



GRIFFITH COLLEGE
– 50 YEARS OF EXCELLENCE –
1974 TO 2024



Griffith College

Coláiste Uí Ghríofa

Institutional Profile, June 2024



**Dublin
Main Campus**



**Cork
Campus**



**Limerick
Campus**



**Dublin City Centre
Campus**



GRIFFITH COLLEGE DUBLIN

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No Entry

“Over the past five decades Griffith College has been at the forefront of innovative education provision, remaining relevant and responsive as society and the economy have evolved and changed in unexpected ways. It’s inspiring to see how the college is always working to deliver programmes in a way that works for the learners.”



Mr Simon Harris, TD, Minister for Further and Higher Education, Research, Innovation and Science, speaking at a GC50 Business Breakfast event scheduled to celebrate Griffith College's 50th anniversary in 2024, on 01 February 2024

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Notes to reader:

To support your reading of this document:

1. Griffith College understands that where definitions exist to identify a distinction between the use of the terms student and learner, “student” is often used to indicate someone engaging in formal directed learning, connected to an educational institution, whereas “learner” can be considered more inclusive and reflective of a more diverse learning community developing knowledge, skills and competences. Griffith College uses these terms interchangeably.
2. There is a Glossary/List of acronyms and initialisms provided in Appendix 3.



FOREWORD BY PRESIDENT



As Griffith College celebrates its 50th anniversary, it is my privilege to present this Institutional Profile as part of the College's Institutional Review process.

The Institutional Review process presents a most welcome opportunity for the College for significant shared reflection on five decades of dedication to academic excellence, innovation, and inclusivity. During this time, we have developed from a professional accountancy training provider to a higher education institution offering over 150 accredited programmes welcoming more than 7,000 learners each year. Griffith College has made significant capital investments across its four campuses in Dublin, Cork, and Limerick, forged strong partnerships with industry, and, when needed, supported learners in both public and private institutions when their programmes of study ceased.

Since its establishment in 1974, Griffith College has sought to expand access to education for learners and deliver career-focused education. It is led by its mission of providing a world-class intercultural learning experience for a diverse body of students, supporting their career success and impactful research output for the global community.

This Institutional Profile provides an overview of the College's activities and highlights our dedication to our learners and our contribution to protecting and advancing Ireland's Higher Education reputation. Griffith College is more than just a place of learning; it is a community where lifelong friendships are forged, and lasting memories are made. Our vibrant campus life, coupled with a strong emphasis on supports and well-being, ensures that learners and staff are valued and empowered.

The College greatly welcomes the appointment and engagement of the external expert panel members for this Institutional Review Process. We look forward to their detailed engagement with the College and to their valuable experience, insights, advice and recommendations that will inform and guide the College's further development.

Over the lifetime of the College, we have benefitted enormously from peer-review processes in affirming and advancing the quality of our programmes, our academic supports and wider College activities. We are committed to adopting and contributing to best practices and embracing continuous quality enhancements to ensure that our learners and the communities we serve benefit from our continued growth.

I would like to thank all the staff, learners, graduates and external stakeholders for their ongoing support, engagement and feedback throughout the College's history. I would also like to acknowledge the input of colleagues in Quality and Qualifications Ireland and other government departments who have supported Griffith College's development over the past half-century.

I look forward with confidence to the College's future on its path towards delegated authority.

A handwritten signature in black ink that reads "Diarmuid Hegarty". The signature is written in a cursive style.

Professor Diarmuid Hegarty
President, Griffith College

1. OVERVIEW AND CONTEXT

1.1 Introduction to Griffith College

Griffith College is one of Ireland's leading independent higher education institutions. Established in 1974, the College is currently celebrating its 50th anniversary. The College has an annual student population of over 7,000, across a wide range of undergraduate, postgraduate and professional programmes. These programmes are managed and supported by a team of 725 staff, which encompasses those of both full-time and part-time contractual status.

The College has four campuses, two in Dublin and one each in Cork and Limerick.

National Context

The College's activities are integrated into Ireland's national higher education structures. The College's academic programmes are validated by Quality and Qualifications Ireland (QQI), and lead to awards on Ireland's National Framework of Qualifications (NFQ). These programmes range from NFQ level 5 programmes, preparing learners for higher education, to NFQ level 9 postgraduate diploma and masters' programmes. The College also delivers academic programmes accredited by Heriot Watt University, the Business and Technology Education Council (BTEC) and the Institute of Commercial Management (ICM). Other programmes delivered by the College prepare learners for professional examinations of Irish regulatory bodies such as the Law Society of Ireland, Honorable Society of King's Inns, Association of Chartered Certified Accountants (ACCA) and the Certified Public Accountants of Ireland (CPA Ireland).

Throughout its history, College founders, senior managers and faculty members have continued to play active roles in the development of higher education, nationally, for example in holding roles as council and committee members of HETAC (QQI's predecessor body), and the National Apprenticeship Alliance, as contributors to national policies, and active participants at conferences. The College also works closely with the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS), the Department of Justice, and other State bodies, such as the Industrial Development Authority (IDA) in relation to the recruitment and admission of international learners in key areas of employment growth in Ireland.

The College's full-time undergraduate programmes are offered through Ireland's Central Admissions Office (CAO) system.

The College works closely with the Higher Education Authority (HEA) in relation to funded programmes for those in industry seeking to upskill or find employment. The HEA also provides a fund to support learners attending the College who have particular disabilities or additional learning requirements.

The College is a founding member of both HECA, the Higher Education Colleges Association, which represents independent higher education colleges in Ireland, providing support for best practice in relation to teaching, learning, quality assurance and other aspects of programme delivery. It is also a co-founder of ICOS, the Irish Council for International Students, which ensures that the benefits brought about by international education are recognised, the barriers faced by international students in Ireland are minimised, and that these students are integrated into Irish academic life and wider society.



(L-R) Dr R.H McGuigan, Provost, University of Ulster, Jordanstown campus; Edmond Holohan, Senior Tutor, Computing Science, Griffith College Dublin; Prof Elizabeth Hull, Head of Computing Science Dept., University of Ulster; Prof Trevor Smith, Vice-Chancellor, University of Ulster; and Diarmuid Hegarty, Chairman, Griffith College Dublin.

1.2 History of Griffith College

The history and growth of Griffith College, since its establishment in 1974, is summarised in the following timeline of developments and key events.

1970s and 1980s	
1974	• Business and Accounting Training (BAT) established by Diarmuid Hegarty to prepare students for professional examinations of the Institute of Chartered Accountants in Ireland (ACA)
1977	• Incorporation as Business and Accounting Training (BAT) College
Late 1970s and early 1980s	• Growth of BAT College and its reputation as provider of training for ACA professional examinations
1983	• Students take first place in final and penultimate ACA examinations
Mid/late 1980s	• Teaching other professional accountancy bodies CPA, ACCA and CIMA
By 1990	• Delivery of certificate and diploma programmes in computing from City & Guilds of London Institute and the National Computing Centre



Students taking a break between classes at Business and Accounting Training (BAT) College, Morehampton Road.

1990s and 2000s

1990s	<ul style="list-style-type: none"> • Expansion and growth – degree and diploma programmes in computing science, business studies, and accounting and finance, all validated by the University of Ulster
1991	<ul style="list-style-type: none"> • Purchase of Griffith Barracks for conversion to a third-level college • Founding member of the Higher Education College’s Association (HECA)
1992	<ul style="list-style-type: none"> • Consent from the family of Arthur Griffith to use name Griffith College • Legal transition of Business and Accounting Training to Griffith College Dublin • Official opening of South Circular Road (SCR) campus • Approval as a designated institution of the National Council for Educational Awards (NCEA). • Tiernan Design School moves to the Griffith College SCR campus • PEL transfer of Allied Computer Training and Advanced Technology Training students.
1993	<ul style="list-style-type: none"> • Landscaping of College grounds (with playing area and walkways) • Upgrade of electrical, plumbing and data communications networks
1994	<ul style="list-style-type: none"> • Delivery of first Nottingham Trent University (NTU), UK validated degrees in business, law, and international hospitality management
1994	<ul style="list-style-type: none"> • Recruitment of international students becomes a key strategy for growth
1995	<ul style="list-style-type: none"> • PEL transfer for Plassey Management Technology Centre (Supervisory Management) students • Faculty of Journalism and Media established (incorporating Newman College Dublin)
1996	<ul style="list-style-type: none"> • PEL transfer of Rapid Results College (Accountancy, Banking) students
1997	<ul style="list-style-type: none"> • Design Faculty established (incorporating the Tiernan Design School) • PEL transfer for Tallaght RTC (HC in Computing evening) students
1998	<ul style="list-style-type: none"> • The Leinster School of Music and Drama (LSMD) integrated as a constituent faculty
1999	<ul style="list-style-type: none"> • Northern Ireland public funding of fees of students on computing degree programme • Admission to the College’s academic programmes managed through CAO



Griffith College Dublin, c. 1992

1990s and 2000s

2002	<ul style="list-style-type: none"> • Provision of professional accountancy training in Moscow.
2003	<ul style="list-style-type: none"> • Co-founding the Irish Higher Education Quality Network
2004	<ul style="list-style-type: none"> • Inaugural Griffith College Distinguished Fellowship and Professional Excellence Awards • Approval of College's mapping of HETAC-validated programmes and their placement on the national framework of qualifications
2005	<ul style="list-style-type: none"> • Clarus Press, a legal publishing company, for specialist publications and peer reviewed law journals established • Official opening of student accommodation on South Circular Road campus • Approval of the Quality Assurance: Policies, Procedures, Practices and Guidelines by HETAC • Integration of Griffith College Cork (formerly called Skerry's Business College)
2006	<ul style="list-style-type: none"> • Integration of Griffith College Limerick (formerly called Mid-West Business Institute) • Official opening of Conference Centre (including auditorium, teaching, examination and catering facilities) • HETAC approval of awards with Nottingham Trent University (joint awards)
2008	<ul style="list-style-type: none"> • HETAC approval of collaborative agreement with Globe Business College, Munich • Annual International Conference for Engaging Pedagogy established
2009	<ul style="list-style-type: none"> • The Griffith College Innocence Project established • Institutional review by Nottingham Trent University (June) • Institutional review by HETAC (October) • Link with Irish Small and Medium Enterprise Association (ISME) for programme development and provision.



Griffith College Conference Centre, Dublin.



Griffith College Limerick Campus

2010s and 2020s

2010	<ul style="list-style-type: none"> Academic collaboration with School of Economics and Business, University of Sarajevo (SEBS) for delivery of a joint-award in Sarajevo
2011	<ul style="list-style-type: none"> Link with the Institute of Certified Public Accountants of Ireland (CPA) for programme development and provision Approved Learning Partner of Edinburgh Business School, Heriot Watt University, Edinburgh, Scotland to offer its MBA
2013	<ul style="list-style-type: none"> PEL transfer of HSI College Limerick learners
2013/2014	<ul style="list-style-type: none"> Griffith College in Cork and Limerick move to larger premises
2014	<ul style="list-style-type: none"> Collaboration Agreement with Innopharma Labs Collaboration Agreement with Windmill Lane Academy (now Pulse College) Introduction of LLB (Hons) in blended mode
2015	<ul style="list-style-type: none"> Introduction of BA (Hons) in Business Studies in blended mode
2016	<ul style="list-style-type: none"> Link with Irish College for Humanities and Applied Sciences (ICHAS) for hosting and programme promotion support
2019	<ul style="list-style-type: none"> Approval of the QAE procedures (i.e. Re-engagement) with QQI Scope of provision extended to include Blended Learning mode Learner transfers from Irish Institute of Procurement and Material Management programmes (under PEL) Official Opening of Wolfe Tone Street Dublin Campus
2020	<ul style="list-style-type: none"> Approval (Validation) of First Apprenticeship Programme by QQI Approval of extension of Griffith College Scope of provision to include Apprenticeship Programmes (and relevant QAE procedures), by QQI Approval of Devolved Responsibility for arranging (Programme Validation Related) Independent Evaluation Reports at QQI's request QQI validation of first microcredential programmes (by desk review) Migration of pension programme from National College of Ireland (under PEL, new Collaboration) Facilitation of online/blended delivery for most disciplines as COVID-19 contingency
2021	<ul style="list-style-type: none"> Approval of Collaboration Provision with ESS Ltd. Cooperation with Irish Hotels Federation for (microcredential) programme development and provision
2022	<ul style="list-style-type: none"> Joined consortium with (up to) 11 European University partners to facilitate potential collaborative programme and projects (under EU funding) Approval of second apprenticeship programme by QQI
2023	<ul style="list-style-type: none"> Learner transfers from Dublin Design Institute (under PEL) Completion of Cork campus extensive refurbishment (at a cost of over €3m) Cooperation with Construction Professionals Skillnet of Construction Industry Federation for (microcredential) programme development and provision
2024	<ul style="list-style-type: none"> Learner transfers from St Nicholas Montessori Society of Ireland (under PEL)



Further details of the College's current provision are provided in Chapter 6 of this document.



Griffith College Cork Campus



Griffith Halls of Residence, South Circular Road



1.3 Griffith College in 2024

Over the College's 50 years of continuous development to date, it has evolved from its original focus on preparing students for the examinations of Ireland's professional accountancy examinations to become the integrated, multi-discipline, multi-campus, higher education institution it is today providing nationally and internationally accredited programmes for learners from 127 nationalities.

The College's transformation and ongoing development reflects the shared and continuing commitment of the College's entire community in providing excellent education and support for learners.

Key summary features of Griffith College in 2024 include the following:

- ▶ Overall learner population of 7,936 in the academic year 2023/24 across all programmes
- ▶ Learner population of 5,750 on programmes leading to QQI awards
- ▶ Over 150 accredited programmes leading to QQI awards at NFQ levels 5 to 9
- ▶ Programmes leading to the awards of professional bodies and other accreditation agencies (e.g. ACCA, Heriot-Watt University, Law Society of Ireland, etc.)
- ▶ Delivery of programmes across a wide range of disciplines (e.g. accountancy, animation, business, computing, design, engineering, health care, journalism, law, media, music production, pharmaceutical business, photography, visual arts, etc.)
- ▶ Delivery of accredited programmes across the College's four campuses and in association with collaborative partners (e.g. Innopharma Education, Globe Business College Munich, Pulse College, ESS Ltd., etc.)
- ▶ Delivery of programmes using a wide variety of study modes to suit learners' needs
- ▶ EU funded research projects
- ▶ Teaching and Examinations in Music and Drama by the College's Leinster School of Music and Drama teaching and examinations
- ▶ Legal publishing by the College's Clarus Press
- ▶ On-campus accommodation for 664 learners on the College's main campus in Dublin

The College's programmes are delivered and managed by the various faculties and programme teams involving a range of roles including: heads of faculty, programme directors, year heads, lecturers, learners, class representatives, faculty administrators, external examiners, work-based mentors, dissertation supervisors, etc.

The College's educational activities are guided and supported by a wide range of established governance and support departments in relation to teaching and learning, learner services, quality assurance and enhancement and a central academic administration supporting the learner journey from admission to graduation.

Further details of the College's governance, management and operation of its activities are presented in subsequent chapters.

1.4 Educational Ethos

The educational ethos of the College is governed by the same values and principles as it was since the College's foundation and throughout all its development. The guiding motivation is to directly benefit learners by developing their knowledge, skills, and competences, so they can succeed in their chosen careers and lead fulfilling lives.

Griffith College nurtures and supports learners in their development of discipline knowledge, skills and competences, critical thinking, and both personal and professional development. The ethos of the College, in line with its vision and mission (outlined in section 2.1, below), is grounded in the belief that education is a transformative journey that empowers individuals to achieve their full potential and contribute meaningfully to their future lives, careers and society.

The College's programmes are rigorously designed to exacting standards and informed by industry and professional bodies. Programmes are designed and updated to ensure their currency and relevance to learners. Teaching, Learning, and Assessment strategies are designed to be fit-for-purpose to prepare learners effectively for the opportunities and challenges they may face. All programmes are subject to external independent peer review before they are offered and subject to annual review by learners, lecturers, and external examiners throughout their delivery.

The College takes assessment seriously. It requires learners to meet the standards set without exception so that graduates and employers can have confidence in their awards. Learners are supported throughout the learning process both directly within the faculty by the programme team and outside the faculty through the College's supports for learners who may experience challenges, or who may have additional learning needs, as outlined later in section 9.5.

The College is committed to delivering its programmes to meet the specific needs and circumstances of the learners involved. Depending on the work and life commitments of learners, programmes may be delivered on a full-time in-person basis, while other programmes may be delivered in the evening, at weekends, either in-person or online as appropriate.

Regardless of the study mode, all learners are assessed against national attainment requirements, for example in respect of the NFQ level to be attained and the level of ECTS (European Credit Transfer Scheme) credits involved.



1.5 Cinnte Review

Griffith College welcomes the opportunity to undertake its first Cinnte Institutional Review, and views the opportunity as recognition of the 50-year journey it has taken since its establishment in 1974.

Throughout the College's development, it has undergone a series of institutional reviews, initially under the NCEA and later under HETAC and QQI. These institutional reviews have been complemented by countless programme validation and revalidation panels.

The College greatly appreciates how its relationship with QQI (and its predecessor bodies) has grown and matured over the years. In particular, it welcomes the devolution of certain validation processes provided by QQI to the College and the associated trust and confidence it confirms.

Fifty years after its foundation, Griffith College is already an integral part of Ireland's higher education network. Its programmes are approved by QQI, it has industry programmes funded by the HEA and Skillnet, and its learners with



disabilities can apply for access to state support. The College has also grown considerably, in relation to learner numbers, its range of programme discipline offerings, its campus locations, its collaborative partners, and the scope of its national and international teaching and research activities.

Griffith College considers this review as a most welcome opportunity to further integrate the College into the national network of accredited higher education institutions, technological universities, and universities, and on a par with its public sector counterparts.



2. STRATEGIC PLAN

2.1 Griffith College Mission and Vision Statements

Griffith College’s Vision and Mission are as follows.

Griffith College Vision

To be recognised among the leading, innovative, and socially enterprising of Ireland’s universities.

Griffith College Mission

To provide, by living in the College’s values, a world-class intercultural learning experience for a diverse body of students supporting their career success and impactful research output for the global community.

2.2 Griffith College Values

Griffith College has always been values-led in its commitment to delivering excellent education and training that meet its learners’ needs. In 2024, the College took the opportunity of its 50th anniversary year to reaffirm and further articulate its values. As part of its institutional self-evaluation and reflection, and to support the College’s future strategic developments, the College completed a widespread community consultation to determine the shared values that students and staff members most associate with the College.

The College’s shared values affirmed by this consultation are presented in Table 2.1 below.

Table 2.1: *Griffith College values*

Griffith College Values	
Student-centred	• Our programmes and activities from admissions to graduation focus on preparing students for success in work and life.
Academic Excellence	• We are committed to academic and professional excellence and integrity in the design, development and delivery of all our programmes, learning, research and discovery in the best interests of students, staff and society.
Agility and Adaptability	• We respond quickly and flexibly to changing circumstances and opportunities to ensure the continued relevance and value of all our educational activities.
Career Focus	• By prioritising career development for our students and engaging industry partners, we equip our graduates with innovative skills and knowledge, to thrive academically and professionally.
Diversity	• We are dedicated to an equal, diverse and inclusive learning and working environment with openness and respect for all.
Friendliness	• Griffith College is a friendly, welcoming, collaborative and socially responsible place committed to community and planet, where staff are approachable, kind and compassionate towards students and everyone is valued and supported.
Responsible Stewardship and Financial Acumen	• By making strong data-driven decisions, we ensure we remain financially viable and sustainable, safeguarding our students and staff and the ongoing reputation of the College.

2.3 Strategy and Strategic Planning

Griffith College’s strategy and related strategic planning is designed to achieve the College’s mission and vision on behalf of all its learners, graduates, staff, and all stakeholders, while operating at all times in accordance with the College’s shared values.

Since its foundation, the College’s strategy and related values have enabled it to grow, adapt and develop its educational activities to support its learners’ career and personal development, across a wide range of disciplines. Strategic development decisions in respect of new programmes, new campuses and other significant projects are taken following detailed consideration of their expected benefit to learners and the College as a whole. Decisions on strategic initiatives are taken by the College’s Board of Directors, in the light of recommendations from its Management Board, Academic and Professional Council and all those directly involved in proposing or championing the initiatives.

The College supports its strategic planning with regular reviews of its performance. Academic performance is evaluated through formal feedback from learners, lecturers, external examiners, graduates, employers and quality assurance agency programme reviews. These are evaluated and reported in internal annual programme reports, external annual quality reports and various other service department or special purpose reports as required.

The College also evaluates its commercial performance at multiple times during the academic year, monitoring all aspects of income and expenditure – measuring financial performance versus budget projections. All campuses, faculties and departments are reviewed annually, in relation to income and operating costs and in the event of new initiatives or changing circumstances. The College’s overall financial performance is audited annually with results publicly available through the Companies Registration Office (CRO). Further financial information on the College is provided later in Chapter 13.

2.4 Planned Strategic Developments

The combination of ongoing academic and financial reviews and the ability to respond to new opportunities and changing circumstances as they arise underpin the College's strategy and its key development decisions.

Using June 2024 as a reference point, the current key strategic developments being undertaken by the College for 2024/25 and future years are summarised in Table 2.2 below. These initiatives and commitments are closely aligned to the College's values and will advance the interests of the College's entire community of learners, staff, graduates, employers, accreditation agencies and other stakeholders.

Table 2.2: *Griffith College's key strategic developments identified for 2024/25 and future years*

Theme	Planned Strategic Developments
Academic Excellence	<ul style="list-style-type: none"> Respond to the challenges and exploit the opportunities arising from generative AI Undertake a QQI Cainte Review in 2024 Seek and ensure the College's readiness for Delegated Authority Seek and ensure the College's readiness for International Education Mark (IEM) Advance the College's EU Funded Research Projects Increase the number of research active doctoral staff Seek and advocate for the College's inclusion in national research funds Ensure programmes are designed and delivered to meet learners' work and life requirements (e.g. flexible schedules, blend of delivery modes)
The Learner Experience	<ul style="list-style-type: none"> Continue to meet learners where they are at – supporting them within the faculty and through the College's various learner support departments Extend the range of online supports and resources provided for learners beyond admission and induction. Continue to seek and act on feedback provided by learners Ensure programmes prepare learners for the relevant, current and emerging needs of their chosen career and life interests
Organisational Talent and Culture	<ul style="list-style-type: none"> Complete and obtain the Athena Swan Bronze Award Provide more specific opportunities to celebrate and acknowledge learners' and staff members' interests and associations (e.g. inclusive events marking national, religious, cultural interests) Ensure the continued professional and personal development of staff Provide HR training and on-boarding for all new staff in the resources and supports available for learners and staff, and the College's open-door policy for all
Global Engagement	<ul style="list-style-type: none"> Deliver fully online transnational programmes with collaborative partners Enhance outward mobility opportunities for staff and learners
Connectedness	<ul style="list-style-type: none"> Extend the range of industry partnered accredited programmes and microcredentials Secure professional recognition for programmes from further professional bodies (e.g. Psychological Society of Ireland) Develop the College's Graduate Business Innovation Hub Establish formal College and faculty specific industry advisory bodies to support and extend existing industry links Establish a College-wide industry liaison unit to complement the activities of the College's Careers and Employability Unit and the College's faculties
Innovation in Education	<ul style="list-style-type: none"> Promote and fund the continued identification, adoption and integration of new developments in teaching, learning and assessment and related learning resources Provide formal opportunities within the curricula for learners to share, reflect and respect different cultural views Deliver the higher education component of craft apprenticeship programmes for electricians and plumbers Provide protection for learners from other Irish higher education institutions in the event of a cessation of their accredited programmes
Sustainability	<ul style="list-style-type: none"> Complete the development of THEMIS the College's MIS system Revise and evolve the College's organisational governance and reporting structures to support its ongoing development Secure ten-year planning approval for the College's Campus Masterplan for Griffith College Dublin Campus Provide more specific opportunities within curricula for learners to consider their shared responsibility for sustainability, climate change, and the planet

Further details on the College's planned strategic developments are provided in the related chapters throughout this publication.



3. GOVERNANCE AND MANAGEMENT STRUCTURES

Griffith College’s governance and management structure comprises three related but distinct entities: the Board of Directors (BoD); the Academic and Professional Council (APC); and the Management Board (MB), as outlined in Figure 3.1, below. 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](#).

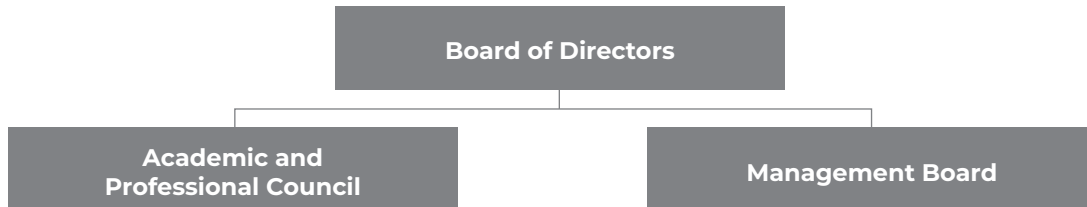


Figure 3.1: Griffith College’s governance structure

3.1 Corporate Governance - Board of Directors

The Board of Directors (BoD) oversees the financial stewardship, major capital expenditure, strategic planning, and overall management of the College. The BoD has the responsibility of appointing members to the BoD, and to the College’s MB and APC. In doing so, the BoD maintains an overview of the College’s academic and quality assurance and enhancement management.

The relatively small number of members means the BoD works as one cohesive group, with decisions made on a consensus basis consistent with the College’s strategic plans. Each Director has a defined area of responsibility as determined by the BoD, where key decisions are made in determining and monitoring the growth path for the College, as shown in Figure 3.2 below. The BoD considers any matters referred to it by the APC or the MB.

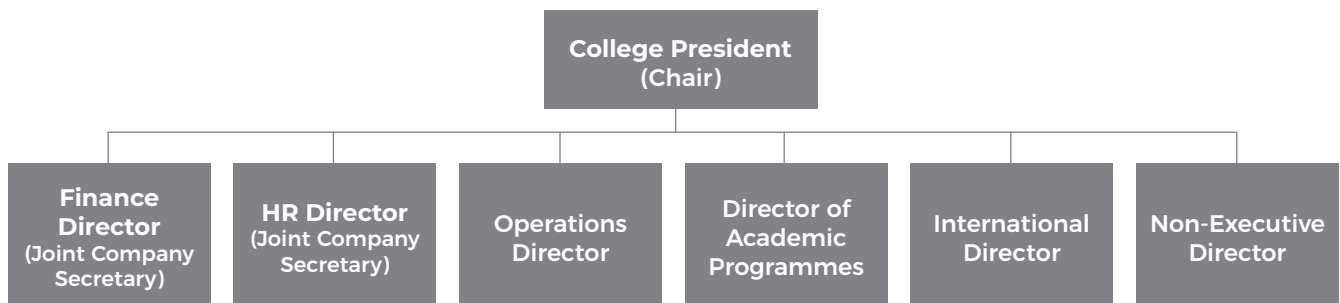


Figure 3.2: Griffith College’s Board of Directors



Members of Griffith College’s Management Board with Minister Simon Harris, TD, 02 February 2024

3.2 Management Board

The Management Board (MB) operationalises the College’s strategic plans, and reports to the BoD on this endeavour. This includes operational management of resource requirements, budget allocation, conducting operational reviews of faculties and departments, and overseeing staff provision and other resource requirements. The MB also oversees the marketing of the College and considers any recommendations or reports from other key standing committees (for example, reports from APC and its subcommittees) and, as appropriate, recommendations and reports by other authorities/individuals within the College, and externally.

MB membership includes five executive directors and up to 15 other staff representing faculties, campuses and departments throughout the organisation.

3.3 Academic and Professional Council

The Academic and Professional Council (APC) is the academic governance structure of Griffith College, reporting to the Board of Directors. [Underpinned by the QAE Policy 1.1, ‘Academic and Professional Governance at Griffith College’](#), APC’s remit is to drive the College’s mission and strategy in programme design, development and delivery, and related College activities, through developing and embedding a culture of quality enhancement based on the outcomes of robust ongoing reviews and analysis, and data-based decision making. APC reflects on the output from the implementation of the College’s QAE processes and key feedback mechanisms,

including feedback from learners, lecturers, external examiners, as well as the content of Annual Quality Reviews (AQR), Annual Programme Reviews (APRs), Faculty and Programme periodic reviews, etc.

APC has an independent chair, Dr Annie Doona, former President of the Dún Laoghaire Institute of Art, Design and Technology (IADT), who has been appointed on the basis of her experience and expertise in quality assurance and governance in higher education, on both a national and international basis, and her roles as external reviewer for QQI and ENQA, among other international quality assurance agencies. Dr Doona has held this position since January 2021, having taken over the role from Marion Coy, former Director of Galway-Mayo Institute of Technology (GMIT).

APC membership includes six ex officio members, heads of faculty, heads of campuses, SU president, plus 15 nominated staff, including representatives of the programme directors, faculty administrators, collaborative partners, and learner representatives. The College’s BoD appoints the independent (external) chair.

In addition to the APC, the College has several operational and management organs which include College, learner and external representation, as appropriate and hold specific responsibilities related to their implementation, monitoring and review of QAE processes, as identified in Figure 3.3 below. These specific roles and responsibilities associated with each of these groups are indicated within the College’s QAE Manual.

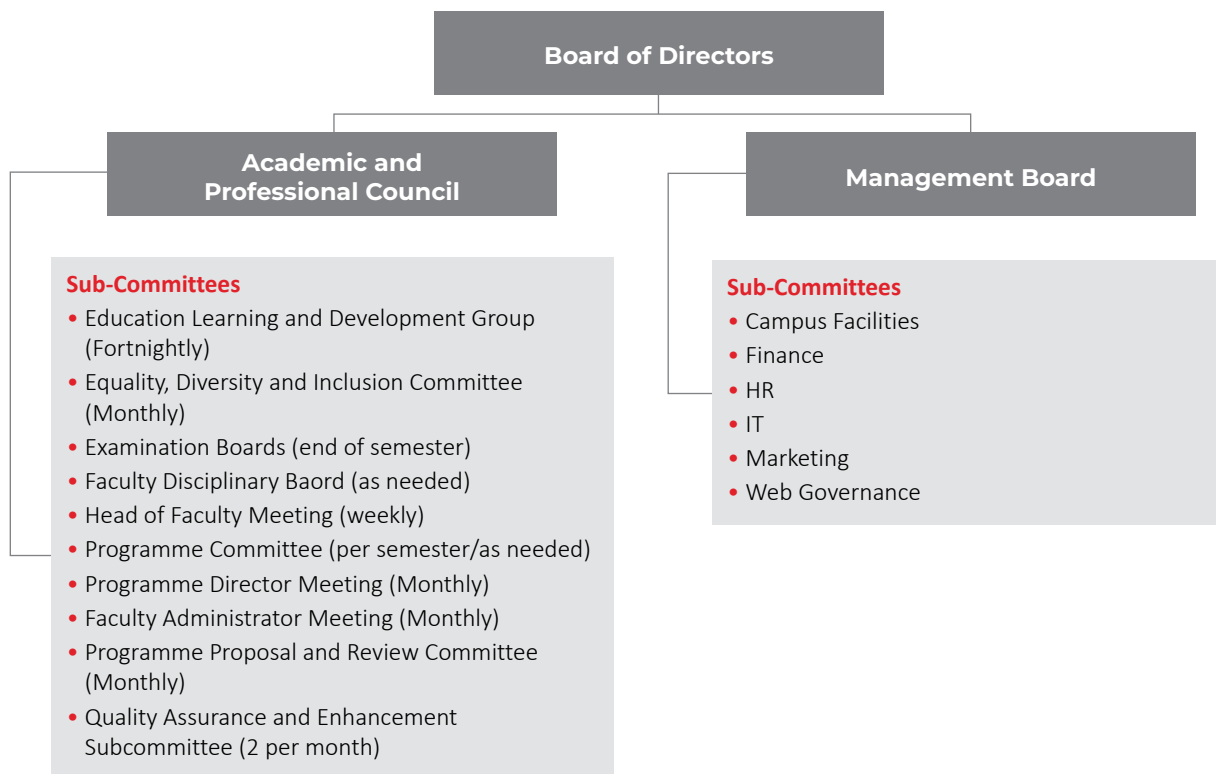


Figure 3.3: Griffith College’s operational and academic governance committees

3.4 Organisational Structures - Faculties and Departments

Griffith College has established faculties and departments for the provision of its programmes of education and training. The list of College academic operational and management units (faculties and departments), are presented in Figure 3.4 below.

Within each of the College’s faculties, programme delivery is managed by a Head of Faculty, supported by programme directors (plus in some instances year heads and module leaders), lecturers, faculty/programme administrators, plus staff from the support and services departments (as outlined later in this chapter).

The College provides supports for learners both within and outside the faculties. Faculty-based supports include

close contact with Lecturers, Programme Administrators, Programme Directors and the Head of Faculty. All faculty members operate open-door policies with respect to learners. Faculty roles are outlined briefly below.

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The College provides supports for learners both within and outside the faculties. Faculty-based supports include close contact with Lecturers, Programme Administrators, Programme Directors and the Head of Faculty. All faculty members operate open-door policies with respect to learners. Faculty roles are outlined briefly below.



Figure 3.4: Griffith College academic faculties and departments

Role	Responsibilities
Heads of Faculty (HF)	Academic management and day-to-day running of the faculty, including programme and resource management, scheduling, delivery, and learner and lecturer feedback. In addition, HFs have business performance and budget responsibility.
Programme Director (PD)	Academic management and day-to-day running of programmes involving their scheduling, delivery and assessment.
Module Leaders (ML)	Coordination of the teaching of modules where they are provided to multiple groups, for example to full-time, part-time and/or blended cohorts, or across different centres to ensure consistency.
Year Heads (normally senior lecturers)	Facilitation and coordination of specific learner cohorts to ensure consistency.
Lecturers	Provision of programme modules. Lecturers have ownership of their modules and can directly inform and advance programme provision through their participation in academic processes.
Faculty/Programme Administrator (FA)	Management of administrative systems, procedures and controls within a faculty or for a particular suite of programmes.

Table 3.1: Faculty Structures within Griffith College

The College also has a number of administrative and support operational and management units, as outlined in Figure 3.5, below. Further information on these units are provided in later chapters of this report.



Figure 3.5: Griffith College’s administration and support/service departments



Prof Diarmuid Hegarty, and members of Griffith College Cork management and staff, with the Lord Mayor of Cork, Cllr Kieran McCarthy, who hosted a reception in Cork City Hall to mark GC50 and 25 years of Griffith College in Cork, on 02 April 2024.



College management and staff at a reception to commemorate the long history of Griffith College Limerick, on 16 May 2024.

4. APPROACH TO QUALITY ASSURANCE AND ENHANCEMENT

Griffith College is committed to ensuring the quality assurance and enhancement of all its programmes and educational activities. It embraces the central importance of quality in all aspects of the College's activities, and recognises that quality represents a commitment, culture and responsibility shared by everyone throughout the College. The long-standing adoption of the term Quality Assurance and Enhancement (QAE), rather than Quality Assurance (QA), is intentional reflecting the opportunity and responsibility for ongoing improvements informed by experience and best practice.

The College's quality assurance and enhancement strategy, policy and procedures are developed, formally approved through its academic governance processes, i.e. APC and the Board of Directors, and are made publicly available as the College's QAE Manual on the [College's website](#).

These quality assurance and enhancement strategy, policy and procedures were reviewed as part of the College's reengagement process with QQI, which completed in 2019. While some further updates were included since that time, the Quality Assurance and Enhancement (QAE) Manual was once again considerably updated in 2023, following a significant consultation and review process undertaken in 2022/2023 to align it to the latest national and EU regulatory standards for higher education, particularly the [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#). It also includes any new policies and procedures which were recently adopted by the College's Academic and Professional Council (APC).

The QAE Manual contains the following sections to describe the College's quality assurance and enhancement strategy, policy and procedures:

- ▶ Section A: Governance and Management of Quality
- ▶ Section B: Documented Approach to Quality Assurance
- ▶ Section C: Programmes of Education and Training
- ▶ Section D: Staff Recruitment, Management and Development
- ▶ Section E: Teaching and Learning
- ▶ Section F: Assessment of Learners
- ▶ Section G: Support for Learners
- ▶ Section H: Information and Data Management
- ▶ Section I: Public Information and Communication
- ▶ Section J: Other Parties Involved in Education and Training
- ▶ Section K: Self-Evaluation, Monitoring and Review

These QAE measures developed by the College, and the processes which flow from them, seek to balance college-wide responsibilities and faculty responsibilities. They are evidence-based, learner-centred and inform the basis on which continuous improvements are made. The strategies, policies and procedures are framed to include a role for learners and other stakeholders. The College's QAE policies, procedures, practices and guidelines continue to evolve and reflect ongoing self-evaluation processes and external developments.

Many external agencies, including awarding bodies and professional, statutory and regulatory bodies (PSRBs), stipulate rules and regulations in respect of their awards. These complement and extend those requirements already outlined in the College's QAE manual, serving to add further precision in respect of specific procedures, for example, those relating to admission and advancement criteria.

Where the College provides a programme leading to the award of an external agency or PSRB as outlined in section 6.6 of this document, it is understood that the QAE measures used to govern the programme include all those prescribed by the external agency, in addition to those described in the College's QAE manual. These two sets of requirements are typically retained as distinct documents, rather than seeking to integrate the requirements of external agencies into the College's QAE manual.

Where the QAE requirements of a particular external agency differ in some respect from those outlined in the College's QAE manual, those conditions stipulated by the external agency take precedence over the content of the QAE Manual for College compliance in respect of the associated programmes.

The College continues to develop its QAE processes in the light of experience gained in delivering its programmes, the feedback from learners and other stakeholders, the direction provided by external parties, guidance from national and international advisory bodies, for example in relation teaching, learning and assessment, and its wish to continue to enhance the quality and effectiveness of its programme provision, in line with its mission and objectives.



4.1 Ongoing monitoring and feedback mechanisms

The College quality assures, and enhances the learning experience on its programmes using ongoing feedback mechanisms and specific additional learner supports. Ongoing feedback, both formal and informal, is actively sought throughout the academic year by a number of means, including:

- ▶ Learner feedback questionnaires every semester with surveys covering in relation to each module delivered, faculty and college-wide learner services and facilities, etc.
- ▶ Class representative meetings throughout each semester
- ▶ Programme Committee Meetings every semester
- ▶ Discussion with faculty members, both formal and informal

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

- ▶ Lecturer module feedback reports every semester (completed by lecturers in respect of their modules)
- ▶ Annual Programme Reviews at the end of every academic year (completed by the programme directors in respect of their programmes)
- ▶ External feedback sources (e.g. external examiner reports, graduate feedback, industry feedback)

The processes for these monitoring and evaluation activities are detailed in the [College's QAE Manual](#).



5. PHYSICAL INFRASTRUCTURE AND CAMPUS DEVELOPMENT

5.1 Current/Multi-campus Infrastructure

Griffith College's main Dublin campus hosts full-time, part-time and blended learning courses at undergraduate and postgraduate level, as well as professional and short courses. As outlined earlier in section 1.2, this campus is situated on the South Circular Road, in vibrant Dublin 8, within a 20-minute walk of St. Stephen's Green and the city centre. The original campus buildings date back over 200 years, and have played a role in both national and local history over the past two centuries. Since the early 1990s, the campus has been sensitively redeveloped and entirely repurposed as a higher education institution with all the related facilities and services.

This historical backdrop sits alongside cutting-edge technology for the College's learners. With 5,500 full and part-time students annually, and on-campus accommodation for 664 residents, the campus offers 66 lecture rooms, 19 computer labs, two eLearning suites, four studios, a 600-seater auditorium, an industry-standard film studio, restaurant, fitness room, library, students' union facilities and on-campus parking.

In 2019, Griffith College expanded in Dublin and opened the Dublin City Centre campus on Wolfe Tone Street (WTS) in the heart of the city. The building comprises teaching and administrative space, and contains 15 classrooms of various sizes, plus a computer labs. The WTS campus is conveniently located in Dublin 1, with plenty of transit options close by, as well as restaurants, shops and other amenities.

Griffith College Cork was first established in 1998, with the College's School of Professional Accountancy. This was followed in 2005 with the College's integration of the former Skerry's Business School.

The College moved to the Cork campus on Wellington Road in 2015, which currently caters for 1,000 learners annually. The campus is set on 5.5 acres, close to the city centre, and is a former hospice and convent that was originally constructed in the second half of the 19th century. The building has approximately 75,000 square feet of teaching and administrative space, and contains over 45 classrooms of various sizes. In addition, there are five computer labs, a library, an administration block, student lounge, radio studio, café, study areas, and lecturer preparation rooms.

The campus was further upgraded in 2020, when Griffith College invested €2.5m converting the old convent building to modern classrooms and labs that are equipped with the latest technology. Outside, the grounds contain a recently constructed all-weather pitch for student recreation, open spaces for students to socialise and ample parking facilities.

Griffith College has had a presence in Limerick city since the early 1970s through the College's delivery of accountancy training programmes. The integration of the former Mid-

West Business Institute in 2006 led to establishment of the Griffith College Limerick campus, which now caters for 500 learners.

Located on O'Connell Avenue, in the heart of the city and close to all student amenities, the College's Limerick campus comprises two main buildings. The older Richmond Building has been in educational use since 1909. Across these two buildings, there are 15 lecture rooms – three of which are computer labs, supported by a fully equipped IT infrastructure. Amenities also include two separate student recreation rooms, a library, staff offices and a staff room with student catering/common room facility.

5.2 Campus Development/ Masterplanning

Griffith College is committed to the quality of the educational experience it provides for learners and staff, and the supporting it with the appropriate physical and IT infrastructure. The College responds to the need for growth, through the addition of new building areas and the redevelopment of existing buildings to meet modern education and research requirements.

The College is currently working on its 2030 campus masterplan for the South Circular Road campus, which includes plans for new buildings and facilities to support the growth in learner numbers over the next decade.

The guiding principles of the College's infrastructural development include:

- ▶ Supporting the College's strategic vision and mission
- ▶ Ensuring strategic, coherent and integrated locating of on-campus activities
- ▶ Providing an attractive and friendly campus experience that encourages wide engagement with the local community
- ▶ Promoting sustainability and excellence in the design and use of the College
- ▶ Reducing carbon footprint
- ▶ Fostering an accessible and sustainable campus environment, including a green infrastructure network that promotes landscape, biodiversity and heritage.

Griffith College's master-planning and physical infrastructure strategy ensures the campuses and physical facilities of the College continue to develop, adapt, and improve to facilitate the complex, competitive and changing higher education environment. The development of infrastructure projects is aligned to planned capacity requirements and includes the development of new space and repurposing of existing facilities to ensure a fit-for-purpose estate operating at high



Proposed Campus Development Plans

levels of environmental efficiency. This is done collaboratively with the College’s internal teams (e.g. faculties, marketing and HR) along with external expertise in the areas of master-planning, universal accessibility, construction design, sustainability, technology-enhanced learning, information technology and learner-based timetabling needs.

The physical campus strategy is informed and supported by the following:

- ▶ Multi-campus Masterplan for the four campuses
- ▶ Green campus sustainability
- ▶ City-based strategies (e.g. [Dublin’s Public Realm Strategy](#) to open up the campuses)
- ▶ Space management strategy
- ▶ Facilities management
- ▶ On-campus halls of residence

5.3 IT Services

Management Information Systems

The College is developing a new Academic Management Information System to manage all learner records from admissions through to graduation (to replace the existing system, ‘Scholar’). This bespoke system, ‘Themis’, has been supported by an investment of over €2m to date, with the final budget forecast of €3m. This new system is currently being introduced incrementally for use in key academic areas. To ensure integrity of learner data, while incrementally introducing the new system, the College has also retained the Scholar system, to run in parallel and to maintain core learner records. It is planned that Themis will be used exclusively for the 2025/26 academic year when the Scholar system is retired.

Learners are facilitated in accessing 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.

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 is increasingly being used to provide enhanced reporting and analysis.

The College also utilises a number of systems for day-to-day operational management and to enable reporting to support management decisions, such as Microsoft 365; CMIS timetabling system; the in-house attendance platform (AtGC); Turnitin (for assessment support); Sage and Diveport systems (for financial management and budget forecasting); HubSpot CRM platform; and Zoom for phones and video conferencing. The College has developed a suite of analytical reports presented in a unified Institutional Analytics Dashboard using Microsoft’s PowerBI. Additionally, the Griffith Halls of Residence is supported through the Mercury (Star Rez) Property Management System (PMS).

Graduation and award data published by QQI (infographics) supports the College to benchmark its data against other QQI providers for Annual Quality Reports (AQR), Annual Programme Reports (APRs) and QQI programmatic review and evaluation purposes.

Cyber Security and Data Protection

The College has invested heavily in recent years in its cyber security, both in relation to preventative measures and its preparedness for cyber incidents. It has an incident response retainer with Integrity 360, a specialised cyber-security company, and has invested in a cyber training and awareness platform, CyberReady. Additionally, the College has a security operations team within the IT Department maintaining skills and knowledge in house to ensure the security of its networks and the confidentiality, integrity, and availability of data. The College employs industry leading solutions to ensure this safety, from vendors such as Cloudflare, Fortinet, Cylance, Microsoft, Quest, Security Scorecard, and others.

The College enrolls all new staff on data protection training with an external provider and has developed its own Data Protection and Cyber Security Awareness training course on Moodle. This course aims to strengthen College staff 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.

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 Office. [The data protection section of the College’s website](#) provides further information and guidance on privacy best practice.

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

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.

Physical Infrastructure for Academic Provision and Support

The College invests heavily in information technology on an annual basis with the IT Services Department supporting a wide range of teaching and operational resources and platforms. All registered learners automatically receive a Microsoft 365 account providing access to email and office productivity tools. The College operates a Single Sign-On (SSO) system, which allows learners to easily access all College applications and systems through one password. This includes access to Moodle (the virtual learning platform), Mahara (for e-portfolio hosting), Zoom (communication support), EzProxy (library), PC Login, Office 365 (IT applications), Eduroam (Wi-Fi), Papercut (printing), Library Services, Shibboleth, EduGate and EduGain suites of applications, Unidays, etc.

The physical resources include:

- ▶ 86 technology enhanced classrooms (Dublin SCR 42, Cork 17, Limerick 12, Dublin WTS 15)
- ▶ 27 computer labs across all campuses (Dublin SCR 19, Cork 3, Limerick 4, Dublin WTS 1)
- ▶ Two mobile labs with 50 laptops (Dublin SCR)
- ▶ One film studio (Dublin SCR)
- ▶ Three e-learning suites (Dublin SCR 2, Limerick 1)
- ▶ Seven meeting rooms (Dublin SCR 5, Cork 1, Limerick 1) with neat bar/pads and Zoom rooms.
- ▶ Digital signage platform – communication displays deployed across Dublin, Cork, and Limerick campuses
- ▶ Investment in new Dell computers and storage cluster in 2024.
- ▶ Upgrades in Wi-Fi, switches and staff and student printer fleets in last two years.
- ▶ Investment in network backbone with 100Gb capable fiber upgrades, future proofing the College network.

5.4 Sustainability

Griffith College is committed to sustainability. It has a track record of advancing sustainability in Irish Private HE. The College had a comprehensive energy survey carried out by external auditors in 2022 and has been progressing its recommendations since, to reduce energy consumption and CO² emissions. Griffith College's commitment to sustainability is evident in its strategic solutions and the tangible outcomes they have produced.

The College is not only reducing its environmental footprint but also nurturing a sustainability-conscious community, integrating sustainability into our curriculum, and paving the way for a more sustainable future in higher education.

Griffith College electricity needs are fully met by clean, renewable energy from a wind farm partnership. Other recent initiatives, including installation of solar photovoltaic (PV) panels, smart building management, and insulation projects have resulted in a yearly CO² reduction of over 125 tonnes.

The College's community efforts collectively contribute to a more sustainable campus environment, reflecting an ongoing commitment to environmental stewardship and a reduced ecological footprint.



The solar photovoltaic (PV) panels array first deployed on the roof space of the Academic Facilities' building, SCR Dublin campus, in May 2023

5.5 Griffith Halls of Residence

[Griffith Halls of Residence \(GHR\)](#) is purpose-built student accommodation located on the Griffith College SCR campus. GHR student accommodation is built in two twin blocks consisting of 186 apartments, which are configured as follows:

- ▶ Two shared twin rooms (100 apartments)
- ▶ One shared twin room and one single with private bathroom (27 apartments)
- ▶ One shared twin room and two singles with shared bathroom (32 apartments)
- ▶ Apartments with single en suite bathroom facilities (27 apartments)

Griffith Halls of Residence apartments are sensitively designed to complement and reflect the historical significance of the campus, while offering comfortable, modern living with 24-hour security, on-site residential assistants, access to a fitness room, and more.



6. EDUCATION AND TRAINING PROVISION

6.1 Scope of Provision

Griffith College has QQI-approved scope of provision for programmes leading to major, minor and special purpose awards ranging from NFQ Level 5 to NFQ level 9. The College provides programmes within the following domains of learning: Arts and Humanities; Business; Design; Education; Engineering; Foundation; Healthcare; ICT; Journalism and Information; Law; Services; and Social Sciences.

The College delivers programmes in full-time, part-time, and blended modes – the College was approved for blended provision in 2019. These programmes are provided on a national basis, with transnational provision approved on a per-programme basis with QQI.

The College provides programmes, through the faculties identified in Figure 3.4, at the College’s campuses in Cork, Dublin, and Limerick, at collaborative partner sites such as Pulse College’s Windmill Lane and Halston Street facilities, and Innopharma Education’s Process Laboratory on its Ravenscourt Campus in Sandyford, Dublin 18. In addition, the College provides some programmes nationwide through training centres and in-company client sites – the use of such sites are approved at programme validation (with QQI) and all named sites are approved in advance of their use by the College’s Academic and Professional Council.

As outlined earlier in chapter 1, the College also delivers a wide range of professional accountancy training programmes leading to 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 Gold-Star CPA qualification provider. Griffith College Limerick offers an MBA programme

validated by Heriot-Watt University (HWU), and HNC/HND in Engineering programmes from the Business Technology Council (BTEC). The Law School provides both the Law Society of Ireland’s entrance exam (FE1) and the Honorable Society of Kings Inns’ preparation courses.

6.2 Programme Portfolio

A summary of the number of the College’s QQI accredited programmes (at NFQ levels 5 to 9), at the end of March 2024, is provided in Table 6.1, below.

A full list of the current Griffith College portfolio of QQI-validated programmes, per faculty is provided in Appendix 1. The list of QQI-accredited programmes offered by Griffith College is provided in Appendix 2.

6.3 Collaborative Partnerships

Griffith College has partnered with local, regional (e.g. Skillnet) and national companies and industry bodies, and state agencies to develop, and in some instances to provide, programmes. The College defines different relationships in terms of the arrangements for development, admission, provision, assessment and post-graduation activities.

The College’s collaborations are governed by its general QAE policies and those specific to the collaboration involved. The College undertakes a due diligence review prior to the establishment of a collaboration or consortium. The relevant legal obligations are specified in collaborative agreements between the College and its collaborating partners. Ongoing governance and monitoring of the collaborative arrangement and the programmes delivered under that agreement are managed through the College’s QAE Department and APC.

Table 6.1: Number and profile of Griffith College QQI-accredited programmes (NFQ levels 5 to 9), as of QQI PAEC March 2024 meeting

NFQ Level	Number of Programmes	Award Type						
		Higher Certificates	Ordinary Degree	Honours Degree	Higher Diploma	Postgrad. Diploma	Masters	Special Purpose/ Minor/ Microcred
Level 5	1							
Level 6	28	6						22
Level 7	22		13					9
Level 8	47			17	4			26
Level 9	51					21	21	9
TOTALS	149	6	13	17	4	21	21	66

A number of the College's QQI-accredited programmes are delivered on a collaborative or partnership basis. Collaborative programmes leading to QQI awards are currently delivered with the following partners:

- ▶ [ESS Ltd.](#)
- ▶ [Innopharma Education](#)
- ▶ [Pulse College](#)

Programmes offered through these partnerships are managed in accordance with Griffith College's approved Quality Assurance and Enhancement procedures (Griffith College is the first provider). GDPR implementation is managed by college-wide procedures which apply also to collaborative partners.

6.4 Additional Provision at Griffith College

The Griffith College campus currently hosts the [Irish College of Humanities and Applied Sciences](#) for delivery of ICHAS's programmes in counselling and psychotherapy (i.e. QQI-accredited introductory certificates, undergraduate, post graduate and masters' programmes) at Griffith College Dublin. These programmes are promoted, on behalf of ICHAS, through the College's website and promotional material, and at international learner events.

Established over 120 years ago, the [Leinster School of Music & Drama \(LSMD\)](#) at Griffith College is Ireland's largest independent music and drama academy, offering tuition and examinations both nationally and internationally. It is the only institution offering QQI-validated Drama Education programmes (as part of Griffith College).

Additionally, LSMD is Ireland's largest independent national examining body for graded examinations in both music and drama subjects, with over 10,000 students each year. The School and its affiliated centres throughout Ireland provide music and drama education for individuals of all ages and abilities, with lessons tailored to the individual needs and abilities of the student.

The following organisations are also hosted (office space and/or classroom rental) on the Griffith College SCR campus:

- ▶ [Dublin International Foundation College \(DIFC\)](#): DIFC provides English language courses to support non-EU students for entry to over 60 universities in Ireland and the UK, including to medical programmes. DIFC provide an international foundation year programme for those who want to study an undergraduate degree, and a pre-masters' course for those who currently don't meet the English Language requirements for entry to a masters' degree.
- ▶ [CEA Study Abroad and CAPA](#): CEA has nearly 25 years of experience in providing study and internship abroad opportunities to US students via an international network of partners. CEA provides housing, health and safety support, pre-arrival orientation, airport pick-up, and organises social and cultural activities and excursions for participants.

- ▶ [Rehab/National Learning Network \(NLN\)](#) is a charity that provides services for over 20,000 adults and children, and champions the value of diversity and inclusion for people with disabilities or disadvantage in their communities throughout Ireland. The NLN delivers personalised education, training, and development opportunities to support these individuals.

In advance of agreeing any arrangement with a third-party organisation, Griffith College assesses the business operations of the proposed organisation to analyse the attendant risk and to ensure the ongoing integrity of the College (and the wider education and training sector in Ireland).

6.5 Microcredentials

The College defines microcredentials as small, accredited courses designed to meet specific education and skills development demands of learners, employers and support organisations. They are stand-alone, bite-sized, accessible, and an agile approach for participants to upskill and reskill. QQI facilitates the College's validation of microcredential programmes, arising both from modules of its validated programmes, and for newly-created bespoke special purpose awards (5-30 ECTS credits), utilising a streamlined approach. The College's devolved responsibility applies to microcredentials and validation proposals are considered by a QQI panel by means of a desk review.

Griffith College has been developing further education and training microcredential programmes (as minor and special purpose awards) for several years. The development of microcredential awards at the College provides opportunities for learners (both employed and those seeking employment) to access government-funded education and training through programmes such as the Human Capital Initiative (HCI), Springboard, Skillnet Ireland, Skills to Advance, etc. and to enhance the skills and knowledge of the workforce of the future.

As can be seen in Appendix 2, Griffith College currently has 47 QQI-validated programmes listed in the [Irish Register of Qualifications \(IRQ\)](#) within the classifications: minor, special purpose or supplemental awards, bearing 30 ECTS or less.

6.6 Professional, Statutory and Regulatory Bodies

The College has established relationships with Professional, Statutory and Regulatory Bodies (PSRBs) for individual programmes as shown in Table 6.2 below. These PSRBs engage with the College to approve, accredit, and/or recognise for membership the programmes or graduates of programmes as appropriate to their own terms of reference.

Table 6.2: *The Professional Regulatory and Statutory Bodies which approve, accredit, and/or recognise for membership programmes Griffith College (with host faculty)*

Faculty	Relevant Professional Regulatory and Statutory Body
Business	ACCA (the Association of Chartered Certified Accountants) CPA Ireland ICA (Institute of Chartered Accountants) Teaching Council of Ireland
Design	Institute of Designers in Ireland (IDI) Design and Crafts Council Ireland (DCCI) The Interiors Association (IA) The Institute of Creative Advertising and Design (ICAD) International Society of Typographic Designers (ISTD)
Engineering	Institute of Industrial and Systems Engineering
Graduate Business School	ACCA (the Association of Chartered Certified Accountants) Chartered Institute of Procurement and Supply (CIPS) Irish Institute of Pensions Management
Journalism and Media Communications	European Journalists Training Association (EJTA) National Union of Journalists (NUJ) Public Relations Institute of Ireland (PRII)
Law	The Honorable Society of Kings Inns Mediation Institute of Ireland International Mediation Institute Irish Professional Mediators Organisation Irish Institute of Legal Executives (ILEX)
Leinster School of Music and Drama (LSMD)	Speech and Drama Teachers of Ireland (SDTI)

6.7 Ethical Education – Sustainability Development

Griffith College provides and facilitates various training opportunities to up-skill its staff and learners to deliver on sustainability goals. In supporting that objective, the College has integrated sustainability into its curricula and programmes at a range of levels of the NFQ across various disciplines and faculties – examples include the Certificate in Sustainability in Interior Design, the Diploma in Conservation, Sustainability and Adaptive Reuse, and the Sustainable Procurement module in the MSc in Procurement and Supply Chain Management.

The College also involves staff and students in various sustainability projects and initiatives on its campuses, for example, the Graduate Business School’s Innovation Bootcamp criteria (reference sections 5.4 and 11.2 for more information) which stipulated that entries have sustainability at their core. A further example is how the Law faculty collaborates with, and contributes to, ethical and pro bono initiatives such as the [Griffith College Innocence Project](#), support for [Free Legal Advice Centres](#), and its engagement with the [Glencree Centre for Peace and Reconciliation](#).

The College has invited and hosted external experts and speakers on sustainability issues and solutions to deliver workshops, seminars, webinars, and lectures to its staff and learners. The College has also encouraged and supported staff to attend external events and conferences on sustainability topics and to share their learnings and insights with the College community.



The Leinster School of Music and Drama launched its new Speech, Drama and Communications Syllabus at Griffith College, 11 June 2023. [L-R] Kerrie Heasley, Suzanne Binley, Karen Casey, Dr Tomás Mac Eochagáin and Kirstie Muldoon.



The Griffith Professional Accountancy Team

6.8 Third Party Awards and Recognitions

Griffith College, its learners, staff and programmes, continue to be successful in a number of educational, skills-based, and professional third-party awards. Examples of awards in which Griffith College was represented in the short-listed nominees, finalists and winners, over the past number of years include:

Award	Award category/categories
gradireland Undergraduate Awards	Undergraduate Difference Maker of the Year Undergraduate of the Year for Innovation
The Irish Accountancy Awards	Excellence in Education and Training
The Irish Education Awards	Best Collaboration Best Masters Programme Best Online Learning Experience Best Student Experience Excellence in Sustainability Student Engagement and Communications.
The Irish Law Awards	Law Book of the Year Law School of the Year Law Student of the Year Legal Educator of the Year Pro Bono Publico/Community Law Firm/Lawyer of the Year
The Irish Procurement Awards	Best Education Procurement Project of the Year Excellence in Education and Training
The Operational Excellence Awards	Operational Excellence in Third Level Education
National Student Media Awards (SMEDIAs)	Digital Content Creator Award Film Documentary of the Year Radio Journalist of the Year Radio Production of the Year – Arts and Features SFI Journalism Relating to Science and Technology Small College/Society Publication of the Year Sports Writer of the Year Virgin Media Belonging Award
Institute of Designers in Ireland (IDI) Graduate Awards	Fashion Design Interior Design/Interior Architecture Use of Illustration in Design (Visual Communications)



Learners and staff at the official launch of the College's Bar Management Apprenticeship, May 2023

Learners were also successful in competitions such as:

- ▶ The 'MyEU50 student competition celebrating 50 years of Ireland's EU membership' an initiative of the Government of Ireland, led by the Department of Foreign Affairs and managed by European Movement Ireland].
- ▶ (Real Life) Design Projects, where designs were presented (and implemented) for a hospital nurses' uniform and Hotel Interior Design Upgrade
- ▶ Professional Accountancy Awards- Griffith College learners frequently place in the top 10 (at world and national level) of professional accountancy examinations, where there may be over half a million learners undertaking examinations.



7. STUDENT PROFILE

7.1 Student Numbers

As indicated in Chapter 1, Griffith College registered 7,936 students in the 2023/24 academic year with 5,750 of those registered on QQI-validated programmes. As Figures 7.1 and 7.2 below show, there has been some slight variation in the total student population, and in the number registered on QQI-accredited programmes in recent years, with the overall trends generally upwards (and with a slight increase for the COVID-19 impacted time).

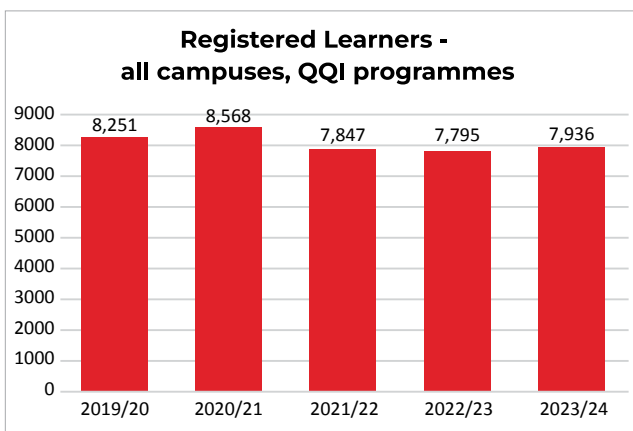


Figure 7.1: Number of learners registered on all programmes at Griffith College, on all campuses (and collaborative partners), for academic years 2019/2020 to 2023/2024.

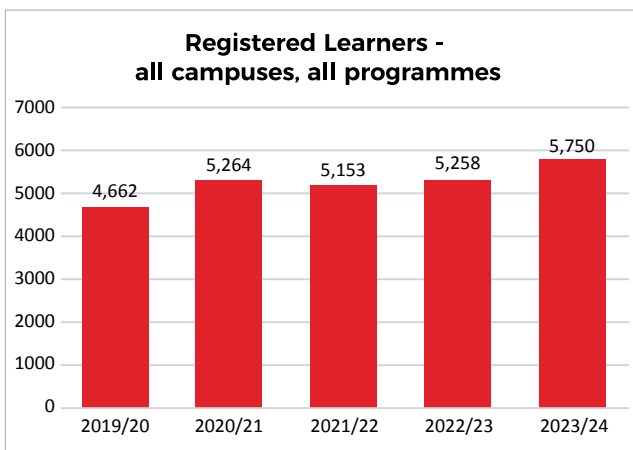


Figure 7.2: Number of Learners registered on all QQI-validated programmes at Griffith College, across all campuses (and collaborative partners), for academic years 2019/2020 to 2023/2024

7.2 Student Demographics

The following figures provide additional information on the demographic profile of the learners registered on programmes with the College over the past five academic years.

The first figure provides data on all students by gender. Figure 7.3 indicates the number of students who stated their gender, and also those who did not declare a gender on enrolment. While still relatively small, this not declared/prefer not to say number has increased in the five years for which data is presented.

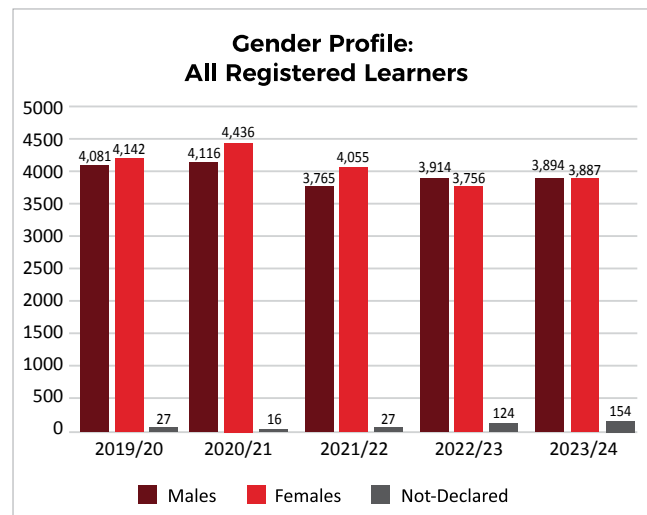


Figure 7.3: Gender breakdown of all registered learners, for academic years 2019/2020 to 2023/2024.

The profile of programmes on which learners are registered are provided in Figures 7.4 and 7.5 below, which indicate programmes' NFQ levels and QQI Award categories for learners, respectively. These show the growth of numbers on the College's QQI Level 9 programmes.

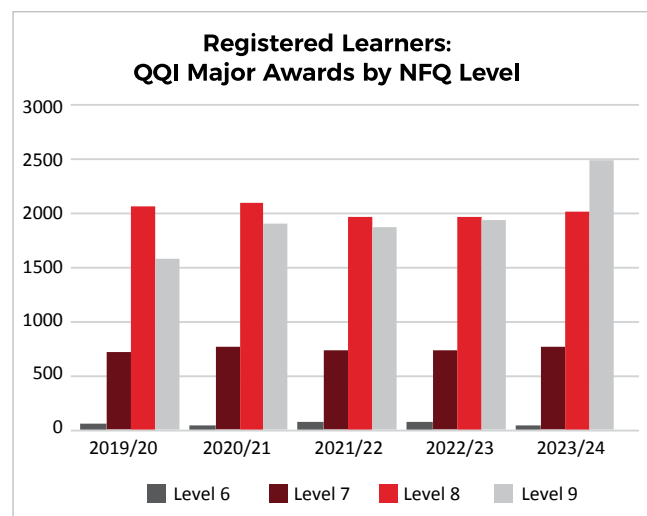


Figure 7.4: Breakdown of NFQ level of programmes, for all learners registered for QQI awards, for academic years 2019/2020 to 2023/2024.

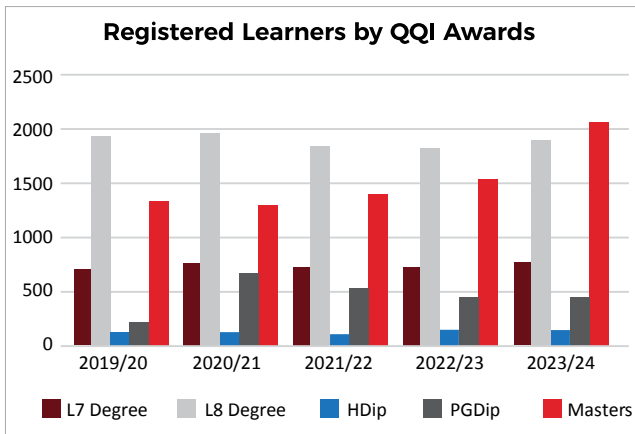


Figure 7.5: Breakdown of award-type, all learners registered for QQI awards, for academic years 2019/2020 to 2023/2024

The following two figures – Figures 7.6 and 7.7 – profile the number of learners registered on Minor and Special purpose awards and those registered on Professional (non-QQI) awards, respectively. These data are reflective of the College’s changing programme portfolio and national trends.

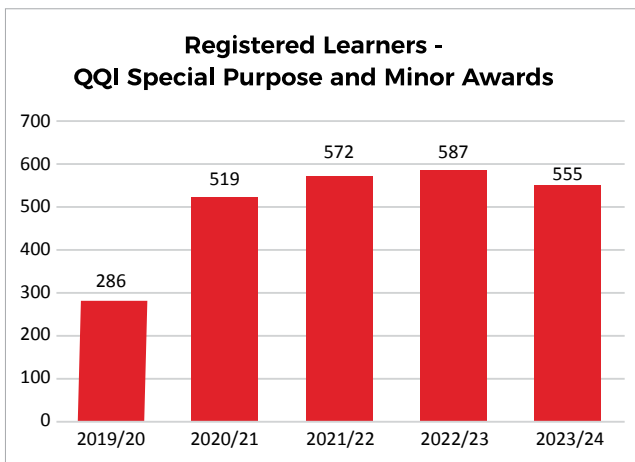


Figure 7.6: Number of learners registered for QQI special purpose and minor awards, for academic years 2019/2020 to 2023/2024.

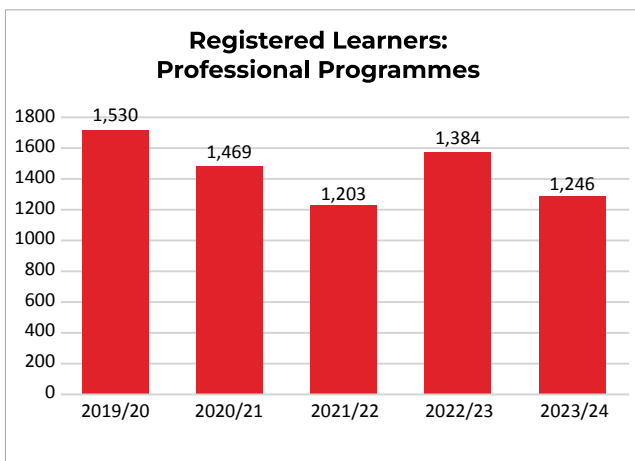


Figure 7.7: Number of learners registered for professional awards, for academic years 2019/2020 to 2023/2024.

7.3 Internationalisation and International Profile

Griffith College has long been committed to internationalisation and, for the last 30 years, has been a leading innovating force in promoting Irish education overseas. The early days of the College’s international activities focused on China and the Middle East, within the framework of the National Academic Recognition Information Centres (NARIC Network). Important relationships were forged with Chinese universities which endure to this day, enabling learners to progress to programmes in accounting, business, and computing. Griffith College academic staff deliver lectures in China to further support and promote the College’s programme offerings. Griffith College’s English language teachers continue to be based in China for longer-term periods to facilitate intensive pre-sessional language teaching and support.

In the early 2000s, the focus expanded to India, where Griffith College was once again a pioneering presence. In the mid-2000s, the College’s reach further expanded to include North America, LATAM, ASEAN and Western Europe. Articulation agreements have been developed with higher education institutions in France, Germany, and Scandinavia, and the College continues to welcome students from Europe for full degree programmes, top-up advanced entry (APL) arrangements, and Semester Abroad programmes. The breakdown of current registered learners, by nationality category is provided Figure 7.8.

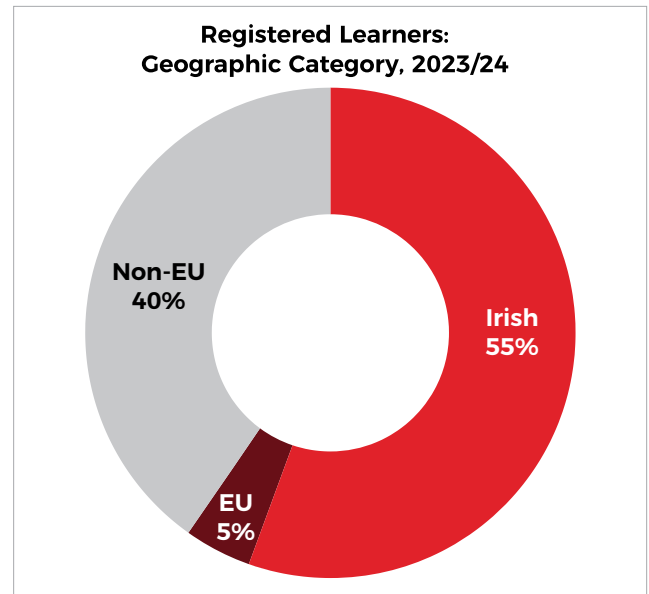


Figure 7.8: Nationality category of all registered learners, 2023/2024.

In line with the College’s increasing best practice in both supporting international students and implementing relevant quality assurance systems, it led the development of quality standards for the provision of international education on behalf of the IHEQN, the [Irish Higher Education Quality Network](#), a network organisation which was established in 2003, and chaired in its early days by Professor Diarmuid Hegarty.

Post-Brexit, the College’s latest endeavours involve welcoming learners from Central and Eastern Europe, where there is a keen appetite for Irish education, and Griffith College is

once again pioneering Ireland as an important study-abroad destination. These newer activities further enhance the diversity of the student body and add to the richness of the cohorts. The College applies the [QQI Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015](#) in support of these learners.

The College is an active member of the [Irish Council for International Students \(ICOS\)](#), a representative organisation, established to ensure that international education policy and practice in Ireland is quality-driven and remains firmly focused on the educational and social needs of all international students who choose Ireland as a study destination, and support staff in colleges who work with them. The Director of the Griffith College's International Office is the current Vice-Chair of ICOS.

In 2023/24, Griffith College has enrolled learners from over 120 countries across its campuses, as shown in Figure 7.9 below. As the College celebrates its 50th anniversary, it greatly values the increasing diversity of its global and multicultural community of learners and staff, and how the many complementary cultures and perspectives within the College inform, enhance and enrich the learning environment for all.

7.4 International Mobility

Griffith College is an active member of the Erasmus+ network, supporting student and staff mobility and actively promoting international mobility and internationalisation. The College welcomes hundreds of students every year to Semester-Abroad programmes, where flexibility and openness are key. Griffith College offers over 200 modules on a semester-abroad basis, whereby students can register for modules across all the undergraduate academic disciplines. The Semester-Abroad students add richness and vitality to the overall student body.

[Griffith Institute of Language \(GIL\)](#) supports international learners' inward mobility (as indicated on [the College Website](#)) through its provision of English for Academic purposes, the Certificate in International Foundation Studies (CIFS) programme, pre-sessional and in-sessional English language support programmes, and bespoke English language programmes.

In addition, the College has participated in outward mobility programmes on a pilot basis. The onset of the COVID-19 pandemic curtailed progress in this regard to a certain extent. However, students have been participating in Erasmus+ Blended Intensive Programmes (BIP) in conjunction with the Graduate Business School. These intensive learning experiences have been highly successful in terms of the student experience and learning outcomes.

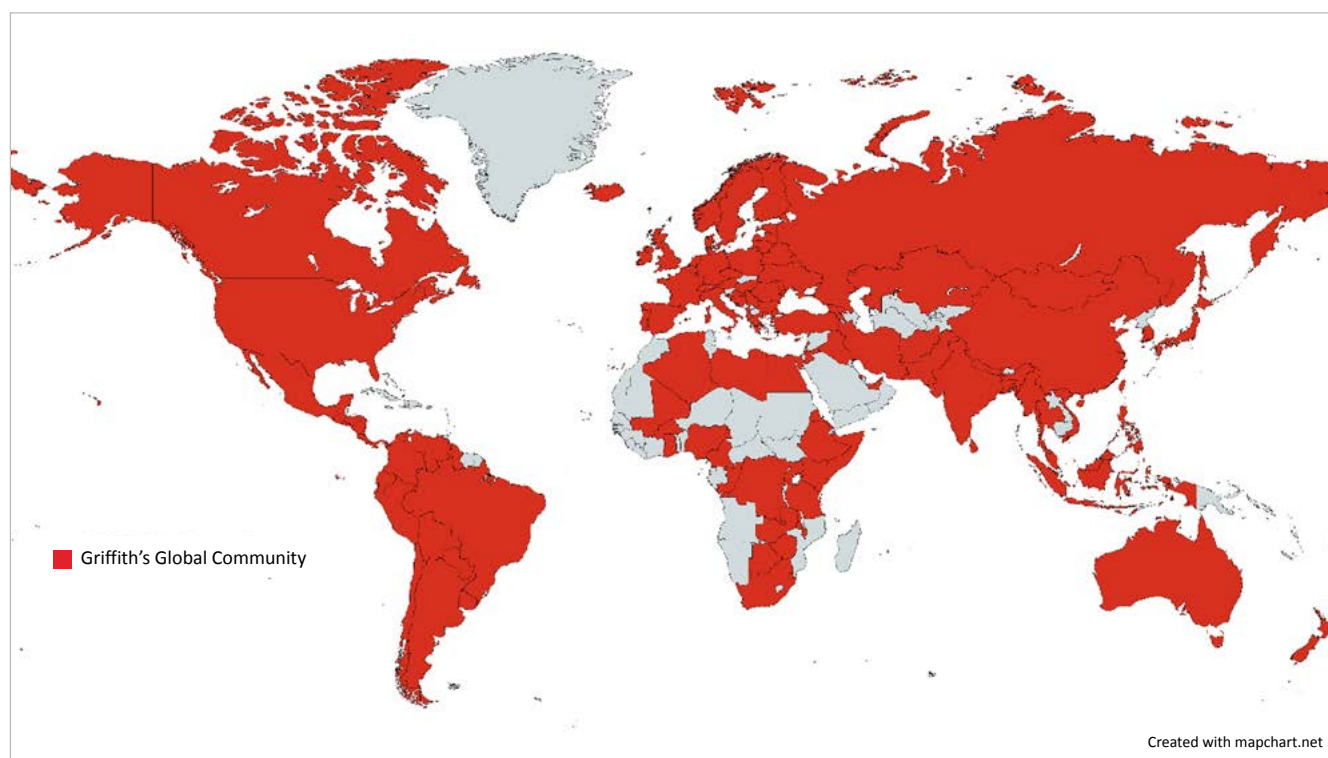


Figure 7.9: Map of countries of origin of Griffith College learners registered on QQI-validated programmes for the academic year 2023/2024.



8. STAFF PROFILE

Griffith College staff are the foundation of its reputation for learner success and its robust academic offerings. The College has nurtured a workplace culture of collaboration, support and development within an open and friendly environment where staff can flourish and develop the skills they need to thrive in their role, while keeping learners at the centre of everything that they do.

8.1 Staff Demographics

The College employs 725 staff, who support the vision, mission and values of the College, with learner-centred focus and commitment. These staff members give and provide flexibility to ensure a positive and supportive learner experience. This staff grouping comprises 177 administrative, support and service staff and 548 academic professionals, who are employed on either a full-time or part-time basis.

The breakdown of full-time and part-time status, for both academic staff and administrative and support staff is shown in Figure 8.1 below. In the case of both full-time and part-time staff, the College is fortunate to have many staff who have been with the College on a permanent basis for 5, 10, 20 or more years.

College staff, both teaching and support/service staff, recognise the different roles they provide in advancing learners' education. Lecturers recognise the primary requirement to advance learners' knowledge, skills and competences in order to meet exacting module and programme learning outcomes to prepare them for their careers or further studies. Heads of faculty, programme directors, faculty and programme administrators, library staff, learning support, learner engagement, administrators, IT services, and other staff, maintain a welcoming and supportive educational environment for learners.

8.2 Staff Wellbeing

College staff are supported in the nature of their work, and their work-life balance, through a variety of contract and flexible working arrangements, including part-time, different working hours/days, etc. In recent years, the College has introduced a Right to Request Remote Working (RRRW) policy, to support remote working, and an interdisciplinary RRRW Approval Committee has been established to support the implementation of this policy.

The College has developed an Employee Experience Programme that promotes a positive, engaging, and enriching environment for all staff members. This holistic approach is designed to enhance the overall wellbeing and job satisfaction of all employees, contributing to a thriving staff community. From social clubs and events, to staff development programmes, there are numerous avenues for individual staff members to get involved, to contribute their talents, and to connect with colleagues across the campuses and collaborative partners.

HR initiatives to support ongoing staff wellbeing include: managers' training on dignity and respect, and mental health; updating HR policies; introduction of health plan scheme for employees; marking events such as Employee Wellbeing Day; celebrating EDI events such as Pride and International Women's Day (IWD); provision of virtual mindfulness sessions and lunchtime yoga; arranging coffee mornings, sandwich days and fresh fruit deliveries; and more.

Counselling is provided in the strictest of confidence. The counselling service, which can be reached in-person, or by email or telephone (call, text or WhatsApp), is available for appointments Monday to Friday (9am to 8pm) and on Saturdays (9am to 1pm). A 24-hour emergency phone counselling service is also provided over Fridays, Saturdays and Sundays.

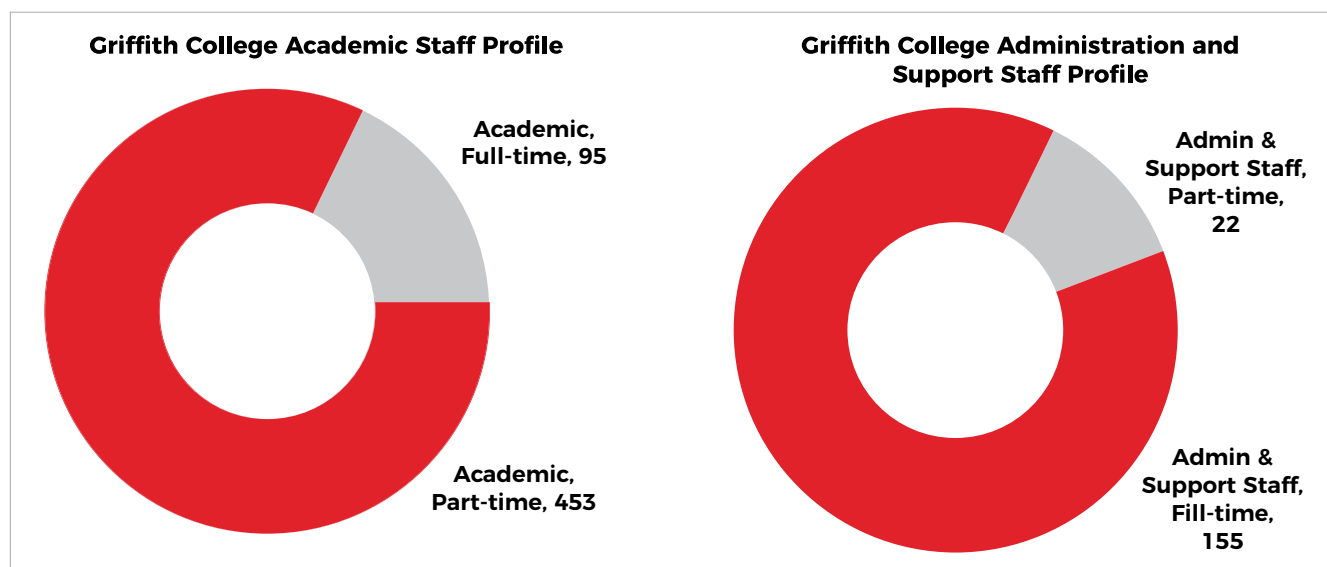


Figure 8.1: Griffith College staff profile, indicating part-time vs full-time terms of employment of academic and administration, support and service staff.



Additionally, the College's HR Department is implementing the [Sea Change project](#), Shine's national programme dedicated to ending mental health, stigma and discrimination. This includes workshops for senior leadership, HR and management, the availability of resources, provision of webinars and an evaluation of cultural experiences. The HR Department also facilitated the Safe Talk training which was delivered by HSE professional trainers.

The College measures its staff members' engagement using the employee satisfaction survey within the internal staff management platform, Bamboo HR.

8.3 Management of Staff

The College implements a staff performance review process (PRP) that is positive, goal-oriented and productive. The PRP is outlined in [QAE Manual, Section D-4.4 – Performance Review and Staff Development Principles](#). The PRP task is normally carried out by individual line managers on a quarterly basis. The process encourages open and honest conversations between the line manager and staff member to recognise achievements, acknowledge efforts, and provide constructive feedback to help professional growth, and to discuss performance objectives for the next quarter (and beyond) and collaboratively set goals that align with the overall College objectives.

8.4 Staff Development

The College has a strong commitment to staff development and support staff development initiatives to benefit staff and the College. Staff development practices are provided for in [QAE Manual, Section D-4.8 – Staff Development Practices](#).

The College operates a Professional Development Support Policy. The purpose of this policy is to support the ongoing professional development of the College's staff by facilitating their attainment of knowledge, skills, and competences relevant to their roles and their personal and professional career development.

The policy covers three diverse categories of professional development:

- ▶ Programmes of study leading to formal accreditation
- ▶ Attendance at seminars, conferences, and other programmes
- ▶ Professional membership, student registration and related fees

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. Staff are also supported in terms of study leave.

The College offers an NFQ Level 9, Master of Arts in Education, Learning and Development (MAELD). Lecturing staff are encouraged to complete the embedded Certificate in



Education, Learning and Development within two years of their appointment to their role, unless they already hold an equivalent qualification. Lecturing staff may also progress to the postgraduate diploma and master's programme free of charge.

Staff from the College's IT Services, Digital Learning, 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 development 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 to the College's platforms and processes.

The College's IT Services Department, in consultation with the Digital Learning Department, has created a training platform from which staff can access resources and training materials to enhance their skills and knowledge. Each new member of staff is provided with access to these training resources platform to facilitate their onboarding and their continuing support. The College also provides all its staff members with access to LinkedIn, an online learning platform which provides video courses in software, creative and business skills.

8.5 Equality, Diversity and Inclusion (EDI)

Griffith College is committed to promoting and supporting equality, diversity and inclusion (EDI) for all staff and learners in every area of their campus experience. The College values equality, diversity and inclusion in all aspects of the College's activities, and across each of its constituent campuses, as a significant contribution to good governance, providing a positive learner and staff experience for all.

The College's EDI Committee, established in 2021/2022, guides the College's policies, procedures, processes and teaching and learning providing an explicit EDI focus. The EDI Committee's membership includes learner representatives and staff members, from both faculty and service and support departments, such as, the international office, admissions, learner engagement, learning support services, and HR.

Examples of some of the College's EDI achievements in the first two years of the EDI committee's enhancement project include:

- ▶ The EDI subcommittee being formally established within the Griffith College governance framework
- ▶ An EDI reflection included to the agenda of each sub-group of MB and APC as a permanent topic of discussion at each meeting
- ▶ The integration of EDI into College IT platforms, including supporting how best gender and preferred names are recorded within the system
- ▶ Supporting induction and graduation events to have diversity more explicitly considered
- ▶ The College's Learner Gender Identity and Expression policy enabling learners to change their academic record for either a preferred name or legal name change.
- ▶ Incorporating the celebration of International Women's Day (IWD) into the College's annual event schedule.

In June 2023, the College engaged an external consultant to 'Report on Progress, Challenges and Recommendations for EDI in Griffith College'. The insights included in this report have been actioned including the College actively resourcing and organising more EDI focused developments.

In 2023/2024, with additional resourcing, some of the College's EDI achievements have included:

- ▶ The appointment of a staff member within HR with particular responsibility for EDI support in the College
- ▶ The College's achievement of the [Pieta House Amber Flag for Mental Health](#)
- ▶ The College joined Advance HE (in February 2023), and initiated the Athena Swan Bronze Award, a [framework for progressing equality in higher education and research](#), to be completed in the Academic year 2024/2025.
- ▶ Creation of an EDI calendar for celebratory events and activating various structures for an integrated College approach. For example, Griffith College held its first annual Pride event in May 2024 with a [panel discussion themed: 'Pride in Higher Education: Empowering LGBTQIA+ people and community'](#).

9. THE STUDENT EXPERIENCE AND THE LEARNER LIFECYCLE

9.1 Collaborative Culture

Throughout its development, Griffith College has benefitted from both its relatively small size and the organisational structures which continue to involve members from different faculties meeting each other on a regular basis. This collaborative interaction is evident in the many activities that are organised on a college-wide basis, such as induction, registration, examinations, graduation, marketing, and in the show-casing of student work at end-of-semester and end-of-year exhibitions.

In more recent years, these interdisciplinary links have supported the development of joint programmes such as the MSc in Interactive Digital Media delivered by the Computing and Journalism and Media Communication Faculties, the MSc in Accounting and Finance Management, which combines the Graduate Business School's experience with the College's traditional base in professional accountancy, and the MSc in International Business and Law, which is delivered by the Graduate Business School in cooperation with the Law faculty.

Further, this collaborative spirit permeates all levels of the institution from lecturer support and development, to academic support and pastoral care for students. The approachability of staff and the open-door policy of faculties is a distinctive characteristic of the College's operation and ethos.

9.2 Learner Communication

Griffith College arranges Induction sessions for all new incoming (and returning) learners for each intake, in Dublin, Cork and Limerick. The College's learner induction policy is set out in [Griffith College's QAE Policies, section G: 71. Induction](#) invitations are sent to each learner by email.

The College's website and Prospectus provides information on everything a prospective learner need to know about the College's programmes, faculties and the academic and personal supports Griffith College has to offer. To ensure the continued accuracy of this information, the College has established procedures for [Compiling and Approving Academic Marketing Material \(QAE Manual, Section I: 10.1\)](#).

The College's Student Handbook is reviewed and updated each year. Content includes information on policies and procedures, awarding bodies, faculty and staff contacts, and the academic calendar. These are further supported with key exam information on learner supports and activities, campus information, accommodation, and general information about the College.

The Class Representative Handbook was first introduced in September 2022 to support Class Reps and complement the training learners receive through [NStEP](#). The Handbook includes tips on how to be an effective class representative, what the role involves, and how best to retain boundaries in the role of class representative.



Examples of College printed communication materials

9.3 Academic Administration

The College's Central Academic Administration Department manages all of the College's processes related to learner registration, semester abroad learners, examinations, graduation and learner records, and as such delivers a one-stop shop for all learner queries regarding their academic status, official records and transcripts.

The Academic Administration Office operates an open-door policy during listed opening hours to assist learners with any queries, and by appointment outside of those opening hours.

9.4 Digital Learning

From induction to graduation, the Digital Learning Department engages with learners to deliver a quality, user friendly and accessible digital learning experience across the four campuses. This student-centred approach ensures learners are confident in seeking help, and requests for elearning support are answered in a timely, warm and effective manner by the dedicated learning technology team.

Moodle is the College's virtual learning environment (VLE), complemented by Mahara as the eportfolio platform. Notices, class notes, reading materials, assessment submissions, and supporting documents are all posted to Moodle, as are links to class videos and online support materials. The use of Forums within Moodle allows learners to engage with their peers and lecturers.

Griffith College's blended learning programmes deliver multimedia content, including lectures recorded in the College's eLearning labs, and the standardised presentation within Moodle of learning material for each module offer learners a transparent, accessible and enriching learning experience. Online and blended teaching are further supported using Zoom. Zoom allows for live classes, the hosting of interactive discussions, and facilitates group work, bringing the classroom experience into the digital realm.

All learners automatically receive a Microsoft 365 account providing access to email and office productivity tools. The College operates a Single Sign-On (SSO) system, which allows learners to easily access all College applications and systems through one password. This includes access to Moodle, Mahara, Zoom, EzProxy, PC Login, Office 365, Eduroam (Wi-Fi), Papercut (printing), Library Services, Shibboleth, EduGate and EduGain suites of applications, Unidays, etc.

As blended learning can be challenging for some learners, the College provides extensive supports for these cohorts. A comprehensive orientation programme ensures that all learners are well-prepared to navigate their programme, and faculty members and support staff are available to assist with any queries or concerns.

9.5 Learning Support

The College's Learning Support Department provides support for learners with disabilities, learning difficulties, and neurological (and other) conditions, ensuring that all learners can manage the demands of their chosen programme. Learning support is available to both full-time and part-time learners, across all campuses and partner colleges. The

Learning Support Department is an essential component of the academic support structure at Griffith College, offering confidential support to learners, enabling them to successfully manage the academic demands of their chosen programme.

All learners registering with the department are initially invited to an individual confidential learning needs assessment meeting. These meetings are crucial in capturing a sense of each learner's unique identity, the particular needs they have and how the College can address these needs through the provision of reasonable accommodations and/or the provision of tailored learning support.

The current supports provided by the Department include:

- ▶ Weekly Drop-in Clinics: Providing immediate support for assignments and other related coursework.
- ▶ Workshops: Covering academic skills such as writing, referencing, and exam revision skills; and transitioning to third level/studying at the College. Online versions of these workshops are developed for learner who cannot attend in-person and serve as a resource repository of recorded sessions for future reference.
- ▶ Reasonable Accommodations: Providing for additional time, low distraction exam venue, use of computer/laptop, spelling and grammar waiver, reader, scribe during exams as appropriate in agreement with the Academic Administration Department and relevant faculties
 - Learning Support manages the provision of accommodations tailored to individual needs. Depending on individual need learners can avail of accommodations such as spelling and grammar waiver, additional time, scribe and reader support. and low distraction venues during examinations.
 - Non exam-based assessment reasonable accommodations are agreed with individual faculties/ Programme Directors.
- ▶ Individualised One to One Support: Providing tailored assistance to meet individual learning learner needs.
- ▶ Assistive Technology: Providing access to specific software to support learning needs.

Since its inception in 2018, the Learning Support Department has experienced significant growth, with the number of registered learners increasing from 35 in 2018/19 to 153 in 2023/24. A key driver of this success is the persistent and increased engagement with the wider learner body and the development of positive relationships with faculties and departments across the College.

In common with other departments across the College, learners lie at the heart of the department's goals and activities, informing policies, processes and practice in the best interests of the College's diverse learner body. In considering the nature of the learners' disability/learning difficulties, Figure 9.2, below, shows the most common disabilities or learning difficulties, with which learners present to the learning support department. There is a notable increase in the number of learners registering with a mental health condition (for example, 18 learners in 2022/2023, compared to 4 learners registering with a mental health condition during the previous academic year).

Figure 9.1 below charts the growth of the Learning Support Department’s engagement with learners in recent years:

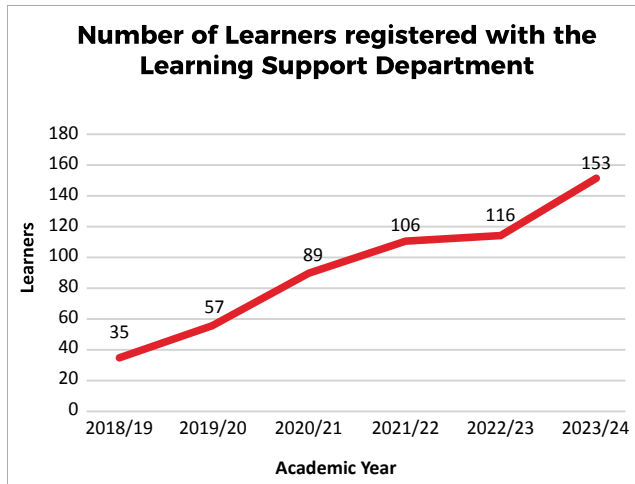


Figure 9.1: Growth of activity within Griffith College’s learning support department since 2018/2019 academic year (i.e. number of learners registered with the service)

In considering the nature of the learners’ disability/learning difficulties, Figure 9.2, below, shows the most common disabilities or learning difficulties, with which learners present to the learning support department. There is a notable increase in the number of learners registering with a mental health condition (for example, 18 learners in 2022/2023, compared to 4 learners registering with a mental health condition during the previous academic year).

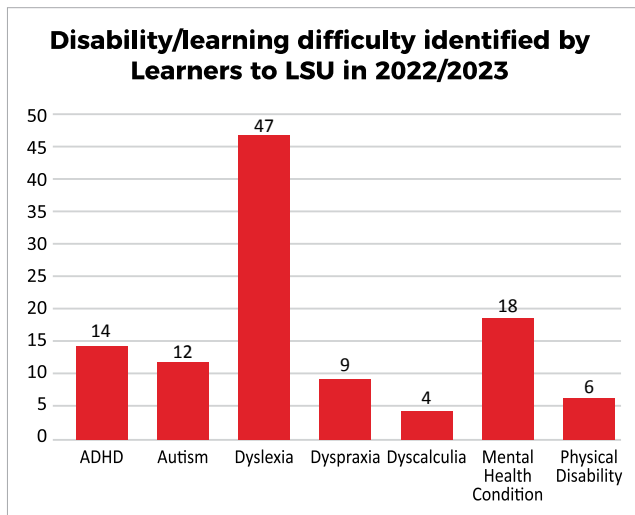


Figure 9.2: Disabilities or learning difficulties with which learners presented to Griffith College’s Learning support department during the 2022/2023 academic year when registering with the service

The Learning Support Department has developed strong connections with national advocacy groups such as Dyslexia Association of Ireland, ADHD Ireland and the Irish Autism charity, ASIAM. Griffith College is also a member of the Association of Higher Education Access and Disability (AHEAD) and the Disability Advisors Working Network (DAWN). These memberships further anchor and guide the work of the Learning Support Department, with the national advocacy bodies also facilitating the College’s staff CPD sessions and seminars.

9.6 Library

Griffith College’s library supports all learners, lecturers, and other staff, across the campuses of Griffith College and its partner institutions. In recent times, the online pivot and availability of virtual and online resources has altered programme delivery, most likely permanently. 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. The library updates and continues developing the collection, noting the increased possibility of recognising and promoting equality, diversity, and inclusion while doing so. While staff have endeavoured to get eBooks, 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. While continuing remote and blended support sessions and classes, the library also provides outreach support and training on the campuses, and in partner institutions.

Access to all the databases is provided, including additional purchases from the online pivot, such as various resources from EBSCO, Nexis, Mintel, the Irish Newspaper Archive, Elsevier, 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. Document supply and inter-library loans are available 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 partner institutions, and lecturers.

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 the continued professional development of library staff, for formal education, digital badges such as the AHEAD UDL (Universal Design for Learning) programme, and other short courses in professional practice. Library staff participate in organising conferences (such as the HECA Research and CONUL events) as part of their CPD. Staff have presented at conferences related to these activities and contributed/edited refereed articles. 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 which support this response. Griffith College library holds membership on the Library Association of Ireland (LAI) metadata group.

9.7 Learner Engagement and Support

Griffith College’s Learner Engagement Office fosters a culture of proactive engagement, empowering learners to and obtain support and guidance to address their requirements. The office provides holistic assistance, ensuring every learner is directed to the appropriate support they need to succeed, for example, career advice, counselling, learning supports, etc.

The core functions of the learner engagement office include:

1. Promoting Awareness: to ensure that all learners are informed about the services available through personalised emails and presentations during induction.
2. Being Approachable: by providing a welcoming and non-judgmental environment where learners feel comfortable seeking assistance.
3. Providing Clear Channels of Communication: where learners have access to multiple communication channels, including in-person visits, phone calls, and emails, making it easy for them to reach out for guidance.
4. Offering Personalised Support: providing guidance and support services tailored to meet the diverse needs of learners, and offering one-on-one sessions to address individual concerns and goals.
5. Empowering Learners’ Personal Development: encouraging their use of LinkedIn Learning (fees are paid for by Griffith), where they can access a wide range of personal development courses to enhance their skills and knowledge.
6. Collaborating with Faculty and Staff: across all campuses and partner colleges on behalf of the learner to ensure a coordinated approach to meeting their needs.

An overview of the reasons cited by learners for contacting the Learner Engagement Office in 2022/2023 is provided in Figure 9.3 below.

The Learner Engagement and Support Office works closely with the College’s Students’ Union, Student Activities, Counselling and other learner support departments to provide and coordinate a range of student welfare initiatives and supports. These include information, initiatives, campaigns, programmes and related supports regarding:

- ▶ Stress management
- ▶ Health promotion
- ▶ Mental health promotion
- ▶ Sexual health promotion, awareness, and consent classes

These programmes and initiatives are supported and delivered by external experts.

The College’s Counselling service is available to all College learners, and is provided in the strictest of confidence. The counselling service is available for appointments from Monday to Friday (9am to 8pm) and on Saturdays (9am to 1pm). A 24-hour emergency phone counselling service is also provided over Fridays, Saturdays and Sundays.

The counselling team can be reached by email or telephone (call, text or WhatsApp), with messages only accessed by the external counselling service.

Additionally, for learners living on the College’s SCR campus in Dublin, the College security team are on campus 24 hours a day, 365 days a year, and can also be reached by telephone. The security team members are trained to assist and support individuals in need of assistance.

9.8 Students’ Union

Griffith College Students’ Union (GCSU) represents an independent student voice.

From August 2021, the GCSU became an independent student representative body, and adopted a new constitution in April

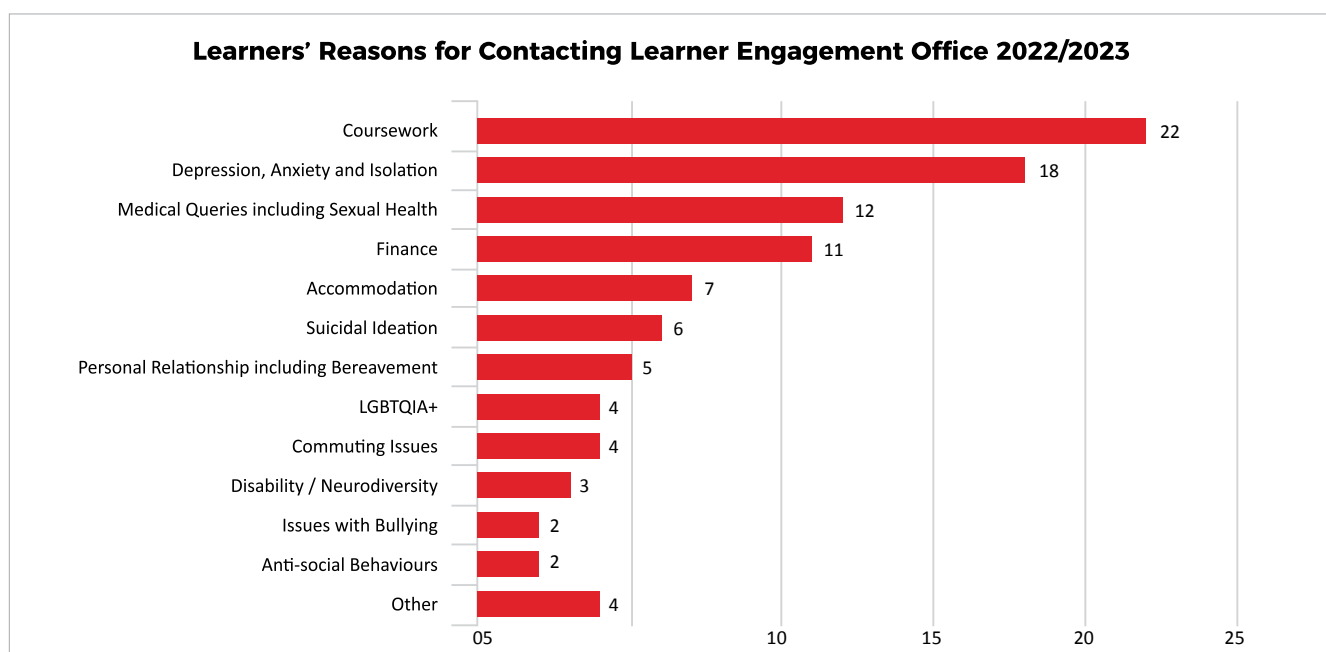


Figure 9.3: Griffith College learners’ identified reasons for contacting the Learner Engagement Office (in academic year 2022/2023)

2022 (which is made available to all students via Moodle). Learners elect representatives to lead its engagement with college management and other stakeholders, on an annual basis. GCSU is led by the SU President, who is a full-time officer. The SU President is supported by four Vice-Presidents, all of whom are elected, and subsequently employed on a part-time basis. Two of the Vice Presidents are based on the Dublin campus, and two additional Vice President posts were created in advance of the SU elections in 2023 – one each in Cork and Limerick. This ensures that the GCSU has cross-college representation, and learners have a local SU office to support them.

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

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In academic year 2022/2023, the College, in consultation with GCSU, introduced a Class Representative Handbook. This handbook provides a simple guide for learners on how to be a Class Representative (covering topics such as meetings, dealing with class issues, boundaries, etc.), and how to make the most out of the opportunity.

9.9 Student Activities

Griffith College's Student Activities Office works closely with the Students' Union and the College's support departments to enhance the students' college life experience. It provides direct support for the students' sports teams, clubs and societies, and manages a range of social events and outings for learners throughout the year.

By embracing opportunities to get active in sport and exercise, to socialise, to travel and engage in cultural activities, and to engage in wellness events, students can feel more welcome, socially comfortable, and part of the College community, and ultimately engage better with their programme of study.

The Student Activities Office focuses on Sports, Adventure and Wellness opportunities for learners. Student activities include a range of competitive sports for students (e.g. badminton, basketball, billiards, cricket, football and volleyball), as well as

activities like dance and yoga. Organised weekend excursions for learners include activities such as go karting, hiking, paintballing and swimming.

Throughout the academic year, the Office organises a variety of trips to give students the chance to see Ireland. There are four overnight trips and three, day trips organised per academic year, to places such as Connemara, Co Galway, the Cliffs of Moher, Co Clare, and to Belfast and Northern Ireland.

9.10 Careers Office

The Careers Office is a central support office that works with all faculties on campus. Supports are available to all registered students in Griffith College (from those on short courses to postgraduate learners), and to alumni up to 12 months post-graduation. Career supports are accessible across all four campuses and provided by a Careers Advisor for Dublin and Limerick based learners; a Marketing and Industry Liaison Officer in Limerick and a Careers and Industry Liaison Officer in Cork. Over 2820 learners accessed the Careers Office Moodle page in 2023/2024.

Career supports provided by the College personnel include:

- ▶ One to one appointments with a career's advisor (available in-person and online via zoom) – the Careers' Office supported 450 such sessions in 2023/2024
- ▶ Online CV review (using ATS software) – there were 200 of these in 2023/2024
- ▶ Employability skills programme (available to all registered students) and career development workshops throughout the academic year – 165 attendees in 2023/2024
- ▶ Promotion of job vacancies (full time, part time, internships and graduate programmes)
- ▶ Career resources (how to develop your CV, LinkedIn, interview preparation, employment visas)
- ▶ Delivery of in-class workshops in conjunction with faculties- 500+ students were reached through on campus events
- ▶ Peer Mentoring – on average 30 second year undergraduate students are matched with Griffith College Alumni each academic year
- ▶ Career Fairs on campus – when 40+ companies attend campus to promote possible employment opportunities.

9.11 Alumni

Griffith College has a network of more than 40,000 alumni, representing hundreds of professions and is a truly multicultural community with national and global reach.

Graduates are invited to join the online [Griffith alumni network](#) where they can maintain their connection with College friends, grow their professional network, stay up-to-date on College news and events, receive alumni news, and create a lasting Griffith College alumni community. The office is supported by two Alumni Officers.

Graduates of the College are encouraged to continue and develop their association with the College, through the following resources and activities:

- ▶ Griffith College Alumni LinkedIn network
- ▶ Structured mentoring of current learners
- ▶ Feedback on their learning experience
- ▶ Feedback on the college's new programme development
- ▶ Group schemes and discounts (for preferential rates on purchases)

Details on all of the resources available to graduates are provided on the [Alumni section of the Griffith College Website](#).

9.12 Learner representation on College committees

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

- ▶ 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 to support their preparation.

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 supports learner representation through its engagement with the National Student Engagement Programme (NStEP). This programme provides training for learner representatives (particularly class representatives) and resources for institutional staff, to increase capacity for effective learner representation. NStEP representatives participate in validation panel events as peer reviewers.



9.13 The President's Award

The Griffith College President's Award recognises learners who make a significant contribution to supporting and enhancing the lives of others during their time as a student. The award is designed to encourage and recognise learners who make a sustained commitment over a period to support and advance the interests of others, and who do so on a voluntary basis. Examples of volunteering roles and projects undertaken by learners can vary hugely depending on the learners' particular interests, skill sets, and the needs in the specific community they wish to advance. For some, it might involve providing educational support for primary or secondary level students, while for others it might involve organising events, clubs or societies in their community either within or outside the College.

Through their voluntary support, learners can gain valuable experience and insights into the particular circumstances and needs of others, and can also directly advance their own interpersonal and leadership skills. These skills complement the knowledge, skills and competences learners develop on their academic programmes, creating more informed and reflective graduates.

Participation in the award is on an opt-in basis through an application process. The award welcomes a variety of applications and recognises that learners have various interests and different volunteering opportunities open to them. The committee which reviews the applications comprises a number of representatives from across the College's faculties and support departments.

Learners who are added to the President's Roll of Honour receive a medal in recognition of their contribution and a letter of merit from the President of Griffith College. The letter of merit is awarded at Gold, Silver or Bronze in recognition of the effort shown and the learning from participation in the activity.



10. SUPPORTING TEACHING, LEARNING AND ASSESSMENT

10.1 Teaching, Learning and Assessment

Griffith College's faculties and programme teams deliver a wide variety of programmes, across a range of different disciplines. Depending on the nature of the programme and the needs of the learners, the particular knowledge, skills and competences advanced can differ considerably from one programme to another, for example from creative arts programmes in fashion design, music production and photography, to programmes in healthcare, engineering and law.

The programme teams' choice of Teaching, Learning and Assessment strategy, reflect the nature of the programme discipline, learner cohort, and delivery mode involved and are constructively aligned to meet the programmes' intended programme learning outcomes.

The College is fortunate to have such a broad diversity of programmes, requiring different teaching, learning and assessment approaches, and the opportunity for teaching staff from all faculties to benefit from the shared experience of colleagues within and outside their own particular discipline. These opportunities for shared reflection and development on teaching, learning and assessment arise naturally through the regular meetings of the College's Heads of Faculty (weekly), Programme Directors (monthly) and Programme Committees (each semester). These meetings are also supported by the members of the College's Teaching and Learning Department (TLD) and its constituent support departments.

Working together with the faculties, the College's Teaching and Learning Department maintains, develops and supports the College's teaching, learning and assessment practices.

The College's teaching staff are directly supported within the faculty by the guidance and support provided by their Head of Faculty, Programme Director, Faculty Administrator and teaching peers.

The College's Teaching and Learning Department (TLD) consists of three integrated parts, as shown in Figure 10.1, and provides the following supports:

- ▶ **Lecturer Support:** providing support for new and existing lecturers, 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 online programmes and related resources.

TLD members meet fortnightly with representation from each of its constituent departments in order to guide and coordinate their combined activities.

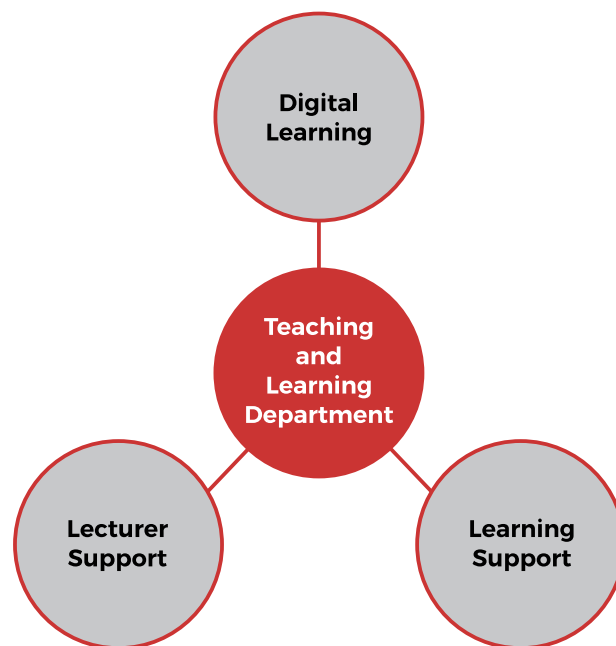


Figure 10.1: The College's Teaching and Learning Department constituent support departments.

10.2 Lecturer Support Department

The Lecturer Support Department (LSD) 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 also coordinates the Teaching and Learning Department's ongoing series of professional development (CPD) training sessions for lecturers.

Every fortnight, during term time, the LSD runs continuing professional development (CPD) sessions on a variety of topics in pedagogy and digital skills for College staff. CPD opportunities take the form of recorded live webinars on topical and areas of interest to lecturers, supported by the provision of shared resources and links that allow for self-directed learning. CPD sessions have also included invited guests to run CPD sessions on neurodiversity and EDI in higher education.

The Lecturer Support Department also 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 in both higher education and industry, as well as providing CPD opportunities for academic staff across the College. These postgraduate programmes have been designed to create a collaborative, reflective community of practitioners, in a structured and flexible manner. They offer an opportunity for lecturers to build on their existing skills, competencies, and share their practice whilst also being introduced to contemporary research, support tools and resources.



Lecturers in the College, including those with collaborative providers, may complete the certificate, postgraduate diploma and MA programmes 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.

Additional supports provided for teaching staff include:

- ▶ Lecturer Training and Technology Induction: Training and support for the various systems and platforms at Griffith College.
- ▶ Data Protection Training (available on Moodle).
- ▶ Themis Training: Uploading assessment results (assignments and examinations).
- ▶ UDL Digital Badge certification: supporting staff to complete the Universal Design for Learning digital badge, which is provided annually by UCD under the auspices of AHEAD.
- ▶ Teaching Champions Initiative: supporting cross-campus, inter-faculty groups, to identify and share examples of best practices from within and beyond the College.
- ▶ LinkedIn Learning: providing all staff and learners LinkedIn Learning licences and support information on how to get the most out of LinkedIn Learning to support their programmes and personal development
- ▶ ePortfolio training and development: enabling staff to evidence learners' achievement of outcomes and to facilitate group-work and management of thesis development.
- ▶ Library offering support for lecturers across all campuses.

10.3 Learning Support Department

As detailed in section 9.5, the Learning Support Department provides bespoke 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. The Department also works directly with programme teams across the College and wider support staff, to advance the learning experience for learners and staff. The Department advances the use of UDL practices in the College's programmes, and liaises with Faculties to support learners following their learning needs assessment in relation to any reasonable accommodations that may be required, so that learners can demonstrate their full level of academic potential, for example, spelling and grammar waivers, additional time, scribe and reader support, and low distraction venues during examinations.

The Learning Support Department also provides key skills workshops to support staff in identifying and engaging with best practice initiatives.

10.4 Digital Learning Department

The Digital Learning Department (DLD) is a support unit staffed by three full-time Learning Technologists. This skilled team works in tandem with the College's IT Services Department to provide elearning support for all Griffith College staff. The DLD specifically trains lecturers to deliver quality, award winning, blended programmes, while also supporting a variety of digital learning tools and activities, deployed across the College's programme offerings.

The College's trusted learning management system is based in Moodle (LMS/VLE), and Zoom is used to facilitate synchronous

online classroom delivery, tutorials and academic meetings. Power BI learner analytics are monitored to improve student success and it engages with a combination of interactive software such as Vevox polling and Mahara ePortfolio.

The DLD team supports both academic and administrative staff from induction and one-to-one training, to CPD workshops and showcase events, throughout the academic year. 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.

10.5 Academic Integrity

College staff are active participants in a wide range of professional and sectoral networks. Participation in these groups ensures that the College actively contributes to QAE development nationally, while remaining abreast of developments in best practice, such as that championed by the QQI-facilitated National Academic Integrity Network (NAIN).

Griffith College, through its TLD has nominated two staff members to be active participants in NAIN. Within NAIN, one of these members of staff considers initiatives relating to the

detection of academic misconduct while the other is focused on processes for the prevention of academic misconduct.

Within Griffith College, particular attention is drawn to NAIN guidelines and their adoption into the QAE policies, particularly for assessment, academic integrity, and academic misconduct. The College's Academic Integrity and Misconduct Procedure is aligned with the NAIN '[Academic Integrity: National Principles and Lexicon of Common Terms](#)'. As previously stated in section 10.3, the Digital Learning Department provides regular NAIN-informed advice in relation to developments impacting academic integrity.

TLD Statement to lecturers on Generative AI

Since March 2023, the Teaching and Learning Department has issued AI statements to guide the College's practices (which are reviewed and approved by the College's QAES and APC). These statements provide important information and support for lecturers, and require staff to be careful in how they engage with such bots (with learner-owned material) with regard to GDPR constraints.

CPD sessions are additionally provided to support the ongoing implementation of this guidance. Support material for learners on how best to engage with AI tools are also developed by TLD along with related training.



11. RESEARCH, INNOVATION, ENTREPRENEURSHIP AND INDUSTRY ENGAGEMENT

11.1 Griffith College Supports for Academic Research

The College supports learners' applied research through the dissertation stages of all masters' programmes offered by its various faculties. Learners undertaking a dissertation as part of their studies are supported by a discipline-specific, credit-bearing Research Methods' module. This module allows learners to develop the skills required to identify their research question, conduct research, and explore the ethical considerations of accessing, using and appropriately presenting data in their work and findings.

Research activities in the College (both staff and learners) are overseen by the Research Ethics Committee. This committee reviews research projects before they commence in order to assess their ethical implications and to provide guidance, support and approval to researchers. The Committee ensures that all research activities undertaken by College staff and learners, involving human subjects or personal data, are undertaken in a way that safeguards the dignity, rights, health, safety, and privacy of those involved

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

Staff engaging with learner research and dissertation supervision, are encouraged to complete the 'Supervision of Research' (5 ECTS) module of the College's 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. This programme is offered both during the academic term, as part of the MAELD, and in an accelerated mode as a summer/pre-semester school.

Within the College, the research activities of staff and learners are presented in College Research Showcase events to acknowledge and celebrate the researchers' achievements and to provide a forum for ongoing development, networking and collaboration.

In 2022, Griffith College hosted the inaugural [HECA Research Conference: 'Developing an Open Research Landscape in Private Higher Education Colleges'](#), which was addressed by Mr Simon Harris, TD, the then Minister for Further & Higher Education, Research, Innovation and Science, and College research staff were integral in its organisation. Griffith College researchers placed first and third in the HECA Student Research Awards which were presented at the conference. The College continues to actively engage with the HECA Research Committee and support the organisation of the now annual conference.



Presentation of prize-winners at the HECA Research Conference by Mr Simon Harris, TD, in November 2022.

Currently, the College's private status precludes its staff and learners from participating in many State funded higher education research initiatives. However, in recent years, the College has been successful in securing external funding for certain projects offered on a competitive basis to both public and private providers, for example in areas relating to Teaching, Learning and Development funded through the National Forum for the Enhancement of Teaching and Learning in Higher Education.

More recently, the College has been successful in collaborating on an equal basis with international partners on a range of EU-funded projects. These projects involve alliances with public universities, private higher education institutions and industry bodies as outlined in 11.2 below in respect of the College's Graduate Business School.

11.2 The Graduate Business Schools' Research and Innovation Hub

The [Graduate Business School Research and Innovation Hub](#) undertakes EU-funded research and innovation. It is an incubator and accelerator of innovative business ideas that serves as a vital link between educational development and business growth. As summarised in Figure 11.1 below, the Hub fosters an ecosystem where research, innovation, and business expansion converge harmoniously, through the provision of a consulting service and business mentorship. Its current areas of focus are in entrepreneurship, sustainability, artificial intelligence, education and healthcare. The full list of Hub partners is provided on the [College website](#).

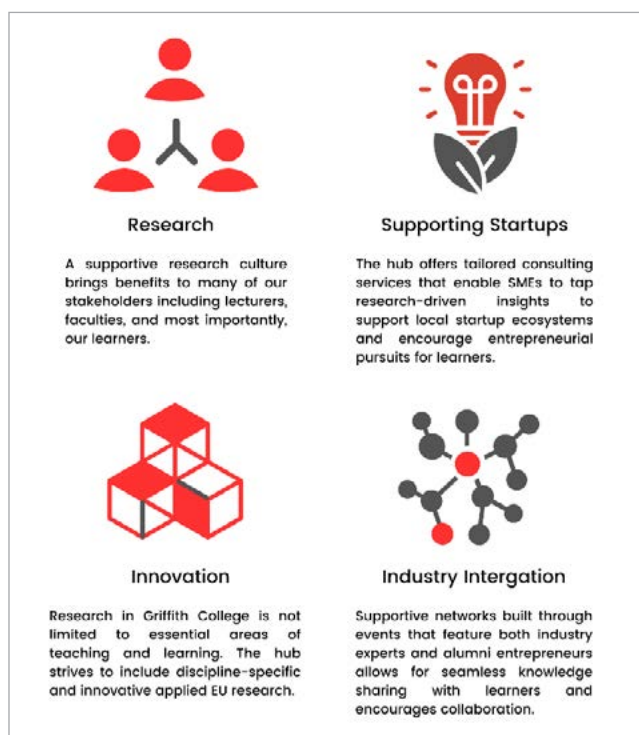


Figure 11.1: Activities of the Graduate Business School Research and Innovation Hub at Griffith College

EU Projects

The current EU funded projects being undertaken by the Graduate Business School's Research and Innovation Hub include the following:

The **SMART4FUTURE** project is a collaborative effort aimed at revolutionising education through innovation and enhancement of support structures. Backed by a consortium of eight partners, SMART4FUTURE is strategically positioned to reshape the educational landscape. The consortium, comprising six higher education institutions, a dynamic business accelerator, and two influential companies, is determined to drive sustainable innovation and empower learners and entrepreneurs.



The **AI4VET4AI** project, co-funded by the European Union to June 2027, aims to address the growing demand for skilled workers in the AI field, focusing on fostering an AI-savvy workforce throughout Europe. This project aims to contribute to the digital transformation of the EU labour market by integrating innovative teaching content and methods into VET (Vocational Education and Training) curricula across 11 European countries and 18 EU NUTS2 regions, enhancing the skills and understanding of AI among VET learners and educators.



The **AI2MED** project looks to Artificial intelligence (AI) currently poised to revolutionise the healthcare sector by offering the potential for faster diagnoses, reduced errors, and cost savings for patients. Recognising the profound impact AI can have on healthcare, the EU has co-funded AI2MED, a collaborative effort running from 2024 to 2027, involving 11 institutions across 7 European countries. By uniting universities, research institutions, and healthcare providers, the project aims to propel the healthcare sector forward through the strategic application of AI.



Leveraging its extensive network, the GBS Hub plays a crucial role in engaging stakeholders, facilitating knowledge exchange, and advancing project goals.

Industry Collaborations, Partnerships and Sectoral Engagement

The Research and Innovation Hub actively nurtures businesses with untapped growth potential, serving as enablers of success across a spectrum of fields including ethical AI, sustainability charters in highly regulated industries, and field and ethnographic research. With a firm focus on sustainability, the Hub collaborates closely with start-ups and incubators, such as the Guinness Enterprise Centre (GEC), to provide support via market and competitor research, website audits, rebranding initiatives, robust support networks, needs-analysis on a CEO level, ultimately helping carve a path for collaborative and sustainable growth.



GBS Hub staff and associates, pictured with participants and guest speakers, at the launch of #GameOn Innovation Bootcamp 2023, under the Smart4Future project, on 03 October 2023.

One of the key initiatives is the introduction of industry-led dissertations, enabling students to gain real-world experience and address industry challenges through their academic work. This collaboration between Griffith College and industry partners not only benefits students but also fosters a culture of innovation within the College.

Research Hub Centres and Groups

The Research and Innovation Hub is highly committed to supporting local and international communities and industries by leading impactful research in healthcare, sustainability, artificial intelligence, education, and entrepreneurship. The collaborations that the Research and Innovation Hub at Griffith College engage in underscore the Hub's commitment to multidisciplinary research and its efforts to foster innovation on a global scale.

The Hub is focused on expanding its business consultancy offerings and growing its fundamental research capabilities. It is an active member of the DIVERSE Alliance of European Universities, dedicated to strengthening relations between education, innovation, and the world of work. Hub staff are working closely with institutions such as Windesheim

University of Applied Sciences, to submit collaborative research proposals under HORIZON Europe initiatives, and the University of Central Lancashire, to offer incubator services and develop learning modules for industry markets.

As part of the College's Graduate Business School, the Hub aims to uplift the next generation of Griffith College entrepreneurs by providing opportunities to engage in innovative EU projects and industry initiatives. In this process, the Hub seeks to support local Irish SMEs and high-performance start-ups through incubator programmes and educational partnerships, aligning with the broader goals of the College.



12. EXTERNAL RELATIONSHIPS AND COMMUNITY ENGAGEMENT

Griffith College has a long tradition of active involvement with local businesses and communities in Dublin, Cork and Limerick where its campuses are based, and with a range of related national representative bodies. The following section provides a snapshot of some of these initiatives and activities.

12.1 Industry Links

The College continues to directly involve external industry stakeholders in the review, development and strengthening of its activities and academic decision making, including:

- ▶ industry involvement in the development of programmes' required content and work-relevant learning
- ▶ support for the masters' programmes' Dissertation by Practice modules
- ▶ joint tendering for provision of industry-specific programmes
- ▶ engagement of industry guest lectures
- ▶ development of apprenticeship proposals and programmes in association with Consortium Steering Groups
- ▶ support of company academic scholarships (earn and learn programme); etc.
- ▶ engagement of industry-based external examiners.

Further examples of the College's industry links and engagements, and the benefits they bring, are outlined in the following paragraphs.

In 2020, during the height of the pandemic, Griffith College offered free online webinars to thousands of small business owners across Ireland, in partnership with ISME and Chambers Ireland. The programme content focused specifically on the issues facing small businesses such as cash flow, crisis management and managing flexible working practices.

Griffith College is an active participant in Dublin's business community. The College President is an elected member of Dublin Chamber of Commerce, and is currently serving his second term on its council.

Griffith College Cork hosts a number of events for the Cork business community, such as Network Cork, Cork Women in Business events and Cork Chamber of Commerce business networking evenings.

Griffith College in both Cork and Limerick have established Industry Liaison Officer (ILO) roles to engage with industry in the broader Munster area to raise awareness of the College's graduates and help students secure jobs and placements, both during their studies and after they graduate. The ILOs create links with businesses and industries, to identify and support their training and education needs, and to establish partnerships to support programme development and provision at the College. In addition, they have established links with key groups (e.g. Skillnet and Skills Fora, education training boards, local enterprise offices and government agencies).

Since the introduction of microcredential programme validation with QQI in 2020, the College has been successful in validating programmes with industry partners (such as those identified in the following examples), to meet very specific



Network Ireland Cork, in collaboration with Griffith College, hosted an inspiring business event 'The Power of You' featuring Prof Diarmuid Hegarty, Griffith College President, and Norah Casey, entrepreneur, investor, and former Dragon from Dragon's Den, on 01 May 2024



Pictured (L-R) at the launch of the Certificate in Strategic Co-ordination and Collaboration for Modern Methods of Construction at Government Buildings are Paul Healy, Chief Executive, Skillnet Ireland; Professor Diarmuid Hegarty, President, Griffith College; Simon Harris, Minister for Further and Higher Education, Research, Innovation and Science; Aine McManus, Head of Faculty, Graduate Business School, Griffith College; Tom Parlon, CEO, CIF.

requirements for knowledge and skills development within the relevant sectors:

- ▶ Certificate in Law and Governance for Trustees Certificate, a 10 ECTS, Level 8, special purpose award, which was developed in consultation with the Irish Institute of Pensions Management (IIPM)
- ▶ Certificate in Applied Human Resource Management for Irish Hotels and Guesthouses, a 10 ECTS, NFQ Level 7, special purpose award, which was developed in consultation with the Irish Hotel Federation Skillnet
- ▶ Certificate in Strategic Collaboration and Coordination for MMC (modern methods of construction), a 15 ECTS, NFQ Level 8, special purpose award, and a Certificate in Strategic Supply Management for MMC, a 10 ECTS, NFQ Level 8, special purpose award, both of which were developed in consultation with the Construction Professionals Skillnet (CPSkillnet) of the Construction Industry Federation.

The College's MBA learners benefit from an industry emphasis in their programme's delivery, with classes taking place at both the Dublin SCR campus and also at locations such as the Guinness Enterprise Centre (GEC). The GEC is one of the leading business incubators in Europe and this dynamic, entrepreneurial environment supports MBA learners in their learning aims and objectives, consolidating their professional experiences.

12.2 Educational Links

College staff are active participants in a wide range of professional and sectoral networks. This 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
- ▶ National Academic Integrity Network (NAIN), identifying and sharing best practice in relation to teaching, learning and assessment.
- ▶ Recognition of Prior Learning (RPL) Practitioner Network Ireland, shaping and informing policy development
- ▶ Irish Council for International Students (ICOS), promoting good practice, informed by national and international practitioner and policy perspectives
- ▶ QQI's standing committees, expert review panels, and *ad hoc* working groups, e.g. programme review and validation panels, working groups considering microcredentials, annual quality review/reports (AQRs) and programme development templates.
- ▶ The National Student Engagement Programme (NStEP)
- ▶ Staff support of the external examination processes and programme review and (re)validation events with other providers.

12.3 Community Links

The College has worked closely with [Donore Credit Union](#) over the past decade, one of the oldest Credit Unions in the country and situated in Dublin 8. Since 2018, the institutions jointly fund a bursary for a Griffith College student who is also a member of Donore Credit Union. Students from the College's business faculty have also undertaken market research on behalf of Donore to find ways to increase awareness, particularly amongst a younger audience of potential new members.

Griffith College is also a founding member of the [Donore Area Sustainability Group \(DASC\)](#). This group consists of businesses and individuals from the Dublin 8 locality, and is dedicated to building a sustainable community through various initiatives including a community energy SEAI application, community travel, community food and waste, local climate and environmental action, and community shopping and

recycling. Griffith College provides meeting rooms for the group's monthly meetings and hosts and sponsors DASC's sustainability showcase event which brings together leading speakers and solutions-providers, to facilitate community conversations and knowledge sharing on all aspects of sustainability.

Griffith College has a long association with [Kevin's Hurling and Camogie Club](#), a GAA club established in Dublin's south inner city in 1902. The College provides space for the club's meetings and has sponsored flags and banners for matches. Assistance has also included the provision of camera equipment and training on how to film matches for the club's social media platforms.

Griffith College is an active participant in Culture Night. The College provides free tours of the historic SCR campus each September, with up to 100 visitors taking part each year. Attendees receive a copy of the College's history book [Griffith College Dublin – A History of the Campus 1813 to 2013](#). First published in 2013 to mark the 200th anniversary of the campus buildings, this book contains a wealth of information on the campus's history and its involvement in some of the signature events in Dublin's history over the past two centuries.

Griffith College provides support to the [Military History Society of Ireland](#) through the provision of free meeting spaces to host their regular events, talks and workshops.

The [Irish Innocence Project](#) is situated on campus at Griffith College Dublin. In addition to assisting in a wide range of investigations where victims have been wrongly convicted, its most high-profile achievement was helping to secure a posthumous pardon for Mr Harry Gleeson, the first such pardon in the history of the Irish State.

The College's Law Faculty offers a Free Legal Advice Centre (FLAC) in conjunction with FLAC nationally. It has assisted numerous members of the community in obtaining legal advice on a wide range of issues in the context of regularly-scheduled, free legal advice clinics. It also engages in research

regarding the effects of the law on specific groups within society. The group also runs workshops to increase knowledge of certain areas of the law for students.

Griffith College has provided free meeting space to the Joseph Poole Committee at the SCR campus. Chaired by Professor Diarmuid Hegarty, the committee consists of members of the Poole family seeking to find the remains of Joseph Poole, hanged at Richmond Bridewell in 1883, after being accused of Fenian-related activities. The committee has assisted in undertaking detailed historical research to attempt to ascertain the location of Poole's remains, thought to be on the Griffith College Dublin campus. This included provision of funding for ground-penetrating-radar analysis of a potential site at the National Boxing Stadium, in 2018, located adjacent to Griffith's campus.

Griffith College Cork is an active participant in local festivals and events, hosting events like the Cork Lifelong Festival. The historic Honan Chapel on the Cork campus is also used to host local and national events, such as the recent candlelight concerts. In 2021, the Cork Midsummer Festival was launched with the ringing of the Griffith College Cork church bell, which could be heard across the city.



Donore Area Sustainability Group (DASC)



Culture Night tour at Griffith College, September 2023

Griffith College Limerick is involved in supporting the Limerick Lifelong Learning Festival for many years. This sees the College participate in lifelong learning events across the city, while also providing a number of Lifelong Learning focused programmes free-of-charge within the College.

The Griffith Halls of Residence contribute regularly to a range of charities, including Dogs Trust (used bedding), NCBI (left behind books, knick-knacks) and other local charity shops. Abandoned bikes are donated to schemes around Dublin city including the Rediscovery Centre and Frontline bikes, who upcycle and contribute to the circular economy.

Griffith College, in both Cork and Limerick, have supported Teen-Turn, an initiative to provide girls from disadvantaged and underrepresented communities the opportunity to gain hands-on STEM experience, mentored by female role models. This involved the campuses hosting teen participants and volunteer mentors on a weekly basis to work on after school projects which range from Technovation challenge submissions to SciFest and BTYSE science projects.

Griffith College Limerick staff supported the community clean up as part of [National Spring Clean 2024](#), which took place in April.

All Griffith College campuses support the donation of food and drinks, plus gifts and vouchers to local St Vincent De Paul societies in advance of Christmas, each year.

12.4 Sponsorship / Scholarships

The College offers a range of scholarships and bursaries annually to make education accessible to our students, with some examples below:

► The Brendan Lynch Scholarship

Since 2018, [Donore Credit Union](#) and Griffith College have jointly funded a bursary of €3000 to fund the studies of a Griffith College student who is also a member of Donore Credit Union.

Shauna Myles, student on the Diploma in Legal Studies and Practice, and recipient of the 2024 prestigious Donore Credit Union Brendan Lynch Scholarship, is pictured with Prof Diarmuid Hegarty and Dave McAuley, CEO, Donore Credit Union.



► Opportunity Scholarships

The College offers six fees scholarships (to cover a three or four-year degree programme) annually – four for the main Dublin campus, one for Cork and one for Limerick. This means that at any point in time between 18 and 24 students are being supported through this scholarship scheme. The scholarship covers the cost of the programme at Griffith College and is intended to provide an opportunity for more students to attend a private HEI.

► Sports Scholarships

Administered by the Learner Activities Office, the College offers sports scholarships to outstanding athletes who show a passion for Griffith College Dublin courses and can demonstrate an ability to play their sport to a very high standard. There are normally 12 such scholarships available in an academic year.

► Central Bank Scholarship Programme

The Central Bank of Ireland offers scholarships to school leavers, in partnership with Griffith College. The initiative supports successful applicants to work at the Central Bank full-time (and earn a salary), while being facilitated to undertake a part-time business or accounting and finance degree at Griffith College. These scholarships are offered through a competitive process.

► The Craydel Cup, Kenya

The Craydel Cup is Kenya's largest inter school business pitch competition for high school students. Griffith College awards 100% academic scholarships to the winning team (four students). These scholarships (of tuition fees for the learners' entire undergraduate education) enable the winning team to pursue a Bachelors' degree within the faculty of Business or Computing at Griffith College. Scholarship of 50% of their tuition fees for their entire undergraduate education are awarded to the second and third placed teams.



Maranda Boys High School students, winners of the Craydel Cup 2024, pictured with Griffith College staff members (on left) Kevin Geoghegan, Director of International Office, and Kieran Coakley, Global Student Mobility Manager - Africa; and (on right) Seamus Fitzpatrick, Head of Faculty of Business.

- ▶ **Leinster School of Music and Drama Scholarships**
The Leinster School offers a Sheila Murphy Scholarship for music and drama students. Named after the former Director of the school Sheila Murphy, the award honours her legacy.
- ▶ Griffith College Cork offers a DEIS bursary, in partnership with Gaelcholáiste Mhuire AG, for a full scholarship per year onto the BA (Hons) in Business or the BA (Hons) in Accounting and Finance.
- ▶ **Fashion Design Scholarship for winner at Junk Kouture**
The College awards a bursary/ scholarship to one finalist of the school-based [Junk Kouture](#) sustainable fashion competition. This bursary supports the recipient to study on the College's BA (Hons) in Fashion Design.

The Creative Bursary is a partnership between the Faculty of Journalism and Media Communications and the Institute of Advertising Practitioners Ireland (IAPI). Since 2019, the



College provides an annual bursary funding of up to €10,000 towards improving the winning schools' art departments and increasing awareness of career opportunities in the creative commercial sector.

The Friends of the Vocal Arts is a not-for-profit charitable body, chaired by Griffith College President, Professor Diarmuid Hegarty. The College provides administrative support and sponsorship towards the [Veronica Dunne International Singing Competition](#), which welcomes and supports talented singers from around the world on triennial basis.

Griffith College has partnered with local DEIS schools in Cork and Dublin, to facilitate a STEAM bursary, which sees the College donating computers and IT support (provided by the IT services Department) for their setup and deployment as new labs. In 2020, this resulted in the College donating €2,000 to Loreto College Crumlin, to improve STEAM-related facilities within the school. In addition, the College donated 20 Mac computers to a newly modified computer lab at the school.

The College has a proud tradition of supporting sports teams, through sponsorship, including the Griffith College Éanna (Terenure) Basketball Teams – Men's and Women's, which competes in the Irish Super League; and also local teams such as Bunratty-Cratloe Schoolboy Soccer Club, Co Clare.

12.5 Schools

The College for many years offered free maths revision classes for Leaving Certificate students taking the ordinary and honours level papers. Provided by Dr Tomás Mac Eochagáin, the College's Director of Academic Programmes, these free classes provided support to thousands of second level students. In 2020, over 4,500 secondary students across Ireland attended the online classes, which proved invaluable at a time when Covid-19 restrictions reduced their access to the classroom.

Griffith College's IT Services Department partners with Camara Education, a social enterprise that sends refurbished



Griffith College Éanna Men's and Women's Basketball teams – Super League Champions, April 2024.

computers to disadvantaged schools around the world, as well as providing training in digital literacy. Since 2009, the College has provided close to 1,000 computers that Camara has refurbished and reused in schools and communities in countries including Kenya, Ethiopia, Lesotho and Jamaica, impacting over 7,000 learners.

Griffith College's Schools Debating Competition is an annual team event, run on the SCR campus. The competition is open to all fourth, fifth and sixth-year secondary school students, with entry through the submission of a general essay on an identified motion. Teams are shortlisted, with preliminary rounds leading to a final on the day of the competition. Supporters from each school are invited to attend the event. Members of the Griffith College Debating Society are available on the day to assist the final two teams.



Griffith College's Schools Debating Competition



Dr Waseem Akhtar, Head of Faculty of Computing Science (second from left) with attendees of the College's Computing Science faculty Coding Workshop, January 2024

The College's Computing Science faculty also hosts a Coding Workshop event aimed at fostering interest in technology among Leaving Cert students. During this one-day event, students are guided by experienced faculty to complete real-time coding exercises, creating simple web pages and developing basic mobile apps. The event also includes lunch, a campus tour, and a presentation on careers within the computing science field.

In 2023, the College partnered with the [Impact School](#) in Lesotho and donated 50 PCs. Founded by Griffith College alumnus [Mamonaheng Koenane](#), the school aims to train 5,500 software engineers by 2030 and includes a coding and robotics programme for children and the Impact Digital Women project, which focuses on introducing young women and girls to tech skills.

Continuing the focus on education, Griffith College offers regular free CPD workshops and courses for guidance counsellors, at its campuses nationwide. Recent examples of such provision include a 'Managing Anxiety, Stress and Self-Harm in Teenagers' workshop, with Dr Eddie Murphy, and a training session: Self-care for Guidance Counsellors, delivered by Breathing Space Ireland.



13. FINANCIAL PERSPECTIVE

13.1 Overview

Griffith College is an independent higher education provider, registered with Ireland’s Companies Registration Office. Originally incorporated as Bellerophon Limited, since its move to Griffith Barracks in 1992, it has traded as Griffith College Dublin, and more recently as Griffith College.

The College owns the freeholds of its Dublin campus, located on South Circular Road, Dublin 8, the Limerick campus located on O’Connell Avenue in Limerick city, and the Cork campus on Wellington Road, Cork. It holds a lease on its Dublin city-centre campus located on Wolfe Tone Street, Dublin 1. Griffith College also owns another property on Greenville Avenue, Dublin 8, close to its South Circular Road campus, which it intends to develop in the future.

As a private limited company, the College’s financial statements undergo annual statutory audits by an independent audit firm. The financial statements are prepared in accordance with the Companies Act 2014 and FRS 102, the financial reporting standard applicable in the UK and Republic of Ireland. Based on the latest audited financial statements prepared to 30 June 2023, the College has net assets in excess of €37m, including cash reserves in excess of €21m.

The College’s Finance Department plays a central role in ensuring the College’s financial stability and supporting its strategic development. Reporting to the Colleges’ Board of Directors, it advises and supports the College’s Management Board, heads of faculty, and departmental managers, on

financial matters, ensuring that financial considerations are integrated into college-wide decision-making and risk management.

13.2 Financial Performance

The College’s primary source of revenue comes from its provision of: academic programmes leading to undergraduate and postgraduate awards; programmes leading to membership of professional bodies in accountancy and law; and English language and pre-university preparation programmes. Other sources of revenue include EU research projects, teaching and examination undertaken by the College’s Leinster School of Music and Drama, rental income, and other educational and related activities.

The College’s overall revenue figures along with key contributing elements for recent years are shown in Table 13.1 below.

The College’s most recent budgets for the current financial year to 30 June 2024 indicate overall revenue of over €34 million.

The main costs involved in running the College relate to the delivery and management of its teaching, learning and assessment activities by the faculties and the College’s various support departments (e.g. IT services, library, learner services, HR, QAE, etc.). Other significant costs relate to the overheads involved in operating and maintaining the College’s campuses.

The College’s overall cost figures along with key contributing elements for recent years are shown in Table 13.2 below.

Table 13.1: *Griffith College overall revenue figures along with key contributing elements for the trading years 2021/2022 and 2022/2023*

Revenue	21/22	22/23
Undergraduate / Postgraduate Programmes	€20.4m	€23.2m
Professional Programmes	€1.4m	€1.8m
English Language / Pre-University Programmes	€0.5m	€0.8m
Government Funded Programmes	€2.5m	€1.3m
Rental Income	€2.1m	€2.0m
Leinster School of Music and Drama	€0.2m	€0.2m
Legal Publications (Books & Journals)	€0.3m	€0.2m
Other Ancillary Income	€0.1m	€0.2m
Overall Revenue	€27.5m	€29.7m

Table 13.2: *Griffith College overall cost figures along with key contributing elements for the trading years 2021/2022 and 2022/2023*

Overall Costs	21/22	22/23
Staffing Costs	€15.8m	€17.4m
Other Direct Delivery Costs	€1.9m	€2.2m
College Overheads	€6.3m	€7.5m
Overall Costs	€24.0m	€27.1m
Profit before Tax	€3.5m	€2.6m

Learners enrolled on the College’s academic programmes are governed by the provisions of the Qualifications and Quality Assurance (Education and Training) Act 2012, and in line with learners of other independent providers, pay a 2% learner protection fee. The Protection for Enrolled Learner (PEL) fees are managed by an independent trust fund and remain available to the College to ensure the continuation of the learners’ programmes until completion, and to provide support for learners from other private institutions in the event of it being required.

In recent years, the College has provided independent support for learners from a number of higher education institutions ensuring the continuation of their programmes, without recourse to its PEL fund. Contributions to the College’s PEL fund to date total €3.1m.

13.3 Campus Management and Development

The College uses its financial resources to maintain and upgrade its campuses and teaching facilities on an ongoing basis, and to fund key capital development projects as required.

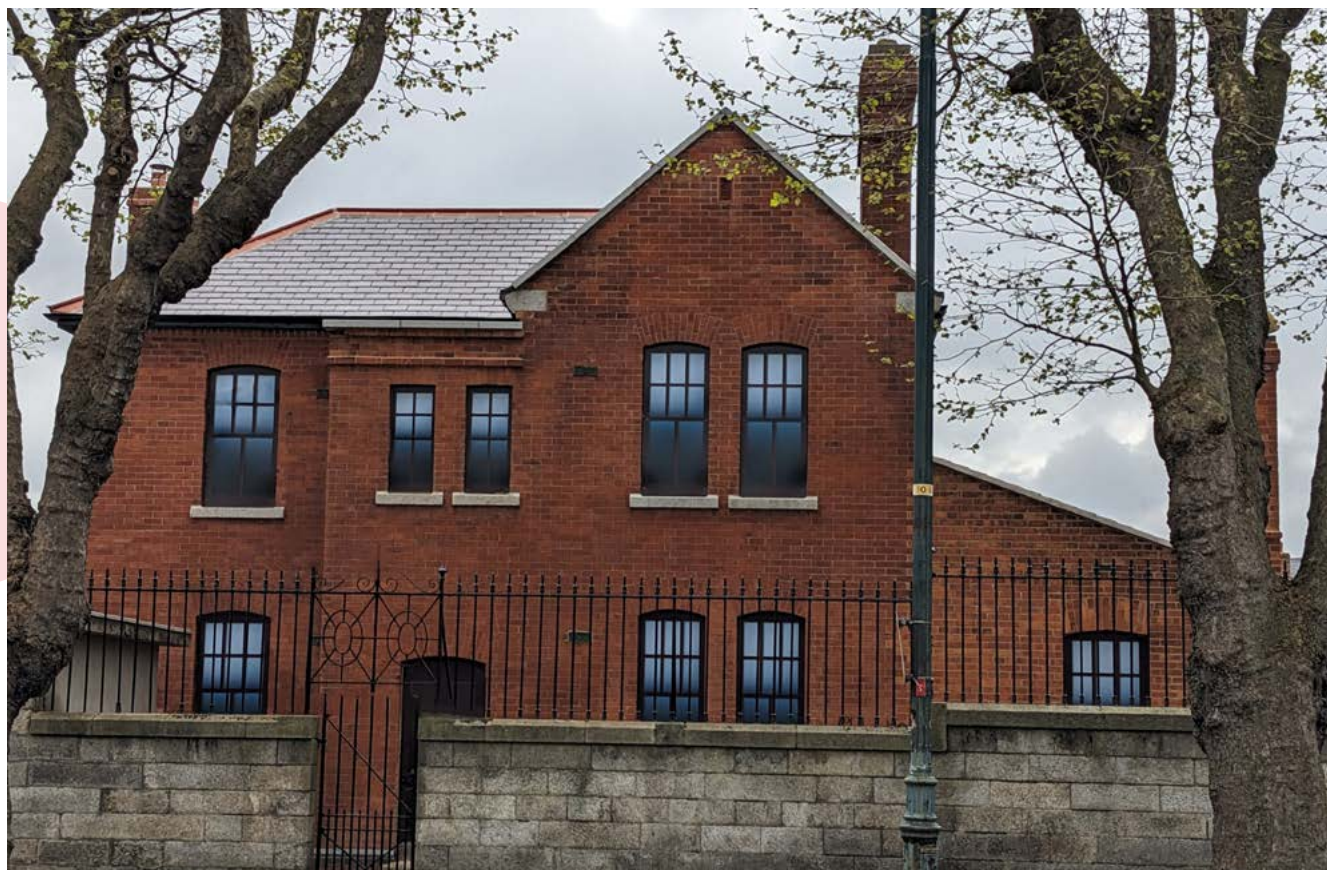
Annual maintenance and upgrading costs are typically between €1.2m and €1.5m and arise from the schedules of work identified by the College’s IT Services Department, Campus Services Department, and other faculty or department specific requirements. The College’s IT Services Department’s Programme for the Enhancement of Teaching and Learning Spaces (PETALS) is a multi-annual upgrading and renewal programme for managing the College’s digital resources and related internet services.

The College’s Campus Services Department maintains and upgrades the College’s facilities throughout the year and engages and oversees contractors in relation to its activities as required. Regular upgrading and renewal projects include: painting, decorating, carpeting, repairs, replacements to existing buildings and the retrofitting and repurposing of rooms, laboratories involving electrical, plumbing, heating, IT installation, etc. Campus upkeep and maintenance costs are typically between €300k and €350K annually.

The College’s capital expenditure in recent years reflect these investments in maintenance and upgrading costs and are shown in Table 13.3 below.

Table 13.3: *Inclusions in Griffith College capital expenditure for the trading years 2021/2022 and 2022/2023*

Capital Expenditure	21/22	22/23
Computer / Technology Related Equipment	€230k	€330k
Teaching Related Equipment	€270k	€170k
Other College Equipment and Infrastructure	€430k	€320k



Post-restoration images of the historic Quarter Master House, South Circular Road campus, May 2024.



Post-restoration images of the historic Quarter Master House, South Circular Road campus, May 2024.

13.4 Campus Developments

More significant campus developments, that require considerable capital investment are undertaken outside the annual financial review cycle and are designed to meet the College’s longer-term needs and aspirations.

Examples of major capital investments during the College’s history include the acquisition and repurposing of the College’s main campus on Dublin’s South Circular Road, and its acquisition and redevelopment of its campuses in Cork and Limerick.

In 2004 and 2005, the College built the Griffith Halls of Residence (GHR) on its main campus in Dublin. These provide high standard, on-campus accommodation for 664 learners. In 2006, the College completed its Academic Facilities Building (AFB), comprising lecture rooms, offices, conference rooms,

restaurant, and a multi-purpose 600-seater auditorium. The combined GHR and AFB buildings involved an investment of almost €50m, largely funded through bank loans, with mortgage repayments ending in early 2027. In recent years, approximately €600K is spent annually to renew and upgrade the Halls of Residence to ensure they continue to provide suitably high-quality accommodation for learners.

Since the 2020s, the College has made a number of significant capital investment in its campuses, most particularly in Cork with its €2.5m renovation and restoration of the former Convent facility with its Marymount Campus, along with the construction of an all-weather sports facility in 2023 costing €120K. Specific investments were also made in respect of green energy initiatives with €178K invested in solar panel installations across the College’s campuses (as presented earlier in section 5.4).

During this period, the College has also invested over €2m in the development of its new Management Information System (THEMIS), due for completion in 2025.

Since 2022, the College has been developing a comprehensive development masterplan for its Dublin campus plan to futureproof the learner and staff experience into the future. Working with leading firms of architects, conservation architects, planning and development consultants and engineers, the College plans are being developed to secure 10-year planning approval for a number of buildings, allowing the College to commit to each development as particular opportunities and circumstances allow. The College has invested €910K in preparing the detailed masterplan, with the overall construction and fit-out costs of the entire masterplan estimated to be between €100-150m, if all buildings are commissioned.

A summary of key capital investments undertaken by the College’s in recent years is provided in Table 13.4 below.

Table 13.4: A summary of key capital investments undertaken by Griffith College in recent years

Key Capital Investment Project	Investment
Griffith Halls of Residence	€35.5m
Academic Facilities Building	€13.8m
Griffith College Cork	€5.1m
MIS System (THEMIS)	€2.1m (to date)
Sustainability Projects (Solar)	€173k
Griffith College Dublin - Masterplan	Development Costs- €910k Projected Costs- €100m+



**APPENDIX 1:
Current Profile of QQI Validated Programme Provision**

FACULTY/OWNER	NFQ Level 5	NFQ Level 6		NFQ Level 7		NFQ Level 8			NFQ Level 9			TOTAL
	Special Purpose Certificate	Higher Certificate	Special Purpose /Minor /Microcred	Ordinary Degree	Special Purpose /Minor /Microcred	Honours Degree	Higher Diploma (NFQL8)	Special Purpose /Minor /Microcred	Masters	Postgrad. Diploma	Special Purpose /Minor /Microcred	
Apprenticeship		1		1	1							3
Business		2		2	2	4						10
Computing		1		1		1	2		4	4		13
Design		1	9	3		3		12				28
Education, Learning and Development (ELD)									1	1	1	3
Engineering				1								1
ESS Ltd (Collaborative programmes)			3									3
Creative Arts and Screen Media		1	6	2		1		4				14
Graduate Business School (GBS)			1		1	1	1	7	6	5	3	25
Griffith Institute of Languages (GIL)	1											1
Innopharma Education (Collaborative programmes)				1		1			3	3	2	10
Journalism and Communications Media				1		1			3	4	3	12
Law						1		1	3	3		11
Leinster School of Music and Drama (LSMD)			1				1	2				4
Pulse College (Collaborative programmes)			4	1		4			1	1		11
TOTAL	1	6	24	13	7	17	4	26	21	21	9	149

APPENDIX 2:**List of QQI programmes provided by Griffith College (by Faculty)**

Programme Title per (Faculty/Owner)	Award Type	Award Level	Credits
APPRENTICESHIP			
Bachelor of Arts in Bar Management	Ordinary Bachelor Degree	7	180
Certificate in Workplace Mentoring	Special Purpose Award	7	5
Higher Certificate in Healthcare Support Practice	Higher Certificate	6	120
BUSINESS			
Bachelor of Arts (Honours) in Accounting and Finance	Honours Bachelor Degree	8	180
Bachelor of Arts (Honours) in Business	Honours Bachelor Degree	8	180
Bachelor of Arts (Honours) in Business (HRM)	Honours Bachelor Degree	8	180
Bachelor of Arts (Honours) in Business (Marketing)	Honours Bachelor Degree	8	180
Bachelor of Arts in Business	Ordinary Bachelor Degree	7	180
Bachelor of Arts in Marketing	Ordinary Bachelor Degree	7	180
Certificate in Applied Human Resource Management for Irish Hotels and Guesthouses	Special Purpose Award	7	10
Certificate in Digital Sales Transformation	Special Purpose Award	7	30
Higher Certificate in Business	Higher Certificate	6	120
COMPUTING SCIENCE			
Master of Science in Big Data Management and Analytics	Masters Degree	9	90
Master of Science in Computing	Masters Degree	9	90
Master of Science in Interactive Digital Media	Masters Degree	9	90
Master of Science in Network and Information Security	Masters Degree	9	90
Postgraduate Diploma in Science in Big Data Management and Analytics	Postgraduate Diploma	9	60
Postgraduate Diploma in Science in Computing	Postgraduate Diploma	9	60
Postgraduate Diploma in Science in Interactive Digital Media	Postgraduate Diploma	9	60
Postgraduate Diploma in Science in Network and Information Security	Postgraduate Diploma	9	60
Higher Diploma in Science in Computing	Higher Diploma	8	60
Higher Diploma in Science in Web Development	Higher Diploma	8	60
Bachelor of Science (Honours) in Computing Science	Honours Bachelor Degree	8	180
Bachelor of Science in Computing	Ordinary Bachelor Degree	7	180
Higher Certificate in Science in Computing	Higher Certificate	6	120

APPENDIX 2:

List of QQI programmes provided by Griffith College (by Faculty)

Programme Title per (Faculty/Owner)	Award Type	Award Level	Credits
CREATIVE ARTS AND SCREEN MEDIA			
Bachelor of Arts (Honours) in Film, TV and Screen Media Production	Honours Bachelor Degree	8	180
Certificate in Digital Cinematography and Image Grading	Minor Award	8	15
Certificate in Live TV and Studio Broadcast	Minor Award	8	20
Certificate in Visual Effects for Screen and Virtual Reality	Minor Award	8	15
Bachelor of Arts in Film, TV and Screen Media Production	Ordinary Bachelor Degree	7	180
Bachelor of Arts in Photographic Media	Ordinary Bachelor Degree	7	180
Certificate in Film, TV and Screen Media Production	Minor Award	6	60
Certificate in Photography	Special Purpose Award	6	60
Certificate in Screen Media Production for Small to Medium Enterprises	Minor Award	6	25
Certificate in Screen Production	Minor Award	6	10
Certificate in TV Production and Design Practices	Special Purpose Award	6	60
Higher Certificate in Arts in Film, TV and Screen Media Production	Higher Certificate	6	120
DESIGN			
Bachelor of Arts (Honours) in Fashion Design	Honours Bachelor Degree	8	180
Bachelor of Arts (Honours) in Graphic Communication Design	Honours Bachelor Degree	8	180
Bachelor of Arts (Honours) in Interior Architecture	Honours Bachelor Degree	8	180
Certificate in Advanced BIM and BIM Collaboration (using Revit)	Minor Award	8	20
Certificate in Advanced Rendering	Minor Award	8	5
Certificate in Advanced Web, Interaction and UX Design	Minor Award	8	20
Certificate in Building Information Modelling (BIM) and Graphic Illustration	Special Purpose Award	8	30
Certificate in Conservation, Sustainability and Adaptive Reuse	Special Purpose Award	8	30
Certificate in Entrepreneurship (Built Environment)	Minor Award	8	20
Certificate in Entrepreneurship and Project Management (Built Environment)	Minor Award	8	30
Certificate in Introduction to BIM (using Revit)	Minor Award	8	20
Certificate in Motion Design	Minor Award	8	10
Certificate in Project Management (Built Environment)	Minor Award	8	20
Diploma in Building Information Modelling (BIM) and Graphic Illustration	Special Purpose Award	8	60
Diploma in Conservation, Sustainability and Adaptive Reuse	Special Purpose Award	8	60
Diploma in Entrepreneurship and Project Management (Built Environment)	Special Purpose Award	8	60
Bachelor of Arts in Fashion Design	Ordinary Bachelor Degree	7	180
Bachelor of Arts in Graphic Communication Design	Ordinary Bachelor Degree	7	180
Bachelor of Arts in Interior Architecture and Design	Ordinary Bachelor Degree	7	180
Certificate in Sustainability in Interior Design	Minor Award	7	5
Certificate in Web, Interaction and UX Design	Minor Award	7	15
Certificate in Advertising and Editorial Photography	Minor Award	6	5
Certificate in Architectural Drafting, 2D CAD and 3D CAD	Minor Award	6	10
Certificate in Art and Design	Minor Award	6	60
Certificate in Building Regulations in Interior Design	Minor Award	6	5
Certificate in Lighting Design	Minor Award	6	5
Higher Certificate in Arts in Interior Design	Higher Certificate	6	120
Higher Certificate in Business	Higher Certificate	6	120

APPENDIX 2:

List of QQI programmes provided by Griffith College (by Faculty)

Programme Title per (Faculty/Owner)	Award Type	Award Level	Credits
TEACHING AND LEARNING			
Certificate in Education, Learning and Development	Minor Award	9	30
Master of Arts in Education, Learning and Development	Masters Degree	9	90
Postgraduate Diploma in Arts in Education, Learning and Development	Postgraduate Diploma	9	60
ENGINEERING			
Bachelor of Engineering in Industrial and Systems Engineering	Ordinary Bachelor Degree	7	60
ESS LTD. (COLLABORATIVE PROGRAMMES)			
Certificate in Industrial Electrical Safety and Systems	Special Purpose Award	6	5
Certificate in Industrial Instrumentation Calibration	Special Purpose Award	6	5
Certificate in Industrial Manufacturing and Maintenance Skills	Special Purpose Award	6	25
GRADUATE BUSINESS SCHOOL			
Certificate in Advanced Taxation	Special Purpose Award	9	25
Certificate in Pharmaceutical Business Management	Minor Award	9	30
Certificate in Quality and Regulatory Practice in the Pharmaceutical Industry	Special Purpose Award	9	5
Master of Business Administration in International Business	Masters Degree	9	90
Master of Science in Accounting and Finance Management	Masters Degree	9	90
Master of Science in International Business and Law	Masters Degree	9	90
Master of Science in International Business Management	Masters Degree	9	90
Master of Science in Pharmaceutical Business Management	Masters Degree	9	90
Master of Science in Procurement and Supply Chain Management	Masters Degree	9	90
Postgraduate Diploma in Business in International Business Management	Postgraduate Diploma	9	60
Postgraduate Diploma in Science in Accounting and Finance Management	Postgraduate Diploma	9	60
Postgraduate Diploma in Science in International Business and Law	Postgraduate Diploma	9	60
Postgraduate Diploma in Science in Pharmaceutical Business Management	Postgraduate Diploma	9	60
Postgraduate Diploma in Science in Procurement and Supply Chain Management	Postgraduate Diploma	9	60
Bachelor of Arts (Honours) in Procurement and Supply Chain Management	Honours Bachelor Degree	8	180
Certificate in Intelligent Technologies in Procurement and Supply Chain 4.0	Minor Award	8	5
Certificate in Law and Governance for Trustees	Special Purpose Award	8	10
Certificate in Pensions, Insurance and Investment	Minor Award	8	30
Certificate in Public Procurement	Minor Award	8	10
Certificate in Strategic Collaboration and Coordination for MMC	Special Purpose Award	8	10
Certificate in Strategic Supply Management for MMC	Special Purpose Award	8	10
Certificate in Sustainability and the Circular Economy	Minor Award	8	5
Higher Diploma in Business in Pensions Management	Higher Diploma	8	60
Diploma in Procurement and Supply Chain Management	Minor Award	7	60
Certificate in Procurement and Supply Chain Management	Minor Award	6	30
GRIFFITH INSTITUTE OF LANGUAGE			
Level 5 Specific Purpose Certificate in International Foundation Studies	Special Purpose Award	5	120

APPENDIX 2:

List of QQI programmes provided by Griffith College (by Faculty)

Programme Title per (Faculty/Owner)	Award Type	Award Level	Credits
INNOPHARMA EDUCATION (COLLABORATIVE PROGRAMMES)			
Certificate in Advanced Manufacturing Strategy (Life Science)	Minor Award	9	30
Certificate in Operational Excellence and Data Analytics (Life Science)	Minor Award	9	30
Master of Science in Digital Transformation (Life Science)	Masters Degree	9	90
Master of Science in Medical Device Technology and Business	Masters Degree	9	90
Master of Science in Pharmaceutical Business and Technology	Masters Degree	9	90
Postgraduate Diploma in Science in Digital Transformation (Life Science)	Postgraduate Diploma	9	60
Postgraduate Diploma in Science in Medical Device Technology and Business	Postgraduate Diploma	9	60
Postgraduate Diploma in Science in Pharmaceutical Business and Technology	Postgraduate Diploma	9	60
Bachelor of Arts (Honours) in Pharmaceutical Business Operations	Honours Bachelor Degree	8	180
Bachelor of Arts in Pharmaceutical Business Operations	Ordinary Bachelor Degree	7	180
JOURNALISM AND MEDIA COMMUNICATIONS			
Certificate in Applied Project Management for Trust and Safety Professionals	Minor Award	9	10
Certificate in Self-Caring Practice in Occupational Contexts	Minor Award	9	10
Certificate in Software Skills for Trust and Safety Professionals	Minor Award	9	10
Master of Arts in Digital Communications: Podcasting and Video	Masters Degree	9	90
Master of Arts in Journalism and Digital Communications	Masters Degree	9	90
Master of Arts in Public Relations and Digital Communications	Masters Degree	9	90
Postgraduate Diploma in Arts in Digital Communications: Podcasting & Video	Postgraduate Diploma	9	60
Postgraduate Diploma in Arts in Journalism and Digital Communications	Postgraduate Diploma	9	60
Postgraduate Diploma in Arts in Public Relations and Digital Communications	Postgraduate Diploma	9	60
Postgraduate Diploma in Arts in Trust, Safety and Content Moderation Management	Postgraduate Diploma	9	60
Bachelor of Arts (Honours) in Communications and Media Production	Honours Bachelor Degree	8	180
Bachelor of Arts in Communications	Ordinary Bachelor Degree	7	180
LAW			
Master of Laws in International Commercial Law	Masters Degree	9	90
Master of Laws in International Human Rights Law	Masters Degree	9	90
Master of Laws in International Law	Masters Degree	9	90
Postgraduate Diploma in Arts in International Commercial Law	Postgraduate Diploma	9	60
Postgraduate Diploma in Arts in International Human Rights Law	Postgraduate Diploma	9	60
Postgraduate Diploma in Arts in International Law	Postgraduate Diploma	9	60
Bachelor of Laws (Honours)	Honours Bachelor Degree	8	180
Certificate in Mediation	Special Purpose Award	8	20
Certificate in Legal Practice	Special Purpose Award	7	20
Certificate in Legal Studies	Special Purpose Award	7	40
Diploma in Legal Studies and Practice	Special Purpose Award	7	60

APPENDIX 2:

List of QQI programmes provided by Griffith College (by Faculty)

Programme Title per (Faculty/Owner)	Award Type	Award Level	Credits
LEINSTER SCHOOL OF MUSIC AND DRAMA			
Certificate in Drama Education	Minor Award	8	45
Certificate in Drama Performance	Minor Award	8	20
Higher Diploma in Arts in Drama Education	Higher Diploma	8	60
PULSE COLLEGE (COLLABORATIVE PROGRAMMES)			
Master of Arts in Scoring for Film, TV and Interactive Media	Masters Degree	9	90
Postgraduate Diploma in Arts in Scoring for Film, TV and Interactive Media	Postgraduate Diploma	9	60
Bachelor of Arts (Honours) in Audio and Music Technology	Honours Bachelor Degree	8	180
Bachelor of Arts (Honours) in Creative Technologies and Digital Art	Honours Bachelor Degree	8	180
Bachelor of Arts (Honours) in Music Production	Honours Bachelor Degree	8	180
Bachelor of Arts (Honours) in Music Production with Composition	Honours Bachelor Degree	8	180
Bachelor of Arts in Animation	Ordinary Bachelor Degree	7	180
Certificate in Animation	Minor Award	6	60
Certificate in Creative Technologies and Digital Art	Minor Award	6	60
Certificate in Music Production and Audio Technology	Minor Award	6	60
Certificate in Music Production for Games	Special Purpose Award	6	60



APPENDIX 3: Glossary/List of Acronyms and Initialisms

ACA	Institute of Chartered Accountants in Ireland
ACCA	Association of Chartered Certified Accountants
AI	Artificial Intelligence
APC	Griffith College's Academic and Professional Council
APEL	Accreditation of Prior Experiential Learning
APR	Annual Programme Review
AQR	Annual Quality Report
ASEAN	Association of Southeast Asian Nations (ASEAN) Countries – Brunei Darussalam, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Vietnam.
ATI	Accounting Technicians Ireland
BAT	Business and Accounting Training (College), predecessor of Griffith College
BIP	Blended Intensive Programmes (Erasmus+)
BoD	Board of Directors
BTEC	Business and Technology Education Council
CAO	Ireland's Central Admissions Office, which supports a central national selection system for all school leavers entering third level programmes.
CEFR	Common European Framework Reference of Languages
CEO	Chief Executive Officer
CGLI	City & Guilds of London Institute
CIMA	Chartered Institute of Management Accountants
CMIS	Central Management Information System (room timetabling software)
CONUL	Consortium of National and University Libraries
CPA	Institute of Chartered Public Accountants of Ireland (formerly)/ CPA Ireland
CPD	Continuous Professional Development
DEIS	Delivering Equality of Opportunity in Schools
DFHERIS	The Department of Further and Higher Education, Research, Innovation and Science
DLD	Digital Learning Department
ECTS	European Credit Transfer Scheme
EDI	Equality, Diversity and Inclusion
ENQA	The European Association for Quality Assurance in Higher Education, formerly the European Network for Quality Assurance in Higher Education
EU	European Union
GBS	Graduate Business School
GC	Griffith College
GCC	Griffith College Cork
GCD	Griffith College Dublin
GCL	Griffith College Limerick

APPENDIX 3:

Glossary/List of Acronyms and Initialisms

GCSU	Griffith College Students' Union
GDPR	EU General Data Protection Regulations
GEC	Guinness Enterprise Centre
GHR	Griffith Halls of Residence
GMIT	Galway Mayo Institute of Technology
HAQEF	HECA's Academic Quality and Enhancement Forum
HCI	Human Capital Initiative
HE	Higher Education
HEA	Higher Education Authority
HECA	Higher Education Colleges Association,
HETAC	Ireland's Higher Education and Training and Awards Council (predecessor of QQI)
HNC	Higher National Certificate [in Engineering programme from the Business Technology Council (BTEC)]
HND	Higher National Diploma [in Engineering programme from the Business Technology Council (BTEC)]
IADT	Dun Laoghaire Institute of Art Design and Technology
IAPI	Institute of Advertising Ireland
ICAI	Institute of Chartered Accountants of Ireland
ICEP	Irish Conference on Engaging Pedagogies
ICHAS	Irish College of Humanities and Applied Sciences, Limerick
ICOS	Irish Council for International Students
ICPAI	Institute of Certified Public Accountants of Ireland (now, CPA Ireland)
IDA	Industrial Development Authority
IHEQN	Irish Higher Education Quality Network
IEM	International Education Mark
IELTS	International English Language Testing System
ILO	Industry Liaison Officer
IRQ	Irish Register of Qualifications
ISME	The Irish Small and Medium Enterprise Association
IWD	International Women's Day
LAI	Library Association of Ireland
LATAM	Latin America – the set of countries in the Americas where a Romance language predominates: Spanish, Portuguese, or French. Thus, it includes Mexico; most of Central and South America; and in the Caribbean, Cuba, the Dominican Republic, and Haiti.
LLMS	Large Language Models
LMS	Learning Management System
LSD	Lecturer Support Department
LSMD	Leinster School of Music and Drama

APPENDIX 3: Glossary/List of Acronyms and Initialisms

MAELD	MA in Education, Learning and Development
MB	Griffith College's Management Board
MBA	Master of Business Administration
MOU	Memorandum of Understanding
NAIN	QQI-facilitated National Academic Integrity Network
NARIC	National Academic Recognition Information Centres Network
NCEA	National Council for Educational Awards (predecessor of HETAC and QQI)
NFQ	Irish National Framework of Qualifications
NStEP	National Student Engagement Programme
NTU	Nottingham Trent University
NUTS	EU Nomenclature of Territorial Units for Statistics
PAEC	QQI's Programme Awards and Executive Committee
PEL	Protection for Enrolled Learners
PETALS	The College's IT Services Department's Programme for the Enhancement of Teaching and Learning Spaces
PPRC	Programme Proposals and Revalidation Committee
PRSB	Professional Statutory and Regulatory Bodies
PV	Solar photovoltaic (PV) panels
QAE	Quality Assurance and Enhancement
QAED	Quality Assurance and Enhancement Department
QAES	Quality Assurance and Enhancement Subcommittee
QQI	Quality and Qualifications Ireland
RPEL	Recognition of Prior Experiential Learner
RPL	Recognition of Prior Learning
SCR	South Circular Road (Dublin, location of Griffith College's largest campus)
SEAI	Sustainable Energy Authority of Ireland
SEBS	School of Economics and Business, University of Sarajevo, Bosnia and Herzegovina
SU	Students' Union
STEAM	Science, Technology, Engineering, the Arts and Mathematics
TLD	Teaching and Learning Department
TOEFL	Test of English as a Foreign Language
UDL	Universal Design for Learning
UU	University of Ulster
VET	Vocation, Education, and Training
VLE	Virtual Learning Environment
WTS	Wolfe Tone Street (location of Griffith College's Dublin city centre campus)





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