Coláiste Uí Ghríofa

Independent Panel Report
on a Programme Review

Provider	Griffith College [PV03057]
Programme(s) Reviewed	Bachelor of Laws (Honours), Level 8, 180 ECTS [PG24170]
Date of Panel Event	11/04/2024

Independent Panel Members

Name	Programme review function	Affiliations and roles
Dr Declan Doyle	Panel Chair	Retired Vice President for Development and Research at South East Technological University, Carlow
Shauni Hegarty	Panel Secretary	Programme Lifecycle Manager, National College of Ireland
Dr Norah Burns	International Academic / Subject matter expert	Law lecturer, Queen's University Belfast
Dr Rónán Condon	Academic/ Subject matter expert	Assistant Professor in Law, Dublin City University; Teaching and Learning convenor School of Law and Government
Dr Brónagh Heverin	Academic/ Subject matter expert	Head of Law, Atlantic Technological University
Sandra Masterson Power	Employer Representative	Solicitor and employment law specialist, HR and workplace conflict consultant, mediator and workplace investigator.
Rebecca Bourke	Learner Representative	Final Year student on the BCL (Hons) Law programme, University College Cork

Part 1. Introduction

This report outlines the external re-validation of the Bachelor of Laws (Honours) (LLB) (Level 8, 180 ECTS) by the members of the Independent Evaluation Panel on 11th April 2024. This programme will be delivered Full-time, Part-time & Blended.

The external validation e-visit was undertaken in accordance with the application by Griffith College for revalidation of these programmes. The outcome of the Independent Panel's findings will be submitted by Griffith College to Quality and Qualifications Ireland (QQI) for consideration.

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

	Document Type	Document Name
1.	Agenda	LLB_Agenda
2.	Terms of Reference	Terms of Reference_LLB
3.	Letter of Application	LLB Letter of Application for Revalidation
4.	Self-Evaluation Reports	Self-Evaluation Report_LLB
5.	Programme Descriptor	Proposed Programme Document_LLB(Hons)
	Module Descriptor	LLB Module Descriptor Booklet
6.	Programme Review Report	Programme Review Report_LLB
7.	Learner Handbook	- Griffith College Student Handbook 22-23 - Griffith Class Rep Handbook 22-23 - International Mini Handbook Spring 2023 - LLB Student Handbook 2024_2025 - Pre-semester Information Videos - Blended Learning Information Booklet - Innocence Project Handbook
8.	Sample Assessment	- LLB_Sample Assessment Handbook - LLB Dissertation Handbook
9.	Appendix	- Facilities overview - Stakeholder Engagement – Learner, Alumni & other Stakeholder feedback - Staff CVs - College Prospectus - Lecturer Handbook - Legacy Programmes - Panel Information & Templates - Governance Information

2.2   Provider's Representatives Met

	Person	Role / Job Title
1.	Karen Sutton	Head of Law Faculty
2.	John Eardly	Programme Director, LLB, Dublin
3.	Nicholas McMurry	Programme Director, LLB, Cork
4.	Stephen Linnane	Programme Director, LLB - Blended
5.	Dr Ruhi Anand	Programme Director, Postgraduate Law
6.	Edward Mathews	Module Leader & Innocence Project
7.	Glenn Lynch	Module Leader
8.	Gordon Walsh	Module Leader
9.	Hardy Uwadiae	Module Leader
10.	Hazel Ellis	Module Leader
11.	Jeff Hitchmough	Module Leader
12.	Lokesh Manhora	Module Leader
13.	Mike Ball	Module Leader
14.	Paul Hegarty	Module Leader
15.	Sahara Nankan	Module Leader
16.	William Feeney	Module Leader
17.	Greg O'Brien	Learning Technologist, LLB (Hons) Blended
18.	Precious Abebe	Law Faculty Administrator
19.	Romina Maddalena	Law Faculty Administrator
20.	Clare O'Brien	Senior Library Assistant, Griffith College Cork
21.	Emma Flynn	Careers Advisor
22.	Sarah Ward	Learning Support Department
23.	Seán Martin	Learner Engagement
24.	Yvonne Farrell	Teaching and Learning Faculty
25.	Prof Diarmuid Hegarty	College President
26.	Dr Tomás Mac Eochagáin	Director of Academic Programmes
27.	Eamonn Nolan	Head of Academic Programmes
28.	Ailish Finucane	Head of Academic Administration
29.	Sally-Anne McIver	Global Engagement office
30.	Mary Doyle	Head of Quality Assurance and Enhancement

2.3 Description of evaluation process

Prior to the e-visit on April 11th, the Panel was provided with a comprehensive set of documentation by Griffith College, which included an outline of the application by the College for revalidation of the proposed suite of programmes, a detailed self-evaluation of the various programmes (Programme Review Report), Programme Descriptors, Staff CVs, Quality Assurance and Quality Enhancement Policies and Procedures etc.

As part of the review process the faculty conducts internal reviews of its programmes annually. The Panel noted in the programme review documentation that an analysis of the following had taken place as part of the process. This included:
  (i) Data on learner performance, for example: learner enrolment, progression, attrition, performance, award classifications.
  (ii) Feedback received in respect of each cohort from learners, lecturers and external examiners as part of the college's formal quality assurance processes.

On the day of the e-visit (April 11th, 2024), conducted remotely via Zoom, the Panel met initially in a private closed session. The Chair of The Panel outlined the purpose of The Panel and the schedule for the day. The Chairperson gave an overview to the Panel members of the role of the Panel from a Quality Assurance perspective. Each Panel member gave an overview of their individual feedback based on the programme documentation supplied. Initial areas of interest were established by the Panel, where further information would be sought during the various sessions. The Panel had several sessions with senior members of Griffith College and the College's Faculty of Design, the Programme Team involved in the delivery of the programmes under review (including module leaders & dissertation supervisors) and members of the Learner Support Team. The Panel also met with a cross-section of learners from the programme in a separate session. The Panel concluded the day with presenting the decision of the panel. The panel of was overall satisfied with Griffiths review process and revised programmes, including;

- Change of programme modules including the addition of new modules & electives and re-titling & retiring of previous modules.
- Introduction of two additional streams leading to named awards – the LLB in Criminal Justice (180 ECTS) and LLB in Corporate and Criminal Law (180 ECTS).

This report has been prepared using oral evidence arising from these discussions together with information contained in supporting documents. The report has been reviewed by the Panel prior to signing by the Chair.

Part 3.   Panel Findings on Provider Programme Review Report

The following is the Panel's commentary and recommendations on the provider's programme review report. It follows the section structure of the report in headings and in sequence. References to specific parts of the provider report will use the relevant report reference e.g. 2.2.4 Programme Management

3.1   Context and Terms of Reference for the Programme Review

3.1.1   Commentary

The Independent Evaluation Panel convened to evaluate the effectiveness of the programme review undertaken by Griffith for the following programmes and to evaluate the revised programme along with the modifications against QQI's validation criteria.

- Bachelor of Laws (Honours), Level 8, 180 ECTS

3.1.2   Recommendations

None. The Panel is satisfied with the context and terms of reference for the programme review and has no specific recommendations to make.

3.2   Griffith College Information and Programme Context

3.2.1   Commentary

Griffith College's mission is the pursuance of excellence in applied education, and the college has a track-record of delivering high quality education for the past 50 years (established 1974) that serves the learner's best interests in both the short and long term. The college's programmes are designed, monitored, and updated to reflect academic and industry developments in order to prepare capable, confident, and grounded graduates for employment and professional life.

The Panel commends the College and Faculty on the comprehensive nature of their self-evaluation as part of this Programmatic Review of the proposed suite of programmes. The documentation provided by the College and Faculty was very thorough and the context of the revalidation of the associated programmes was concise. The process is well defined and in line with Griffith's QA guidelines

3.2.2.   Recommendations

None. The Panel is satisfied with the provider information and programme context and has no specific recommendations to make.

3.3 Baseline qualitative and quantitative information - Programme Data Overview

3.3.1 Commentary

Griffith College conducts annual and longer-term reviews of all its programmes. These reviews are governed by the College's approved quality assurance and enhancement procedures and involve quantitative analysis of learner enrolment and assessment performance statistics, along with qualitative analysis of feedback from learners, lecturers, and external examiners. Recommendations arising from annual reviews are considered by the Programme Team and the College's Quality Assurance and Enhancement Department (QAED) for implementation in respect of future cohorts.

The College's reviews involve quantitative analysis of learner enrolment and performance statistics, along with qualitative analysis of feedback from learners, lecturers, external examiners, graduates, and employers. Recommendations arising from reviews are considered by the programme teams and the College's QAED for implementation in respect of future cohorts.

The majority of those enrolled are Irish (71%), demonstrating that an Irish law degree is primarily of value to those living in the country. Despite the surge in applications, there's been a significant decline in the conversion rate to enrolments across all study modes. As detailed in section 3.1.2 of the programme review report, enrolment numbers peaked in 2020, dipped in 2022–23, but showed signs of recovery in 2023–24. It's anticipated that with improved economic stability, application numbers will likely remain high, and enrolments should stabilize. A decision was made by the Programme Team to not offer the part-time study mode in Dublin at present which would be reviewed annually to ensure alignment with evolving needs and circumstances.

As the CAO entry route has become more popular the programmes age profile has reduced over the past number of years with most new learners in their 30s in 2019 versus in their 20s in 2022.

The panel noted a high drop in Stage 1 completion rates compared to other stages. The Programme Team explained that this decline is attributed to the unique nature of the subject Law, and CAO learners often opt for it based on their high points but later realise it does not align with their future aspirations, despite the team's strong academic and other support.

Most graduates find full-time employment. A small majority of those surveyed are working in an area that is related to the programme. A small number are continuing in education, some of them have registered for the LLM programme and others may be pursuing education at Kings' Inns in order to train as barristers.

3.3.2 Recommendations

None. The Panel is satisfied with the baseline qualitative and quantitative information provided in the documentation, inclusive of Applications, Enrolment, Attrition Transfer and Progression, Award Classification and Graduate Destinations.

3.4 Programme Delivery and Teaching & Learning Strategies

3.4.1 Commentary

Overall, the Panel is satisfied with the data and analysis on the Physical Facilities and Resources, Timetabling, Learner Workload, Attendance, Teacher Learner Ratios, Community of Practice Learning, Teaching and Learning Strategies, Learning Outcomes achieved, Assessment Strategies. However, four recommendations have been given by the Panel for the Faculty to consider.

Special Consideration 2: Introduction of two new stream leading to names awards
The Panel considered the proposal to introduce two additional streams leading to named awards – the LLB in Criminal Justice (180 ECTS) and LLB in Corporate and Criminal Law (180 ECTS). The Panel reviewed the new streams and concluded based on stakeholder feedback and industry demand that the programmes would be viable and recommend the validation of these streams.

The Family & Employment law electives are proposed to be retired by the Programme Team. This was based on feedback from learners and stakeholders with the Programme Team advising on the lack of demand for both electives. The Programme Team advised that these topics are covered in part through other modules. The Panel felt that these modules are important to the law programme and recommended that the Programme Team **[R1] demonstrate across the modules where Family & Employment law are considered. It is recommended that this is on the mandatory modules.**

The learner & graduate session proved to be very informative, and the learners and graduates were very positive about the programme. The learners felt that the legal research lecture was 'where everything clicked", the panel therefore recommend the Programme Team **[R2] consider delivering the Legal Research lecture in 'Introduction to Law and Legal Skills' earlier in the semester.**

The learners & graduates felt that the grading of the dissertation drafts was discouraging given that they could lose such high marks at such an early stage (5% for each of the three drafts (15% overall). The Panel therefore recommended that the Programme Team **[R3] reconsider the grading of the dissertations for individual drafts and instead incorporate an overall threshold at a lower percentage of marks.**

The Panel noted that there was a good portion of assessments versus exams and recommended that the Programme Team **[R4] continue to review the spread of assignments and communicate the assessment calendar.**

The 'open door' policy was heavily referenced throughout the feedback session with the learners and graduates and the Panel commended the team on the level of work undertaken, the commitment to the student experience and their initiative in streamlining the programme.

The Panel were also complimentary on the Universal Design Learning (UDL) and the module elective videos including details of modules that are needed to be selected for Kings Inn.

3.4.2   Recommendations

Recommendations

1. To demonstrate across the modules where Family & Employment law are considered. It is recommended that this is on the mandatory modules.
2. To consider delivering the Legal Research lecture in 'Introduction to Law and Legal Skills' earlier in the semester.
3. To reconsider the grading of the dissertations for individual drafts and instead incorporate an overall threshold at a lower percentage of marks.
4. To continue to review the spread of assignments and communicate the assessment calendar.

Commendations
1. The Panel would like to commend the team on the level of work undertaken, the commitment to the student experience and their initiative in streamlining the programme.
2. The Panel were also complimentary on the Universal Design Learning (UDL).
3. The Panel were also complimentary on the module elective videos including details of modules that are needed to be selected for Kings Inn.
4. The positive learning culture specifically with the "open door policy" within the college is to be commended.

Part 4.   Evaluation of the programme by stakeholders

4.1   Evaluation by current learners and graduates of the programme

4.1.1   Commentary

The Panel met with eight current learners and one graduate of the programme. This session was very positive and informative. The number of attendees was welcomed. The Panel is satisfied that feedback from learners and graduates was considered in the review of the programme through learner surveys and through on-going discussions with learners. An open-door policy was mentioned throughout the learners and graduates feedback and that the support given by the programme staff was commendable.

4.1.2   Recommendations

None.

4.2   Evaluation of the programme by Staff

4.2.1   Commentary

The Panel is satisfied with the comprehensive evaluation of the programmes by the academic staff as part of the self-evaluation process, comprising this Programmatic Review.

4.2.2   Recommendations

None.

4.3 External Examiner Feedback

4.3.1 Commentary

The Panel is satisfied with the mechanisms in place from a quality assurance perspective with respect to External Examiner feedback. External examiners are assigned for all programmes. The procedure governing such appointments is set out in the Procedure for Nominating and Appointing External Examiners. The roles and responsibilities expected for external examiners are also available (both Section F, QAE Manual).

4.3.2 Recommendations

None.

Part 5.   Programme Quality Assurance

5.1 Complaints, appeals and commendations

5.1.1 Commentary

While no complaints or appeals specific to the programme were articulated in the programme review report, the panel are satisfied that both the formal and informal mechanisms are in place to intervene where any issues arise.

5.1.2 Recommendations

None.

5.2 Quality Assurance Systems and Processes

5.2.1 Commentary

Special Consideration 1: Changes in QA since previous review

The provider's thorough and excellent policies and procedures regarding Quality Assurance and Quality Enhancement establish a suitable quality framework for evaluating the various submitted programmes. Quality Assurance for the programmes proposed for revalidation is governed by Griffith College's Quality Assurance and Enhancement policies, procedures, practices and guidelines. Quality of provision is the responsibility of the Department, with other college departments – such as the Exams office, QAE department, and Director of Academic Programmes – being responsible for ongoing monitoring of quality.

5.2.2 Recommendations

None.

5.3 Additional Quality Assurance Systems and Processes required (e.g. online delivery / assessment)

5.3.1 Commentary
No additional quality assurance systems or processes were in place specific to the provision of this programme.

5.3.2 Recommendations
None.

Part 6. Summary Analysis of the programme
6.1 Commentary

Overall, the panel are satisfied that Griffith have carried out a comprehensive and robust review of the programme. The programme is fit for purpose and the modifications proposed following the review are appropriate.

Overall, the programme has been positively experienced by learners, and feedback from stakeholders has been positive.

6.2 Recommendations

The panel had no conditions, four recommendations and four commendations. Details of this have been provided throughout the Independent Evaluation Report and are Outlined in Section 10 below.

Part 7. Revision of the programme
7.1 Commentary:

The Panel commend the Programme Team for their thorough review process and evident thoughtful planning for the programme's future design.

Change of Programme Modules:
   (i)   The following modules to be retired:
   o   LLBH – AJ: Advanced Jurisprudence
   o   LLBH – M: Media Law
   o   LLBH – LBF: Law of Banking and Finance
   o   LLBH – EL: Employment Law
   o   LLBH - Family Law
   o   LLBH – MN: Mediation
   o   LLBH – A: Arbitration
   (ii)   The following modules to be proposed:
   o   Alternate Dispute Resolution (combining the retired modules Mediation and Arbitration and adding conciliation also)

- o   Corporate Governance and Financial Services Law (the renaming and expansion of Law of Banking and Finance to include Corporate Governance)
- o   Private Client in Practice (incorporating learning in Employment Law, Family Law and including principles of Probate Law)
- o   Law and Ethics in Cybersecurity and Artificial Intelligence
- o   Environmental Law and Sustainability
- o   Peacebuilding and Reconciliation

(iii) The following modules to be renamed:
- o   LLBH-ML Medical Law to be renamed Law and Ethics in Healthcare

(iv) The following core module to change Stage:
- o   LLBH-PRPA Professional Research, Practice and Advocacy to be moved from Stage 3 (core module) to become a core module in Stage 2.

7.2   Recommendations:

The Panel is satisfied that the proposed modifications are based on sound feedback from stakeholder, have been appropriately considered, and are purposeful and relevant to the programmes. However, the following recommendations were made by the Panel.

Recommendations

1. To demonstrate across the modules where Family & Employment law are considered. It is recommended that this is on the mandatory modules.
2. To consider delivering the Legal Research lecture in 'Introduction to Law and Legal Skills' earlier in the semester.
3. To reconsider the grading of the dissertations for individual drafts and instead incorporate an overall threshold at a lower percentage of marks.
4. To continue to review the spread of assignments and communicate the assessment calendar.

Commendations
1. The Panel would like to commend the team on the level of work undertaken, the commitment to the student experience and their initiative in streamlining the programme.
2. The Panel were also complimentary on the Universal Design Learning (UDL).
3. The Panel were also complimentary on the module elective videos including details of modules that are needed to be selected for Kings Inn.
4. The positive learning culture specifically with the "open door policy" within the college is to be commended.

Part 8.   Overall Findings

8.1   Commentary on review process

Overall, the Panel is satisfied that the review undertaken was comprehensive and thorough, with extensive consultation with staff, industry, learners, graduates, and external examiners. Griffith College provided documentation with respect to programme review process and the programme under review.

Part 9.   Recommendations on review process

Overall, the panel is satisfied that the review undertaken was comprehensive and thorough, with extensive consultation with staff, industry, learners, graduates, and external examiners. Griffith provided documentation with respect to the programme review process and the programme under review.

Part 10.   Commentary on programme revisions

The panel is satisfied that the revisions to the programme have been carefully considered and derived from feedback from the various stakeholders.

Part 11.   Recommendations on programme revisions:

The Panel makes the following recommendations:

1. To demonstrate across the modules where Family & Employment law are considered. It is recommended that this is on the mandatory modules.
2. To consider delivering the Legal Research lecture in 'Introduction to Law and Legal Skills' earlier in the semester.
3. To reconsider the grading of the dissertations for individual drafts and instead incorporate an overall threshold at a lower percentage of marks.
4. To continue to review the spread of assignments and communicate the assessment calendar.

Signed: _____
                     Panel Chairperson:

Date: _____8/5/24_____

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

Part 1. Provider details

Provider name	Griffith College [PV03057]
Date of site visit	11/04/2024
Date of report	29/04/2024

Section A. Overall recommendations

Principal programme	Title	Bachelor of Laws (Honours)
	Award	Major
	Credit	180 ECTS
	Recommendation	Satisfactory

Part 2. Expert Panel

Name	Programme review function	Affiliations and roles
Dr Declan Doyle	Panel Chair	Retired Vice President for Development and Research at South East Technological University, Carlow
Shauni Hegarty	Panel Secretary	Programme Lifecycle Manager, National College of Ireland
Dr Norah Burns	International Academic / Subject matter expert	Law lecturer, Queen's University Belfast
Dr Rónán Condon	Academic/ Subject matter expert	Assistant Professor in Law, Dublin City University; Teaching and Learning convenor School of Law and Government
Dr Brónagh Heverin	Academic/ Subject matter expert	Head of Law, Atlantic Technological University
Sandra Masterson Power	Employer Representative	Solicitor and employment law specialist, HR and workplace conflict consultant, mediator and workplace investigator.
Rebecca Bourke	Learner Representative	Final Year student on the BCL (Hons) Law programme, University College Cork

Part 3.   Principal Programme: Bachelor of Laws (Honours)

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (per centre)	Minimum number of learners
Griffith College	400	10

Proposed Enrolment	
Date of first intake	September 2024
Maximum number of annual intakes	2
Maximum total number of learners per intake	200
Programme duration (months from start to completion)	FT: 36 months PT: 36 months

Panel Commentary on proposed enrolment:

The Panel is satisfied with the proposed enrolment.

Target learner groups

This programme is developed as a Level 8 Programme for school leavers as well as mature learners who wish to attain a degree in Law and work in industry, to progress towards a professional legal qualification or to a further qualification at Level 9 and Level 10 in the NFQ. The Programme is aimed at both the domestic and international market.

The majority of learners are school leavers who wish to pursue an Honours Bachelor course in law that equips them with a skill set to enable transfer into the workplace upon completion of the programme, or will position them to either to progress towards professional legal qualification or enter more advanced programmes of legal study at a higher level on the NFQ.

Alternatively, the LLB (Hons) may appeal to mature learners, as either a means of enhancing their employment prospects or as a foundation for undertaking further studies towards professional legal qualification or at a higher level on the NFQ. Industry experience or prior qualifications are not required. However, a significant number of learners, particularly in the Part-Time and Blended Learning cohorts, would have this.

The faculty works closely with senior personnel in International Admissions of Griffith College and as a result of this engagement, the LLB (Hons) also attracts significant enrolment from abroad, in particular Africa, Asia and North America.

In addition to learners who undertake the full degree programme on offer within the faculty, there is a continuing level of interest in elements of the programme from European and North American learners who study under 'semester abroad' arrangements. The faculty welcomed its first semester abroad learner from the US in 2013/14 and this has continued until the present time. The programme maintains a range of electives to include modules that are attractive to these learners, such as Miscarriages of Justice, Public International Law and International Human Rights law, all of which have a strong international appeal or dimension.

Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full time, part-time and blended
The teaching and learning modalities	

Full time and part-time: Classroom / Face to Face -70% and online 30%
Part-time via blended mode option 1: Classroom / Face to Face – 30% and online 70%
Part-time via blended mode option 2: Classroom. / Face to Face – 70% and online 30%

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)
The programme introduces learners to the broad range of knowledge and skills necessary to progress to careers in law or law related fields.
The programme develops within learners critical, analytical, research and communications skills in both an academic and clinical context. It fosters learners' ability to work effectively whether as a team member or independently. This skill-set enables learners to progress either to employment in industry, vocational training for the legal professions (the Law Society of Ireland or the Honorable Society of King's Inns) or postgraduate education at levels 9 and 10.
In Stage One, learners develop a fundamental knowledge of the core legal areas.
The Stage Two modules build upon this foundational framework by introducing learners to more challenging core legal modules enabling learners to begin to shape their learning according to their personal preferences through the selection of elective modules
Stage Three provides learners with an in-depth understanding of the theories and philosophical concepts underpinning law. This means, over the three stages of the programme, increasing specialisation facilitates learners in gaining ownership over their individual learning.
Graduates have traditionally pursued three divergent routes. Some proceed to vocational training for the legal professions. Others continue to post-graduate education to level 9 and 10. Yet more progress directly to employment in the public or private sectors. This reflects the aim of the LLB (Hons) programme which seeks to ensure that learners graduate with a broad range of transferable skills that enables them to work in legal or other environments.

Summary of specifications for teaching staff	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. Where possible, lecturers should hold a third level teaching qualification (e.g. Certificate in Education, Learning and Development).	Full time: 1 Part time:0.25 and Blended 0.25
Heads of faculty must be qualified to at least master's degree level in a related discipline. Lecturing experience required. Skills required for the role include people management, administrative and organisational skills, including the use of IT systems, and excellent communications skills. In addition, it is desirable that the individual would hold a teaching qualification, experience in academic management / administration, and a working knowledge of programme development and higher education QAE procedures.	0.5
Programme directors must be qualified to at least master's degree level in marketing or a business-related discipline. Lecturing experience, including online delivery and use of LMS systems is also required. Skills required for the role include people management, administrative and organisational skills, including the use of IT systems, Excellent Communications skills. In addition, it is desirable that the individual would hold a teaching qualification, experience in academic management / administration, and a working knowledge of programme development and higher education QAE procedures.	1

For Administrators, it is desirable that the candidate would hold a certificate or diploma, plus 1 to 2 years administrative experience. Good knowledge of Microsoft Office, with experience working with IT databases, excellent organisation skills with the ability to prioritise and multi-task, and strong customer service skills.	0.75
Librarians must be qualified to NFQ level 9 in library studies. In addition, it is desirable that the individual would hold a teaching qualification, and experience in library and or information management / administration, and a working knowledge of the provision of teaching, learning, assessment and learner supports.	0.1
For QAE/ programme development staff, they must hold a third level qualification, at level 9 on the NFQ, in a cognate area. Previous experience of implementing/managing programme development and quality assurance procedures in higher education. Direct experience of teaching / lecturing / tutoring students in higher education would be an advantage. In addition, relevant skills in advanced research and report writing interpersonal, communications and time management.	0.02

Learning Activity	Ratio of learners to teaching staff
Group Learning	1:60
Workshops & Tutorials	1: 5
Dissertation	1:1
Clinical Skills / Simulated Work Environment	1:1
Research Coaching	1:1
Self-Directed Learning / Independent Research	N/A
Panel Commentary on programme outline and staffing: The Panel is satisfied with the proposed outline and staffing.	

Programmes being replaced (applicable to applications for revalidation)		
Code	**Title**	**Last enrolment date**
PG24170	Bachelor of Laws (Honours)	February 2024

Part 4. Other noteworthy features of the application

The panel would like to commend the team on the level of work undertaken, the commitment to the student experience and their initiative in streamlining the programme. The panel were also complimentary on the module elective videos including details of modules that are needed to be selected for Kings Inn. The positive learning culture specifically with the "open door policy" within the college is to be commended. The panel were also complimentary on the Universal Design Learning (UDL).

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

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.	

	Satisfactory? (yes, no, partially)	Comment
Bachelor of Laws (Honours)	Yes	Based on the documents presented, the Panel agreed that the provider is eligible to apply for revalidation of this programme. The panel is satisfied that the College meets the prerequisites of the 2012 act to apply for validation of the programme. The programme submission document is accompanied by an application letter signed by the College's President containing the appropriate confirmation.

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

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.
	(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.
j)	For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.

	Satisfactory? (yes, no, partially)	Comment
Bachelor of Laws (Honours)	Yes	The Panel recommends QQI's satisfaction with the programme meeting the criterion. Extensive stakeholder engagement by the programme team, including learners, graduates, lecturers, external examiners, employers, industry, and the professional body, informs programme development and learning outcomes. Thorough documentation supports proposed changes and reflects stakeholder consultation.
		The rationale for this programme being a Level 8 Bachelor of Laws (Honours) is set out in Section 2.2 of the programme document. The core knowledge, skills and competencies are aligned with those in QQI's Policy and Criteria for Making Awards and Policy for Determining Awards. The programme titles of the Bachelor of Laws (Honours) are consistent with the QQI awards sought. The programme focuses clearly on this field and so the titles meet the criteria. The programme titles are appropriate to inform learners and stakeholders of programme content and level. The learning outcomes for the programme are specified in Section 2.4. The aims and objectives are set out in section 2.1. The MIPLOs are mapped directly to the QQI Generic Awards Standards. Section 3.6 deals specifically with interpreting the awards standards in developing the learning outcomes. The learning outcomes for each individual module are outlined within the module descriptors, which are referenced in section 6 of the document, and provided in a supplementary module descriptor handbook.

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.

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 of learner demand for the programme.
   (v)   There is evidence of employment opportunities for graduates where relevant.
   (vi)   The programme meets genuine education and training needs.

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
Bachelor of Laws (Honours)	Yes	The Panel recommends QQI's satisfaction with the programme meeting the criterion. Extensive stakeholder engagement by the programme team, including learners, graduates, lecturers, external examiners, employers, industry, and the professional body, informs programme development and learning outcomes. Thorough documentation supports proposed changes and reflects stakeholder consultation. Section 3.6 provides detailed award standards interpretation. Stakeholder feedback and applicant numbers indicate programme demand. Section 3.1 outlines a clear rationale. Direct industry feedback supports programme revalidation. Section 3.10 highlights learner demand and continued interest. Positive feedback from graduates and employers indicates good employment potential. The programme is designed collaboratively with industry experts to meet sector needs. Annual reviews, incorporating stakeholder feedback, ensure ongoing updates, with this programme following suit.

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.

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) 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
Bachelor of Laws (Honours)	Yes	The Panel found that the programmes access (Section 4.2.1), transfer (Section 4.3) and progression (Section 4.4) arrangements are satisfactory. Information provided to learners is addressed in Section 4.1. The programme's English Language Requirement is 6.5 IELTS. Section 4.2.9. provides information relating to experiential learning in relation to access is dealt with under existing College QA policy, QAE C3. The rationale for the award and the MIPLOs is set out in Section 2.2.

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.
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.

	Satisfactory? (yes, no, partially)	Comment
Bachelor of Laws (Honours)	Yes	The programme is well-structured, offering electives and dissertation specialisms to meet individual learner needs and career goals (Sections 5.1.1, 5.2). Programme learning outcomes are mapped to modules, ensuring coherence (Appendices 1, 2). Teaching strategies draw from the college's experience and are detailed in module descriptors (Sections 5.6, 6). The credit allocation is appropriate for the intended outcomes, with clear alignment to standards (Sections 5.3, 6). The panel approves the programme, noting its adherence to standards and appropriate duration (Sections 2.4, 2.3). **Special Consideration 2: Introduction of two new stream leading to names awards** The Panel considered the proposal to introduce two additional streams leading to named awards – the LLB in Criminal Justice (180 ECTS) and LLB in Corporate and Criminal Law (180 ECTS). The Panel reviewed the new streams and concluded based on stakeholder feedback and industry demand that the programmes would be viable and recommend the validation of these streams. **Commendation:** The Panel would like to commend the team on the level of work undertaken, the commitment to the student experience and their initiative in streamlining the programme. The panel had **four recommendations:** 1. To demonstrate across the modules where Family & Employment law are considered. It is recommended that this is on the mandatory modules. 2. To consider delivering the Legal Research lecture in 'Introduction to Law and Legal Skills' earlier in the semester.

		3. To reconsider the grading of the dissertations for individual drafts and instead incorporate an overall threshold at a lower percentage of marks. 4. To continue to review the spread of assignments and communicate the assessment calendar.

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 (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 opportunities.
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
Bachelor of Laws (Honours)	Yes	The panel were satisfied that the documentation provided indicated that there are sufficient qualified and capable staff available to implement the programme as planned. The qualifications and experience required, as specified in the programme document, is evidenced in the CVs of the programme team. Their expertise, knowledge and experience were also evident in the rich discussion held between the programme team and the panel. The Panel recommends that QQI can be satisfied that the programme meets this criterion.

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
Bachelor of Laws (Honours)	Yes	The Panel recommends that QQI can be satisfied that the programme meets this criterion.
		The physical resources are detailed in Section 8. These facilities are already well established in Griffith College. Resources (both on-campus and virtual) are identified in the individual module descriptors. The Colleges' IT departments are responsible for maintaining IT resources across all campuses. All IT resources necessary for delivery of this programme (both in person and online) are in place.
		There is extensive use of Moodle to support and enhance teaching and communication in relation to all modules. This provides access to notes, supplementary materials, links to further reading, presentations, virtual communities, quizzes, assignment submissions.
		The programme team is supported by a full-time programme administrator with support from the College's administrative staff in administrative departments such as registration, examinations, graduation, marketing, international marketing, accounts, etc.
		This programme does not include a work placement component. The faculty does facilitate voluntary internships and has a process in place to support this activity.

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
Bachelor of Laws (Honours)	Yes	The panel is satisfied that the learner environment is consistent with the needs of the programme's learners. The panel finds the learner environment suitable for the programme's needs, offering both physical and virtual interactions via Moodle. Engagement with peers and teachers fosters social, cultural, and intellectual development. Learners are encouraged to participate academically and socially, supported by the Students' Union and detailed in the Griffith College Student Handbook. Access to learning resources, managed by the College's library staff and program team, is provided both physically and virtually. Interaction with lecturers and peers occurs through attendance, lectures, and continuous assessments, facilitated by the Virtual Learning Environment (VLE) for online learners. **Commendations:** 1. The Panel were complimentary on the Universal Design Learning (UDL). 2. The Panel were also complimentary on the module elective videos including details of modules that are needed to be selected for Kings Inn. 3. The positive learning culture specifically with the "open door policy" within the college is to be commended.

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, support and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.

	Satisfactory? (yes, no, partially)	Comment
Bachelor of Laws (Honours)	Yes	The Panel is satisfied that the provider has extensive experience and expertise in delivering this programme (Section 5 & 6). The programme has developed a comprehensive support system for learners as endorsed by learner feedback and their representatives met during the Panel event (Section 3.5). The Panel is satisfied that the programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes and that the learning is sufficiently supervised with individualised guidance, support and timely feedback being provided.

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*

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.

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.

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.

	Satisfactory? (yes, no, partially)	Comment
Bachelor of Laws (Honours)	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. The programme's assessment strategy aligns with QQI's standards and is detailed in Section 5.10. Module assessment strategies are outlined in the Module Descriptor Handbook. Assessment policies and procedures adhere to the College's QAE procedures approved by QQI, ensuring fairness and consistency. Learners receive clear guidelines and feedback for assessments, with opportunities to repeat failed elements. Feedback is provided through Moodle and individual sessions with module teachers. Sample assessments are provided in module descriptors and a Sample Assessment Handbook. The College moderates' summative assessments and manages examination boards, ensuring certification only upon successful completion of all modules.

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.

i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students* and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to 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
Bachelor of Laws (Honours)	Yes	The Panel is satisfied that the provider's application fulfils this criterion. The College conducts comprehensive induction sessions for enrolled learners. Learners are provided with handbooks detailing programme modules, assessments, and behavioural expectations, with a particular focus on online context. Learners are given a formal induction to the programme by the programme director which includes support roles in the college. Policies and procedures, including appeals and complaints processes, are outlined in the Learner Handbook. Supports for learners include open-door policies with lecturers, one-to-one sessions, and additional tutorials as needed. Section 5.8 shows the supports available for learners on campus and online. Lecturers have open-door policies and open communication is encouraged through Moodle. While individual learners may present with different levels of prior learning, maturity, and capabilities, all learners are required to meet the MIMLOs for the constituent modules and supports for this are in place. The College also provides support for learners with special needs and champions international learner provisions. The programme does not mandate workplace placements but supports voluntary internships.

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 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
Bachelor of Laws (Honours)	Yes	The Panel are satisfied the programme is well managed and this criterion is addressed. The College and programme management structure was outlined in the documentation provided. Griffith College governing and management structures are clearly outlined in their QAE documentation and reflected in programme management. The programme is governed by the College's established QAE programme management policies and procedures, which apply to all College QQI programmes. \n\n The team to deliver the programme has been identified and their Curriculum Vitae provided in the Staff CV document. Staff appointments are made in accordance with the College's established HR policies. It is proposed that any staff vacancy that might arise would be filled by a similarly qualified and experienced staff member. The physical resources required to deliver the programme are in place. The College's Examinations Office coordinates all communication between the College and QQI with respect to learner registration, performance, and eligibility for award certification. \n\n In accordance with the College's QAE manual, the programme is subject to annual reviews, which monitor learner performance, completion rates, teacher evaluation reports, external examiner feedback, and learners' evaluation of both teaching and facilities assessment. \n\n **Special Consideration 1: Changes in QA since previous review** \n The provider's thorough and excellent policies and procedures regarding Quality Assurance and Quality Enhancement establish a suitable quality framework for evaluating the various submitted programmes. Quality Assurance for the programmes proposed for revalidation is governed by Griffith College's Quality Assurance and Enhancement policies,

		procedures, practices and guidelines. Quality of provision is the responsibility of the Department, with other college departments – such as the Exams office, QAE department, and Director of Academic Programmes – being responsible for ongoing monitoring of quality.

Part 6.   Overall recommendation to QQI

6.1   Principal programme: Bachelor of Laws (Honours)

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
1.   The Panel considered the principal programme to be fit-for-purpose in all regards and are happy to recommend the programme for revalidation.
2.   Recommendations were issued to the College.

Commendations
1.   The Panel would like to commend the team on the level of work undertaken, the commitment to the student experience and their initiative in streamlining the programme.
2.   The Panel were also complimentary on the Universal Design Learning (UDL).
3.   The Panel were also complimentary on the module elective videos including details of modules that are needed to be selected for Kings Inn.
4.   The positive learning culture specifically with the "open door policy" within the college is to be commended.

Special Conditions of Validation (directive and with timescale for compliance)
1.   There were no special conditions of validation identified by the panel

Summary of recommended special conditions of validation

N/A

Summary of recommendations to the provider

1. To demonstrate across the modules where Family & Employment law are considered. It is recommended that this is on the mandatory modules.
2. To consider delivering the Legal Research lecture in 'Introduction to Law and Legal Skills' earlier in the semester.
3. To reconsider the grading of the dissertations for individual drafts and instead incorporate an overall threshold at a lower percentage of marks.
4. To continue to review the spread of assignments and communicate the assessment calendar.

Declarations of Evaluators' Interests

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

Panel chairperson: Declan Doyle   Date: 8/5/24

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, ifany)