



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](mailto:sinead.osullivan@ul.ie), by 30 October annually.

## Reporting period: Calendar year 2019

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. Further information can be found on [www.garda.ie](http://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 II.

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:

**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.*

- Approval of the Garda College Quality Assurance procedures by Academic Council, University of Limerick. The QA procedures were approved as presented with specific recommendations and timelines for future enhancements. These QA procedures are outlined in the Garda College Quality Assurance Manual in accordance with 2 QQI Core Statutory Quality Assurance Guidelines and ESG 1.1.
- In line with ESGs 1.9 and 1.10 as well as 1.2 QQI Core Statutory Quality Assurance Guidelines and as part of the quality review cycle, which was approved at the UL-Garda College Annual Dialogue Meeting on 5<sup>th</sup> March 2018, the first internal quality review of the BA in Applied Policing took place in the reporting period. See Section 4 for more details.
- 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:
  - 06/02/2019
  - 10/04/2019
  - 04/07/2019
  - 16/10/2019

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:

- 08/01/2019
- 14/02/2019
- 20/02/2019
- 05/03/2019
- 15/03/2019
- 23/04/2019
- 22/05/2019
- 11/06/2019
- 18/06/2019
- 24/07/2019
- 31/07/2019
- 08/08/2019
- 13/08/2019
- 26/08/2019
- 04/09/2019
- 19/09/2019
- 07/10/2019
- 31/10/2019
- 08/11/2019
- 18/11/2019
- 20/11/2019
- 05/12/2019
- 20/12/2019

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

- 14/01/2019
- 05/03/2019
- 28/03/2019
- 30/04/2019

- o 03/05/2019
- o 07/05/2019
- o 14/05/2019
- o 24/05/2019
- o 12/06/2019
- o 24/07/2019
- o 08/08/2019
- o 13/08/2019
- o 06/09/2019
- o 19/09/2019
- o 10/10/2019
- o 01/11/2019
- o 21/11/2019
- o 12/12/2019

One exam board meeting was scheduled for the Postgraduate Diploma in Serious Crime Investigation and it took place on the 26<sup>th</sup> November 2019.

No changes to be reported to the external examination system compared to the last reporting period for both programmes.

- Adoption of the Human Rights HQ Directive 019/2019 dated 31<sup>st</sup> May 2019. This Directive introduces the Human Rights Policy, Human Rights Framework, Human Rights Screening Tool and "A Human Rights Based Approach to Policing – Operational Guidance" Document". Compliance with this HQ Directive is mandatory for all Garda Personnel. An Garda Síochána Human Rights Strategy was launched on 11/12/2019.
- Introduction of the Garda Decision Making Model as per HQ Directive 037/2019 dated 4<sup>th</sup> July 2019 replaced the Garda Problem-Solving Model. The Garda Decision Making Model places Constitutional and Human Rights and the Code of Ethics at its core and applies to all members of An Garda Síochána and Garda staff.  
<https://www.garda.ie/en/about-us/our-policing-principles/garda-decision-making-model.pdf>
- The organisational values (SHARPE), which was contained in the previous strategy statement, have been replaced by the Code of Ethics as per the current Strategy Statement 2019-2021.
- The internal Dyslexia Policy for the Garda College was agreed with the Chief Medical Officer for AGS.
- Increase of civilianisation in the Garda College. The number of Garda staff (administrative grades) in the Garda College has increased over the last reporting period.

**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), the following quality assurance activities were introduced:

- **Additions /Amendments to courses**

- Following the adoption of the Human Rights HQ Directive 019/2019, the introduction of the Garda Decision Making Model and the values of SHARPE being subsumed by the Code of Ethics as mentioned in Section 1, the process of amending the session templates for the BA in Applied Policing started in the last quarter of 2019. This ensures that Human Rights, the Garda Decision Making Model and the Code of Ethics are embedded in all the modules delivered. The completion of this process is expected in Q2 of 2020.
- The adoption of the Garda Decision Making Model and compliance with Human Rights resulted in a change of the rollout of scenarios (domestic violence, assaults, ...) in the Officers Public Safety (OPS) module.
- Review of the Personal Development Log (PDL). A working group was established in the Garda College to revisit and review the Personal Development Logs that students submit as part of their Professional Competence Module within the BA in Applied Policing. It was established that the students were over assessed on some of the competencies. Duplication of assessment of some of the competencies with other modules and insufficient time for the students to reflect on the feedback provided were issues that were identified. The number of competencies (nine in total) the students could reflect on was deemed too many. Therefore the number of PDL assessments was reduced from 1 formative and 4 summative submissions to 1 formative and 2 summative submissions. The outcomes of the programme, modules aims as well as learning outcomes were unchanged as a result of the proposed reduction in submissions. The proposed changes were approved by UL Quality Board on the 11<sup>th</sup> June 2019. This new system will be rolled out from the Intake 201 onwards.
- In relation to the Postgraduate Diploma in Serious Crime Investigation, little has changed that would impact course content over the last reporting period. This is in respect to both a legislative and practical stand point.

In line with 1 and 2 QQI Core Statutory Quality Assurance Guidelines and ESG 1.1, the following quality assurance systems were introduced:

- As mentioned in Section of the 2018 AIQR, new IT processes and procedures were introduced to facilitate real time submission of results from CPD staff
- Introduction of a process for periodical quality assurance review of submission results. This process was an objective for the reporting period as mentioned in Section 5 of the 2018 AIQR.

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 162 - Survey opened from 2<sup>nd</sup> January to 2<sup>nd</sup> February 2019- Response rate: 6.7%
- Intake 163 - Survey opened from 8<sup>th</sup> April to 8<sup>th</sup> May 2019- Response rate: 8.1%
- Intake 164 – Survey opened from 30<sup>th</sup> May to 15<sup>th</sup> July 2019- Response rate: 6.04%
- Intake 171 – Survey opened from 22<sup>th</sup> August to 22<sup>th</sup> September 2019- Response rate: 25.98%
- Intake 172 – Survey opened from 8<sup>th</sup> November to 8<sup>th</sup> December 2019- Response rate: 23%

*Summary reports of the quantitative findings for the exit surveys for 2019 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, two module surveys were distributed:

- Intake 183 - Survey opened from 8<sup>th</sup> February to 8<sup>th</sup> March 2019- The response rates across the modules range between 9.5% and 11.3%.
- Intake 184 - Survey opened from 8<sup>th</sup> May to 8<sup>th</sup> June 2019- The response rates across the modules range between 0.9% and 9%.
- Intake 191 - Survey opened from 25<sup>th</sup> October to 25<sup>th</sup> November 2019- The response rates across the modules range between 11.5% and 16.5%.

*Summary reports of the module surveys for 2019 can be found in Appendix V.*

- **Learners' feedback by means of Short Surveys** (Postgraduate Diploma in Serious Crime Investigation)
- **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.

There is currently a panel of 11 external examiners for the BA in Applied Policing, 7 international (currently from Portugal, Denmark, Belgium, Norway and the UK) and 5 Irish. One international 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 Chief Superintendent and experts in particular specialist areas. The 7 international external examiners are either academics in police related areas or serving police officers with an academic background or a background in training. The existing panel of external examiners for the BA in Applied Policing will have completed their tenure in 2020 and a new panel needs to be appointed. *See Section 6.*

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)
- Two Irish, consisting of one retired Assistant Commissioner and one state solicitor. The tenure of the two Irish external examiners will expire in 2020 and two new external examiners need to be appointed. *See Section 6.*

They were 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. All the issues highlighted were acted upon and relevant changes made by the relevant module supervisors as in the changes made in the rollout of the PDLs and the changes to the OPS module. *(See section on Additions/Amendments to courses above).*

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):

- No changes were made arising from SIO external examiners' reports.
- Arising from the external examiners' reports on the BA in Applied Policing, the suggestion was made to raise the pass mark from 40% to 60% for short answers assessments in Phase I and Phase II for the modules Crime and Incident Policing (CIP), Station Roles and Responsibilities (SRR) and Traffic Policing (TP), as well as the module Law and Procedures on Phase III. It was deemed not appropriate as it could lead to grade inflation. An alternative suggestion is to deliver a specific class on how to approach, read and answer the questions (with a focus on how to read questions correctly), which could be delivered by Continuous Professional Development (CPD) staff and has been rolled out starting with Intake 184.
- Five Exit Surveys and three Module Surveys were distributed in the last reporting period for the B.A. in Applied Policing. As per QA procedures, reports were generated, which was helpful to identify any trends in students' satisfaction with the course. The Garda College has not acted on the data collected through these surveys yet as it was awaiting for the findings of the first review of the BA in Applied Policing. *See sections 3 and 6 also.*

In line with ESG 1.5 regarding the **development of staff and the enhancement of the teaching**, Garda staff were trained in the following areas:

- Self-defence Trainers: In addition to the existing self-defence instructors, 6 Garda instructors were trained as self-defence instructors and 6 Garda instructors were recertified over the last reporting period.
- In a process which began in the last reporting period, 15 Garda instructors are currently being upskilled in First Aid to deliver First Aid instruction. The aim is for the Garda College staff to deliver the First Aid Training course, which is mandatory for all Trainee Gardaí during their induction week at the Garda College. This will obviate the need for this training to be outsourced. This process is still ongoing.
- Seven members of staff have completed the Professional Certificate in Governance accredited by the IPA (Institute of Public Administration) over the last reporting period

and four members of staff have been successful in securing a place on the same course, which started in October 2019.

- One member of staff enrolled in the BSc in Police Leadership and Governance in the last reporting period.

### **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.*

Learning and development across An Garda Síochána is managed by the Training and Capability Development Governance Board, whose responsibility is to advise the Garda Commissioner on the most efficient and effective ways to build capability enabling An Garda Síochána achieve its organisational objectives as outlined in the Strategy Statement 2016-2018. The Board will discharge its functions in line with principles and arrangements in An Garda Síochána's Corporate Governance Framework. The Board consists of key senior managers and chaired by Deputy Commissioner Operations.

The Chief Superintendent (Director of Training and Continuous Professional Development) of the Garda College has overall responsibility 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. Each of these sections is under the control of a Superintendent/Assistant Principal and subdivided into sub-sections co-administered by Inspectors/Higher Executive Officers and Sergeants/Executive Officers. *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 management teams 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:

12/02/2019; 28/03/2019; 12/04/2019; 7/05/2019; 14/05/2019; 29/05/2019; 17/06/2019; 25/06/2019; 3/10/2019; 16/12/2019

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 B.A. programme and the Executive Officer 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, the preparation for the review of the Ba in Applied Policing was on the agenda of the majority of these meetings.

In addition, a meeting between UL Quality Support Unit and the Garda College QA unit was convened on the 21<sup>st</sup> May 2019. This meeting afforded representatives from the Garda College QA Unit the opportunity to meet the new Director of QSU in UL. An update

on QA matters in relation to the review of the B.A. in Applied Policing, Surveys and the Quality Assurance Manual was provided. Dates for the on-site visit as part of the review of the BA in Applied Policing were also finalised.

- The Annual Strategic Dialogue Meeting between UL and the Garda College was held on the 3<sup>rd</sup> July 2019 to discuss the inter-institutional QA arrangements between University of Limerick and the Garda College. The agenda covered students' surveys and how to close the feedback loop on both programmes, quality assurance on Phase II and Phase III for the BA in Applied Policing as well as the AIQR 2019 and the Garda College QA Manual.
- 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, which is a sub-committee of the Training and Capability Development 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 and in the reporting period, the Crime Training Governance Board sat on the following date:  
  
18/12/2019
- As Phase II and Phase III training takes place outside the Garda College, in the 28 Divisions across the country, quarterly CPD meetings are organised at the Garda College. Instructors from the Probationer Training, Performance Monitoring and Development office at the Garda College 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 staffing and time constraints, only one meeting took place on the following date:

15/05/2019

Meet and greet sessions, which are conducted with CPD staff in advance of Probationers being allocated to a Division, are also used to get feedback on different issues from the CPD staff. In the last reporting period, 3 of these meetings took place on the following dates:

- 26/02/19
- 29/05/19
- 20/11/19

- **Course board meetings.** (B.A. in Applied Policing). There was no course board meeting over the last reporting period. Over the past three years, feedback has been sought through course board meetings where staff and students (trainee Gardaí representatives as well as Probationer Gardaí representatives) review the programme on a biannual basis. These meetings didn't take place in 2019 as the dates of these meetings coincided with focus groups meetings, which were held in June 2019, and the on-site visit of review panel for the BA in Applied Policing, which took place in November 2019. It was deemed there was sufficient feedback gleaned at the focus group meetings and at the different sessions during the on-site visit when the review panel met with staff and students.

**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	
January 2020- October 2020	Postgraduate Diploma In Serious Crime Investigation	
January 2021-October 2021		UL Institutional review of the Garda College

The last reporting period saw the review of the BA in Applied Policing. A self-evaluation team was convened at the Garda College in early 2019 to prepare for the quality review. This team was chaired by the Superintendent in charge of Foundation Training and composed of members from Foundation Training and of members of the Quality Assurance Unit. This team was tasked with reviewing and gathering relevant data, organising focus groups (conducted by independent external facilitators) with students, instructors and tutors, consulting members of the Foundation Training team in relation to their experiences opinions of the course. As per the Programme Review Process document, the findings of the self-assessment were presented in the self-assessment report (SAR), which was then made available to staff for their input before the draft was sent to a technical writer. The SAR, including all appendices, was sent to every member of the review panel prior to the onsite visit, to give them the opportunity to review all the material. The review panel came back with preliminary findings, which formed the basis of the review during the onsite visit, which took place from 18<sup>th</sup> November 2019 to 21<sup>st</sup> November 2019. The panel met with staff as well as Garda Trainees and Probationers during their visit and compiled a report (*See Appendix VII*) with recommendations for quality improvement and enhancement of the course. Subsequently, a post-review Quality Improvement Plan (QIP) was put in place and is currently with the Director of Training and Continuous Professional Development.

The review panel was composed of 5 members:

- **Chairperson:** Dr Bill Harvey, who was nominated by University of Limerick.
- **Senior peer nominee 1:** Dr Tiina Koivuniemi, senior lecturer at the Police Training College in Finland.
- **Senior peer nominee 2:** Jorge Meireles, Major in the Guarda Nacional Republicana (Portuguese national police) and involved in police training.
- **National peer nominee:** John Kerín, Retired Chief Superintendent from An Garda Síochána.
- **Garda probationer representative nominee:** Garda Alan Peppard.

The review of the Postgraduate Diploma In Serious Crime Investigation is scheduled for the end of 2020 with definite date to be confirmed.

## 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 will be monitored through the annual dialogue meeting (ADM) on 11<sup>th</sup> December 2019.

Section 5b: N/A

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

*Please list and briefly describe each objective.*

### **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.
- 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)
- Policy outlining the procedures relating to Module Surveys.
- 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.
- Develop a QA feedback loop instrument to formally document all changes made to the programme and their outcomes.

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

- Update of procedures with reference to Blended Learning Guidelines

### **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.
- The Policy for Staff–Trainee/Probationer Garda Relationships as mentioned in the previous AIQR will not be implemented as the relationships between staff and Garda trainee/probationers is now governed by the Code of Ethics.

### **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.

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

- Ongoing from the previous AIQR, the revision of Chapter 4 of the Garda Code has now been superseded by the creation of the Trainee/Probationer Monitoring Document, which is currently with the legal section for approval.
- 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. Ongoing from the previous AIQR.

**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
- Policy on the publication of QA reports expected in 2020
- Policy governing what information is published in relation to accredited programmes

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

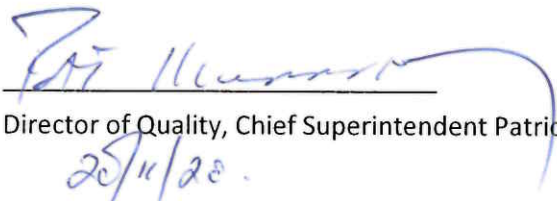
- The tenure of office for the external examiners on the BA in Applied Policing will expire in 2020. The Garda College has identified and nominated a number of candidates. The Garda College is awaiting for approval from Academic Council, University of Limerick, who are convening in March 2020. The final composition of the external examiners' panel will be decided then. Additionally, following their nomination all external examiners will be invited to the Garda College for a briefing on their roles. The tenure of the two Irish external examiners on the Postgraduate Diploma in Serious Crime Investigation
- Start of the 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.
- The next reporting period will see the first internal quality review of the Postgraduate Diploma in Serious Crime Investigation.

**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.*

- Conferring ceremonies for all Intakes from July 2019 onwards as per the decision of the Director of Training and Continuous Professional Development will no longer be conducted at the Garda College. The parchments are now being posted to the graduates. However, meetings will take place between the Garda College and University of Limerick to examine the possibility of future conferrings being conducted at the University of Limerick.

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  
20/11/20.

This AIQR was submitted to the Director of Quality, University of Limerick on: 20/11/20.

# 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**

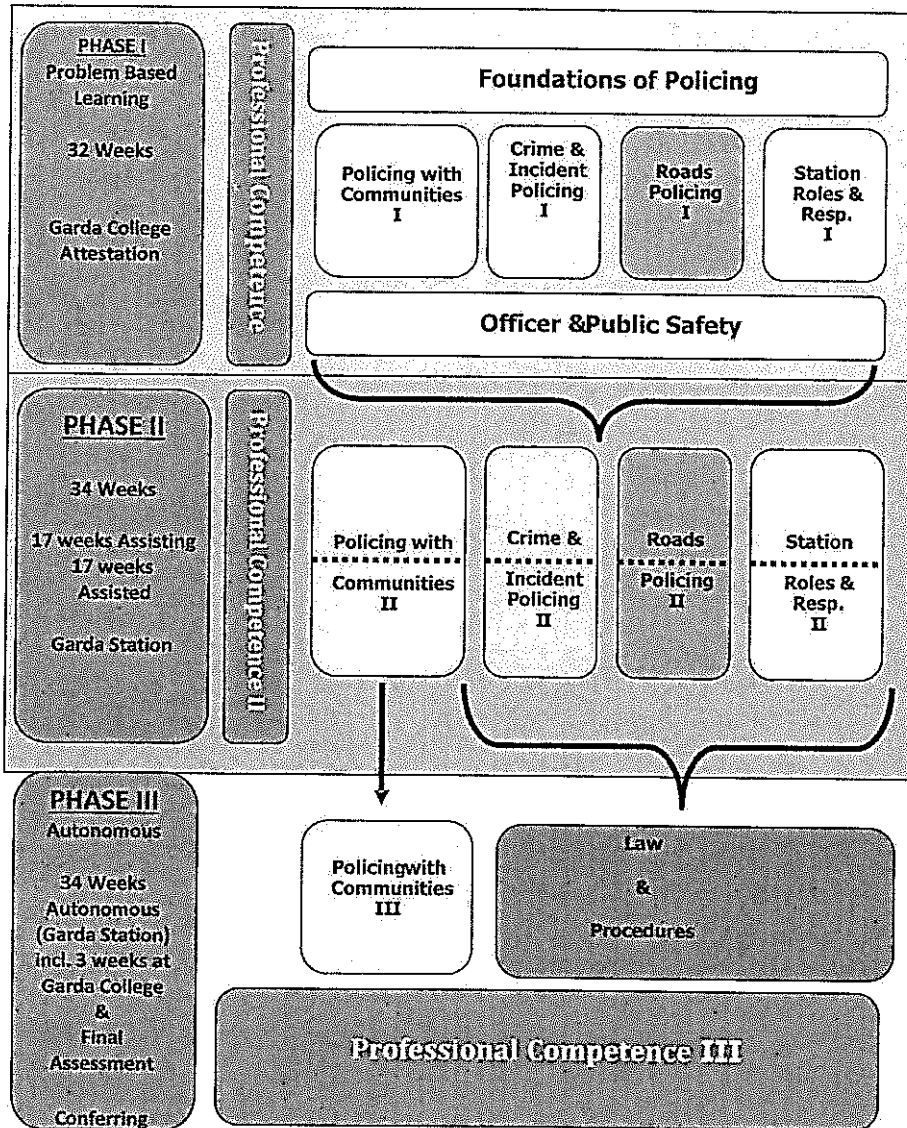
Throughout the programme Probationer Gardaí are required to undergo Progression Interviews. These interviews assess the development of the Probationers and require them to present evidence that they are meeting the competencies of the programme. These are

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

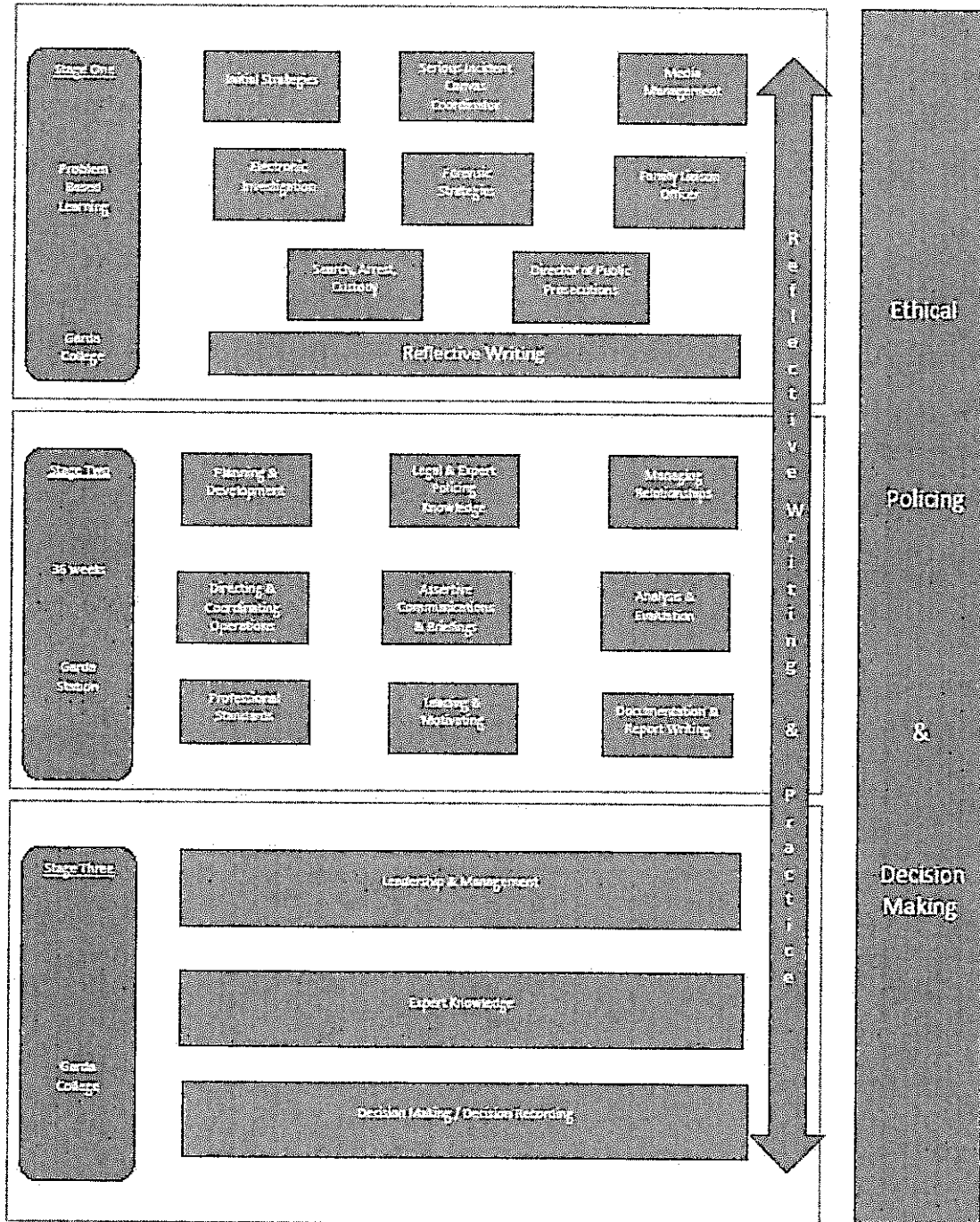
## **Description of the Postgraduate Diploma in Serious Crime Investigation**

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.

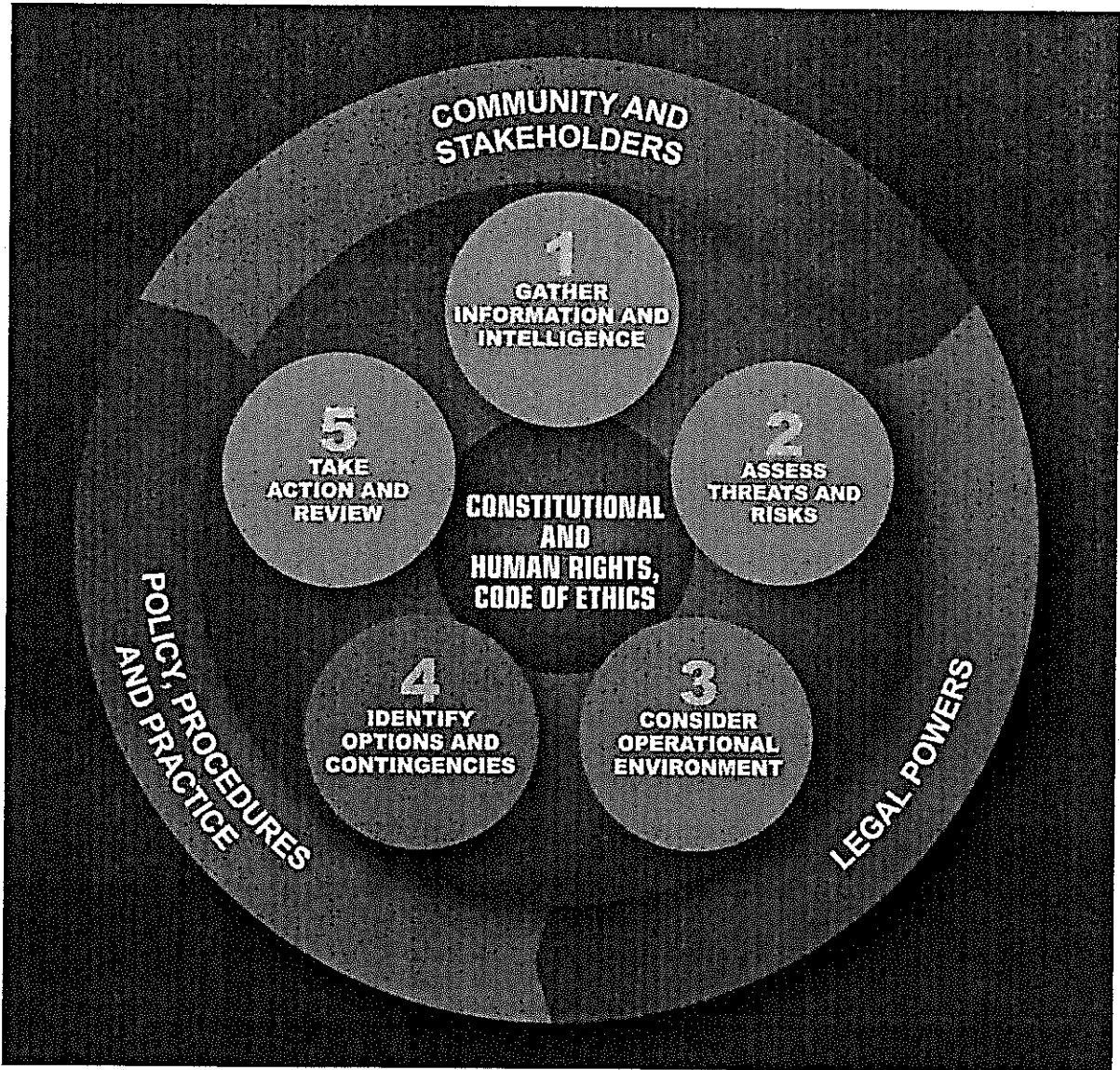


Chart representing the structure of the Postgraduate Diploma in Serious Crime Investigation



# **Appendix III**

Garda Decision Making Model



# Appendix IV

## (Version 29/8/20) Confidential Summary Report of Student Exit Survey Findings – Intake 162

### Introduction

In the spirit of best practice in Quality Assurance and QQI regulations, this summary of Student Exit Survey findings for Intake 162 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 6.7 % (number of respondents n11 / sample size 163). The survey was launched on the Garda Organisation LMS, and was available to students between 2nd of January 2019 and the 2nd February 2019.

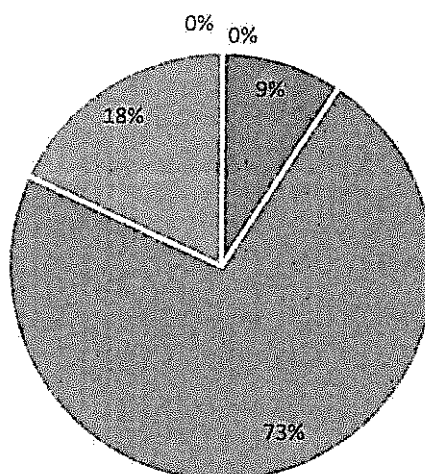
### QQI/QA Reporting Infrastructure

This summary report of Student Exit Survey findings for Intake 162 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 162

Figure 1 gives an overview of student satisfaction with the quality of the BA in Applied Policing course, for Intake 162.

**Figure 1. Intake 162, percentage satisfaction with the quality of the BA in Applied Policing**

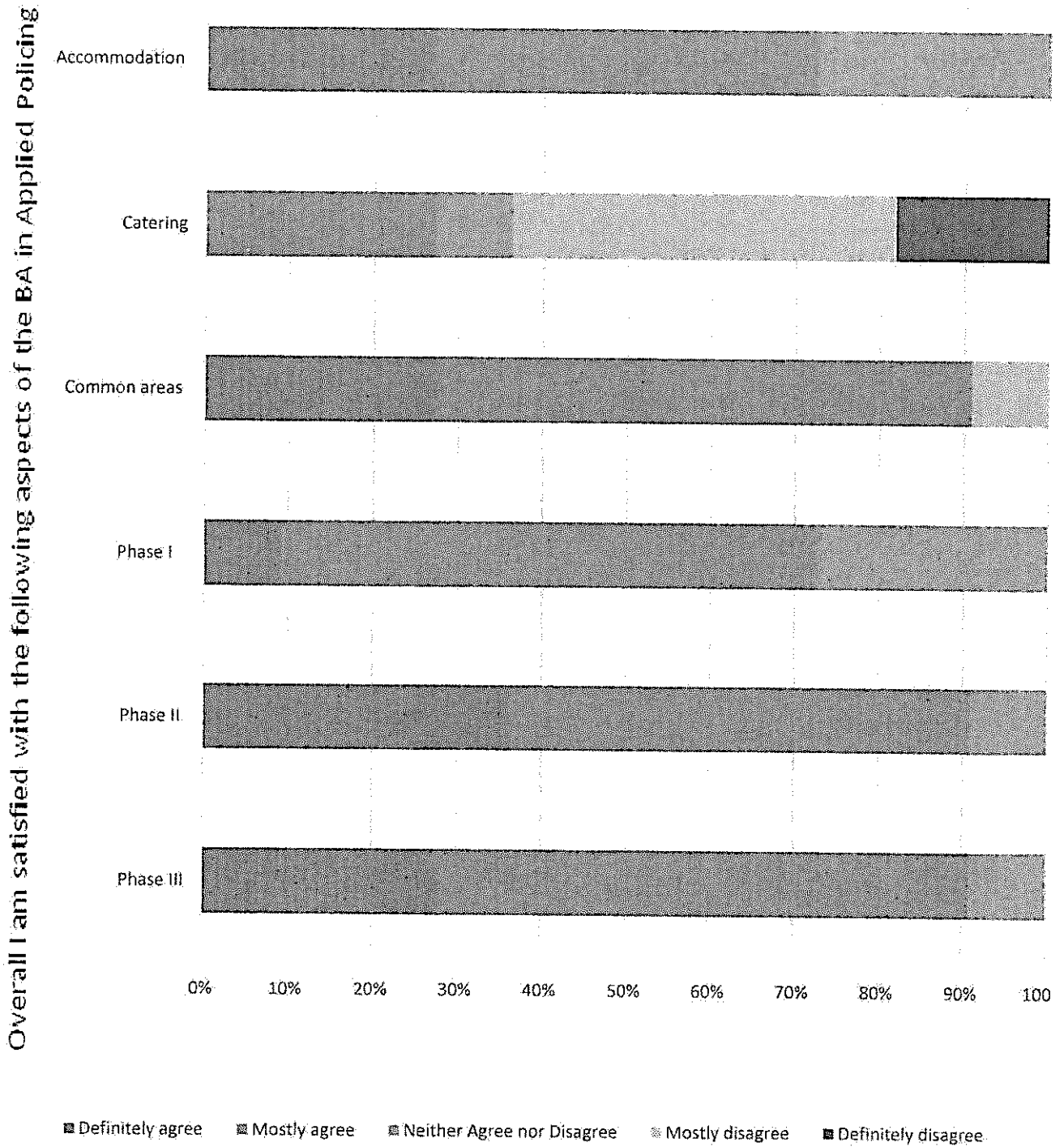


Question Statement - Overall I am Satisfied with the quality of the Course

■ 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 162.

**Figure 2. Intake 162, percentage satisfaction with aspects of the BA in Applied Policing**



## (Version 29/8/20) Confidential Summary Report of Student Exit Survey Findings – Intake 163

### Introduction

In the spirit of best practice in Quality Assurance and QQI regulations, this summary of Student Exit Survey findings for Intake 163 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 8.1% (number of respondents n13 sample size 160). The survey was launched on the Garda Organisation LMS, and was available to students between 8th April 2019 and the 8th May 2019.

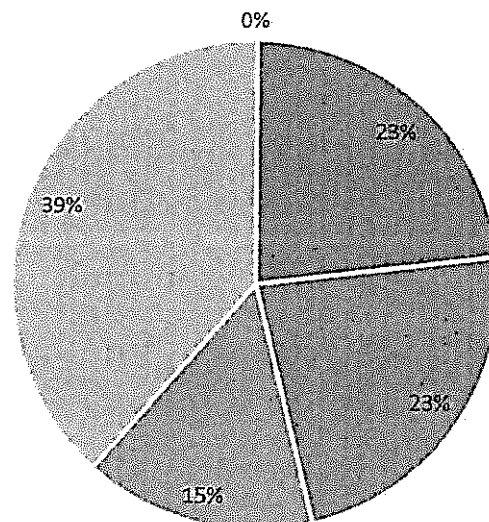
### QQI/QA Reporting Infrastructure

This summary report of Student Exit Survey findings for Intake 163 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 163

Figure 1 gives an overview of student satisfaction with the quality of the BA in Applied Policing course, for Intake 163.

**Figure 1. Intake 163, percentage satisfaction with the quality of the BA in Applied Policing**

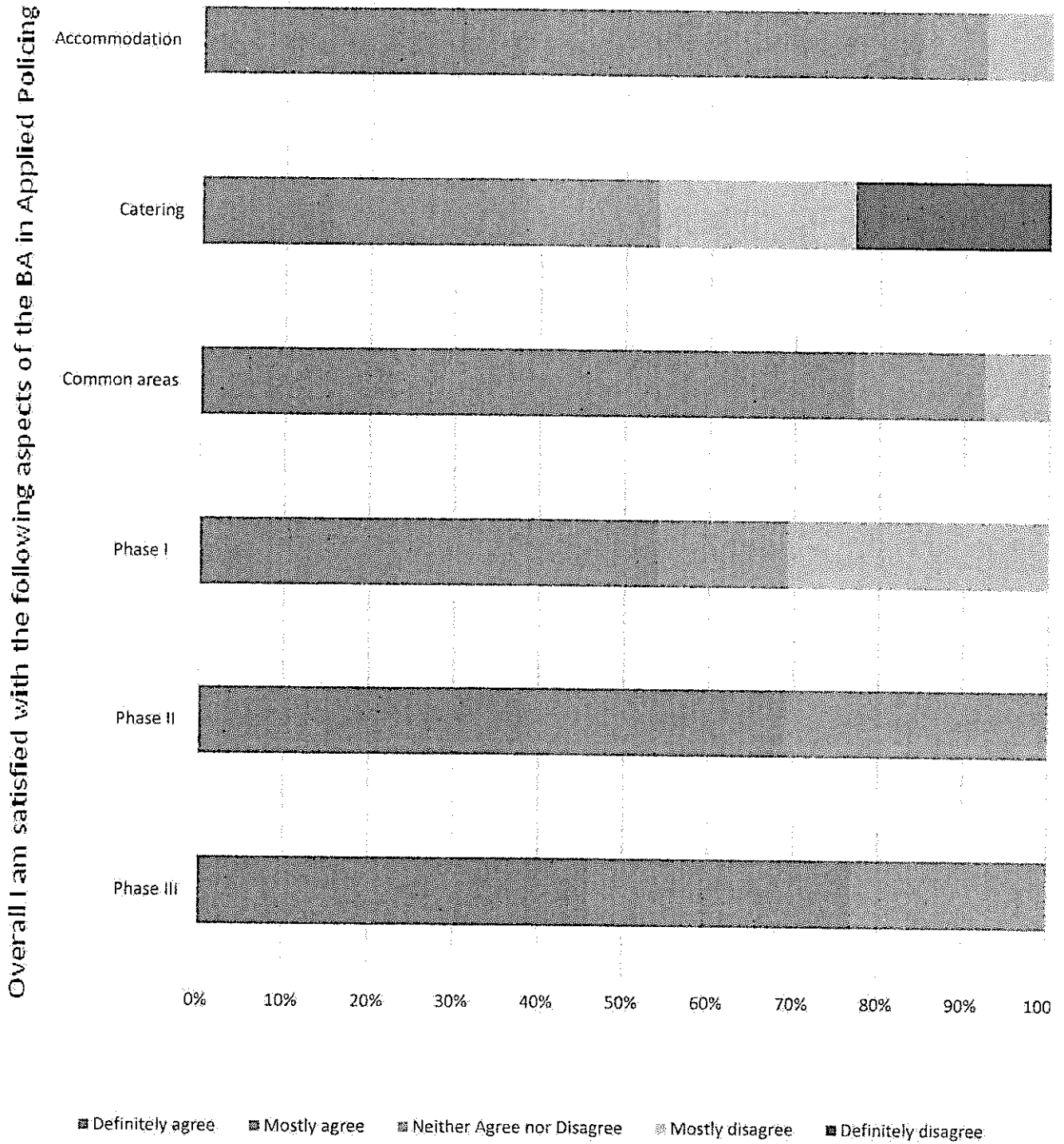


Question Statement - Overall I am Satisfied with the quality of the Course

■ 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 163.

**Figure 2. Intake 163, percentage satisfaction with aspects of the BA in Applied Policing**





## (Version 29/8/20) Confidential Summary Report of Student Exit Survey Findings – Intake 164

### Introduction

In the spirit of best practice in Quality Assurance and QQI regulations, this summary of Student Exit Survey findings for Intake 164 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 6.04% (number of respondents n13 sample size 215). The survey was launched on the Garda Organisation LMS, and was available to students between 30th May 2019 and the 15th July 2019.

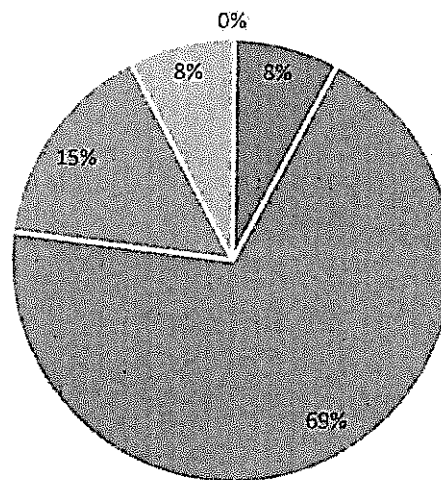
### QQI/QA Reporting Infrastructure

This summary report of Student Exit Survey findings for Intake 164 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 164

Figure 1 gives an overview of student satisfaction with the quality of the BA in Applied Policing course, for Intake 164.

**Figure 1. Intake 164, percentage satisfaction with the quality of the BA in Applied Policing**

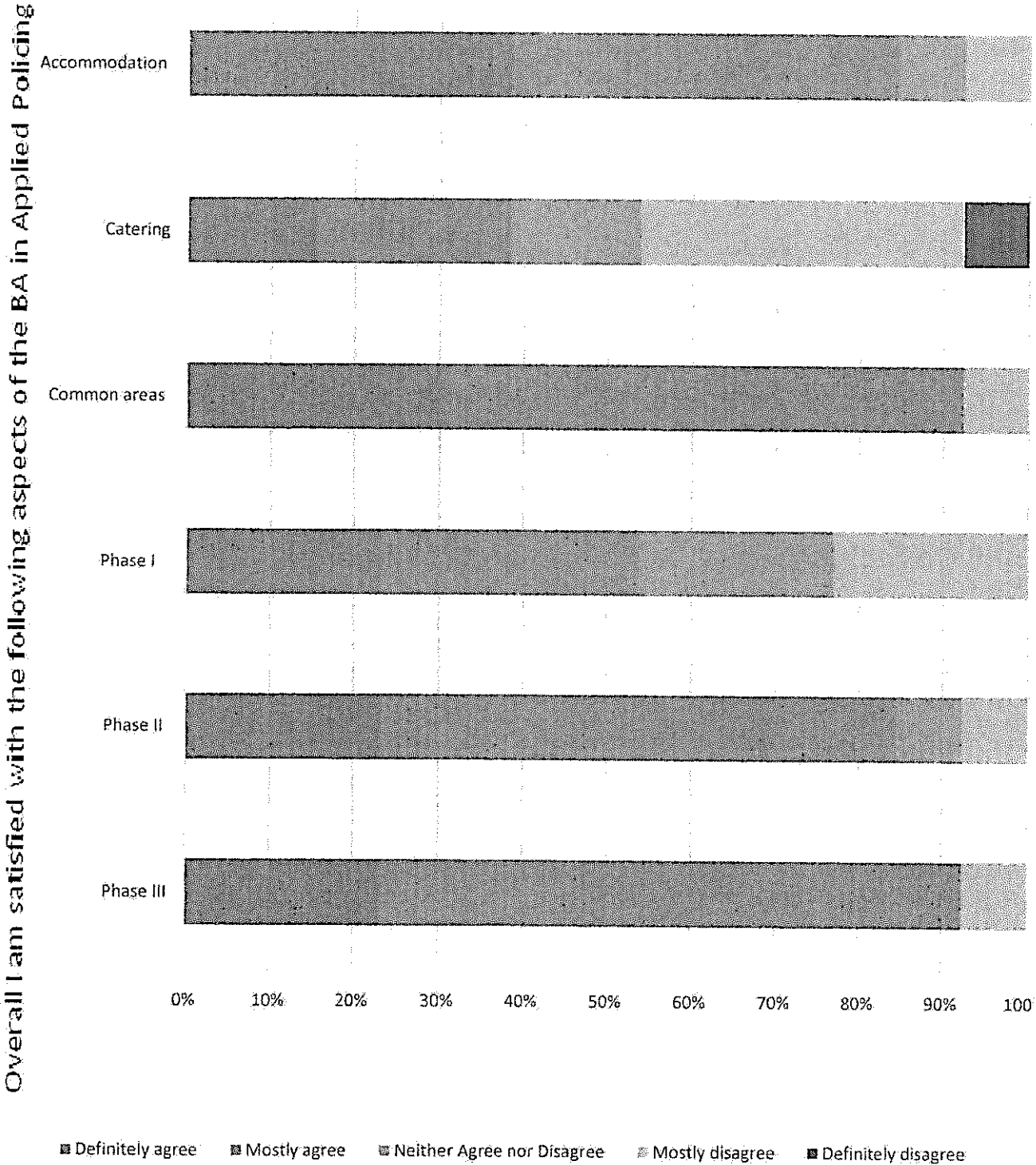


Question Statement - Overall I am Satisfied with the quality of the Course

▪ 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 164.

**Figure 2. Intake 164, percentage satisfaction with aspects of the BA in Applied Policing**



## (Version 29/8/20) Confidential Summary Report of Student Exit Survey Findings – Intake 171

### Introduction

In the spirit of best practice in Quality Assurance and QQI regulations, this summary of Student Exit Survey findings for Intake 171 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 25.98% (number of respondents n53 sample size 204). The survey was launched on the Garda Organisation LMS, and was available to students between 22<sup>nd</sup> August 2019 and the 22<sup>nd</sup> September 2019.

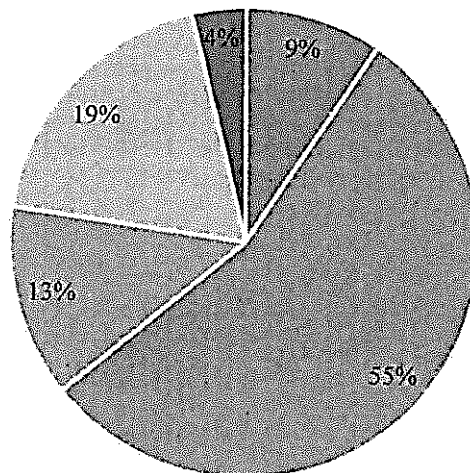
### QQI/QA Reporting Infrastructure

This summary report of Student Exit Survey findings for Intake 171 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 171

Figure 1 gives an overview of student satisfaction with the quality of the BA in Applied Policing course, for Intake 171.

**Figure 1. Intake 171, percentage satisfaction with the quality of the BA in Applied Policing course**

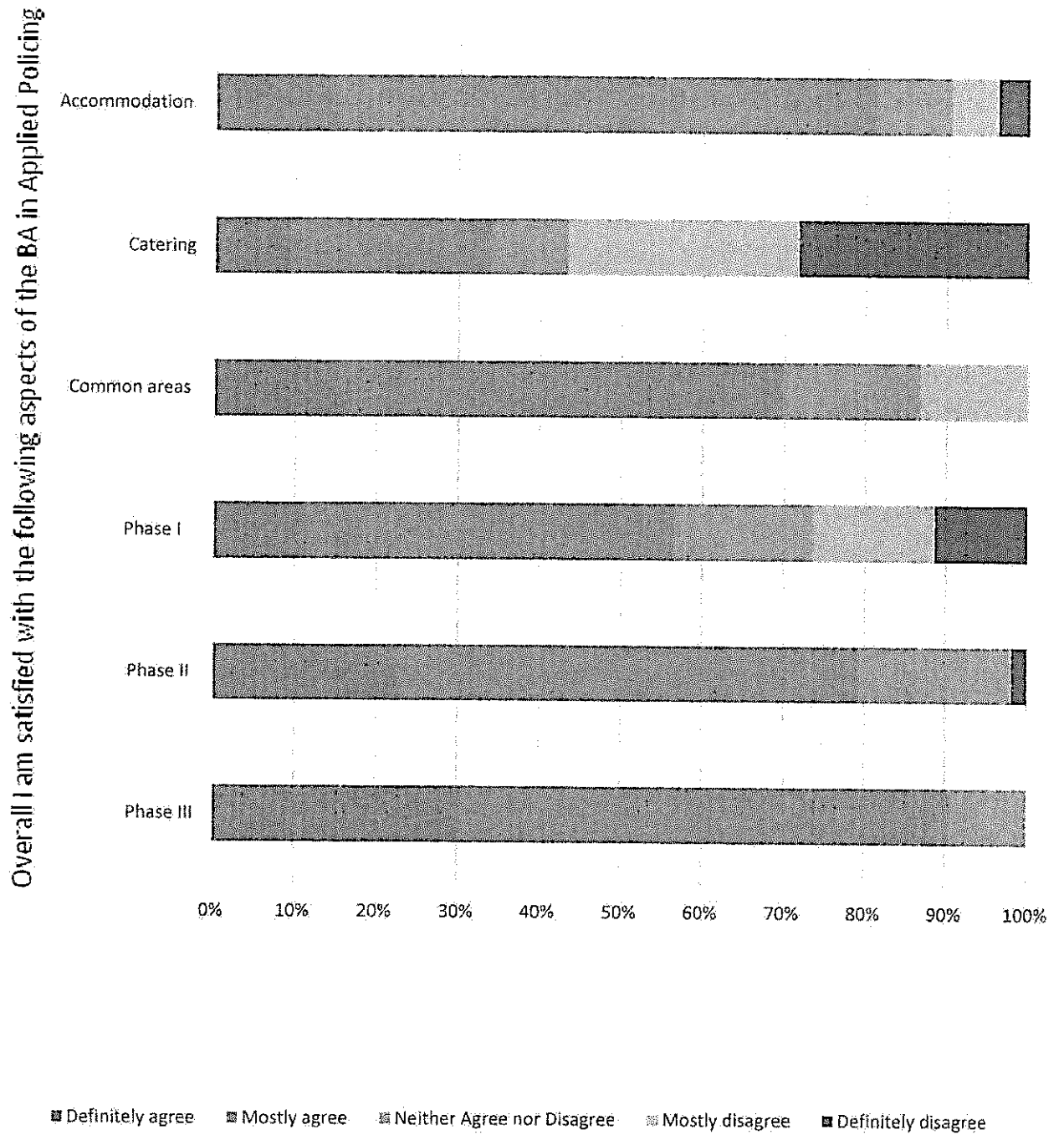


Question statement - Overall I am satisfied with the quality of the course

▪ 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 171.

**Figure 2. Intake 171, percentage satisfaction with aspects of the BA in Applied Policing**



## (Version 29/8/20) Confidential Summary Report of Student Exit Survey Findings – Intake 172

### 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 23% (number of respondents n53 sample size n230). The survey was launched on the Garda Organisation LMS, and was available to students between 8th November 2019 and 8th December 2019.

### QQI/QA Reporting Infrastructure

This summary report of Student Exit Survey findings for Intake 172 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 172

Figure 1 gives an overview of student satisfaction with the quality of the BA in Applied Policing course, for Intake 172.

**Figure 1. Intake 172, percentage satisfaction with the quality of the BA in Applied Policing course**

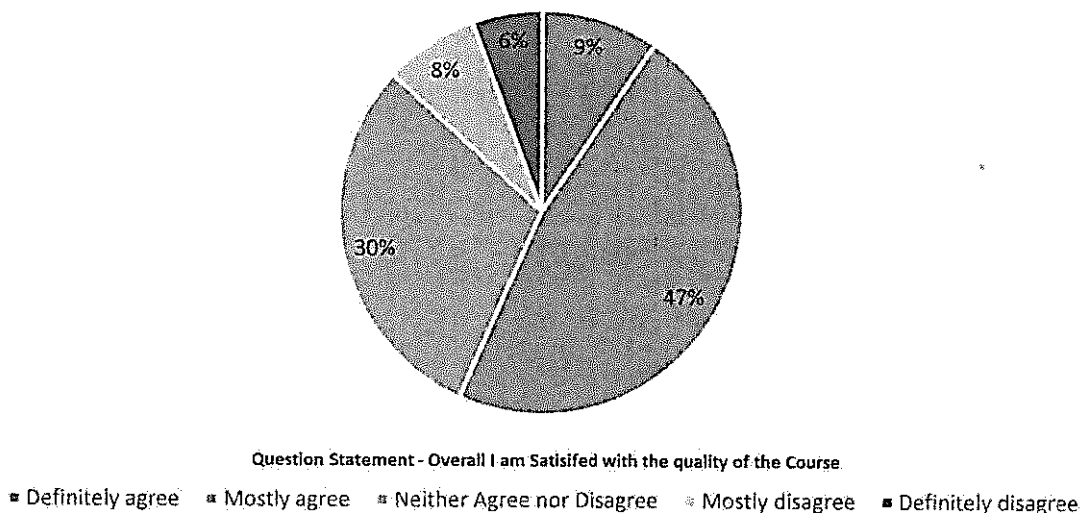
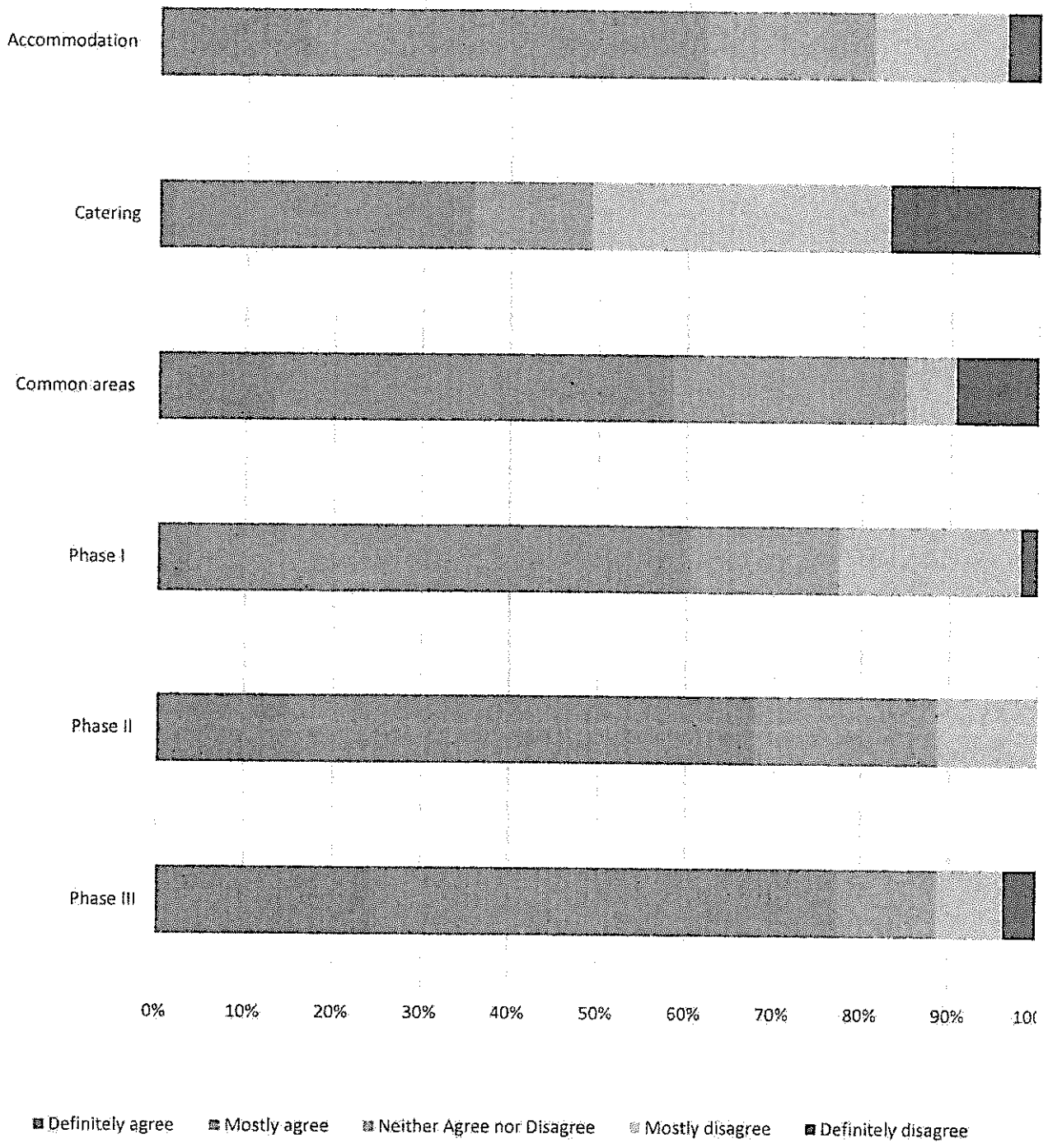


Figure 2 gives a breakdown of student satisfaction rates with aspects of the BA in Applied Policing, for Intake 172.

**Figure 2. Intake 172, percentage satisfaction with aspects of the BA in Applied Policing**

Overall I am satisfied with the following aspects of the BA in Applied Policing



# Appendix V

**Version (29/8/20), Confidential Report of GC MSS Student  
Survey Feedback for BA in Applied Policing  
(Intake 183)**

**Introduction**

In the spirit of best practice in Quality Assurance and QQI regulations, this confidential summary of GC student feedback for Module Satisfaction Survey findings (Intake 183) 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 8th February 2019 and the 8th March 2019. Table 1 gives an overview of response rates for the GC student MSS survey for Intake 183, with survey response rates falling between 9.5% and 11.3% for the eight modules.

**Table 1. GC MSS student survey response rates for modules of BA in Applied Policing (Intake 183)**

Crime & Incident Policing - No. of Respondents = 22, Sample Size = 211, Response Rate = 10.4%
Foundation of Policing - No. of Respondents = 24, Sample Size = 211, Response Rate = 11.3%
Gaeilge Module - No. of Respondents = 23, Sample Size = 211, Response Rate = 10.9%
Officer & Public Safety - No. of Respondents = 23, Sample Size = 211, Response Rate = 10.9%
Professional Competence 1 - No. of Respondents = 22, Sample Size = 211, Response Rate = 10.4%
Policing With Communities - No. of Respondents = 24, Sample Size = 211, Response Rate = 11.3%
Roads Policing - No. of Respondents = 20, Sample Size = 211, Response Rate = 9.5 %
Station Roles & Responsibilities - No. of Respondents = 23, Sample Size = 211, Response Rate = 10.9%

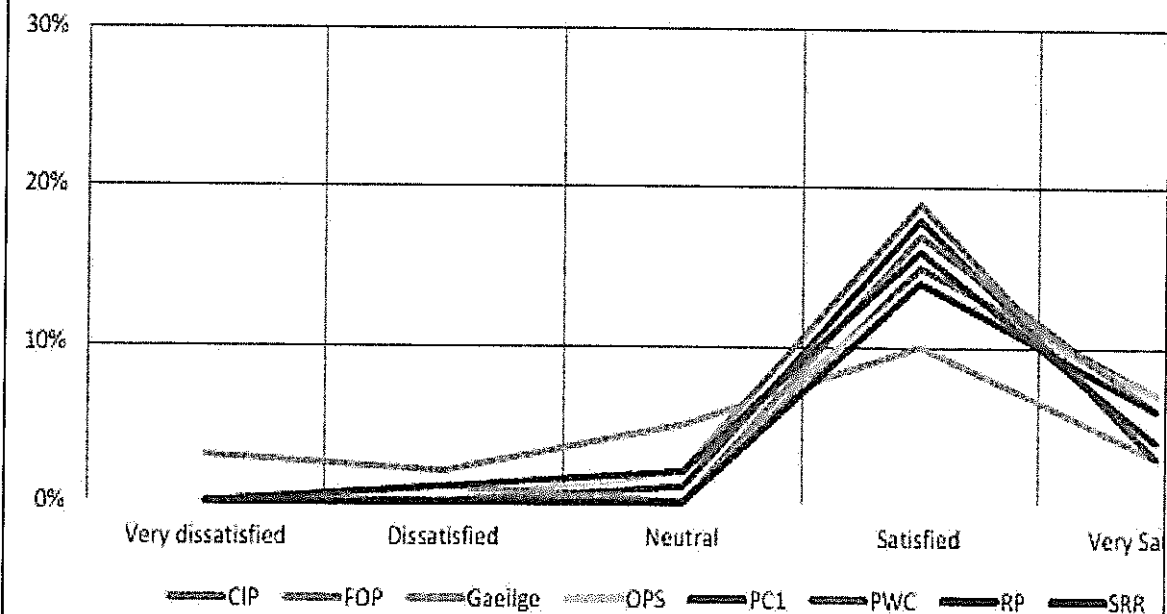


**Table 2. Overview percentage student satisfaction for each of eight modules, BA in Applied Policing (I**

Module	Percentage Satisfaction
Crime & Incident Policing (CIP)	100%
Foundation of Policing (FOP)	92%
Gaeilge (Gaeilge)	56%
Officer & Public Safety (OPS)	91%
Professional Competence 1 (PCI)	96%
Policing With Communities (PWC)	96%
Roads Policing (RP)	100%
Station Roles & Responsibilities (SRR)	87%

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 56% and 100%. Figure 1 gives an overview of the distribution of percentage 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 satisfied / very satisfied response categories.

**Figure 1. Overview of distribution of percentage levels of student satisfaction, for eight constituent modules of BA in Applied Policing (Intake 183)**



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 183).

### **Crime & Incident Policing (CIP) Module (Intake 183)**

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

**Figure 2 (a). Levels of Student satisfaction with CIP Module, BA in Applied Policing (Intake 183)**

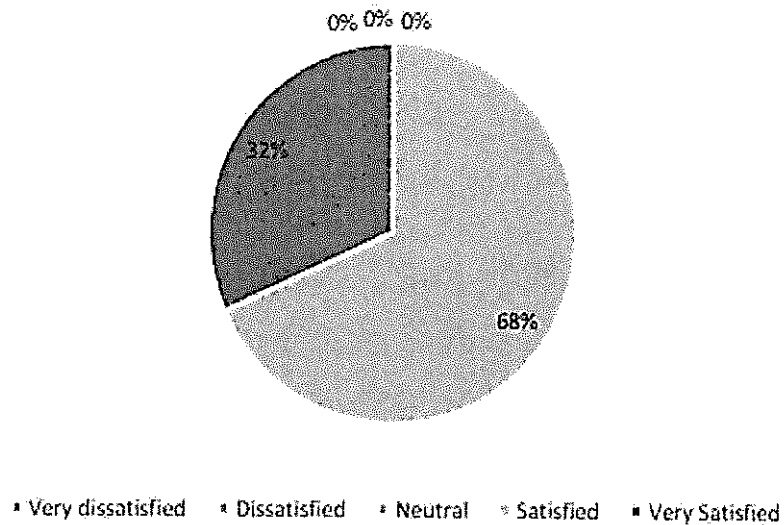
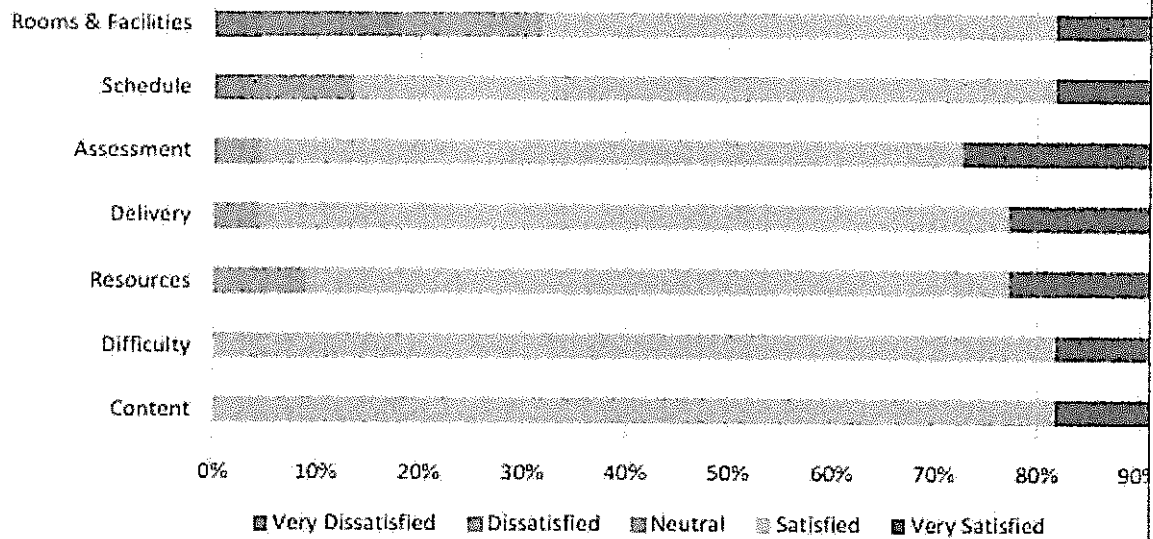


Figure 2 (b) gives an overview of student feedback responses to a selection of seven aspects of the CIP module of the BA in Applied Policing. The majority of student feedback in respect of the CIP module was positive with responses ranging between a 68% level of satisfaction (Rooms & Facilities) and a 100% level of satisfaction (Content, Difficulty). Levels of expressed dissatisfaction ranged between 5% (Schedule) and 18% (Rooms & Facilities).

**Figure 2 (b). Levels of student satisfaction with aspects of CIP Module, BA in Applied Policing (Intake 183)**



**Foundation of Policing (FOP) Module, BA in Applied Policing (Intake 183)**

Figure 3 (a) gives an overview of the overall percentage satisfaction for the FOP module with a total of 92% of respondents expressing a level of satisfaction.

**Figure 3(a). Levels of Student satisfaction with FOP Module, BA in Applied Policing. (Intake 183)**

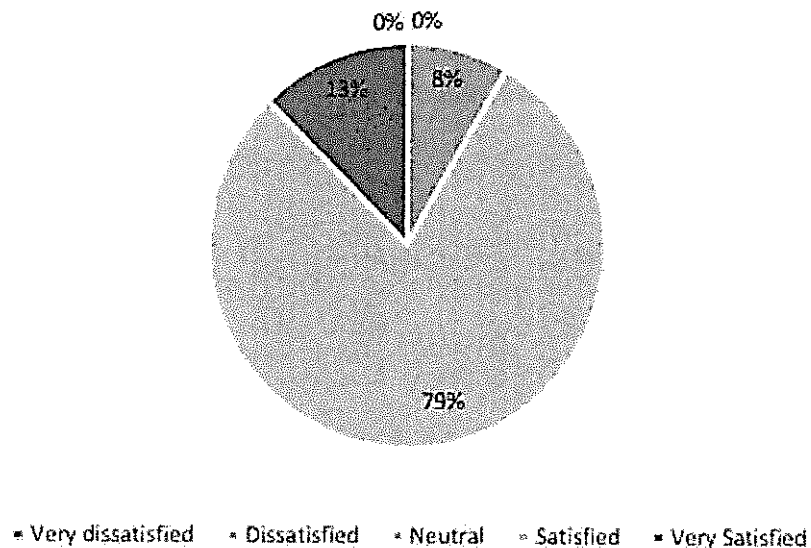
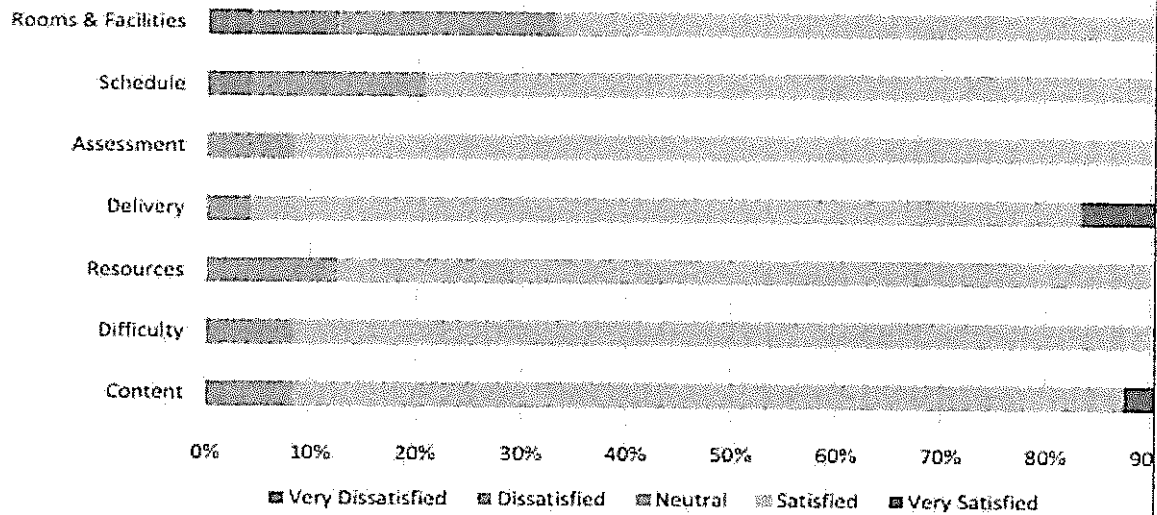


Figure 3 (b) gives an overview of student feedback responses to a selection of seven aspects of the FOP module of the BA in Applied Policing. The majority of student feedback in respect of the FOP module was positive with responses ranging between a 67% level of

satisfaction (Rooms & Facilities) and a 96% level of satisfaction (Delivery). Levels of expressed dissatisfaction ranged between 4% (Schedule) and 12% (Rooms & Facilities).

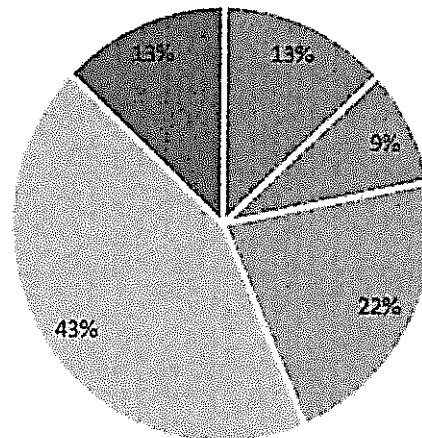
**Figure 3(b). Levels of Student satisfaction with aspects of the FOP Module, BA in Applied Policing (Intake 183)**



**Gaeilge Module (Gaeilge), BA in Applied Policing (Intake 183)**

Figure 4 (a) gives an overview of the overall percentage satisfaction for the Gaeilge module with a total of 56% of respondents expressing a level of satisfaction while 22% expressed a level of dissatisfaction.

**Figure 4(a). Levels of Student satisfaction with Gaeilge Module, BA in Applied Policing (Intake 183)**

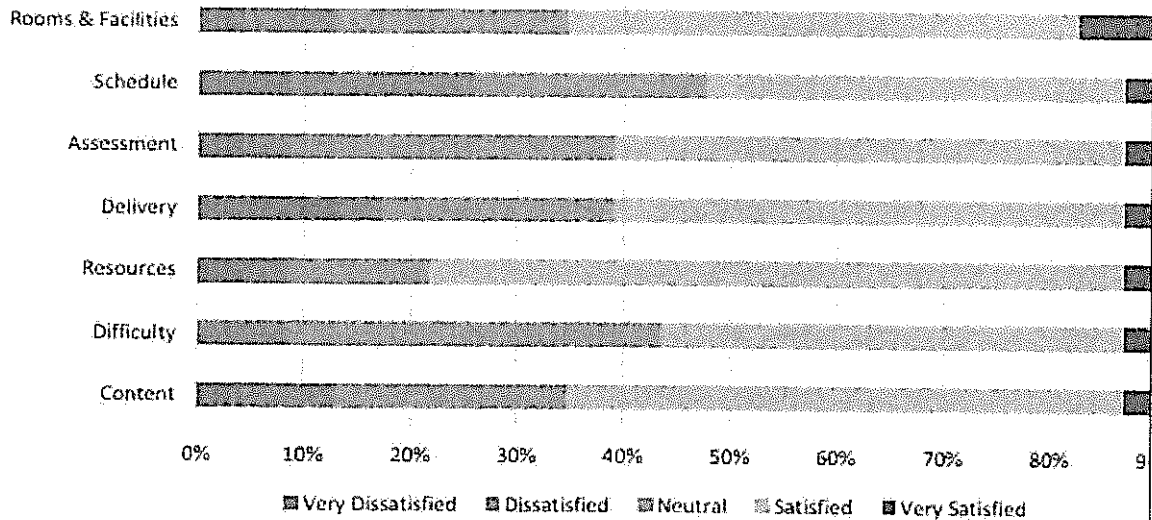


▪ Very dissatisfied ▪ Dissatisfied ▪ Neutral ▪ Satisfied ▪ Very Satisfied

Figure 4 (b) gives an overview of student feedback responses to a selection of seven aspects of the Gaeilge module of the BA in Applied Policing. Student feedback in respect of aspects

of the Gaelige module was mainly positive with responses ranging between a 52% level of satisfaction (Schedule) and a 78% level of satisfaction (Resources). Levels of expressed dissatisfaction ranged between 8% (Assessment) and 26% (Schedule) for the Gaelige module.

**Figure 4(b). Levels of Student satisfaction with aspects of the Gaelige Module  
BA in Applied Policing (Intake 183)**



**Officer & Public Safety (OPS) Module, BA in Applied Policing (Intake 183)**

Figure 5 (a) gives an overview of the overall percentage satisfaction for the OPS module with a total of 91% of respondents expressing a level of satisfaction.

**Figure 5(a). Levels of Student satisfaction with OPS Module,  
BA in Applied Policing (Intake 183)**

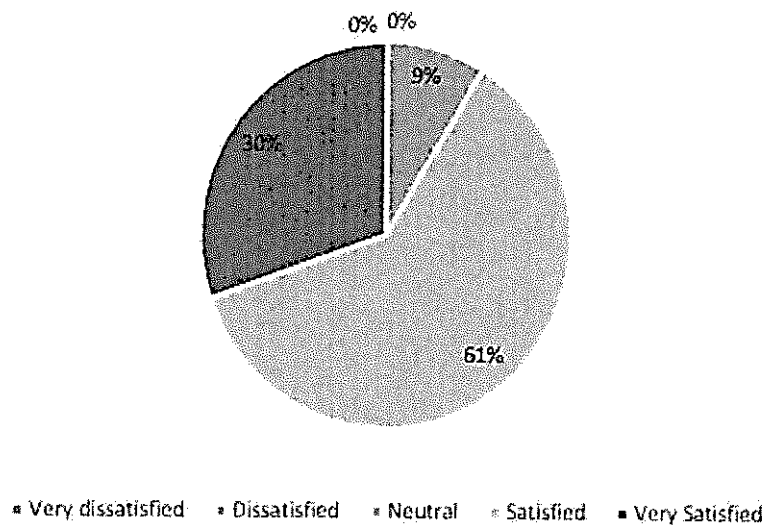
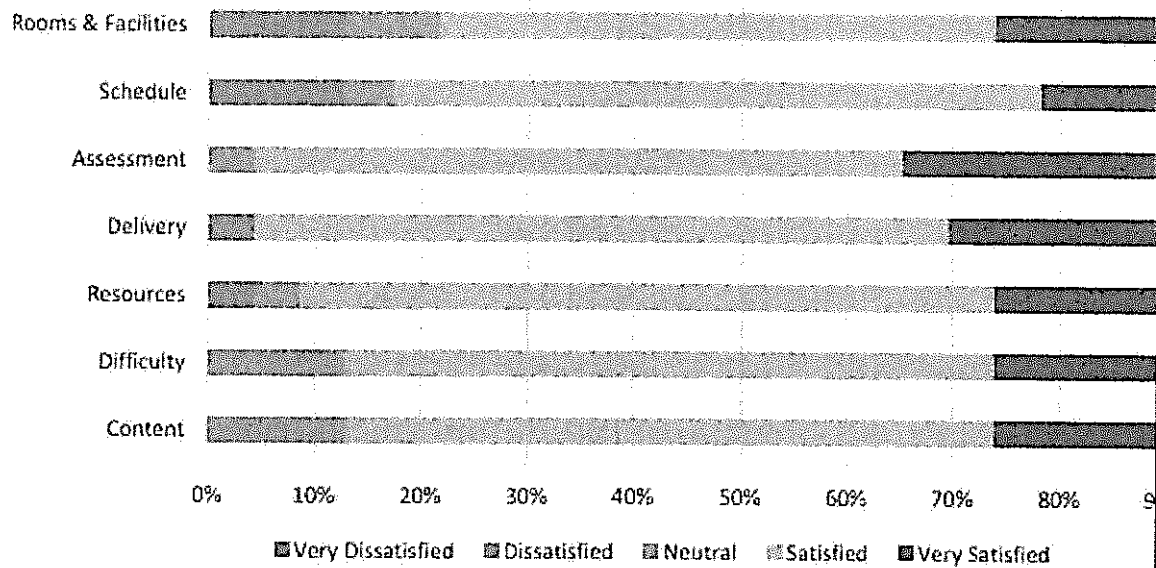


Figure 5 (b) gives an overview of student feedback responses to a selection of seven aspects of the OPS module of the BA in Applied Policing. The majority of student feedback in

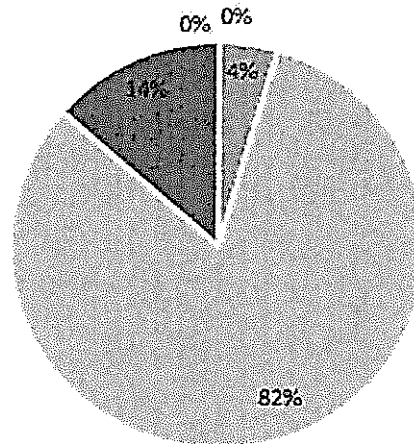
respect of aspects of the OPS module was positive with responses ranging between a 78% level of satisfaction (Rooms & Facilities) and a 96% level of satisfaction (Assessment, Delivery). Levels of expressed dissatisfaction ranged between 4% (Delivery) and 13% (Rooms & Facilities, Schedule).

**Figure 5(b). Levels of Student satisfaction with aspects of the OPS Module in Applied Policing (Intake 183).**



**Professional Competence 1 (PC1) Module, BA in Applied Policing (Intake 183)**  
 Figure 6 (a) gives an overview of the overall percentage satisfaction for the PC1 module with a total of 96% of respondents expressing a level of satisfaction.

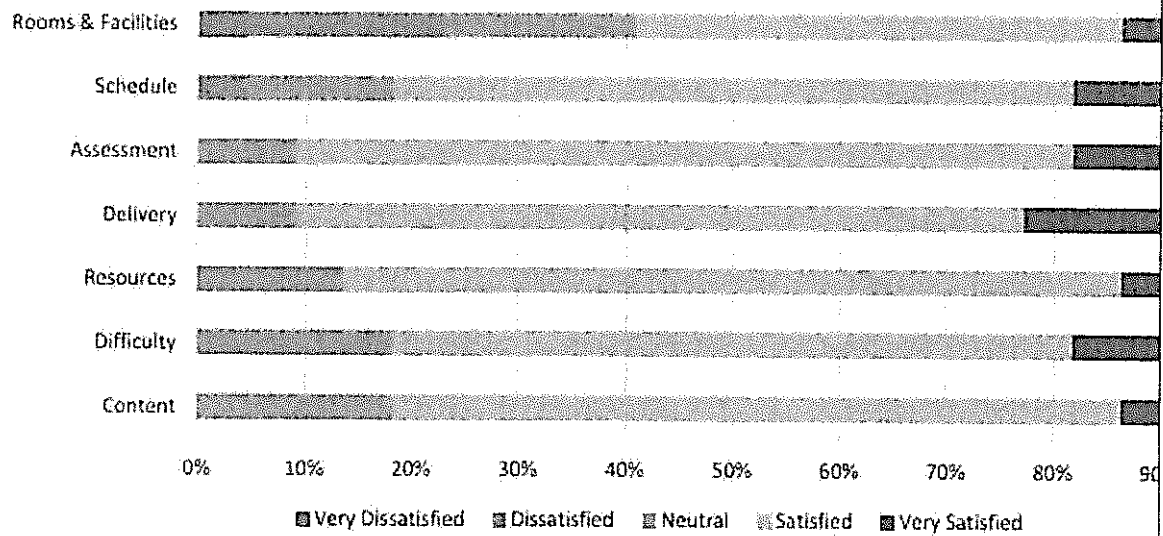
**Figure 6(a). Levels of Student satisfaction with PC1 Module, BA in Applied Policing (Intake 183)**



■ Very dissatisfied ■ Dissatisfied ■ Neutral ■ Satisfied ■ Very Satisfied

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 in respect of aspects of the PC1 module was positive with responses ranging between a 59% level of satisfaction (Rooms & Facilities) and a 91% level of satisfaction (Assessment, Delivery). Levels of expressed dissatisfaction ranged between 4% (Schedule) and 23% (Rooms & Facilities).

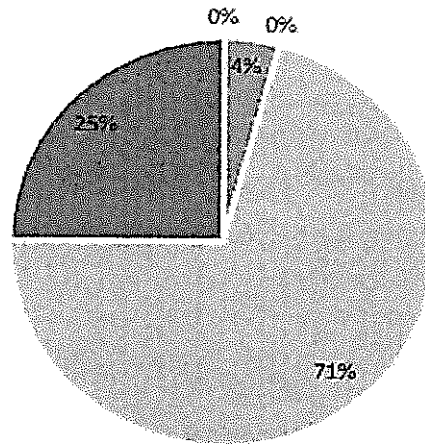
**Figure 6(b). Levels of Student satisfaction with aspects of the PC1 Module, BA in Applied Policing (Intake 183)**



**Policing with Communities (PWC) Module, BA in Applied Policing (Intake 183)**

Figure 7 (a) gives an overview of the overall percentage satisfaction for the PWC module with a total of 96% of respondents expressing a level of satisfaction and 4% expressing dissatisfaction.

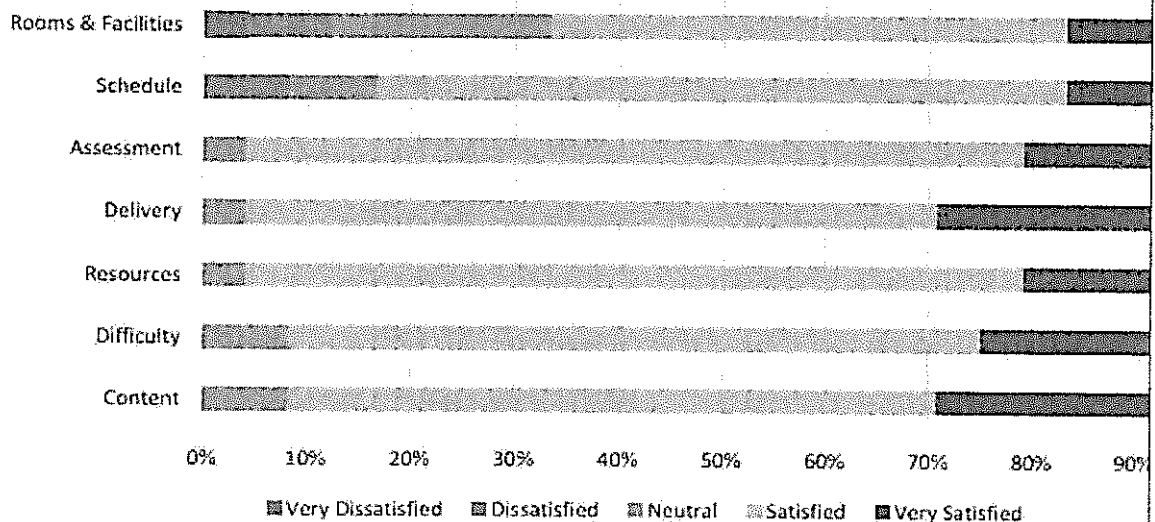
**Figure 7 (a). Levels of Student satisfaction with PWC Module, BA in Applied Policing (Intake 183)**



■ Very dissatisfied ■ Dissatisfied ■ Neutral ■ Satisfied ■ Very Satisfied

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 in respect of aspects of the PWC module was positive with responses ranging between a 67% level of satisfaction (Rooms & Facilities) and a 96 % level of satisfaction (Assessment, Delivery, Resources). Levels of expressed dissatisfaction ranged between 8% (Schedule) and 12% (Rooms & Facilities).

**Figure 7 (b). Levels of Student satisfaction with aspects of the PWC Module, BA in Applied Policing (Intake 183)**



**Policing with Communities (RP) Module, BA in Applied Policing (Intake 183)**



Figure 8 (a) gives an overview of the overall percentage satisfaction for the RP module with a total of 100% of respondents expressing a level of satisfaction.

**Figure 8 (a). Levels of Student satisfaction with RP Module, BA in Applied Policing (Intake 183)**

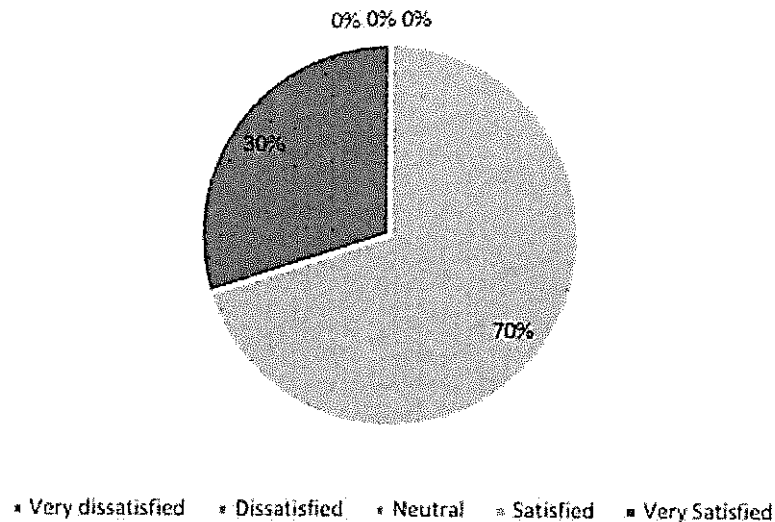
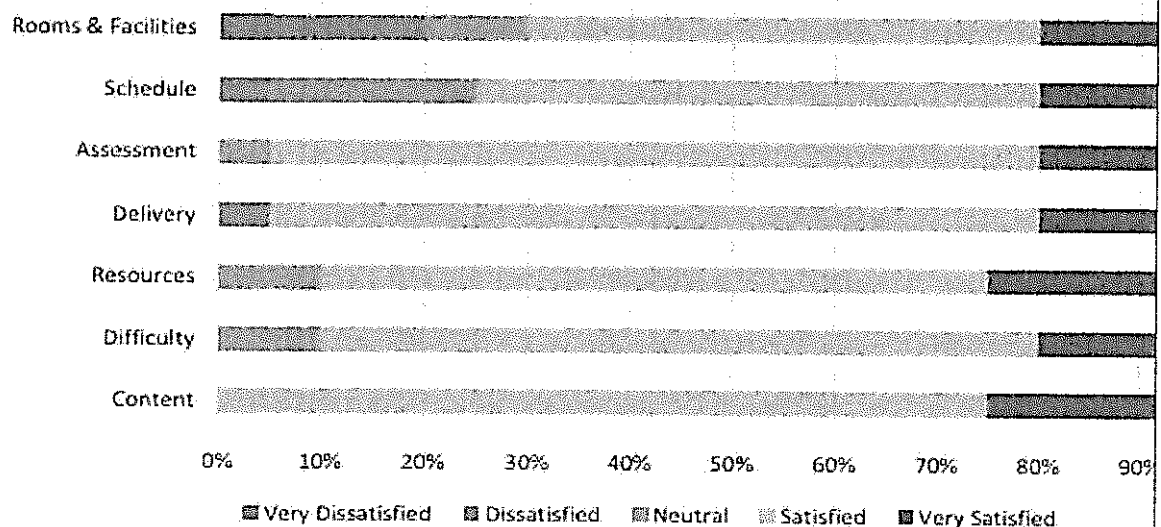


Figure 8 (b) gives an overview of student feedback responses to a selection of seven aspects of the RP module of the BA in Applied Policing. The majority of student feedback in respect of aspects of the RP module was positive with responses ranging between 70% level of satisfaction (Rooms & Facilities) and a 100% level of satisfaction (Content). Levels of expressed dissatisfaction ranged between 5% (Delivery, Schedule) and 20% (Rooms & Facilities).

**Figure 8 (b). Levels of student satisfaction with aspects of RP Module, BA in Applied Policing (Intake 183)**



**Station Roles & Responsibilities (SRR) Module, BA in Applied Policing (Intake 183)**  
Figure 9 (a) gives an overview of the overall percentage satisfaction for the SRR module with a total of 87% of respondents expressing a level of satisfaction with 4% expressing dissatisfaction.

**Figure 9 (a). Levels of Student Satisfaction with SRR Module, BA in Applied Policing (Intake 183)**

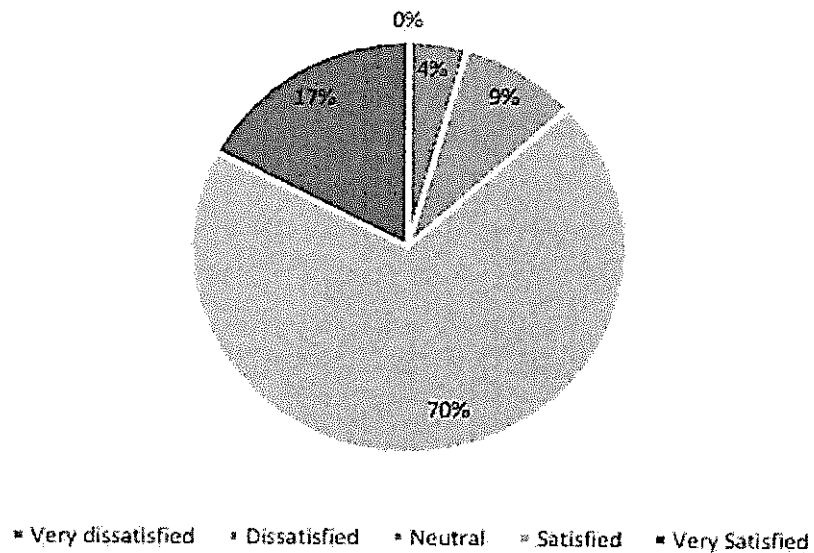
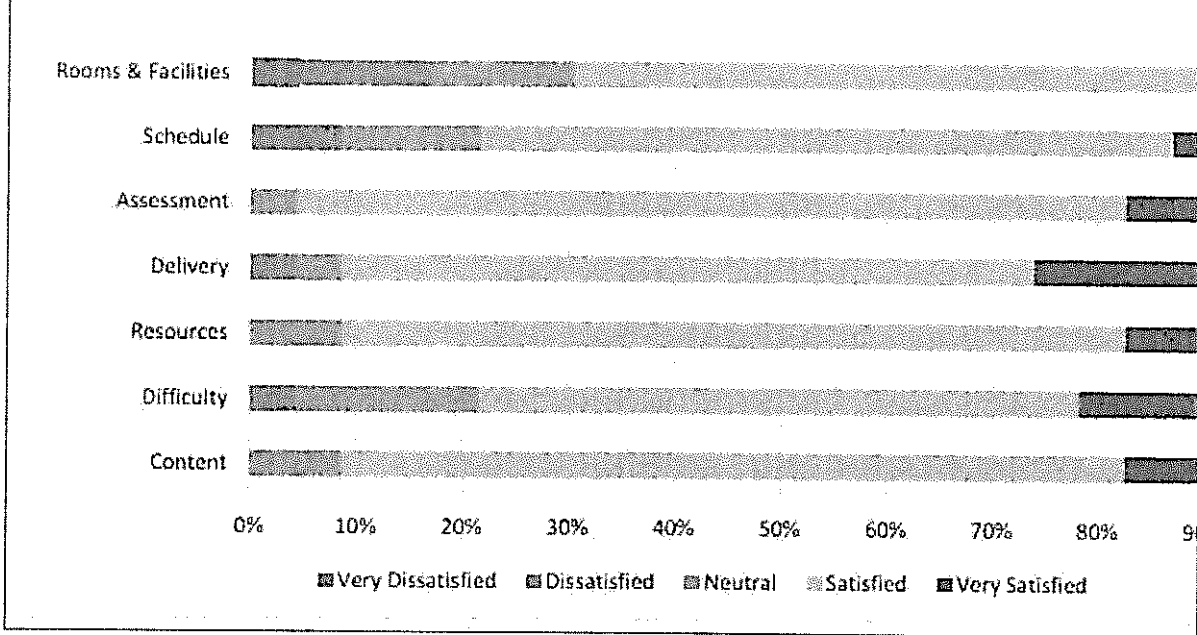


Figure 9 (b) gives an overview of student feedback responses to a selection of seven aspects of the SRR module of the BA in Applied Policing. The majority of student feedback in respect of aspects of the SRR module was positive with responses ranging between a 70% level of satisfaction (Rooms & Facilities) and a 96% level of satisfaction (Assessment). Levels of expressed dissatisfaction ranged between 4% (Delivery, Difficulty) and 17% (Rooms & Facilities).

**Figure 9(b). Levels of Student satisfaction with aspects of the SRR Module  
BA in Applied Policing (Intake 183)**



**Version (29/8/20), Confidential Report of GC MSS Student  
Survey Feedback for BA in Applied Policing  
(Intake 184)**

**Introduction**

In the spirit of best practice in Quality Assurance and QQI regulations, this confidential summary of GC student feedback for Module Satisfaction Survey findings (Intake 184) 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 8th May 2019 and the 8th June 2019. Table 1 gives an overview of response rates for the GC student MSS survey for Intake 184, with survey response rates falling between 0.9% and 9.1% for the eight modules.

**Table 1. GC MSS student survey response rates for modules of BA in Applied Policing (Intake 184)**

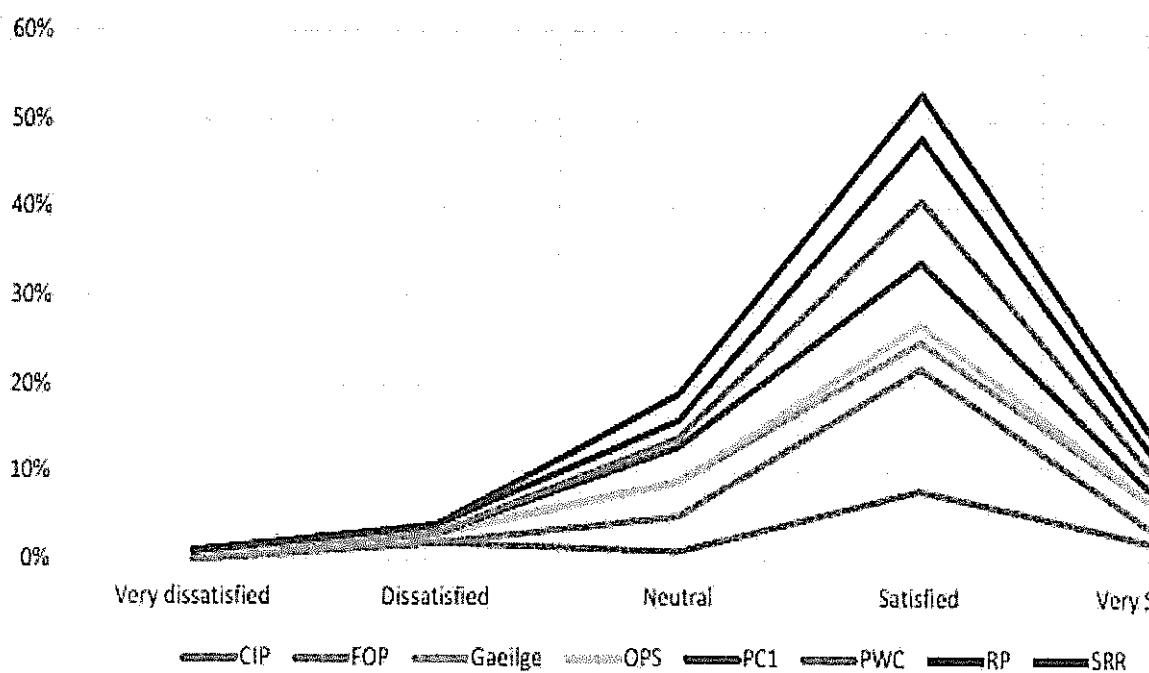
Crime & Incident Policing - No. of Respondents = 13, Sample Size = 207, Response Rate = 6.2%
Foundation of Policing - No. of Respondents = 19, Sample Size = 207, Response Rate = 9.1%
Gaeilge Module - No. of Respondents = 12, Sample Size = 207, Response Rate = 5.7%
Officer & Public Safety - No. of Respondents = 2, Sample Size = 207, Response Rate = 0.9%
Professional Competence 1 - No. of Respondents = 12, Sample Size = 207, Response Rate = 5.7%
Policing With Communities - No. of Respondents = 10, Sample Size = 207, Response Rate = 4.8%
Roads Policing - No. of Respondents = 12, Sample Size = 207, Response Rate = 5.7%
Station Roles & Responsibilities - No. of Respondents = 10, Sample Size = 207, Response Rate = 4.8%

**Table 2. Overview percentage student satisfaction for each of eight modules, BA in Applied Policing**

Module	Percentage Satisfaction
Crime & Incident Policing (CIP)	77%
Foundation of Policing (FOP)	79%
Gaeilge (Gaeilge)	50%
Officer & Public Safety (OPS)	100%
Professional Competence 1 (PC1)	66%
Policing With Communities (PWC)	90%
Roads Policing (RP)	75%
Station Roles & Responsibilities (SRR)	70%

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 50% and 100%. Figure 1 gives an overview of the distribution of percentage 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.

**Figure 1. Overview of distribution of percentage levels of student satisfaction, for eight constituent modules of BA in Applied Policing (Intake 184)**



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 184).

### **Crime & Incident Policing (CIP) Module (Intake 184)**

Figure 2 (a) gives an overview of the overall percentage satisfaction for the CIP module with a total of 77% of respondents expressing a level of satisfaction with 15% expressing dissatisfaction.

**Figure 2 (a). Levels of Student satisfaction with CIP Module, BA in Applied Policing (Intake 184)**

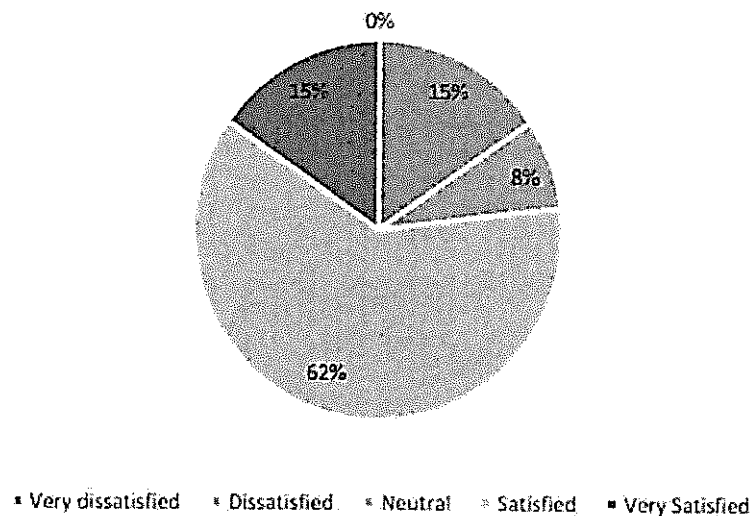
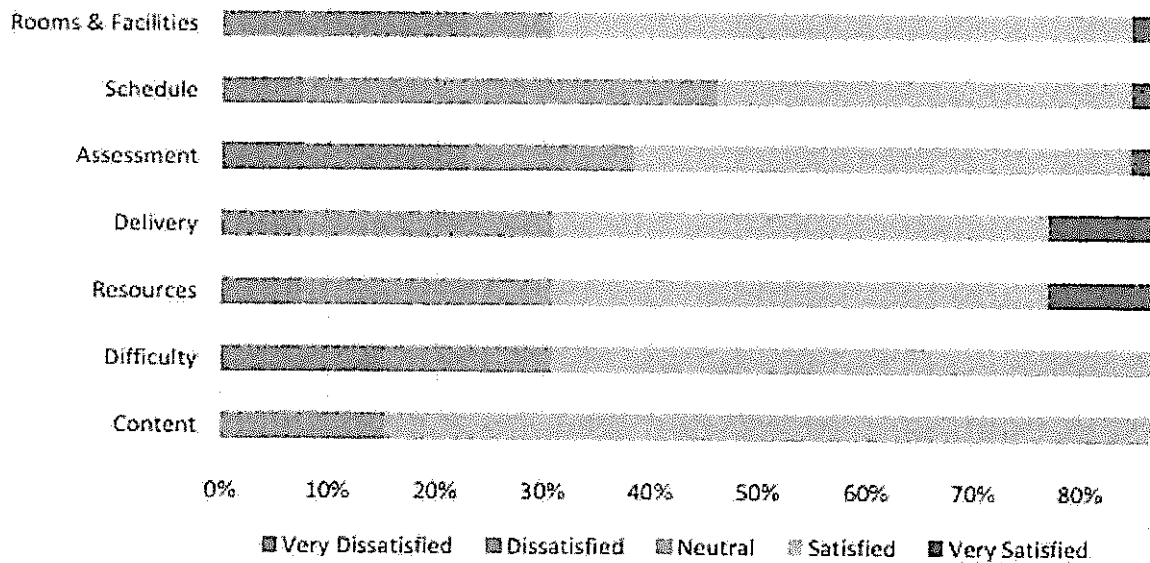


Figure 2 (b) gives an overview of student feedback responses to a selection of seven aspects of the CIP module of the BA in Applied Policing. The majority of student feedback in respect of the CIP module was positive with responses ranging between a 53% level of satisfaction (Schedule) and an 85% level of satisfaction (Content). Levels of expressed dissatisfaction ranged between 8% (Schedule, Delivery, Resources) and 24% (Assessment).

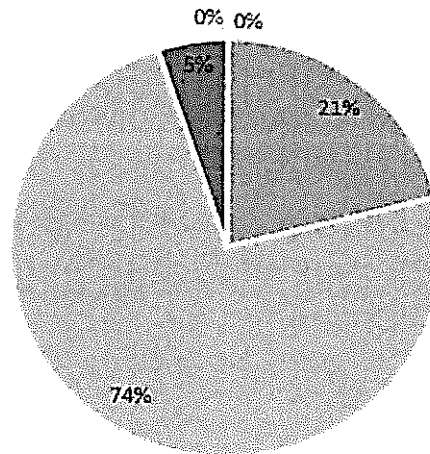
**Figure 2 (b). Levels of student satisfaction with aspects of CIP Module, BA in Applied Policing (Intake 184)**



**Foundation of Policing (FOP) Module, BA in Applied Policing (Intake 184)**

Figure 3 (a) gives an overview of the overall percentage satisfaction for the FOP module with a total of 79% of respondents expressing a level of satisfaction.

**Figure 3(a). Levels of Student satisfaction with FOP Module, BA in Applied Policing. (Intake 184)**

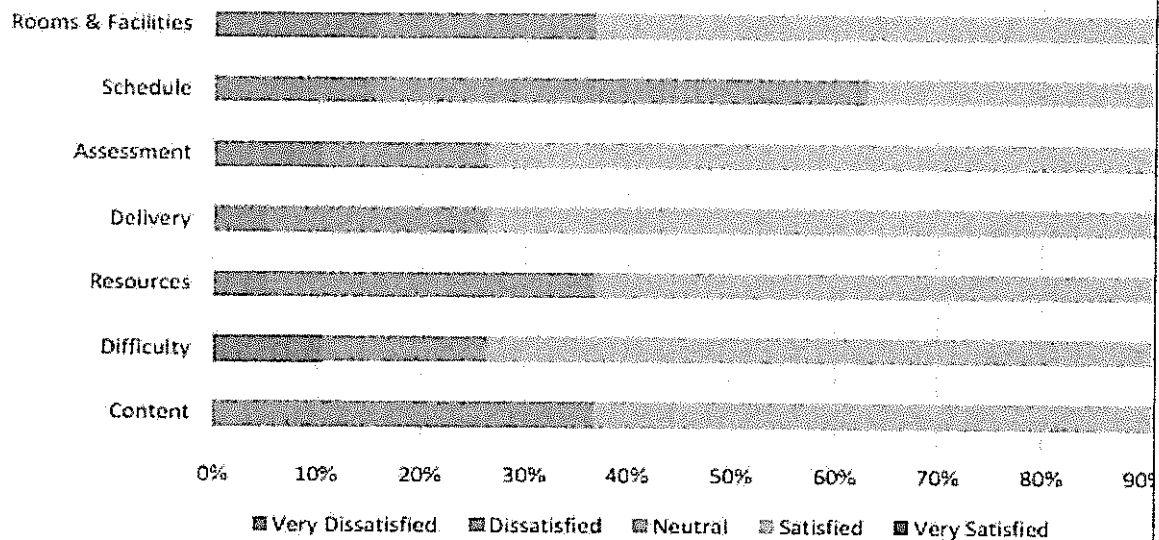


• Very dissatisfied • Dissatisfied • Neutral • Satisfied • Very Satisfied

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 37% level of satisfaction (Schedule) and a 74% level of satisfaction (Delivery). Levels of expressed

dissatisfaction ranged between 5% (Delivery, Resources) and 16% (Rooms & Facilities, Schedule).

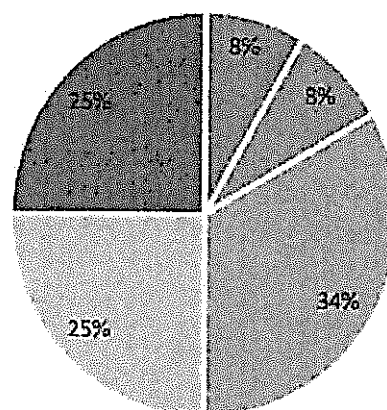
**Figure 3(b). Levels of Student satisfaction with aspects of the FOP Module, BA in Applied Policing (Intake 184)**



**Gaeilge Module (Gaeilge), BA in Applied Policing (Intake 184)**

Figure 4 (a) gives an overview of the overall percentage satisfaction for the Gaeilge module with a total of 50% of respondents expressing a level of satisfaction while 16% expressed a level of dissatisfaction.

**Figure 4(a). Levels of Student satisfaction with Gaeilge Module, BA in Applied Policing (Intake 184)**



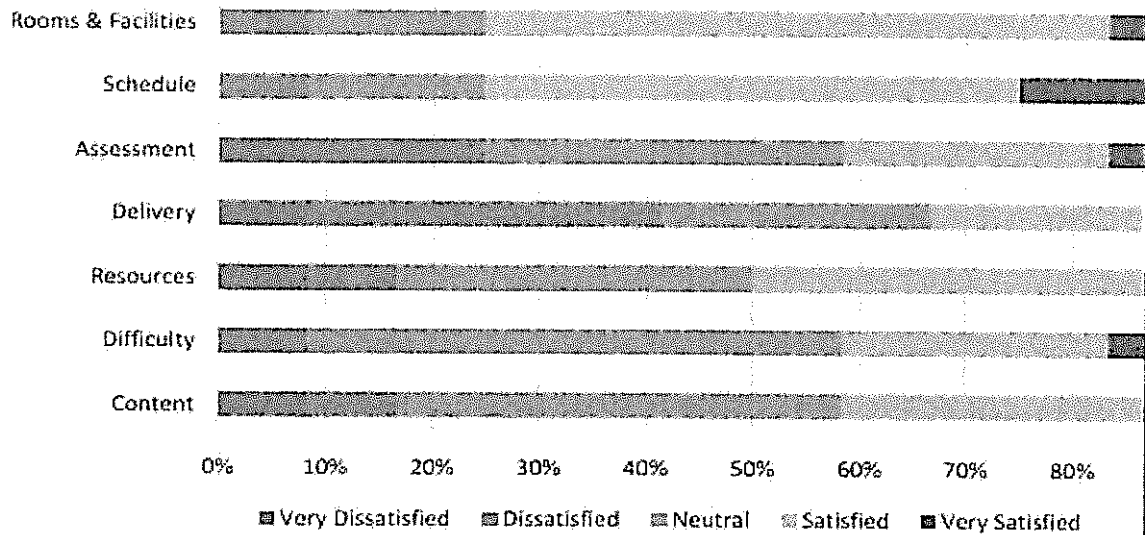
Very dissatisfied Dissatisfied Neutral Satisfied Very Satisfied

Figure 4 (b) gives an overview of student feedback responses to a selection of seven aspects of the Gaeilge module of the BA in Applied Policing. Student feedback in respect of aspects



of the Gaeilge module was mainly positive with responses ranging between a 33% level of satisfaction (Delivery) and a 75% level of satisfaction (Rooms & Facilities, Schedule). Levels of expressed dissatisfaction ranged between 8% (Difficulty, Rooms & Facilities, Schedule) and 44% (Delivery) for the Gaeilge module.

**Figure 4(b). Levels of Student satisfaction with aspects of the Gaeilge Module, BA in Applied Policing (Intake 184)**



**Officer & Public Safety (OPS) Module, BA in Applied Policing (Intake 184)**

Figure 5 (a) gives an overview of the overall percentage satisfaction for the OPS module with a total of 100% of respondents expressing a level of satisfaction.

**Figure 5(a). Levels of Student satisfaction with OPS Module, BA in Applied Policing (Intake 184)**

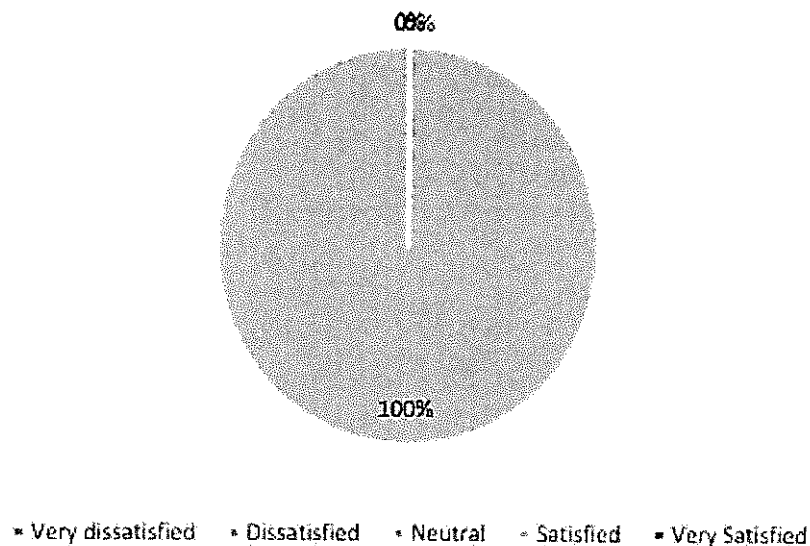
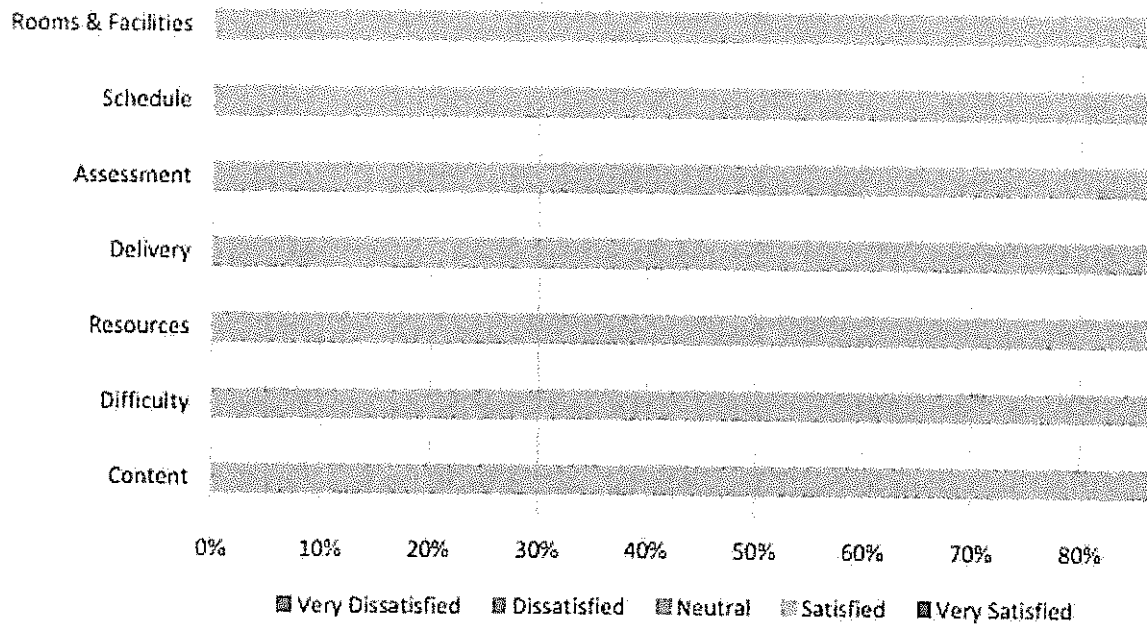


Figure 5 (b) gives an overview of student feedback responses to a selection of seven aspects of the OPS module of the BA in Applied Policing. There was 100% expressed satisfaction on each of the seven aspects of the OPS module.

**Figure 5(b). Levels of Student satisfaction with aspects of the OPS Module, BA in Applied Policing (Intake 184).**



**Professional Competence 1 (PC1) Module, BA in Applied Policing (Intake 184)**

Figure 6 (a) gives an overview of the overall percentage satisfaction for the PC1 module with a total of 66% of respondents expressing a level of satisfaction.

**Figure 6(a). Levels of Student satisfaction with PC1 Module, BA in Applied Policing (Intake 184)**

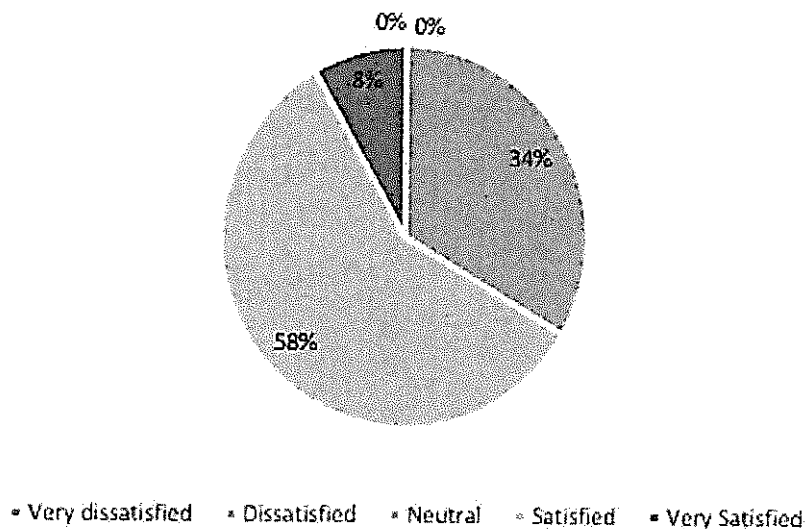
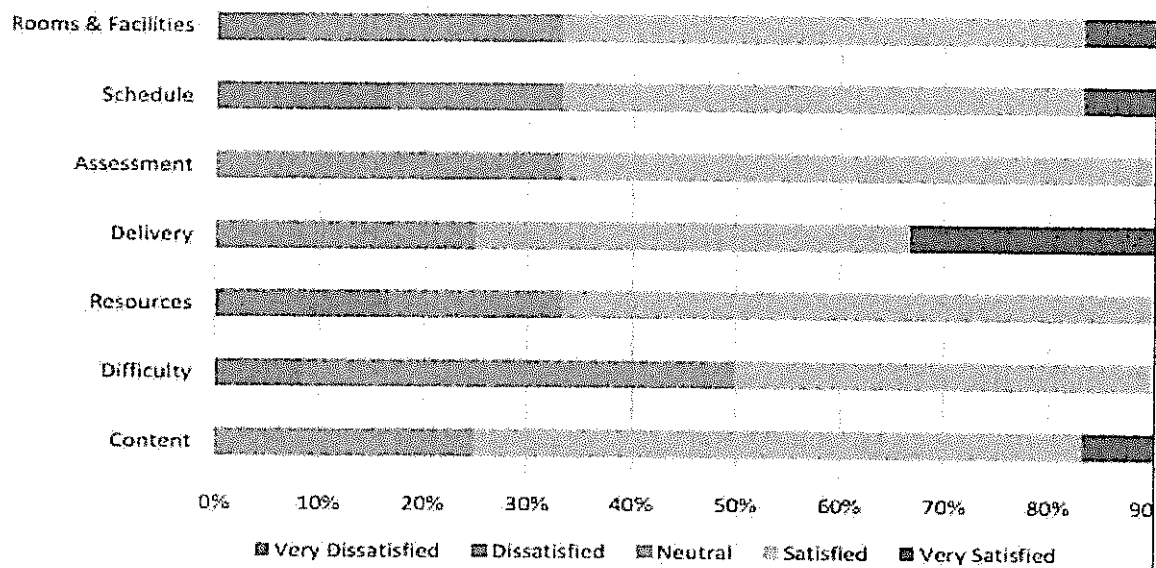


Figure 6 (b) gives an overview of student feedback responses to a selection of seven aspects of the PC1 module of the BA in Applied Policing. The majority of student feedback in respect of aspects of the PC1 module was positive with responses ranging between a 50% level of satisfaction (Difficulty) and a 75% level of satisfaction (Content, Delivery). Levels of expressed dissatisfaction ranged between 8% (Difficulty, Rooms & Facilities) and 17% (Resources).

**Figure 6(b). Levels of Student satisfaction with aspects of the PC1 Module. BA in Applied Policing (Intake 184)**



**Policing with Communities (PWC) Module, BA in Applied Policing (Intake 184)**  
 Figure 7 (a) gives an overview of the overall percentage satisfaction for the PWC module with a total of 90% of respondents expressing a level of satisfaction.

**Figure 7 (a). Levels of Student satisfaction with PWC Module, BA in Applied Policing (Intake 184)**

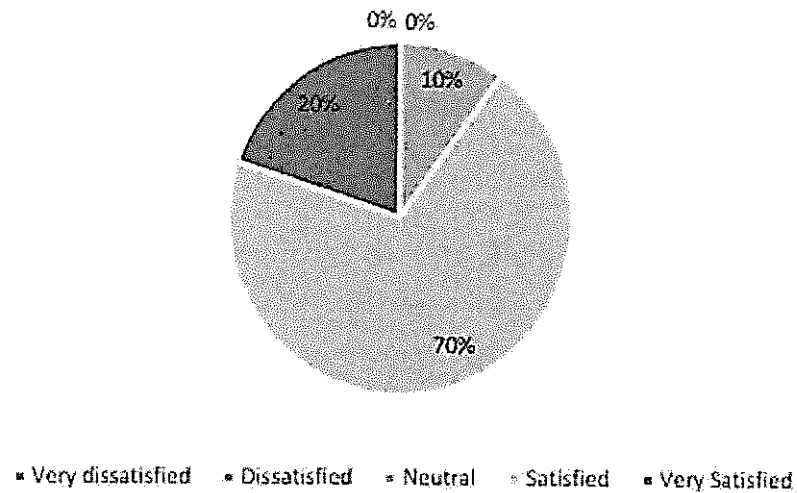
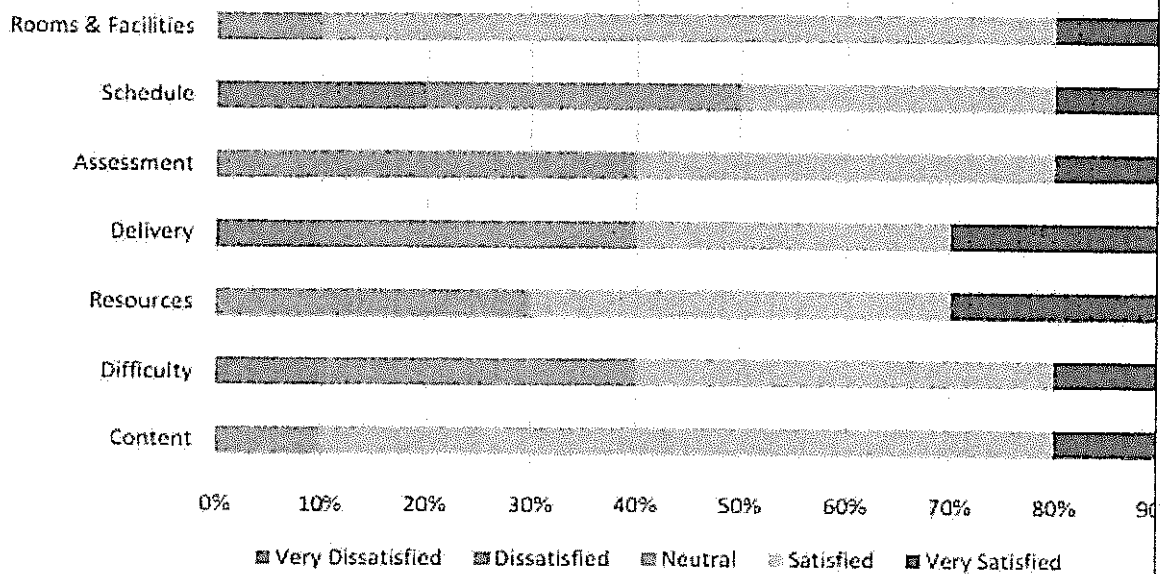


Figure 7 (b) gives an overview of student feedback responses to a selection of seven aspects of the PWC module of the BA in Applied Policing. The majority of student feedback in respect of aspects of the PWC module was positive with responses ranging between a 50% level of satisfaction (Schedule) and a 90% level of satisfaction (Rooms & Facilities, Content). Levels of expressed dissatisfaction ranged between 10% (Delivery, Difficulty) and 20% (Schedule).

**Figure 7 (b). Levels of Student satisfaction with aspects of the PWC Module, BA in Applied Policing (Intake 184)**



**Policing with Communities (RP) Module, BA in Applied Policing (Intake 184)**

Figure 8 (a) gives an overview of the overall percentage satisfaction for the RP module with a total of 75% of respondents expressing a level of satisfaction.

**Figure 8 (a). Levels of Student satisfaction with RP Module, BA in Applied Policing (Intake 184)**

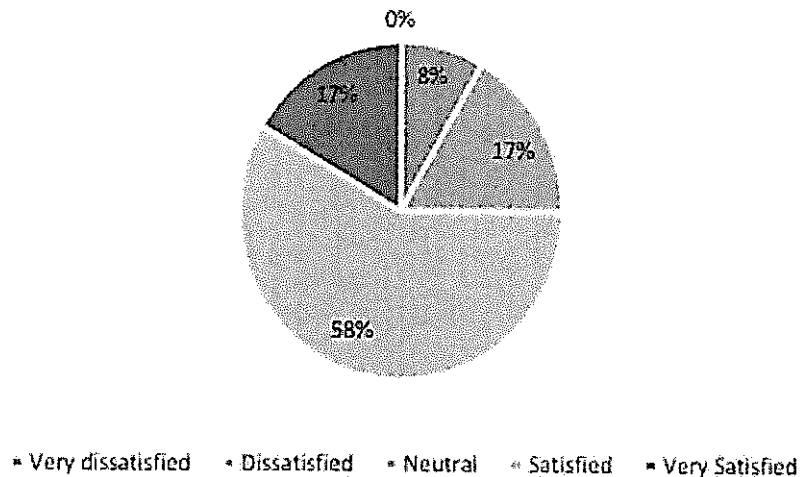
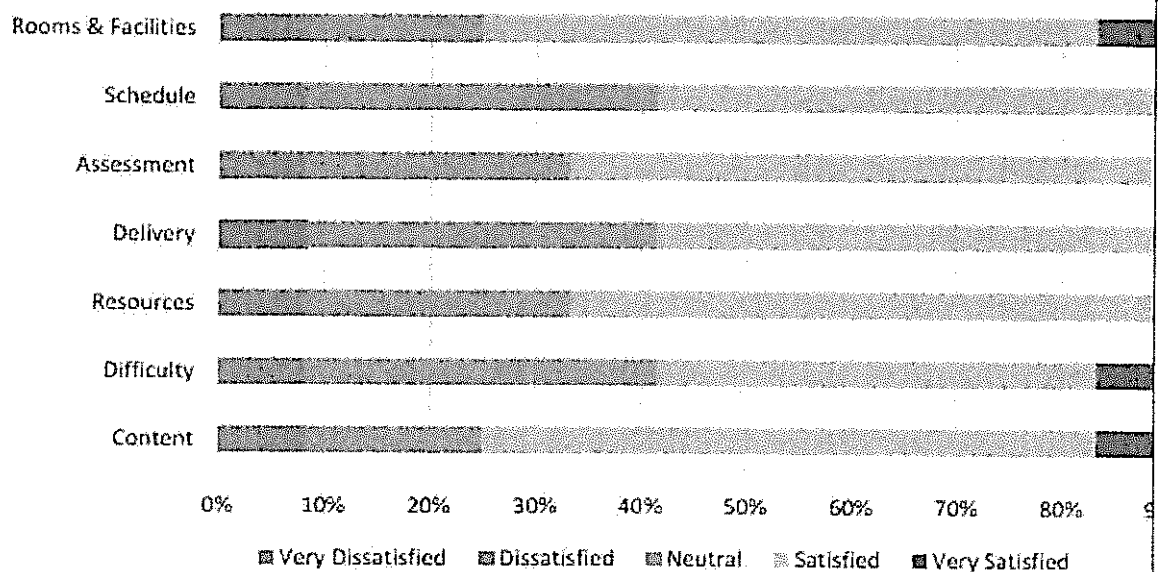


Figure 8 (b) gives an overview of student feedback responses to a selection of seven aspects of the RP module of the BA in Applied Policing. The majority of student feedback in respect of aspects of the RP module was positive with responses ranging between 58% level of satisfaction (Schedule, Delivery) and a 75% level of satisfaction (Content, Rooms & Facilities). An 8% level of dissatisfaction was expressed for each of the seven items.

**Figure 8 (b). Levels of student satisfaction with aspects of RP Module, BA in Applied Policing (Intake 184)**



**Station Roles & Responsibilities (SRR) Module, BA in Applied Policing (Intake 184)**  
 Figure 9 (a) gives an overview of the overall percentage satisfaction for the SRR module with a total of 70% of respondents expressing a level of satisfaction.

**Figure 9 (a). Levels of Student Satisfaction with SRR Module, BA in Applied Policing (Intake 184)**

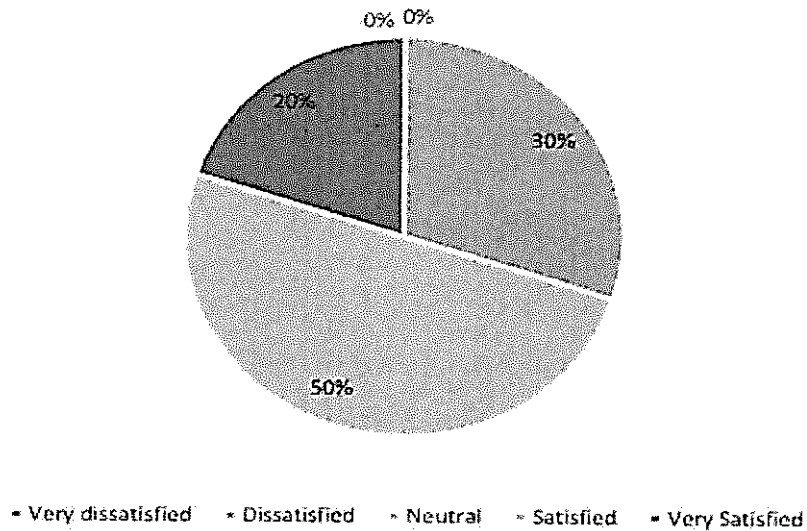
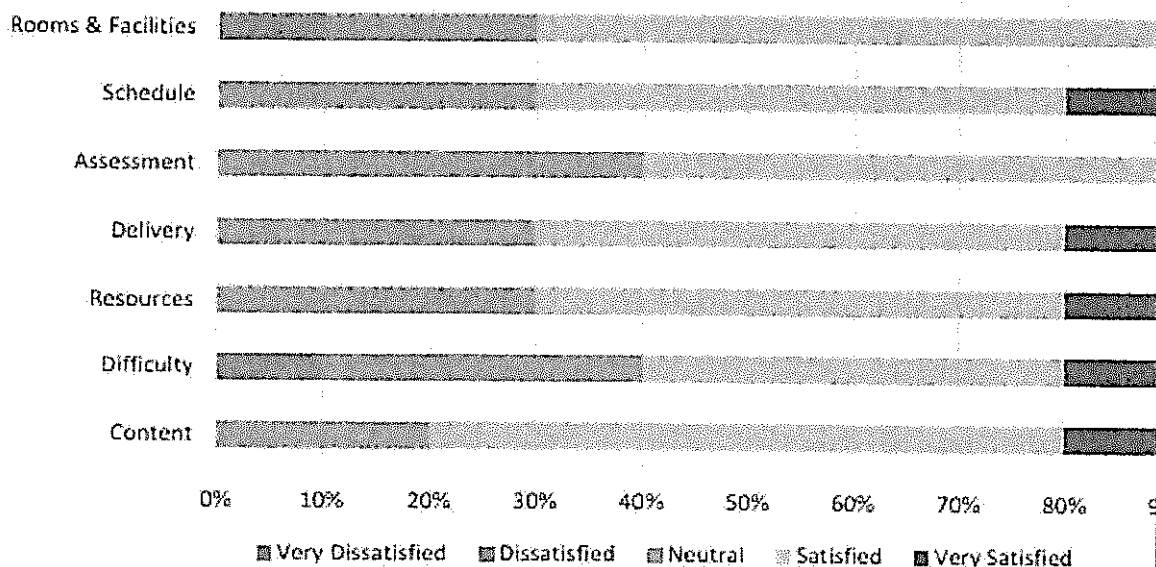


Figure 9 (b) gives an overview of student feedback responses to a selection of seven aspects of the SRR module of the BA in Applied Policing. The majority of student feedback in respect of aspects of the SRR module was positive with responses ranging between a 60% level of satisfaction (Assessment, Difficulty) and an 80% level of satisfaction (Content). Two items registered a 10% level of dissatisfaction (Rooms & Facilities, Difficulty).

**Figure 9(b). Levels of Student satisfaction with aspects of the SRR Module, BA in Applied Policing (Intake 184)**



## Version (29/8/20), Confidential Report of GC MSS Student Survey Feedback for BA in Applied Policing (Intake 191)

### 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 191) 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 25th October 2019 and the 25th November 2019. Table 1 gives an overview of response rates for the GC student MSS survey for Intake 191, with survey response rates falling between 11.5% and 16.5% for the eight modules.

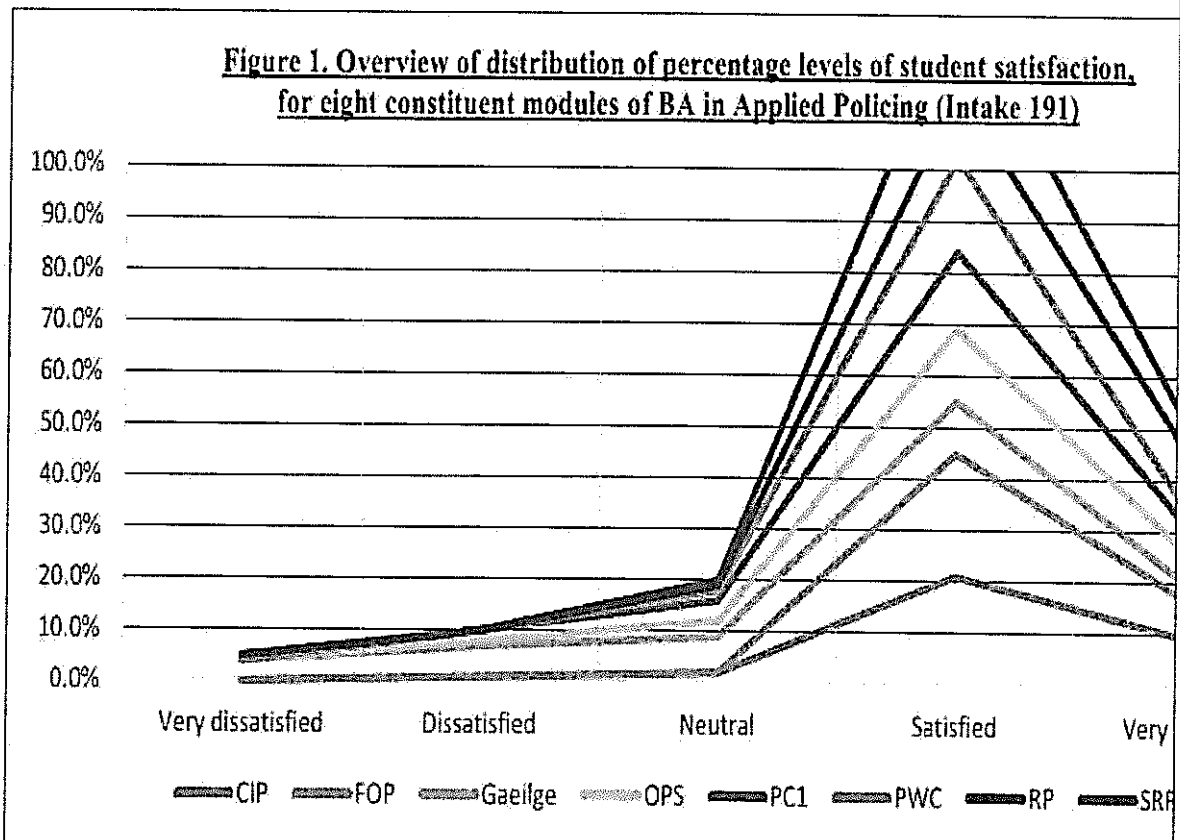
**Table 1. GC MSS student survey response rates for modules of BA in Applied Policing (Intake 191)**

Crime & Incident Policing - No. of Respondents = 33, Sample Size = 199, Response Rate = 16.5%
Foundation of Policing - No. of Respondents = 31, Sample Size = 199, Response Rate = 15.5%
Gaeilge Module - No. of Respondents = 30, Sample Size = 199, Response Rate = 15.0%
Officer & Public Safety - No. of Respondents = 24, Sample Size = 199, Response Rate = 12.0%
Professional Competence 1 - No. of Respondents = 26, Sample Size = 199, Response Rate = 13.0%
Policing With Communities - No. of Respondents = 23, Sample Size = 199, Response Rate = 11.5%
Roads Policing - No. of Respondents = 26, Sample Size = 199, Response Rate = 13.0%
Station Roles & Responsibilities - No. of Respondents = 24, Sample Size = 199, Response Rate = 12.0%

**Table 2. Overview percentage student satisfaction for each of eight modules, BA in Applied Policing (Intake 191)**

Module	Percentage Satisfaction
Crime & Incident Policing (CIP)	91%
Foundation of Policing (FOP)	100%
Gaeilge (Gaeilge)	44%
Officer & Public Safety (OPS)	83%
Professional Competence 1 (PC1)	77%
Policing With Communities (PWC)	91%
Roads Policing (RP)	92%
Station Roles & Responsibilities (SRR)	96%

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 44% and 100%. Figure 1 gives an overview of the distribution of percentage 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.



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 191).

**Crime & Incident Policing (CIP) Module (Intake 191)**

Figure 2 (a) gives an overview of the overall percentage satisfaction for the CIP module with a total of 91% of respondents expressing a level of satisfaction with 3% expressing dissatisfaction.



**Figure 2 (a). Levels of Student satisfaction with CIP Module, BA in Applied Policing (Intake 191)**

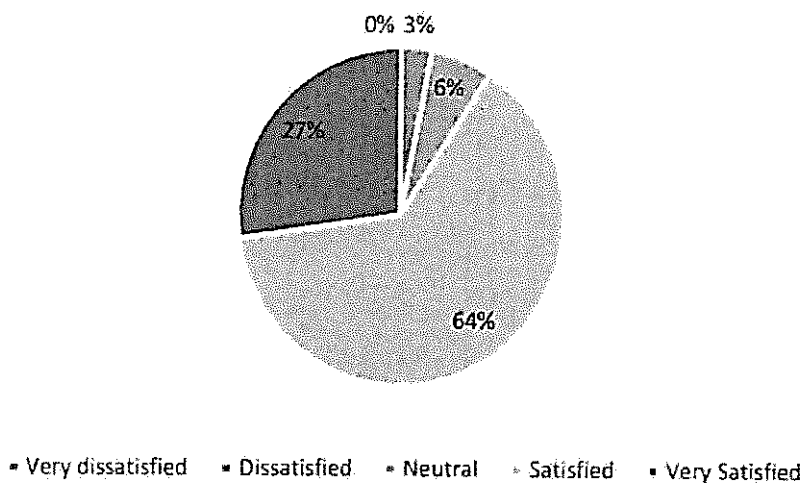
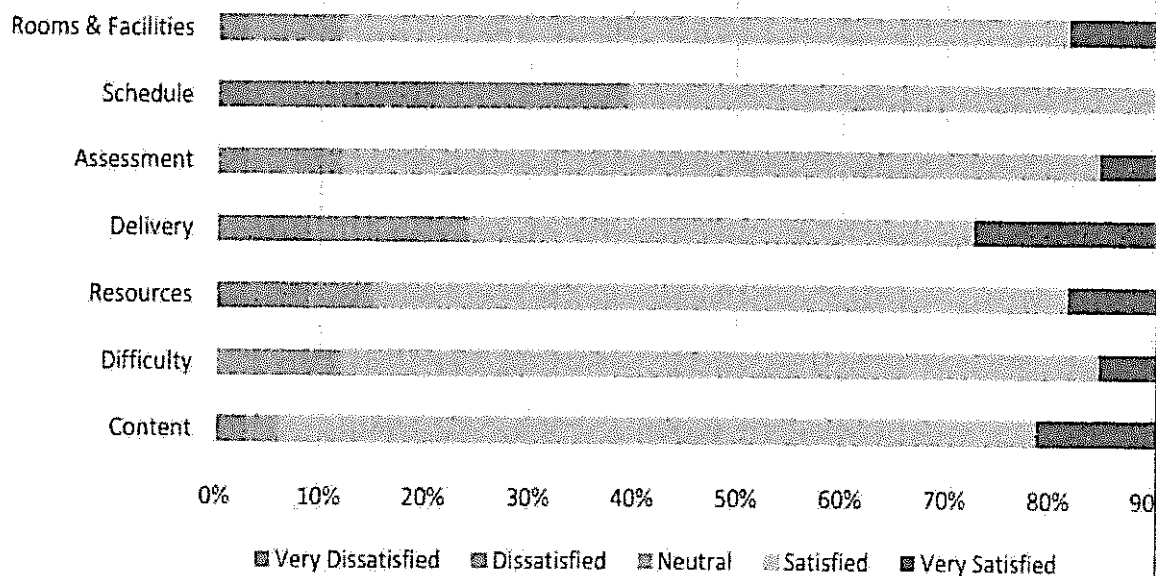


Figure 2 (b) gives an overview of student feedback responses to a selection of seven aspects of the CIP module of the BA in Applied Policing. The majority of student feedback in respect of the CIP module was positive with responses ranging between a 61% level of satisfaction (Schedule) and a 94% level of satisfaction (Content). Levels of expressed dissatisfaction ranged between 3% (Rooms & Facilities, Assessment, Content) and 21% (Schedule).

**Figure 2 (b). Levels of student satisfaction with aspects of CIP Module, BA in Applied Policing (Intake 191)**



**Foundation of Policing (FOP) Module, BA in Applied Policing (Intake 191)**

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

**Figure 3(a). Levels of Student satisfaction with FOP Module, BA in Applied Policing (Intake 191)**

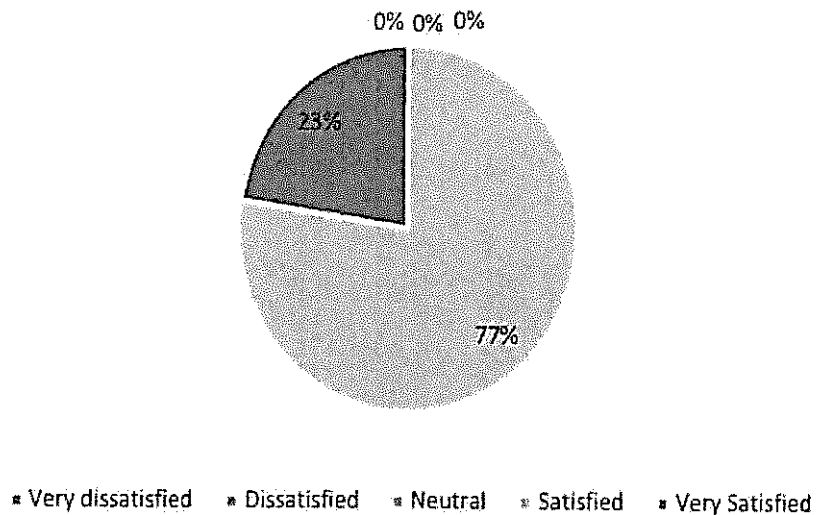
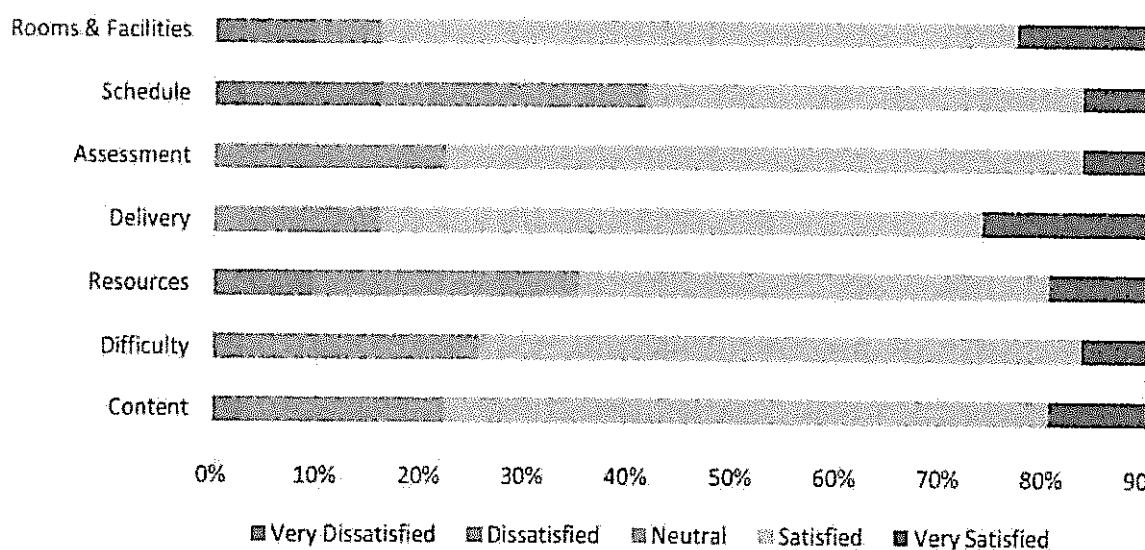


Figure 3 (b) gives an overview of student feedback responses to a selection of seven aspects of the FOP module of the BA in Applied Policing. The majority of student feedback in respect of the FOP module was positive with responses ranging between a 58% level of satisfaction (Schedule) and an 84% level of satisfaction (Delivery, Rooms & Facilities). Levels of expressed dissatisfaction ranged between 3% (Difficulty, Content) and 16% (Schedule).

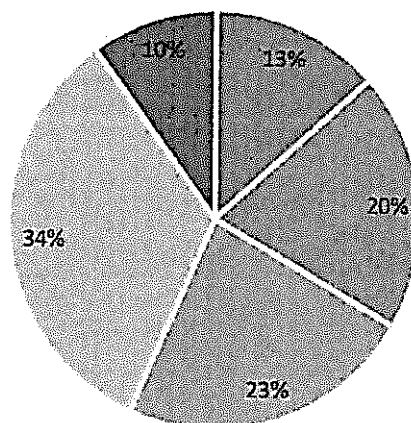
**Figure 3(b). Levels of Student satisfaction with aspects of the FOP Module, BA in Applied Policing (Intake 191)**



**Gaeilge Module (Gaeilge), BA in Applied Policing (Intake 191)**

Figure 4 (a) gives an overview of the overall percentage satisfaction for the Gaeilge module with a total of 44% of respondents expressing a level of satisfaction while 33% expressed a level of dissatisfaction.

**Figure 4(a). Levels of Student satisfaction with Gaeilge Module, BA in Applied Policing (Intake 191)**

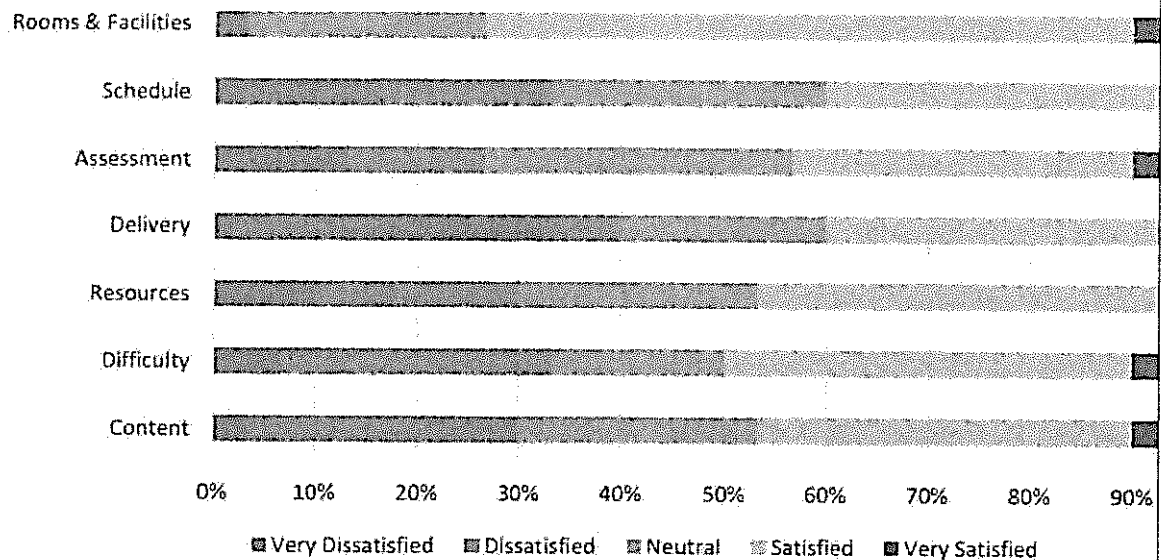


Very Dissatisfied   Dissatisfied   Neutral   Satisfied   Very Satisfied

Figure 4 (b) gives an overview of student feedback responses to a selection of seven aspects of the Gaeilge module of the BA in Applied Policing. Student feedback in respect of aspects of the Gaeilge module was positive with responses ranging between a 39% level of satisfaction (Schedule) and a 74% level of satisfaction (Rooms & Facilities). Levels

of expressed dissatisfaction ranged between 3% (Rooms & Facilities, Content) and 40% (Delivery) for the Gaeilge module.

**Figure 4(b). Levels of Student satisfaction with aspects of the Gaeilge Module, BA in Applied Policing (Intake 191)**



**Officer & Public Safety (OPS) Module, BA in Applied Policing (Intake 191)**

Figure 5 (a) gives an overview of the overall percentage satisfaction for the OPS module with a total of 83% of respondents expressing a level of satisfaction.

**Figure 5(a). Levels of Student satisfaction with OPS Module, BA in Applied Policing (Intake 191)**

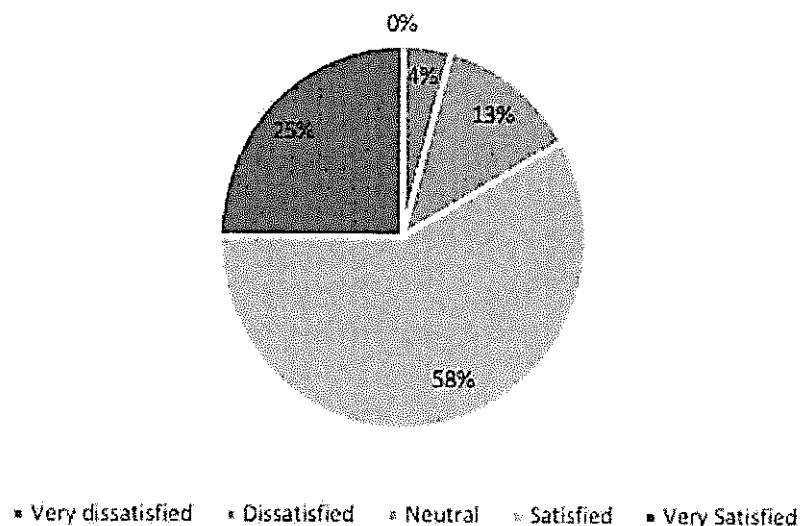
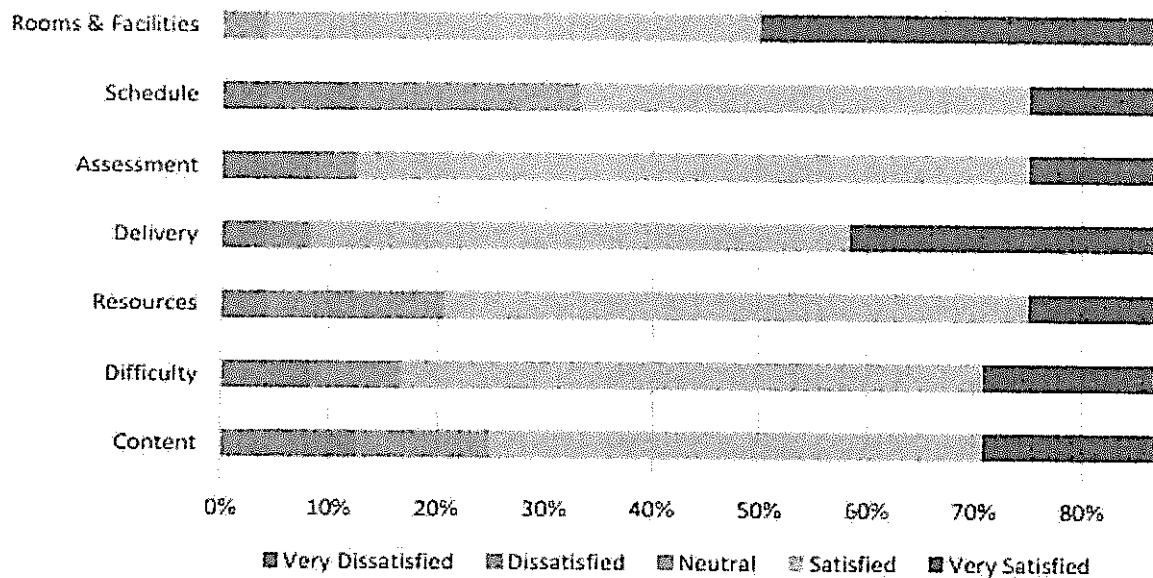


Figure 5 (b) gives an overview of student feedback responses to a selection of seven aspects of the OPS module of the BA in Applied Policing. Student feedback in respect of aspects of the OPS module was mainly positive with responses ranging between a 67% level of

satisfaction (Schedule) and a 96% level of satisfaction (Rooms & Facilities). Levels of expressed dissatisfaction ranged between 4% (Delivery, Resources) and 12% (Schedule, Content) for the OPS module.

**Figure 5(b). Levels of Student satisfaction with aspects of the OPS Module, BA in Applied Policing (Intake 191).**



**Professional Competence 1 (PC1) Module, BA in Applied Policing (Intake 191)**  
 Figure 6 (a) gives an overview of the overall percentage satisfaction for the PC1 module with a total of 77% of respondents expressing a level of satisfaction with 8% expressing dissatisfaction.

**Figure 6(a). Levels of Student satisfaction with PC1 Module, BA in Applied Policing (Intake 191)**

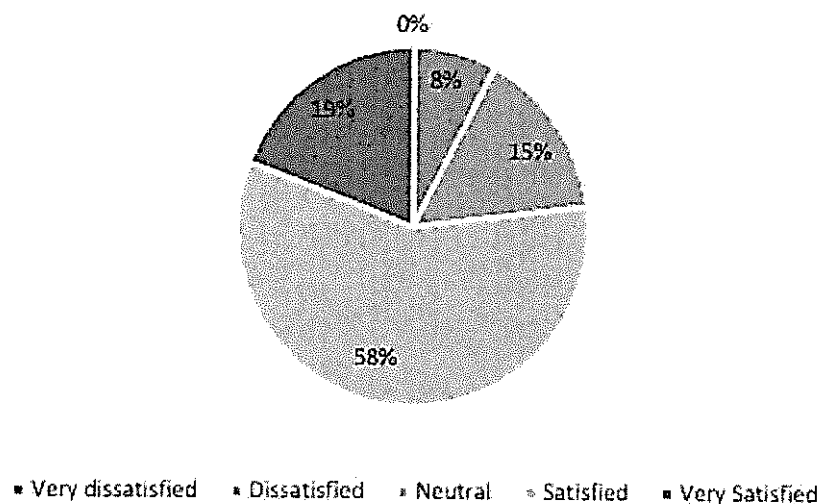
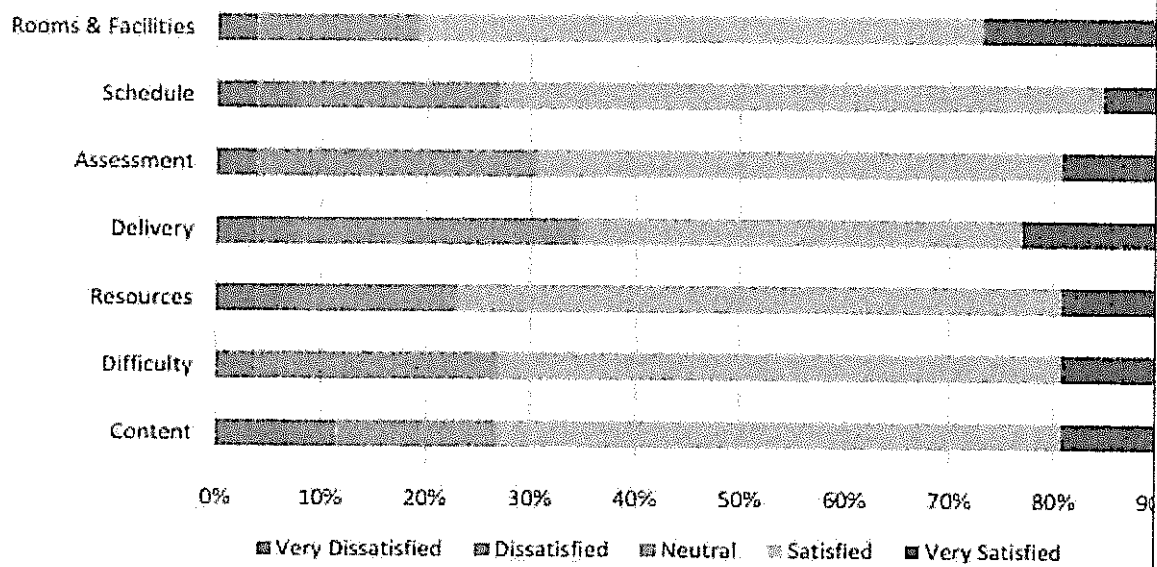


Figure 6 (b) gives an overview of student feedback responses to a selection of seven aspects of the PC1 module of the BA in Applied Policing. The majority of student feedback in respect of aspects of the PC1 module was positive with responses ranging between a 65% level of satisfaction (Delivery) and an 81% level of satisfaction (Rooms & Facilities). Levels of expressed dissatisfaction ranged between 4% (Rooms & Facilities, Assessment, Difficulty) and 12% (Content).

**Figure 6(b). Levels of Student satisfaction with aspects of the PC1 Module, BA in Applied Policing (Intake 191)**



**Policing with Communities (PWC) Module, BA in Applied Policing (Intake 191)**

Figure 7 (a) gives an overview of the overall percentage satisfaction for the PWC module with a total of 91% of respondents expressing a level of satisfaction.

**Figure 7 (a). Levels of Student satisfaction with PWC Module, BA in Applied Policing (Intake 191)**

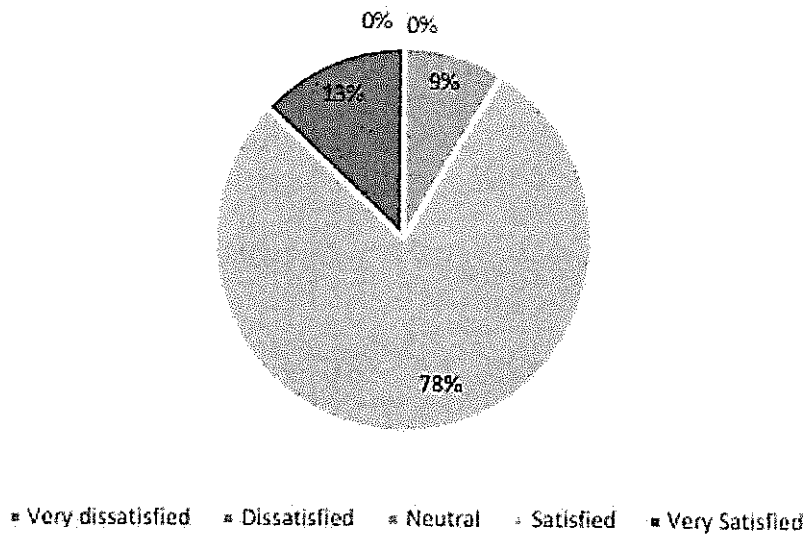
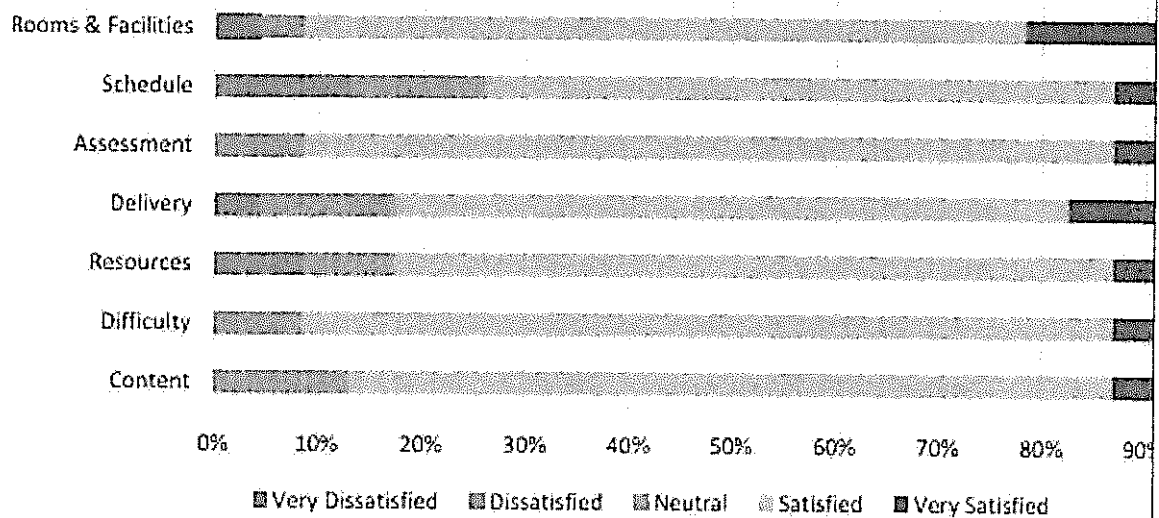


Figure 7 (b) gives an overview of student feedback responses to a selection of seven aspects of the PWC module of the BA in Applied Policing. The majority of student feedback in respect of aspects of the PWC module was positive with responses ranging between a 74% level of satisfaction (Schedule) and a 92% level of satisfaction (Rooms & Facilities). Levels of expressed dissatisfaction ranged between 4% (Rooms & Facilities, Delivery) and 13% (Schedule).

**Figure 7 (b). Levels of Student satisfaction with aspects of the PWC Module, BA in Applied Policing (Intake 191)**



**Policing with Communities (RP) Module, BA in Applied Policing (Intake 191)**

Figure 8 (a) gives an overview of the overall percentage satisfaction for the RP module with a total of 92% of respondents expressing a level of satisfaction.

**Figure 8 (a). Levels of Student satisfaction with RP Module, BA in Applied Policing (Intake 191)**

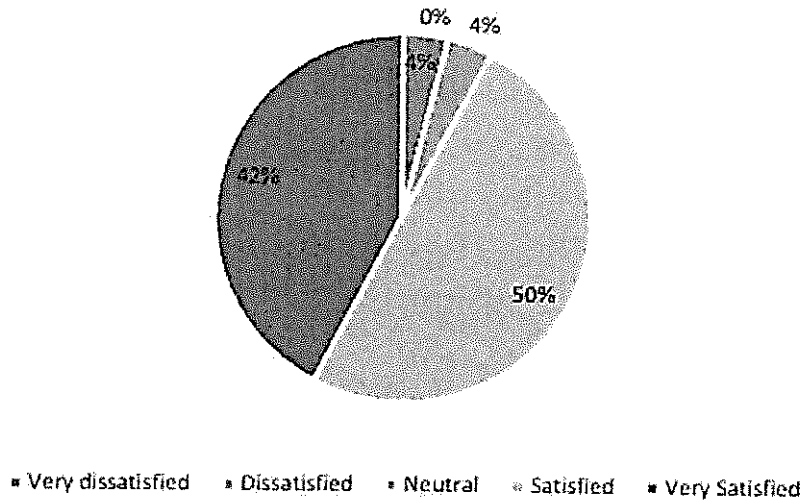
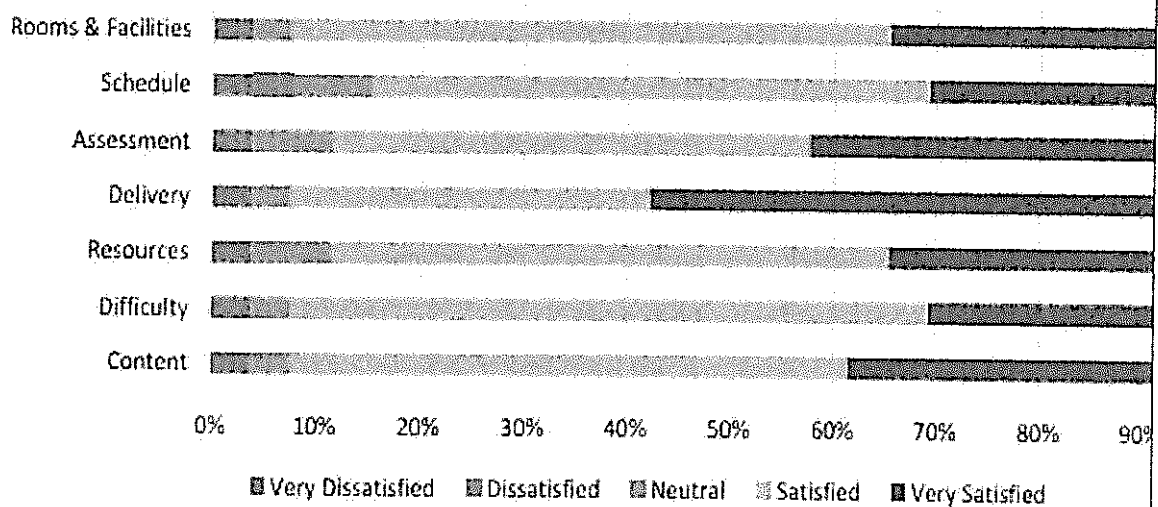


Figure 8 (b) gives an overview of student feedback responses to a selection of seven aspects of the RP module of the BA in Applied Policing. The majority of student feedback in respect of aspects of the RP module was positive with responses ranging between 85% level of satisfaction (Schedule) and a 92% level of satisfaction (Content, Difficulty, Delivery, Rooms & Facilities). Levels of expressed dissatisfaction ranged between 4% (Rooms & Facilities, Assessment, Delivery, Resources, Difficulty, Content) and 8% (Schedule).

**Figure 8 (b). Levels of student satisfaction with aspects of RP Module, BA in Applied Policing (Intake 191)**



**Station Roles & Responsibilities (SRR) Module, BA in Applied Policing (Intake 191)**



Figure 9 (a) gives an overview of the overall percentage satisfaction for the SRR module with a total of 96% of respondents expressing a level of satisfaction.

**Figure 9 (a). Levels of Student Satisfaction with SRR Module, BA in Applied Policing (Intake 191)**

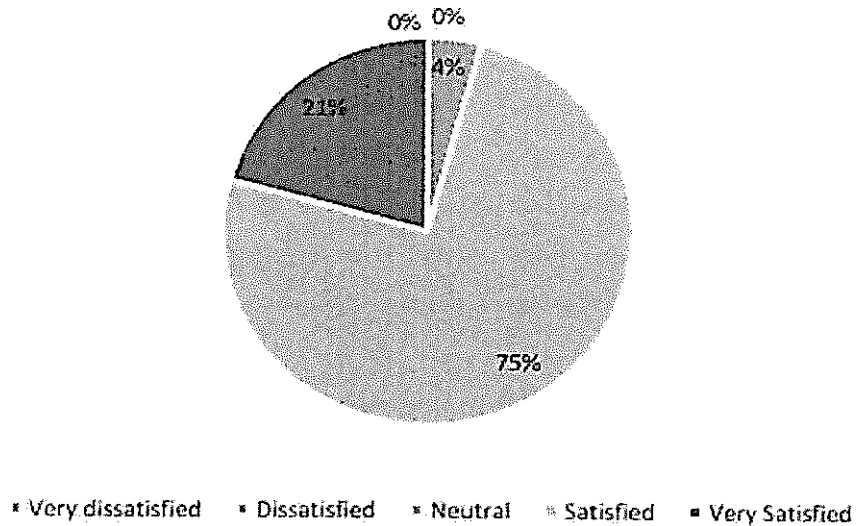
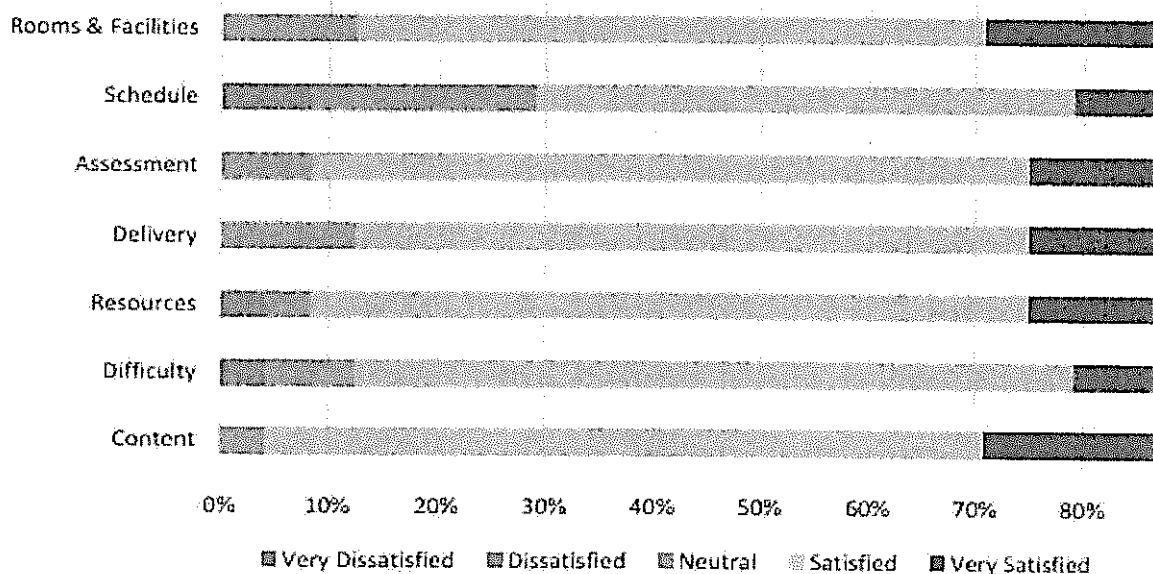
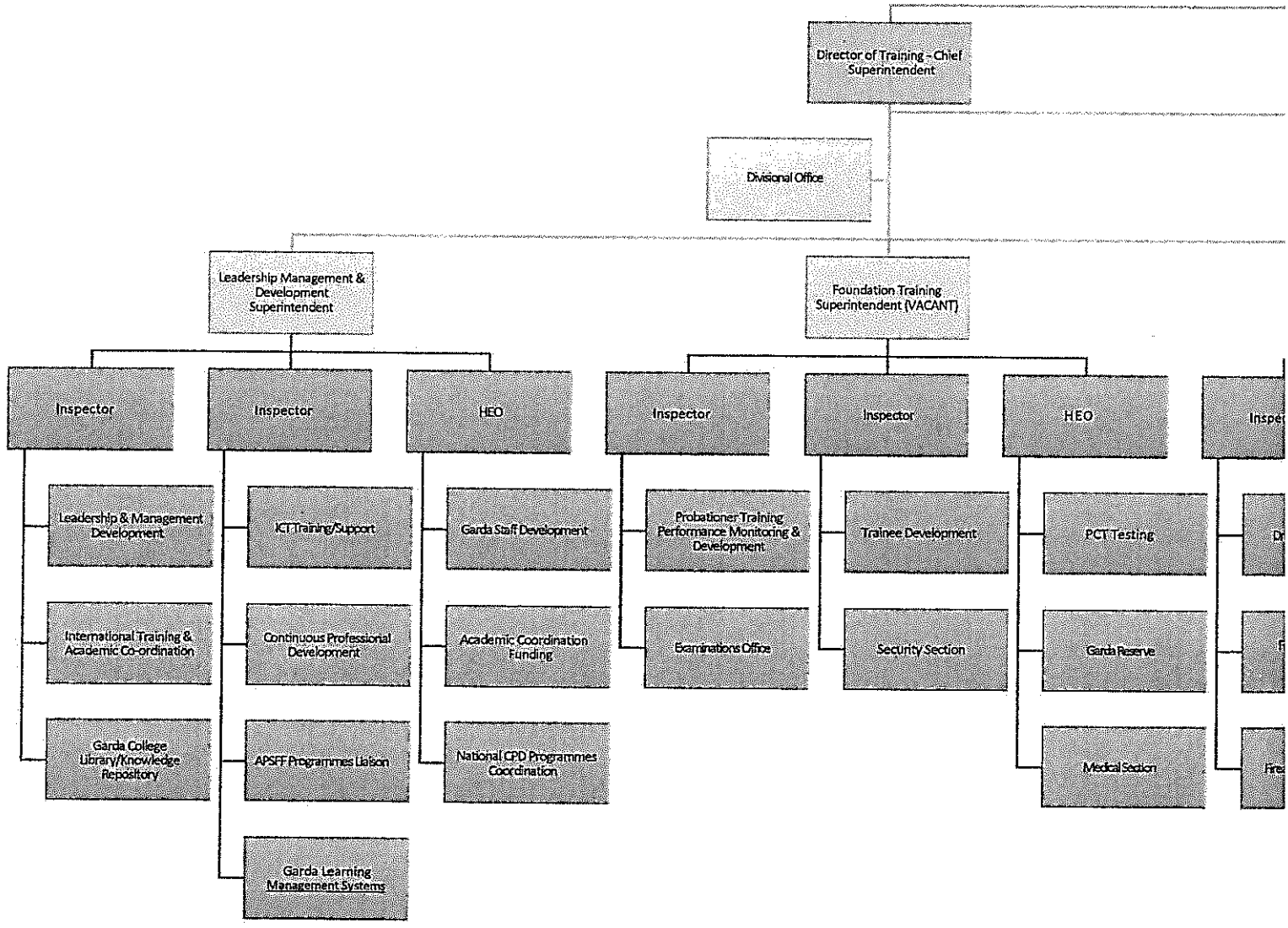


Figure 9 (b) gives an overview of student feedback responses to a selection of seven aspects of the SRR module of the BA in Applied Policing. The majority of student feedback in respect of aspects of the SRR module was positive with responses ranging between a 71% level of satisfaction (Schedule) and a 96% level of satisfaction (Content). Levels of expressed dissatisfaction ranged between 4% (Resources, Difficulty) and 8% (Schedule).

**Figure 9(b). Levels of Student satisfaction with aspects of the SRR Module, BA in Applied Policing (Intake 191)**



# Appendix VI



GARDA COLLEGE ORGANOGRAM JUNE 2020

# Appendix VII

# Programme Review Group report

## BA in Applied Policing

### Garda College

21<sup>st</sup> November 2019

#### 1- Programme review process

As a linked provider of the University of Limerick (UL) for the aforementioned taught programme, the Garda College is obliged under the Qualifications and Quality Assurance (Education and Training) Act 2012 to submit its quality assurance procedures for formal approval to UL. The adoption of these procedures will also address some of the requirements set out in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). In particular, in accordance with ESG 1.9 and Core Statutory QA Guideline 3.3, there is a requirement to monitor programmes on an ongoing as well as periodic basis.

The programme review process for the Bachelor of Arts (BA) in Applied Policing involves three key phases preceded by a planning phase:

#### Pre-review phase

The self-evaluation was coordinated and driven by the Garda College Foundation Training section and involved a critical self-evaluation of the BA in Applied Policing. It took into account the findings emanating from focus groups, trainee and probationer evaluation survey and data analysis. The information and data were then written up in a self-assessment report. The self-assessment report (SAR) provided the Foundation Training section with an opportunity to reflect upon:

- The programme structure, governance and management
- The programme curriculum
- The programme delivery, assessment and feedback
- Learner engagement, support and experience
- Staff support and experience

The SAR and its appendices are reviewed by the Programme Review Group (PRG) in advance of the site visit. The Chairperson of the PRG asks each member to prepare a one-page briefing on each of their assigned section of the SAR. These briefings are circulated to all members of the PRG before the visit.

### **Review site visit phase**

The PRG visits the Garda College. This visit is intended to give the PRG the opportunity to review the programme, investigate issues identified in the SAR and reassure themselves that the SAR is a comprehensive and accurate reflection of the programme. The preliminary briefings circulated to all PRG members before the visit form the basis of the initial questioning and discussions during the visit. The PRG convenes in private sessions as well as meeting members of senior management and programme staff, Garda trainees and probationers and stakeholders. The finalised report is read back to the programme team and other invited stakeholders on the final day of the visit. The report lists the PRG's commendations and recommendations.

### **The post-review phase**

The post-review phase of the programme review process comprises the following stages:

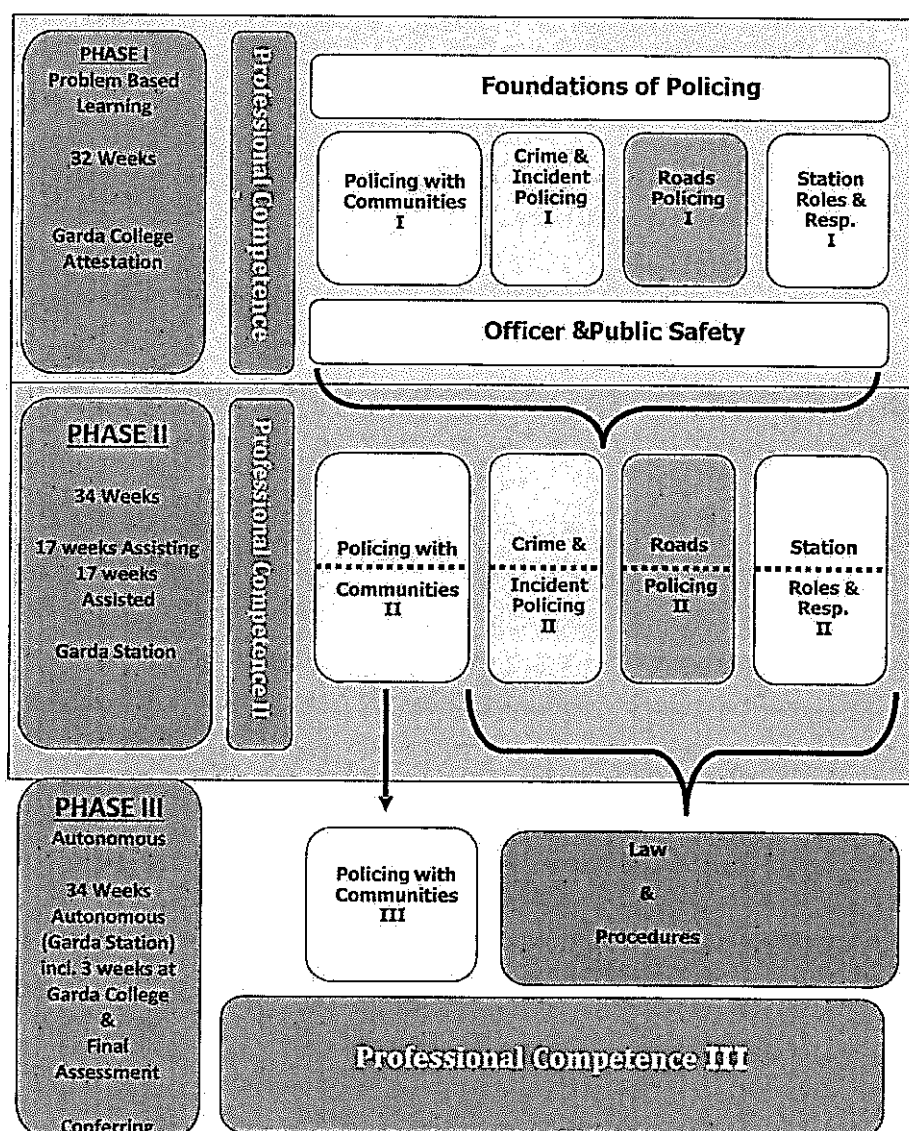
1. Consideration of recommendations and formulation of implementation plan (QIP)
2. Ongoing implementation of recommendations
3. Interim progress report
4. Final implementation review meeting

The Superintendent in Charge of Foundation Training is responsible for implementing the PRG recommendations within the timeframe indicated in the QIP. The QIP template is designed to facilitate this effectively.

## 2 Programme overview of the BA in Applied Policing

The BA in Applied Policing foundation programme for Garda trainees is delivered over a 104-week period and is divided into three distinct 'phases', each of which is equivalent to a traditional academic year in terms of learning credits and learning activity (appendix 1.3). On successful completion of the two-year training programme, candidates are awarded a BA in Applied Policing.

The Garda College operates a modular continuous assessment system (figure 1.1). Each phase of training completed awards the student 60 ECTS2 credits (European Credit Transfer and Accumulation System).



### 3 Preliminary comments of the programme review group (PRG)

The Quality Review Group (QRG) wishes to thank the Garda College for their welcome and their hospitality. In particular, we wish to commend the friendly and professional way in which College staff engaged in our discussions over the course of the review.

The QRG found the College's self-assessment report (SAR) to be a clear account of the College's activities in support of the BA Applied Policing degree, and a thoughtful analysis of its current environment and context. The report was supported by a wide range of relevant evidence. The SAR formed a very helpful basis for our engagement with the College.

The QRG met with Garda trainees from phases 1 and 3 of the BA Applied Policing degree. All spoke very highly of the professionalism, enthusiasm, responsiveness and commitment of staff; the support provided to learners; and the very positive relationships between staff and students within the College. We also met a selection of civilian and Garda staff, who discussed their roles in supporting the degree and the many ways in which they enhanced the learning experience of students.

The QRG feel that the Garda College is providing high quality teaching which is a credit to An Garda Síochána. College staff have aspirations to maintain and to further enhance this provision but they are operating in a very constrained environment of high and increasing student numbers, with static or diminishing levels of resource. Because of the need to deal with multiple entry cohorts each year, there are constraints on the capacity of staff to reflect on their practice and to introduce further improvements. We think it is now timely for the College to embark on a period of systematic review of the management, quality assurance and delivery of its provision, in partnership with station-based CPD providers.

We hope that our recommendations below will provide pointers to areas of activity, which will secure the good work of the College and embed its activities more fully in the wider strategic priorities of An Garda Síochána.



#### 4 QRG commendations and 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

**Level 1 recommendations**

No.	Recommendation	Commentary
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.
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.
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.
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.

5.	<p>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.</p>	<p>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.</p>
6.	<p>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.</p>	<p>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.</p>
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"> <li>• Quality Policy</li> <li>• Quality Manual</li> <li>• Procedures/Processes</li> </ul> <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>
8.	<p>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.</p>	<p>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.</p>

**Level 2 recommendations**

No.	Recommendation	Commentary
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	
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.	
3.	<p>The College should consider an expanded role for e-learning through more innovative use of the LMS, to include (for example) ,</p> <ul style="list-style-type: none"> <li>• Recorded sessions of visiting and guest speakers</li> <li>• Assignments</li> <li>• Group work</li> <li>• Discussion forums</li> <li>• Online modules</li> <li>• Case studies</li> <li>• Tests and exams</li> </ul>	
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.
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.

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.
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.
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 the College has an overall staff development plan.	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. There is scope to expand the use of exchanges such as Erasmus or CEPOL exchange programme and other CEPOL activities.
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

## Appendices

### Appendix 1: Membership of the QRG

The programme review group (PRG) comprises five persons.

Chairperson: Dr Bill Harvey

International peers: Dr Tiina Koivuniemi and Jorge Meireles

National peer: John Kerin

Garda trainee/probationer representative: Alan Peppard

**Appendix 2: Membership of the Garda College team that coordinated the programme review**

Superintendent Paul O'Driscoll

Inspector Paddy Guinan

Sergeant Debra Marsh

Caroline Krakowski-O'Keeffe