

Griffith College

2026



Annual Quality Report (Griffith College)
Reporting Period 2024-2025

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PART A: INTERNAL QA SYSTEM
Reporting Period 2024-2025

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Links to Reference Documents Cited in this Template¹

Legislation

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

QQI Documents

Statutory QA Guidelines (QAG)

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

Other QQI Policy Documents

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

Other National/International References

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

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

PART A: INTERNAL QA SYSTEM

Table 1

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

Introduction and Overview of Institution

This is the AQR for Griffith College for the reporting period **1 September 2024 – 31 August 2025**.

The AQR was submitted to QQI on **Friday, 27 February 2026**.

The AQR has been approved by Griffith College's Academic and Professional Council and is submitted by the College's Head of Quality Assurance and Enhancement.

Griffith College's Quality Assurance and Enhancement (QAE) Manual is provided on the Griffith College website at <https://www.griffith.ie/qaemanual>

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 celebrated the 50th anniversary of its establishment in 2024.

The College has grown considerably since its foundation and, in 2024/2025, offered a wide range of over 150 undergraduate and postgraduate programmes accredited by QQI leading to awards at levels 6 to 9 on Ireland's National Framework of Qualifications (NFQ). Programme disciplines include accountancy, animation, audio and music production and technology, business, computing science, education and training, English language, fashion, graphic and interior design, film and TV production, healthcare assistant, hospitality management, industrial engineering, journalism and media communications, law, MedTech, pharmaceutical science, photography and psychology.

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, Innopharma Education, and Pulse College. Other programmes involve support from, and association with, industry bodies such as, for example, the Construction Industry Federation and Construction Professional Skillnet (CP Skillnet), the Irish Hotels Federation (IHF), the Irish Institute of Legal Executives (IILEX), and the Irish Institute for Pension Management (IIPM); with organisations such as Nursing Homes Ireland and the Vintners Federation of Ireland involved in consortium steering groups associated with the College's apprenticeship programmes.

In that context, the CINNTE institutional review 2024/25 review team noted that *'Griffith College is to be commended for its proactive approach to maintaining relationships with third-party providers, which supports consistent alignment and communication across all collaborations. Furthermore, the institution's commitment to fostering and expanding third-party collaborations is notable and should continue to be encouraged as a core strength of its educational offerings.'*

Griffith College Limerick also offers an MBA programme validated by Heriot-Watt University (HWU), and HNC/HND in Engineering programmes from the Business Technology Council (BTEC).

The College provides programmes to prepare learners for the examinations of professional bodies and other international accreditation agencies, for example, the Accounting Technicians Ireland (ATI), Association of Chartered Certified Accountants (ACCA), and CPA Ireland qualifications. The College's School of Professional Accountancy is an ACCA platinum tuition provider, and is a CPA Goldstar approved licensed provider. The Law School provides both the Law Society of Ireland's entrance exam (FE1) and the Honorable Society of Kings Inns' preparation courses.

The College also provides a range of training programmes leading to certification from professional bodies such as Cisco and Microsoft. 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.

Over its lifetime, Griffith College has been effective in supporting learners who were left in uncertain and stressful situations by their college closing, in accordance with its remit under the Protection of Enrolled Learners (PEL) legislation. In collaboration with QQI, the College has established support frameworks for impacted learners (applicants, those who were mid-programme, and pending graduates). The CINNTE institutional review 2024/2025 commended this process at the College – *'With managing the PEL arrangements well, the institution has proven both responsible and responsive through proactively stepping in and supporting students at other private colleges that have closed; and has developed positive partnerships as well as sound procedures in this respect.'*

The College attracts and enrolls a richly diverse learner population on its programmes. These reflect 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, those 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, with QQI-approved institutional scope of provision for blended programmes since 2019.

The CINNTE institutional review 2024/25 review team commended the fact that *'the Limerick and Cork campuses – together with programmes recently included from other institutions - are well integrated into the Institution's monitoring and review processes. In addition, QQI-validated programmes run by the institution with collaborative partners, including placements and apprenticeships, show a high level of integration into the QA system with regard to monitoring and review, and are well-supported by its IT system.'*

In the academic year 2024/25, the College's overall learner population was 7,805 across all programmes, with 5,775 enrolled on academic programmes, including Irish and international learners – both EU and non-EU. International learners, representing 113 nationalities, include learners taking the entirety of their undergraduate and postgraduate programmes with the College, plus visiting learners undertaking Erasmus, study abroad and exchange programmes. The College has extensive access, transfer and progression arrangements enabling learners from local Further Education (FE) colleges, and those who have already completed microcredentials, to access the College's programmes. Where appropriate, learners accessing the College's programmes may enter with advanced standing, and the College has agreed quality assurance procedures with QQI in respect of the recognition of prior learning, both credited and experiential, for this purpose. Graduates of the College's programmes may progress to other awards, both within the College and with other institutions, nationally and internationally.

The College's programmes are delivered from the College's constituent campuses, at approved external training centres, and online (for blended programmes). The main Dublin campus, on a seven-acre historic site formerly known as Griffith Barracks, is located on South Circular Road, Dublin 8, and hosts on-campus residences for 640 learners. The Cork campus on Wellington Road is a five-acre site formerly used by Marymount Hospice. Since its acquisition, the 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. All campuses are owned by the College, except for the Wolfe Tone Street campus, where a long-term lease arrangement is in place. The CINNTE institutional review 2024/25 process commended the College in that *'the institution's financial situation appears very stable due to owning property and maintaining considerable financial reserves as well as applying strict yet agile financial management, allowing for ambitious investment planning.'*

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 previously 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 Higher Education Authority (HEA), QQI's National Academic Integrity Network (NAIN), SOLAS, etc. The CINNTE institutional review 2024/25 review team commended *'the institution on its long-standing, stable and intensive collaborations and partnerships, underpinned by all necessary legal and quality assurance arrangements.'*

Griffith College's quality assurance systems are aligned with the [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\) 2015](#), and are detailed in the [Quality Assurance and Enhancement \(QAE\) Manual](#) – which contains the College's policies, procedures and guidelines. These arrangements are governed by the College's Academic and Professional Council (APC), and subject to ongoing monitoring, review, development and enhancement. Changes arising from developments by QQI, and other accreditation bodies, are adopted and integrated in line with agreed implementation schedules.

Preparing the Annual Quality Report

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

In implementing the drafting process, an update was delivered weekly to QAED and monthly 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 (2025/2026). At the October 2025 meeting, the APC was informed that QQI had issued the College's AQR report template, and that a request for content review and addition and for case study development would issue to targeted/specific staff in November 2025. An update on the AQR project was provided at the November and December meetings of APC. The working draft of the AQR was made available to all staff via SharePoint in January 2025 to facilitate their ongoing input and review. Potential Case Studies for inclusion were identified and drafted within the relevant functional units, and

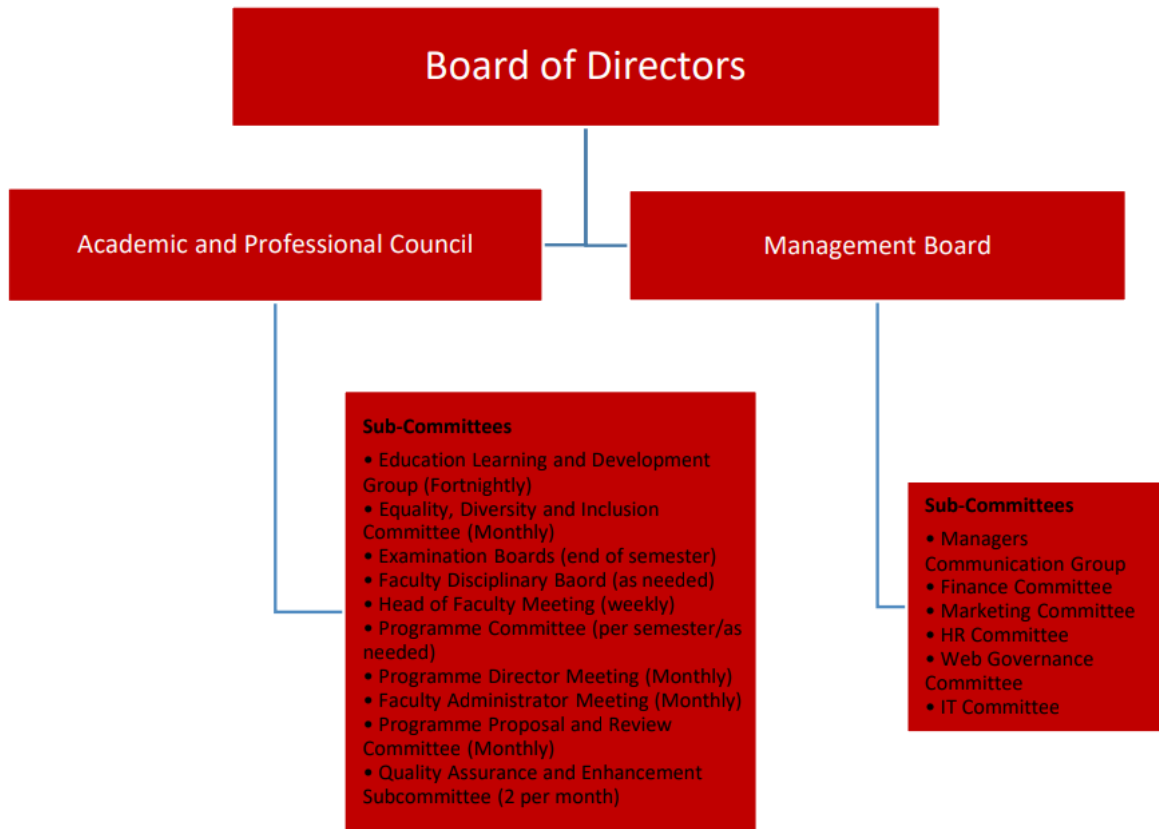
reviewed within the document drafts. The February meeting of the College's APC reviewed and approved the final draft of the document, in advance of its end-of-February 2026 submission to QQI.

1.0 Internal QA Framework

1.1 Governance and Management of Quality

Governance and Management Structures

Griffith College's governance and management structure comprises three related but distinct primary entities: the Board of Directors (BoD), the Academic and Professional Council (APC), and the Management Board (MB), as outlined in the figure below:



The CINNTE Institutional review 2024/25 review team commended the management team's practices - *'The institution has a dedicated management team with a strong commitment to the institution. This has allowed agile decision-making which has helped the institution to survive and thrive through recessions and changes in demand which have proved challenging for others.'*

More detailed information on the College's governance and management of quality is provided in the College's Quality Assurance and Enhancement (QAE) Manual, particularly in [Section A: Governance and Management of Quality](#). The following section contains a summary of these processes and the framework they create.

Scope of Quality Assurance and Enhancement

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

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

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

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

The College's activities are influenced and governed by a variety of other external agencies and contexts, both nationally and internationally. The College works to ensure that its QAE documentation continues to reflect and comply with all prevailing national and international legislation as it evolves. The College is committed to advancing and embracing national and international educational developments.

Quality Assurance and Enhancement Measures

The College-wide use and adoption of the term quality assurance and enhancement (or QAE) rather than quality assurance or quality control is operationally, culturally and strategically important. The specific inclusion of "enhancement" in the College's focus on quality recognises the opportunity and requirement for procedures to be continually re-evaluated and improved. The use of the term reflects the consideration of QAE processes as opportunities for shared reflection and agreed change by all members of the College's learning community 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 CINNTE institutional review 2024/25 'review team commends Griffith College for its robust quality culture; the institution actively promotes professional development and collaboration among staff, fostering continuous improvement across faculties and departments. Quality culture and self-evaluation procedures at the institution appear to have been consistently promoted among a range of staff and student representatives, especially over recent years.'

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

The College has developed a set of principles which form the basis for the design, agreement, and implementation of its QAE policies. These principles are outlined in the Griffith College QAE Manual, Section A-1.4 - Quality Assurance and Enhancement Policy.

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

Academic and Professional Council (APC)

The College has a number of boards and committees responsible for the various aspects of its academic governance and management. They collectively form a framework which ensures the implementation, monitoring, review and evaluation of all QAE measures. The Academic and Professional Council (APC) and its sub-committees are responsible for all aspects of the design, delivery, development, and implementation of professional and academic programmes of study in the College. The membership of the APC includes representation from academic faculties, professional schools, academic administration, support and service departments, including Griffith College Students' Union, lecturing staff, collaborative partners, and College/programme management.

Responsibilities of the APC are defined as:

- Ensuring that the College academic policies relating to teaching and learning are consonant with the College mission and strategic plan.
- Being responsible, subject to the approval of the Board of Directors, for making the academic regulations of the College, and ensuring the implementation of the academic regulations of the College.
- Monitoring the design, development and implementation of programmes of study in accordance with the functions of the College
- Ensuring that the curriculum offered through the College is appropriate, challenging and dynamic.
- Making recommendations for the selection, admission, retention and exclusion of learners.
- Ensuring that the quality and standard of provision is routinely monitored through annual monitoring, stakeholder feedback processes, validation and review procedures.
- Ensuring that the regulatory framework governing the assessment and examination of learners, and any associated appeals process, is fairly and consistently operated
- Approving external examiner appointments.
- Making recommendations on programmes for the undertaking and support of research at the College.
- Reviewing summary internal and external feedback referred to it periodically and proposing appropriate action in response to feedback where necessary.
- Reviewing reports and recommendations received from its sub-committees.
- Forming *ad hoc* sub-committees, where considered beneficial and appropriate.
- Considering any matters referred to it, as appropriate, by other authorities/individuals within the College.

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

In addition to the APC, the College has several other committees (such as the QAE subcommittee, the heads of faculty, the programme directors' meeting, and meetings of the class reps) 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. This collaborative approach was commended by the CINTE institutional review 2024/2025 in indicating that *'the review team found that a thorough and complex consultation was conducted by the institution during 2024 on the strategic development areas and directions across all internal stakeholders, including some industry partners.'*

Representation of learners and external stakeholders

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

- Academic and Professional Council (APC)
- QAE Subcommittee (QAES)
- Programme Committees
- Equality, Diversity and Inclusion Committee (EDI)

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

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

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

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

programme review report which is submitted alongside the revised programme document during the programme re-validation process. Learners and graduates meet external programme review and re-validation panels, to inform the panels' deliberations on their recommendations for future programmes. 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 the College's *QAE Manual, Section J-10.2 Arrangements for collaborations, external partnerships and second providers*. The policy sets out the procedures, practices and guidelines by which the College identifies, secures, manages, and monitors collaborative provision, transnational provision, and joint awards. This policy was reviewed in 2019, prior to re-engagement, and again in 2023, 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., Innopharma Education, and Pulse College.

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 are also considered. Such arrangements are subject to a great deal of work by the College to assess the reputation, and academic and financial standing of prospective institutions.

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

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

The programme development process is guided by the College's [QAE Manual – Section C– 3.1 Programme Proposal Procedure](#). The procedure applies to all new programme proposals, whether academic or professional, of any duration, and whether formally accredited or non-accredited. The purpose of the process is to determine the viability, appropriateness and quality of proposed programmes within a reasonable timeframe. The CINTE institutional review 2024/25 review team commended the fact that *'Griffith College has efficient and effective programme approval, validation and revalidation processes in place, that are clearly documented and multi-layered in terms of approval structures'*.

Programme proposals are first presented to the Programme Proposal and Review Committee (PPRC), which meets monthly. Additional meetings may be held if the need arises. The PPRC includes representatives of the QAE team in addition to finance and marketing (both international and domestic) representatives, nominees of the APC, the Head of the Professional Academy, and an industry advisor. The initial proposal is outlined in [QAE Manual - Appendix 1 Programme Proposal Form](#) and gives information about the target market for the programme, the proposed model(s) of delivery, outline costings, and academic details. A bespoke programme proposal form has also been developed by QAED for short, non-accredited programmes. The Programme Director or Head of Faculty who has submitted the proposal form is invited to attend the meeting to respond to any queries.

Normally iterations of a programme proposal may be discussed on multiple occasions before a recommendation from PPRC is issued 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 development of the proposal not be approved within the College.

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

The process of submitting a programme for validation by QQI under Devolved Responsibility, or for those programmes for which Devolved Responsibility is not available, is governed by [QAE Manual, Section C-3.12](#) and [3.13](#), respectively. These procedures also facilitate the College's activities under devolution of responsibility from QQI for validation sub-processes, which has afforded the College some additional responsibilities for

arranging and managing independent evaluation panels within the College's existing scope of provision. A separate procedure outlines the procedure for the validation of programmes where devolution of responsibility does not apply.

2.2 Admission, Progression, Recognition & Certification

Information about the programme

The College provides summary information to learners about its programmes as part of its marketing activities. It also provides detailed information to prospective learners as part of their admissions and induction processes. The College's programme information provision is set out in [QAE Manual, Section C-3.4 Programme Information Provision Policy](#).

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

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

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

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

As part of faculty induction, learners are introduced to the faculty staff and provided with programme information such as a faculty handbook, programme handbook, timetable, assessment grid, module information, and information about their programme director, year head (if relevant), 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, as outlined in [QAE Manual – Section 3.9 English Language Level Requirements for Learners](#). 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 (NARIC) 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's related QAE procedures. Decisions regarding learner admission are based on the reasonable expectation that they can fulfil and benefit from the objectives of the programme and achieve the standard required for the award. The College's current policies on Recognition of Prior Accredited Learning and Recognition of Prior Experiential Learning are outlined in [QAE Manual, Section C-3.7 Recognition of Prior 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 made available, publicly, on [QQI's infographics](#) page.

2.3 Procedures for Making Awards

The College is a voluntary provider and does not make QQI awards. Programmes are proposed for validation as per QQI's procedures for programme validation. Learners are put forward for certification to QQI, where they have successfully completed all constituent modules of a QQI-validated programme.

2.4 Teaching, Learning and Assessment

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

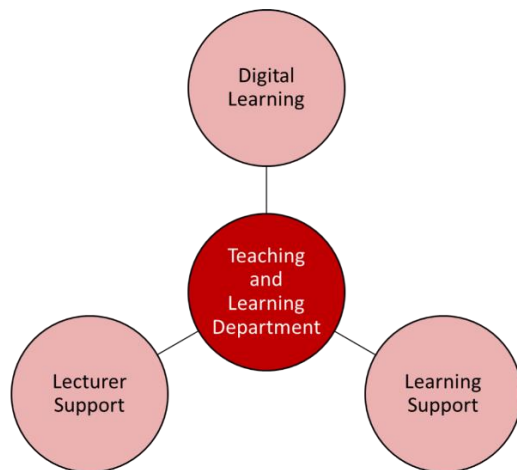
The CINNTE institutional review 2024/25 review team noted that the College's 'assessment processes are robust; tasks, criteria, standards and deadlines are well communicated to learners; the study environment including the system of assessment enables good planning of various activities of students (necessary parallel work engagements etc.). The institution has attained a good balance of summative and formative assessment, for example by enabling the possibility of consultation on the results with teachers after their release; there also appears to be a good balance of formal and informal assessment and feedback mechanisms (surveys and questionnaires/individual approach and communications between learners and teachers and PDs was evidenced in many faculties).'

The assessment processes were further commended in the CINNTE institutional review 2024/25, in the statement that *'the institution is to be commended for its systematic, objective and unbiased approach to learner assessment, in using blind and anonymised mechanisms, external voices ("critical friends"), multi-level approval*

of assessments and various appeal procedures. Moreover, the oversight of learner integrity and governance is clearly consistent with QQI requirements'.

Teaching and learning support structures

The College has a Teaching and Learning Department (TLD) comprising three integrated constituent departments – lecturer support, digital learning, and learning support (learner-facing). The heads and members of these constituent departments play prominent roles in supporting the quality of teaching, learning and assessment in the College.



Lecturer Support: providing support for new and existing lecturers, facilitating lecturer onboarding and orientation, delivering ongoing CPD sessions, and delivering the College’s MA in Education, Learning and Development, and related embedded awards.

Learning Support: providing tailored support for learners with disabilities, learning difficulties, and neurological (and other) conditions.

Digital Learning: providing support for staff and learners in relation to the College’s eLearning, blended programmes, AI considerations, and related resources.

The Teaching and Learning Department (TLD) provides direct support for the College’s lecturers. It welcomes all newly appointed lecturers and provides them with onboarding support for their introduction and integration into the College. It coordinates professional development (CPD) training for lecturers, and manages the College’s Master of Arts in Education, Learning and Development (MAELD), with embedded Certificate and Postgraduate Diploma programmes. These programmes have been designed to meet the needs of educators and practitioners who support adult learners, as well as providing a financially supported CPD opportunity within the College for College lecturers, including those with collaborative providers. Newly appointed full-time lecturers are expected to complete at least the certificate within two years of their appointment.

Digital Learning Department provides support and training for lecturers and learners in all forms of digital learning, from the use of Moodle (and its embedded activities) and Zoom conferencing, to creating e-lectures in the eLearning labs, engagement with ePortfolios, and support for blended delivery. The Digital Learning Department, through its membership of NAIN (the National Academic Integrity Network), provides regular advice in relation to AI developments in higher education.

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

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

The Learning Support Department is responsible for implementing the College’s [*QAE Manual, Section G-7.10 – Disability and Learner Support Policy*](#). This policy outlines the roles and responsibilities associated with the management of, and participation in, learning support for learners with disabilities. It also illustrates recommended procedures and practices for successful provision of learning support, including reasonable accommodation.

The Teaching and Learning Department (TLD) is supported by the internal ‘*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. This activity was reviewed and evaluated under objective 2 – Teaching, Learning and Assessment in the College’s Institutional Self-Evaluation Report (ISER).

Other Supports

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

• Ongoing monitoring and feedback mechanisms

Ongoing feedback, both formal and informal, is actively sought throughout the year by several means, including:

- Learner feedback questionnaires every semester with surveys covering topics such as, for example, module delivery, College services and facilities, etc.
- Class representative meetings throughout each semester

- Programme Committee Meetings every semester
- Discussion with faculty members, both formal and informal

The CINNTE institutional review 2024/25 review team noted that the *'robust and overarching monitoring of student opinion and wellbeing that permeates quantitative and qualitative, formal and informal mechanisms is paramount and central to the institution's efficient student-centred approach.'*

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

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

• **Language Support**

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

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

• **General Supports**

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

• **Complaints procedure**

The College's [QAE Manual, Section G-7.6 – Learner Complaints Procedure](#), aims to identify and quickly resolve any difficulties which may be experienced by a learner or a cohort of learners during the programme of their studies. For matters which are not or cannot be reported during ongoing feedback activities, learners may use this procedure to bring on-going matters of concern to the attention of the College and enable investigation of those concerns.

As part of the College's strategies for promoting equality, diversity and inclusion (EDI), the College's Learner Dignity and Respect policy, is *'to promote and ensure a learning and working environment that protects the*

dignity and respect of all members of Griffith College'. The policy also provides '*a clear framework for all members of the College community for the resolution of any dignity and respect matters that may arise*'. This policy is presented in the College's [QAE Manual, Section G-7.5 – Learner Dignity and Respect Policy](#).

External examining

The College's approach to the nomination and appointment of External Examiners is outlined in [QAE Manual, Section F-6.14 – Procedure for Nomination and Appointment of External Examiners](#). This procedure was updated prior to QQI 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 forwards recommendations with the relevant documentation, indicating the outcome of their assessment as to the proposed external examiner's suitability, for consideration and approval by the APC. Once APC approval is received, the Examinations Office is also responsible for the induction of external examiners.

3.0 Learner Resources and Support

Each year, feedback from learners and programme teams in relation to the College's learning resources are used to inform and direct the work of the College's PETALS Programme (Programme for Enhancement of Teaching and Learning Spaces). This annual programme is a cross-department and faculty collaboration programme, taking an overall view of the College's combined developments and upgrade requirements in respect of IT hardware, software, AV, furniture, lighting, painting, etc., and has completely overhauled the College's teaching spaces. The annual budget for the PETALS programme is typically between €400K and €700K.

The CINNTE institutional review 2024/25 commended that *'the institution provides a broad range of support services for learners, and the enthusiasm and student-focused nature of the staff in these areas is to be commended. The co-location of the services is a welcome development and increases the visibility of services on the Dublin campus. The recent expansion of counselling provision is a welcome enhancement of the services.'*

Library

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

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

The library welcomed the opportunity to update and continue developing the collection, noting the increased possibility of recognising and promoting equality, diversity, and inclusion while doing so, particularly using new technology and mechanisms embraced during the Covid-19 remote delivery phase. While continuing remote and blended support sessions and classes, the library also provides outreach support and training on-site in Dublin, Cork, Limerick, and in partner institution campuses. While the largest book collection is based on the South Circular Road campus, the Limerick library also offers in person support to the learners based there.

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

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

Library staff provide training sessions throughout the year for various audiences: learners at every level, on all campuses, and in partner institutions, and lecturers. Training provided, online or in person, includes topics such as:

- General induction
- Assignment support in a preventative programme to promote academic integrity (with particular reference to AI contexts)
- Literature review sessions with research students
- Academic integrity support for lecturers
- Open Education Resources (OERs) for lecturers
- Returning to education support for apprentices
- Academic support for trust and safety moderation
- Academic and essay writing skills
- Referencing and citation using software

In response to previous responses to the Services and Facilities Survey, there is also a specific series of in-person workshops on academic support, study skills, and CV and interview skills, held on the Limerick campus, supported by the library team.

Library support

The library at Griffith College implements a regular schedule of Study Skills workshops. The Learning Lab in the library on the Dublin campus is used for developing research skills and for general library inductions. These workshops are also offered over Zoom. The classes have proven popular with small groups of learners. Working in these labs together allows participants to better support each other. Learners continue to share knowledge they have gained in the workshops as they move on to work on their various assignments. Small group

labs/workshops may be booked by learners and staff at the library desk or email. These may cover specific topics of interest such as using relevant online databases, linking in to referencing software such as Zotero, and making the most of the College's digital resources. The library also engages with the learners by offering remote support via Zoom, email and phone, therefore offering the learners multiple means of engagement, to suit their diverse needs.

Technical support for the Exams Department

Griffith College Library hosts the College's institutional repository *GO* and uses dSPACE to support a culture of research and scholarship and to allow researchers to develop a more coherent online presence.

Across all campuses, there are four full-time professional librarians, two full-time non-professional librarians, and six part-time library assistants. The College supports continued professional development of library staff, with one member currently receiving funding support to pursue the MA in Education, Learning and Development (at Griffith College). Staff members have also undertaken the Digital Badge for Universal Design in Teaching and Learning (UDL) programme, run by AHEAD and UCD Access & Lifelong Learning, in partnership with the National Forum for the Enhancement of Teaching and Learning, and other short courses in professional practice.

Library staff have participated in organising conferences (such as the HECA Research and CONUL events) as part of their CPD. Griffith College library holds membership on the Library Association of Ireland (LAI) metadata group, which successfully proposed adding a dedicated call number for Irish Travellers in DDC to the OCLC. Staff have presented at conferences related to these activities and contributed/edited a refereed article. College library staff have actively responded, both on a policy and practice level, to the rapid uptake of generative AI such as large language models (LLMs) among staff and learners and have attended many CPD events to support this response.

IT Infrastructure

All learners at Griffith College have access to IT facilities and support. Griffith College IT Services encompasses a dedicated Support team running the IT Service Desk and a second-level support team which manages all hosted services for all learners across all campuses. IT Service Desk Support is available 8 hours a day, 7 days a week. Hosted services include Moodle, Mahara, learner email accounts, and College websites. A small supply of IT equipment (such as laptops) which learners may borrow is available.

MyThemis is the College's learner portal and acts as the central resource for learners' online interactions with the College. These include:

- Online Registration

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

The College uses Moodle as its virtual learning environment (VLE), and this is the primary resource for learner notes, class videos, assignments, timetables, and additional resources. Additionally, apprentices also use Mahara for their e-portfolio management (to record their work-based skills' evidence).

IT Services maintains computer laboratories (labs) on all campuses, with a mix of Dell PCs, Apple computers and laptop spaces. The labs are all configured to print material in the printing centres, on request. The IT services department conducts an annual review / renewal programme for all IT equipment to ensure its continued currency (with a resulting average budget spend of over €0.45m per year).

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

Learner Supports

Students' Union

Griffith College Students' Union (GCSU) is an independent learner 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 SCR campus provides a central meeting and drop-in space for learners to access support through engagement with one of the GCSU team. It also has space for heating and eating lunch, playing video games and pool, or simply relaxing during breaks and downtime.

The GCSU is an independent learner representative body. Learners elect representatives to lead its engagement with College management and other stakeholders, on an annual basis. GCSU is led by the SU President, who is a full-time officer. The SU President is supported by four Vice-Presidents (VPs), all of whom are elected, and subsequently employed on a part-time basis. Two of the VPs are based on the Dublin campus (with particular focus on Education and Student Entertainment), and the two additional VP posts are based (one each) in Cork

and Limerick. This ensures that the GCSU has cross-College and cross-campus representation, and learners have a local SU office to contact and to support them.

The College, in consultation with GCSU, developed a Class Representative Handbook which was first introduced and used in academic year 2022/2023. This handbook provides a simple guide for learners on how to be a class representative (meetings, dealing with class issues, boundaries, etc.), and how to make the most out of the opportunity.

Counselling Service

Griffith College has engaged the services of a third-party counselling service to provide confidential support to the College community – learners, campus residents, staff and lecturers. 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 as outlined on the [College website](#).

The College also provides training in mental health first aid for staff members across the campuses.

Appeals procedure

The College's appeals procedure is outlined in detail in [QAE Manual, Section F-6.4: Appeals Procedure](#). It allows learners to contest the outcome of certain procedures on defined grounds. Learners are entitled to appeal:

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

Applicants to the College are also entitled to appeal:

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

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

Complaints procedure

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

Learner Services Office

The College operates a learner services office (within academic administration) which is available for walk-in queries. The learner services office is related to academic administration and comprises the examinations' office, the learner registration, the admissions team, and support for learners visiting on exchange (i.e. is separate to learning support / activities, etc.)

Learner Engagement

The College's Learner Engagement Office provides a focus for learner support, encouraging and supporting their engagement in the College. The office plays a key role in learner induction, offering an additional contact point for learners with queries. It plays an active role in supporting the College's equality, diversity and inclusion (EDI), mental health and sexual health initiatives.

International Supports

Griffith College's Global Engagement Office (previously known as the International Office) is committed to ensuring a high-quality academic, cultural and social experience for the entire international student body. The Global Engagement Office's services include:

- A team of dedicated Student Services Officers responsible for dealing with international learner 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 Global Engagement Office provides a walk-in service and assists faculties.

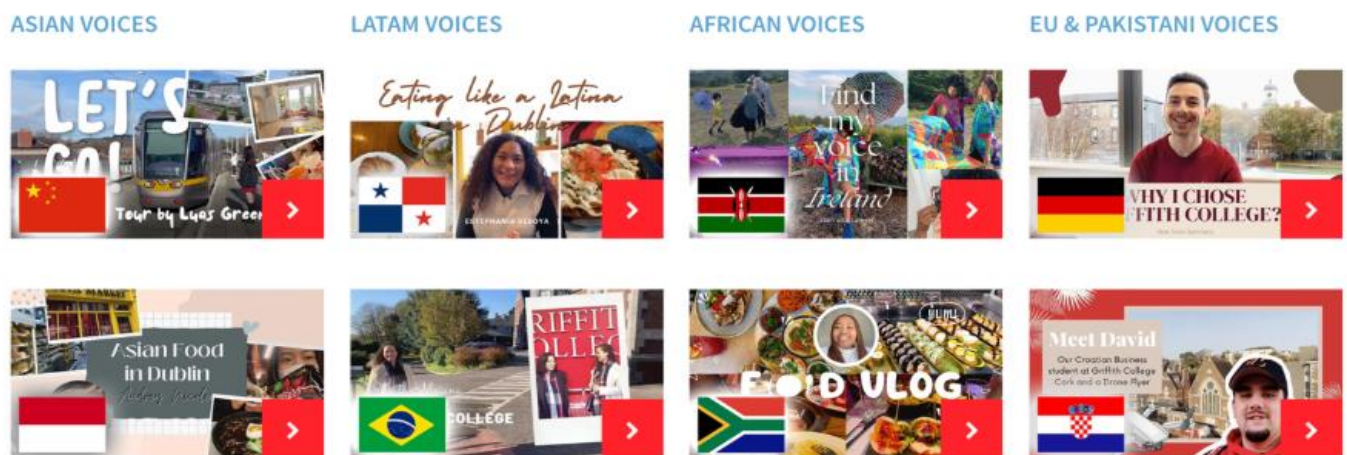
Additionally, the Global Engagement Office has created the Griffith Global YouTube Channel as the official communication channel of Griffith College Global Engagement Office. This channel provides information that is useful to international learners who are studying or considering studying at any of the Griffith College campuses

and those of the College's collaborative partners. This resource contains short and practical videos about all aspects of student life in Ireland. As well as having some Griffith College alumni talk about their experiences at the College, there are also useful videos explaining about opening bank accounts in Ireland, how to get a PPS number after arriving, what to expect from campus life (where certain buildings are on campus, where classrooms are) and more.

The CINNTE institutional review 2024/25 review team commended the fact that *'there are particular services for international students that are highly appreciated by the students. These included the pre-arrival briefing information and videos, the "buddy system" of peer contacts, the accommodation service and the airport pickup.'*

Griffith Global Student Ambassador Programme

This programme was established in 2021, with the aim of promoting diversity and inclusion across the College campuses, especially regarding its international learner population. Learners participating in the programme have demonstrated the motivation and skillset to create relevant digital content. These learners have also actively engaged in supporting their fellow learners, through various means, including emails, preparing information documents, pre-arrival webinars, daily arrival inductions, and others. International learners within each new intake naturally have significant cultural needs and service level expectations, which the student ambassadors help to meet. The continuing implementation of this initiative has led to well-informed learners, who have access to appropriate supports to minimise the stress of arriving in Ireland for the first time to study. The Global Student Ambassador programme promotes a collegiate atmosphere, helping international learners make friends and focus on the positive aspects of their college experience.



Screenshot showing examples of Global Ambassador videos that Griffith College learners create

Careers Office

Griffith College's Careers Office provides careers support for all learners, including the following resources: CV/cover letter templates, interview tips, guides to using social media for your job search, careers appointments, job vacancy notices and news & events. In addition, for employers the careers office provides a free vacancy advertisement service to the learners.

Learner Activities

The College's learner activities team supports the College's clubs and societies, and manages the competitive and non-competitive sporting activities of the College's teams. The team also works closely with the Students' Union, to arrange social trips and visits for learners, and the social events throughout the academic year.

4.0 QA of Research Activities and Programmes

Griffith College supports applied research through the dissertation stages of all Masters' programmes offered across the College.

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

Research activities in the College are overseen by the Research Ethics Committee, which reports to the APC as required. The operations and guiding principles of the committee are set out in College's Policy on Research Ethics. 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 research. In the case of learner researchers, faculties must ensure that adequate training has been given, and that health, safety and risk assessments are undertaken before the research commences.

To support staff engagement with learner research and dissertation supervision, dissertation supervisors (undergraduate and postgraduate) may complete the 'Supervision of Research' module [5 ECTS, NFQ Level

9, within the MA in Education, Learning and Development (MAELD)]. This module enables supervisors to create an empowering and effective research and learning environment for the duration of their learners' research projects. To facilitate optimal staff engagement and support, this programme is offered both during the academic term, as part of the MAELD, and in an accelerated mode as a 'Pre-Semester School'.

The College is currently active in a number of EU-funded research projects. The projects involve alliances of public universities, private higher education institutions and industry bodies in areas of innovation and entrepreneurship, AI and the development of related educational resources and provision.

5.0 Staff Recruitment, Development and Support

Recruitment of Staff

Recruitment of staff is managed in accordance with the College's [*QAE Manual, Section D-4.1 – Full-Time Staff Selection and Appointment Procedure*](#). 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 hiring manager (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 hiring manager 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 applicants are deemed suitable to advance to the interview stage, the HR Manager and hiring manager consider whether the job specification requires review prior to re-advertising. Short-listed candidates are invited to interview and advised 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). The selection process was commended in the CINNTE Institutional Review 2024/25, when it noted that *'the institution has a rigorous process for monitoring of teaching, including a mock lecture as part of the selection process, and comprehensive monitoring through students' feedback and oversight by Programme Directors.'*

The first interview panel consists, normally, of the HR Manager and the hiring manager. 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 hiring manager determine a suitable programme of action which may include advertising the position for a second time.

Management of Staff

Performance management of College staff is outlined in [QAE Manual, Section D-4.2 – Performance Review and Staff Development Principles](#). The College seeks to create performance review processes that are positive, goal-oriented and productive. The task of reviewing the performance of individuals is normally carried out by line managers on a quarterly basis, focusing on the role and the performance of the individual.

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

The staff supportive culture was commended by the CINNTE institutional review 2024/25 review team when it stated that *'there is evident camaraderie amongst staff and a collegiate atmosphere which gives an impression of a satisfied and happy community and provides a setting for efficient pedagogy, good pastoral care and high academic morals that are maintained across the institution.'*

Development of Staff

The College has a strong commitment to staff development and is keen to support staff development initiatives as appropriate and beneficial to the individual and the College. Staff development practices are provided for in [QAE Manual, Section D-4.5 – 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. In supporting their participation, the College also requires the staff member to maintain exemplary attendance and commitment levels throughout the programme, thus modelling respect for 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 NQF Level 9, Master of Arts in Education, Learning and Development (MAELD). Lecturing staff are facilitated to complete the embedded Certificate in Education, Learning and Development within two years of their appointment to their role, unless they already hold an equivalent qualification. Lecturing staff may also progress to the Postgraduate Diploma and Masters' programme free of charge. The CINNTE institute review 2024/25 review team commended the fact that *'the College actively supports the development of its own staff, both through the provision of the Master of Arts in Education, Learning and Development, and the provision of support for those undertaking doctoral studies, or other relevant programmes.'*

The College actively supports the development of its own staff, both through the provision of the Master of Arts in Education, Learning and Development, and the provision of support for those undertaking doctoral studies, or other relevant programmes.

All Griffith College staff members and lecturers 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, sharing certificates for completed courses on ones LinkedIn profile, and the curating role and its benefits, and how to curate learning paths and collections, to support staff to get the most of the resource.

The College has identified a dedicated specialist staff training and support role, with responsibility for coordinating and delivering training on the College's platforms and processes. 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 particular accommodation to be able to participate in the interview process. This applies to phone, virtual, and in-person interviews. The HR team endeavours 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 advertisement and their job specification.

6.0 Information and Data Management

The College is developing a new Academic Information Management System to manage all learner records from registration through to graduation. This bespoke system, Themis, has been supported by an investment of over €2m to date, with a final budget forecast of €3m. The new system is currently being introduced incrementally for use in key academic areas, with a final completion target of in advance of the 2026/27 academic year.

To ensure integrity of learner data, while incrementally introducing the new system, the College has also retained the existing system, Scholar, to run in parallel and to maintain core learner records. In the previous reporting period, all admissions and registration functionality were managed in Scholar, with programme management implemented, on a phased basis, in Themis. In the period under review, following a pilot evaluation, learners were facilitated to access their results via MyThemis, the portal interface with the College's new learner management system. MyThemis enables learners to review specific marks per attempted questions, as well as, per module results, and their overall examination performance. It is planned that Themis will be the sole used system in advance of the 2026/27 academic year (the next reporting period).

Themis is used to populate a variety of reports that inform practice and decision-making, including programme review reports, annual programme reports, learner progression and retention reports. As it is further embedded into College activity, and its functionality developed, Themis will be used to provide this information, with enhanced reporting and analytical tools. The CINNTE institutional review 2024/25 review team commended the fact that *'the institution produces annual progression reports which present statistical information on student progression. The availability of this data in a standard form, and the annual reporting of the information to APC are both appropriate QA measures'*.

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 and international marketing teams 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 programme and faculty-specific levels.

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

Moodle is the College's virtual learning environment (VLE). Notices, class notes, reading materials, assessment submission links, and supporting documents are all posted to Moodle, as are links to videos and online support materials. The use of Forums within Moodle allows learners to engage with their peers and lecturers, and assessments can be submitted through the system. Moodle is one of the College's main academic communication tool with learners. Online teaching is delivered using the remote conferencing app, Zoom. All learners automatically receive an email with their username and password details after completing registration. The College operates a Single Sign-On (SSO) system, where learners can easily access all College applications and systems through one password. This includes access to Moodle, EzProxy Login, PC Login, Office 365, Eduroam (Wi-Fi), Papercut (printing), Library Services, EduGate and EduGain suites of applications, Unidays, etc.

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

- Microsoft 365 provides a robust productivity and collaboration platform.
- The management of room bookings and timetables is currently delivered through the CMIS timetabling system (and the College is actively reviewing alternative solutions).
- 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 uses the full Zoom Unified Communication Suite for phone, chat and meetings to provide a seamless communications platform, greatly facilitating and enhancing the hybrid-working model.

The College's records' retention schedule complies with the General Data Protection Regulation (GDPR) and is grounded in the GDPR principle of data minimisation. It is maintained and updated by the Data Protection Committee. The [data protection section of the College's website](#) provides detailed 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 also a College Director and a member of the Management Board.

The College renewed its incident response retainer and cyber training and awareness platform with industry leading specialists. Additionally, the College has widely implemented multi-factor authentication security settings for user accounts (both staff and learners).

The College's Data Protection and Cyber Security Awareness training course on Moodle was further supported 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.

The move of the College's main website to a new strategic development partner has brought enhanced functionality and features to the College's main website in the period under review.

The CINNTE institutional review 2024/25 review team noted that *'the alignment and coordination of the IT staff and adjacent steering groups concerning IT management systems, data compliance and cyber risk management is highly commendable'*.

7.0 Public Information and Communication

General

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

- The College website, www.griffith.ie, which provides up-to-date information on programmes, QAE, application procedures, and College news.
- Social media channels, including LinkedIn, Facebook, Instagram, TikTok, X and YouTube. These channels link to news, updates for learners, application information and other relevant updates.
- College email addresses are used to communicate with learners, staff and learners, 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 marketing teams directly via dedicated phone numbers.
- Marketing Officers meet prospective learners –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, is 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 is used, including 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](https://www.griffithalumni.com) is a dedicated online platform where the College can communicate and connect with its global network of alumni.
- A [dedicated section on the College's website](#) hosts resources for international agents who promote Griffith College programmes abroad, to ensure that the most up-to-date and relevant information is available to them and, therefore, to the prospective learners.

Education and Training Programmes

The College's national and international marketing departments are responsible for the promotion of the College's programmes. The College operates three QAE policies and procedures in relation to public information:

- [QAE Manual, Section C-3.4 – Programme Information Provision Policy](#). The objective of this policy is to ensure that prospective learners are provided with sufficient information regarding all aspects of their programme of interest. The procedure details the information that must be made available to prospective learners. Detailed information about the programme, its content, its recognition and its duration are provided. The College's national

and international marketing departments are responsible for the implementation of this policy.

- [QAE Manual, Section I-9.1 – Procedure for Compiling and Approving Academic Marketing Material](#). This procedure governs the preparation and approval of marketing material for the College prospectus and website. It also outlines the Marketing Department's contribution to the development of individual faculty marketing material relating to academic programmes. The Marketing Departments work with faculties to develop marketing material, with final approval sign-off required from the faculty in question.
- [QAE Manual, Section I-9.2 – Procedure for Compiling and Approving College Handbooks for Academic Programmes](#). This procedure governs the preparation of information for and the approval of College handbooks. College handbooks for academic programmes are developed within the faculty by the programme team. These documents are drafted as part of the programme (re)validation process and develops with the programme. The QAE Department is responsible for compiling the Student Handbook and Lecturer Handbook, and supporting the Global Engagement Office's development of the International Learner Handbook, and ensuring they are compatible with one another. These handbooks are prepared in consultation with the Students' Union and are signed-off by the Management Board and Academic and Professional Council.

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. In September 2024, the College launched a dedicated Staff Information Hub (a precursor to Inside Griffith) and Learner Information Hub, on the College's website. These hubs were curated to cater to the information needs of both staff and learners. One of the most impressive features of these Hubs is the AI-enabled 'Quick Support' tool, which allows users to type in a query, with potential answers appearing automatically. The College believes that this facility will transform and greatly enhance how staff and learners access institutional information on the College website.

Evaluation and findings from quality assurance evaluations

The College is committed to transparency regarding 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 are accessible through the programme pages on the QQI website.

In August 2024, the College published its Institutional Profile (IP) – the first document submitted under the College’s engagement with Quality and Qualifications Ireland’s (QQI’s) CINNTE cyclical review for Independent and Private Providers. This was published on the College’s website on a newly-generated [Griffith College Institutional Review 2024](#) page, which includes the [College’s Institutional Self-Evaluation Report \(ISER\)](#) plus all resulting documentation published in support of the CINNTE institutional review process. In reporting on the CINNTE institutional review 2024/2025 process, *‘the review team commends the QAED team in Griffith College on its approach to institutional review and the extensive support and guidance it provided to the institution community, thus ensuring a comprehensive and extensive review was undertaken, with active participation across all levels and functional areas of the institution’*.

8.0 Monitoring and Periodic Review

Monitoring and Review of programmes

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

Feedback mechanisms

Learners

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

The CINNTE institutional review 2024/25 review team commended the fact that *'the institution has a rigorous process for monitoring of teaching, including a mock lecture as part of the selection process, and comprehensive monitoring through students' feedback and oversight by Programme Directors.'*

In the period under review, the College also noted that much of the feedback from learners for the CINNTE Institutional Review for the Institutional Self Evaluation Report (ISER), which was gathered through surveys and focus groups, replicates in large measure what was also obtained through the College's established feedback processes, and highlights specific improvements that the College will seek to address in the next reporting period and future years.

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. This form is reviewed, and updated as necessary, on an annual basis to ensure its relevance and the usefulness of its content.

Graduates and Alumni

As per [*QAE Manual, Section K-11.2 - Internal Self-Monitoring*](#), graduates of the College are canvassed for their feedback within six months of completing their studies. Alumni are canvassed for their feedback on an *ad hoc* basis 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 through the Alumni Office.

Internal Reviews

Annual Programme Reports

Annual Programme Reports (APR) are prepared in respect of each QQI-validated programme in the College. The APR is prepared by the programme team at the end of the academic year and reports on the experience of delivering the programme. The APR draws from feedback from learners, lecturers, and external experts and reflects on learner attainment. The completed reports are reviewed by the College's QAE department and the findings and recommendations arising from the College's APRs are presented to the College's APC.

Periodic

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

Cyclical

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

Evaluation of Quality Assurance and Enhancement

Institutional Review

As a voluntary provider, the College's quality assurance and enhancement policies, procedures and guidelines were subject to review by QQI as per *Re-engagement with QQI - Overarching Policy for All Providers*. This process for Griffith College was completed with QQI in 2019.

QQI's CINNTE review of Griffith College, to evaluate the effectiveness of its quality assurance procedures, was conducted during the 2024/25 academic year, as part of a national programme of CINNTE Reviews of independent providers. In preparation, the College conducted a comprehensive programme of self-evaluation which commenced in October 2023 and culminated in the submission of the [Institutional Self-Evaluation Report \(ISER\)](#) to QQI in July 2024. The resulting [Institutional Review Report 2025: Griffith College](#) was published by QQI in May 2025. Following a process to reflect fully on the recommendations, including the detailed narrative underpinning each, Griffith College submitted the College's [Improvement Plan](#) (PIP) to QQI three months after publication of the report. The College has established the appropriate Quality Assurance and Enhancement framework to actively support and implement the identified actions.

QAE procedure annual review

As per [QAE Manual, Section A-1.4 – Quality Assurance and Enhancement Policy](#), QAE policies, procedures and guidelines are subject to annual review by the APC. This policy ensures that procedures remain current and reflect QQI's policy papers.

Evaluation of faculties

As per [QAE Manual, Section K-11.2 - Internal Self-Monitoring](#), Faculty Reviews take place each year, normally immediately after the summer examination boards, in order to inform planning for the next academic year. These review meetings provide an opportunity for faculty members and College management to identify, evaluate and address any issues surrounding the successful running of the faculty.

Evaluation of departments

As per [QAE Manual, Section K-11.2 - Internal Self-Monitoring](#), a department's activities are subject to review at least once every two years. The objectives of Department Reviews include: to review the department's performance as a business unit within the College, to review the department's performance as a service unit within the College, to review the department's projected development in terms of itself and the College as a whole, to consider the effectiveness of the department's links with the faculties and with other departments within the College, to identify and disseminate good practice, to provide a report on the department's development to the Management Board (and a summary to the Academic and Professional Council), and to advise the College's annual budgetary review process.

Engagement of external examiners

The College's procedures for the recruitment, training, and support of external examiners were significantly updated in November 2018 to reflect recent policy changes by QQI, and have been annually reviewed for currency since.

Engagement of external examiners is governed by [QAE Manual, Section F-6.14 – Procedure for Nomination and Appointment of External Examiners](#), as outlined earlier in section 2.4.

The College comprehensively inducts its external examiners to ensure that their role can be executed without obstruction. [QAE Manual Section F-6.15 Role and 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 supported by external individuals (to the functional area or the College).

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.

QQI CINNTE Institutional Review

Griffith College is subject to periodic (normally every 7-8 years) institutional quality reviews. The most recent of these was the QQI CINNTE Institutional Review process commencing in 2024 and finishing in 2025 with the external panel's generation of an [institutional quality report](#) and the College's response as to how it proposes to address the recommendations of that report (the Implementation Plan). A follow-up report on progression on commitments will be made to QQI in the next reporting period – August/September 2026. The CINNTE review process places a key focus on how the College QAE Framework aligns to QQI's statutory guidelines and in particular the QQI sectoral Core Statutory Quality Assurance Guidelines (2016) and the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) and is a peer benchmark assuring that internal quality assurance processes and procedures are aligned to national and international standards and norms.

Engagement with external groups

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

- The Higher Education Colleges Association (HECA), at board level, and throughout its working groups and sub-committees, including the Research Committee and HAQEF (HECA's Academic Quality and Enhancement Forum)
- The National Forum for Enhancement of Teaching and Learning in Higher Education, with two College staff are Associates of the Forum
- Identifying and sharing best practice in the QQI-facilitated National Academic Integrity Network (NAIN) meetings, particularly with College staff participating on the national steering committees and frequently supporting communication
- QQI's standing committees, expert review panels, and *ad hoc* working groups, e.g. programme review and validation panels, the working groups that considered the AQR and programme development templates, national workshop and conference events.
- The National Student Engagement Programme (NStEP).
- Staff support of the external examination processes in other providers.
- AdvanceHE membership.

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.

Annual Quality Report (Institution)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2024-2025

PART B: INTERNAL QA SYSTEM

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

QQI CINNTE Cyclical Review

QQI's CINNTE review of Griffith College was conducted during the 2024/25 academic year, as part of a national programme of CINNTE Reviews of independent providers. CINNTE evaluates the effectiveness of the quality assurance procedures of each institution. As part of the preparation for CINNTE, Griffith College conducted a comprehensive programme of self-evaluation which commenced in October 2023 and culminated in the submission of the [Institutional Self-Evaluation Report \(ISER\)](#) to QQI in July 2024 (at the end of the last reporting period).

The Main Review Visit, by the QQI appointed [independent international review panel](#), was hosted on the South Circular Road campus in October 2024. Throughout the four days of this visit, the review panel held 26 separate meetings with circa 160 of the College's stakeholders, including learners, staff, graduates, collaborative partners and other linked industry and professional bodies.



The College received verbal feedback on the last day of the Main Review Visit and a confidential draft report was provided in January 2025. Griffith College subsequently submitted a factual accuracy reflection, and a short institutional response, within the stipulated timeline. The resulting finalised [Institutional Review Report 2025: Griffith College](#) was published by QQI in May 2025.

In its report, the review team recognised the College's "robust quality culture" and the "evident camaraderie amongst staff and a collegiate atmosphere which gives an impression of a satisfied and happy community and provides a setting for efficient pedagogy, good pastoral care and high academic morals that are maintained across the institution".

The College's collective focus on quality assurance and enhancement is further reflected in the Review Team's commendation that Griffith College "actively promotes professional development and collaboration among staff, fostering continuous improvement across faculties and departments".

In all, the Report identifies a total of 20 Commendations and 18 Recommendations. The top 5 review team commendations and 7 recommendations identified in [the Report](#) are:

Top 5 CINNTE Commendations

1. The robust and overarching monitoring of student opinion and wellbeing that permeates quantitative and qualitative, formal and informal mechanisms is paramount and central to the institution's efficient student-centred approach.
2. The alignment and coordination of the IT staff and adjacent steering groups concerning IT management systems, data compliance and cyber risk management is highly commendable.
3. With managing the PEL arrangements well, the institution has proven both responsible and responsive through proactively stepping in and supporting students at other private colleges that have closed; and has developed positive partnerships as well as sound procedures in this respect.
4. There is evident camaraderie amongst staff and a collegiate atmosphere which gives an impression of a satisfied and happy community and provides a setting for efficient pedagogy, good pastoral care and high academic morals that are maintained across the institution.
5. The institution's financial situation appears very stable due to owning college property and maintaining considerable financial reserves as well as applying strict yet agile financial management, allowing for ambitious investment planning.

Top 7 CINNTE Recommendations

1. Visibly consolidate, formalise and embed into the QAE system the current planning of institutional and programme development arrangements, to form a complete strategic management practice that complements the current agile way of action-planning. To underpin their QAE integration, mission and strategy should be completed and consistently communicated to all stakeholders, followed by managerial integration (such as action-plan based monitoring, KPIs etc.) across the entire governance and quality systems of the institution. Leaning on a well-organised QAED team and a fast-developing quality culture, the institution's governance should include strategic analysis and follow-up to the outcomes of internal quality assurance reviews and monitoring in their decision-making systems.
2. To ensure sustained resilience and transparency, Griffith College should strategically diversify its governance structures, both in the managerial as well as in the academic realm, by incorporating independent peer review, objective externality and a stronger student voice.
3. With regard to staffing policies, the review team recommends that the institution document a clear principle regarding academic staffing, which will provide clarity regarding full-time and part-time staff and the appropriate balance of each managing and delivering its programmes. Principles regarding the following two scenarios should be included:
4. The circumstances where someone outside of the full-time staff could be a programme director, and the QA measures that may be needed in such circumstances.
5. The QA measures to support situations where thesis supervision is being done by part-time staff should also be considered, to ensure quality and consistency of supervision.
6. Griffith College should seek to manage cohorts with respect to both the increased numbers and the quickly changing profile of international students in order to further develop a multicultural atmosphere that corresponds to the institution's ambitions on quality teaching and learning, including the stated decolonisation priority. The review team recommends that the institution:
 - Embeds both QA and governance of internationalisation firmly into the institution's strategic management, using a proper set of tools and procedures, including sound data-informed action-planning, targets, ceilings, KPIs etc. Special attention should be paid to the fact that lectures and

- classes are attended by students with a variety of linguistic competences, with native English speakers and students with English as an additional language from various parts of the world.
- Ensure proactive and strategic positioning into Erasmus+ and similar financing mechanisms, including bigger cooperation projects and broad alliances as well as long-term certification arrangements, grant schemes etc.
7. It is necessary for Griffith College to define and align research ambitions with the institution's long-term strategy to ensure that the necessary infrastructure (financial governance and staffing), as well as QAE policies and procedures, can be established within the institution to realise these ambitions in a coherent manner.

Griffith College initiated a process to reflect fully on the recommendations including the detailed narrative underpinning each, to inform the development and implementation of the College's [Improvement Plan](#) (PIP). The PIP was developed and submitted to QQI three months after publication of the report, in accordance with the QQI CINNTE schedule.

Overall, the response is cross-institutional, aligned with the College's strategy, structured, involve further engagement and consultation with key stakeholders, and builds on some of the recent activities – e.g. learner services' review, faculty/departmental reporting, international agreements approvals, etc. The Action Plan contains 72 separate actions, addressing the panel's 18 recommendations in detail.

The importance of an adequate response and action plan was underlined in the context of achieving delegated authority (DA), as the College sees this development and enhancement activity as an intermediate step towards this strategic ambition. The next step in this process is the college-wide implementation of this action plan, which is planned for beyond this review period.

Governance and the QAE Manual

The College's QAE Manual was updated four times during the period under review (2024/2025), to include ongoing policy updates and development. This ongoing project for the revision of the College's policies and procedures is led by QAED personnel, with contributions sought and provided by all of the College's faculties (heads, programme directors, faculty administrators, lecturers, etc.), support staff across the College (e.g. academic administration, admissions, exams, global engagement office, learner engagement, learning support, library, marketing, short courses, SU, etc.), collaborative partner personnel, and learners.

A special meeting of APC was held in January 2025 to consider and ultimately approve the College's policies concerning Artificial Intelligence, in order for their implementation to precede the start of semester 2. This additional meeting of the APC was instrumental in supporting the College's agile response to the impacts of GenAI developments on higher education, generally, and within Griffith College in particular.

QAE Manual developments during the reporting period included:

- Review of the College's governance and committee structures (ongoing)
- Support of academic integrity, an ongoing review of the College's approach to support academic integrity through aligning the academic misconduct procedure, and appeals, with NAIN's best practice guidelines.

- Inclusion of new policy - AI in Learner Assessment Policy – approved by APC in January 2025
- Update of existing policies and procedures:
 - Control Principles for Academic use of AI – approved in January 2025
 - Academic Integrity and Misconduct – approved in January 2025
 - English Language Level Requirements for Learners – approved in April 2025
 - Control Principles for Academic Use of AI – approved in April 2025
 - Appeals Procedure – approved in May 2025

The final revision of the QAE Manual for the academic year was initiated in August 2025, with a view to publishing the QAE Manual 2025-2024.

The CINNTE Improvement Plan has identified future policy work. To support this activity and plan and manage the future policy drafting workload, during the period under review, QAED has developed an internal Policy Tracker document, which in addition to tracking ongoing updates to the QAE Manual, also helps the team keep on track with new policy drafting and consultations.

Extension of Scope of Provision

In the period under review, Griffith College considered whether it would make an application to QQI for extension of scope to develop and deliver *Online Only - National and Transnational programmes*. Following development of an Action Plan, internal assessment carried out by QAED and the Digital Learning Department determined that this process should be deferred from the current reporting period, to allow for further consideration of programmes, impacted processes and the resources involved.

See Change programme

Please see Case Study 3 for further details.

Athena Swan project

In the period under review, Griffith College continued to develop the application for the Bronze Award for the Athena SWAN, a framework for advancing equality in higher education. This project is led by a College-wide, representative self-assessment team, including the Chair of the EDI Group, the EDI coordinator (in QAED), and the HR generalist with EDI responsibility. The College's application submission is planned for early 2026, with the EDI Group planning to build on the institutional data collated to support the College's CINNTE institutional review.

During the period under review, the College's focus on the Athena Swan application process has included retrieving and developing the required data, collaborating on themes, etc. Two communication (update) sessions about the project, and its outcomes, were organised for College staff pre-Easter 2025, and a (confidential) staff survey was launched in April 2025. To progress the application document, the College established a cross-College review group to check the document for accuracy and comprehensiveness, and to suggest enhancements, before it is finalised and submitted to Advance HE during the next reporting period (in early 2026).

1.2 Update on Planned QA Objectives identified in Previous AQR

No.	Planned objectives (Previous AQR)	Update on Status
1	Re-establish / publish a cycle of internal reviews (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Complete and continuing</p> <p>The College continued the process of conducting reviews during the academic year (such as those in the areas of annual programme reporting, various programmatic review, facilities and services). Additionally, some reviews which were initiated in the previous reporting period (e.g. review of services and facilities, annual programme reporting) were completed and their outcomes were presented in this reporting period. This review cycle will be re-embedded in the QAE manual as a process monitoring and review activity in the college. Future activity will be reported on through programme review reports and under the Self-evaluation, Monitoring and Review heading in section 2.0 below.</p>
2	Further develop and enhance the College's Teaching, Learning and Assessment Strategy, and develop a revised TLA strategy (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Complete and continuing</p> <p>This objective was identified in previous AQRs and further developed in subsequent review periods. Specific enhancements in the reporting period include:</p> <ul style="list-style-type: none"> • Further development of the college's Education Learning and Development Group (ELDG), to distinguish it from the operational units of Teaching, Learning and Development (TLD). • Continuation and enhancement of the College's CPD processes. • Active participation in the QQI-organised National Academic Integrity Network (NAIN), and engagement with relevant events to support the College's understanding of the opportunities and threats posed by Generative AI. <p>This process is now embedded in College operations, supported by activity reporting to APC, and was reported on through programme review reports and under the Self-evaluation, Monitoring and Review heading (section 2.0), and Initiatives within the Institution related to Academic Integrity (section 2.1) headings, below.</p>

No.	Planned objectives (Previous AQR)	Update on Status
3	Advance the College's research activities and related QAE processes (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Continuing</p> <p>This remains a priority for the College. The year under review saw significant developments to support action on this objective, including:</p> <ul style="list-style-type: none">• Provision for appropriate training and CPD activities to develop capacity (including the 5 ECTS Research Supervision module within the MAELD programme).• Inclusion of a standard Research and Development agenda item for APC.• Inclusion of the development of further research focus for the College in the CINNTE Action Plan. <p>This process is now embedded within ongoing activities and reporting structures in the college (as reported under the relevant heading(s) in section 2.0, below). Future QAE-relevant initiatives and developments are required in relation to this objective.</p>

No.	Planned objectives (Previous AQR)	Update on Status
4	Review and increase externality in academic decision-making (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Completed and continuing</p> <p>The period under review saw continued involvement of stakeholders in the review, development and ongoing strengthening of external stakeholders’ role in academic decision making, including:</p> <ul style="list-style-type: none"> • The appointment of a new Chair of APC. • Industry involvement in the development of programmes’ content and work-relevant learning. • Industry representatives’ participation in programme external review panels. • Engagement with industry partners in relation to activities of the Graduate Business School Research and Innovation Hub. • Industry support of/involvement with learners' dissertations and projects, further enhanced by the introduction of a Dissertation by Practice (with industry) option following recent review of programmes. • Successful tendering for provision of industry-specific programmes e.g. Skillnet support. • Engagement of guest lectures. • Discussions regarding the potential for existing and additional apprenticeship programmes. • Support of company academic scholarships (earn and learn programme). • External examiners engagement. • Inclusion of measures for further externality in academic decision-making in the CINNTE Action Plan. <p>This process is now embedded as an ongoing QAE programme monitoring activity and engagement in the college. The college is very conscious that additional externality is required. Completed and future activity will be reported on through programme review reports and under the Programmes of Education and Training and Other Parties involved in Education and Training headings, in section 2.0 below.</p>

No.	Planned objectives (Previous AQR)	Update on Status
5	Continue to support, enhance and resource the development of the College's equality, diversity and inclusion considerations (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Completed and continuing</p> <p>The period under review saw continued focus on supporting the enhancement and embedding of, equality, diversity and inclusion (EDI) activities across the college, and within functions and committees. Examples of ongoing EDI developments include:</p> <ul style="list-style-type: none"> • Griffith College continued membership of Advance HE, and the commitment to the application process to gain the Athena Swann Bronze Award. • Inclusion of greater diversity on college committees. • Identifying and drafting of policies to support EDI objectives within the college. • Focus on UDL in the design of programmes. • Enhancement of the learner support package available to learners, including a review of the learner services currently available. <p>This process is now embedded as an ongoing activity in the college, and future QAE-relevant initiatives and developments, including progress on the Athena Swann programme, will be reported on under the relevant heading(s) in section 2.0, below.</p>
6	Audit and update QAE policies, procedures and guidelines (QAE Manual) (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Completed and continuing</p> <p>There was continued focus on supporting the audit, development and strengthening the college's QAE policies, procedures and guidelines to ensure continued relevance during the period under review. An updated QAE Manual 2024-2025 was approved for publication at the commencement of the period under review.</p> <p>This process is now embedded as an ongoing activity in the college, and future developments will be reported on under Strategic QA Updates (section 1.1, above) and the relevant heading(s) in section 2.0, below.</p>

No.	Planned objectives (Previous AQR)	Update on Status
7	Advance the College's readiness for delegation of authority (through engagement with QQI's CINNTE cyclical review processes) (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Continuing</p> <p>During the period under review Griffith College begun its first CINNTE Review, hosting the international panel in October 2024. These was supported through the following activities:</p> <ul style="list-style-type: none"> • Completion and submission of AQR 2025 to QQI. • Continued focus on development and strengthening of the College's QAE policies, procedures and guidelines to ensure continued relevance. • Reviewing the CINNTE Panel report, and drafting the CINNTE Action Plan, put forward for approval at the end of this reporting period. <p>More details are available under Strategic QA Updates (section 1.1, above) and the relevant heading(s) in section 2.0, below.</p>
8	Seek / advance the College's readiness for the International Education Mark for the College (for Higher Education and English Language programme provision) (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Continuing</p> <p>This objective remains a priority for the College. During the period under review Griffith College significantly advanced its application for the International Education Mark (IEM), in line with the requirements identified, of the Statutory Quality Assurance Guidelines for English Language Education Providers and QQI's Code of Practice for Provision of Programmes of Higher Education to International Learners/English Language Education.</p> <ul style="list-style-type: none"> • The College's International Education Mark Application Statement (IEMAS) – HE Pathway was submitted to QQI in March 2025, with further information provided (on request) in April 2025. • At the close of the reporting period, the College was preparing for receipt of the outcome of the review by the panel. • The College was subsequently advised by QQI that it needs to additionally submit its IEMAS - English Language pathway, and it is preparing for its submission in the forthcoming reporting period.

No.	Planned objectives (Previous AQR)	Update on Status
9	Further enhance provision of Learner Support Services (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Completed and continuing</p> <p>This objective remains a priority for the College. The period under review saw continued focus on supporting the enhancement of the services and supports to be made available to all Griffith College learners – across the College, collaborative partners, and within functions and committees. Support options include:</p> <ul style="list-style-type: none"> • The development of appropriate policies and procedures to enhance learners’ engagement with support services. • The equality, diversity and inclusion in provision (reflecting all learner categories, campuses, learner modes, neurodiversity, etc.) and the appropriate communication of these resources to all relevant stakeholders. • Ensuring that the College continues to develop its processes to accommodate and include all learners (traditional, part-time, blended, mature, etc.). • A review of all student support provision, conducted by an external reviewer, aimed at streamlining the structure of the supports provided, and ensuring that it meets all learners’ needs. The resultant report is pending implementation, as of the close of the reporting period. <p>This process is an embedded activity in the College. Activity is reported on through programme review reports and under the Programmes of Education and Training and Supports and Resources for Learners headings, in section 2.0 below.</p>

No.	Planned objectives (Previous AQR)	Update on Status
10	Maintain responsiveness in programme design (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Completed and continuing</p> <p>The period under review saw continued focus on further developing and resourcing the College's programme development strategies and supports to enhance the College's provision. Examples of support and developments include:</p> <ul style="list-style-type: none"> • continued review and development the College's programme proposal and review and decision-making processes. • continued engagement with new industry-based partners / collaborations / consortia in relation to programmes (e.g. apprenticeship, Springboard initiative, Skillnet, etc.). • implementation of UDL for new and revalidated programmes, while supporting academic integrity. • enhanced work-based provision. • continued agility / flexibility / responsiveness in relation to programme design (e.g. microcredentials, progression opportunities, APL). • supporting (and training) programme teams in meeting their requirements and objectives. <p>This process is now embedded within ongoing activities and reporting structures in the College, and future QAE-relevant initiatives and developments will be reported under the relevant heading(s) in section 2.0 and 3.0, below.</p>

No.	Planned objectives (Previous AQR)	Update on Status
11	Advance the development of the College’s Information Systems (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Completed and continuing</p> <p>The period under review saw continued focus on supporting the development of the College’s Information Systems. Examples of developments include:</p> <ul style="list-style-type: none"> • Provision of appropriate training. • Continuing advancement in the College’s purpose-built information system, Themis. • Additional automated email workflows to provide more granular applicant communications content at programme level, using the HubSpot CRM platform. • Leveraging machine learning and AI in predictive analytics to improve data-informed decision making and timely interventions. • Ongoing communication and awareness training on data protection and cybersecurity. • The creation of a Programme Management (IT) Officer given the growing scale and complexity of programme offerings. • Regular GDPR audits by faculties and departments, particularly as the College continues to expand in scale and scope. • Continued investment in learning and development, both of IT staff, and the wider staff population. • Collaborating with government bodies QQI, INIS, etc. to encourage the introduction of more secure data transfer protocols (e.g. secure APIs) and transition away from legacy data sharing arrangements (e.g. email attachments, telnet, FTP). <p>This process is now embedded within ongoing activities and reporting structures in the College, and QAE-relevant initiatives and developments are reported under the relevant heading(s) in section 2.0, below.</p>

No.	Planned objectives (Previous AQR)	Update on Status
12	Create a European centre of excellence for research commercialisation and deep tech innovation (AQR 2025: Part B, 1.2)	<p>Status: Continuing</p> <p>This objective remains a priority for the College. The College continued to focus on creating a centre of excellence for research commercialisation and deep tech innovation, in the period under review. Examples of developments towards this objective include:</p> <ul style="list-style-type: none"> • Further development of the Research and Innovation Hub, within the College’s Graduate Business School, to leverage the alliance with the College’s European university partners, and to support innovators in the region, in Ireland and beyond, to bring their innovation successfully to the market. • engagement of research-specific and focused staff to support the work of the GBS Hub and the College’ research agenda. <p>This process is now embedded within ongoing activities and reporting structures in the College, and QAE-relevant initiatives and developments are reported under the relevant heading(s) in section 2.0, below.</p>

13	Promote and support the development of greener/healthier / more sustainable campuses (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Continuing</p> <p>This objective remains a priority for the College, and the College has made several advances in terms of its objectives for sustainability and innovation. The period under review saw continued focus on promoting and supporting the development of greener/healthier/more sustainable Griffith College campuses. Examples of ongoing developments include:</p> <ul style="list-style-type: none"> • Renewable Energy Leadership: All (100%) of the College’s power requirements come from a renewable energy source thanks to a partnership with a leading wind farm. • Solar PV Deployment: The College’s solar journey is expanding with arrays in Dublin, Cork, and Limerick. GHR invested circa 104k EUR on a significant solar panel installation on the roof space of block 1 and 2 in 2025. The Cork and Limerick campuses will soon get approx. 25% of their electricity requirements from solar PV panels on their roofs. • Energy Efficiency Upgrades: The College has upgraded systems and insulation across various buildings, significantly cutting down on CO2 emissions. • Heating in the Griffith Halls of Residence (GHR) was upgraded to include WIFI and thermostatic controls on the storage heaters. Sensors have also been added to the lights on the GHR corridors. GHR is forecasting a year-on-year reduction of carbon emissions amounting to 125.49 tonnes CO2/h on this one project. • GHR has installed motion sensors to reduce energy usage by the underground carpark lighting system. • GHR has introduced shower head, kitchen and bathroom sink aerators, coupled with toilet cistern tank banks in all apartments in 2025, to conserve our water consumption. • The lighting in buildings on the South Circular Road (SCR) campus has been retro fitted with LEDs. • Plastic Reduction and Water Conservation: On the SCR campus, the College has stopped using single-use plastics in Arthur’s restaurant and is facilitating more unnecessary plastic use with water refill stations dotted across the campus. It is estimated that these water stations help avoid 30,000 single use plastic bottles annually. • Enhanced Waste Recycling: The recycling initiative was advanced across the campuses with widespread availability of recycling bins. • Biodiversity Support: The College’s insect hotels continue to buzz with life, supporting the local ecosystem.
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No.	Planned objectives (Previous AQR)	Update on Status
		<ul style="list-style-type: none"> • Cycling for a Greener Tomorrow: As a gold-tier Cycle Friendly Employer, the College rolled out a pilot programme with Brompton folding bikes for staff to promote active and sustainable travel to campus. <p>This process is now embedded within ongoing activities and reporting structures in the College, and QAE-relevant initiatives and developments are reported under the relevant heading(s) in section 2.0, below.</p>
14	Advance the College's masterplan / building development plans (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Continuing</p> <p>This objective remains a priority for the College. The period under review saw continued focus on supporting the enhancement of the College's physical infrastructure. Examples of ongoing developments include:</p> <ul style="list-style-type: none"> • The refurbishment of the Quarter Master's House on the SCR campus was completed in the period under review. • A series of landscape interventions across the campus to improve the campus' provision of outdoor learner amenities and increase the green and biodiversity credentials (implemented as part of the masterplan developments). <p>This masterplan progression is now embedded within ongoing activities and reporting structures in the College, and future QAE-relevant initiatives and developments are reported on under the relevant heading(s) in section 2.0, below</p>

No.	Planned objectives (Previous AQR)	Update on Status
15	Develop the College's HR department, committee and related activities (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Continuing</p> <p>This objective remains a priority for the College, with continued focus on supporting the enhancement of the HR department, committee and related activities during the period under review. Examples of ongoing developments include:</p> <ul style="list-style-type: none"> • the implementation of the action plan to review and update of existing HR policies and procedures. • identifying and drafting of policies to support new HR objectives within the College. • embedding, equality, diversity and inclusion (EDI) activities across the College, and within functions and committees, including by appointing a dedicated HR team member with an EDI focus. • enhancement of the resourcing of the HR department. • further development of the management and staff training programme. • The completion of the See Change programme, counteracting stigma around mental health in the workplace, and promoting positive workplace culture. <p>These processes are now embedded within ongoing activities and reporting structures in the College, and future QAE-relevant initiatives and developments are reported under the relevant heading(s) in section 2.0, below.</p>
16	Develop the next iteration of the College's Strategic Plan, in line with identified institutional values (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Completed and continuing</p> <p>The next iteration of the College's Strategic Plan is in development as of the close of the period under review, supported by the Institutional Values, defined in the previous reporting period. The completion of this activity is aligned with implementation of the CINNTE Implement Plan (to be implemented in academic year 2025/2026).</p>
17	Plan and implement celebratory events to mark Griffith College's 50th anniversary (scheduled for 2024). (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Completed</p> <p>Griffith College marked its 50th anniversary (GC50) in 2024. The College established a committee under the auspices of the Board of Directors and supported by the Management Board to identify and implement a schedule of celebratory events and activities throughout the calendar year. Further detail is reported under the relevant heading(s) in section 2.0, below.</p>

No.	Planned objectives (Previous AQR)	Update on Status
18	Further develop and enhance the College's processes and strategies for engaging with AI, and its implications (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Completed and continuing</p> <p>During the period under review, there were significant strides taken to develop the College's approach to the use of AI in academic context, underpinned by thorough research and ongoing stakeholders' consultations. One of the outcomes of this process was the evaluation, update, approval, and implementation of the Griffith College Control Principles for Academic Use of Academic Intelligence. This was followed by the creation, approval, and implementation of the AI in Learner Assessment Policy, incorporated into the QAE Manual following approval at APC in January 2025.</p> <p>The College's approach continues to be to allow the various College Faculties and Departments a degree of freedom as far as their approach to the use of AI by learners goes. Further stakeholder consultations are ongoing to further develop and continually review the College's approach to AI, reflecting the fast-paced and ever-changing nature of the field.</p> <p>QAE-relevant initiatives and developments are reported on under the relevant heading(s) in section 2.0, below.</p>
19	Seek Extension of Scope of Provision, and validate fully online programme(s), and those which are supported by partner hubs (AQR 2025: Part B, 1.2, 3.1)	<p>Status: Continuing</p> <p>The initiation of this process was pending the finalisation of QQI's Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes to inform the new institutional policies, procedures and processes required. Activity planned for following reporting period based on the availability of the publication of QQI's documentation for the extension of scope of provision for online – national and transnational programmes.</p>
20	Further enhance internal training and institutional communication	<p>Status: completed and continuing</p> <p>The College's intranet, Inside Griffith, was successfully launched in the reporting period, significantly enhancing internal communications. Preparations have also been made to include a calendar of internal training and events on Inside Griffith, in preparation for the following reporting period, which will be a major asset when it comes to scheduling and coordination of training provision and CPD.</p> <p>More detail is available in section 2.0, below.</p>

No.	Planned objectives (Previous AQR)	Update on Status
21	Reconstitution of committee memberships (AQR 2025: Part B, 3.1)	<p>Status: completed and continuing</p> <p>Following review of the College’s committee membership, the Board of Directors took initial committee reconstitution steps, including rationalisation of the Management Board, and the establishment of a Management Communications Group to ensure open and structured communication between the College’s Management Board and its senior managers to support the College’s vision, mission and values, and the operational efficiency of the College. Ongoing governance activity is aligned with implementation of the CINNTE Implement Plan (to be implemented in academic year 2025/2026).</p> <p>The College intranet, Inside Griffith, was also successfully launched in the reporting period, significantly enhancing internal communications. A calendar of internal training and events will also be included on Inside Griffith, in preparation for the following reporting period, which will be a major asset when it comes to scheduling and coordination of training provision and CPD.</p> <p>This objective remains a priority for the College.</p>
22	Further support and enhance graduate employability (AQR 2025: Part B, 3.1)	<p>Status: Continuing</p> <p>This objective remains a priority for the College. Over the last year, the College hosted 27 employer stakeholders for the Careers in October 2024, at the Dublin SCR campus, with attendance from Business and Graduate Business School learners, in addition to Employer Engagement that takes place at Faculty level. The Employability Skills Programme continues to be delivered both online and in-person, with all workshops accessible to learners on all campuses.</p> <p>More detail is available in section 2.0, below.</p>

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Board of Directors	Monthly
Management Board (MB)	Weekly, on Wednesdays 11, 18, 25 September; 02, 09, 16, 30 October; 13, 27 November; 4, 11 December; 08, 15, 22, 29 January; 05, 12, 19, 26 February; 05, 12, 19, 26 March; 02, 09, 16, 23, 30 April; 07, 14, 21, 28 May; 04, 11, 18, 25 June; 02, 09, 16, 23, 30 July; and 06, 13, 20, 27 August
Academic and Professional Council (APC)	Monthly, first Friday 04 October, 01 November, 06 December, 30 January, 07 February, 07 March, 04 April, 01 May, 06 June, 02 July
Management Communications Group (MCG)	Monthly, second Tuesday, 12.00 noon (commencing September 2024)
Programme Proposal and Review Committee (PPRC)	Monthly, second Friday 11 October, 08 November, 13 December, 14 February, 21 March, 11 April, 13 June, 11 July, 11 August
Quality Assurance and Enhancement Subcommittee (QAES)	29 November, 17, 31 January, 21 February, 21 March, 26 June, 29 August
Heads of Faculty Meeting	Weekly, on Wednesdays, 11:45am
Programme Director Committee	Monthly 27 September, 25 October, 28 February, 26 April, 30 May
Faculty Administrators (FA) Meeting	03 September, 01, 16, 23 October, 03 December, 27 February, 01, 29 April, 03 June, 06 August
Faculty (and Programme) Committee	Monthly
Quality Assurance and Enhancement Department (QAED) operational meeting	Weekly, on Tuesdays, 10:00 am
Lecturer Plenary Meeting	Once per semester
Education, Learning and Development Group (ELDG)	Fortnightly, on Wednesdays, 9:30 am
Equality, Diversity and Inclusion (EDI) Committee	Monthly
Disciplinary/Academic Appeals Boards	As required
HR Committee	Monthly

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

1.3.2 QA Leadership and Management Structural Developments

Academic and Professional Council

Following a due diligence process, the new Chair of the Academic and Professional Council, Professor Maria Hinfelaar, was appointed by the College's Board of Directors in November 2024. As head of two different Higher Education Institutions in Ireland and the UK, over a period of 20 years, Professor Hinfelaar has engaged with multiple stakeholder groups at regional, national and international levels, including business fora, ministers, public bodies and specialist sectoral agencies. Griffith College is hugely appreciative to benefit from Professor Hinfelaar's extensive expertise and experience in supporting its academic governance, and warmly welcomes Maria to her role with APC for the next three years.

In summer 2025, the APC membership changed to reflect the changes to the Student Union (SU) leadership for the forthcoming academic year, following the annual election process.

Management Board

The current structure and composition of the Management Board concluded its term of appointment at the end of the last reporting period. As part of the self-evaluation for the Institutional Review (ISER), the Board of Directors took the opportunity to review the performance of the College's overall organisation reporting lines and structures to make them more effective. Over its two-year tenure, the MB held approximately 100 meetings, and while successful, the organic widening of the membership resulted in the MB being considered too big for optimal performance (based on members' feedback). As an enhancement arising from the ISER process, the restructured MB is aligned with the College's mission, vision and values the development of the College's Strategy for 2030. The Board of Directors appointed a new board of 10 members (for 12 months appointment) – with the following members: Operations Director (Chair), International Director (Vice Chair), Finance Director, Director of Academic Programmes, Head of HR, Head of IT Support 2 x Heads of faculty, 1 x GC Cork representative, and 1 x GC Limerick. This group met for the first time in September 2024.

Manager Communication Group

In September 2024, following the above changes to MB, the College established a Managers Communication Group (MCG) to ensure open and structured communication between the Management Board and its senior Managers, to support the College's Vision, Mission Values, and the operational efficiency of the College. The MCG is appointed by the Board of Directors and consists of not less than twenty and not more than twenty-five people. For the period under review, the Managers' Communication Group's membership consists of 22 (named) managers, representing the following functional areas:

- Heads of Faculty:
- Cork Representatives
- Limerick Representatives
- Marketing, International and Finance
- Operations, Halls of Residence and Learner services

- Programme Development

The Managers' Communication Group reports directly to the College's Management Board.

Appointments

In April 2024, Griffith College appointed a new Deputy Head of the Limerick Campus. The new appointee holds various relevant qualifications and has previously held management roles in the heritage and tourism sectors. The Deputy Head's primary management responsibilities at the Limerick campus will include:

- Programme delivery and learner assessment.
- Marketing, promotion and sales.
- The learner experience and learner administration.

As the College embraces the rapidly changing AI landscape in higher education, Griffith College established a new and exciting role of AI Project Lead in the College's Teaching and Learning Department in March 2025. The appointee works directly with the TLD's existing teams (in Lecturer Support, Digital Learning and Learning Support) and with the College's programme teams to develop, support and coordinate the College's implementation of AI policies. The incumbent additionally immediately provided support and guidance for learners and programme teams on the evolving scope of AI developments in higher education and the related possibilities and challenges they present for academic integrity.

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 (<i>if not planned</i>) or non-completion (<i>if planned but not conducted</i>)	Links to relevant publications
Programme Reviews - Planned		
PG24201 Specific Purpose Certificate in International Foundation Studies, Level 5, 120 FETs	Reports complete – ratified at PAEC meeting 13 February 2025	Validation Report IER FINAL CIFS 2024
PG24402 Master of Science in Pharmaceutical Business and Technology, Level 9, 90 ECTS PG24402 Postgraduate Diploma in Science in Pharmaceutical Business and Technology, Level 9, 60 ECTS	Reports complete – ratified at PAEC meeting 13 February 2025	Validation Report IER FINAL MSCPBT 2024
PG24240 Master of Arts in Education, Learning and Development, Level 9, 90 ECTS PG24241 Postgraduate Diploma in Arts in Education, Learning and Development, Level 9, 60 ECTS PG24242 Certificate in Education, Learning and Development, 20 ECTS, Level 9	Reports complete – ratified at PAEC meeting 17 July 2025	Validation Report IER FINAL MAELD 2025
PG24209 Master of Science in Computing, Level 9, 90 ECTS PG24210 Postgraduate Diploma in Science in Computing, Level 9, 60 ECTS	Reports complete – ratified at PAEC meeting 17 July 2025	Validation Report IER FINAL MSCC 2025
PG24425 Master of Science in e in Network and Information Security, Level 9, 90 ECTS PG24427 Postgraduate Diploma in Science in Network and Information Security, Level 9, 60 ECTS	Reports complete – ratified at PAEC meeting 17 July 2025	Validation Report IER FINAL MSCCS
PG24426 Master of Science in Big Data Management and Analytics, Level 9, 90 ECTS PG24428 Postgraduate Diploma in Science in Big Data Management and Analytics, Level 9, 60 ECTS	Reports complete – ratified at PAEC meeting 17 July 2025	Validation Report IER FINAL MSCBDMA 2025
PG24660 Bachelor of Arts in Bar Management [Apprenticeship], Level 7, 180 ECTS	Reports complete – ratified at PAEC meeting 17 July 2025	Validation Report IER BABM 2025
PG24161 Bachelor of Arts (Honours) in Pharmaceutical Business Operations, Level 8, 60 ECTS	Reports complete – ratified at PAEC meeting 17 July 2025	Validation Report IER FINAL BAHBPBO 2025

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (<i>if not planned</i>) or non-completion (<i>if planned but not conducted</i>)	Links to relevant publications
PG24406 Bachelor of Engineering in Industrial and Systems Engineering, Level 7, 60 ECTS	Reports complete – ratified at PAEC meeting 25 September 2025	Validation Report IER FINAL BEISE 2025
PG24227 Higher Diploma in Arts in Drama Education, Level 8, 60 ECTS PG24228 Certificate in Drama Education, Level 8, 40 ECTS PG24229 Certificate in Drama Performance, Level 8, 15 ECTS	Reports complete – ratified at PAEC meeting 25 September 2025	Validation Report IER FINAL HDDE 2025
PG24410 Bachelor of Arts (Honours) in Business, Level 8, 180 ECTS PG24417 Bachelor of Arts (Honours) in Business [HRM], Level 8, 180 ECTS PG24422 Bachelor of Arts (Honours) in Business [Marketing], Level 8, 180 ECTS	Reports complete – ratified at PAEC meeting 25 September 2025	Validation Report IER FINAL BAHB 2025
PG24411 Bachelor of Arts (Honours) in Accounting and Finance, Level 8, 180 ECTS	Reports complete – ratified at PAEC meeting 25 September 2025	Validation Report IER FINAL BAHAF 2025
PG24751 Certificate in Applied Human Resource Management for Irish Hotels and Guesthouses	Reports complete – ratified at PAEC meeting 25 September 2025	Validation Report IER FINAL CAHRM 2025
Programme Reviews (planned, to include consideration by the college’s PPRC re possible review / retiring of programme)		
PG24535, Certificate in Digital Sales Transformation, NFQ Level 7, Special Purpose Award, 30 ECTS	Decision on possible retirement to be taken in next reporting period.	Most recent validation: 19 October 2021 (3-year microcredential, plus 1-year extension)
PG24213, Certificate in Mediation, Level 8, Special Purpose Award, 20 ECTS	Decision on possible retirement, deferred from previous reporting period, to be closed in next one.	Most recent validation: 12 September 2019
Departmental/Process Reviews (planned)		
Academic Administration Report, including review of Admissions, Registration, Examinations, Semester Abroad, Graduation, Student Records	April 2025	N/A, internal process
CINNTE Institutional Review on-site visit [with QQI]	Panel site visit: 21-24 October 2024	Institutional Review Report 2025: Griffith College (published by QQI in May 2025)
Griffith College Graduate Survey 2024	Post-Nov 2024 graduation	Graduation Survey 2024

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (<i>if not planned</i>) or non-completion (<i>if planned but not conducted</i>)	Links to relevant publications
Self-Evaluation/Review of Compliance with Code of Practice for Provision of Programmes of Higher Education to International Learners (HE Code)	submitted to QQI on 28 March 2025	Draft report due to be issued to the College in the next reporting period.
HEA Springboard Monitoring visit	16 April 2025	N/A, internal report (issued to College)
Review of Annual Programme Reports	February 2025	N/A, internal process
Review of Appeals Process (May and August 2024)	February 2025	N/A, internal process
Learner Induction	Review carried out following APC recommendation in October 2024, outcomes discussed and implemented at MB in July 2025	N/A, internal process

1.4.2 Expert Review Teams/Panels² 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	38	9	-	11	15	23	1
<i>of those:</i>							
On-site processes	-	-	-	-	-	-	-
Desk reviews	-	-	-	-	-	-	1
Virtual processes	38	-	-	11	15	23	1
Average panel size for each process type*	6	6	-	6	6	6	6

* excluding secretary if not a full panel member

** [CINNTE review panel](#) (21-24 October 2024)

² QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

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

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*	19	15	4	-	-	18	-	1	-	2	17
Secretary*	19	7	12	-	-	19	-	-	-	12	8
Academic/Discipline Specific	51	28	23	-	-	36	13	2	-	1	50
Student Representative	19	8	11	-	-	19	-	-	-	6	13
QA	19	10	9	-	-	19	-	-	-	10	8
Teaching & Learning	51	28	23	-	-	35	13	1	-	1	48
External Industry /Third Mission	18	12	6	-	-	18	-	-	-	-	18

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

2.0 IQA System – Enhancement and Impacts

Governance and Management of Quality

Protection for Enrolled Learners

During the 2024/25 academic year, the College provided ongoing continuity of programmes for learners and staff of two higher education institutions: Dublin Design Institute and St Nicholas Montessori Society of Ireland, following their respective closure and termination of educational activities.

TrustEd Ireland Application

The College's QAED collaborated closely with the Global Engagement Office to develop the College's application for the IEM/TrustEd – Higher Education pathway. This application described the processes in place to assure the learner experience at Griffith College, and is strong evidence-based submission, supported by and reflective of the self-evaluation activities conducted for the CINTE review. The application was submitted to QQI on 28 March 2024 (window one of the application process). Following review by the QQI panel, and the College's provision of some additional material in May 2025, the outcome of the College's application was scheduled for the next reporting period.

GC50 – Marking 50 Year of Griffith College's Excellence in Education

The College completed the schedule of celebratory events for the calendar year 2024 (GC50), with the launch of a Prize Winners Book at the Dublin campus on 23 January 2025.

This Book features almost 1,000 prize-winners reflecting the past 50 years of the College's academic excellence and its high-achieving learners. There was an excellent turnout for the event, with approximately 200 people in attendance on the night, including a number of those featured in the book.



Programmes of Education and Training

Programme Development

The Griffith College Programme Proposal and Review Committee (PPRC) provides early and considered evaluation of programme proposals by a variety of internal and external stakeholders. The PPRC received and considered 20 programme proposals in 2024/2025, including proposals for programme review and revalidation, programme validation, programme validation extension, professional academy offerings, and programme retirements. Resulting recommendations were presented to the College's APC for consideration.

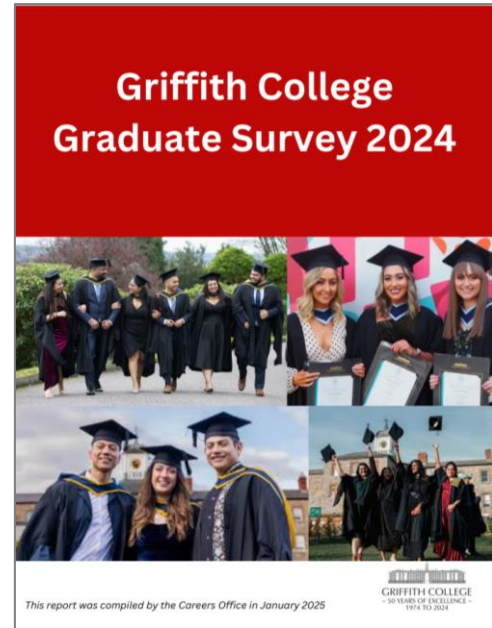
Apprenticeship Programmes

In November 2024, APC approved a new delivery site for the BA in Bar Management programme. APC approved the development based on a report of prior experience of this location and a visual inspection which was carried out by the programme team/management.

Griffith College Graduate Survey 2024

The Graduate Outcomes Survey was conducted in November 2024 with those who were due to graduate, and nearly half of those graduates responded to the survey. One of the key outcomes is that over 80% of those who responded across the Griffith College campuses were in employment and/or further education within two months of graduation. Some of the campus specific outcomes are:

- 88% of [Cork] respondents in employment and/or further education within two months of graduation
- with 76% working in a position related to area of study
- 89% of [Dublin] respondents in employment and/or further education within two months of graduation
- with 76% working in a position related to area of study
- 80% of [Limerick] respondents in employment and/or further education within two months of graduation
- with 79% working in a position related to area of study



Awards – Nominations, Finalists and Winners

Some of the awards and achievements by Griffith College and its learners during the review period included:

- **ACCA Accountancy Examinations**
 - 1st place in Ireland, 6th in the World – Strategic Business Leader (SBL)
 - 1st place in Ireland– Strategic Business Reporting (SBR)
- **Institute of Designers in Ireland (IDI) Graduate Awards**, held at Ulster University, Belfast School of Art, October 2024
 - A Griffith College BA (Hons) in Fashion Design graduate, along with a TUS graduate, was jointly awarded in the Textile Design category
 - This Griffith College graduate also received a Highly Commended award in the Fashion Design category.
- **HECA Student Research Award**
 - *HSRA 2024 (3rd Prize)*
BRIDGING THE GAP: Enhancing CT Imaging Diverse Regions Services – graduate of the MSc in Medical Device Business and Technology, Griffith College/Innopharma Education
 - *Special Recommendation*
RESHAPING THE IRISH ECONOMY: The Impact of International Mergers and Acquisitions on the Irish Technology Sector (2021-2023) – graduate of the MBA in International Business, Graduate Business School.
- **Shine Mental Health Media Awards 2024**, sponsored by Coimisiún na Meán, held in the Conrad Hotel, Dublin, in December 2024
 - A Griffith College MA in Digital Communications: Podcasting and Video graduate won the Student Journalism Award.
- **National Apprenticeship awards:** There were 8 Griffith College Bar Management apprentice learners nominated [of 400 nominations].
- **SMEDIAs**
 - 11 learners from the Faculty of Journalism and Media Communications have been nominated for Student of the Year prizes in the Smedias, the annual national student media competition.
 - The Dublin 8 magazine editorial team (3 Journalism learners) won the award for Small College or Society Publication of the Year.
 - A recent graduate of the MA in Journalism and Digital Communications also won two awards: Journalism Relating to Health, and Journalist of the Year - National Media.

- **Operational Excellence Awards 2025**, where Griffith College Faculty of Law secured its third consecutive win for Operational Excellence in Third-Level Education.
- **Cork Chamber Digital Marketing Awards 2024**, the Cork campus team was honoured to be named the *Digital Marketing Legend 2024* and also picked up the *Best Digital Marketing Team 2024* award.
- **Education Awards 2025**: Griffith College was shortlisted for three awards; (i) Best Marketing/ Communications Team and (ii) Best Student Experience and (iii) for Best International Collaboration.



Some of the Griffith College Faculty of Journalism and Media Communications learner and graduate nominees at the SMEDIAs 2025 Awards Ceremony.

Dissertation-by-Practice in partnership with industry

Griffith College's Graduate Business School (GBS) celebrated the achievements of two postgraduate learners who successfully completed their *Dissertation by Practice* projects in collaboration with leading Irish kitchen design company, Kube Interiors, in the period under review. The Dissertation-by-Practice allows learners to address real-world industry challenges through applied research – bridging academic research and commercial application. This year's GBS learner presentations, held on 31 July 2025, showcased high-impact insights developed in partnership with Kube Interiors, a kitchen design company with showrooms in Dublin, Galway or Cork. Two projects were identified for commendation:

- One learner on the MSc in Global Brand Management conducted a three-panel Delphi study exploring the psychological, social, and financial drivers and barriers influencing Irish homeowners' adoption of kitchen solutions. Drawing on perspectives from consumers, Kube staff, and competitors, the learner's project offered strategic recommendations to improve Kube's marketing, pricing transparency, and customer engagement. The work was praised for its originality and practical value.
- One learner on the MSc in International Business Management focused on enhancing Kube's talent acquisition and onboarding processes through strategic alignment of internal culture, recruitment messaging, and digital transformation. His findings emphasised the importance of brand image, agility, and internal storytelling to attract and retain top talent in a competitive retail environment.

Both of these learners were formally recognised with Certificates of Commendation from the Graduate Business School and Kube Interiors. Some of the positive feedback received following the *Dissertation by Practice* projects included:

“It was a pleasure to work with [the learners]. The opportunity to leverage the energy of these students to challenge our thinking was fantastic. From our perspective the collaboration has been a great success.” – Mr Patrick McGrath, MD, Kube Interiors.

“I have had the opportunity to work with various companies whilst studying and gain valuable experience that I feel confident in bringing into the workforce. These experiences have helped me build a strong professional network and a clearer vision of my career path.” – learner on the MSc in Global Brand Management.

This collaboration marks a continued commitment by Griffith College to embed experiential, industry-relevant learning into its (postgraduate) programmes.

Staff Recruitment, Management and Development

Recruitment Management

The use of Bamboo HR provides a centralised system for managing recruitment processes, ensuring consistency and efficiency in handling applications, communicating with candidates, scheduling interviews, and maintaining records. The successful recruitment of 33 full-time permanent and 9 full-time fixed-term staff members in 2024/25 indicates a functional and effective recruitment system for full-time positions.

HR Policies

While the College’s practice of obtaining formal feedback is well-established, the specific forms and methods used, both in-person and online, continue to be reviewed and reworked to retain their effectiveness.

The HR department updated 13 staff policies in the period under review.

Lecturer Induction

The period under review saw substantial enhancements to the part-time lecturer onboarding process. These enhancements included the provision of a centralised onboarding session, coordinated by the Teaching & Learning Department with contributions from other support departments across the college - previously, part-time lecturer induction was provided solely by the relevant faculty. Ongoing orientation was supported by the creation of the InsideGriffith SharePoint (intranet) page, as elaborated on in the Information and Data Management section below. This quality enhancement step supports the introduction of uniform College processes, ensuring high quality of student experience across the board.

Staff Training / Continuing Professional Development (CPD) Events

During the period under review, the People Team, an interdepartmental working group, has implemented an internal events calendar, which includes all internal training. This is available to all staff through the InsideGriffith portal, and it is a significant improvement in transparency, communication, and ease of scheduling for the training needed.

Griffith College’s Education, Learning and Development Group (ELDG) and various staff members supported the CPD commitments and events during the period under review. The College took a dual approach with both virtual and in-person synchronous events taking place on a bi-weekly basis (at lunchtime), and specific asynchronous or directed e-resources provided on the alternate weeks. Synchronous sessions were recorded and made available for later viewing on the ELDG’s Teaching, Learning and Assessment (TLA) resource portal.

During the period under review, scheduled CPD events included short online workshops, showcase events, short and longer formal programmes of learning, including:

- **Assessment design and support session** on 'Assignment Marking & Writing Unbiased, Uniform Feedback', delivered by Dr Joanne Malone in October. The workshop focused on setting-up assignment marking schedules, where to begin, and how to write high-quality, constructive feedback that is both fair and unbiased, and key strategies to ensure consistency and excellence in assessments.
- College staff have enrolled in the **UDL Badge - Universal Design in Learning and Universal Design Beyond the Classroom** – provided by AHEAD and UCD, and funded by the National Forum for the Enhancement of Teaching and Learning in Irish Higher Education
- The **Master of Arts in Education, Learning and Development (MAELD)**, with embedded certificate and postgraduate diploma programmes, was designed to meet the needs of educators and practitioners who support adult learners. College lecturers, including those with collaborative partners, may complete the embedded certificate and postgraduate diploma with full financial support from the College. Newly appointed full-time lecturers are encouraged to complete at least the Certificate within two years of their appointment. The MAELD programme has been successful in supporting staff development over the past number of years – 14 learners enrolled on an ELD programme (MAELD or embedded certificate or postgraduate diploma) in September 2024. Owing to the modular and staged nature of the programme, five Griffith College staff graduated with the MAELD in 2024 (14 over the entire programme suite), with another eight staff due to graduate in the next reporting period (15 overall).
- **Individual modules of the MAELD** are also offered as CPD opportunities to all staff. For example, to support staff engaging with learner research and dissertation supervision, current or potential dissertation supervisors (undergraduate and postgraduate), may complete the 'Supervision of Research' module (5 ECTS). This programme was offered as a summer school – 5 x half days in July. All lecturers and external supervisors are eligible to participate – 15 staff, representing Griffith College and collaborative programmes, completed the programme in Summer 2025. Having staff complete this Supervision/Dissertation support programme is vital in supporting the College's ambition to build capacity across its staff team.

As part of the GC50 celebrations, the Education, Learning and Development Group (ELDG) organised the Griffith College Symposium – '*Innovating Learning: Empowering Learners for the Future*'. The symposium featured expert keynote speakers and breakout sessions to delve into design thinking, learner-centred approaches, and assessment practices that emphasise problem-solving, collaboration, and critical thinking over traditional methods. This event took place on 31 October 2024. All College staff were encouraged to attend.

The HR Department also organised training for staff during the period under review on topics including:

- Dignity and Respect at Work for Managers – 26 attendees
- Mental Health – 36 attendees across all campuses
- Unconscious Biases – 95 attendees
- HR Policy Overview – average 115 attendees per session (3 sessions)
- Managing Conflict and Difficult Conversations – 105 attendees
- Fire Warden and First Aid refresher training – for College security staff.

Staff Wellbeing

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

- Free fruit days
- Lunchtime yoga
- Pre-bank holiday weekend finish-early Friday

External Training and Development Events

Griffith College staff were also invited and encouraged to attend and participate in a range of external events in the sector, as relevant to their roles. These events included:

- AdvanceHE Applied Leadership Symposium 2025: Shape the future of educational leadership.
- Practical Applied Research Conference (PARC 25), April 2025, organised and hosted by the Dublin Business School.
- HECA 3rd Annual Research Conference, hosted at Griffith College, Dublin on 19 November 2024.
- QQI Workshops: TrustEd Ireland application information sessions, first semester 2024/2025.
- QQI Conference: Leading and Learning in a Changing Landscape, on 21 November 2024 – facilitated national discussions on strategic approaches to changes in further and higher education and training and English language education.
- QQI Workshop for Private Higher Education Institutions, on 03 March 2025.

Teaching, Learning and Assessment

Academic Calendar

Following stakeholder consultation, the Academic Calendar for 2026/2027 was approved by the College's APC in June 2025. The timely availability of this top-level document facilitates communication and planning across the College.

Graduation 2024

The Graduation 2024 ceremonies for Griffith College took place across three venues, over six days in November 2024. Overall, 2,398 individuals were eligible to graduate. The professional, yet personal, approach to organising and running the graduation ceremonies in 2024 was reflected in positive feedback from guests, staff and graduates alike. This continues the trend by which the College aims for, and delivered, a high-quality and memorable experience to those completing their programmes, supported hugely by faculties, departments and teams across the three campuses and collaborative partners.

External Examiners

During the period under review the College's APC approved the following 33 changes to external examiner appointments:

- 4 new external examiner – new College programmes
- 17 new replacement external examiners – existing College programmes
- 6 extensions to external examiners' role – additional existing College programmes/modules
- 1 withdrawal of an external examiner – owing to status change
- 5 reallocation/addition of duties – existing external examiners

Cork Campus eLearning Studio Suite

In February 2025, Griffith College Cork Campus opened a new, state-of-the-art eLearning Studio. This resource is intended to support the delivery of blended learning, giving lecturers the best tools and resources to record professional-grade video lessons, and to create truly engaging and high-quality online and more accessible learning experiences.



Supports and Resources for Learners

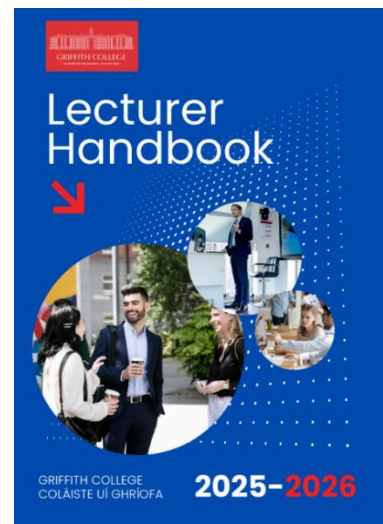
Student and Lecturer Handbooks

The Griffith College Student Handbook is designed to be used by all learners studying at the College, including all programmes, campuses, and collaborative programmes. The handbook is reviewed annually, and updated where needed, with the review coordinated by the QAE Department with input from all relevant stakeholders across the College community, in preparation for the subsequent academic year. A major change during the reporting period was the addition of the Artificial Intelligence in Assessment section, which summarised and provided links to the relevant College policies.

An equivalent and simultaneous review and update process was undertaken for the Griffith College Lecturer Handbook, managed by the College's Teaching and Learning Department.

The visual design of both Handbooks was updated through direct engagement of two associate Design Faculty lecturers, who were compensated for their creative work in line with market rates. Universal Design principles were prioritised, and complementary visual design was used to further align the documents, while ensuring an easier update process, in case of future changes.

The updated handbooks were submitted for approval by the College's APC at the commencement of the academic year (during the next review period). Additionally, the launch of the Handbook was supported by the creation of a permanent hyperlink: <https://www.griffith.ie/student-handbook>, which does not change when the Student Handbook is updated, thereby ensuring that links in related documents retain their functionality. The Lecturer Handbook is provided for College staff via the staff intranet, InsideGriffith.



Induction

Full programmes of communication sessions and social/animation activities were delivered for new, continuing and advanced entry learners, of the September 2024 and February 2025 intakes, on all campuses. Induction events were well organised, and resourced, and a great atmosphere was created with circus performers, a donut stand, and a céilí at the main campus with related events in other campuses. The involvement of class reps and global ambassadors to support the events was hugely positive. A review of Induction was included in the schedule of reviews for the year.

In-sessional English Support

Learners for whom English is an additional language can avail of additional English language support, alongside their academic studies at the College. Across all campuses, 496 learners took up this opportunity in the period under review. These additional English language classes help learners improve their academic English (and to navigate any subject-specific terms they may encounter during their studies). It also gives the learners an additional opportunity to familiarise themselves with the English vernacular as spoken in Ireland, which can be particularly valuable for learners who have only recently moved to the country. This support is provided by the Griffith Institute of Language.

The Griffith College President's Award

In May 2025, four Griffith College learners were invited to the Dublin SCR Campus for a special ceremony to mark their respective achievements of winning the prestigious Griffith College President's Award 2025. All Griffith College registered learners can apply for the President's Award, which recognises learners who make a significant contribution to supporting and enhancing the lives of others during their time at the College.

Healthy Campus

The College signed up to the HEA/HECA Healthy Campus charter in December 2024.

Griffith College Dublin's Creative Show 2025

Griffith College Dublin's Creative Show, to showcase and celebrate the creativity and innovation of the graduating class of 2025, was held 22 May - 11 June. This creative showcase highlights the creativity, imagination, drive, and determination of the College's learners, providing them with a platform to display their work and inspire future years to come. The week commenced with a Film Premiere event at the Lighthouse Cinema on 05 June and continued on the South Circular Road campus (and on the College website – creative.griffith.ie), with the Design Faculty event launch on 22 May, the Photography, Computing Science and Digital Media exhibitions launched on 04 June. Overall, the creative show profiles learner work from programmes in the following subject areas:

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

Black History Month

The College's Black History Month event, on the theme Reclaiming Narratives, was coordinated by the Law faculty, and hosted on 18 October.

Employability Skills Programme

In the period under review, the College continued to support registered learners' career aspirations by facilitating their attendance on a FREE Employability Skills programme (as indicated in section 1.2 above). Provided as six workshops (delivered both in-person and online), learners actively participate with peers from different faculties to develop:

- Career Development Techniques
- Career Planning and Goal Setting
- Job Interview Process and Pitching
- Team Building in the Workplace
- Emotional Intelligence and Workplace Culture
- Networking Skills and Building your Brand

Learners may attend individual workshops, or the overall the programme for a participation certification, with those who successfully complete the programme's assessment being awarded a Griffith College Certificate in Employability Skills and Workplace Culture. The programme has attracted 40-50 learners per cohort, with about 30% of participants completing the assessments and seeking certification. In the period under review, 165 learners participated in at least one of the programme's workshops.

Activities supported by the College Careers Service:

Griffith College Careers Office outreach, Academic Year 2024/2025	
Criterion	Number
Learners who have accessed the Careers Office Moodle page	2,966 views / 1,467 users of Announcements 4,091 views / 2,799 users on Careers Office Resources 552 views / 431 users on External Resources 2,468 views / 1,042 users on Jobs Vacancies Boards
Employability Skills Programme (attended one or more workshop)	290
One to One Appointments	182
CV Review	155
Email support	200+ individual learners sent email queries
Mentoring Programme Participants	16
Employer Connections	85

Overview of Learning Support Activities in 2024/25

Since its inception in 2018, the College's Learning Support Department has experienced significant growth, with the number of registered learners increasing from 35 in 2018 to 173 in 2025. A key driver of this success is the increased engagement with the College's learners and the development of close relationships with faculties and departments across the College.

Student's Union

The Students' Union provided updates to APC in December 2024, March, April, and May 2025, reporting on the class representatives' appointments and regular meetings, successful schedule of events, and learner feedback which has been implemented, across campuses in Dublin, Cork, and Limerick.

The SU presented their Annual Report to APC in June 2025, and a short update on recent activity, and potential plans for the year ahead, was provided to the meeting. Some of the key points include:


- Following discussions at previous APC meetings, Class Rep training in 2024/2025 was provided by NStEP – at a basic and advanced level, for new and returning Class Reps, respectively.
- There were approx. 23 Class Rep meetings held during the academic year.
- There were a number of social events and trips organised across the year, and at all campuses. There has been an increased participation in events this year.
- The SU Website was reviewed and alternative designs proposed (by learners as a Design project). The incoming officers will endeavour to implement some of these suggestions in the forthcoming review period.

Griffith Halls of Residence

In January 2025, Griffith Halls of Residence (GHR) received a Commended Employer Award for 2024 under Fáilte Ireland's [Employer Excellence Programme](#), recognising GHR's commitment to excellence and highlights their vital role in Ireland's vibrant tourism and hospitality industry.

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 (overleaf).

Scholarships 2024/2025	DETAILS AND OPPORTUNITY TO ACCESS
Griffith College General Scholarships and Bursaries	<p>There are two main categories of scholarships and bursaries available to Griffith College applicants:</p> <ul style="list-style-type: none"> • The Griffith College Bursary is awarded to each applicant who is successful in being offered a place on a Griffith College programme. This Bursary is a contribution to Tuition Fees. • The Academic Merit Scholarship (AMS) is an additional scholarship which is awarded to learners who demonstrate a strong academic performance at the time of application. <p>These scholarships are awarded to applicants at the time of admission to Griffith College, based on an interview, and are applicable in each year of study where a learner progresses from one year of a programme to the next. Scholarships do not apply to modules/years of study that are being repeated.</p>
Griffith Global Excellence Scholarship (GGES)	<p>Griffith Global Excellence Scholarship (GGES) is an academic scholarship offered by the Global Engagement Office to applicants from specific countries (including Nepal, Malaysia, Japan, South Korea, Vietnam) if they meet the academic criteria – as per sample promotional leaflet included on the right-hand side. This scholarship for both undergraduate and postgraduate learners may cover up to 50% of a successful learner’s tuition fees, with application based on the applicants’ CGPA and IELTS score. This scholarship, funded by Griffith College, was piloted during the period under review, and its extension is expected in future years.</p> 
Fidelity Investments Financial Services Scholarship Programme for School Leavers	<p>Fidelity Investments, in partnership with Griffith College, offer a scholarship for Leaving Certificate students. The scholarship facilitates learners to take-up full-time employment at Fidelity Investments Operations & Corporate Shared Services group, while also undertaking a fully-funded part-time BA (Hons) in Business at the college.</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>
The Sheila Murphy Music and Drama Scholarship Awards	<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 learners 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>
Opportunity Scholarship	<p>The Opportunity Scholarship is open to eligible learners coming from FETAC or Second Level Education interested in studying one of Griffith College’s full-time courses.</p>
Sports Scholarships	<p>The scholarship is open to learners wishing to undertake degree or masters’ programmes with the College who have a proven ability to play basketball at a competitive level.</p>

Information and Data Management

Retention Report

The data necessary for the completion of the College's Undergraduate Programmes Retention Report 2024-2025 was collected during the reporting period. Building on previous years' reports, further data collation, analysis, and report completion is planned for beyond the reporting period in question.

InsideGriffith

During the period under review, the College's 'People Team', a cross-college multi-disciplinary representative group, launched the internal Sharepoint site, InsideGriffith. The purpose of this site is to provide an internal repository of communications, helping to visually standardise communications, and facilitate more efficient onboarding for new staff members. It also serves to improve version control of HR policies which are now stored on InsideGriffith as the primary repository. This improvement has already made internal staff communications more efficient, and future developments and more widespread implementation promise further enhancements in future reporting periods.

The screenshot shows the SharePoint interface for the 'InsideGriffith' site. The top navigation bar includes the SharePoint logo, a search bar, and a user profile icon. The main navigation menu contains links for 'Who Are We?', 'Training', 'IT/Themis', 'QAED', 'HR', 'AI at Griffith', 'Teaching & Learning', and 'Staff Directory'. The page content features a dark background with the text 'Welcome to Griffith College' and four statistics: 725 Staff Members, 4 City Centre campuses in Dublin, Cork & Limerick, GC50 Celebrating a half century of education in 2024, and 40,000+ Alumni. At the bottom, there is a link to 'Try ChatGPT 5 on Arthur Griffith's Compliant AI Assistant' and an email address 'AskAboutAI@griffith.ie'.

Public Information and Communication

QQI Public Consultations

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

- **Green Paper on a Revised QQI Access, Transfer and Progression Policy** – the college provided an institutional response to this paper in April 2025

Programme Promotion

The Marketing team worked with advertising and media agencies on the College's main advertising campaigns, which include a mix of online, radio, podcast, cinema, TV and audio-visual elements. In addition, a suite of targeted social media activity, alongside dedicated AdWords and SEO to maximise search engine visibility for course keywords, were used to promote specific College programmes. During the period under review, Griffith College took stands, and staff attended multiple events, including Higher Options in the RDS, the Smedia awards, and the Institute of Guidance Counsellors' national conference in Mullingar.



Schools' Week [Dublin campus]

Over 200 secondary school students attended information sessions on the South Circular Road Campus, held throughout October and November, to support learners to explore course options ahead of the 01 February 2025 CAO deadline. Some of the activities that took place across the week included:

- Law Faculty: Law Student for a Day - Attendees were offered a fascinating insight into the Irish Criminal Justice System. Students tested their analytical skills and participated in an interactive courtroom drama where they determined the outcome of a case.
- Design: Art Workshop - Students embraced their creativity, learning the art of zine-making. They explored a range of artistic techniques, discussed creative processes, and began developing their own unique artistic styles.
- Computing: Future Coders Event – This hands-on workshop introduced secondary school students to the world of coding and technology. Alongside coding activities, students learned about the College's Computing programmes and the future of careers in tech.
- Creative Arts and Screen Media: Behind the Lens – A Film Workshop - Participants explored the art of visual storytelling through hands-on workshops in camera operation and editing. Students showcased their creativity by crafting their own one-minute mini-films, offering them a real taste of our Film and TV programmes.
- Psychology: Psychology in Action – This dynamic workshop allowed students to delve into key psychological concepts through taster classes, hands-on experiments, and a fun psychology-themed scavenger hunt, providing a fascinating look into how the human mind works.
- Journalism: Student Press Conference – Aspiring journalists stepped into the role of media professionals, participating in a live press conference. They asked insightful questions to an expert panel and covered the event in real-time, experiencing the excitement of journalism first-hand.

National Secondary Schools' Debating Competition

Griffith College organised and hosted the National Secondary Schools' Debating Competition 2025 in April 2025. The schools were tasked with submitting a 1,000-word essay to debate the motion "The House believes that graffiti in public spaces should be encouraged". The teams consisted of four members, each having the opportunity to speak for 3-4 minutes to present on the day. The shortlisted schools presented and were narrowed down to two remaining finalists - Coláiste Íde and Ardgillan College. The final featured an intense debate on the motion "This House believes that smart phones make us less intelligent", with Coláiste Íde taking the title.

Other Parties Involved in Education and Training

Collaborative Partners

During the period under review, QAED completed its annual operational meetings with the College's collaborative partner providers – ESS Ltd, Innopharma Labs, and Pulse College (as required by the relevant Agreements). These meetings serve to check that all parties are meeting their contractual requirements.

In October 2024 and April 2025, APC approved additional (in company) locations for the College's collaborative programmes with ESS Ltd. – the Certificate in Industrial Instrumentation Calibration and Certificate in Industrial Electrical Safety and Systems – following a site review process carried out in line the College procedures.

Cooperation/Collaborative Agreement(s)

During the period under review, APC approved the strengthening of its procedures to approve Collaborative Memoranda of Understanding and Agreement (including due diligence reporting and articulation agreement consideration) to facilitate consolidate the College's development of relationships with external stakeholders. As a result, APC needs to approve the signing of the memorandum of understanding for establishment of academic relations, and any articulation agreement arising from such a partnership is considered on a programme-by-programmes basis by the QAE Subcommittee (QAES).

Any approved proposed partnerships are in keeping with the College strategy of developing more collaborations with international partners, to support access, transfer and progression opportunities and to enhance the diversity and nationality mix of the College's learner cohort.

All approved international partner relationships are managed by Global Engagement Office (GEO).

Apprenticeship Programmes

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

Self-evaluation, Monitoring and Review

Annual Programme Reports

The Annual Programme Reports play a key role in the College's quality assurance and enhancement system. The APR process enables and supports a regular and structured monitoring and review of the College's wide and diverse portfolio of programmes. The process is intended to maintain academic standards and improve the quality of the programmes by engaging staff, lecturers, learners and other stakeholders. The process is two-fold in that one aspect requires reflection: looking back over the year, the programme performance, consolidating and reviewing data and statistics, while on the other hand, looking forward, working to implement changes and acting to enhance the future delivery of the programmes.

Training was provided to programme teams on its use for annual reporting purposes. APR Review meetings were held between QAED and the relevant programme teams to facilitate individual report review, to provide specific and formative feedback, and to discuss the general outcomes identified in the report for APC. QAED acknowledged the extensive work carried out across the faculties/departments to complete these reports.

A summary report of the Annual Programme Reports (APR) received by the QAE Department (QAED) for 2023/2024 was completed and provided to the College's APC in February 2025. This report included the following sections:

- Learner Experience
- Learner Outcomes
- Lecturer Experience
- External Examiner Feedback
- Other Stakeholder Feedback

Feedback from this process resulted in APR training being provided for programme directors on multiple dates, in May 2025. The sessions presented the updated template, and highlighted best practice activities from the current and previous submission periods.

Report on Services and Facilities Survey

The Services and Facilities Survey covers eight key sections spanning support prior to studying at Griffith College, right through to learner support on campus, library, canteen and other campus facilities. Some sections asked for additional information from learners on topics, for example, such as choosing Griffith College, learner platforms, assessment and the Students' Union. At the end of the survey learners were also asked more generally what they enjoyed most, what they enjoyed least as well as what they would change or improve in the services and facilities across all campuses (Dublin, Cork and Limerick). The survey was shared online on Microsoft Forms, and all data has been captured and saved in Power BI. All learner responses are anonymous. The results provide useful insights into the learner experience of the College services and facilities, examples of what is working well, as well as suggestions and recommendations on areas for improvement

The Services and Facilities Survey ran at the end of semester 2 (23/24), with the corresponding report being provided to APC in October 2024. It was then circulated to all learners in response to feedback gathered. It is also agreed that the content of the survey (the questions) would be reviewed with all stakeholders, in advance of its next implementation. This review and stakeholder consultation were facilitated by QAED. The updated survey questions were implemented at the end of semester 1 (24/25).

The Services and Facilities Survey ran again at the end of semester 1 (24/25), with the corresponding report being presented to APC in April 2025. The revised survey covered eight key sections:

1. Choosing Griffith College
2. IT Services and Campus Facilities
3. Academic and Learner Support
4. Learner Platforms
5. Assessment
6. Student's Union
7. Library
8. Overall Experience at the College

The response to learners following feedback collected at the end of semester 1 was circulated at the end of April. Overall feedback was positive, and this was the highest response rate received in recent years, so this gives a good indication of college performance across, services, faculties and campuses. There were two issues of note:

- Sometimes blended or part-time mature learners feel isolated or left out (as services more geared towards full-time, undergraduate, school leavers/international learners). To action, the library has expanded its offering to an academic skills' workshop in early semester to support academic writing, referencing, etc.
- The SU was positively considered, however 50% of those surveyed were not aware of the SU and its remit. The College needs to establish processes for developing continuity of SU awareness and its role.

Departmental/Functional Reviews

The College plans and implements departmental/functional reviews across the period under review. The ongoing development of the review process as a functional activity is important for the College's progress towards delegation of authority. Specific reviews undertaken during the period under review, as identified in section 1.4.1 (above).

Appeals Process report

The annual review of the appeals process was provided to APC in February 2025, reflecting on the appeals numbers in the previous two examination sittings. The report also highlighted inefficiencies and potential improvements to the process, along with an action plan to address those. For example, one outcome was an update to the Appeals Procedure.

Academic Administration report

The annual academic administration report was provided to APC in April 2025, providing an overview of the functions managed by Academic Administration for the reporting periods of 01 September 2023 – 31 November 2024. This report also included the gathered feedback and reflection on the Graduation 2024. There were no matters arising. The academic admin team were thanked for their comprehensive and transparent report (which builds on last year's document and information). This report was generated with data manually manipulated for presentation. The report should become more straight-forward when THEMIS is more embedded and developed.

Survey coordination

Following some feedback from learners and staff about the volume of surveys reaching learners, QAED collated a list of annual surveys, to facilitate better scheduling and prevent survey fatigue. This included surveys from departments, faculties, and the Students' Union, looking at those aimed at all learners, as well as select groups.

Quality Assurance of Research Activities and Programmes

Research Ethics Committee

The Research Ethics Committee met on 04 November to review the requirements for the Psychology programme. The BA (Hons) in Psychology programme team have experience and knowledge that supported the development of an ethics policy for their programme to support learner projects/dissertations. Once this was complete, the Research Ethics Committee refocused towards an institutional consideration.

EU-funded projects

The College progressed its activity within its European University Alliance (EUA) under the following EU-funded projects:

- The **SMART4FUTURE** project completed in July 2024.
 - **AI4VET**: This project focused on the role of artificial intelligence (AI) for the world of work and for vocational education and training (VET). It involves a consortium of education providers and industry partners across Europe. The College's industry partner for the project, Co Offaly consultancy Anser Procurement, held its last communication event with Laois and Offaly ETB, focusing on AI, during the period under review. Greg O'Brien, Griffith College Learning Technologist, presented at this event, and staff from the Graduate Business School also attended.
- **AI2MED** (Artificial Intelligence in Medical Care) is a ground-breaking initiative aimed at shaping the future of artificial intelligence in medicine across Europe, commenced in the previous period to that under review, with 11 partners across 7 European countries, will run for 36 months. The College's Graduate Business School Innovation Hub has partnered with the Royal College of Surgeons in

Ireland (RCSI) as its medical practitioner partner. During the period under review, the project team, led by senior researcher Dr Laura Bacara, organised the following:

- The *AI2MED AI Horizons Conference Ireland 2025 - Advancing Health, Society and Technology* took place at the College on Monday, 28 April 2025, and was very successful as a project output, with over 90 attendees. There were 2 areas of focus: AI in Education and AI Applications in Healthcare, supported by a great array of speakers.
- **HERTECH:** This is new project joined by the college in December 2024, with the expected duration of three years. It was formally launched at Algebra University in Zagreb in March 2025.
- **EIT HEI Initiative – GT4T (GreenTech4Transformation):** The project will run from April 2025 to April 2027 and is worth €206K to Griffith College. The College will engage with its academic DIVERSE Partners: Satakunta University of Applied Sciences (Coordinator), Windesheim University of Applied Sciences, Rosenheim Technical University and Istanbul Beykent University, and Industry partners: Furthr, Ireland; Ikigai, Finland, and Wild Campus, Germany. This is the first project in which Griffith College will lead a work package. The College will be directly involved with:
 - WP8: Stakeholder Engagement and Outreach (Industry partner: Furthr), in late 2026, to engage industry, policymakers, and communities, ensuring project outputs align with regional and societal priorities.
 - WP9: Quality Control and Impact Measurement (HEI: GC) in early 2027, to monitor project progress, evaluates KPIs, and ensures measurable outcomes in line with EIT HEI objectives.

The College is actively encouraging staff to get involved in undertaking and disseminating this research.

The Griffith College Innovation HUB BOOTCAMP 2024: *Creative Solutions to Regional Challenges*, in collaboration with the Furthr Business Innovation Centre, took place in December 2024. The event enabled seven talented finalists to present their entrepreneurial ideas, competing for the title of 2024 Innovation Champions.

HECA Research Conference

The 3rd Annual HECA Research Conference was hosted at Griffith College, on 19 November 2024.

Third-mission activities, societal and community engagement

Culture Night

The College hosted an open Culture Night event on 20 September 2024, with tours of the historic Dublin campus provided by historian John Dorney. In total, more than 120 people registered to attend the three tours which were conducted over the course of three days.

Griffith College Honorary Awards

At the College's graduation ceremonies in November 2024 the college honoured the following

- Mr Adam Harris, the CEO and founder of [AslAm](#), was recognised for his significant national contributions to autism awareness and advocacy.
- Mr Brian Jennings, a respected [RTÉ](#) journalist, was recognised with a 'Professional Excellence Award' for his nearly four decades of dedication to Irish radio and journalism.
- Ms Zara King, [Virgin Media's](#) Southern News Correspondent, received the 'Distinguished Graduate Award' in recognition of her outstanding contributions to Irish news media, especially throughout the COVID-19 pandemic, where her calm and insightful reporting provided clarity for many amid societal upheaval, during the Griffith College Cork ceremonies.
- Mr Michael Noonan, former finance minister and leader of Fine Gael, received his award in recognition of his outstanding public service and expert stewardship of Ireland's economy during the very difficult years from 2010 to 2013.

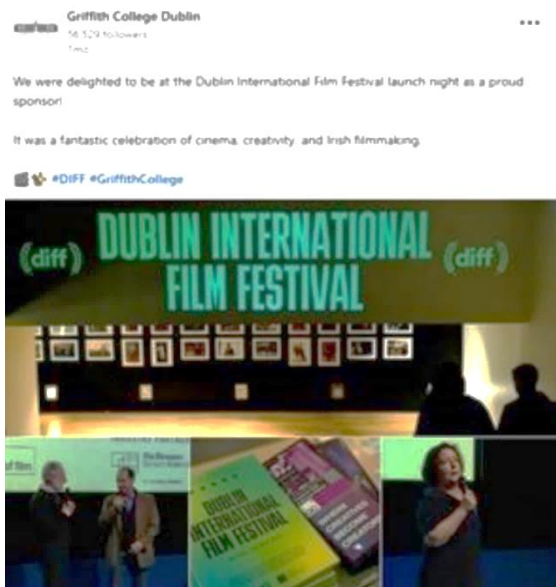
HR Volunteering Day

In November 2024, the HR Department were the first college department to participate in the Employee Volunteering Pilot programme, an initiative where Griffith College employees can request one day of paid leave in order to participate in a volunteering activity. The HR Department staff were welcomed to the Belvilla Community Unit nursing home, which is located beside the South Circular Road campus in Dublin 8.

The HR team had the pleasure of spending two hours with the residents of the unit, where they got creative in painting wooden Christmas decorations to hang on their Christmas tree. The HR team wore festive jumpers to mark the occasion, and thoroughly enjoyed getting to spend some time with the people in the local community, helping them to create some festive masterpieces.



Griffith College's Employee Volunteering Pilot programme in practice



Griffith College's sponsorship of the Dublin International Film Festival 2025

Dublin International Film Festival

The Griffith College Marketing team worked closely with the Creative Arts and Screen Media faculty as part of the support programme for the College's sponsorship of this year's Dublin International Film Festival.

International Women's Day celebration

During the period under review, the College celebrated International Women's Day 2025 with a fantastic event at the Dublin Main Campus on 07 March.

The theme for the Day was "Accelerate Action", highlighting the urgent need to take swift and decisive steps toward achieving gender equality. The guest speakers – Dr Juliet Homan Bressan, Ms Jane McGowan BL, and Ms Jen Cummins TD – were welcomed to deliver talks about their experience as Professional Women in the Workplace and how to #AccelerateAction going forward.

The event's chosen charity was Women's Aid, which is dedicated to improving the lives of women and girls while addressing and preventing the impact of domestic violence and abuse. The event was used as a platform to promote their work, with the participants and wider college community encouraged to make a donation.

Griffith College LGBTQIA+ Pride Event 2025

In May 2025, the College hosted a panel event to mark the 10th Anniversary of the Marriage Equality and the Gender Recognition Act in Ireland. The panel featured three speakers providing a diverse range of perspectives

and included thought-provoking and enlightening discussion on the importance of Equality, Diversity and Inclusion within Higher Educational institutions.

Smedia Awards

The National Student Media Awards are an annual event that celebrates and recognises the creativity and talent within student media each year. It provides an opportunity to acknowledge the achievements of Ireland's emerging media professionals. During the period under review, Griffith College was one of the sponsors for the National Student Media Awards 2025, which took place at a ceremony in Dublin's Mansion House in April.

External Engagement

In May 2025, Griffith College Cork hosted an inspiring evening with Oonagh O'Hagan, Managing Director of [Meagher's Pharmacy Group](#), at the stunning Isabella Honan Chapel. Ms O'Hagan delivered the keynote address at the event which was organised in collaboration with [Network Ireland Cork](#). Themed 'Unlocking the Butterfly Effect in Business: The Key to Sustainable Success', the event explored how small, intentional actions can lead to transformative outcomes. The event, which drew a diverse audience of entrepreneurs, professionals, and learners, marked the sixth annual collaboration between Griffith College Cork and Network Ireland Cork.

Dublin's professional community gathered on Griffith College Dublin SCR Campus, in January 2025, for an informative AI in Action Masterclass, hosted by Dublin Chamber, in collaboration with Griffith College Professional Academy. The event featured Greg O'Brien, learning technologist, AI transformation researcher and lecturer on the College's Professional Diploma in AI for Business.

Internationalisation

Philadelphia Internship Programme

Griffith College Faculty of Law was delighted to welcome Justice Dougherty of the Supreme Court of Pennsylvania and his Senior Administrator, Shane Carey to celebrate the Philadelphia Internship Programme, in the period under review, in February 2025 *[both pictured, here, with learners from the Faculty of Law]*.

Founded in 2014 by Judge Lynn, the Philadelphia Internship Programme allows undergraduate and postgraduate learners from the Faculty of Law at Griffith College to intern and complete a one-month Summer Internship in Philadelphia.



Global Ambassador Programme

Griffith College's Global Engagement Office runs a vibrant Global Student Ambassador Programme designed to promote diversity, inclusion, and intercultural exchange across its campuses in Dublin, Cork, and Limerick. The programme selects student ambassadors from various nationalities and academic disciplines to foster community engagement and cultural understanding. As part of their role, ambassadors create engaging vlogs and content that showcase their experiences, share student perspectives, and support international outreach by highlighting life at Griffith through a global lens.

Diplomatic Visit 2025

In April 2025, Her Excellency, Ms Nicolette Schreiber, the Ambassador of South Africa, and Ms Mabet Van Rensburg, Counsellor at the South African Embassy in Ireland, spoke to a large group of Griffith College learners

from a variety of programmes such as law, journalism, and psychology, about their careers and experience in international relations and diplomacy.

Cultural Events

An International Food Day was held for staff in Dublin, Cork and Limerick, before commencement of the academic term, in September 2024.

The Students' Union organised and hosted a Holi celebration for learners in March 2025

Integration of UN sustainable development goals (SDG)

During the period under review, the College confirmed its achievement of the following objectives under the UN sustainable development goals:

- **Renewable Energy Leadership:** The College is now powered by 100% renewable energy, thanks to a partnership with a leading wind farm.
- **Solar PV Deployment:** The College's solar development is expanding, with solar PV arrays now in operation on the Dublin, Cork, and Limerick campuses. During the period under review, the installation of further solar panels on the roof of the Griffith Halls of Residence on the South Circular Road campus was initiated.
- **Plastic Reduction and Water Conservation:** The College's restaurant is continuing to implement initiatives to preventing more unnecessary plastic use. Calculation indicate that the use of water refill stations has helped avoid 30,000 single use plastic bottles annually.
- **Biodiversity Support:** The College's insect hotels continue to buzz with life, supporting the local ecosystem.
- **Enhanced Waste Recycling:** Recycling initiatives have been further supported across all campuses with widespread availability of recycling bins.

College staff were also invited and encouraged to attend the HEA Education for Sustainable Development (ESD) Spotlight Series. Sustainability has been an area of particular focus for all of the recent programme review/(re)validation panels, and programme teams were encouraged to attend these events, or to review this material in playback, to consider how this can enhance College programmes.

National Bike Week 2025

To mark this week, the College encouraged staff to participate in and enjoy the wide range of events including community and school cycles, fun bike festivals, and safety workshops which were taking place across the country. To help promote sustainable commuting during that week in May, Griffith College ran a competition for staff with the opportunity to win a €500 voucher towards a new bike and helmet. Staff also had the opportunity to combine this prize with their entitlement under the Bike to Work scheme to optimise its value.

External publications or presentations about the institution's QA systems

DIVERSE University Alliance

The DIVERSE (Digital and Innovative Venture Science Education for Resilient and Sustainable Entrepreneurship) University Alliance is a collaborative network of twelve universities spanning eleven European countries. This alliance aims to establish a multidisciplinary European university campus, collectively educating over 150,000 learners with the support of more than 15,000 faculty and staff members.

Objectives and Philosophy: The DIVERSE Alliance is founded on a shared philosophy that emphasizes the integration of education, innovation, and the professional world. In response to significant societal challenges

such as sustainable economic growth, climate change, and security concerns, the alliance focuses on facilitating digital and green transitions. By promoting venture science, the alliance seeks to apply technological advancements to develop economically sustainable solutions that address these pressing issues.

Griffith College staff members have engaged with both online and digital shared initiatives as part of this project, including presenting on the college's internal QA processes to other member organisations.

External Presentations

John Eardly, Programme Director, LLB (Hons) full-time and part-time programmes at Griffith College, Dublin, presented his research paper "Cherishing all the Children of the Nation Equally: Constructing an Effective Model for Cultural Diversity in Undergraduate Legal Education in Ireland" at the Irish Association for International Education (IAIE) Annual Conference, at SETU, Waterford Campus, in June 2025.



The multi-award-winning film THE FLATS, directed by Alessandra Celesia and produced by Jeremiah Cullinane, Creative Arts & Screen Media lecturer, Griffith College, opened in selected cinemas across Ireland, in May 2025. The film was awarded an IFTA (Irish Film and Television Academy) George Morrison Award for Best Documentary in February 2025.

2.1 Initiatives within the Institution related to Academic Integrity

Policies and Procedures

Within the College, particular attention is drawn to NAIN guidelines and their adoption into College QAE policies, particularly for assessment, academic integrity, and academic misconduct. In the period under review, an internal consultation on a new version of the academic misconduct procedure, aligned with newly published NAIN best practice guidelines, was initiated. Griffith College Control Principles for Academic Use of AI (Artificial Intelligence) was updated in January, and again in April 2025. It sets out the College-wide guideline on the use of AI, while allowing each faculty to establish an internal procedure and its own approach, as appropriate to each discipline, and in line with best pedagogical practice.

Griffith College AI in Learner Assessment Policy was approved and introduced to the QAE Manual in January 2025, further clarifying the college's position on AI, and providing further operational clarity to stakeholders across the college.

The Academic Integrity and Misconduct policy (QAE Document 6.10) was updated in January 2025, ensuring that it covers the emerging forms of academic misconduct rooted in misuse of generative AI.

There was a post-semester review of the impact of the AI policies, as indicated when the processes were implemented, and documentation introduced (including the revised academic misconduct policies). Consultation will be carried out in May and June, with output presented to the July meeting, allowing for action pre-September 2025.

Learner Webinar: AI in Assessment
Join us to learn more about AI in Griffith College Assessments

Wednesday, March 5th at 1pm
Thursday, March 6th at 1pm
Thursday, March 6th at 6pm

What is Academic Integrity?
Am I allowed use AI in my assessments?
What kind of AI, if any, is allowed?
How do I know?
What about group work?
What happens if I use it wrong?

Speakers include: The Library, Digital Learning Department & Quality Assurance and Enhancement

Get the Zoom link [here](https://griffith.zoom.us/j/92317901387), or from your faculty, the Library, on Moodle and check your email!
<https://griffith.zoom.us/j/92317901387>

GRIFFITH COLLEGE
EST. 1974

Managing rapid developments in generative AI while continuing to ensure academic integrity

The College acknowledges that it needs robust and adaptable assessment practices to address the opportunities and threats associated with generative AI. While moving to oral assessments temporarily has been a quick fix, more imaginative and long-term solutions are necessary. Incorporating AI tools into the curriculum, while ensuring safeguards against misuse, will prepare learners for the modern workplace while maintaining academic integrity. The policy changes and updates listed above are part of an ongoing process of enhancement when it comes to the institutional response to generative AI.

To help coordinate the College's continued response to the changing GenAI landscape, a new role was created and appointed in January 2025, AI Lead. This position has been a major resource in the implementation of the new policies related to GenAI, including creating and delivering training for staff and learners, consulting with

faculties about individual instances of GenAI use, and creation of additional resources, such as the new digital assessment cover sheet.

Continuous Professional Development Events

Several CPD sessions provided during the period under review focused on raising awareness of Academic Integrity opportunities and challenges within the College, for instance, the College's Digital Learning Department provided:

- a 'Workshop on Generative AI' for lecturing staff in February 2025, which focused on Generative AI in assessment plus College policy developments. The training content, delivered on Zoom, included:
 - An understanding of what Gen AI can do now, how to identify AI work, and options for assessment design
 - Rules for GenAI use in the academic setting at Griffith College
 - Introduction to Griffith Policies on assessment rules and AI
 - Available AI resources and supports.
- Session on 'AI and Academic Integrity', delivered in March 2025 by the Digital Learning Department
- Series of workshops on 'Detecting AI in Learner Submissions' delivered in April and May 2025

National Academic Integrity Week

Griffith College staff were encouraged to attend the NAIN National Integrity Week 2024 in October, as part of the regular programme of CPD events coordinated by the College's Teaching & Learning Department.

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 [Post-CINNTE Implementation Plan - Identified actions, August/September 2025]
1	<p>Visibly consolidate, formalise and embed into the QA&E system the current planning of institutional and programme development arrangements, to form a complete strategic management practice that complements the current agile way of action-planning.</p> <p>To underpin their QA&E integration, mission and strategy should be completed and consistently communicated to all stakeholders, followed by managerial integration (such as action-plan based monitoring, KPIs etc.) across the entire governance as well as the quality systems of the Institution.</p> <p>Leaning on a well-organised QAED team and a fast-developing quality culture, the Institution's governance should include the strategic analysis and follow-up to the outcomes of internal quality assurance reviews and monitoring in their decision-making systems. (AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj #2, 7, 8, 9, 13, 14, 16)</p>	<p>1.1 Complete the development and articulation of the College's Strategy for 2026-2030, and related strategies (e.g. Teaching and Learning, and Learner Engagement and Experience), following extensive engagement with stakeholders.</p> <p>1.2 Communicate the role and functioning of the College's related governance bodies and committees, including PPRC, detailing the strategic decision-making processes considered.</p> <p>1.3 Formalise the consideration of a comprehensive set of annual departmental reviews by the College's APC and MB [as indicated in recommendation #4 below].</p> <p>1.4 Formalise internal reviews and their consideration (such as annual programme reports, feedback processes, departmental reviews) by the College's APC, and other governance bodies/ committees.</p> <p>1.5 Conduct an externally supported review of the College's learner services departments to advance their effectiveness.</p>
2	<p>To ensure sustained resilience and transparency, Griffith College should strategically diversify its governance structures, both in the managerial as well as in the academic realm, by incorporating independent peer review, objective externality and a stronger student voice. (AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj # 4, 7, 13, 20)</p>	<p>2.1 Appoint independent external representatives to the College's Board of Directors.</p> <p>2.2 Increase the formal opportunities for employers to inform and review the College's programme development processes.</p> <p>2.3 Review and update the College's internal committees and reporting structures to ensure their continued effectiveness.</p> <p>2.4 Extend and support learner representation on College-wide committees and programme boards.</p>
		3.1 Review and update the College's Risk-Assessment and Management-Policy.

No.	Relevant objectives	Planned actions and indicators [Post-CINNTE Implementation Plan - Identified actions, August/September 2025]
3	Griffith College should develop a formal institutional risk register, which is reviewed annually. (AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj # 6)	3.2 Develop the College’s Risk Register to include all aspects of its activities across all campuses (cross-institutional engagement). 3.3 Establish the governance framework to manage ongoing oversight and review of risk management activities, and the ongoing review and update of the Risk Register.
4	The review team recommends that work continues to complete all areas of the QAE manual which are “under review”, with particular emphasis on updating, approving and publishing the Admissions, Transfer and Progression Policy and the sections relating to Faculty and Department Review as soon as possible, and implementing a schedule of Faculty and Departmental reviews. (AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj # 1, 6, 8, 13)	4.1 Update the College’s QAE Manual to complete all “under review” policies. 4.2 Update and approve the College’s ATP policy and publish in QAE Manual. 4.3 Update and approve the Staff Recruitment and Selection Policy and publish in QAE Manual. 4.4 Update and approve policy for Faculty and Departmental reviews and publish in the College’s QAE Manual. 4.5 Develop an aligned plan to resource and implement Faculty and Departmental reviews. 4.6 Formalise the schedule of faculty and departmental reviews for consideration by the College’s APC and Management Board (MB).
5	With regard to staffing policies, the review team recommends that the institution document a clear principle regarding academic staffing, which provides clarity regarding full-time and part-time staff and the appropriate balance of each managing and delivering its programmes. Principles regarding the following two scenarios should be included: <ul style="list-style-type: none"> • The circumstance where someone outside of the full-time staff could be a programme director, and the QA measures that may be needed in such circumstances. • The QA measures to support situations where thesis supervision is being done by part-time staff should also be considered, to ensure the quality and consistency of supervision. (AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj # 15, 19)	5.1 Review the role specifications for lecturers and programme directors to ensure their consistency for both full-time and part-time staff. 5.2 Review the role specification for dissertation supervisors to ensure consistency for both full-time and part-time staff. 5.3 Review the academic and administrative staffing levels allocated to a programme and suites of programmes to ensure appropriate balance. 5.4 Continue to advance the suite of onboarding and training resources developed for academic and administrative roles.
6	Although the BambooHR system and recruitment processes appear robust, it is recommended that the Quality	6.1 Extend the roll out of BambooHR to cover all staff roles, both full-time and part-time in all departments and campuses.

No.	Relevant objectives	Planned actions and indicators [Post-CINNTE Implementation Plan - Identified actions, August/September 2025]
	Assurance and Enhancement (QA&E) team schedule and oversee a complete and thorough review to finalise the system's implementation. This review should focus on achieving full alignment, particularly by addressing integration issues with payroll records to ensure seamless and accurate data management across HR and payroll functions. (AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj # 11, 15)	<p>6.2 Agree consistent classifications for all staff roles, to support separate reporting for resourcing and planning purposes.</p> <p>6.3 Provide reports on staff resource allocations in a variety of specification levels (e.g. role, faculty, campus, college-wide).</p> <p>6.4 Oversee the specification and development of BambooHR's reporting functionality to meet the College's QAE and management needs.</p> <p>6.5 Develop a College-wide Staff Handbook to complement existing handbooks for lecturers and learners.</p>
7	Griffith College should consider expanding the access to work placement and internship across a greater range of programmes, as this is clearly valued by and beneficial for many students. (AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj # 10, 21)	<p>7.1 Review and develop the College's industry liaison activities, and related staffing and supports.</p> <p>7.2 Validate standalone, optional work placement module(s) across a wider range of programmes.</p> <p>7.3 Validate an accredited work placement stage (optional and mandatory) within a wider range of programmes.</p>
8	Griffith College should examine the possibility of greater analysis of its progression data. It would be valuable to have information about, for example, the progression rates of students who enter through APL, and those who enter with lower levels of English language proficiency. This data, formally analysed and reported, would provide a robust evidence base to support changes in admission requirements as needed. Some of this analysis may already be in place informally, but it was not evident during the review. (AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj # 10, 11)	<p>8.1 Review and expand the College's current data analysis and reporting in THEMIS and PowerBI dashboards to provide greater analysis and flexibility of reporting for specific learner categories.</p> <p>8.2 Formalise the centralised reporting of progression data of APEL/ APL candidates, complementing existing consideration in APRs.</p> <p>8.3 Formalise the centralised reporting of progression data for learners with regard to their English language proficiency levels, complementing existing consideration in APRs.</p> <p>8.4 Use, share and communicate the extended data analysis and reporting capabilities spanning enrolment, progression, retention and learner success for programme, faculty and college-wide data driven decision making.</p> <p>8.5 Appoint a dedicated manager to lead and direct the further development of the College's data analysis and reporting dashboard.</p>
9	As the institution clearly declares its ambition to develop more research-oriented study programmes, and at the same time it has been attracting a much larger scope of learners' nationalities, the review team recommend even more	<p>9.1 Complete the review of the College's AI policies adopted in February 2025 to ensure their continued suitability for 2025/26 in the light of ongoing developments.</p> <p>9.2 Develop specific policy for lecturers on the use of AI.</p>

No.	Relevant objectives	Planned actions and indicators [Post-CINNTE Implementation Plan - Identified actions, August/September 2025]
	robust approach to academic integrity in learning and research, given the specific nature of more research-oriented work, which is particularly critical at master level. (AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj #2, 3, 5, 10, 17, 18)	9.3 Update the College's Academic Integrity Policy and Academic Misconduct case management framework to incorporate the framework from the National Academic and Integrity Network (NAIN).
10	The review team recommends that the institution publishes results of feedback surveys and core performance metrics. These should be tracked in a multi-year format, enabling the institution to further define its core strategies and clearly communicate these to stakeholders. (AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj #19)	10.1 Develop the QAE Department's section of the College's website to include a QAE / institutional core performance metrics section, which will host links to Annual Quality Reports, programme review and validation reports, etc. as well as College surveys and stakeholder feedback. [as also identified under Recommendation #11, below].
11	Griffith College should promote its QAE services and information on-site also, across pedagogical and social settings on the campuses, in order to efficiently complement their manifold online presence and promote involvement of students especially in the QA&E procedures and activities. (AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj # 2, 4, 13, 19)	<p>11.1 Create a specific section on the QAE page to publish reports including previous 3 years [as identified under Recommendation #10, above].</p> <p>11.2 Promote QAE on GC intranet (Inside Griffith) – publish a specific section, sharing updates on QAE activities and happenings.</p> <p>11.3 Develop more QAE specific training for lecturing staff, to support a cyclical schedule of training for new staff and refresher training in QAE processes.</p> <p>11.4 Promote QAE procedures and activities on notice boards and public spaces on campuses (including redesigning QAE materials for better visual communication and impact).</p> <p>11.5 Develop or provide via outsourcing more specific QAE trainings for students, including strengthening the SU officer positions, investing in the class rep process, and engaging with NStep for advocacy and training.</p> <p>11.6 Review current governance structures to consider and support more and diverse learner participation in college decision making (i.e. extend learner participation beyond the SU, as outlined in recommendation #2 above).</p>
12	To strengthen the quality assurance of its collaboration processes, the institution should consider consolidating QA of collaborative procedures into a single policy document and contract for all third-party arrangements. Additionally,	12.1 Review the College's QAE Manual - Section J: Other Parties Involved in Education and Training, and particularly section 10.2 (Arrangements for collaborations, external partnerships and second providers), to determine what consolidation, if any, is required to strengthen the quality assurance of its collaboration processes.

No.	Relevant objectives	Planned actions and indicators [Post-CINNTE Implementation Plan - Identified actions, August/September 2025]
	improvements in the recording and data management of QA systems would support enhanced oversight. (AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj # 10, 11, 18)	12.2 Review and refine the recording and data management processes in respect of collaborative partnerships to ensure and advance their ongoing effectiveness (in line with the actions identified under recommendation #14.).
13	It is necessary for Griffith College to define and align research ambitions with the institution's long-term strategy to ensure that the necessary infrastructure (financial governance and staffing), as well as QA&E policies and procedures, can be established within the institution to realise these ambitions in a coherent manner. (AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj # 3, 12, 14)	13.1 Define and align research ambitions in the College's strategic plan (as per recommendation #1). 13.2 Continue to participate in joint innovation development projects with EU partners on DIVERSE and other related EU funded initiatives. 13.3 Continue to support HECA's Research Committee, including engagement with the HECA research conference and student awards. 13.4 Formalise the cross-College Ethics Committee. 13.5 Engage with QQI to evaluate the opportunity for the College to propose validation of (level 9) research degrees.
14	Griffith College should seek to manage cohorts with respect to both the increased numbers and the quickly changing profile of international students in order to further develop a multicultural atmosphere that corresponds to the institution's ambitions on quality teaching and learning, including the stated decolonisation priority. The review team recommends that the institution: <ul style="list-style-type: none"> • Embeds both QA and governance of internationalisation firmly into the institution's strategic management, using a 	14.1 Further define and align the College's internationalisation ambitions, including Erasmus+ in the Griffith College Strategic Plan (in line with recommendation #1). 14.2 Complete the College's TrustEd accreditation process. 14.3 Submit the College's application for the Athena Swan Bronze Award. 14.4 Implement recommendations arising from the College's external review of learner services (in line with recommendation #1, action 1.5 above). 14.5 Design and deliver new CPD units to staff on "Teaching Diverse Groups" and "Classroom Management" (in line with recommendation 15.1 below).

No.	Relevant objectives	Planned actions and indicators [Post-CINNTE Implementation Plan - Identified actions, August/September 2025]
	<p>proper set of tools and procedures, including sound data-informed action-planning, targets, ceilings, KPIs etc. Special attention should be paid to the fact that lectures and classes are attended by students with a variety of linguistic competences, with native English speakers and students with English as an additional language from various parts of the world.</p> <ul style="list-style-type: none"> • Ensure a proactive and strategic positioning into Erasmus+ and similar financing mechanisms, including bigger cooperation projects and broad alliances as well as long-term certification arrangements, grant schemes etc. <p>(AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj # 2, 5, 8, 9, 17)</p>	14.6 Further develop the College's Outward Mobility and new programme development with the Diverse Alliance Partners.
15	<p>The institution should continue to provide ongoing support in pedagogy to teaching staff in order to optimise teaching of each module, especially in large class situations.</p> <p>(AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj # 2, 5, 10, 17)</p>	<p>15.1 Continue to deliver and update the College's CPD schedule of lecturer training and its related suite of level 9 programmes.</p> <p>15.2 Continue to adapt the range of training topics addressed to reflect emerging demands and developments (e.g. AI, sustainability, EDI, educational technologies, etc.).</p> <p>15.3 Continue to provide training support for lecturers related to their specific teaching environment (e.g. large classes, intercultural, work-based, etc.).</p> <p>15.4 Review programme and module teaching and assessment strategies in the light of the College's revised Teaching and Learning Strategy, to support further definition of College-wide Graduate Attributes (aligned with recommendation #1).</p>
16	<p>The institution should work to establish clear data on the level of use of the services, the staffing levels, and the student population to provide a clear empirical basis for making decisions about resourcing levels.</p> <p>It should also continue to review its language policy and language supports provided to ensure that the changing</p>	<p>16.1 Complete the migration of the College's learner information management system to THEMIS along with required reporting capabilities.</p> <p>16.2 Review the templates for service department reviews to provide consistent quantitative and evaluative data on activity and service levels to inform resource planning (in line with recommendation #4).</p> <p>16.3 Include the English Language Policy in the formal schedule of review and update, as necessary, of College policies [Policy Tracker Spreadsheet].</p>

No.	Relevant objectives	Planned actions and indicators [Post-CINNTE Implementation Plan - Identified actions, August/September 2025]
	student population at the institution have access to appropriate supports for as long as is needed. (AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj # 9, 11, 14)	16.4 Align the analysis of English Language admission data with assessment performance, as part of the College's consideration of progression/ learner success/completion data [as identified under recommendation #8].
17	The review team recommends that the Institution develops and implements an institution-wide standardised student survey template, and integrates the resulting data into the Institutional Analytics Dashboard, providing faculties with near real-time access to analysed feedback. (AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj # 11, 19, 21)	<p>17.1 Review and refine the standardised survey forms used each semester to capture learner feedback on their learning experience and on the College's facilities and services to ensure their continued central role in programme and institutional decision making.</p> <p>17.2 Balance consistency of survey questions with flexibility to reflect different delivery modes and learner cohorts and learning environments (e.g. apprenticeship, blended, full-time).</p> <p>17.3 Capture the survey findings in digital format for dashboard presentation allowing for timely programme and institutional analysis and review.</p> <p>17.4 Appoint a QAED coordinator of College-wide learner surveys to avoid survey fatigue and achieve high survey completion rates.</p> <p>17.5 Advance the review and analysis of formal feedback each semester from lecturers in respect of their modules to inform future programme delivery and to guide the schedule of training supports offered by the College's Teaching and Learning Department.</p>
18	The institution should capitalise on the opportunity to highlight and publicise partnerships with its industry, community and voluntary partners. By dedicating a section on the website or including references across publications, the institution could emphasise the strategic importance of these external relationships by showcasing success stories, and profiles of key partners and the tangible benefits that these collaborations provide for both students and the wider community. (AQR 2026: Part 3.1/AQR 2025: Part B, 1.2, Obj # 10, 12, 14, 17, 21)	<p>18.1 Review and develop the College's website to further enhance pages, such as</p> <ul style="list-style-type: none"> • Apprenticeship Courses Ireland – Work & Study Programmes • Griffith College in the Community • Partners <p>to highlight and publicise the strategic importance of the College's partnerships with its industry, community and voluntary partners.</p>

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
PG24673 Bachelor of Arts in Film, TV and Screen Media Production, of Arts, Level 7, 180 ECTS PG24674 Higher Certificate in Arts in Film, TV and Screen Media Production, Level 6, 120 ECTS PG24662 Bachelor of Arts (Honours) in Film, TV and Screen Media Production, Level 8, 180 ECTS PG24667 Certificate in Film, TV and Screen Media Production, Level 6, 60 ECTS PG24668 Certificate in Live TV and Studio Broadcast, Certificate, Level 8, 20 ECTS PG24669 Certificate in Visual Effects for Screen and Virtual Reality, Level 8, 15 ECTS PG24670 Certificate in Digital Cinematography and Image Grading, Level 8, 20 ECTS	Planned for completion at (latest) PAEC meeting: June 2026	Most recent validation: 08 December 2019
PG24647 Diploma in Legal Studies and Practice, Level 7, 60 ECTS PG24648 Certificate in Legal Practice, Level 7, 20 ECTS PG24649 Certificate in Legal Studies, Level 7, 40 ECTS	Planned for completion at (latest) PAEC meeting: June 2026	Most recent validation: 24 June 2021
PG24449 Master of Arts in Scoring for Film, TV and Interactive Media, Level 9, 90 ECTS PG24450 Postgraduate Diploma in Arts in Scoring for Film, TV and Interactive Media, Level 9, 60 ECTS	Planned for completion at (latest) PAEC meeting: June 2026	Most recent validation: 24 June 2021
PG24465 Bachelor of Arts (Honours) in Creative Technologies and Digital Art, Level 8, 180 ECTS PG24466 Certificate in Creative Technologies and Digital Art, Level 6, 60 ECTS	Planned for completion at (latest) PAEC meeting: June 2026	Most recent validation: 09 September 2021
PG24722, Diploma in Building Information Modelling (BIM) and Graphic Illustration, NFQ Level 8, 60 ECTS PG24723, Certificate in Building Information Modelling (BIM) and Graphic Illustration, NFQ Level 8, 60 ECTS PG24724, Certificate in Introduction to BIM (using Revit), NFQ Level 8, 20 ECTS PG24725, Certificate in Advanced BIM and BIM Collaboration (using Revit), NFQ Level 8, 20 ECTS PG24726, Certificate in Advanced Rendering, NFQ Level 8, 5 ECTS	Planned for completion at (latest) PAEC meeting: June 2026	Most recent validation: 09 September 2021
PG24718, Diploma in Entrepreneurship and Project Management (Built Environment), NFQ Level 8, 60 ECTS PG24719, Certificate in Entrepreneurship and Project Management (Built Environment), NFQ Level 8, 30 ECTS PG24720, Certificate in Entrepreneurship (Built Environment), NFQ Level 8, 20 ECTS	Planned for completion at (latest) PAEC meeting: June 2026	Most recent validation: 09 September 2021

Unit to be reviewed	Date of planned review	Date of last review
PG24721, Certificate in Project Management (Built Environment), NFQ Level 8, 20 ECTS		
PG24727, Diploma in Conservation, Sustainability and Adaptive Reuse, NFQ Level 8, 60 ECTS PG24728, Certificate in Conservation, Sustainability and Adaptive Reuse, NFQ Level 8, 30 ECTS	Planned for completion at (latest) PAEC meeting: June 2026	Most recent validation: 09 September 2021
PG24534, Postgraduate Diploma in Arts in Trust, Safety and Content Moderation Management, Level 9, Postgraduate Diploma, 60 ECTS PG24578, Certificate in Applied Project Management for Trust and Safety Professionals, Level 9, Minor Award, 10 ECTS PG24579, Certificate in Software Skills for Trust and Safety Professionals, Level 9, Minor Award, 10 ECTS PG24580, Certificate in Self-Caring Practice in Occupational Contexts, Level 9, Minor Award, 10 ECTS	Planned for completion at (latest) PAEC meeting: June 2026	Most recent validation: 09 September 2021
PG24618, Certificate in Industrial Manufacturing and Maintenance Skills, Level 6, Special Purpose Award, 20 ECTS PG24620, Certificate in Industrial Electrical Safety and Systems, Level 6, Special Purpose Award, 5 ECTS	Planned for completion at (latest) PAEC meeting: June 2026	Most recent validation: 19 October 2021
PG24695, Bachelor of Arts (Honours) in Procurement and Supply Chain Management, Level 8, Honours Bachelor Degree, 180 ECTS PG24696, Certificate in Procurement and Supply Chain Management, Level 8, Minor Award, 30 ECTS PG24697, Diploma in Procurement and Supply Chain Management, Level 8, Minor Award, 60 ECTS PG24698, Certificate in Public Procurement, Level 8, Minor Award, 10 ECTS PG24699, Certificate in Sustainability and the Circular Economy, Minor Award, 5 ECTS PG24700, Certificate in Intelligent Technologies in Procurement and Supply Chain 4.0, Level 8, Minor Award, 5 ECTS	Planned for completion at (latest) PAEC meeting: June 2026	Most recent validation: 08 December 2021
PG24750, Certificate in Law and Governance for Trustees, Level 8, 10 ECTS	Planned for completion at (latest) PAEC meeting: July 2026	Most recent validation: 10 February 2022
PG25108 Bachelor of Arts (Honours) in Audio and Music Technology, NFQ Level 8, 180 ECTS PG25107 Certificate in Music Production and Audio Technology, NFQ Level 6, 60 ECTS	Planned for completion at (latest) PAEC meeting: July 2026	Most recent validation: 22 September 2022
PG25109, Bachelor of Arts (Honours) in Music Production, NFQ Level 8, 180 ECTS PG25110, Certificate in Music Production and Audio Technology, NFQ Level 6, 60 ECTS	Planned for completion at (latest) PAEC meeting: July 2026	Most recent validation: 22 September 2022

Unit to be reviewed	Date of planned review	Date of last review
PG25144, Bachelor of Arts (Honours) in Music Production with Composition, NFQ Level 8, 180 ECTS PG25145, Certificate in Music Production and Audio Technology, NFQ Level 6, 60 ECTS	Planned for completion at (latest) PAEC meeting: July 2026	Most recent validation: 22 September 2022
PG25137, Certificate in Strategic Collaboration and Coordination for MMC, NFQ Level 8, 15 ECTS	Planned for completion at (latest) PAEC meeting: July 2026	Most recent validation: 21 September 2023
PG25461, Certificate in Strategic Supply Management for MMC, NFQ Level 8, 10 ECTS	Planned for completion at (latest) PAEC meeting: July 2026	Most recent validation: 21 September 2023
Self-Evaluation/Review of Compliance with Code of Practice for Provision of Programmes of English Language Education (ELE Code)	Submission in late 2025	Self-Evaluation/Review of Compliance with Code of Practice for Provision of Programmes of HE to International Learners (HE Pathway)
QQI Due Diligence	During academic year	New QQI process

3.2.2 Reviews planned beyond Next Reporting Period

(Quinquennial) Programme Reviews - to be completed pre-Sept 2027

PG25645 Higher Certificate in Healthcare Support Practice, NFQ Level 6, Higher Certificate, 120 ECTS
 PG23961, Bachelor of Arts (Honours) in Fashion Design, Level 8, Honours Bachelor Degree, 180 ECTS
 PG25433, Bachelor of Arts in Fashion Design, Level 7, Ordinary Bachelor Degree, 180 ECTS
 PG23965, Certificate in Art and Design, Level 6, Minor Award, 60 ECTS
 PG23963, Bachelor of Arts (Honours) in Interior Architecture, Level 8, Honours Bachelor Degree, 180 ECTS
 PG23964, Bachelor of Arts in Interior Design, Level 7, Ordinary Bachelor Degree, 180 ECTS
 PG25434, Certificate in Art and Design, Level 6, Minor Award, 60 ECTS
 PG25438, Higher Certificate in Arts in Interior Design, NFQ Level 6 Higher Certificate, 120 ECTS [EXIT]
 PG25439, Certificate in Architectural Drafting, 2D CAD and 3D CAD, NFQ Level 6, Minor Award, 10 ECTS
 PG25440, Certificate in Building Regulations in Interior Design, NFQ Level 6, Minor Award, 5 ECTS
 PG25441, Certificate in Lighting Design, NFQ Level 6, Minor Award, 5 ECTS
 PG25442, Certificate in Sustainability in Interior Design, NFQ Level 7, Minor Award, 5 ECTS
 PG25424, Certificate in Music Production for Games, Level 6, Minor Award, 60 ECTS
 PG25123, Master of Science in Medical Device Technology and Business, Level 9, Masters' Degree, 90 ECTS
 PG25124, Postgraduate Diploma in Science in Medical Device Technology and Business, Level 9, Postgraduate Diploma, 60 ECTS

4.0 Additional Themes and Case Studies

CASE STUDY 1

‘Revalidating’ a Microcredential

Theme: Sustainable programme development

Keywords: Microcredentials, programme revalidation, Skillnet, industry partnership

During the 2024/25 academic year, one of the College’s most successful microcredentials, the Certificate in Applied Human Resource Management for Irish Hotels and Guesthouses, reached the end of its initial validation period. Developed in partnership with the Irish Hotels Federation (IHF) through its Skillnet, the programme was effectively designed by the hotel sector for the hotel sector and has been widely commended for its positive impact on industry practice, as showcased in the [recent promotional material](#) generated by the IHF Skillnet.

As demand for the programme continued beyond QQI’s three-year validation period (which is standard for microcredential programme validation by QQI), and in the absence of a larger principal award into which it could be embedded, the College consulted with stakeholders, including QQI, and decided to seek a full revalidation of this 10 ECTS programme. While QQI’s initial validation process for microcredentials is intentionally streamlined to support agility and rapid deployment, no equivalent streamlined process currently exists (nor is anticipated) for revalidation of such programmes. Consequently, the programme team followed the traditional higher education revalidation route.

Despite the more extensive documentation, and significant scale of process, involved, the full revalidation process also offered some benefits. It provided the programme team with an opportunity to extend the validation period to five years, securing the sustainability of this valuable upskilling route in a more cost-effective manner. The revalidation submission was underpinned by comprehensive data analysis and stakeholder feedback gathered across the programme’s three years of delivery. This evaluation informed a range of enhancements to strengthen the programme’s future relevance for learners and employers.

The process also proved beneficial institutionally. It enabled multiple stakeholders to gain valuable experience of a standard revalidation and review process, including the staff of the Griffith College Professional Academy (responsible for learner admissions and support), the Programme Director, an industry partner (IHF), and the Quality Assurance and Enhancement team overseeing the institutional accreditation processes.

Ultimately, the successful revalidation of this microcredential programme reinforced the College’s long-standing reputation for excellence in hospitality education, while ensuring that learners and professionals in the Irish hotel sector continue to access high-quality upskilling opportunities across NFQ levels 6 to 9.

CASE STUDY 2

Developing and Refining Griffith College's AI in Learner Assessment Policy

Theme: Generative AI in Higher Education, Policy Development, Assessment

Keywords: Assessment, Academic Integrity, Generative Artificial Intelligence

Introduction:

The rapid increase in Generative AI use since its release in late 2022 presented unprecedented challenges for higher education. Like many HEIs, Griffith College recognised the urgent need to address the implications of GenAI use in learner assessments in order to maintain academic integrity and ensure graduates possess genuine competencies aligned with their qualifications.

In response, Griffith College developed an AI in Learner Assessment (AI AS) policy, providing clear guidance across different assessment types. The policy underwent two significant phases: initial development and voluntary implementation, followed by a comprehensive review and revision.

Policy Development:

Phase 1: Initial Policy Development (Winter 2024)

A working group comprising of members of the Teaching and Learning Group, programme directors and heads of faculty developed the first iteration of the AI AS policy. They analysed practices from other HEIs around the world, consulted with stakeholders across the College, and modified the tiered framework developed by Perkins et al. (2023) to better suit the College's needs.

<h2>AI in Learner Assessment (AI AS)</h2>	
Level 0 All AI Prohibited	Do not use any AI at all.
Level 1 AI to form ideas, structure, and research	You can use AI when planning your assignment! All AI use must be declared. Examples: -Generate ideas for topics -Draft an outline -Research sources (that you will read later)
Level 2 AI to document edit and improve written quality	You can use AI to help you edit a draft of an assignment. All AI use must be declared. Examples: -Check grammar for short paragraphs -Provide suggestions to improve -Suggest synonyms
Level 3 AI for partial task completion	You can use AI tools to perform certain tasks in the assignment – not directly related to learning outcomes. All AI use must be declared. Examples: -Generate sample dataset -Template creation -Basic data analysis -Image annotation
Level 4 AI task completion with human evaluation	You can use AI to complete certain elements of the task (to express part of the learning outcomes). You will use AI to complete specified tasks and provide discussion, analysis or commentary on the generated content. All AI use must be declared.

Adapted from Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment (2023). CC-BY-NC-SA
For the full text of the Griffith College adapted AI in Learner Assessment Policy please refer to the QAE Manual: <http://www.griffith.ie/QAEManual>



The initial policy established 5 distinct levels of AI use in assessment (as per figure 1, above). Every level included all previous levels (e.g. selecting Level 2, meant that Level 1 use was also allowed). Each level allowed GenAI use for different tasks while maintaining the learning objectives of the assignment. Learners were required to declare their use of Generative AI.

As the policy was finalised very close to the start of the semester, faculty could opt to use the AI AS framework but were not required to do so.

Phase 2: Feedback and Revision (Summer 2025)

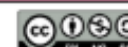
At the end of Semester 2, 2024/25, the College conducted structured feedback sessions with teaching staff across all faculties. The feedback was analysed by the AI Lead, in consultation with QAE Department staff and other stakeholders, and strategic revisions were made to the policy structure. Most significantly, the AI AS framework was restructured (as indicated in figure 2, below) so that each level now operates as an independent category rather than as part of a hierarchy. This means lecturers/programme teams can select one or more categories that apply to each assessment, and different components within a single assessment can be assigned different AI AS categories. This revision provides greater flexibility in assessment design. Additionally, a sixth category, Full AI Use (AI use without restriction and without critical analysis), was added, which is never permitted and constitutes academic misconduct, providing clarity on prohibited behaviours.

AI in Learner Assessment (AI AS)



No AI Use	Do not use any AI at all.
AI for Planning	<p>You can use AI when planning your assignment!</p> <p>Examples:</p> <ul style="list-style-type: none"> ·Generate ideas for topics ·Draft an outline ·Research sources (that you will read later) <p>All AI use must be declared.</p>
AI for Editing	<p>You can use AI to help you edit a draft of an assignment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ·Check grammar for short paragraphs ·Provide suggestions to improve ·Suggest synonyms <p>All AI use must be declared.</p>
AI for Support Tasks	<p>You can use AI tools to perform certain tasks in the assignment – not directly related to learning outcomes.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li style="width: 50%;">·Generate sample dataset <li style="width: 50%;">·Template creation <li style="width: 50%;">·Basic data analysis <li style="width: 50%;">·Image annotation <p>All AI use must be declared.</p>
AI for Collaboration	<p>You can use AI to complete certain elements of the task (to express part of the learning outcomes).</p> <p>You will use AI to complete specified tasks and provide discussion, analysis or commentary on the generated content.</p> <p>All AI use must be declared.</p>
Full AI Use	<p>AI use without restriction and without critical analysis is not permitted in any assessment.</p> <p>Use of AI in this manner will result in a case of academic misconduct.</p>

Adapted from Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment (2023). CC-BY-NC-SA
For the full text of the Griffith College adapted AI in Learner Assessment Policy please refer to the QAE Manual: <http://www.griffith.ie/QAEManual>



Starting in Semester 1, 2025/26, all assessment briefs must include clear indicators of what categories in the AI AS framework are allowed. Faculty training as well as templates for including the policy in assessments were available prior to the beginning of the semester. Additionally, several programmes include planned specific learner training on the policy in the first month of the semester, beyond this reporting period.

Policy Application:

Below are some examples of how the policy is implemented across the college:

- **AI for Collaboration:** In a Professional Academy module called 'AI in Business', learners may interact with Generative AI tools and discuss their experiences in a series of weekly blog posts. Each week their interactions are related to the content covered in the module and they have to document their AI use as well as critically engage with the outputs the AI tools generate.
- **AI for Support Tasks:** In the Psychology module "The Creative Mind" learners may use AI tools to support them with their group presentations on creativity, by utilising generated templates for their slides and creating images that are relevant to the topic to support their discussion - however the text within the presentation and the delivery of the interactive activity during the presentation had to clearly demonstrate critical thinking and engagement with the learning outcomes.
- **AI for Planning and AI for Editing:** In the Graduate Business School module "Business Research Methods" learners may use GenAI tools to refine their research question and plan their literature review. Additionally, learners may utilise tools in editing their writing.

CASE STUDY 3

Implementing the See Change Programme at Griffith College

Theme: Mental Health

Keywords: mental health, wellbeing, champions, advocacy

Over the period under review, Griffith College has been implementing a strategic schedule of activities, policy updates, and communications, to prepare the formal recognition of the See Change Workplace Programme for the College's commitment to reducing stigma and promoting open conversations about mental health at work, which is anticipated in October 2025.

This achievement will reflect the College having successfully completed the six key steps of the See Change Workplace Stigma Reduction Programme. The programme provides a practical, evidence-based framework for embedding mental health awareness and support across the workplace.

Over this reporting period, in addressing the six key steps of the See Change Workplace Stigma Reduction Programme, Griffith College achieved the following milestones:

1. Leadership Commitment

The College's senior management team completed training in mental health awareness and committed to creating an open, stigma-free workplace culture.

2. Policy Review and Renewal

The human resource (HR) and wellbeing policies were reviewed and updated to ensure they reflect best practice in supporting mental health and tackling stigma.

3. Staff and Line Manager Training

Training was provided to colleagues across the College to raise awareness, build understanding, and empower staff to support one another in relation to mental health at work.

4. Employee Mental Health Champions

Griffith College established a network of employee Mental Health Champions and trained these individuals to provide peer support and to signpost available wellbeing resources.

5. Employee Assistance Programme (EAP) Upgrade

The College's renewed its EAP partnership for a further five-year term, securing an upgraded package with enhanced supports for all staff.

6. Ongoing Engagement and Awareness Initiatives

Throughout the year, the College hosted regular wellbeing and mental health events, marking national awareness days and providing opportunities for open dialogue.

Wellbeing Wrap - A Bi-weekly Newsletter
15th MAY 2025 VOLUME 2

"What do you want to be when you grow up?"

Ending the stigma
Welcome to this week's Wellbeing Wrap. This week we would like to focus on removing the stigma of mental health which is essential for building a more compassionate and supportive workplace. Stigma often stems from misconceptions, fear, and a lack of understanding leading to discrimination and social exclusion for those experiencing mental health challenges. To break this cycle, education is crucial - learning about mental health conditions and sharing accurate information helps dispel myths and fosters empathy. Speaking openly about mental health, whether through conversations or on social media, normalises these discussions and encourages others to seek help without shame.

Mental Health Action Day - 15th May
Mental Health Action Day is a global initiative designed to move the conversation beyond simply raising awareness and into meaningful action for mental wellbeing. Spearheaded by MTV and TaskForce, their aim is to empower individuals to take tangible steps for their mental health. The goal is to motivate people to support themselves and others - whether that means dedicating time for self-care, reaching out to loved ones, or advocating for broader systemic changes in mental health care.

The core message of Mental Health Action Day is that, just like physical health, everyone can take proactive steps to improve and protect their mental health. The 2025 theme is "Check In With A.S.K.", which stands for:

- Acknowledge someone's experiences and feelings,
- Support them by asking what they need,
- Keep in touch regularly to show you care.

Why not take action and reach out to a loved one today.

"JUST TAKE THIS STEP...
...THE HORIZON WILL LOOK AFTER ITSELF"

15th MAY 2025 VOLUME 2

NEWSLETTER HIGHLIGHTS

- Ending The Stigma
- Mental Health Action Day - 15th May
- World Meditation Day - 21st May
- Griffith Go - Why stop now?
- Keep Your Brain Active

RESOURCES

- Employee Assistance Programme
- Health Insurance Cash Plan
- Mental Health Champions
- Mental Health Resources

Achieving recognition under the See Change Workplace Programme will be a milestone moment for Griffith College. It represents not only the completion of the six steps, but also a continued commitment to fostering a culture of support, understanding, and openness around mental health.

Mental Health Champions

In October 2024, 26 staff members, from across campuses in Dublin, Cork, and Limerick, participated in the Mental Health Champions (MHC) training. This advocacy training supported the champions to speak up in the workplace on matters of mental health and the associated stigma, as well as equipping them with the tools to reduce said stigma.

The MHC group has been meeting regularly since being trained, planning and implementing mental health related initiatives, such as developing the MHC newsletter (distributed to all staff via InsideGriffith and email), organising regular staff coffee mornings at all campuses, creating an organic space for conversations relating to mental health, and developing a schedule of activities going beyond the period under review, such as marking the Mental Health Day in October, and participating in The Samaritans' Longest Night initiative in December.

Training and establishing this network of employee Mental Health Champions ensures that the efforts to reduce stigma around mental health in the workplace will be ongoing and continue beyond the planned See Change recognition in October 2025.

Counselling Room on campus

Another significant achievement of the See Change initiative was the refurbishment and redesign of the College counselling room. While this space was primarily created for the Student Counselling Service, it is also available to Mental Health Champions for private conversations when they are approached for support.

The room has been designed and furnished to create a calm and peaceful environment. Having a dedicated mental health support physical space on campus that is not used for teaching or other academic activities is a significant step to supporting mental health awareness and reducing stigma in this regard for all of the college community.



CASE STUDY 4

The People Team at Griffith College: *Enabling Organisational Transformation Through Agile Collaboration*

Theme: Organisational Transformation

Keywords: organisational transformation, wellbeing, engagement, communication

Griffith College is undergoing significant transformation, driven by its strategic vision, refreshed core values, the 2024 Institutional Review, and initiatives including a new Student Information System and the Athena SWAN Bronze Award. Central to this change is a skilled, engaged workforce capable of meeting evolving educational and digital challenges. Historically, staff training was delivered across multiple departments, leading to fragmented experiences, duplicated effort, and inconsistent engagement. To address this, the College established the People Team, a cross-functional, agile group with representation from staff-facing departments. Operating iteratively, the team aligns expertise across functions to solve organisational challenges and deliver practical, scalable solutions.

Design Thinking in Practice

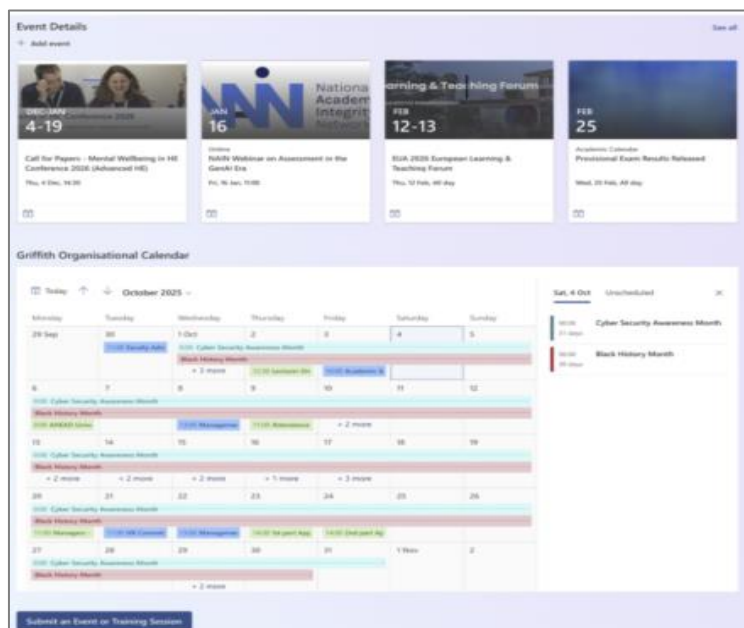
The People Team focuses on building capability and innovation while driving strategic collaboration. By sharing knowledge and resources, it reduces duplication, improves consistency, and delivers inclusive, user-centred solutions grounded in real staff needs. Applying design thinking principles, the team places staff and lecturers at the centre of solution design. Co-creation, iteration, and testing strengthen engagement, break down silos, improve efficiency, and foster innovation. This approach, in the case of the People Team, is transforming learning and development from isolated initiatives into a continuous, organisation-wide process. These initiatives demonstrate how agile, collaborative working directly addresses previous fragmentation and enhances the staff experience.

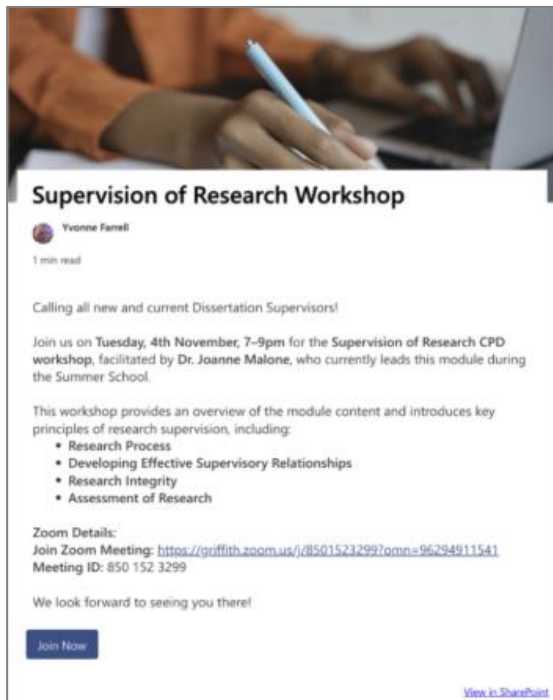
By using agile ways of working, collaboration, and design thinking, the People Team has built a flexible, human-centred model of staff collaboration that supports communication, drives real engagement, and enables lasting transformation. The team provides a powerful example of how projects can be successfully delivered: a small, empowered, cross-functional group applying user-focused, iterative methods to tackle complex challenges and achieve measurable results for the institution.

Strategic Focus, Impact and Progress

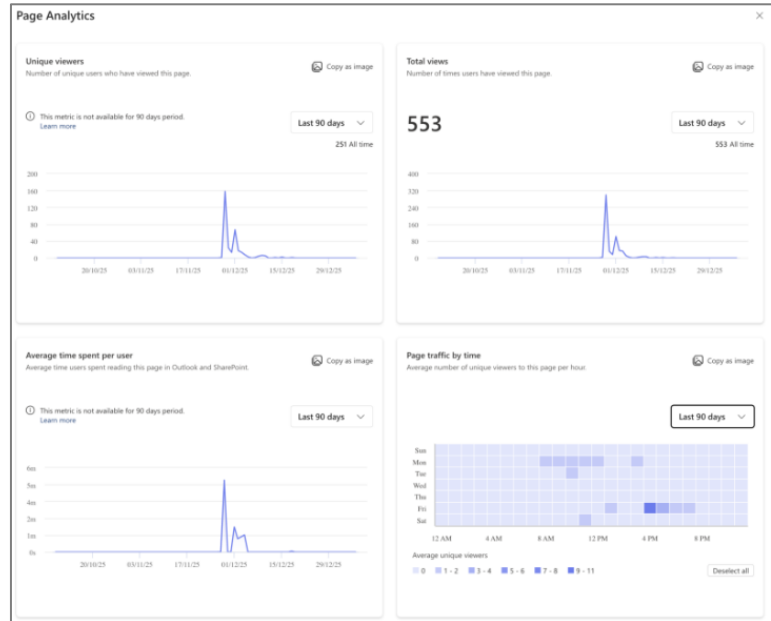
Through 2024/25, the team delivered tangible outcomes including:

- Inside Griffith, a staff intranet, which centralises learning, information, and communication increasing staff engagement with relevant emails and other communications.
- the 'live' Organisational Calendar (as per the sample image on the right-hand side), which improves communication, visibility and coordination of training and events.
- a SharePoint communications tool ensures structured, consistent updates with measurable engagement metrics (see below).





Sample SharePoint communication, sent through Inside Griffith



Sample Communications Analytics Dashboard: SharePoint communications tool ensures structured, consistent updates with measurable engagement metrics

Building on the momentum of the enhancements generated through the implementation of InsideGriffith, the People Team is advancing the Griffith College Learning and Development Strategy, including a college-wide L&D Action Plan, a review of roles and competencies, coherent content and communication strategies, a data-driven approach to prioritising training needs, and strengthened training certification management.

CASE STUDY 5

Lights, Camera, Learning: *Authentic assessment supporting live streaming TV-industry preparedness*

Theme: Work-integrated learning

Keywords: authentic assessment, real world experience, constructive alignment, transversal skills

Introduction

Advanced TV Studio is the capstone production module (10 ECTS) in Stage 3 of the BA (Hons) in Film, TV and Screen Media Production – TV Studio pathway. Building on knowledge acquired in earlier stages of the programme, the module focuses on developing learners' mastery of professional multi-camera studio production through hands-on studio work using industry-standard equipment. In the module, learners work with keying systems, graphics tools, virtual set technologies and LiveMatte applications as part of their advanced training.

Delivered over two twelve-week semesters, the Advanced TV Studio module follows a structured progression. The intended outcome of this capstone module is to prepare learners for a real-time broadcast environment, to highly technical and editorial expectations, under strict time constraints. Learners pitch programme ideas, develop production documentation, participate in weekly technical workshops, rehearse in rotating roles, and ultimately produce and live-stream a complete multi-camera programme.

The live production element is the focus of the module's first semester, and learners collate and submit detailed supporting documentation and reflection workbooks over the second semester. Learners are required to produce basic production documentation by week six, complete rehearsals by week ten, participate in intensive multi-day practice sessions in week eleven, and execute their real-time live broadcast in week twelve, without any opportunity for edits or retakes.

Weekly delivery sessions cover camera work, lighting, sound, graphics, running orders, editorial planning and full rehearsals. The final broadcasts – continuous streaming via the Griffith College YouTube channel – takes place in over a number of days at the end of semester 1 (in December). This process enables the learners to demonstrate their ability to meet professional standards of safety, editorial compliance, technical accuracy and teamwork within the concentrated timeframe.



Module Delivery – reflecting real world experience

The delivery of the module has been refined and enhanced to reflect associated challenges linked to real world experience, and its impacts.

1. Time Pressure and Production Readiness

Learners initially found it challenging to transition from concept development to complete production documentation. The group development presentations in week six require the learner to generate significant materials, including running orders, lighting plans, scripts, storyboards, mood boards, research briefs, and VT (short film) outlines. The module teaching schedule includes delivery of a variety of 4, 5 and 6-hour sessions over the first semester. Weeks five and six include guided workshops on documentation platforms, practical feasibility checks, and structured feedback. The documentation quality has improved with learner cohorts, with many learners highlighting the need for more preparatory work by learners in earlier modules.

2. Technical Complexity and Role Rotation

During the module execution, learners rotate across studio roles such as director, floor manager, vision mixer, camera operator, sound engineer and graphics operator. Technical workshops throughout the semester support rapid skill acquisition, with learners receiving hands-on sessions in lighting, sound, camera movement, graphics and blocking provided. Industry experts, such as professional broadcaster co-ordinators and vision mixers, were also engaged to give masterclasses. Rehearsals in weeks nine and ten strengthen learner confidence. Learners develop versatile production capability, and they expressed appreciation for getting to work with professionals and within a professional context.



3. Live Stream Equipment Reliability and Contingency

Live streaming requires a single continuous real-time recording through the TriCaster system, with no edits permitted afterwards. The learners use dedicated TV studio camera and audio equipment to achieve this. Sets and motion graphics are designed and built to reflect the nature of each bespoke programme, creating technical pressure for learners. Weeks 9-11 include troubleshooting workshops addressing VT timing, graphics syncing, lighting levels and sound balancing, while also facilitating intensive multi-day practice. Learners gain confidence in real-time technical problem-solving and responding professionally to unexpected issues.

4. Editorial Judgement and Compliance

Learners demonstrate editorial judgement in considering audience focus, timing and regulatory compliance (beginning in week seven). Although compliant with broadcasting on the internet, the aim of this module is to teach learners how to understand audience and the criteria to ensure the broadcast is compliant for TV. The feedback support structure was expanded through editorial workshops, guest speakers, Griffith College marketing team, and weekly tutor feedback to support decision-making. Week ten involves a full script and production sign-off before the broadcast. This overall process supported learners' creative freedom while enabling them to deliver compliant, clear and structured programmes.

5. Two-Semester Delivery Structure and Competing Workloads

The module was initially delivered over two semesters, with the live stream scheduled for May. This meant that learners were completing while also simultaneously producing their graduation films, resulting in their attention being divided, their ability to rehearse being reduced, and their experiencing significant fatigue. The programme team revised the delivery structure, with eighty per cent of the module, including all rehearsals and the live broadcast, now taking place in semester one. Only the supportive documentation and learners' reflective work

is carried into semester two. This development has improved learner engagement, strengthened their preparation, and decreased their workload conflicts.

6. Generating a Meaningful Audience for the Live Broadcast

Initially, the live streams of the learners' work attracted a small number of viewers, which limited the overall authenticity and professional relevance of the assessment. The programme team collaborated with the College's digital marketing department to create an audience strategy, planning and coordinating promotional activity using the College's social media channels (scheduled posts and targeted messages), and encouraged learners' personal network sharing. After each live broadcast, the recording is uploaded to the College's social platforms, and viewers may watch, or rewatch, the programmes. As a result, audience numbers have increased to hundreds of views per show, during and after the livestreams.

The reposted broadcasts continued to attract viewers, generating hundreds more views over subsequent weeks – this significantly improved learner motivation and enhanced the authenticity of the live broadcast experience.



A graphic used to promote an upcoming student live broadcast via social media.

7. Learner Attendance and Group Project Engagement

Challenge:

The Advanced TV Studio module depends on collaborative peer activity, with every production group relying on each learner to carry out essential technical and creative roles, such as directing camera operation, sound control, graphics operation and floor management. The structure and delivery of the module requires learners to attend regularly and punctually, to arrive prepared, and/or to maintain consistent engagement. Failure in this endeavour creates gaps in workflow and places added pressure on engaged peers who need to cover missing roles during rehearsals. To maintain continuity, the programme team emphasise the need for clear communication, accountability and professional expectations to each class group. Weekly reminders highlight the importance of attendance for group continuity and for learners' development of real-world production habits. Attendance monitoring was incorporated into rehearsal planning, and groups were encouraged to rotate responsibilities transparently to ensure that any absence had a visible impact. Learners were reminded that the studio environment mirrors professional practice where reliability, punctuality and teamwork are non-negotiable.

With the live broadcast scheduled to take place in the first semester, learners appear to have more capacity to focus on the studio project and became more willing to engage actively in rehearsals and group tasks, thereby enhancing the overall learning outcomes for the module. Groups attendance and engagement is supported, and they demonstrate stronger collaboration, clearer communication and more consistent rehearsal participation. Learners expressed greater motivation and respect for shared responsibilities. Where possible, learners were allowed to self-select their production crews. This supports group cohesion, reduces conflict, supports interpersonal communication, and supports learners to feel more ownership of their creative projects.

Conclusion

The integration of live streaming within the Advanced TV Studio module successfully simulates a professional broadcast environment, requiring learners to engage with real-time decision-making, technical proficiency and editorial responsibility. Review of (and action on) learners' feedback on the module's delivery resulted in:

- Strengthened learner mastery of advanced multi-camera studio production, aligned with module learning outcomes.
- Increased learner awareness of the high-stakes nature of live broadcasting.

- Enhanced learner teamwork, communication skills and professional judgment in fast-paced studio conditions.
- Reduced learner stress due to rescheduling of the programme delivery and submission dates across the academic year.
- Significantly improved learner motivation due to a larger and more authentic audience.

Although challenges emerged, including scheduling conflicts, technical complexity and previously low audience numbers, the revised (and current) delivery and audience strategy improved overall learner engagement and resulted in a more authentic and motivating learning experience. The lessons from the ongoing delivery of this module demonstrate for learners the importance of structured rehearsal time, careful scheduling, collaboration with digital marketing and embedding real-time, authentic assessment opportunities into studio-based modules. The live streaming model has strengthened learner preparedness for the realities of contemporary broadcast production, while providing them with an authentic learning experience.