the college to prepare an application to request delegation of authority to make awards within a National Framework from QQI.</p> <p><b>Units responsible:</b> Board of Directors; Management Board; Academic and Professional Council; QAE Subcommittee; Education, Learning and Development Group; QAED; Faculties and all college staff</p> <p><b>Timeline:</b> Ongoing, in timeline consistent with the publication of QQI guidelines</p>
8.	Seek / advance the college's readiness for international Education Mark	<p><b>Detail:</b> Develop the QAE frameworks and processes, and resulting records, necessary to support the college's application for the International Education Mark QQI.</p> <p><b>Units responsible:</b> Board of Directors; Management Board; Academic and Professional Council; QAE Subcommittee; International Office; QAED; Faculties and all college staff</p> <p><b>Timeline:</b> Ongoing, in timeline consistent with the publication of QQI guidelines</p>
9	Further enhance provision of Learner Services	<p><b>Detail:</b> Audit, review, develop and resource learner services to ensure equality, diversity and inclusion in their provision (reflecting all learner categories, campuses, learner modes, neuro-diversities, etc.). Enhance appropriate communication of these resources to all relevant stakeholders.</p> <p><b>Units responsible:</b> QAE Department; Faculties; QAE Subcommittee; Education, Learning and Development Group; Academic and Professional Council; Management Board; Board of Directors, collaborative partners; and Students Union</p> <p><b>Timeline:</b> End of academic year, and ongoing</p>
10.	Advance the college's research activities and related QAE processes.	<p><b>Detail:</b> Enhance, formalise and resource the college's QAE framework and processes for research. Initiatives to achieve this include:</p>



		<ul style="list-style-type: none"> <li>• Formalise the Research (and Ethics) Committee in QAE documentation and ensure the committee's activity is reported to APC</li> <li>• Work with faculties to audit and develop their formal research guidelines for staff and learners</li> <li>• Enabling, supporting, communicating and celebrating research by staff and learners</li> <li>• Provision for appropriate training and CPD</li> <li>• Identify and leverage sources of EU/national research, innovation, enterprise and entrepreneurship support funding and expertise to develop capacity</li> <li>• Continue to engage with HECA's research committee.</li> </ul> <p><b>Units responsible:</b> Board of Directors; Management Board; Academic and Professional Council; QAE Subcommittee; Faculties; QAED; Research Ethics Committee</p> <p><b>Timeline:</b> ongoing</p>
11.	Publish a cycle of internal reviews	<p><b>Detail:</b> Develop and publish a cycle of internally-focused QAE reviews at the start of academic year to facilitate planning and reporting to management and governance bodies across the year.</p> <p><b>Units responsible:</b> Board of Directors; Management Board; Academic and Professional Council; QAE Subcommittee; Faculties and functional units; QAED</p> <p><b>Timeline:</b> End of reporting period</p>
12.	Further develop and enhance the College's Teaching, Learning and Assessment Strategy	<p><b>Detail:</b> Further develop and resource the college's teaching, learning and assessment strategies and supports, to enhance current college, staff and learner practice in line with international best practices.</p> <p><b>Units responsible:</b> Board of Directors; Management Board; Academic and Professional Council; QAE Subcommittee; Faculties; Education Learning and Development Group; QAED</p> <p><b>Timeline:</b> End of reporting period</p>

13.	Audit collaborative delivery arrangements	<p><b>Detail:</b> Further review and develop the college's arrangements with its collaborative partners to enhance current practice in line with international best practices. Enhance appropriate communication of these arrangements to all relevant stakeholders.</p> <p><b>Units responsible:</b> Board of Directors; Management Board; Academic and Professional Council; QAE Subcommittee; Faculties; Education Learning and Development Group; QAED; collaborative partners</p> <p><b>Timeline:</b> End of reporting period</p>
14.	Maintain responsiveness in programme design	<p><b>Detail:</b> Further develop and resource the college's programme development strategies and supports to enhance current college provision, recognising the importance of the following:</p> <ul style="list-style-type: none"> <li>• Quality programme design and provision in the learners' interests</li> <li>• Assuring / advancing the college's reputation for all stakeholders</li> <li>• Enhanced work-based provision</li> <li>• Continued engagement with new industry-based partners / collaborations / consortia in relation to programmes (e.g. apprenticeship, Springboard initiative, Skillnet, etc.)</li> <li>• Continued agility / flexibility / responsiveness in relation to programme design (e.g. microcredentials, progression opportunities, APL)</li> <li>• Supporting programme teams in meeting their requirements and objectives.</li> </ul> <p><b>Units responsible:</b> Board of Directors; Management Board; Academic and Professional Council; QAE Subcommittee; Faculties; Education Learning and Development Group; QAED</p> <p><b>Timeline:</b> End of reporting period, and continuing</p>
15.	Advance the development of the College's Information Systems	<p><b>Detail:</b> Further review and develop the college's QAE Manual to ensure that it appropriately reflects the developments currently taking place in relation to the College Information Systems (and the implementation of programme and academic</p>

		<p>management within THEMIS, in particular). Appropriate training will also be needed in relation to these developments.</p> <p><b>Units responsible:</b> Board of Directors; Management Board; Academic and Professional Council; QAE Subcommittee; Faculties and other functional departments; QAED; collaborative partners</p> <p><b>Timeline:</b> End of reporting period, and continuing</p>
16.	Create a European centre of excellence for research commercialisation and deep tech innovation	<p><b>Detail:</b> Establish of a centre for venture science, leveraging our alliance with university partners from different countries, to support innovators in our region, in Ireland and beyond, to bring their innovation successfully to the market.</p> <p><b>Units responsible:</b> Board of Directors; Management Board; Academic and Professional Council; Faculties</p> <p><b>Timeline:</b> 48 months / Four-year period [subject to successful funding outcome]</p>
17.	Promote and support the development of greener/ healthier / more sustainable campuses	<p><b>Detail:</b> Establish a working group to determine and report to the management board on how best to advance the college's existing and future development of greener / healthier / more sustainable campuses.</p> <p><b>Units responsible:</b> Working group reporting to management board.</p> <p><b>Timeline:</b> End of reporting period, and continuing</p>
18	Advance the college's building development plans	<p><b>Detail:</b> Continue to advance the college's major building development plans for its main Dublin campus on the South Circular Road in consultation with architects and planners.</p> <p><b>Units responsible:</b> Board of Directors and Management Board</p> <p><b>Timeline:</b> Ongoing until plans are submitted for approval and continuing until building developments are completed</p>

19	Develop the college's HR department, committee and related activities	<p><b>Detail:</b> Reactivate the college's HR Committee to facilitate wider representation across the college's campuses, faculties and departments to include staff at varying levels of seniority and responsibility.</p> <p><b>Units responsible:</b> HR department, HR committee, Management Board, Board of Directors (and QAED regarding QAE Manual updates)</p> <p><b>Timeline:</b> End of reporting period for new structures and operating procedures</p>
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## 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
<p>Programme Review (quinquennial) - Planned</p> <ul style="list-style-type: none"> <li>• PG23961, Bachelor of Arts (Honours) in Fashion Design, Level 8, Honours Bachelor Degree, 180 ECTS</li> <li>• PG23962, Bachelor of Arts in Fashion Design, Level 7, Ordinary Bachelor Degree, 180 ECTS</li> <li>• PG23965, Certificate in Art and Design, Level 6, Minor Award, 60 ECTS</li> </ul>	<p>Planned for completion at (latest) PAEC meeting: July 2023</p>	<p>Most recent validation: 19 July 2018</p>
<p>Programme Review (quinquennial) - Planned</p> <ul style="list-style-type: none"> <li>• PG23963, Bachelor of Arts (Honours) in Interior Architecture, Level 8, Honours Bachelor Degree, 180 ECTS</li> <li>• PG23964, Bachelor of Arts in Interior Design, Level 7, Ordinary Bachelor Degree, 180 ECTS</li> <li>• PG23965, Certificate in Art and Design, Level 6, Minor Award, 60 ECTS</li> </ul>	<p>Planned for completion at (latest) PAEC meeting: July 2023</p>	<p>Most recent validation: 19 July 2018</p>
<p>Programme Review (quinquennial) - Planned</p> <ul style="list-style-type: none"> <li>• PG24023, Certificate in Advanced Taxation Planning and Advice, Level 8, Special Purpose Award, 15 ECTS</li> </ul>	<p>Planned for completion at (latest) PAEC meeting: July 2023</p>	<p>Most recent validation: 25 September 2018</p>
<p>Programme Review (quinquennial) - reconsideration by the college's PPRC in advance of possible review / retiring of programme</p> <ul style="list-style-type: none"> <li>• PG24025, Certificate in Small and Medium Enterprise Management, Level 7, Special Purpose Award, 10 ECTS</li> <li>• PG24024, Certificate in SME Marketing and Sales, Level 7, Special Purpose Award, 10 ECTS</li> </ul>	<p>Planned for completion at (latest) PAEC meeting: July 2023</p>	<p>Most recent validation: 25 September 2018</p>
<p>Programme Review (quinquennial) - Planned</p> <ul style="list-style-type: none"> <li>• PG24037, Certificate in Music Production for Games, Level 6, Special Purpose Award, 60 ECTS</li> </ul>	<p>Planned for completion at (latest) PAEC meeting: July 2023</p>	<p>Most recent validation: 25 September 2018</p>

<p>Programme Review (quinquennial) - Planned (with possible retirement outcome)</p> <ul style="list-style-type: none"> <li>PG24027, Certificate in Legal Studies, Level 6, Special Purpose Award, 60 ECTS</li> </ul>	<p>Planned for completion at (latest) PAEC meeting: July 2023</p>	<p>Most recent validation: 25 September 2018</p>
<p>Programme Review (quinquennial) - Planned (to be combined with proposed validation of aligned MSc)</p> <ul style="list-style-type: none"> <li>PG24038, Postgraduate Diploma in Science in Medical Device Technology and Business, Level 9, Postgraduate Diploma, 60 ECTS</li> </ul>	<p>Planned for completion at (latest) PAEC meeting: July 2023</p>	<p>Most recent validation: 20 December 2018</p>
<p>Programme Review (quinquennial) - Planned</p> <ul style="list-style-type: none"> <li>PG24023, Certificate in Advanced Taxation Planning and Advice, Level 8, Special Purpose Award, 15 ECTS</li> </ul>	<p>Planned for completion at (latest) PAEC meeting: July 2023</p>	<p>Most recent validation: 25 September 2018</p>
<p>Programme Review (triennial) - Planned</p> <ul style="list-style-type: none"> <li>PG24262, Higher Certificate in Healthcare Support Practice, Level 6, Major Award at NFQ Level 6, 120 ECTS [Apprenticeship Programme]</li> </ul>	<p>Planned for completion at (latest) PAEC meeting: Nov 2023</p>	<p>First validation: 03 December 2020</p>
<p>Review of Griffith College Annual Programme Reporting Process (Internal review process)</p>	<p>Planned for completion for APC Nov 2022</p>	<p>Annual Process</p>
<p>Programme Development at Griffith College - Process Review (Internal review process)</p>	<p>Planned for completion for APC Dec 2022</p>	<p><a href="#">2019 - Griffith College's Reengagement with QQI</a></p>
<p>Governance Review, with view to updating section A of the QAE Manual</p>	<p>Planned for completion by end of reporting period</p>	<p><a href="#">QAE Manual</a></p>

### 3.2.2 Reviews planned beyond Next Reporting Period

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

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  
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

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

PG24660, Bachelor of Arts in Bar Management, Level 7, Ordinary Bachelor Degree, 180 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, EXIT Award  
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

- PG24240, MA in Education, Learning and Development, Level 9, Masters' Degree, 90 ECTS
- PG24241, Postgraduate Diploma in Arts in Education, Learning and Development, Level 9, Postgraduate Diploma, 60 ECTS
- PG24242, Certificate in Arts in Education, Learning and Development, Level 9, Certificate, 20 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
- 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
- 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
- PG24539, Certificate in Advanced Taxation Certificate, Level 9, Microcredential, 25 ECTS
- PG24161, Bachelor of Arts in Pharmaceutical Business Operations, Level 7, Ordinary Bachelor Degree, 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
- 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
- PG24535, Certificate in Digital Sales Transformation, Level 7, Special Purpose Award, 30 ECTS
- PG24201, Certificate in International Foundation Studies, Level 6, Special Purpose Award at NMQ Level 5, 120 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
- PG24411, Bachelor of Arts (Honours) in Accounting and Finance, Level 8, Honours Degree, 180 ECTS



PG24410, Bachelor of Arts (Honours) in Business, Level 8, Honours Degree, 180 ECTS

PG24417, Bachelor of Arts (Honours) in Business Studies (HRM), Level 8, Honours Degree, 180 ECTS

PG24422, Bachelor of Arts (Honours) in Business Studies (Marketing), Level 8, Honours Degree, 180 ECTS

PG24424, Bachelor of Arts in Business, Level 7, Ordinary Degree, 180 ECTS

PG24429, Higher Certificate in Business, Level 6, Higher Certificate, 120 ECTS, EXIT AWARD

PG24423, Bachelor of Arts in Marketing, Level 7, Ordinary Degree, 180 ECTS

PG24430, Higher Certificate in Business, Level 6, Higher Certificate, 120 ECTS, EXIT AWARD

PG24426, Master of Science in Big Data Management and Analytics, Level 9, MSc Award, 90 ECTS

PG24428, Postgraduate Diploma in Science in Big Data Management and Analytics, Level 9, Postgraduate Diploma, 60 ECTS

PG24425, Master of Science in Network and Information Security, Level 9, Masters' Degree, 90 ECTS

PG24427, Postgraduate Diploma in Science in Network and Information Security, Level 9, Postgraduate Diploma, 60 ECTS

PG24751, Certificate in Applied Human Resource Management for Irish Hotels and Guesthouses, Level 7, Microcredential, 10 ECTS

PG24406, Bachelor of Engineering in Industrial and Systems Engineering, Level 7, Ordinary Degree, 60 ECTS

PG24408, Higher Diploma in Pensions Management, Level 8, Higher Diploma, 60 ECTS

PG24409, Certificate in Pensions, Insurance and Investment Certificate, Level 8, Minor Award, 30 ECTS

PG24750, Certificate in Law and Governance for Trustees Certificate, Level 8, Minor Award, 10 ECTS

PG24404, Bachelor of Arts (Honours) in Pharmaceutical Business Operations, Level 8, Honours Degree, 60 ECTS

PG24273, Master of Science in Digital Transformation (Life Science), Level 9, Masters' Degree, 90 ECTS

PG24274, Postgraduate Diploma in Science in Digital Transformation (Life Science), Level 9, Postgraduate Diploma, 60 ECTS

PG24275, Certificate in Operational Excellence and Data Analytics (Life Science), Level 9, Minor Award, 20 ECTS

PG24276, Certificate in Advanced Manufacturing Strategy (Life Science), Level 9, Minor Award, 20 ECTS

PG24402, Master of Science in Pharmaceutical Business and Technology, Level 9, Masters' Degree, 90 ECTS

PG24403, Postgraduate Diploma in Science in Pharmaceutical Business and Technology, Level 9, Postgraduate Diploma Award, 60 ECTS

## 4.0 Additional Themes and Case Studies

### CASE STUDY 1

**Title:** Griffith Global Ambassadors: Expanding Learners' Induction online

**Theme:** Supports for International Learners

**Keywords (2-3 words):** international learner experience, induction, student support

**Short Abstract (optional):**

**Insert Case Study 1 below (in form of text, images, multimedia etc.):**

The Griffith Global YouTube Channel is one of a number of official communication channels of "Griffith Global" - the Griffith College Global Engagement Office (formerly Griffith College International Office). This channel provides information that is key to the onboarding process for new incoming international learners. It provides useful information for international learners who are already studying at any of our Griffith College Campuses: Dublin, Cork or Limerick.

The YouTube Channel contains short and practical videos about all aspects of student life in Ireland. As well as having some Griffith alumni talk about their experiences, Griffith Global has produced videos about opening bank accounts in Ireland, how to get a PPS number after arriving, what to expect from campus life (where certain buildings are on campus, where classrooms are) and more.

The Griffith College Global Ambassador Programme was launched in 2021. This Programme was developed to identify suitable students who would create digital content for the College, to be used for various purposes. The programme continued into the Academic Year 2022/2023 and a number of existing learners were selected to become Global Ambassadors. They created videos about a range of topics, including their favourite places in Ireland and things to do in Ireland, offering peer insights for prospective and soon-to-arrive students.

One positive measure of impact is a decreased footfall of international learners at the Global Engagement Office on-site because their immediate needs are being met when they are accessing the information via the videos. Informal feedback suggests that applicants and learners benefit from the visual instructions, from being able to view and re-watch the videos at their convenience, to control the speed of the presentation, and to use closed captions, should they wish. This allows the staff more time to focus on other aspects of the learner experience.

Examples of the new incoming international learners video resources provided are linked below.

- Griffith Global YouTube Channel <https://www.youtube.com/@GriffithGlobal/videos>
- Getting around Dublin Campus playlist  
<https://www.youtube.com/watch?v=IzsyX8pkIlo&list=PLHamADFIHmSQaUAQIeUPCdDVVytZHgBaZ>

- Welcome Back - Alumni Sharing Experiences playlist [https://www.youtube.com/watch?v=2LvQ6-4-8jk&list=PLHamADFIHmSRpOga8gys\\_r-IOdBwXCBiT](https://www.youtube.com/watch?v=2LvQ6-4-8jk&list=PLHamADFIHmSRpOga8gys_r-IOdBwXCBiT)

## **CASE STUDY 2**

**Title:** Experiential Learning Report: Recognising learner competencies outside of assessment

**Theme:** Progress pathways for learners

**Keywords (2-3 words):** Effective reporting, administrative improvements

**Short Abstract (optional):**

**Insert Case Study 2 below (in form of text, images, multimedia etc.):**

The Griffith College Experiential Learning Report (ELR) is an exercise completed by all first year MBA learners in the Graduate Business School (GBS), and all learners who progress onto the programme from the Postgraduate Diploma in International Business Management, the MSc in Accounting and Finance Management or the MSc in International Business Management programmes.

The ELR enables learners to document their achievement of 42 individual competencies, across six dimensions, showing evidence of the specific management skills they've assimilated through workplace experience and education. In order to join the MBA track within their programme, learners must be able to initially evidence at least six competencies, and then build-up and report on the remaining competencies as they progress.

Each learner is linked to a lecturer who reviews their drafts and supports the learner in identifying their strengths and areas for further development during their studies and in their early career. The overall purpose of this process is to ensure that learners are effectively self-reflecting and recognising the specific competencies that they have and then take action to build on these competencies, both in their work experience and their academic programme, and that they accurately record and understand their own progress in this regard.

Before this review period, the ELR was predominantly used by learners applying to the Griffith College MBA via a progression pathway from the other programmes within GBS (as identified above). As a result, engagement with the ELR, and therefore the uptake of the MBA programme option, was consistent but considered low.

During the period under review, GBS conducted a review of the ELR completion process - reflecting on the form to be completed, as well as the process itself. Following stakeholder feedback, GBS redesigned the form to introduce a simplified, editable PDF with drop down menus and ascribed word limits. The new form supported the learners in seeing the ELR drafting process as achievable and less arduous from the outset, as well as the supervisors evidencing a more critical analysis of learners' competencies (through more focused responses).

The new PDF form was introduced for the February 2022 cohort. These simple, but hugely visible changes, resulted in an increase in the number of students progressing from the Postgraduate Diploma and MSc programmes onto the MBA. ELT reviewers also confirmed that it is easier to review, as well as appearing clearer to the learners regarding what is expected.

Overall, the process has been improved both from a learner and College staff perspective. Learners are benefitting from the technological advancement and value the insights from the process.



Graduate Business School  
MBA Application

#### Instructions

- The following pages are a template that will help you to apply to study on the MBA Programme at the Graduate Business School at Griffith College - Dublin.
- It is intended to collect key information which the School requires in order to consider your application. You may be asked to provide additional information.
- Each page contains instructions about what to include on that page.
- In some cases, such as the Title Page, you are asked to insert your names and the name of your current or most recent employer by replacing the existing text.
- In other cases you will be asked to replace the existing text, include page number information and/or add additional information.

**MBA APPLICATION FORM**

**Why choose the Griffith College MBA?**

**Our MBA in International Business delivers the following:**

<p><b>Graduate Employment</b></p> <p>Our 97% employment rate* is testament to the quality of the Griffith College Graduate Business School.</p>	<p><b>Lecturer Profile</b></p> <p>Our international lecturing staff have years of experience in academia and are distinguished in their fields.</p>
<p><b>Industry Guest Speakers</b></p> <p>Experts in their fields of business share their insights and real world experience with learners in order to enhance their MBA experience.</p>	<p><b>Global Case Studies</b></p> <p>Learners are expected to learn the core principles of global business, which can be applied in real-time, enabling them to become more versatile and successful in their work place.</p>

**Who should apply?**

The programme is designed for those who wish to deepen their knowledge and understanding of key areas of management through applied research and a blend of directed and autonomous learning. Learners enrolling on the MBA programme will have management experience and, through experiential learning, have acquired a number of management competencies, which are evaluated at admissions stage.\*\*

\*Source: QS World University Rankings 2021  
\*\*All offers subject to MBA Committee approval

**CASE STUDY 3****Title:** Griffith College's Teaching Champions**Theme:** Pioneering and supporting real changes in teaching, learning and assessment in line with best international practice**Keywords (2-3 words):** feedback, assessment, pedagogy**Short Abstract (optional):****Insert Case Study 3 below (in form of text, images, multimedia etc.):**

Following the publication of the college's teaching and learning strategy in July 2021: 'A Roadmap for Sustainability and Innovation in Teaching and Learning at Griffith College', a proposal was developed by the college's Education, Learning and Development Group (ELDG) for the appointment of teaching, learning and assessment champions - 'Teaching Champions'.

This initiative was approved by the college's Management Board, and a college-wide team of expert, committed, teaching, learning and assessment professionals from the existing faculties, programmes and collaborative partners was recruited, for implementation in the period under review. Using Teaching Champions (TCs) to pioneer and support real changes in teaching, learning and assessment is in line with best international practice allowing the faculties to peer-learn from, and benchmark against each other.

The potential TCs were identified as those individuals who:

- have a passion for teaching, learning, and assessment practice (TLA) in their discipline and are keen to develop and enhance their own practices
- are knowledgeable about best practice and emerging developments, in TLA (through engagement, college-wide and beyond)
- engage with new and existing lecturers and learners to assist them in the exploration and implementation of best practice TLA
- support other teaching staff in developing authentic teaching and assessment practices
- 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 TLA
- monitor overall learner performance analytics identifying appropriate TLA enhancements
- contribute to their faculty's / programme's TLA strategy

Initially eleven Teaching Champions (TCs) were appointed for a one-year period, to represent and support faculties, partners, and regional campus lecturers. Appointees included a diverse mix of full-time and part-time staff, early-career and long-time academics, and Griffith College and collaborative partners. TLA Champions were expected to commit an average of one-half day per week of protected time to their role, with a reduction in their teaching and related commitments facilitated for full-time staff members.

Led by members of the core ELD group, the TCs began their workplan for the 2021/22 academic year, which was prescribed as follows:

In Semester 1 of the academic year (October 2021), they reached out within their designated areas, building a network of new and experienced lecturers with a view to enhancing the Teaching, Learning and Assessment foundations of the college. The TCs ensured that academic staff in their area had access to all relevant module descriptors, approved programme documentation, programme assessment strategies, programme SharePoint files, and the current faculty, lecturer and learner handbooks for 2021.

Teaching staff were also encouraged by their relevant TCs to attend drop-in support sessions and Teaching and Learning showcase events. Throughout the year, the TC's research was shared within the group on a monthly basis.

In Semester 2, the TCs took on a research project as part of their remit. This was an extensive exercise in fact-finding and reflecting on the feedback processes, assessment strategies and shared pedagogies, used in their discipline, faculty or campus groups.

There was a January 2022 Teaching Champions Showcase. The event included presentations from various TCs across the faculties and collaborative partner institutions (including, for example, Innopharma Labs, Leinster School of Music & Drama, and Pulse College).

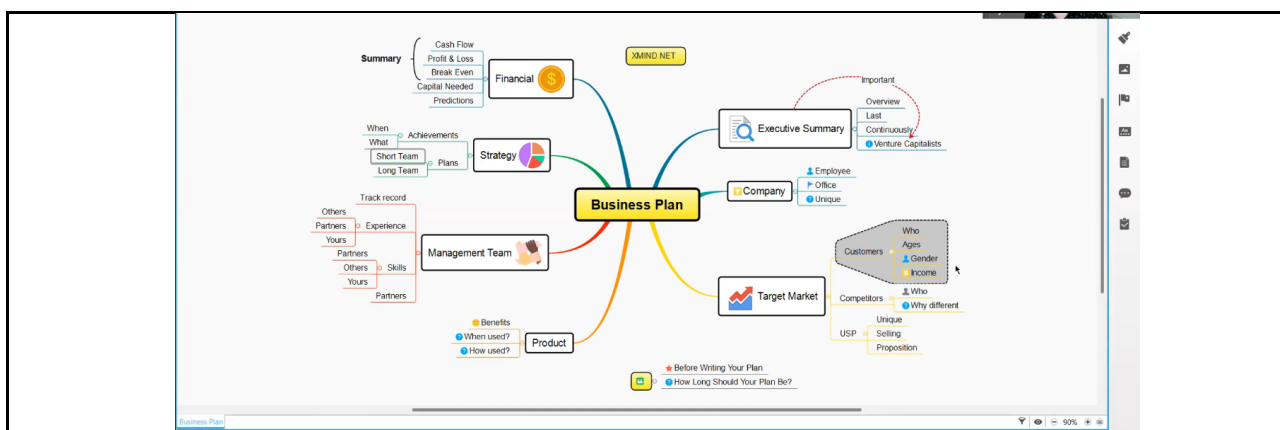
## “Why are we learning this?”: Some reflections on teaching ‘academic’ subjects to creative students

*Pedagogical Approaches and Digital Skills*

By Dr. Ronan Mulhaire & Grace O’Boyle



The presentations covered topics such as how to engage students in the classroom, and innovative assessment. All the presentations and resources remain available to all staff on a dedicated page in the Teaching, Learning and Assessment Group page on the college's Moodle.



At the end of the academic year (and the period under review) the college initiated a review of the process, to inform and guide the college's TCs plans for 2022/23. The review confirmed the benefit of the TC initiative and resulted in ongoing funding for the initiative into the next reporting period. The college collated the findings into a reflective Teaching Champions booklet, with relevant statistical, anecdotal and pedagogical evidence reproduced as a working document, to be read, considered, and enjoyed by both contributors and interested parties across the college. This document was published in the next reporting period.