Independent Evaluation Report on an Application for Revalidation of a Programme of Education and Training

Part 1.   Provider details

Provider name	Griffith College
Date of site visit	June 14, 2021
Date of report	August 13, 2021

Section A.   Overall recommendations

Principal programmes	Title	Diploma in Building Information Modelling (BIM) and Graphic Illustration (DBIMGI) [PG22052]
	Award	Diploma – Special Purpose Awards – Level 8 on NFQ
	Credit	60 ECTS
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	Satisfactory

Embedded programme 1	Title	Certificate in Building Information Modelling (BIM) and Graphic Illustration (CBIMGI) [PG22054]
	Award	Certificate – Special Purpose Award – Level 8 on NFQ
	Credit	30 ECTS
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	Satisfactory

Embedded programme 2	Title	Certificate in Introduction to BIM (using Revit)
	Award	Certificate – Special Purpose Award – Level 8 on NFQ
	Credit	20 ECTS
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	Satisfactory

Embedded programme 3	Title	Certificate in Advanced BIM and BIM Collaboration (using Revit)

	Award	Certificate – Special Purpose Award – Level 8 on NFQ
	Credit	20 ECTS
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	Satisfactory

Embedded programme 4	Title	Certificate Advanced Rendering
	Award	Certificate – Special Purpose Award – Level 8 on NFQ
	Credit	5 ECTS
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	Satisfactory

Part 2. Expert Panel

Name	Role	Affiliation
Mr. Emmet O'Doherty	Chair	Head of Arts, Design & Architecture, The Yeats Academy @ Institute of Technology, Sligo
Ms. Ann Masterson	Subject Matter Expert	Assistant Head of School of Management, Technological University Dublin
Dr. Seong Mok Paik	Subject Matter Expert	Assistant Professor in Construction Management and Practice incl. BIM, School of Civil Engineering, University College Dublin
Ms. Orna Tubridy	Subject Matter Expert	Self-employed Architect, and Director, with Corridy Consulting
Dr. Brian Murphy	Secretary	Senior Lecturer (SL1), Department of Life and Physical Sciences, Athlone Institute of Technology
Mr. Callaghan Commons	Learner Representative	Recent Graduate of MSc in Public Policy, DCU and Member of European SU Quality Reviewer Pool
Ms. George Boyle	Industry Representative	Principal Architect and Founder, George Boyle Designs

Part 3.   Programmes Considered

Section 3.1   Principal Programme: Diploma in Building Information Modelling (BIM) and Graphic Illustration (DBIMGI)

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners *(per centre)*	Minimum number of learners
The DBIMGI is delivered from Griffith College's main campus at South Circular Road, Dublin 8, D08 V04N.	40 per intake (2 intakes per annum – September and February) – Part-Time	10 – Part-Time

Proposed Enrolment	
Date of first intake	Intake 1: September Intake 2: February
Maximum number of annual intakes	80 – Part-Time
Maximum total number of learners per intake	40 – Part-Time
Programme duration *(months from start to completion)*	8 months – 2 semesters (Part-Time programmes)

Panel Commentary on proposed enrolment:
The Panel is satisfied with both the proposed enrolment/intakes and duration of the associated programmes.

Target learner groups
The target learner group for this programme is as follows: Mature learners over 23 years of age, with a background from building design and construction-related programmes or a cognate discipline or relevant work experience from the built environment looking to upskill and specialise in BIM.

Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Part-time

The teaching and learning modalities
Part-time, blended learning: Classroom face-to-face: 20% and Online: 80% of total directed learning

Brief synopsis of the programmes (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

This part-time Diploma in Building Information Modelling (BIM) and Graphic Illustration, 60 ECTS, NFQ Level 8, Special Purpose Award, addresses a specific need for professionals within the construction industry, and related areas, to upskill their current knowledge. This programme is designed to introduce Building Information Modelling (BIM) and explore and develop skills in BIM using Revit software, rendering skills using visualising computer-aided software and graphic Illustration skills using Adobe Suite programmes. It will consists of 6 modules taught over two semesters. This programme is designed to introduce Building Information Modelling (BIM) and explore and develop skills in BIM using Revit software, rendering skills using visualising computer-aided software and graphic Illustration skills using Adobe Suite programmes.

Learners are introduced to the software Revit, and will develop an understanding of BIM's technical issues through individual effort. Learners will produce complex 3D models in the built environment to include interior and building services. They will extract 2D documentation plans, sections, elevations from the model, and render 3D views to a high degree of expertise. Learners are also introduced to Bitmap and Vector Graphics applications such as Adobe Creative Cloud and

	WTE
Photoshop. The graduates of this programme will be eligible to progress to careers in the construction industry and building design practices. The programme is managed in the Design Faculty of Griffith College and is delivered by BIM experts from both the college and the industry. The course combines tutorial sessions in a PC lab/ classroom environment with face-to-face sessions and team coordination and guest lecturing leveraging cross-faculty links in Business (Project Management) and BIM experts from the industry.	
Summary of specifications for teaching staff	**WTE**
Lecturing Staff: It is proposed that the proposed programmes will be primarily delivered by the Faculty's existing team of lecturers with additional staff members being appointed as required. A comprehensive list of the Faculty members allocated for each module was provided in the Programme Descriptors to the Panel. While a number of the Lecturing staff work full-time and exclusively for the college, most of the academic teaching staff identified combine their academic role with continuing professional engagements. The Faculty considers these continuing professional engagements to be hugely beneficial to the development, and the delivery, of the programmes and in support of learners' interests. Lecturing staff are required to hold at least a Master's degree in a related discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Ideally, they would also hold a third level teaching qualification (e.g. the Griffith College Certificate in Education, Learning and Development).	No. (WTEs) of Staff on the programmes with this role and profile 1 WTE

Learning Activity		Ratio of learners to teaching staff
Practical	The module is continuously assessed by continuous practical evaluation and practically focused assessment.	1:15
Seminars	Other teaching and learning strategies include engagement with the local community and industry and attendances at seminars and CPDs arranged by specialist and professional practitioners as well as undertaking field trips relating to new research and development.	1:40
Lecture and Tutorial	Strategies for this programme are based on both learner-centred and structured teaching methods. These include lectures and tutorials, problem-solving exercises, assignments, individual and group presentations, projects and case summaries. Practically focused assessment is emphasised. The lectures and tutorials relate to topics outlined in the module curriculum, directing learner effort and incorporating design theory. The topical lectures and tutorials are a mix between passive and participatory teaching methods and involve promotion and enhancement of self-directed learning, peer learning and assessment within groups; it also engages learners in discussion and provides peer learning opportunities.	1:40
Panel Commentary on programme outline and staffing: The Panel is fully satisfied with both the programme outline and proposed staffing arrangements to deliver all the proposed programmes.		

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG22052	Diploma in Building Information Modelling (BIM) and Graphic Illustration (DBIMGI)	Dec 2020

Section 3.2   Embedded Programme 1: Certificate in Building Information Modelling (BIM) and Graphic Illustration (CBIMGI)

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (per centre)	Minimum number of learners
The CBIMGI is delivered from Griffith College's main campus at South Circular Road, Dublin 8, D08 V04N.	40 per intake (2 intakes per annum – September and February) – Part-Time	10 – Part-Time

Proposed Enrolment	
Date of first intake	Intake 1: September Intake 2: February
Maximum number of annual intakes	80 – Part-Time
Maximum total number of learners per intake	40 – Part-Time
Programme duration (months from start to completion)	8 months – 2 semesters (Part-Time programmes)
Panel Commentary on proposed enrolment: The Panel is satisfied with both the proposed enrolment/intakes and duration of the associated programmes.	
Target learner groups	
The target learner group for this programme is as follows: Mature learners over 23 years of age, with a background from building design and construction related programmes or a cognate discipline or relevant work experience from the built environment looking to upskill and specialise in BIM.	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Part-time
The teaching and learning modalities	
Part-time, blended learning: Classroom face-to-face: 20% and Online: 80% of total directed learning	
Brief synopsis of the programmes (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	
The part-time Certificate in Building Information Modelling (BIM) and Graphic Illustration programme consists of 3 modules taught over one semester (30 ECTS). This programme is designed to introduce Building Information Modelling (BIM) and explore and develop basic skills in BIM using Revit software, basic rendering skills using Revit and basic graphic illustration skills using Photoshop and InDesign. Learners develop an understanding of BIM's technical issues through individual effort. Learners produce complex 3D models in the built environment to include interior and building services and they will extract 2D documentation plans, sections, elevations from the model and render 3D	

views to a high degree of expertise. Learners are also introduced to Bitmap and Vector Graphics applications such as Adobe Photoshop. The programme is managed by the Design Faculty and is delivered by BIM experts from both the college and the industry.

The programme combines tutorial sessions in a PC lab / classroom environment with face-to-face sessions and team coordination and guest lecturing leveraging cross-faculty links in Business (Project Management) and BIM experts from the industry.

Summary of specifications for teaching staff	WTE
Lecturing Staff: It is proposed that the proposed programmes will be primarily delivered by the Faculty's existing team of lecturers with additional staff members being appointed as required. A comprehensive list of the Faculty members allocated for each module was provided in the Programme Descriptors to the Panel. While a number of the Lecturing staff work full-time and exclusively for the college, most of the academic teaching staff identified combine their academic role with continuing professional engagements. The Faculty considers these continuing professional engagements to be hugely beneficial to the development, and the delivery, of the programmes and in support of learners' interests. Lecturing staff are required to hold at least a Master's degree in a related discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Ideally, they would also hold a third level teaching qualification (e.g. the Griffith College Certificate in Education, Learning and Development).	No. (WTEs) of Staff on the programmes with this role and profile 1 WTE

Learning Activity		Ratio of learners to teaching staff
Practical	The module is continuously assessed by continuous practical evaluation and practically focused assessment.	1:15
Seminars	Other teaching and learning strategies include engagement with the local community and industry and attendances at seminars and CPDs arranged by specialist and professional practitioners as well as undertaking field trips relating to new research and development.	1:40
Lecture and Tutorial	Strategies for this programme are based on both learner-centred and structured teaching methods. These include lectures and tutorials, problem-solving exercises, assignments, individual and group presentations, projects and case summaries. Practically focused assessment is emphasised. The lectures and tutorials relate to topics outlined in the module curriculum, directing learner effort and incorporating design theory. The topical lectures and tutorials are a mix between passive and participatory teaching methods and involve promotion and enhancement of self-directed learning, peer learning and assessment within groups; it also engages learners in discussion and provides peer learning opportunities.	1:40
Panel Commentary on programme outline and staffing: The Panel is fully satisfied with both the programme outline and proposed staffing arrangements to deliver all the proposed programmes.		

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG22054	Certificate in Building Information Modelling (BIM) and Graphic Illustration (CBIMGI)	Dec 2020

Section 3.3   Embedded Programme 2: Certificate in Introduction to BIM (using Revit)

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners *(per centre)*	Minimum number of learners
The programme will be delivered from Griffith College's main campus at South Circular Road, Dublin 8, D08 V04N.	40 per intake (2 intakes per annum – September and February) – Part-Time	10 – Part-Time

Proposed Enrolment	
Date of first intake	Intake 1: September Intake 2: February
Maximum number of annual intakes	80 – Part-Time
Maximum total number of learners per intake	40 – Part-Time
Programme duration *(months from start to completion)*	8 months – 2 semesters (Part-Time programmes)
Panel Commentary on proposed enrolment: The Panel is satisfied with both the proposed enrolment/intakes and duration of the associated programmes.	
Target learner groups	
The target learner group for this programme is as follows: Mature learners over 23 years of age, with a background from building design and construction-related programmes or a cognate discipline or relevant work experience from the built environment looking to upskill and specialise in BIM.	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Part-time
The teaching and learning modalities	
Part-time, blended learning: Classroom face-to-face: 20% and Online: 80% of total directed learning	
Brief synopsis of the programmes (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	
The part-time Certificate in Introduction to BIM (using Revit) programme consists of one module taught over one semester (20 ECTS). This programme is designed to introduce Building Information Modelling (BIM) and explore and develop basic skills in Building Information Modelling (BIM) using Revit. Learners are introduced to the software Revit, and will develop an understanding of BIM's technical issues through individual effort. They will extract 2D documentation plans, sections, elevations from the model, and render 3D views to a high degree of expertise.	
Summary of specifications for teaching staff	**WTE**
Lecturing Staff: It is proposed that the proposed programmes will be primarily delivered by the Faculty's existing team of lecturers with additional staff members	No. (WTEs) of Staff on

being appointed as required. A comprehensive list of the Faculty members allocated for each module was provided in the Programme Descriptors to the Panel. While a number of the Lecturing staff work full-time and exclusively for the college, most of the academic teaching staff identified combine their academic role with continuing professional engagements. The Faculty considers these continuing professional engagements to be hugely beneficial to the development, and the delivery, of the programmes and in support of learners' interests. | the programmes with this role and profile

1 WTE

Lecturing staff are required to hold at least a Master's degree in a related discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Ideally, they would also hold a third level teaching qualification (e.g. the Griffith College Certificate in Education, Learning and Development).

Learning Activity		Ratio of learners to teaching staff
Practical	The module is continuously assessed by continuous practical evaluation and practically focused assessment.	1:15
Seminars	Other teaching and learning strategies include engagement with the local community and industry and attendances at seminars and CPDs arranged by specialist and professional practitioners as well as undertaking field trips relating to new research and development.	1:40
Lecture and Tutorial	Strategies for this programme are based on both learner-centred and structured teaching methods. These include lectures and tutorials, problem-solving exercises, assignments, individual and group presentations, projects and case summaries. Practically focused assessment is emphasised. The lectures and tutorials relate to topics outlined in the module curriculum, directing learner effort and incorporating design theory. The topical lectures and tutorials are a mix between passive and participatory teaching methods and involve promotion and enhancement of self-directed learning, peer learning and assessment within groups; it also engages learners in discussion and provides peer learning opportunities.	1:40
Panel Commentary on programme outline and staffing: The Panel is fully satisfied with both the programme outline and proposed staffing arrangements to deliver all the proposed programmes.		

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
N/A	N/A	N/A

Section 3.4   Embedded Programme 3: Certificate in Advanced BIM and BIM Collaboration (using Revit)

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (per centre)	Minimum number of learners

The programme will be delivered from Griffith College's main campus at South Circular Road, Dublin 8, D08 V04N.	40 per intake (2 intakes per annum – September and February) – Part-Time	10 – Part-Time

Proposed Enrolment	
Date of first intake	Intake 1: September Intake 2: February
Maximum number of annual intakes	80 – Part-Time
Maximum total number of learners per intake	40 – Part-Time
Programme duration *(months from start to completion)*	8 months – 2 semesters (Part-Time programmes)

Panel Commentary on proposed enrolment:
The Panel is satisfied with both the proposed enrolment/intakes and duration of the associated programmes.

Target learner groups
The target learner group for this programme is as follows: Mature learners over 23 years of age, with a background from building design and construction-related programmes or a cognate discipline or relevant work experience from the built environment looking to upskill and specialise in BIM.

Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Part-time

The teaching and learning modalities
Part-time, blended learning: Classroom face-to-face: 20% and Online: 80% of total directed learning

Brief synopsis of the programmes (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)
The part-time Certificate in Advanced BIM and BIM Collaboration (using Revit) consists of one module (15 ECTS) taught over one semester. This programme is designed to explore and develop advanced skills in Building Information Modelling (BIM) and BIM Collaboration using Revit. Learners are introduced to advanced building modelling relating to protected structures/ historic buildings, and will develop an understanding of model in place components and mass modelling. Learners are also introduced to BIM Collaboration (using Revit), and will develop an understanding of BIM 360 (collaboration) and Management.

Summary of specifications for teaching staff	WTE
Lecturing Staff: It is proposed that the proposed programmes will be primarily delivered by the Faculty's existing team of lecturers with additional staff members being appointed as required. A comprehensive list of the Faculty members allocated for each module was provided in the Programme Descriptors to the Panel. While a number of the Lecturing staff work full-time and exclusively for the college, most of the academic teaching staff identified combine their academic role with continuing professional engagements. The Faculty considers these continuing professional engagements to be hugely beneficial to the development, and the delivery, of the programmes and in support of learners' interests. Lecturing staff are required to hold at least a Master's degree in a related discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Ideally, they would also hold a third level teaching	No. (WTEs) of Staff on the programmes with this role and profile 1 WTE

qualification (e.g. the Griffith College Certificate in Education, Learning and Development).	

Learning Activity		Ratio of learners to teaching staff
Practical	The module is continuously assessed by continuous practical evaluation and practically focused assessment.	1:15
Seminars	Other teaching and learning strategies include engagement with the local community and industry and attendances at seminars and CPDs arranged by specialist and professional practitioners as well as undertaking field trips relating to new research and development.	1:40
Lecture and Tutorial	Strategies for this programme are based on both learner-centred and structured teaching methods. These include lectures and tutorials, problem-solving exercises, assignments, individual and group presentations, projects and case summaries. Practically focused assessment is emphasised. The lectures and tutorials relate to topics outlined in the module curriculum, directing learner effort and incorporating design theory. The topical lectures and tutorials are a mix between passive and participatory teaching methods and involve promotion and enhancement of self-directed learning, peer learning and assessment within groups; it also engages learners in discussion and provides peer learning opportunities.	1:40
Panel Commentary on programme outline and staffing: The Panel is fully satisfied with both the programme outline and proposed staffing arrangements to deliver all the proposed programmes.		

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
N/A	N/A	N/A

Section 3.5   Embedded Programme 4: Certificate in Advanced Rendering

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners *(per centre)*	Minimum number of learners
The programme will be delivered from Griffith College's main campus at South Circular Road, Dublin 8, D08 V04N.	40 per intake (2 intakes per annum – September and February) – Part-Time	10 – Part-Time

Proposed Enrolment	
Date of first intake	Intake 1: September Intake 2: February
Maximum number of annual intakes	80 – Part-Time
Maximum total number of learners per intake	40 – Part-Time
Programme duration *(months from start to completion)*	8 months – 2 semesters (Part-Time programmes)

Panel Commentary on proposed enrolment:
The Panel is satisfied with both the proposed enrolment/intakes and duration of the associated programmes.

Target learner groups	

The target learner group for this programme is as follows:
Mature learners over 23 years of age, with a background from building design and construction-related programmes or a cognate discipline or relevant work experience from the built environment looking to upskill and specialise in BIM.

Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Part-time

The teaching and learning modalities	

Part-time, blended learning: Classroom face-to-face: 20% and Online: 80% of total directed learning

Brief synopsis of the programmes (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

The part-time Certificate in Advanced Rendering programme consists of one module (5 ECTS) taught over one semester. This programme is designed to explore and advanced rendering skills using advised rendering software.
Learners are introduced to Advanced Visualisation and advanced rendering) and will develop an understanding of how to use advised rendering software.

Summary of specifications for teaching staff	WTE
Lecturing Staff: It is proposed that the proposed programmes will be primarily delivered by the Faculty's existing team of lecturers with additional staff members being appointed as required. A comprehensive list of the Faculty members allocated for each module was provided in the Programme Descriptors to the Panel. While a number of the Lecturing staff work full-time and exclusively for the college, most of the academic teaching staff identified combine their academic role with continuing professional engagements. The Faculty considers these continuing professional engagements to be hugely beneficial to the development, and the delivery, of the programmes and in support of learners' interests. Lecturing staff are required to hold at least a Master's degree in a related discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Ideally, they would also hold a third level teaching qualification (e.g. the Griffith College Certificate in Education, Learning and Development).	No. (WTEs) of Staff on the programmes with this role and profile 1 WTE

Learning Activity		Ratio of learners to teaching staff
Practical	The module is continuously assessed by continuous practical evaluation and practically focused assessment.	1:15
Seminars	Other teaching and learning strategies include engagement with the local community and industry and attendances at seminars and CPDs arranged by specialist and professional practitioners as well as undertaking field trips relating to new research and development.	1:40
Lecture and Tutorial	Strategies for this programme are based on both learner-centred and structured teaching methods. These include lectures and tutorials, problem-solving exercises, assignments, individual and group presentations, projects and case summaries. Practically focused assessment is emphasised. The lectures and tutorials relate to topics outlined in the module curriculum, directing learner effort and incorporating design theory. The topical lectures and tutorials are a mix between passive and participatory teaching methods and involve promotion and enhancement of self-directed learning, peer learning and assessment within groups; it also engages learners in discussion and provides peer learning opportunities.	1:40
Panel Commentary on programme outline and staffing: The Panel is fully satisfied with both the programme outline and proposed staffing arrangements to deliver all the proposed programmes.		

Programmes being replaced (applicable to applications for revalidation)		
Code	**Title**	**Last enrolment date**
N/A	N/A	N/A

Part 4.   Other noteworthy features of the application

This report outlines the Independent Review Panel's evaluation of an application by Griffith College Dublin of the aforementioned suite of programmes outlined in Section A of this report. The Panel met with a very convincing and passionate group of Programme Teams, support and administrative staff and members of middle and senior management who engaged in a collaborative and meaningful way throughout the discussions conducted in a remote setting with the Panel. The Panel also met with a group of graduate students from across the various programmes.

The Panel recommends to QQI revalidation of all of these programmes, with no conditions. As part of their overall review, the Panel has suggested a series of Recommendations which the Programme Teams may wish to consider. The Panel would like to particularly commend Griffith College and the associated Programme Teams on the following aspects as part of the evaluation process:

Commendations:
1.   Commend Griffith College on the strategic development of the suite of programmes, the embracement of micro-credentials and the excellent access systems and supports provided to the learners, onsite and off-site.
2.   Commend Griffith College on enhancing the learners' experience, the pastoral care provided by the College, the flexibility of the delivery of the various programmes and the associated mentoring schemes available to their learners.
3.   Commend Griffith College on the degree of engagement with learners and industry stakeholders, the collegiality of their staff and the excellent management of the various programmes.
4.   Commend Griffith College on their attitude and approach to learners' well-being, throughout their studies and beyond.
5.   Commend Griffith College on the facilitation of progression pathways within the overall curricular design of programmes.
6.   Commend Griffith College on the provision of an excellent campus infrastructure for learners and the provision of physical and online resources to implement the programmes as planned.

Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable).   Having examined appropriate QA / Governance procedures, comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme. (Especially relevant for move to online delivery / assessment)

N/A

Part 5. Evaluation against the validation criteria

The panel should complete this section with commentary against each criterion to support the recommendation given in the 'Satisfactory?' column i.e. Yes, No, or Partially.

If 'Yes', there should be a comment citing the evidence for this finding. Likewise, there should be an explanation as to why the panel have concluded that the criterion has either not been met or only partially so.

Criterion 1. The provider is eligible to apply for validation of the programme

a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.
b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.
c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.[1]

	Satisfactory? (yes, no, partially)	Comment
Principal Programme DPIMGI	Yes	The Panel is satisfied that the provider is eligible to apply for revalidation of these programmes. In particular:
Embedded Programme CBIMGI	Yes	• The provider's comprehensive and excellent policies and procedures for Quality Assurance and Quality Enhancement provide an appropriate framework from a quality perspective of the various programmes submitted for evaluation (Documents 4.1a and 4.1b of supporting documentation on Griffith Colleges QE Procedures and Policies, provided to the Panel).
Embedded Programme Certificate in Introduction to BIM (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced BIM and BIM Collaboration (using Revit) [20 ECTS]	Yes	• The provider has established procedures for access, transfer and progression that are detailed in the supporting documentation from the provider (Section 4 of Documents 2.1, 2.2 and 2.3 respectively).
Embedded Programme Certificate in Advanced Rendering [5 ECTS]	Yes	• The application is signed by the provider (2.4 Letter of Application), confirming that the information is accurate and that Griffith College has endeavoured to address all applicable criteria. This declaration states that the aforementioned listed programmes will comply with applicable statutory, regulatory and professional body requirements where applicable.

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[1] This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

Criterion 2. **The programme objectives and outcomes are clear and consistent with the QQI awards sought**

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a) The programme aims and objectives are expressed plainly.
b) A QQI award is specified for those who complete the programme.
   (i) Where applicable, a QQI award is specified for each embedded programme.
c) There is a satisfactory rationale for the choice of QQI award(s).
d) The award title(s) is consistent with unit 3.1 of QQI's *Policy and Criteria for Making Awards.*
e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.
f) The programme title and any embedded programme titles are
   (i) Consistent with the title of the QQI award sought.
   (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
g) For each programme and embedded programme
   (i) The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.[2]
   (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards.
h) Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme's modules.
i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.
For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.[3]
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	Satisfactory? (yes, no, partially)	Comment
Principal Programme DPIMGI	Yes	Following review of the comprehensive documentation provided by Griffith College to the Panel, the Panel is fully satisfied that the provider fully satisfies this condition. In particular:
Embedded Programme CBIMGI	Yes	
Embedded Programme Certificate in Introduction to BIM (using Revit) [20 ECTS]	Yes	- The programmes aims and objectives are clearly expressed in Section 2 of the three Programme Descriptors documentation provided to the Panel (Documents 2.1a, 2.2b and 2.3c respectively).
Embedded Programme Certificate in Advanced BIM and BIM Collaboration (using Revit) [20 ECTS]	Yes	- A QQI award is specified for learners who complete the programme in Section 1.1 (Executive Summary) of the Programme Review Report, provided by Griffith College, namely:
Embedded Programme Certificate in Advanced Rendering [5 ECTS]	Yes	• Diploma in Building Information Modelling (BIM) and Graphic Illustration (DBIMGI) [PG22052] • Certificate in Building Information Modelling (BIM) and Graphic Illustration (CBIMGI) [PG22054] • Certificate in Introduction to BIM (using Revit) [20 ECTS] • Certificate in Advanced BIM and BIM Collaboration (using Revit) [20 ECTS] • Certificate Advanced Rendering [5 ECTS]

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[2] Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

[3] Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

| | | - The Minimum Intended Learning Outcomes are explicitly specified in all three Programme Descriptors (2.1, 2.2 and 2.3 respectively) of the provider's application documentation and have been mapped to the QQI Arts and Design Awards Standards (Section 2.6 of the Programme Descriptors 2.1, 2.2 and 2.3 respectively)
-The award titles are consistent with *QQI's Policy for Criteria and Making Awards 2017*.

Subject to the following Recommendation:
    1. Consider the title and content of the Diploma in Building Information Modelling (BIM) and Graphic Illustration and the Certificate in Building Information Modelling (BIM) and Graphic Illustration to reflect delivery and scope of the programmes. |

Criterion 3. **The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)**

> a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.[4]
> b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
>   (i) There is a satisfactory rationale for providing the programme.
>   (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
>   (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
>   (iv) There is evidence[5] of learner demand for the programme.
>   (v) There is evidence of employment opportunities for graduates where relevant[6].
>   (vi) The programme meets genuine education and training needs.[7]
> c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
> d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
> e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.
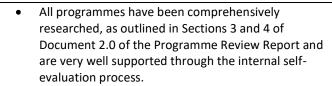
	Satisfactory? (yes, no, partially)	Comment
Principal Programme DPIMGI	Yes	Following review of the supporting documentation provided to the Panel from Griffith College, the Panel is satisfied that the provider's application fulfils this criterion. In particular: • The suite of programmes has been developed to meet a continuing strong demand for graduates in these areas, as outlined in Sections 3.1 of Documents 2.1, 2.2 and 2.3. • Extensive feedback was sought from current learners, graduates, industry stakeholders, External Examiners and Programme Teams which informed the redesign of these programmes as part of the revalidation process. This programme evaluation by stakeholders is outlined explicitly in Sections 4.1-4.4 inclusive of Document 2.0 of the Programme Review Report. • All of the proposed programmes are consistent with current industry and market needs.
Embedded Programme CBIMGI	Yes	
Embedded Programme Certificate in Introduction to BIM (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced BIM and BIM Collaboration (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced Rendering [5 ECTS]	Yes	

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[4] Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

[5] This might be predictive or indirect.

[6] It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

[7] There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

		- All programmes have been comprehensively researched, as outlined in Sections 3 and 4 of Document 2.0 of the Programme Review Report and are very well supported through the internal self-evaluation process. - Each programme has also been benchmarked with comparable programmes, delivered at comparable HEIs. The benchmarking process has clearly informed the various Programme Design Teams with respect to the redesign and further improvements to the programmes as part of this self-evaluation process. The benchmarking process is outlined in detail in Sections 2.7 of the Programme Descriptors of Documents 2.1-2.3 inclusive. - The nature of each programme and its associated intended delivery has been fully revised, drawn on the experience gained by the Programme Teams from previous programme iterations.

Criterion 4. **The programme's access, transfer and progression arrangements are satisfactory**

> a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied[8].
>
> b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
>
> c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFRL[9]) in order to enable learners to reach the required standard for the QQI award.
>
> d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
>
> e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
>
> f) The programme title (the title used to refer to the programme):-
>
> > (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
> >
> > (ii) Is learner focused and meaningful to the learners;
> >
> > (iii) Has long-lasting significance.
>
> g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme DPIMGI	Yes	Following review of the supporting documentation provided to the Panel from Griffith College, the Panel is satisfied that the provider's application fulfils this criterion with target learners clearly defined and clear, specific progression pathways outlined (Section 4 of Documents 2.1-2.3 inclusive).
Embedded Programme CBIMGI	Yes	
Embedded Programme Certificate in Introduction to BIM (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced BIM and BIM Collaboration (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced Rendering [5 ECTS]	Yes	

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[8] Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider's evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings
- Progression and transfer routes
- Entry arrangements
- Information provision

[9] http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

Criterion 5. **The programme's written curriculum is well structured and fit-for-purpose**

a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.

b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.

c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes.

d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.

e) The programme is structured and scheduled realistically based on sound educational and training principles[10].

f) The curriculum is comprehensively and systematically documented.

g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.

h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.

i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.

j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.[11]

	Satisfactory? (yes, no, partially)	Comment
Principal Programme DPIMGI	Yes	Following review of the supporting documentation provided to the Panel from Griffith College, the Panel is satisfied that the provider's application fulfils this criterion. In particular: • The programmes are well-constructed and evidence-based in terms of their overall redesign.
Embedded Programme CBIMGI	Yes	
Embedded Programme Certificate in Introduction to BIM (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced BIM and BIM Collaboration (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced Rendering [5 ECTS]	Yes	

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[10] This applies recursively to each and every element of the programme from enrolment through to completion.

In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

[11] If the duration is variable, for example, when advanced entry is available, this should be explained and justified

Criterion 6. There are sufficient qualified and capable programme staff available to implement the programme as planned

a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to-practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).

b) The programme has an identified complement of staff[12] (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.

c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.

d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development[13] opportunities[14].

e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.

f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme DPIMGI	Yes	Following review of the supporting documentation provided to the Panel from Griffith College, the Panel is fully satisfied that the provider's application fulfils this criterion (as outlined in Sections 7 of Documents 2.1-2.13 inclusive).
Embedded Programme CBIMGI	Yes	
Embedded Programme Certificate in Introduction to BIM (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced BIM and BIM Collaboration (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced Rendering [5 ECTS]	Yes	

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[12] Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme's provider, it may for example, include contracted trainers and workplace supervisors.

[13] Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

[14] Professional or vocational education and training requires that teaching staff's professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

Criterion 7. There are sufficient physical resources to implement the programme as planned

a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).

b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
   (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)
   (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
   (iii) printed and electronic material (including software) for teaching, learning and assessment
   (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
   (v) technical support
   (vi) administrative support
   (vii) company placements/internships – if applicable

c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).

d) There is a five-year plan for the programme. It should address
   (i) Planned intake (first five years) and
   (ii) The total costs and income over the five years based on the planned intake.

e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme DPIMGI	Yes	Following review of the supporting documentation provided to the Panel from Griffith College, the Panel is fully satisfied that the provider's application fulfils this criterion (as outlined in Sections 8 of Documents 2.1-2.3 inclusive).
Embedded Programme CBIMGI	Yes	
Embedded Programme Certificate in Introduction to BIM (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced BIM and BIM Collaboration (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced Rendering [5 ECTS]	Yes	

Criterion 8. The learning environment is consistent with the needs of the programme's learners

a)	The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.
b)	Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.
c)	The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme DPIMGI	Yes	Following review of the supporting documentation provided to the Panel from Griffith College, the Panel is fully satisfied that the provider's application fulfils this criterion (as outlined in Sections 8 of Documents 2.1-2.3 inclusive). In particular:

• **QAQE:** The suite of programmes fully adheres to the excellent and comprehensive Quality Assurance and Quality Enhancement Policies and Procedures implemented by Griffith College (as outlined in Document 4.1).
• **VLE:** The College provides a robust Virtual Learning Environment system through the use of Moodle to support the virtual learner. The Panel is fully satisfied that there is strong IT support provided by the College for the learners registered on these programmes. |
Embedded Programme CBIMGI	Yes	
Embedded Programme Certificate in Introduction to BIM (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced BIM and BIM Collaboration (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced Rendering [5 ECTS]	Yes	

Criterion 9.   **There are sound teaching and learning strategies**

a)	The teaching strategies support achievement of the intended programme/module learning outcomes.
b)	The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.
c)	The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).
d)	Learning is monitored/supervised.
e)	Individualised guidance, support15 and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme DPIMGI	Yes	Following review of the supporting documentation provided to the Panel from Griffith College, the Panel is fully satisfied that the provider's application fulfils this criterion (as outlined in Sections 8 of Documents 2.1-2.3 inclusive). In particular: - Learning and teaching strategies integrate both formative and summative assessment strategies, with the opportunity for all learners to acquire timely feedback to support their learning. - Teaching and learning in many of the programmes is grounded in a hands-on practical approach. - There is a strong virtual learning environment provided by the College which supports the virtual learner.
Embedded Programme CBIMGI	Yes	
Embedded Programme Certificate in Introduction to BIM (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced BIM and BIM Collaboration (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced Rendering [5 ECTS]	Yes	

Criterion 10.   **There are sound assessment strategies**

a)	All assessment is undertaken consistently with *Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards*[16]
b)	The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
c)	The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.[17]
d)	The programme includes formative assessment to support learning.
e)	There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.[18]

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[15] Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

[16] See the section on transitional arrangements.

[17] This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

[18] The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.

g) There are sound procedures for the moderation of summative assessment results.

h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.[19]

	Satisfactory? (yes, no, partially)	Comment
Principal Programme DPIMGI	Yes	Following review of the supporting documentation provided to the Panel from Griffith College, the Panel is fully satisfied that the provider's application fulfils this criterion (as outlined in Appendices 10 and 11 of Documents 2.1-2.3 inclusive).
Embedded Programme CBIMGI	Yes	
Embedded Programme Certificate in Introduction to BIM (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced BIM and BIM Collaboration (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced Rendering [5 ECTS]	Yes	

Criterion 11.   **Learners enrolled on the programme are well informed, guided and cared for**

a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.

b) Information is provided about learner supports that are available to learners enrolled on the programme.

c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.

d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.

e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.

f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.

g) The programme provides supports for enrolled learners who have special education and training needs.

h) The programme makes reasonable accommodations for learners with disabilities[20].

i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students*[21] and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to

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[19] If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

[20] For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

[21] See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

address the particular needs of international learners and enable such learners to successfully participate in the programme.

j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

	Satisfactory? (yes, no, partially)	Comment
Principal Programme DPIMGI	Yes	Following review of the supporting documentation provided to the Panel from Griffith College, the Panel is fully satisfied that the provider's application fulfils this criterion. In particular: • As mentioned in the Commendations Section of this report the Panel commends Griffith College on their attitude and approach to learners well-being throughout their studies and beyond. This was clearly evident from the engagement of the Panel with graduates and from discussions with various staff members, across the academic community, administrative and support staff and from all tiers of management from the President of the College down. This aspect of learner support is a strong hallmark of these suite of programmes and Griffith College as a HEI education provider overall.
Embedded Programme CBIMGI	Yes	
Embedded Programme Certificate in Introduction to BIM (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced BIM and BIM Collaboration (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced Rendering [5 ECTS]	Yes	

Criterion 12. **The programme is well managed**

a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.

b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.

c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.

d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.

e) Quality assurance[22] is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.

f) The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.

g) The programme operation and management arrangements are coherently documented and suitable.

h) There are sound procedures for interface with QQI certification.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme DPIMGI	Yes	Following review of the supporting documentation provided to the Panel from Griffith College, the Panel is fully satisfied that the provider's application fulfils this criterion. In particular: • **Management:** The management supporting all of these programmes appears to be excellent, based on the engagement of the Panel with the various Management and Administrative Teams and the comprehensive documentation provided to the Panel in advance of their e-visit conducted remotely via Zoom. • **Programme Teams:** The various Programme Teams showed a very strong commitment to the programmes and a strong affinity in ensuring that all learners are fully supported at all stages throughout their programme of study. • **QAQE:** As previously commented the College has a very robust system in place supporting both Quality Assurance and Quality Enhancement. • **Resourcing:** The Panel is satisfied that there are all adequate resourcing supports in place to facilitate the continued delivery of these programmes.
Embedded Programme CBIMGI	Yes	
Embedded Programme Certificate in Introduction to BIM (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced BIM and BIM Collaboration (using Revit) [20 ECTS]	Yes	
Embedded Programme Certificate in Advanced Rendering [5 ECTS]	Yes	

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[22] See also QQI's Policy on Monitoring (QQI, 2014)

Part 6. Overall recommendation to QQI

6.1 All programmes:

Select one	
√	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (**minor**) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

Commendations

1. Commend Griffith College on the strategic development of the suite of programmes, the embracement of micro-credentials and the excellent access systems and supports provided to the learners, onsite and off-site.
2. Commend Griffith College on enhancing the learners' experience, the pastoral care provided by the College, the flexibility of the delivery of the various programmes and the associated mentoring schemes available to their learners.
3. Commend Griffith College on the degree of engagement with learners and industry stakeholders, the collegiality of their staff and the excellent management of the various programmes.
4. Commend Griffith College on their attitude and approach to learners' well-being, throughout their studies and beyond.
5. Commend Griffith College on the facilitation of progression pathways within the overall curricular design of programmes.
6. Commend Griffith College on the provision of an excellent campus infrastructure for learners and the provision of physical and online resources to implement the programmes as planned.

Special Conditions of Validation (directive and with timescale for compliance)

There are no special conditions.

Recommendations

1. Consider the title and content of the Diploma in Building Information Modelling (BIM) and Graphic Illustration and the Certificate in Building Information Modelling (BIM) and Graphic Illustration to reflect delivery and scope of the programmes.

Declarations of Evaluators' Interests

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

Panel chairperson: Mr. Emmet O'Doherty   Date: 19/08/2021

Signed:

6.2   Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.

Part 7. Proposed programme schedules (post panel feedback and consequent amendments, if any)