



UNIVERSITY of LIMERICK

OLLSCOIL LUIMNIGH

AIQR Template for Completion by the Garda College

The University of Limerick's commitment to quality is articulated in its institutional quality statement (<http://www.ul.ie/quality/quality-ul>), which commits the University to a culture of continual quality improvement and to complying with national statutory quality requirements.

The purpose of this template is to facilitate the Garda College– a linked provider of the University of Limerick – to complete an Annual Institutional Quality Assurance Report (AIQR) in accordance with the relevant provisions of the *Qualifications and Quality Assurance (Education and Training) Act 2012*.

Instructions for completion and submission:

Fill in the reporting period and complete the text boxes by overwriting the text within each box. While there is no exact word limit, it is expected that each completed text box would fill approximately half a page to one and a half pages (guideline only). Hyperlinks to websites and online documents can be inserted. Additional supporting material can be submitted along with the completed template.

Please include the 2019 quality manual/quality framework document when submitting this AIQR. That document should incorporate an overview description of quality governance as well as institutional-level quality policies and procedures. Please indicate in Section 1 any changes that have been made (in the current reporting period) to the quality manual/quality framework document.

Please email this completed AIQR along with the Garda College quality manual/quality framework document and any additional relevant documents to the UL Director of Quality, sinead.osullivan@ul.ie by 30 October annually.

Overview

The Garda College is the Police training, development and learning centre within the Republic of Ireland.

It opened in 1964 as the Garda Training Centre in the historic McCann Military Barracks in Templemore, Co Tipperary. In 1989, the Garda Training Centre was renamed and became the Garda Síochána College. In 1992, the Garda College was designated an institute of higher education by the National Council of Education Awards. The Garda College provides a wide range of training courses for Trainee and Probationer Gardaí, Garda members and Garda staff. Some courses delivered in the Garda College are courses accredited by different third level institutions and are delivered in cooperation with each of these third level institutions. The motto of the Garda College is "*in scientia securitas*" – "in knowledge, safety".

The Garda College is divided into three sections, each managed by a different Superintendent:

- Foundation Training
- Leadership, Management and Professional Development
- Crime, Specialist and Operational Skills

University of Limerick is the Degree Awarding Body for the BA in Applied Policing, Level 7 on the National Framework of Qualifications (NFQ) since 2014, and the Postgraduate Diploma in Serious Crime Investigation (Level 9 on the NFQ). The accreditation of both programmes followed the relevant accreditation and review procedures as set out by University of Limerick.

- The BA in Applied Policing is delivered by the Foundation Training section in the Garda College and was designed on foot of the recommendations emanating from the Training Review Group in 2009. This Garda Síochána Training and Review Group was established in 2008 by the Garda Commissioner. This review group conducted a thorough analysis of education and training structure, planning, design, development and administration. It also conducted an analysis of international best practice in police education and trends in recruit education and training. This new BA in Applied Policing was designed to encourage a high level of critical thinking by students with a view to producing professionals capable of reflective and responsive practice in the operational policing field.

A chart describing the structure of the BA in Applied Policing as well as an overview of the BA in Applied Policing are attached in Appendix I (up to 2020) and Appendix II (2020 onwards). Further information can be found on www.garda.ie.

- The Postgraduate Diploma in Serious Crime Investigation is facilitated by the Crime, Specialist and Operational Skills section of the Garda College and is designed to develop the expert knowledge, leadership and management skills of middle managers within An Garda Síochána and other public bodies to equip them with the knowledge and skills necessary to investigate serious crimes in Ireland. In 2013, a complete review and redesign of the Senior Investigating Officer Programme was conducted to ensure the programme remained relevant to the

investigative needs of An Garda Síochána; this review was completed in September 2014. The review process resulted in the accreditation partnership with the University of Limerick.

A description of the Postgraduate Diploma in Serious Crime Investigation is attached in Appendix III.

This AIQR covers the quality assurance and quality enhancement activities which occurred during the last reporting period in relation to both courses delivered by the Garda College and accredited by University of Limerick, namely the BA in Applied Policing (Level 7) and the Postgraduate Diploma in Serious Crime Investigation (Level 9). As an established Linked Provider to University of Limerick, the Garda College is required to fulfil its statutory quality obligations under the *Qualifications and Quality Assurance (Education and Training) Act 2012*. The Garda College is consequently expected to develop, publish and implement its institutional quality assurance (QA) processes which are being informed by the national statutory QA guidelines developed by Quality and Qualifications Ireland (QQI). These guidelines are largely based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

As the accrediting body, University of Limerick is responsible for assuring the quality of the B.A in Applied Policing and the Postgraduate Diploma in Serious Crime Investigation. The quality review process is the responsibility of the Garda College Quality Assurance Unit.

To ensure compliance with the ESG, the following QA and quality enhancement activities occurred over the last reporting period:

Reporting period: Calendar year 2020 – Context

The last reporting period was very different to any other year due to the Covid-19 pandemic. Before the Quality Assurance activities for the reporting period are listed in this AIQR, the context must be defined to explain how training in the Garda College was affected by the pandemic and the restrictions imposed in the country.

On 12 March 2020 An Taoiseach announced measures to tackle Covid-19 and amongst these measures were the closure of education facilities like schools and colleges and teaching would be done on line or remotely, where possible. Moreover, An Garda Síochána, being a front line emergency service, was going to see great demands placed on its resources to support the measures in place.

Activities in the Garda College were running normally until Thursday 12 March 2020. On that evening, all training in the Garda College as well as continuous professional development training in Garda stations, was suspended. From 13 March until the 20th March 2020 the trainees, who were in the Garda College at the time, were prepared for operational duties in the areas of Officer Public Safety.

Consequently, on 20 March 2020, the Health (Preservation and Protection and other Emergency Measures in the Public Interest) Act 2020 was signed into law by the President of Ireland. It gave An Garda Síochána the power they need to carry out an effective response to the emergency situation.

At the time, two intakes were in the Garda College undertaking their Phase I training, namely Intake 193 and 201. On 20 March 2020, these trainees were attested as Gardaí. Up to that point, Intake 193

had completed 17 weeks of their Phase I training and Intake 201 had completed just 6 weeks of their Phase I training. In addition, all the Garda instructors were transferred out to stations on 23 March 2020. Civilian instructors remained in the Garda College.

It became evident that the restrictions would be in place for more than a couple of weeks and the delivery of training needed to be redesigned to fulfil the demands of the organisation in terms of resources whilst at the same time adhering to the Public Health guidelines in place. To that effect, in mid-April 2020, a skeleton cohort of Garda instructors returned to the Garda College to do development work on a blended learning version for the B.A. in Applied Policing. This led to one intake of 75 Trainee Gardaí, to start their Phase I blended learning training at the end of May 2020 and another intake of 75 to start towards the end of June 2020. More details on the blended learning adaptation of the BA in Applied Policing will be given in Section 2. All training in the Garda College as well as Continuous Professional Development training resumed on 10th August 2020. On that date, Intake 201 returned to the Garda College to complete the remainder of their Phase I training, which had been interrupted in March. On the 5th October 2020, Intake 202 returned to the Garda College for their Stage III of Phase I, which is 16 weeks in duration. One week out of the three weeks which make Stage I of the Postgraduate Diploma in Serious Crime Investigation ran online in October 2020. The other two weeks could not be completed as the country went into a Level 5 lockdown at the end of October. The training across the organisation was again suspended at the end of October and all the Trainee Gardaí were transferred out. The majority of Garda instructors were also transferred out to Garda stations. Due to the lifting of restrictions at the start of December, it was planned at that stage that the training would resume at the start of January 2021 but for the third time in 2020, the country went into Level 5 lockdown just before Christmas, which meant that the training was suspended one more time and for the rest of 2020.

Section 1: Quality assurance and enhancement activity and evolution at institutional level

Please describe institutional-level quality assurance or enhancement activity that occurred during the reporting period (e.g. an institutional-level quality-review-related activity). Please include reference to any amendments made to systematic, institutional-level quality assurance or quality enhancement mechanisms, activities, policies or governance arrangements during the period.

- Completion of an AIQR for 2019
- Exam Board meetings were held in relation to the two programmes. There were four exam board meetings scheduled in the last reporting period for the BA in Applied Policing:

- 06/02/2020
- 29/05/2020
- 13/08/2020
- 13/11/2020

Following these Exam Board meetings, twenty-three Mitigation Meetings (MIT Meetings) were convened as and when required. These meetings took place on the following dates:

- 14/01/2020
- 12/02/2020
- 10/03/2020
- 20/03/2020
- 12/08/2020
- 28/08/2020
- 02/11/2020
- 13/11/2020
- 15/12/2020

Eighteen additional interim exam board meetings were then held on the recommendation of the Mitigation Committee on the following dates:

- 14/01/2020
- 14/02/2020
- 10/03/2020
- 20/03/2020
- 28/08/2020
- 21/09/2020
- 23/10/2020
- 02/11/2020
- 13/11/2020
- 26/11/2020
- 15/12/2020

The vast majority of the Exam Board meetings, as well as the MIT and additional interim exam board meetings were held via telephone conference calls.

No exam board meeting took place for the Postgraduate Diploma in Serious Crime Investigation in the last reporting period.

- No changes to be reported to the external examination system compared to the last reporting period for both programmes. *See also Section 2 in relation to appointment of new panels.*
- There is no Dyslexia Policy for Operational Policing and for Operational Probationer Gardaí while on Phase II and Phase III. The needs of Operational Probationer Gardaí fall under the organisational strategy for dyslexia. Accommodation is given to Trainee/Probationer Gardaí for the examinations/assessments whilst they are undertaking the B.A. in Applied Policing as set out in the *Garda College Templemore Academic Regulations and Procedures*. An individual training plan for each individual is put in place for the duration

of the training on the recommendations of the Chief Medical Officer. Policies within the Garda College generally reflect and uphold the ethos for organisational policies. In that regard, the Garda College awaits organisational policy prior to specific policy relating to training in the Garda College.

- To alleviate the resource constraints experienced in 2019 with accelerated recruitment, the Garda College has introduced an initiative called “One College”, which is looking at ways of cross-cooperation between the different sections in the Garda College in order to maximise the resources. Instructors would be shared to meet the demands of peak periods within each section and share their experiences and knowledge. The “One College” initiative commenced in Q4, 2020 and will continue in 2021.
- The Trainee/Probationer Monitoring Document, which now supersedes Chapter 4 of the Garda Code (as mentioned in *Section 6*, AIQR 2019) has been signed off by the Senior Leadership Team in An Garda Síochána and is ready for organisational dissemination and will be supported by e-learning.
- Development of online and blended learning.
- Creation of the Digital Learning Hub (incl. the setting up of a recording studio) in the Garda College to facilitate blended learning across the Garda College.
- A Training, Learning and Development Strategy 2020-2023 has been prepared and presented to the Garda Executive for approval.
- Establishment of an Expert Review Group (ERG) The Report of the Commission on the Future of Policing in Ireland (CFPI) was published in September 2018 and is the output of significant consultation with public representatives; government officials; academics in Ireland and abroad; officials from other jurisdictions; Gardaí of all ranks; Garda staff; and the public. The CFPI Report outlines the drivers for change and presents a clear vision for the future of An Garda Síochána.

The consultation by the Commission led to the development of ten (10) key principles for the future of policing in Ireland, and a comprehensive set of recommendations to meet not just current, but also future challenges. These are set out in the ‘A Policing Service for the Future’ implementation plan. Specific recommendations from the report relate to the establishment of an Expert Review Group in the area of learning and development, recruit education and entry routes and pathways into An Garda Síochána.

The Expert Review Group (ERG) provides strategic advice and make recommendations to An Garda Síochána in respect of the areas that are fundamental to the successful delivery of learning and development interventions in the organisation. The ERG has a specific role in advising on the implementation of the specific recommendations set out by the Commission on the Future of Policing in Ireland including those in respect of recruit education and the revision of entry routes and pathways into An Garda Síochána.

The ERG operates primarily in an advisory capacity to An Garda Síochána. The ERG does not have decision-making authority; however, the recommendations and advice it provides will be central to the effective operation of the Learning and Development function and the achievement of its strategic aims. To accomplish its objectives it is envisaged that a minimum of two sub-groups will be established with specific terms of reference in relation to Recruit Entry and Education and Continuous Professional Development. The ERG has the following functions:

- To advise and make recommendations on the revision of entry routes and pathways into An Garda Síochána;
- To advise and make recommendations on the development and delivery of recruit education;

- to provide strategic advice and oversee the development of a framework for managing continuous learning and development that is leading edge for a 21st century policing organisation;
- to advise An Garda Síochána in relation to the performance of the learning and development function, including development of policies and preparation, review and revisions of the learning and development strategy;
- to advise or make recommendations to An Garda Síochána in relation to policies of the Government affecting the learning and development functions;
- the establishment and oversight of sub-groups.

In fulfilling its role, the ERG will keep under review policies of government and any governance developments that might affect the learning and development function of An Garda Síochána.

- Establishment of a Governance, Accountability and Planning Office in the Garda College.
The governance framework sets out broad accountability framework, which An Garda Síochána operates. The Garda College supports the accountability framework by providing support to the design, development, delivery, assessment and evaluation of training and development in An Garda Síochána. The Governance, Accountability and Planning Office was established in the Garda College in 2020 to support the function of the Garda College.

Section 2: Quality assurance and enhancement activity and evolution at local level

If relevant, please describe local-level quality-related innovations introduced by individual units/offices during the reporting period.

To ensure that both programmes delivered by the Garda College achieve the objectives required and respond to the needs of the learners (ESG 1.1, ESG 1.9, ESG 1.10), the following quality assurance activities were applied

Additions /Amendments to courses

➤ **B.A. in Applied Policing**

The B.A. in Applied Policing underwent a series of changes prompted by the findings of the review of the B.A. in Applied Policing, which took place in 2019. This was coupled with the adjustments to the way the course had to be delivered in 2020 due to the restrictions imposed by the emergency health crisis.

- Restructuring of the B.A. in Applied Policing to maximise the efficiency of training through blended learning.
- Areas of potential duplication in the content and/or the assessments were identified and addressed.
- Additional emphasis is now on scenario/problem based learning approach.
- The Garda College continues to work on the further integration of Phases and the enhanced continuity of learning across each Phase.

See Appendix II and Appendix III for an overview of the restructured programme

➤ **Postgraduate Diploma in Serious Crime Investigation**

- No changes were made to the course content

In line with ESG 1.9, a range of procedures are enacted with a view to monitoring, self-evaluating and enhancing the quality of the activities of the BA in Applied Policing and the Postgraduate Diploma in Serious Crime Investigation:

• **Learners' feedback by means of exit surveys** (B.A. in Applied Policing)

The Exit Survey was launched in June 2017. The online survey was distributed via the LMS to the Garda probationers in the last month of their probationary period. In the last reporting period, five exit surveys were distributed:

- Intake 173 - Survey opened from 16th February to 16th March 2020- Response rate: 25%
- Intake 174 - Survey opened from 15th May to 15th June 2020- Response rate: 17.4%
- Intake 181 – Survey opened from 7th August to 7th September 2020- Response rate: 23.5%
- Intake 182 – Survey opened from 30th October to 30th November 2020- Response rate: 16.9%

Summary reports of the quantitative findings for the exit surveys for 2020 can be found in Appendix IV. The qualitative findings are not attached to this document as the reports are still in a draft form and have not yet been redacted.

• **Learners' feedback by means of module surveys** (B.A. in Applied Policing)

The Module Survey was launched in August 2018. The online survey was distributed via the LMS to the Garda trainees in the last month of the Phase I training. In the last reporting period, only one module survey was distributed:

- Intake 192 - Survey opened from 16th January to 17th February 2020- The response rates across the modules range between 2.5% and 5.4%.

Summary reports of the module survey for 2020 can be found in Appendix V.

- **Learners feedback by means of student survey of online teaching** (B.A. in Applied Policing)
A short survey was presented to Intake 202 and Intake 203 at the end of the delivery of the three weeks online part of the course (Phase I, Blended Learning Stage). It was the first time that a full block of the programme was delivered on line and this as the result of the health emergency situation. The Trainee Gardaí were asked to rate some elements of the course. Qualitative and quantitative data were gathered in this survey. The findings were of importance to the Garda College as they provided a measure of the extent to which the three weeks online part of the course achieved its objectives. The response rate was 87% for Intake 202 and 85% for Intake 203.
- **No learners' feedback by means of Short Surveys** (Postgraduate Diploma in Serious Crime Investigation) for the reporting period.
- **External examiner reports** for the B.A. in Applied Policing and the Postgraduate Diploma in Serious Crime Training. It is the responsibility of external examiners to ensure that the Garda College assessments meet the required standards and to maintain uniformity of standards as far as practicable from cohort to cohort. They also ensure the appropriateness of assessment standards for the award. They are all appointed by the Governing Authority of the University of Limerick.

A new panel of external examiners has been appointed in September 2020 for the B.A. in Applied Policing. This panel consists of nine external examiners, four international (currently from Portugal, Finland and the UK) and five from Ireland. One international external examiner and one Irish external examiner are appointed per Phase being presented, subject to availability. And where possible, the same external examiners are appointed for Phase I, II, III of the same intake to ensure continuity. The 5 Irish external examiners are retired members of An Garda Síochána not below the rank of Inspector and experts in particular specialist areas. The four international external examiners are either academics in police related areas or serving police officers with an academic background or a background in training.

The Postgraduate Diploma in Serious Crime investigation has a panel of 3 external examiners:

- One international, Professor and Chair of the Criminal Justice Department, Worcester State University (USA)
- The tenure of the two Irish external examiners expired in 2020 and two new external examiners will be appointed.

They are selected to ensure that all areas of serious crime investigation are represented.

- **The University of Limerick Quality Assurance Board** for the B.A. in Applied Policing meets in advance of each Examination Board and issues reports after each Examination Board.

- **Reports** were generated by the Garda College Exam Office after each exam board meetings. Minor issues were highlighted and were acted upon. There were no changes made to the B.A. in Applied Policing on the recommendations of the Board of External Examiners in the reporting period.

Information and data collected through the various surveys and feedback exercises throughout the last reporting period led to a **Review of processes** in both programmes (EGS 1.7 and 1.9):

- As there was no exam board meeting for the Postgraduate Diploma in Serious Crime Investigation, there were no changes arising from external examiners' reports.
- There were no changes arising from the external examiners' reports on the BA in Applied Policing.
- Four Exit Surveys and one Module Survey were distributed in the last reporting period for the B.A. in Applied Policing as well as a students' survey of online teaching. As per QA procedures, reports were generated, which was helpful to identify any trends in students' satisfaction with the course. The data collected along with the findings of the review of the B.A. in Applied Policing helped in the redesign of the course.

Development of staff and the enhancement of the teaching (in line with ESG 1.5): there was no development of staff in the reporting period due the health emergency situation.

Section 3: Implementation of quality governance and oversight

Please attach (or provide a link to) the Xxxxxx published academic calendar for the reporting period and, if relevant, please indicate and discuss deviations from the detail therein that occurred in practice. If not incorporated into the academic calendar, please attach or provide a link to the schedule of meetings of key governance and quality committee meetings. If relevant, please indicate and discuss deviations from the detail therein that occurred in practice.

The Chief Superintendent (Director of Training and Continuous Professional Development) of the Garda College has overall authority for the College. He is responsible for the research, development, co-ordination and implementation of the Garda training programmes as well as the daily management of the College. The Office of the Director of Training and Continuous Professional Development administers all the sections attached to the Garda College, which deliver training. Each of these sections is under the control of a Superintendent and subdivided into sub-sections co-administered by Inspectors and Sergeants. *See Appendix VI for the Garda College organisational chart.*

The governance function is performed at every level starting with:

- The Chief Superintendent holds bi-weekly meetings with the Superintendents of the different sections in the Garda College. These meetings facilitate the discussion surrounding the overall governance of all programmes.
- Weekly PAF (Performance and Accountability Framework) meetings for the BA in Applied Policing, chaired by Superintendent Foundation Training are attended by the Sergeants of each section and Garda staff. The objective of these meetings is to ensure that the training requirements are met. Issues relating to academic matters, exams, timetable, staff development and issues relating to students are also discussed.
- Following these weekly PAF meetings, each Intake Supervisor meets with the instructors on their team and provide them with feedback.
- In the last reporting period, internal QA meetings at the Garda College were held on the following dates:

30/06/20; 10/09/20; 6/10/20; 9/12/20; 10/12/20

These meetings are for QA unit staff, Superintendents in charge of the B.A. in Applied Policing and the Postgraduate Diploma in Serious Crime Investigation, the Inspectors in charge of the BA programme and the Sergeant in charge of the Examinations office. The purpose of these meetings is to plan and organise the quality assurance activities in the College. In the last reporting period, QA matters were also discussed at weekly PAF meetings.

In addition, an online meeting between UL Quality Support Unit and the Garda College QA unit took place on the 14th October 2020 to discuss the progress on our QA obligations towards for 2020.

- Internal Examination meetings take place 3 weeks in advance of the External Examiners Board in preparation for the External Examiner Meeting.
- As the training programmes do not follow a specific academic year, external examination board meetings are scheduled as required. At External Examiner Board meetings, the results are presented to the board and ratified. For the BA in Applied Policing, this process applies to Phase I, Phase II and Phase III for each Intake. An Exam Board meeting for the

Postgraduate Diploma in Serious Crime Investigation is held once a year to ratify the final results for each cohort. The overall grade is then ratified for each student in both programmes. Reports from the various External Examiners are presented and discussed. *See section 1 also*

- A separate Graduation Board Meeting is held to ratify the final class of award for each Garda Trainee/Probationer.
- The evaluation and monitoring of the Crime Training Programmes, of which the Postgraduate Diploma in Serious Crime Investigation is a part of, falls under the remit of the Crime Training Governance Board. The Crime Training Governance Board ensures that the quality mechanisms, which are in place for the Postgraduate Diploma in Serious Crime Investigation are deemed appropriate and sufficient. A review of the Postgraduate Diploma in Serious Crime Investigation policy documents is an active project of the Crime Training Governance Board. This board is chaired by an Assistant Commissioner.
- As Phase II and Phase III training takes place outside the Garda College, in the 28 Divisions across the country, quarterly CPD meetings are normally organised at the Garda College. Instructors from the Probationer Training, Performance Monitoring and Development office at the Garda College to brief the training Sergeants from each of these Divisions on any training elements including Academic Regulations, Portfolio of Practice and any new systems which need to be implemented. These briefing sessions are also used as a forum for discussion on collective issues which arise in relation to the training of Probationer Gardaí. Workshops to develop and enhance professional practice and the contents of Phase II and Phase III are also conducted. These workshops provide an opportunity to get feedback or input on any elements of the Phase II and Phase III training. These quarterly meetings are one day in duration, however in the last reporting period, due to the health emergency and the suspension of training, none of these quarterly meetings took place.
- **Course board meetings.** (B.A. in Applied Policing). There was no course board meeting over the last reporting period. One was scheduled for the start of November 2020, however the training was suspended for the third time at the end of October.

Section 4: Internal quality reviews undertaken during the reporting period

Please provide detail of any internal quality review activity that occurred during the reporting period.

In accordance with ESG 1.9 and 1.10, the schedule for the internal quality review and the institutional review was formally approved by University of Limerick and the Garda College at the Annual Dialogue Meeting (ADM) in March 2018.

2018: Preparation and planning for the academic reviews		
Review Period	Programme Review	Institutional Review
December 2018- November 2019	B.A. in Applied Policing	
June 2021- June 2022	Postgraduate Diploma In Serious Crime Investigation	
January 2023-October 2023		UL Institutional review of the Garda College

The review of the Postgraduate Diploma In Serious Crime Investigation was originally scheduled for the end of 2020 but did not take place due to the emergency health situation, which had depleted the Garda College of its Garda instructors for most of the year. At the ADM with University of Limerick, which took place in January 2021, it has now been agreed that the review of the Postgraduate Diploma in Serious crime investigation will now take place in June 2022 and the institutional review will now take place at the end of 2023.

Section 5: Quality activity and interaction with third parties

Section 5a:

As an established Linked Provider to University of Limerick, the Garda College is required to fulfil its statutory quality obligations under the *Qualifications and Quality Assurance (Education and Training) Act 2012*. The Garda College is consequently required to develop, publish and implement its institutional QA processes which are being informed by the national statutory QA guidelines developed by Quality and Qualifications Ireland (QQI). These guidelines are largely based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

University of Limerick is the Degree Awarding Body for the BA in Applied Policing, Level 7 on the National Framework of Qualifications (NFQ), and the Postgraduate Diploma in Serious Crime Investigation (Level 9 on the NFQ). The accreditation of both programmes followed the relevant accreditation and review procedures set out by University of Limerick.

University of Limerick reviewed the academic quality assurance procedures of the Garda College in respect of the two programmes accredited by University of Limerick in the last reporting period. The purpose of this review was to evaluate the academic quality assurance procedures of the Garda College against QQI QA guidelines and recommended to Academic Council whether the Garda College's QA procedures should be approved in the context of being a linked provider to University of Limerick. The review acknowledged the existing process used for the monitoring of academic quality assurance procedures by the Garda College and UL using the Annual Institutional Quality Report (AIQR) and annual dialogue meeting mechanisms. This process respects the unique nature of the Garda College in relation to its command structure and the requirement for confidentiality in specific areas of its operations. In accordance with Section 33 of the *Qualifications and Quality Assurance (Education and Training) Act 2012*, as amended, UL Academic Council approved the Garda College academic quality assurance procedures and application as a Linked Provider of University of Limerick subject to inclusion of Level 1 recommendations, whose implementation is being monitored through the annual dialogue meetings (ADMs).

Section 5b: N/A

Section 6: Quality-related objectives over the coming reporting period

Please list and briefly describe each objective.

Many objectives that the Garda College had set itself for 2020 were not fulfilled because of the health emergency. These goals have been reviewed and most of them have been carried over for 2021.

Governance and Management of Quality - 1 QQI Core Statutory Quality Assurance Guidelines

- Continue the development of a dedicated quality assurance support unit at the Garda College with clear governance structure and development of the Garda College's own Quality Management System.
- Develop a vision for the Garda College in relation to its role and objectives as a training organisation.
- In relation to the B.A. in Applied Policing, the Foundation Training section intends to conduct an overall review of the structures of the section. This review intends to examine the structure, governance and resourcing across the entire section. It is anticipated that the review will examine a revised structure that will continue long after the training implications of the pandemic have eased. It will examine how the management team in Foundation Training and Development is overseeing the delivery of the B.A. in Applied Policing and the oversight provided to the programme within the current structure. As part of this review, there will also be a review of the quality assurance and accountability provided to the B.A. in Applied Policing. One of the mechanism to ensure oversight and accountability of the B.A. in Applied Policing is through robust 'Performance and Accountability Framework'. The review of the section will also examine the current accountability framework and examine if any revision can assist with governance and oversight of the programme. The aim is also to bring consistency to training and deliver cost saving in training across the different Garda Divisions, which can be reinvested to improve training in other areas.
- Appointment of two new external examiners for the Postgraduate Diploma in Serious Crime Investigation.
- With regard to the Postgraduate Diploma in Serious Crime Investigation, it is proposed to hold quarterly Crime Training Governance Board meetings in the next reporting period. The Assistant Commissioner (Special Crime Operations) acts as a Chairperson for this Board.

Documented Approach to Quality Assurance - 2 QQI Core Statutory Quality Assurance Guidelines

- Update of the Garda College Quality Assurance manual following the recommendations of University of Limerick Academic Council.
- Redaction Policy for the BA in Applied Policing to ensure that all surveys conducted by the Garda College Quality Assurance Unit adhere to legislated requirements and obligations relating to privacy, information and records management and protected disclosure. ([General Data Protection Regulation \(GDPR\)](#), [Freedom of Information Act 2014](#) and the [Police and Criminal Justice Data Protection Directive \(LED\)](#) (EU) from May 2018)
- Retention Policy in relation to surveys to ensure compliance with data management as per previous point in relation to Redaction Policy.
- Policy outlining the procedures relating to Module Surveys.
- Implementation of the 360 survey loop in relation to the Exit and Module Surveys on the B.A. in Applied Policing. There is a need to ensure the surveys add value to the programme and the feedback is actioned with the action communicated to participants.

- Policy for external providers on the BA in Applied Policing, to ensure that the external providers are aware of and develop the mission, vision and values of An Garda Síochána in their lessons plans.
- The QA feedback loop instrument to formally document all changes made to the programme and their outcomes as mentioned in the previous AIQR has been put on hold for the next reporting period. There are currently too many variations in the delivery of the B.A. due to the different stages at which different intakes had their training suspended. It will be done once the Garda College will have caught up with the training of the intakes affected by the suspension of training in the reporting period.

Programme of Education and Training – 3 QQI Core Statutory Quality Assurance Guidelines

- Update of procedures with reference to Blended Learning Guidelines for both programmes with particular emphasis on the further development of the blended learning approach to training on the B.A. in Applied Policing. While the continuation of training during the health emergency accelerated the use of online learning solution, many of these revised training and development methodologies will assist in the effective delivery of the programme going forward. Continue consideration of a blended learning approach will improve the quality of the programme delivered and will optimise technology across the organisation. The blended learning approach has the potential to bring learning to the learner and at the same time minimise operational extractions and the need to take learners away from operational policing environment. It is also felt that the continued objective of progressing the blended learning approach can optimise training methods by using bespoke methodologies depending on the content of the material to be delivered. The blended learning approach will also assist with consistency, particularly with regard to outside agencies who play a role in joint training on the programme. Advances in online learning will also provide new mechanisms to monitor learner participation while avoiding extraction from the operational learning environment.

Staff Recruitment, Management and Development – 4 QQI Core Statutory Quality Assurance Guidelines

- Review of staff development /training needs for all staff as per Recommendation 8, Level 2 of the PRG report.

Teaching and Learning – 5 QQI Core Statutory Quality Assurance Guidelines

- Review of some aspects of the BA in Applied Policing following the recommendations of the review group as per the Quality Improvement Plan.
- As part of the review of the structure of Foundation Training, the Garda College also intends to examine the possibility of using Regional centres to operate aspects of training. It is proposed that the use of Regional Centres will firstly be used for the purpose of the fitness assessments and following the review of this process, the use of the Regional centres may be expanded.

Information and Data Management System – 8 QQI Core Statutory Quality Assurance Guidelines

- The updating of the Student Probationer Handbook to reflect the evolution of the BA in Applied Policing and to adapt to the increased number of trainees per Intake is directly linked and subjected to the approval of the Trainee/Probationer Monitoring Document. This is ongoing from the previous AIQR and will finalised in the next reporting period.

Public Information and Communication – 9 QQI Core Statutory Quality Assurance Guidelines

- Development of an efficient communication system in relation to dissemination of QA processes to all parties.
- Publication of Quality Assurance procedures
- Strategy on the publication of QA reports expected in 2020
- Strategy governing what information is published in relation to accredited programmes

Self-evaluation, Monitoring and Review – 11 QQI Core Statutory Quality Assurance Guidelines

- Further implementation of the Quality Improvement Plan (QIP) following the review of the BA in Applied Policing. *See Appendix VII*
- Review of the Exit Survey and Module Survey on the BA in Applied Policing to tailor them more specifically to the unique requirements of the BA in Applied Policing.
- Hold two Course Board meetings for the B.A. Applied Policing in the next reporting period. The objective of these meetings is to encourage a dialogue between staff and students on the efficiency of the programme. No Course Board Meeting took place in the reporting period.

Section 7: Additional information

Please use this section to provide additional information relating to quality assurance or to report upon relevant quality-focused topics or issues.

N/A

I confirm that this AIQR was reviewed and approved by the Director of Training and Continuous Professional Development and constitutes a comprehensive and accurate account of quality-related activities pertaining to the Garda College over the reporting period.



Director of Quality, Chief Superintendent Patrick Murray

11/5/21

This AIQR was submitted to the Director of Quality, University of Limerick on: 11/05/21

Appendix I

Overview of the BA in Applied Policing

The BA in Applied Policing is delivered over a 104-week period and is divided into three distinct 'Phases' with each phase being equivalent to a traditional academic year in terms of learning credits and learning activity. On successful completion of the 2-year training programme candidates are awarded a Bachelor of Arts in Applied Policing at level 7 on the National Framework Qualifications scale.

Phase I: Foundation Knowledge/Skill Acquisition Stage

Phase I comprises of seven modules, a foundations module and six thematic policing modules delivered at the Garda College over 32 weeks. The nature of the modular themes is consistent with allocated duties in the operational field to assist the transfer of knowledge. The new programme has moved away from individual subject areas and is organised around thematic modules reflecting the operational roles and responsibilities of members of An Garda Síochána.

The modules studied on Phase I are:

- 1) **Foundations of Policing** – Providing Trainee Gardaí with an overview of the policing function. Trainees are introduced to the organisation and its role in the criminal justice system. Trainees will also acquire the generic skills to be utilised throughout the remainder of their training.
- 2) **Professional Competence** – Developing the responsibility for improving their personal and professional knowledge, skills, values and behaviours required to provide a professional policing service.
- 3) **Crime & Incident Policing** – Allowing Trainee Gardaí to gain the knowledge and practical skills to manage a wide variety of volume crime and policing incidents, e.g. minor public disorder, criminal damage, theft and assault offences.
- 4) **Policing with Communities** – Gives Trainee Gardaí the personal and professional expertise to positively police a modern, diverse and bilingual community, whilst being aware of the needs of its vulnerable members.
- 5) **Traffic Policing** – Gives Trainee Gardaí the knowledge and skills required to effectively police traffic issues (checkpoints, drink/drug driving etc.) to considerably reduce the incidents of fatal and serious injuries to improve road safety.
- 6) **Station Roles & Responsibilities** – Develops the Trainee Gardaí's capabilities in all roles linked with Garda station duties, including prisoner management.
- 7) **Officer & Public Safety** – Develops the Trainee Gardaí's physical competence through practical skills (retractable baton, hinge handcuffs, OC (pepper) spray and police self defence).

Each module comprises of a number of units covering all aspects of the skills necessary for daily policing.

The delivery of these modules is primarily classroom based utilising Problem Based Learning (PBL) which is a learner centred rather than the traditional instructor led approach to Garda training. PBL is supported by lectures, skills sessions, tutorials, role plays, file preparation and practical demonstrations.

PBL is a concept of teaching whereby the trainees are given a practical problem that they will encounter in the operational field. This approach is based on active and reflective learning in small groups with realistic policing problems used as the stimulus for learning.

Garda trainees receive intensive training in communication and presentation skills which further develops their skills when engaging with individuals and groups. The Trainee Gardaí then go and look into the problem using the Garda Decision Making Model. Through this model, they assess the problem from all perspectives and identify the relevant legislation, policy and procedures, guidelines and methodologies to address the issues presented.

The Trainee Gardaí then present their findings or in some modules trainees are given a development in the problem and must continue to research it. The PBL is then followed by a tutorial on the legislation, policies and procedures, guidelines and regulations surrounding the scenario/problem presented. All scenarios are generated from the volume crime currently being encountered on the streets. These scenarios vary and range from first responder at a crime scene to checkpoints to performing duty as member-in-charge.

During their time on Phase I in the college, the trainees complete a Personal Development Log (PDL). The trainees reflect on a number of competencies in their PDL submissions. Throughout Phase I the trainees will undergo written examinations and are assessed on numerous occasions. These assessments are both group and individual based.

On successful completion of Phase I, trainees are attested with full policing powers to enable full engagement with the work-based learning phases of the programme. The member is referred to as a Probationer Garda from this point on.

Phase II: 'Assisting' & 'Assisted' Transitional Work-based Learning

Phase II of the programme is delivered in policing Divisions throughout the country and consists of two training periods at various training stations:

Training Stations: Probationer Gardaí are allocated to training stations with a permanently appointed supervisory Sergeant who is thoroughly familiar with their responsibilities under the Trainee/Probationer Programme. The stations must ensure:

- Appropriate training and development structures are in place that includes access to trained tutor Gardaí and training managers (Continuous Professional Development - CPD Sergeant).

- There are opportunities for the Probationer Garda to engage in the experiential learning requirements across the Phase II and III Modules as defined
- The Probationer Garda gets significant levels of a broad range of volume crime and subsequent investigations as well as station duty which includes the prisoner management process
- The Probationer Garda experiences Community Policing of a broad and diverse community as well as Traffic Policing (including the policing of significant events)

Phase II of Transitional Work-based Learning (WBL) consists of two stages:

- The Assisting Stage – 17 weeks
- The Assisted Stage- 17 weeks

During the 'Assisting Stage' of Phase II Probationer Gardaí are accompanied at all times by either a tutor or an experienced Garda. They attend their divisional training school for regular classes during this stage of training and complete a number of assessments to demonstrate the attainment of the required learning outcomes for the 'Assisting Stage'. In order to progress to the next stage of Phase II, the 'Assisting Stage' Probationer Gardaí have to meet the learning outcomes as prescribed for the 'Assisting Stage'. They must also pass a progression interview at the end of this phase with their District Officer, Supervisory Sergeant and CPD Sergeant before progressing to the 'Assisted Phase'.

During the 'Assisted Stage' Probationers take the lead role in managing policing situations but are assisted at all times by a tutor or experienced Garda. They attend their divisional training school for regular classes during this stage of training and complete a number of assessments to demonstrate attainment of the required learning outcomes for the 'Assisted Stage'. In order to progress to Phase III Probationer Gardaí have to meet all of the learning outcomes as prescribed for the 'Assisted Stage'. They must also pass a progression interview at the end of this phase with their District Officer, Supervisory Sergeant and CPD Sergeant before progressing to the 'Assisted Phase'.

Five thematic modules that reflect the generic allocated duties of members of Garda rank are delivered over Phase II. The modules studied are:

Policing with Communities Module: Probationer Gardaí must submit a Community Engagement Project on Phase II, they must make a presentation before their second progression interview in relation to the implementation of this project. The project and presentation are assessed by the Divisional C.P.D staff.

Traffic Policing Module: The Probationer Garda is required to submit a case file on a traffic related matter. They must also undergo a short answer examination in relation to traffic matters. These two assessments are assessed by Divisional C.P.D staff. Under the traffic module Probationer Gardaí must undergo two behavioural competency assessments, a regular checkpoint assessment and a mandatory intoxicant testing checkpoint assessment

both of these are assessed by the Probationers supervisory sergeant and the marking sheets are then submitted to the Divisional C.P.D staff for collation.

Station Roles and Responsibilities Module: There are two assessments in this module the Public Officer assessment which is a behavioural competency assessment which is assessed by the Probationer Garda's supervisory sergeant. The second assessment is a prisoner management assessment and statement. In this assessment the Probationer Garda completes a custody record and then completes a member in charge statement. This assessment is graded by Divisional C.P.D staff.

Professional Competence Module: There are two assessments that are central to this module, the first is the Progression Interviews at the end of the Assisting and Assisted stages of Phase II training. This assessment is graded by the Progression Interview Board. The second assessment is based on the 8 Personal Development Log (PDL) entries that Probationer Gardaí must submit throughout their Phase II training. These P.D.L's are uploaded onto the Learning Management System (L.M.S.) maintained at the Garda College. The feedback and grading is provided by their Divisional C.P.D staff.

Crime and Incident Policing: Probationer Gardaí undertake 3 assessments in this module on Phase II of their training, they are required to submit a case file on a crime and incident matter. They must also include a court documentation file and they must undergo a crime and incident short answer examination. All of these assessments are corrected and graded by Divisional C.P.D staff.

Probationer Gardaí are also required to undergo a physical fitness assessment as part of this phase. The progressive nature of this phase provides a supported environment for probationers to assume a progressively higher level of responsibility for professional action, whilst requiring progressively less advice.

Phase III: 'Autonomous' Work Based Learning & Capstone Assessment

Phase III is the 'Autonomous' learning stage. Probationers engage proactively and independently in the management of policing situations for 34 weeks. Exposure to appropriate policing opportunities is managed by supervisory sergeants to facilitate the probationer achievement of the phase outcomes.

Phase III is an integrative stage where the module structure changes for the probationers. The modules studied during Phase III are:

Policing with Communities Module: On Phase III Probationer Gardaí must submit a community initiative project. They must spend 40 hours over Phase III engaging with a local group or organisation. They complete their project in relation to their involvement with this group/organisation in advance of their final Progression Interview. They must make a

presentation in relation to their project. The projects and presentations are assessed and graded by Divisional CPD staff

Law and Procedures Module: This module encompasses the traffic policing, crime and incident policing and station roles and responsibilities module that Probationer Gardaí undergo on Phase II of their training. In this module they are required to submit two Law and Procedures case files and they must also undergo two short answer examinations. All of these assessments are graded by CPD staff.

Professional Competence Module: Over the course of Phase III Probationer Gardaí must submit the 8 P.D.L entries (one per month). They must also complete a 'Portfolio of Practice' over the course of Phase III. They have two Progression Interviews one at the midway stage and the other at the end of Phase III.

The Professional Competence module ensures a level of policing competence is achieved, consistent with the programme outcomes. The Law and Procedures module develops advanced knowledge and applied procedural skill across the operational policing roles, whilst the Policing with Communities module provides the opportunity for depth of community intervention.

During Phase III probationers are required to complete a number of academic and work based assessments to demonstrate the attainment of the learning outcomes for the 'Autonomous Stage' of training. They also return to the Garda College for 4 weeks during this phase to enhance their legal and procedural knowledge acquired during their work based learning. These weeks allow for scaffolded learning to further enhance their skills in specialist areas. The training includes:

- Traffic/Warrants/Intelligence led policing
- Sexual Assault Investigation/Children First Guidance
- Youth Crime/Domestic Violence
- Crime Investigation/Human Trafficking/Intelligence Source handling
- File Preparation/Court Presentation
- Specialisation - ASIST (Applied Suicide Intervention Skills Training) /Vicarious Trauma

The training is focused on a critical investigation topic with an emphasis on essential investigation techniques and preparation of files.

Probationer Gardaí are also required to undergo a physical fitness assessment as part of this phase.

Progression during the programme

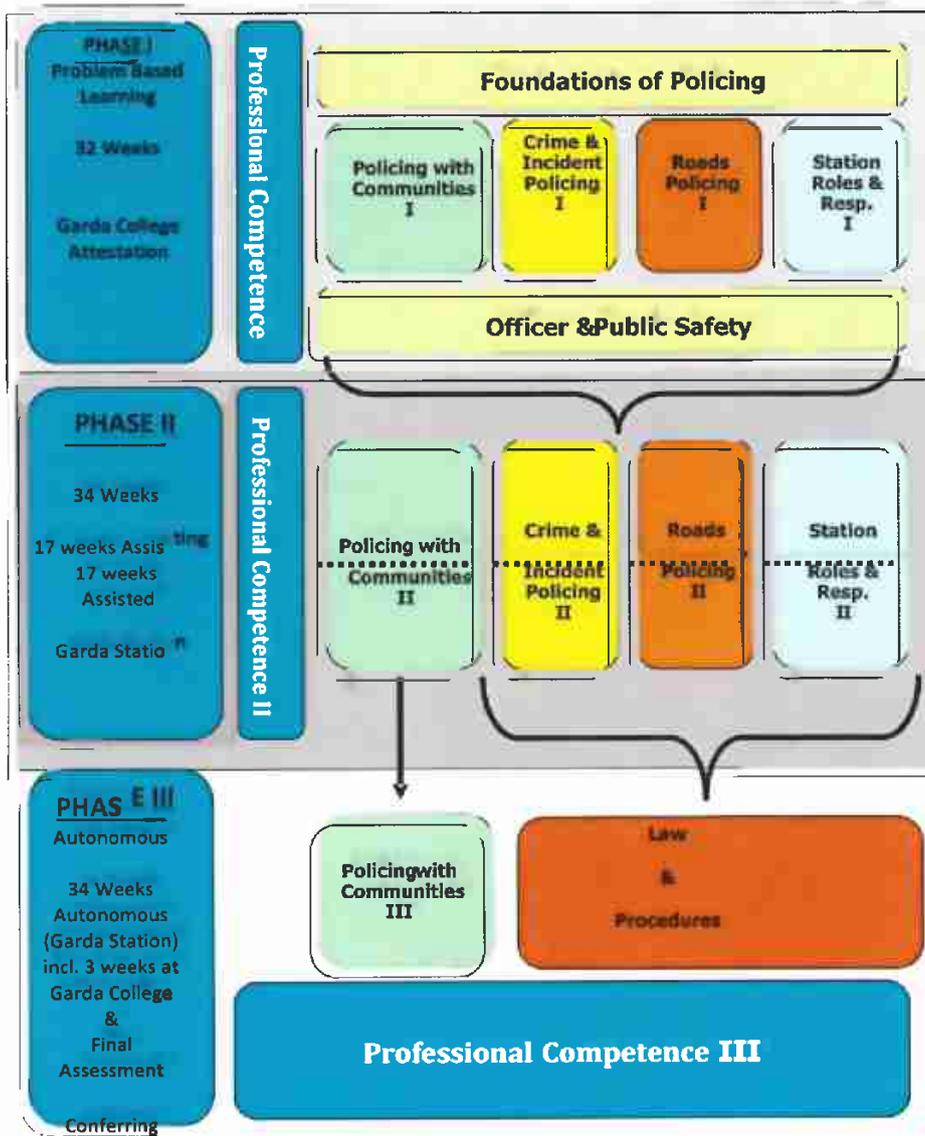
Throughout the programme Probationer Gardaí are required to undergo Progression Interviews. These interviews assess the development of the Probationers and require them to present evidence that they are meeting the competencies of the programme. These are

organised at divisional level with the results being made available to the Garda College. The final progression interview at the end of Phase III is chaired by their Chief Superintendent in the local Division/

Monitoring of Probationer Gardaí

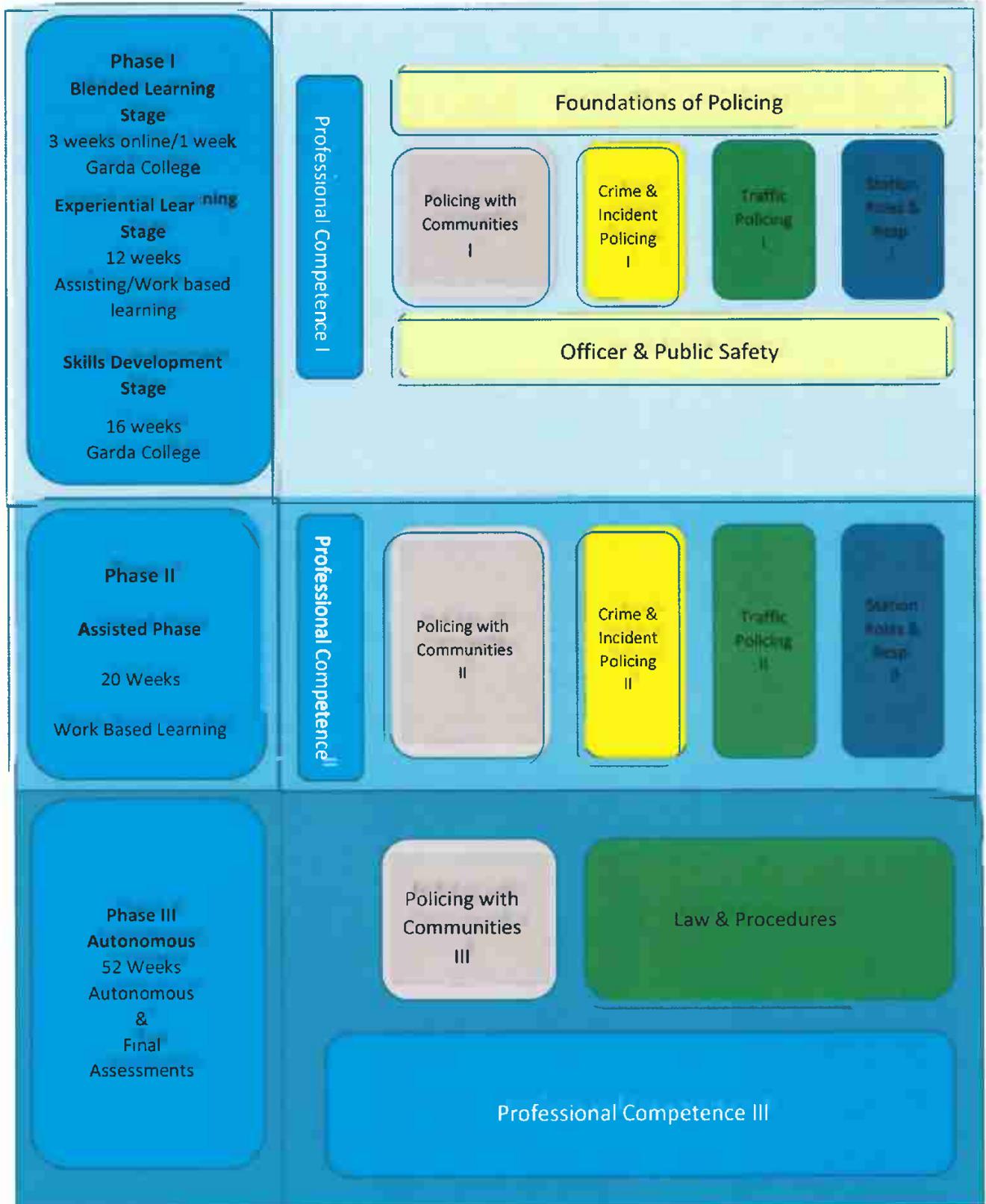
The development of Probationer Gardaí is managed/supervised through a series of meetings/briefings and interviews. This ensures an engagement by the Tutor Garda, Supervising Sergeant, CPD Sergeant (Training Manager) and their District Superintendent. A Probationer Garda Workbook is maintained in each CPD Office to record the development and monitoring process of each Probationer Garda.

On successful completion of Phase III probationers will have achieved the learning outcomes of Phase III and will have met all of the required learning outcomes of the programme. Probationers will then be awarded their Bachelor of Arts in Applied Policing Degree by the University of Limerick.



Appendix II

Restructured BA in Applied Policing commencing 2020



Overview of the restructured BA in Applied Policing commencing 2020

The BA in Applied Policing is delivered over a 104-week period and is divided into three distinct 'Phases' with each phase being equivalent to a traditional academic year in terms of learning credits and learning activity. On successful completion of the 2-year training programme candidates are awarded a Bachelor of Arts in Applied Policing at level 7 on the National Framework Qualifications scale.

Phase I: Foundation Knowledge/Skill Acquisition Stage

Phase I comprises of seven modules, a foundations module and six thematic policing modules. The nature of the modular themes is consistent with allocated duties in the operational field to assist the transfer of knowledge. The new programme is organised around thematic modules reflecting the operational roles and responsibilities of members of An Garda Síochána.

The modules studied on Phase I are:

- 1) **Foundations of Policing** – Providing Trainee Gardaí with an overview of the policing function. Trainees are introduced to the organisation and its role in the criminal justice system. Trainees will also acquire the generic skills to be utilised throughout the remainder of their training.
- 2) **Professional Competence** – Developing the responsibility for improving their personal and professional knowledge, skills, values and behaviours required to provide a professional policing service.
- 3) **Crime & Incident Policing** – Allowing Trainee Gardaí to gain the knowledge and practical skills to manage a wide variety of volume crime and policing incidents, e.g. minor public disorder, criminal damage, theft and assault offences.
- 4) **Policing with Communities** – Gives Trainee Gardaí the personal and professional expertise to positively police a modern, diverse and bilingual community, whilst being aware of the needs of its vulnerable members.
- 5) **Traffic Policing** – Gives Trainee Gardaí the knowledge and skills required to effectively police traffic issues (checkpoints, drink/drug driving etc.) to considerably reduce the incidents of fatal and serious injuries to improve road safety.
- 6) **Station Roles & Responsibilities** – Develops the Trainee Gardaí's capabilities in all roles linked with Garda station duties, including prisoner management.
- 7) **Officer & Public Safety** – Develops the Trainee Gardaí's physical competence through practical skills (retractable baton, hinge handcuffs, OC (pepper) spray and police self defence).

Each module comprises of a number of units covering all aspects of the skills necessary for daily policing.

These modules are delivered over three stages within Phase 1 which incorporate Blended Learning, work based learning and residential training in the Garda College.

The three stages of Phase 1 are:

Phase I Blended Learning Stage (4 weeks) – Blended Learning over a four-week period. Garda Trainees spend the first three weeks at home and study an introduction to modules of learning. This instruction is delivered by way of pre-recorded lectures followed by live tutorials with Garda Instructors. On week 4, Garda Trainees attend the Garda College and complete some practical based learning such as, crime scene management and an introduction to Officer Public Safety.

Phase I Experiential Learning Stage (12 weeks) – Trainee Gardaí are assigned to a Garda Station and engage in work based learning for a minimum of 12 weeks. Trainee Gardaí assist a Tutor Garda in the day-to-day operations of a member of an Garda Síochána.

Phase I Skills Development Stage (16 weeks) – Trainee Gardaí return to the Garda College for 16 weeks of in house residential training. The 16 week classroom based learning has been designed to be delivered covering the following themes, which incorporate the thematic modules outlined above;

1. **Community Centred Policing (CCP)**
2. **Roads Policing (RP)**
3. **Investigative Policing (IP)**
4. **Officer and Public Safety (OPS)**
5. **Professional Competence (PC)**

The delivery of these modules is primarily classroom based utilising Problem Based Learning (PBL) which is a learner centred rather than the traditional instructor led approach to Garda training. PBL is supported by lectures, skills sessions, tutorials, role-plays, file preparation and practical demonstrations.

PBL is a concept of teaching whereby the trainees are given a practical problem that they will encounter in the operational field. This approach is based on active and reflective learning in small groups with realistic policing problems used as the stimulus for learning.

Garda trainees receive intensive training in communication and presentation skills which further develops their skills when engaging with individuals and groups. The Trainee Gardaí then go and look into the problem using the Garda Decision Making Model. Through this model, they assess the problem from all perspectives and identify the relevant legislation, policy and procedures, guidelines and methodologies to address the issues presented.

The Trainee Gardaí then present their findings or in some modules trainees are given a development in the problem and must continue to research it. The PBL is then followed by a tutorial on the legislation, policies and procedures, guidelines and regulations surrounding the scenario/problem presented. All scenarios are generated from the volume crime currently being encountered on the streets. These scenarios vary and range from first responder at a crime scene to checkpoints to performing duty as member-in-charge.

During their time on Phase I, the trainees complete a Personal Development Log (PDL). The trainees reflect on a number of competencies in their PDL submissions. Throughout Phase I the trainees will undergo written examinations and are assessed on numerous occasions. These assessments are both group and individual based.

On successful completion of Phase I, trainees are attested with full policing powers to enable full engagement with the work-based learning phases of the programme. The member is referred to as a Probationer Garda from this point on.

Restructuring of Phases II & III in response to the Covid Pandemic

A revised delivery of Phase II and III in line with the restructuring of Phase I provided for a reduction of weeks on Phase II from 34 to 20. The rationale for this decision was that the Assisting Phase had already been achieved on Phase I through exposure to the operational environment in an observing capacity. There was no net loss to either the learning achieved or the training timeline as the autonomous stage of phase III is increased to 52 weeks. All the classes and assessments on Phase II & Phase III were developed to ensure that the learning outcomes were achieved utilising a blended approach. The modules remained unchanged, however a review of the existing structure ensured that the requisite content could still be delivered while minimising the extraction rate of probationers from operational policing.

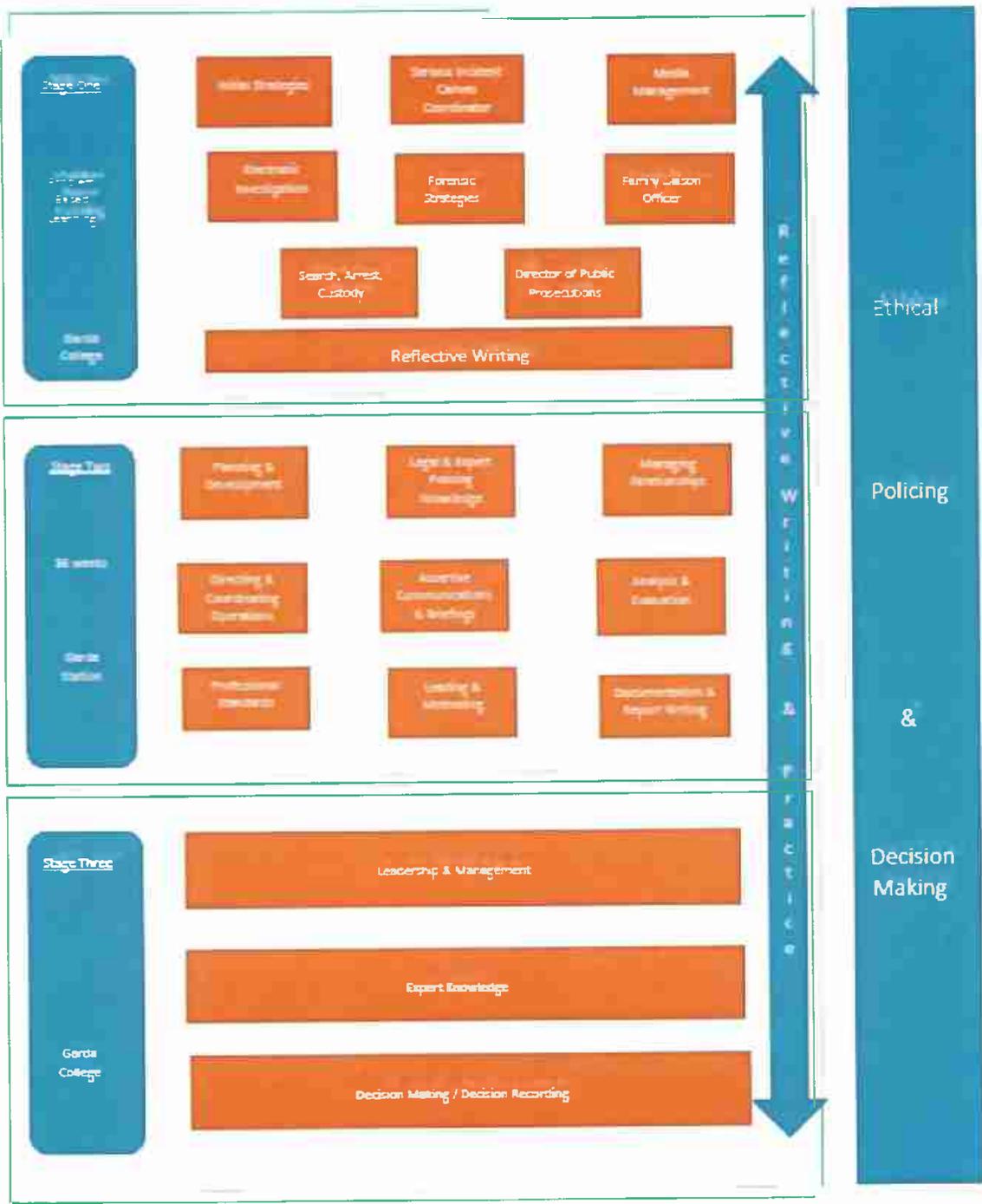
Appendix III

Description of the Postgraduate Diploma in Serious Crime Investigation

The Postgraduate Diploma programme is an accelerated programme delivered over three Modules of learning, utilising a range of pedagogical approaches appropriate to both a Senior Investigating Officer and the level of the award. Modules 1 and 3 will adopt a blended learning approach while Module 2 will focus on experiential learning. The programme will utilise a variety of leading specialists to deliver lectures including the State Pathologist, the Head of Forensic Science Ireland (formerly the Forensic Science Laboratory) and executive managers within An Garda Síochána. In 2013, a complete review and redesign of the Senior Investigating Officer Programme was conducted to ensure the programme remained relevant to the investigative need of An Garda Síochána; this review was completed in September 2014 the new syllabus is evident in the new three tier process. The experts will deliver lectures during Module 1 on their areas of expertise in a sequential manner which reflects the typical progression of the investigation of a serious crime. Module 2 will require the learner to lead a serious crime investigation in the operational arena and reflect on and record their progress in a professional development portfolio with the support of a coach. Module 3 will be a capstone module reflecting on the learning applied in module 1 and module 2 in a blended learning format.

In December 2017 40 SIO's graduated from the programme with approximately 20-30 expected annually going forward.

Chart representing the structure of the Postgraduate Diploma in Serious Crime Investigation



Appendix IV

Summary Report of Student Exit Survey Findings – Intake 173

Introduction

In the spirit of best practice in Quality Assurance and QQI regulations, this summary of Student Exit Survey findings for Intake 172 is modelled on the University of Limerick QSU, Summary of Institutional Level Findings (Refer Appendix I). The survey consisted of 53 questions and the response rate was 25% (number of respondents n55 sample size n220). The survey was launched on the Garda Organisation LMS, and was available to students between 16/ 2 / 2020 and 16/3 / 2020.

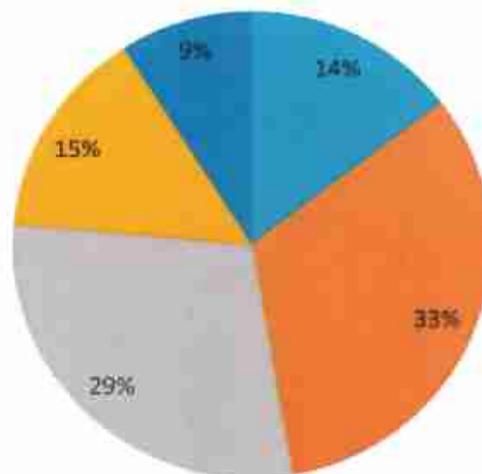
QQI/QA Reporting Infrastructure

This summary report of Student Exit Survey findings for Intake 173 is published in accordance with QQI/QA reporting guidelines and published for the information of the various stakeholders with role responsibilities within the Garda Organisation training related, Quality Assurance Infrastructure.

Summary of Student Exit Survey findings – Intake 173

Figure 1 gives an overview of student satisfaction with the quality of the BA in Applied Policing course, for Intake 173.

Figure 1. Intake 173, percentage satisfaction with the quality of the BA in Applied Policing course

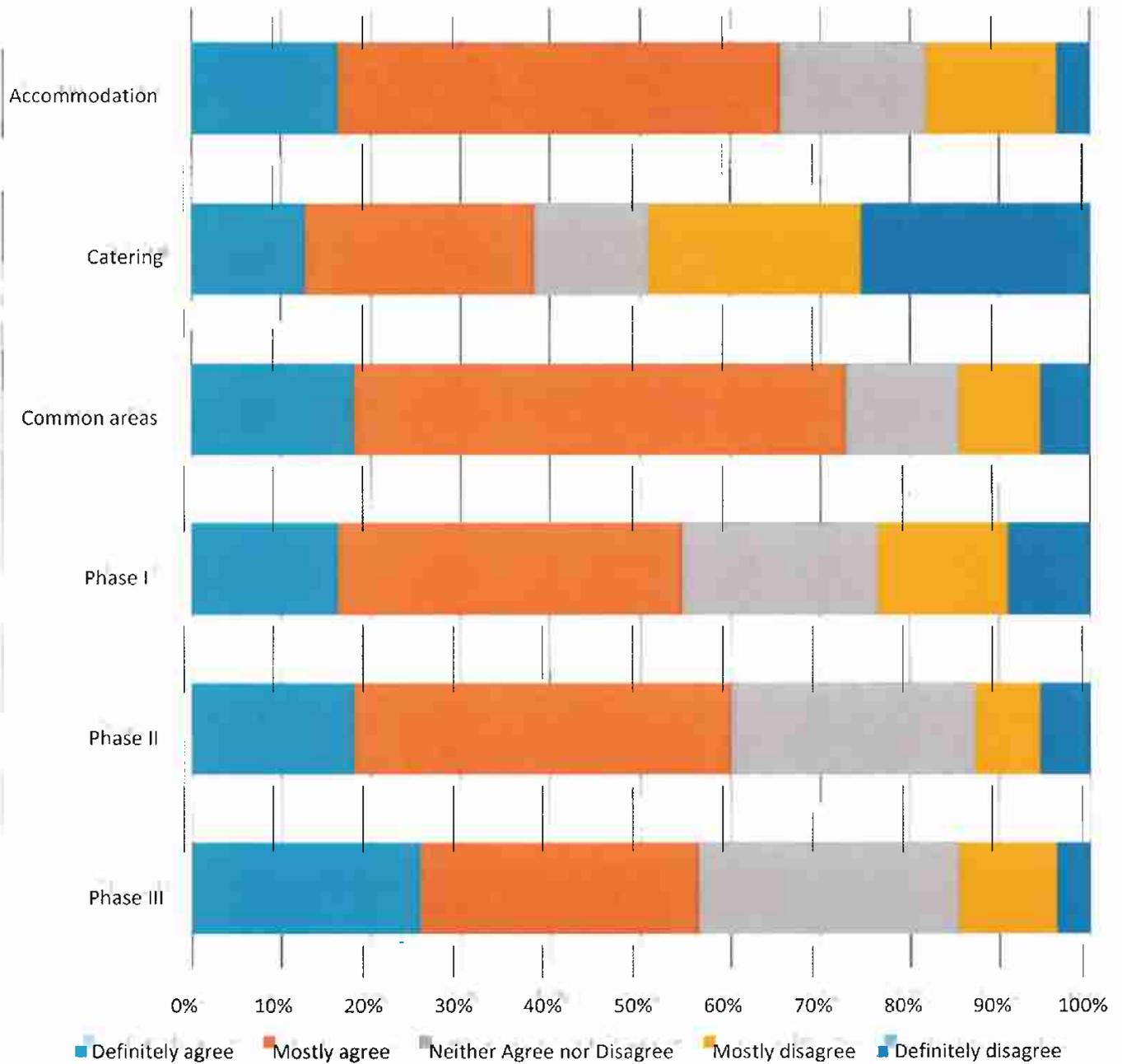


Question Statement - Overall I am Satisfied with the quality of the Course

- Definitely agree
- Mostly agree
- Neither Agree nor Disagree
- Mostly disagree
- Definitely disagree

Figure 2 gives a breakdown of student satisfaction rates with aspects of the BA in Applied Policing, for Intake 173.

Figure 2. Intake 173, Percentage satisfaction with aspects of the BA in Applied Policing



Summary Report of Student Exit Survey Findings - Intake 174

Introduction

In the spirit of best practice in Quality Assurance and QQI regulations, this summary of Student Exit Survey findings for Intake 174 is modelled on the University of Limerick QSU, Summary of Institutional Level Findings (Refer Appendix I). The survey consisted of 53 questions and the response rate was 17.4% (number of respondents n38 sample size n218). The survey was launched on the Garda Organisation LMS, and was available to students between 15/ 5 / 2020 and 15/6/ 2020.

QQI/QA Reporting Infrastructure

This summary report of Student Exit Survey findings for Intake 174 is published in accordance with QQI/QA reporting guidelines and published for the information of the various stakeholders with role responsibilities within the Garda Organisation training related, Quality Assurance Infrastructure.

Summary of Student Exit Survey findings – Intake 174

Figure 1 gives an overview of student satisfaction with the quality of the BA in Applied Policing course, for Intake 174.

Figure 1. Intake 174, percentage satisfaction with the quality of the BA in Applied Policing course

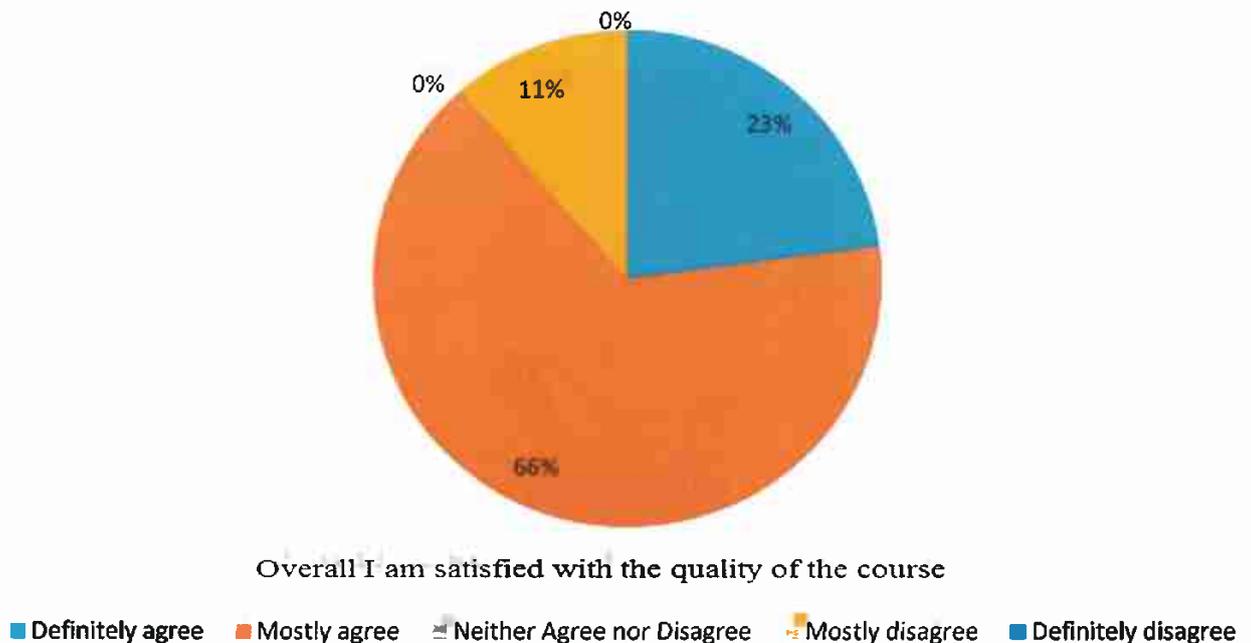
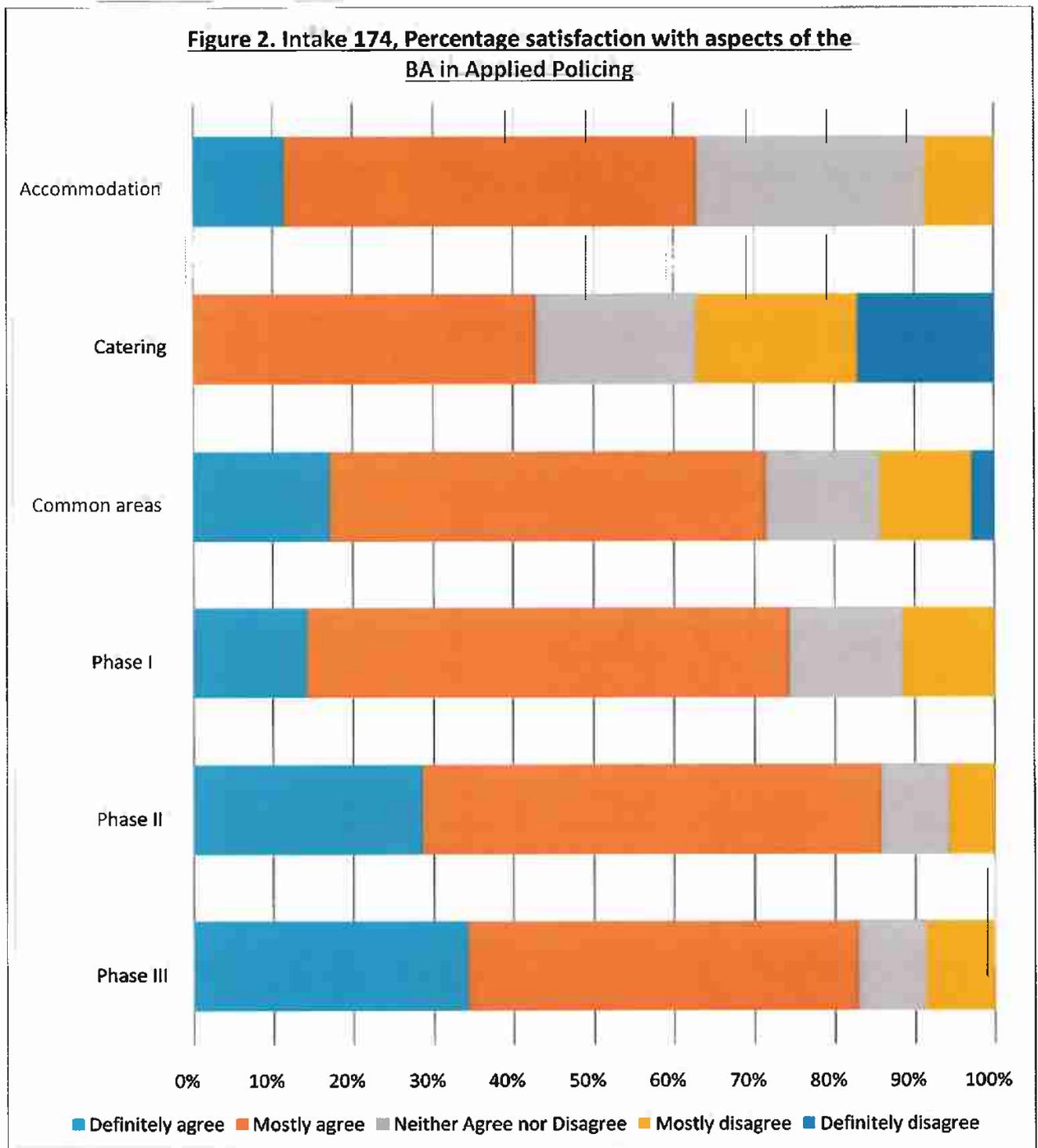


Figure 2 gives a breakdown of student satisfaction rates with aspects of the BA in Applied Policing, for Intake 174.



Summary Report of Student Exit Survey Findings - Intake 181

Introduction

In the spirit of best practice in Quality Assurance and QQI regulations, this summary of Student Exit Survey findings for Intake 181 is modelled on the University of Limerick QSU, Summary of Institutional Level Findings (Refer Appendix I). The survey consisted of 53 questions and the response rate was 23.5% (number of respondents n47 sample size n200). The survey was launched on the Garda Organisation LMS, and was available to students between 7/ 8 / 2020 and 7/9/ 2020.

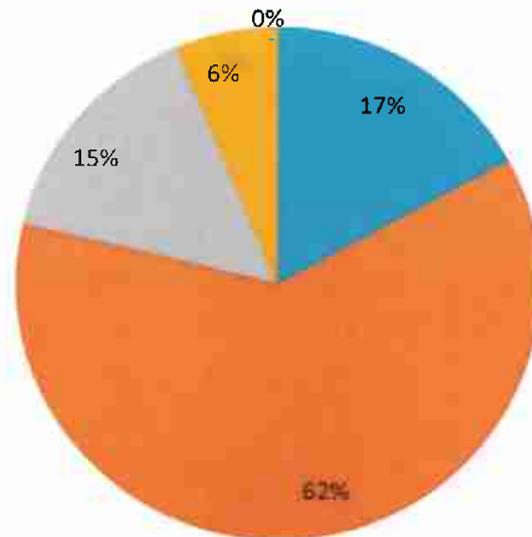
QQI/QA Reporting Infrastructure

This summary report of Student Exit Survey findings for Intake 181 is published in accordance with QQI/QA reporting guidelines and published for the information of the various stakeholders with role responsibilities within the Garda Organisation training related, Quality Assurance Infrastructure.

Summary of Student Exit Survey findings – Intake 181

Figure 1 gives an overview of student satisfaction with the quality of the BA in Applied Policing course, for Intake 181.

Figure 1. Intake 181, percentage satisfaction with the quality of the BA in Applied Policing course

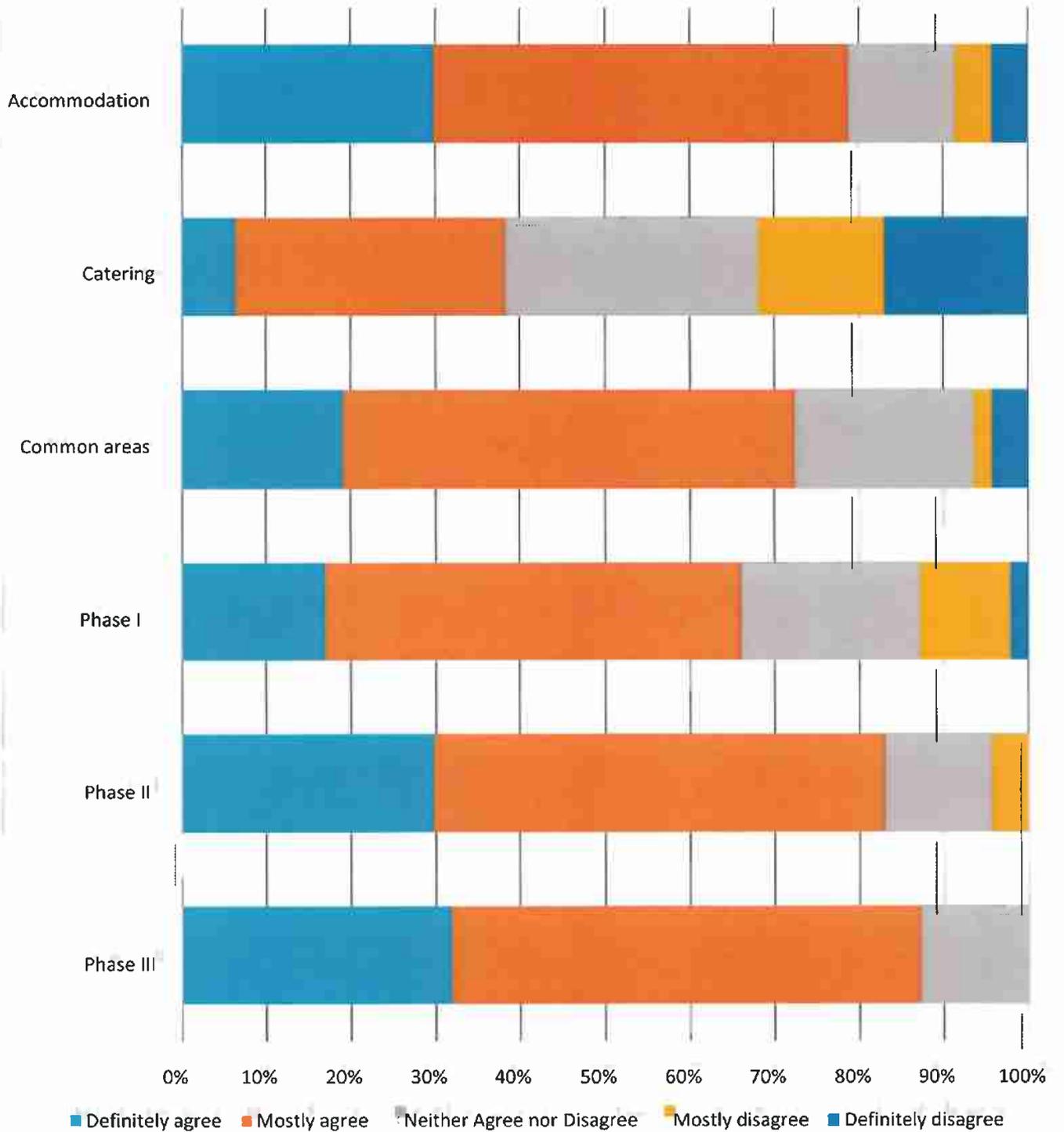


Overall I am satisfied with the quality of the course

■ Definitely agree ■ Mostly agree ■ Neither Agree nor Disagree ■ Mostly disagree ■ Definitely disagree

Figure 2 gives a breakdown of student satisfaction rates with aspects of the BA in Applied Policing, for Intake 181.

Figure 2. Intake 181, Percentage satisfaction with aspects of the BA in Applied Policing



Introduction

In the spirit of best practice in Quality Assurance and QQI regulations, this summary of Student Exit Survey findings for Intake 182 is modelled on the University of Limerick QSU, Summary of Institutional Level Findings (Refer Appendix I). The survey consisted of 53 questions and the response rate was 16.9% (number of respondents n36 sample size n213). The survey was launched on the Garda Organisation LMS, and was available to students between 30/10/2020 and 30/11/2020.

QQI/QA Reporting Infrastructure

This summary report of Student Exit Survey findings for Intake 182 is published in accordance with QQI/QA reporting guidelines and published for the information of the various stakeholders with role responsibilities within the Garda Organisation training related, Quality Assurance Infrastructure.

Summary of Student Exit Survey findings – Intake 182

Figure 1 gives an overview of student satisfaction with the quality of the BA in Applied Policing course, for Intake 182.

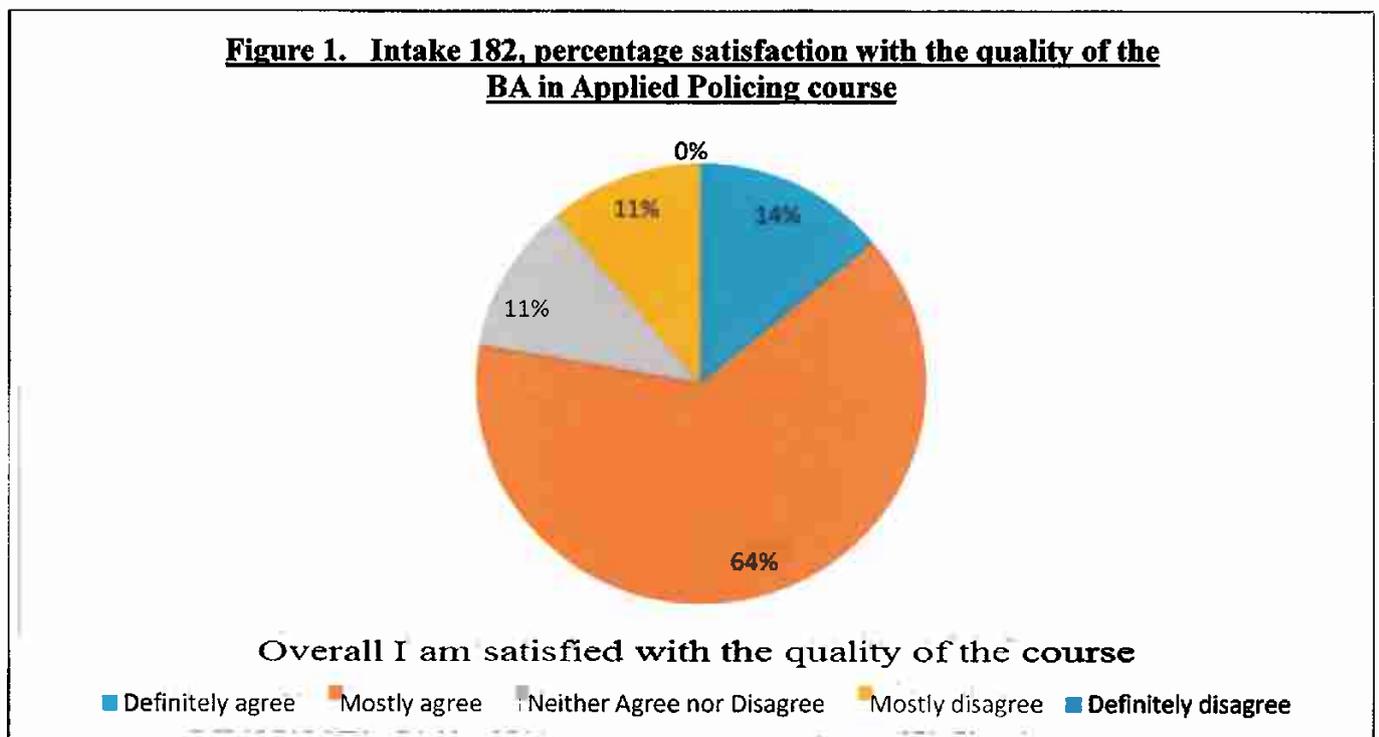
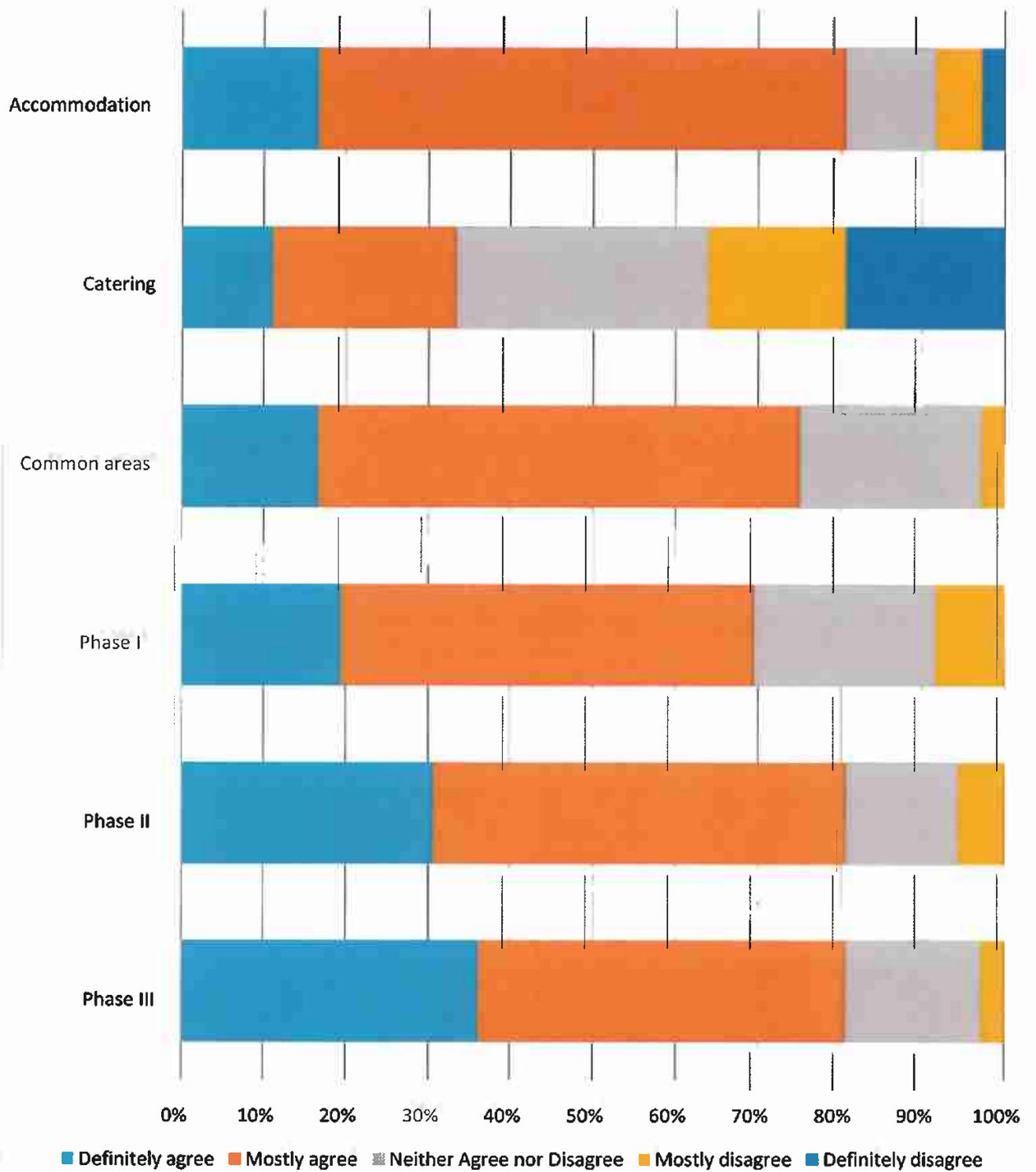


Figure 2 gives a breakdown of student satisfaction rates with aspects of the BA in Applied Policing, for Intake 182.

Figure 2. Intake 182, Percentage satisfaction with aspects of the BA in Applied Policing



Appendix V

Report of MSS Student Survey Feedback for BA in Applied Policing- Intake 192

Introduction

In the spirit of best practice in Quality Assurance and QQI regulations, this draft summary of GC student feedback for Module Satisfaction Survey findings (Intake 192) is modelled on the University of Limerick QSU Quality Assurance MSS survey (Appendix I) and reports. The GC MSS survey consisted of 8 questions as listed in Appendix II and the findings are outlined below. The GC MSS student survey was launched on the Garda Organisation LMS, and was available to students between 16th January 2020 and the 17th February 2020. Table 1 gives an overview of response rates for the GC student MSS survey for Intake 192, with survey response rates falling between 2.5% and 5.4% for the eight modules.

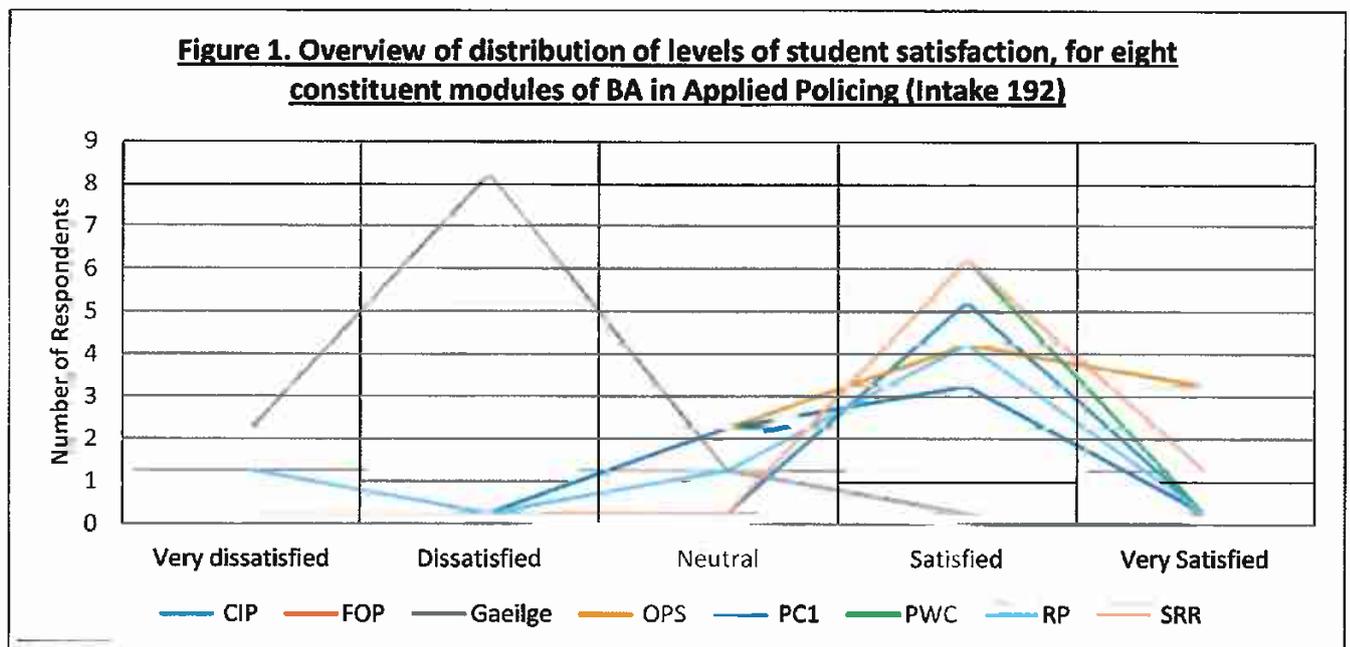
Table 1. GC MSS student survey response rates for modules of BA in Applied Policing (Intake 192)

Crime & Incident Policing - No. of Respondents = 5, Sample Size = 203, Response Rate = 2.5%
Foundation of Policing - No. of Respondents = 6, Sample Size = 203, Response Rate = 2.9%
Gaeilge Module - No. of Respondents = 11, Sample Size = 203, Response Rate = 5.4%
Officer & Public Safety - No. of Respondents = 9, Sample Size = 203, Response Rate = 4.4%
Professional Competence 1 - No. of Respondents = 5, Sample Size = 203, Response Rate = 2.5%
Policing With Communities - No. of Respondents = 6, Sample Size = 203, Response Rate = 2.9%
Roads Policing - No. of Respondents = 6, Sample Size = 203, Response Rate = 2.9%
Station Roles & Responsibilities - No. of Respondents = 7, Sample Size = 203, Response Rate = 3.4%

Table 2. Overview percentage student satisfaction for each of eight modules, BA in Applied Policing (Intake 192)

Module	Percentage Satisfaction
Crime & Incident Policing (CIP)	100%
Foundation of Policing (FOP)	100%
Gaeilge (Gaeilge)	0%
Officer & Public Safety (OPS)	78%
Professional Competence 1 (PC1)	60%
Policing With Communities (PWC)	100%
Roads Policing (RP)	67%

Table 2 gives an overview of the level of student satisfaction for each of the constituent eight constituent modules of the BA in Applied Policing with responses ranging between 0% and 100% (Intake 192). Figure 1 gives an overview of the distribution of levels of student satisfaction with each of the eight constituent modules of the BA in Applied Policing, across five possible response categories. In respect of the student feedback regarding their level of satisfaction with each of the eight constituent modules of the BA in Applied Policing, the vast majority of students registered a positive level of satisfaction with responses being clustered in the neutral / satisfied / very satisfied response categories (Intake 192).



The individual modules are analysed in more detail in the following section of this draft Garda College MSS student survey feedback report for the BA in Applied Policing (Intake 192)

Crime & Incident Policing (CIP) Module (Intake 192)

Figure 2 (a) gives an overview of the overall percentage satisfaction for the CIP module with a total of 100% of respondents expressing satisfaction.

Figure 2 (a). Levels of Student satisfaction with CIP Module, BA in Applied Policing (Intake 192)

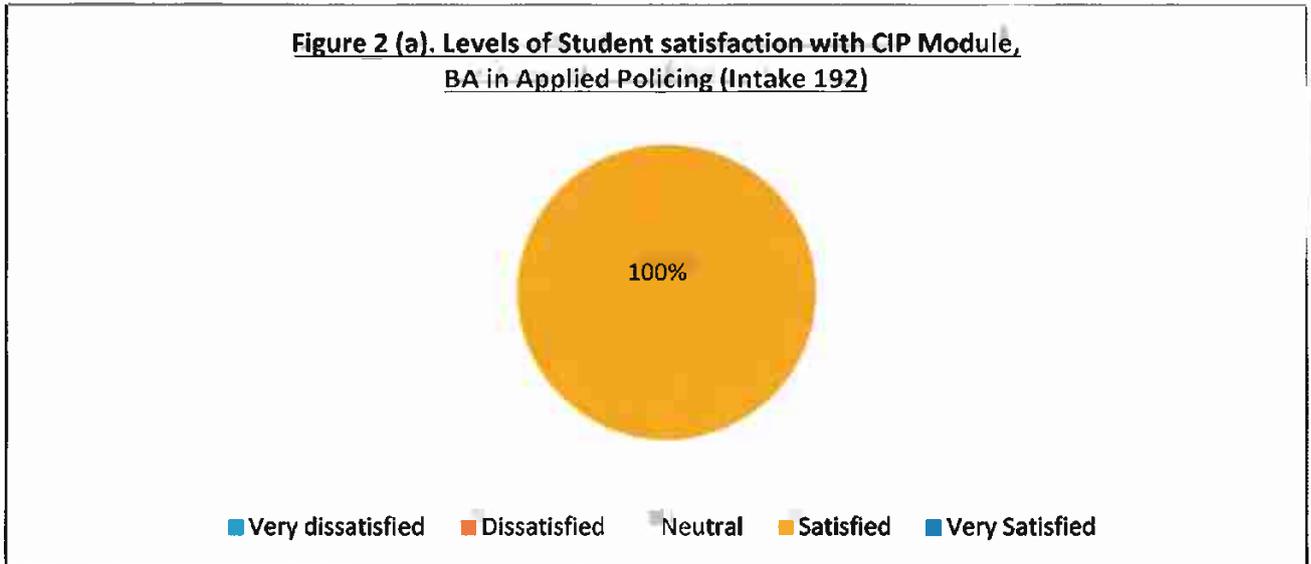
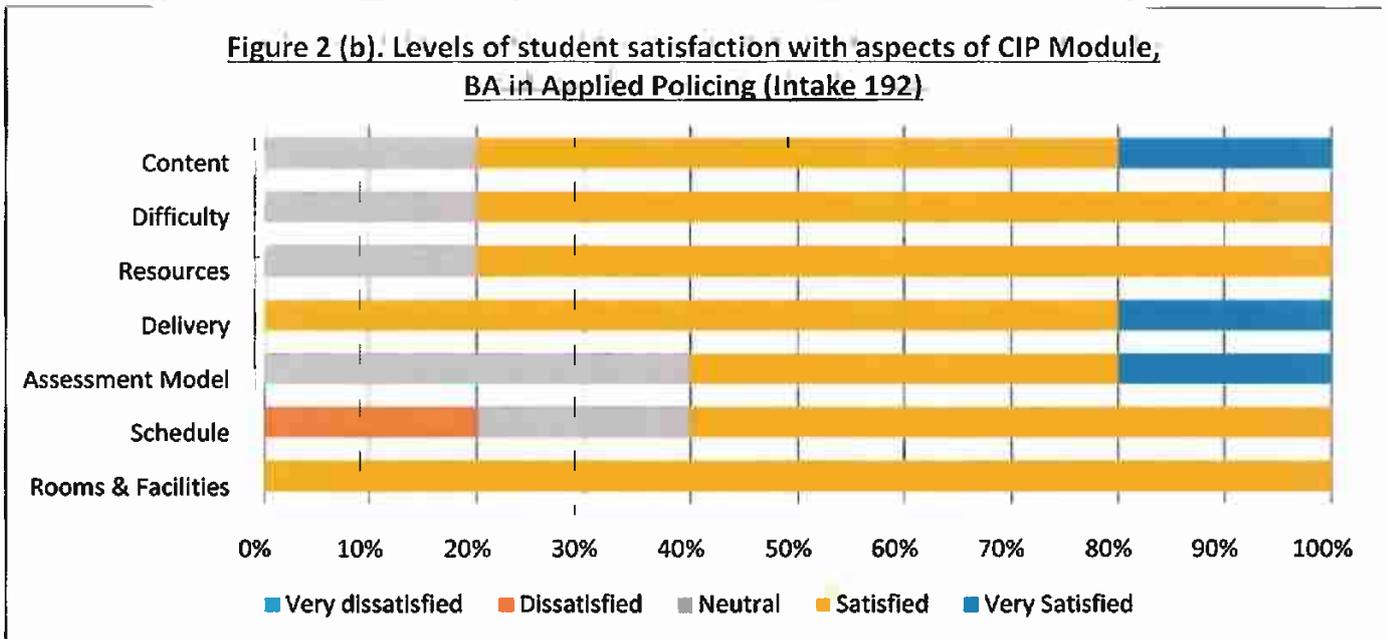


Figure 2 (b) gives an overview of student feedback responses to a selection of seven aspects of the CIP module of the BA in Applied Policing. The majority of student feedback in respect of the CIP module was positive with responses ranging between a 60% level of satisfaction (Schedule, Assessment) and a 100% level of satisfaction (Delivery, Rooms & Facilities). Expressed dissatisfaction related to Schedule (20%).

Figure 2 (b). Levels of student satisfaction with aspects of CIP Module, BA in Applied Policing (Intake 192)



Foundation of Policing (FOP) Module, BA in Applied Policing (Intake 192)

Figure 3 (a) gives an overview of the overall percentage satisfaction for the FOP module with a total of 100% of respondents expressing satisfaction.

Figure 3(a). Levels of Student satisfaction with FOP Module, BA in Applied Policing (Intake 192)

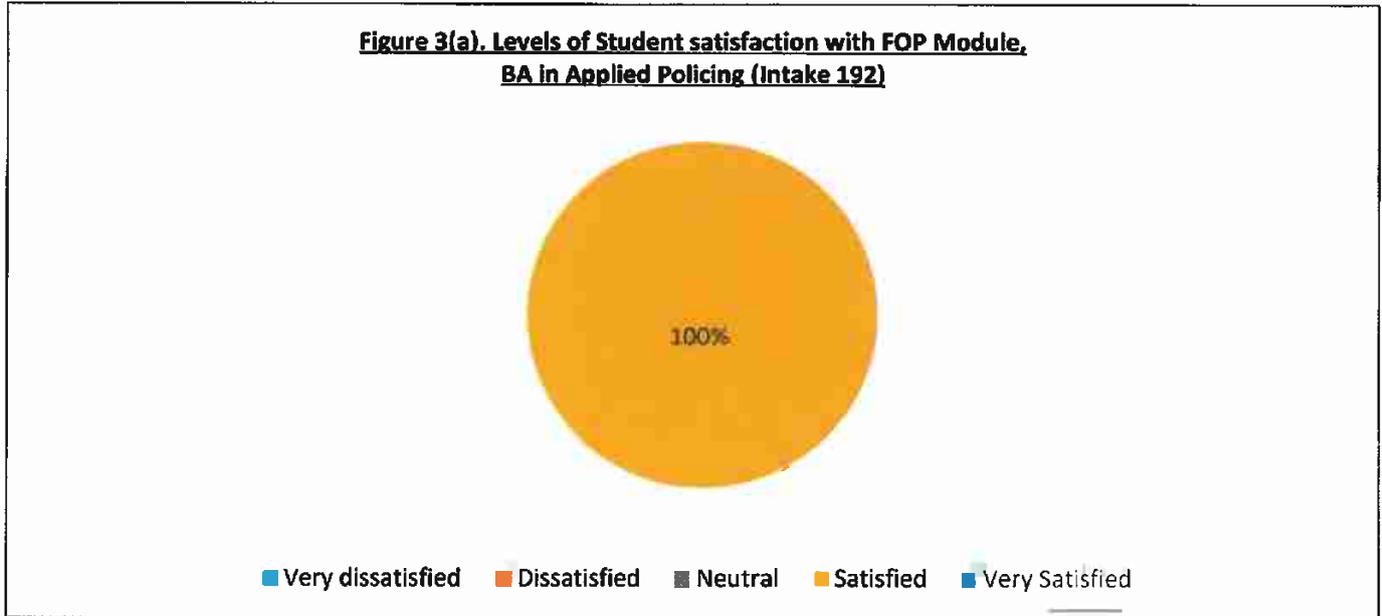
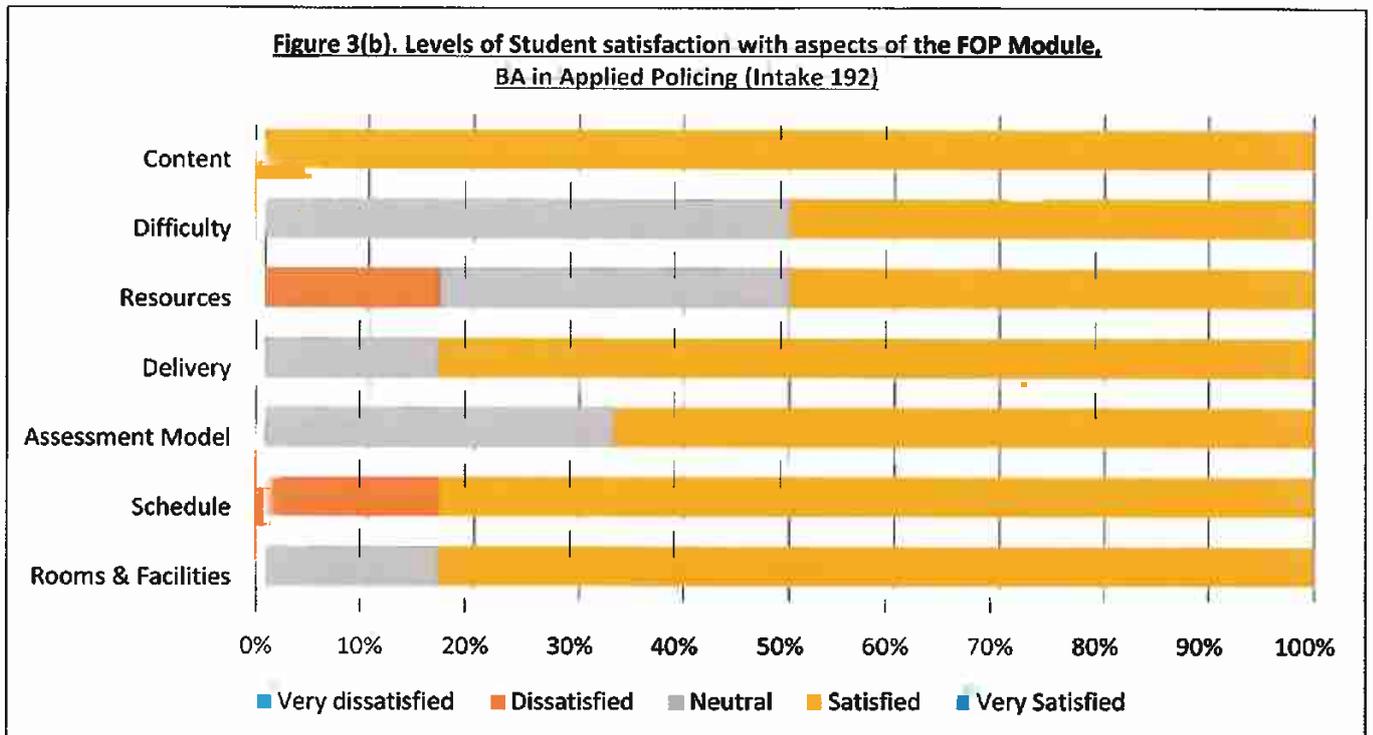


Figure 3 (b) gives an overview of student feedback responses to a selection of seven aspects of the FOP module of the BA in Applied Policing. The majority of student feedback in respect of the FOP module was positive with responses ranging between a 50% level of satisfaction (Difficulty, Resources) and a 100% level of satisfaction (Content). Levels of expressed dissatisfaction relate to Resources (17%) and Schedule (17%).

Figure 3(b). Levels of Student satisfaction with aspects of the FOP Module, BA in Applied Policing (Intake 192)



Gaeilge Module (Gaeilge), BA in Applied Policing (Intake 192)

Figure 4 (a) gives an overview of the overall percentage satisfaction for the Gaeilge module with a majority of respondents expressing dissatisfaction (91%).

Figure 4(a). Levels of Student satisfaction with Gaelge Module, BA in Applied Policing (Intake 192)

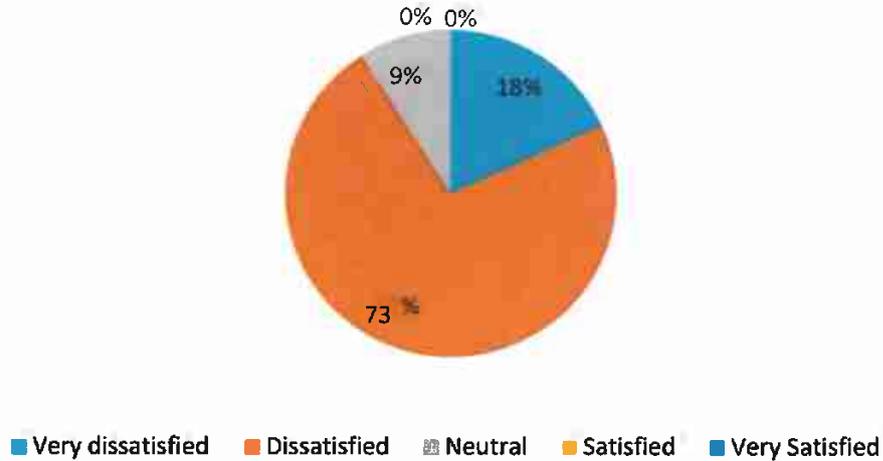
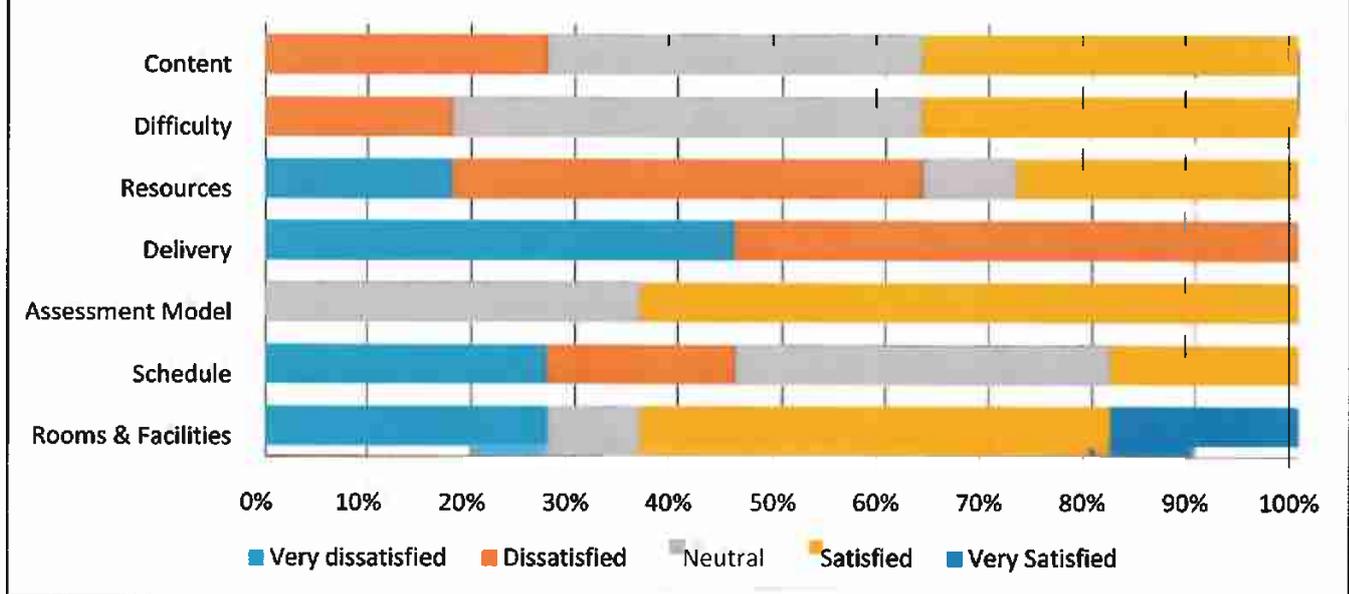


Figure 4 (b) gives an overview of student feedback responses to a selection of seven aspects of the Gaelge module of the BA in Applied Policing. Positive Student response rates in respect of aspects of the Gaelge module ranged between 18% (Schedule) and 64% (Assessment, Rooms & Facilities). Levels of expressed dissatisfaction ranged between 18% (Difficulty) and 100% (Delivery) for the Gaelge module.

Figure 4(b). Levels of Student satisfaction with aspects of the Gaelge Module, BA in Applied Policing (Intake 192)



Officer & Public Safety (OPS) Module, BA in Applied Policing (Intake 192)

Figure 5 (a) gives an overview of the overall percentage satisfaction for the OPS module with a total of 78% of respondents expressing a level of satisfaction.

Figure 5(a). Levels of Student satisfaction with OPS Module, BA in Applied Policing (Intake 192)

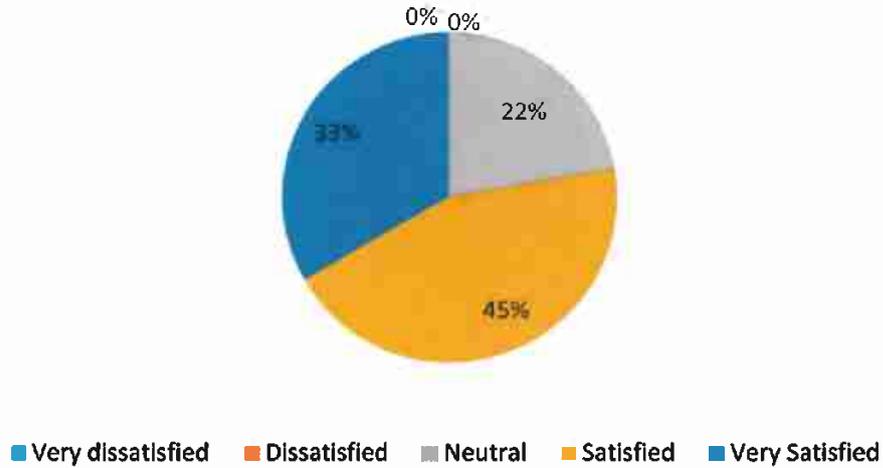
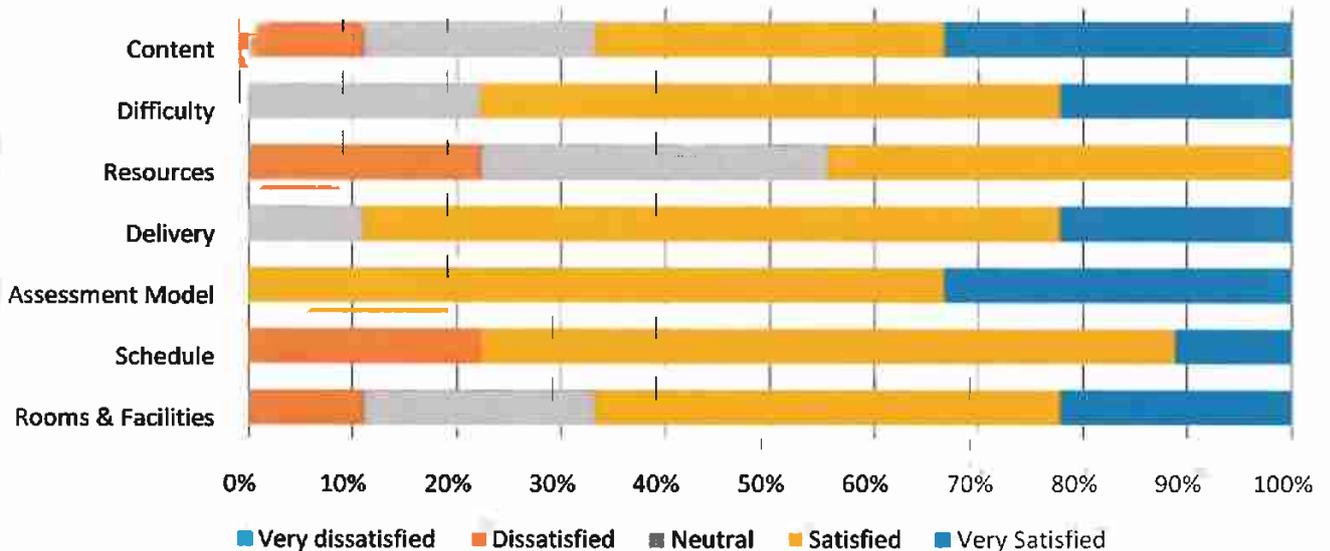


Figure 5 (b) gives an overview of student feedback responses to a selection of seven aspects of the OPS module of the BA in Applied Policing. Student feedback in respect of aspects of the OPS module was mainly positive with responses ranging between a 45% level of satisfaction (Resources) and a 100% level of satisfaction (Assessment). Levels of expressed dissatisfaction ranged between 11% (Content, Rooms & Facilities) and 22% (Resources, Schedule) for the OPS module.

Figure 5(b). Levels of Student satisfaction with aspects of the OPS Module, BA in Applied Policing (Intake 192).



Professional Competence 1 (PC1) Module, BA in Applied Policing (Intake 192)

Figure 6 (a) gives an overview of the overall percentage satisfaction for the PC1 module with a total of 60% of respondents expressing a level of satisfaction.

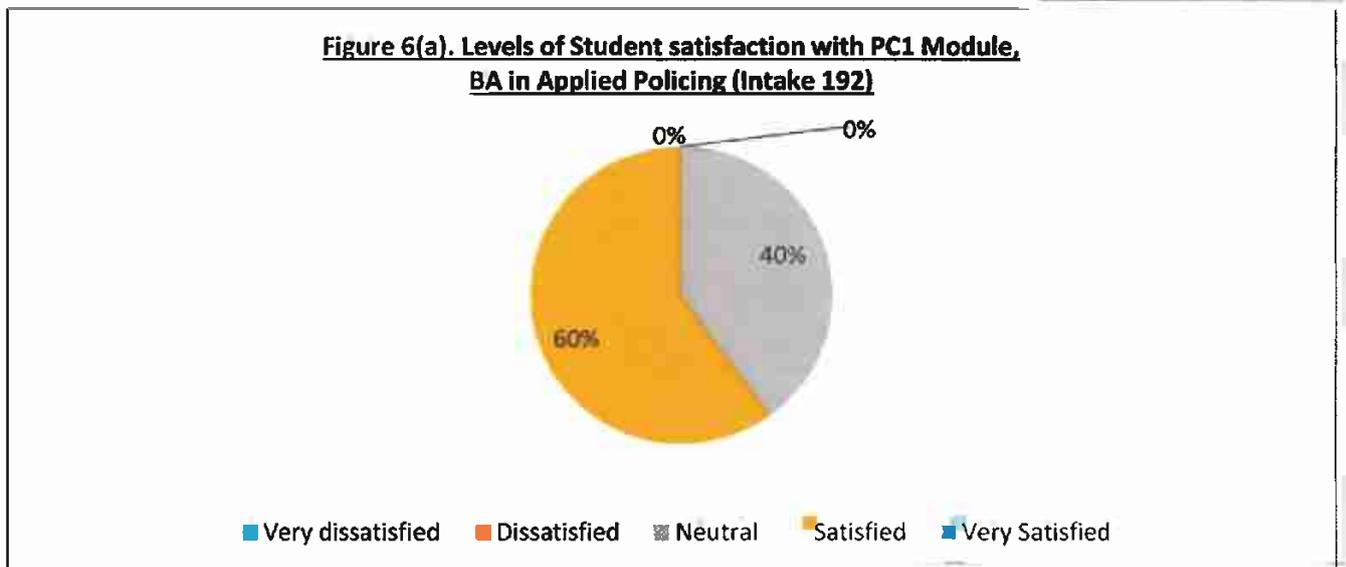
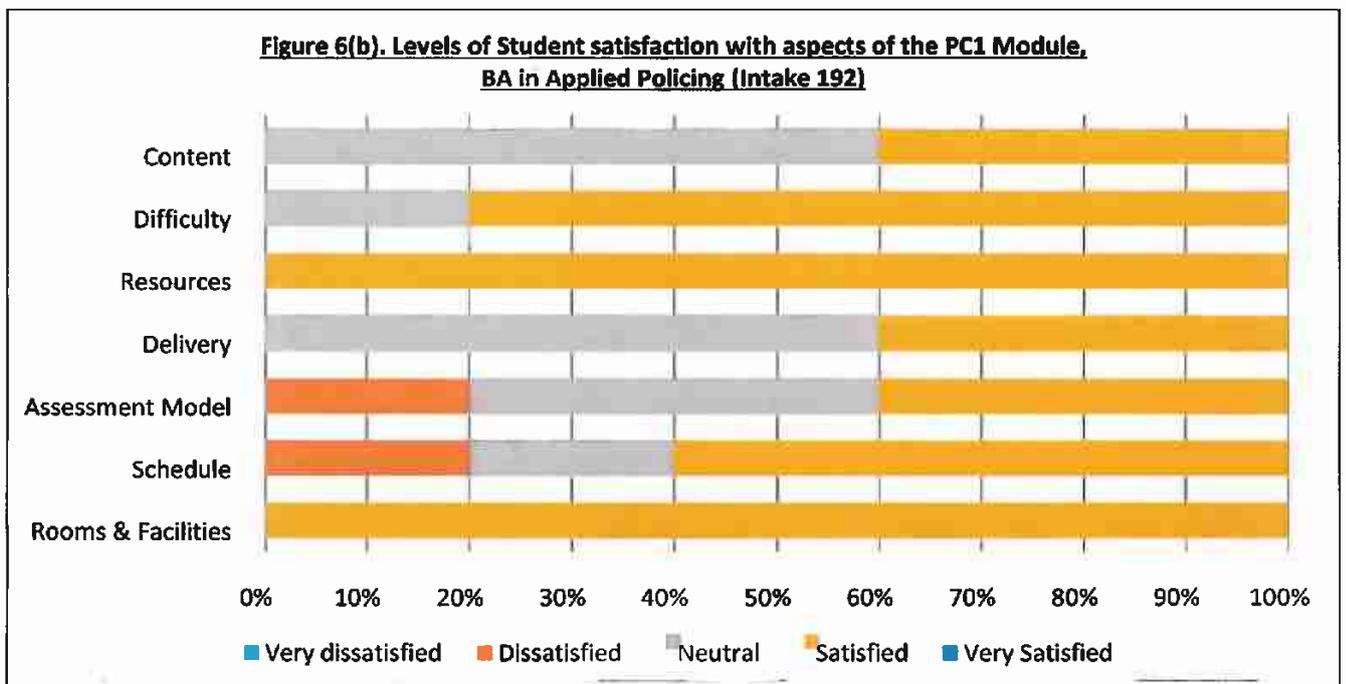


Figure 6 (b) gives an overview of student feedback responses to a selection of seven aspects of the PC1 module of the BA in Applied Policing. The majority of student feedback was positive with responses ranging between a 40% level of satisfaction (Content, Delivery, Assessment) and a 100% level of satisfaction (Resources, Rooms & Facilities). Levels of expressed dissatisfaction related to Assessment (20%) and Schedule (20%).



Policing with Communities (PWC) Module, BA in Applied Policing (Intake 192)

Figure 7 (a) gives an overview of the overall percentage satisfaction for the PWC module with a total of 100% of respondents expressing satisfaction.

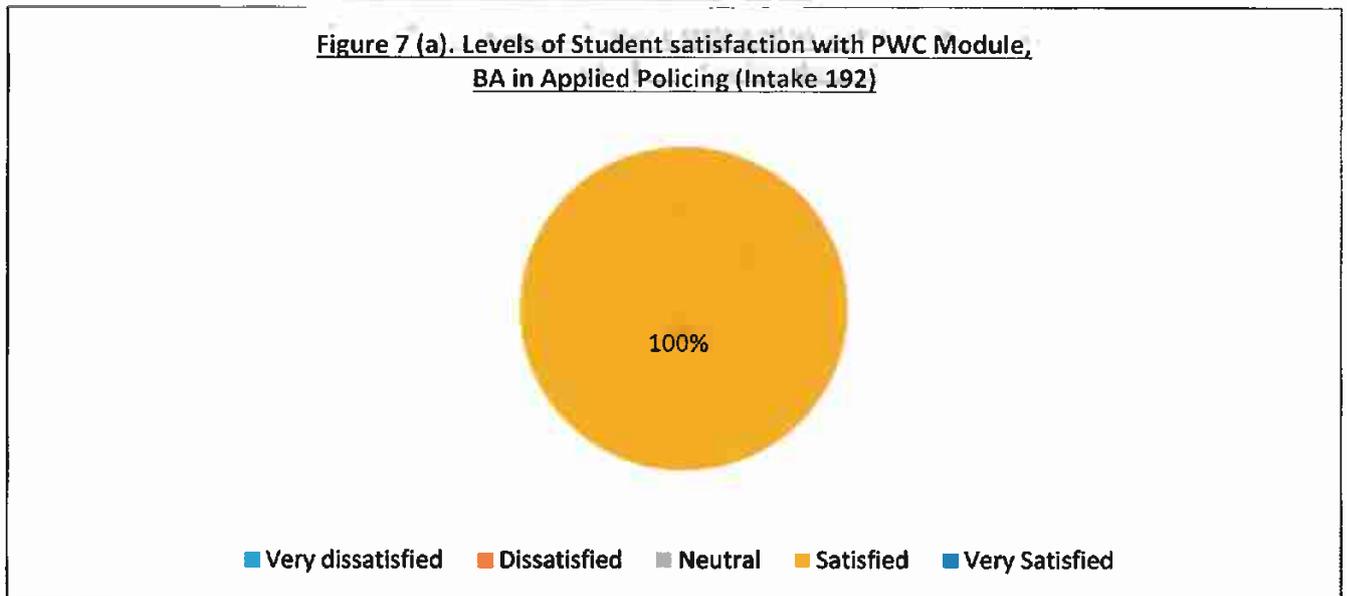
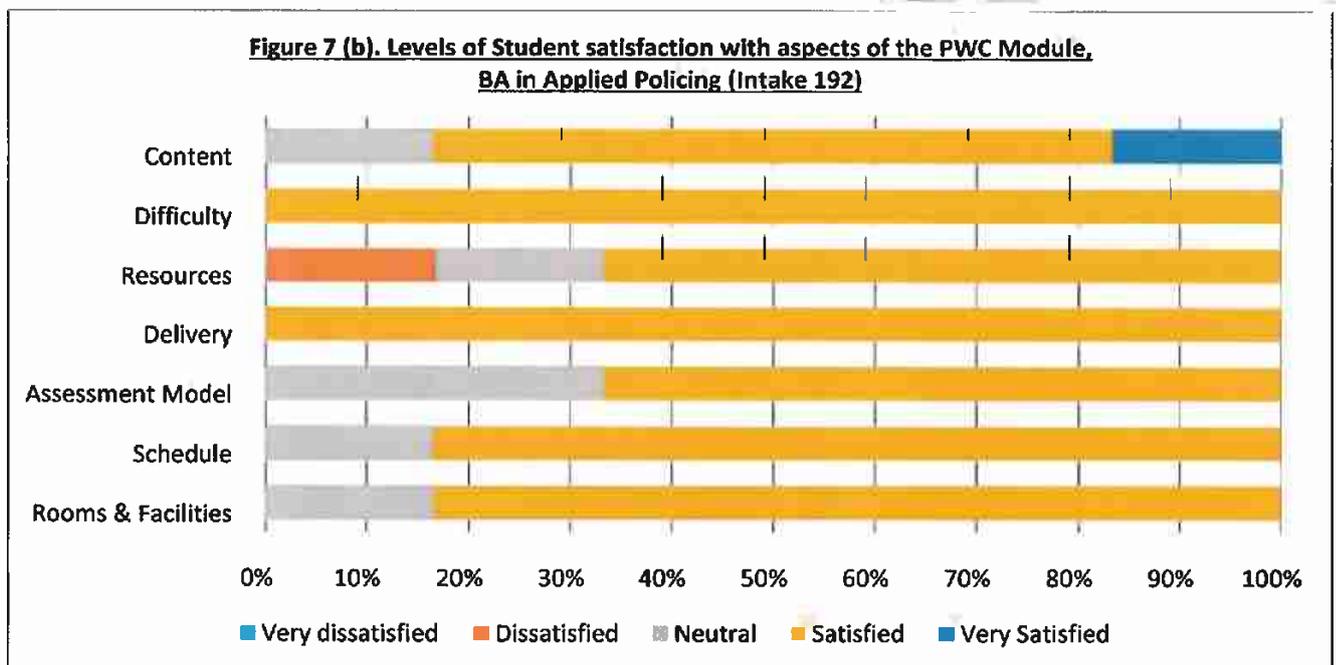


Figure 7 (b) gives an overview of student feedback responses to a selection of seven aspects of the PWC module of the BA in Applied Policing. The majority of student feedback was positive with responses ranging between a 67% level of satisfaction (Resources, Assessment) and a 100% level of satisfaction (Difficulty, Delivery). Levels of expressed dissatisfaction related to resources at 16%.



Roads Policing (RP) Module, BA in Applied Policing (Intake 192)

Figure 8 (a) gives an overview of the overall percentage satisfaction for the RP module with a total of 67% of respondents expressing a level of satisfaction and 16% dissatisfaction.

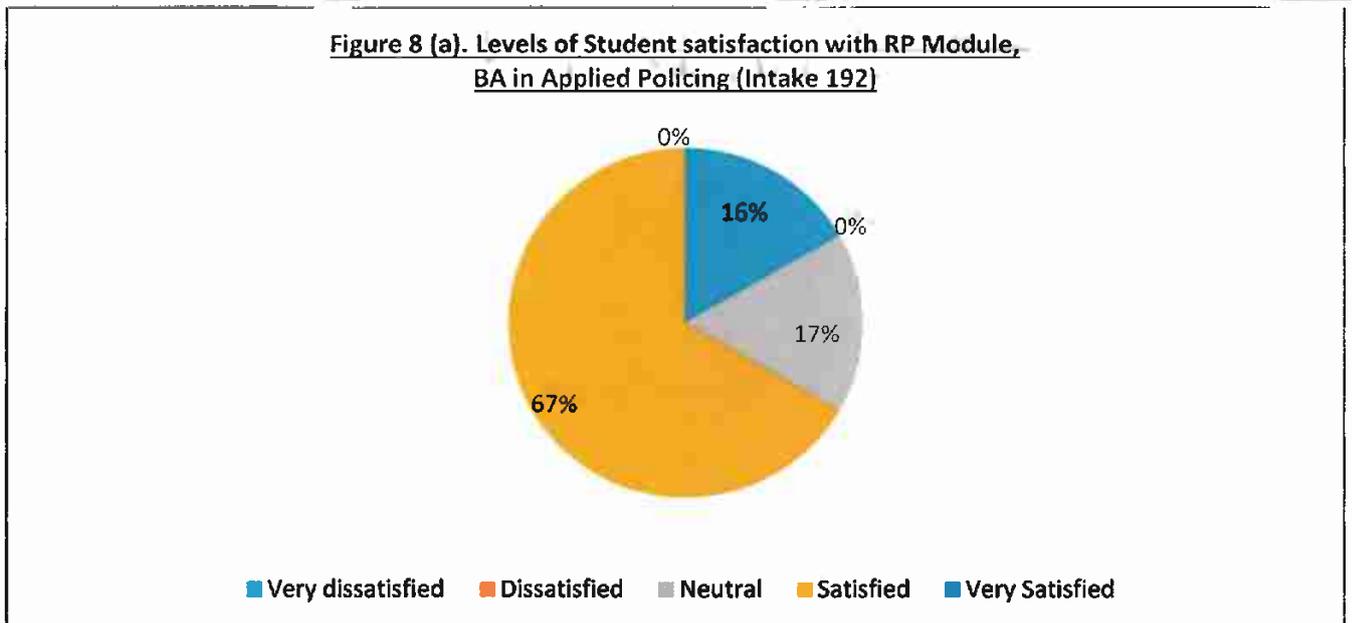
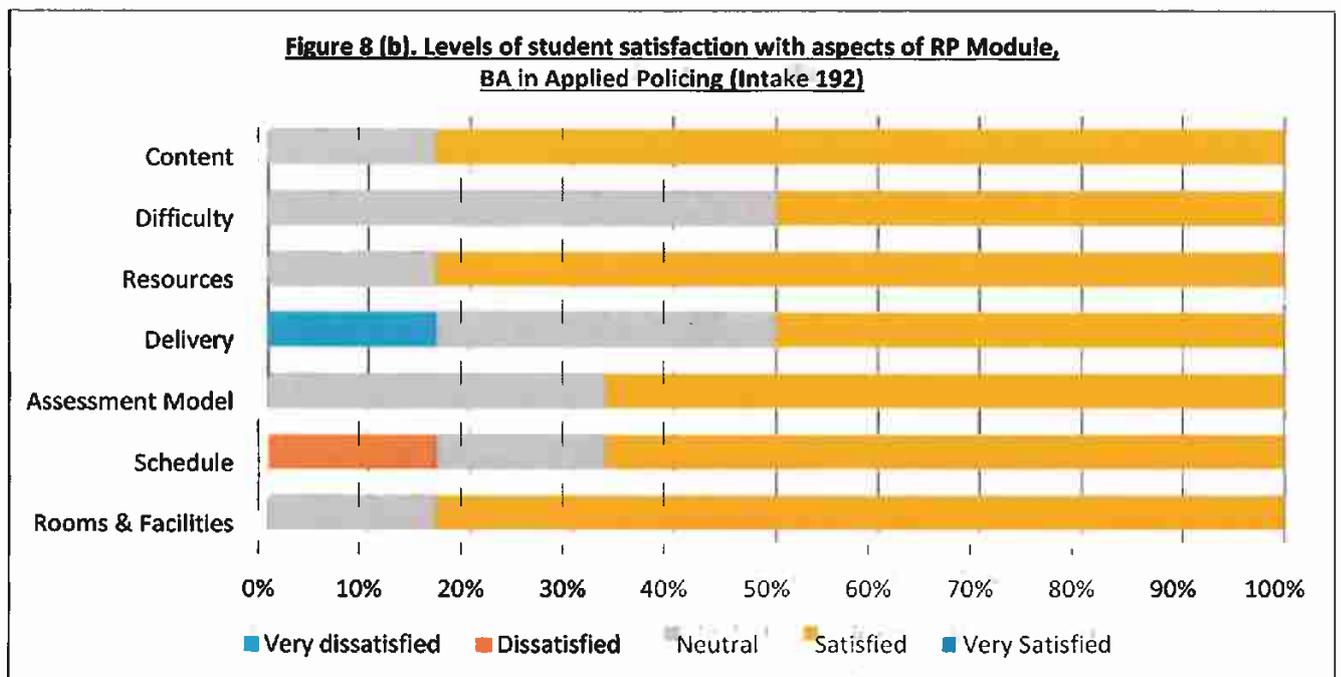


Figure 8 (b) gives an overview of student feedback responses to a selection of seven aspects of the RP module of the BA in Applied Policing. The majority of student feedback in respect of aspects of the RP module was positive with responses ranging between 50% level of satisfaction (Delivery, Difficulty) and a 83% level of satisfaction (Content, Resources, Rooms & Facilities). Levels of expressed dissatisfaction related to Delivery (17%) and Schedule (16%).



Station Roles & Responsibilities (SRR) Module, BA in Applied Policing (Intake 192)

Figure 9 (a) gives an overview of the overall percentage satisfaction for the SRR module with a total of 100 % of respondents expressing a level of satisfaction

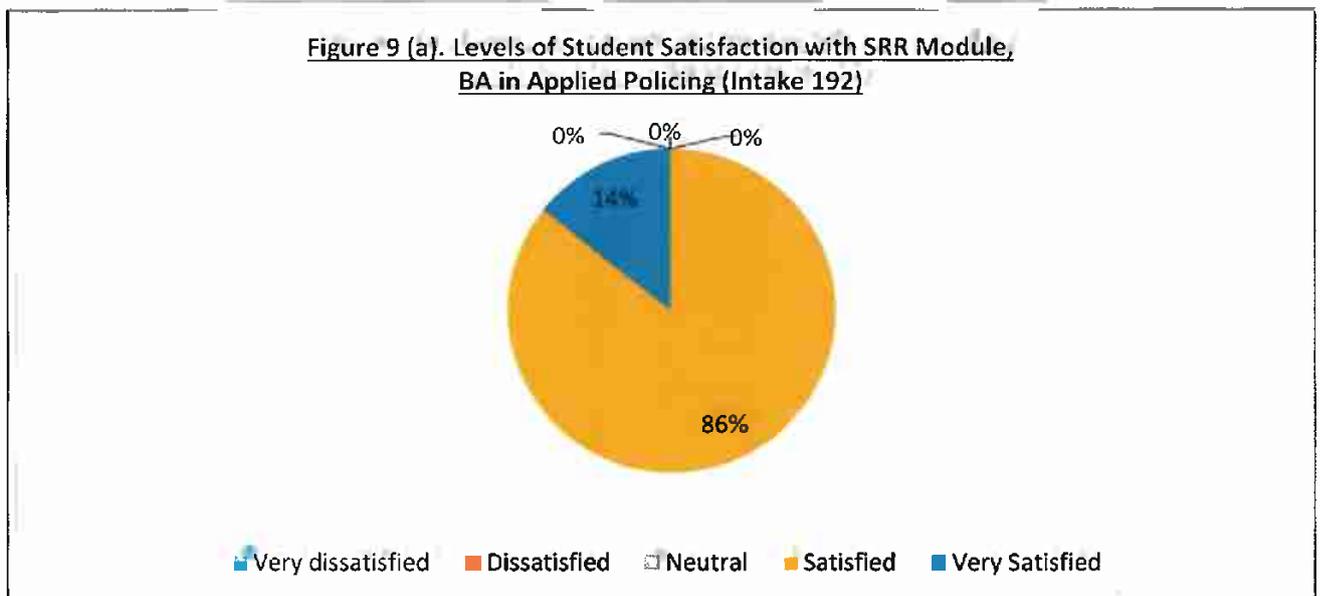
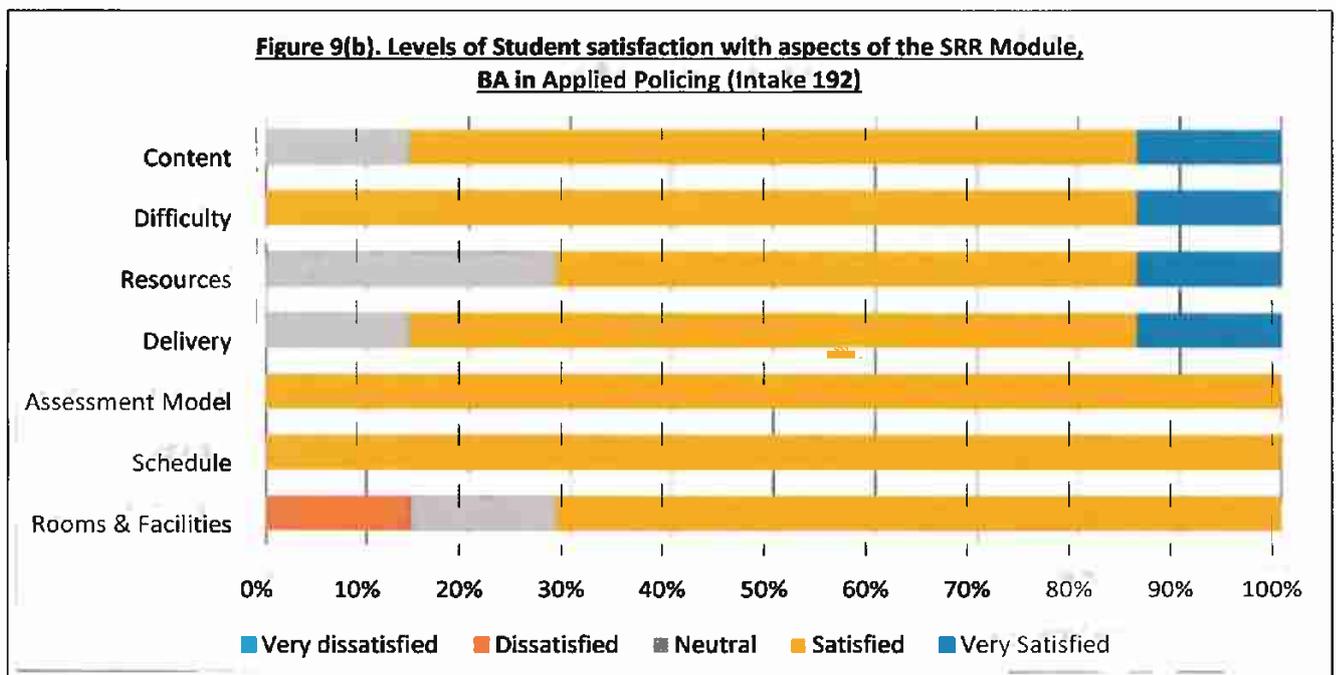
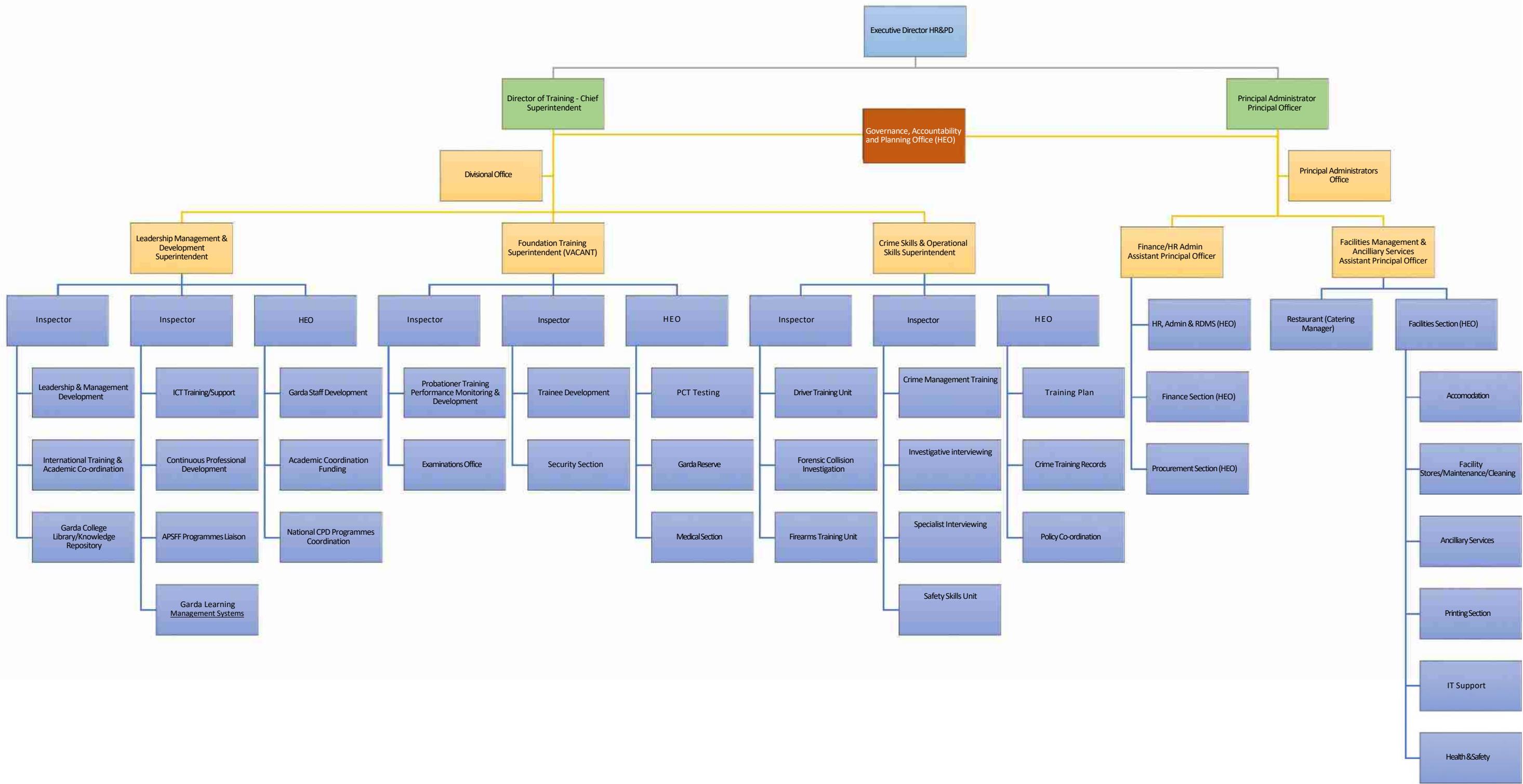


Figure 9 (b) gives an overview of student feedback responses to a selection of seven aspects of the SRR module of the BA in Applied Policing. The majority of student feedback in respect of aspects of the SRR module was positive with responses ranging between a 72% level of satisfaction (Resources, Rooms & Facilities) and a 100% level of satisfaction (Difficulty, Assessment, Schedule). Levels of expressed dissatisfaction related to Rooms & Facilities (14%).



Appendix VI



Appendix VII

**Chief Superintendent,
Director of Training and Continuous Professional Development.**

Re: Programme Review Group Report in respect of BA in Applied Policing – Actions following recommendations

With reference to the above, as you are aware in November 2019 the Programme Review Group (PRG) completed their assessment report of the Bachelor of Arts (BA) in Applied Policing as part of the quality assurance process under the Qualifications and Quality Assurance (Education and Training) Act 2012 and part of the monitoring requirements set out in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).

The Management Team in the Garda College thanked the PRG for their work, and acknowledged the notable commendations (Appendix A) within the Report which demonstrates the high standing of the BA in Applied Policing programme, with the PRG reporting “*the Garda College is providing high quality teaching which is a credit to An Garda Síochána*”. However, the Management Team also outlined their disappointment at the lack of engagement of the PRG with the Senior Management Team during the review process, and prior to publishing the Report. Having considered the PRG Report, the Garda College Management Team did not accept the entire findings and recommendations contained in the Report.

Despite this, the Senior Management and Foundation Training Teams have borne the findings and recommendations in mind during the development of the BA in Applied Policing programme in 2020. This development sought to develop and align Foundation Training with the organisational strategy to maximise the efficiency of training through blended learning solutions, combined with the response of the Garda College Team to the health emergency and the continuity of training during the health emergency. The health emergency putting significant impetus on implementing solutions towards this strategy and assisted the implementation of the findings and recommendations of the PRG. Consequently the BA in Applied Policing reviewed by the PRG as outlined at Appendix B has been significantly altered, with the revised BA in Applied Policing programme illustrated at Appendix C.

The Garda College have been working closely with University of Limerick (UL) in the development of the revised BA programme, with an ongoing quality assurance process of the revised programme. These developments have also addressed many of the Level 1 and 2 recommendations contained within the PRG Report and are outlined at Table 1 and 2.

Level 1 recommendations

No.	Recommendation	Commentary	Actions and Response
1.	The College should look at systematic ways of freeing up resources	The College has experienced severe resource constraints arising from the very large increase in student numbers. By undertaking an open-minded review, drawing on the views of relevant external advisors, we believe there is scope for freeing up resources through identifying areas of potential duplication of content and/or assessment, and making potentially difficult decisions about the educational priorities within the BA Applied Policing.	<p>The resource constraints situation reported by the PRG occurred during a period of significant accelerated recruitment. This period of accelerated recruitment is now finished. Current resources in the Garda College are fully equipped to cater with the amount of students scheduled in the current recruitment programme (450 students in 2021).</p> <p>In addition the Garda College has initiated a new initiative called 'One College', which is examining way of cross-cooperation across Schools within the College to share resources, meet peak periods within each School and share experiences/learning.</p> <p>The revised BA in Applied Policing has identified areas of potential duplication of content and/or assessment. Areas of duplication have been addressed. The revised BA Applied Policing has also addressed educational priorities for operational policing and has additional emphasis on scenario/problem based learning approach. Resources at the college are kept under constant review by management.</p>
2.	The College should explore the possibility of revising the BA specification so that the practical elements are more closely integrated into the design, delivery, assessment and resourcing of the student learning experience.	The College rightly gives a high priority to the development of practical policing skills as well as mastery of the academic elements of the BA programme. But this generates two parallel structures which are not closely integrated.	<p>The revised BA Applied Policing has also addressed educational priorities for operational policing and has additional emphasis on scenario/problem based learning approach. The revised approach incorporates and integrates practical elements into the design, delivery, assessment and resourcing of the student learning experience.</p> <p>Additional work is ongoing to ensure integration of Phases and ensure continuity of learning across each Phase. The programme is designed as a bespoke Police Training Programme.</p>
3.	The College should seek to ensure more consistency in the delivery of the first 17 weeks of Phase II training as outlined in the programme, in partnership with CPD and Divisional Management.	The first part of Phase 2 is intended to include extra support to Probationer Gardaí. In practice, during this period, Probationer Gardaí are often drawn into a full-time role as Garda due to the demands of the service. While some such flexibility may be essential, there does not seem to be any systematic monitoring or management of these demands on Probationer Gardaí.	The revised BA in Applied Policing is focusing on the integration of learning across phases. The Garda College continues to work on the ongoing integration of Phases to continuity of learning across each Phase. This will also be incorporated into the Work of the Expert Review Group (ERG). The majority of Probationer Garda at Phase II has the ability to develop faster than perspective timeframes allowed. In allowing individual development the Garda College influence through local management to ensure perspective timeframes do not prevent development.

No.	Recommendation	Commentary	Actions and Response
4.	College should consider new ways to collect learner feedback to ensure continuous improvement of the programme and the quality of training.	The College should initiate a series of discussions involving staff and students on this issue, in order to develop, articulate and implement a more closely shared view of a feedback system. The College should review the current approach to surveys to improve the student response rate.	This has been incorporated into the Performance Accountability Framework agenda for 2021, which will initiate a series of discussions involving staff on this issue, in order to develop, articulate and implement a more closely shared view of a feedback system. Additional work will also be conducted with and students in 2021 to develop, articulate and implement a more closely shared view of a feedback system. This work will also examine response rates from students and examine ways to increase voluntary participation.
5.	We recommend that the College should seek to develop an inspiring, coherent and explicit Vision to clarify its objectives and role as a training organisation.	The most successful organisations have a future oriented vision, which together with the mission statement is a basis of more detailed strategic planning. During the site visit, it became clear that there wasn't this kind of vision. Vision with effective strategic planning will help the organisation to deal in a situation where the number of students is increasing and other resources decreasing.	The future vision for the Garda College is being developed are part of the 'One College' initiative. The 'One College' initiative commenced in Q4, 2020 and will be ongoing in 2021. The Garda College has prepared and presented a Training, Learning and Development Strategy 2020-2023 to the Garda Executive for approval.
6.	We recommend that the College should look for ways to streamline the operation, governance and quality assurance of the BA Applied Policing. This could be done by clear process descriptions, analysing necessary tasks and eliminating unnecessary work.	The governance structure (the organisational, academic and content governance) is complex and it causes increasing bureaucracy. During the site visit we found that there is a lot of paperwork and it increases the workload of instructors, teachers and other staff.	The revised BA Applied Policing has examined ways to streamline the operation, governance and quality assurance of the programme. This work will also be incorporated into the Expert Review Group. In addition the Garda College have gone to tender for an Electronic Training Records Management System.
7.	<p>We recommend that the College should develop its own Quality Management System and link it with strategic management. QMS could include (but not limited to) a</p> <ul style="list-style-type: none"> • Quality Policy • Quality Manual • Procedures/Processes <p>The QMS should be clear and simple and based on ISO 9001:2015 standard.</p>	<p>During the site visit, we found out that there are several activities related in QA but they were split into several activities.</p> <p>The QMS should combine feedback processing, risk management, development activities, corrective measures and continuous improvement.</p>	The Garda College operate as a linked Provider of Education under the Training and Education Act 2012 and cannot therefore embark in creating its own QMS. However, the College has a fully functioning QA Office which is presently being restructured.

No.	Recommendation	Commentary	Actions and Response
8.	The College should liaise with the Public Appointments Service in order to implement Psychometric or 'Clinical Personality Tests' to prospective students as part of the recruitment process.	We feel that it is of paramount importance that the recruitment process produces Trainee Gardaí with the capacity to deal with the rigours of modern police work.	The Garda College have advised the Talent Section of An Garda Síochána who is responsible for recruitment of the PRG Recruitment. Recruitment is not in the remit of the Garda College.

Level 2 recommendations

No.	Recommendation	Commentary	Actions and Response
			Progress
1.	The College should consider reinstating the process of College staff visiting Probationer Gardaí at work during phases 2 and 3 to enhance the exchange of information between College staff and Divisional CPD staff.		As part of the 2020 revised BA in Applied Policing Programme will be engaging with Probationer Gardaí during Phase 2 and 3 of the programme via the Big Blue Button. This will be a scheduled intervals during Phase 2 and 3 to ensure connectivity, engagement and oversight of the Probationer Gardaí in the work environment but also to ensure connectivity and engagement between the Garda College team and CPD Units. The management team abolished the mentored visits as they were deemed inefficient.
2.	The College should consider ways to make greater use of external expertise, including retired Garda and staff from other relevant public agencies, in the monitoring, quality assurance and quality improvement of the BA Applied Policing.		As part of the external quality assurance process the Board of Examiners' contains external expertise and consists of both an experienced retired garda and staff from other agencies. The external Board of Examiner consists of Professor Sir Jon Murphy QPM PL, from Liverpool John Moores University and retired Assistant Commissioner Eddie Rock from An Garda Síochána.
3.	The College should consider an expanded role for e-learning through more innovative use of the LMS, to include (for example) , <ul style="list-style-type: none"> • Recorded sessions of visiting and guest speakers • Assignments • Group work 		The revised BA Applied Policing has incorporated an expanded role for e-learning through more innovative use of the LMS. This expanded role for e-learning will continue in 2021 and is under consideration by the Expert Review Group. 2020 seen significant advancement in the area of e-learning across the Garda training environment, which will be expanded in 2021, with a large number on initiative ongoing to integrate e-learning into the BA programme.

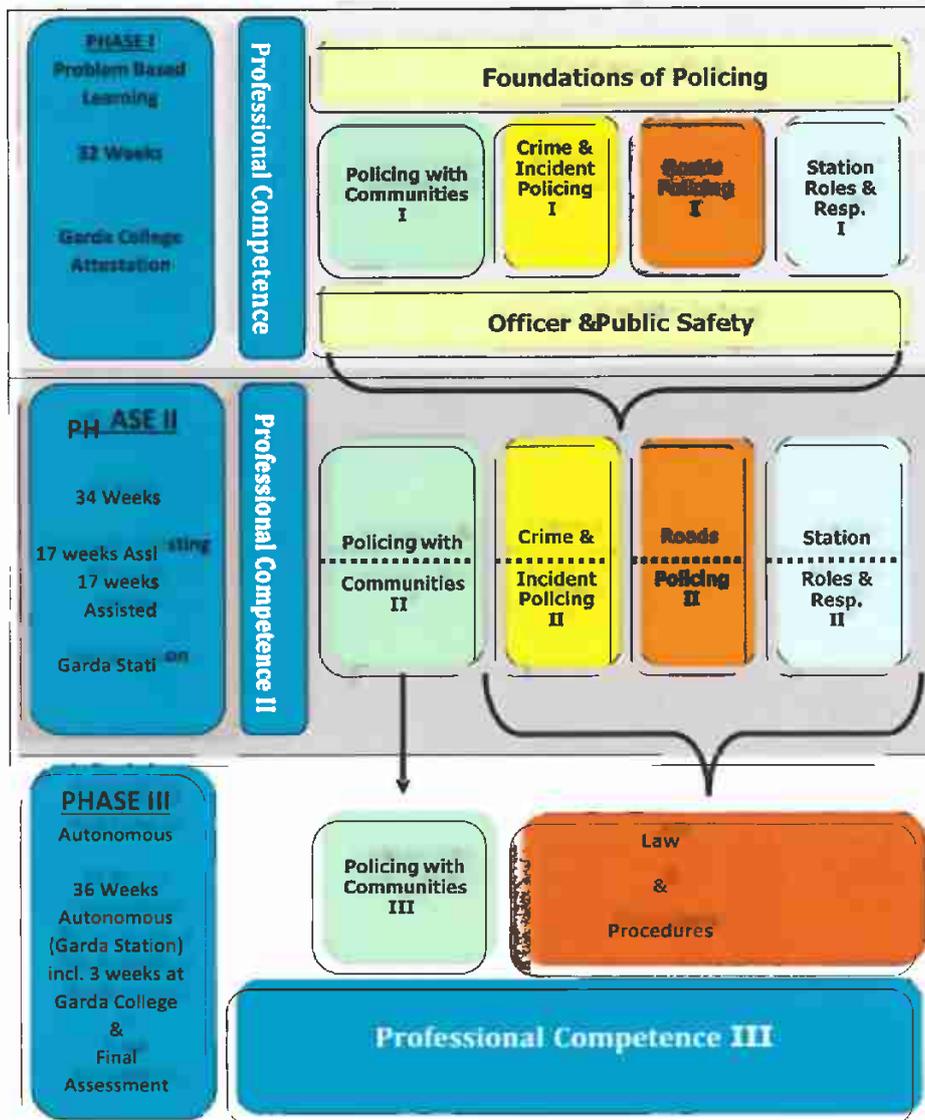
	<ul style="list-style-type: none"> • Discussion forums • Online modules • Case studies • Tests and exams 		
4.	College should monitor more closely the number of Probationer Gardaí per Tutor Garda on Phase II and address any significant shortfalls.	There is no uniformity on the number of Probationer Gardaí per Tutor Garda. A rationale should be established to ensure that each Probationer Garda is supported in a similar manner.	<p>It is the responsibility of Divisional management to assign a Tutor Garda to each Probationer for the duration of Phase II. The number of trained Tutor Gardaí in Divisions is monitored and where training needs are identified, additional suitably qualified members are trained. With the reduction in the number of Probationers on Phase II due to Covid 19 and the reduction in the duration of Phase II, the number of available trained Tutor Gardaí has increased significantly.</p> <p>Records in the Probationer Training Performance and Development Office indicate that 1,817 Gardaí have completed the Tutor Garda course. A review conducted in 2020 regarding the availability of these Gardaí has confirmed that 1,012 Gardaí are still available to perform this function.</p>
5.	The College should consider incorporating GISC training and reduce the time spent on PULSE training to reflect current Garda practice.	PULSE is considered by Probationer Gardaí to occupy too much of the programme timeframe. There is currently no GISC training in the programme although this is a daily Garda duty.	Pulse training provides the practical training of GISC operations and ensure Probationer Gardaí understands the role and functions of GISC operators. It also ensure an operational contingency during peak GFISC periods or outages. As Pulse is a vital tool for every Garda training in its full uses is vital to operational Policing.
6.	College should take more action to improve the consistency of marking, including joint activities with UL, Garda College staff and Divisional CPD Staff.	There is an identified lack of consistency in marking between Phase I and Phases II and III.	The revised BA Applied Policing will examine consistency of marking across phases of the programme. This may incorporate joint training of CPD instructors and will utilise the LMS as part of the increase capacity building of e-learning. UL provide staff briefing on the Marking Rubric to ensure consistency of approach.
7.	We recommend that the College develop more explicit policies to promote the well-being of staff. It would be good to have a personnel survey and based on results of it to decide activities to maintain and improve human wellbeing at the College.	Workload of the College staff has increased during recent years that has led to an increase of stress.	In 2020 a health and well-being survey was undertaken across the Organisation and was available to all staff in the Garda College. The result were published by Crowe in Q4, 2020, with an implementation plan now being developed to advance the findings of the survey. Wellness courses were provided for all college staff in 2019/2020.
8.	We recommend that the College undertakes a review of staff development/training needs and development opportunities to ensure that all staff have access to support in relevant professional development activities, and that	In the College, train the trainers course is a good practice. Other training to maintain and develop knowledge, skills and competencies is underpowered and for some categories of staff there is a lack of staff development planning.	In addition the Garda College has initiated a new initiative called 'One College', which is examining way of cross-contamination across Schools within the College to share recourses, meet peak periods within each School and share experiences/learning. Staff development is also provided through exchange with other Police Services in Norway and Northern Ireland. All

	the College has an overall staff development plan.	There is scope to expand the use of exchanges such as Erasmus or CEPOL exchange programme and other CEPOL activities.	staff In the Foundation Training Have undergone formal teacher Training Courses.
9.	Additional resources to promote resilience and good coping strategies should be considered for inclusion during Phase 1 of training.	We consider that increased psychological resilience skills will benefit students for the inevitable stress that they will face in their careers as Gardaí.	
10.	The College should identify and develop benchmarking procedures based on relevant comparative bodies.	There is scope to make useful comparisons with other police colleges in Europe.	The Garda College is regularly bench-marked by other police colleges and learning institutions. Part of the external oversight and quality assurance process is contained within the Board of Examiners'. The external Board of Examiner consists of Professor Sir Jon Murphy QPM PL, from Liverpool John Moores University and retired Assistant Commissioner Eddie Rock from An Garda Síochána. In addition the Garda College interacts with all 27 EU Member State Police Services through its membership of CEPOL and EU Police Training Agency.

Appendix A - PRG recommendations

No.	Commendation
1.	College staff demonstrate a very strong commitment to the professional development and personal welfare of all students.
2.	Staff have made rapid and effective changes to the curriculum to reflect changing legislation.
3.	Real life policing skills have been embedded into the curriculum with appropriate related assessment instruments
4.	Over-assessed areas have been identified, leading to reduction in the number of assessments.
5.	The Model of Hybrid PBL is an excellent choice of teaching and learning methodology for BA in Applied Policing.
6.	The quality of support given to students and the College's ethos of "fairness to the student" are praiseworthy elements.
7.	Garda instructors and teachers have knowledge and skills which qualified instructors need (train the trainer course). They are developing their pedagogical skills and competences actively (The Postgraduate Certificate in Teaching, Learning & Scholarship and Specialist Diploma in Teaching, Learning & Scholarship). Studies are funded by An Garda Síochána.
8.	A positive sense of ethos and culture of professionalism exists within the Garda College and this creates a productive learning environment.
9.	The College has strong and effective links with University of Limerick which result in efficient management of the programme

Appendix B – BA in Applied Policing 2014 -2020



Appendix C – Restructured BA in Applied Policing commencing 2020

