QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Sector Specific

Independent/Private

Statutory Quality Assurance Guidelines
developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis

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Statutory Quality Assurance Guidelines

DEVELOPED BY QQI FOR INDEPENDENT/PRIVATE PROVIDERS COMING TO QQI ON A VOLUNTARY BASIS

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1   INTRODUCTION

These statutory, sector-specific, quality assurance (QA) guidelines for independent, private providers supplement the Core Quality Assurance Guidelines which are applicable to **all** providers. While the Core Statutory Quality Assurance Guidelines provide the majority of the quality assurance guidance required, these sector-specific guidelines add to the core by addressing the more specific requirements of independent private providers.

Independent, private providers should also refer to QQI's other topic-specific, quality assurance guidelines as appropriate.

1.1   What is the purpose of these guidelines?

These statutory, sector-specific QA guidelines address the responsibilities of independent, private providers of higher, further and English language education and training (hereafter referred to as voluntary providers)[1] in the context of accessing the statutory and regulatory functions of QQI. These guidelines set out additional, statutory, quality assurance (QA) guidelines specific to voluntary providers that come to QQI on a voluntary basis for the purpose of:

- Gaining access to programme validation; and

- Authorisation to use the International Education Mark (IEM)

The approval of quality assurance procedures only has relevance in the context of a validated programme(s) leading to QQI awards and/or authorisation to use the IEM. The approval of quality assurance procedures has no standing in its own right; it does not confer any status upon a provider.

1.2   To whom do they apply?

These guidelines are applicable to independent, private providers of higher, further and English language education and training that seek approval of their quality assurance procedures from QQI on a voluntary basis.

2   SCOPE OF QUALITY ASSURANCE PROCEDURES

QQI approval of the quality assurance procedures of voluntary providers pertains to those programmes leading to QQI awards and related services. This extends to the overall governance and management structures in place in the provider to support the delivery of such programmes.

The scope and complexity of the quality assurance procedures to be established by voluntary providers is typically linked to, and influenced by, the provider's context, overall goals and scope of provision. This includes but is not limited to:

- The levels and award types in the National Framework of Qualifications (NFQ) to which the programme for which QQI validation is sought leads

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1   This is in cognisance of the fact that under the Qualifications and Quality Assurance (Education and Training) Act, 2012 (the 2012 Act) such providers seek to have their QA procedures approved by QQI on a voluntary, rather than compulsory basis.

- The programme's field of learning and / or professional domain

- The teaching and learning modalities

Additional QA procedures will be required if a voluntary provider wishes to change the scope of its approved quality assurance (refer to section 4 below)

3 GOVERNANCE AND MANAGEMENT

Where a provider's scale is such that it cannot support internal committees, alternative arrangements are put in place to ensure objective oversight, such as the use of external experienced expertise. Voluntary providers will ensure that academic decision-making (matters relating to education and training) is independent of commercial considerations or the undue influence of business owners.

The quality assurance procedures of voluntary providers must be supported by fit-for-purpose governance, management and decision-making structures. A voluntary provider must have QA procedures to:

- Maintain its status as an established legal entity, which is a clearly identified legal person, having rights and responsibilities under law

- Support and manage a resource base sufficient to sustainably support the quality assurance system and programmes of education and training, research and related services offered

- Manage risk

- Ensure it is stable and in good financial standing, with a reasonable business case for sustainable provision

- Demonstrate how it complies with applicable regulations and legislation in all jurisdictions in which it operates; its general good standing in the qualifications systems and education and training systems in any jurisdictions in which it operates (or in which its parents or subsidiaries operate) or enrols learners, or in which it has arrangements with awarding bodies, quality assurance agencies, qualifications authorities, ministries of education and training, professional bodies and regulators

- Identify dependencies, collaborations, obligations, parent organisations, and subsidiaries and other stakeholder obligations that impact upon the capacity of the provider in any way

- Provide required information to QQI

- Ensure that where its capacity is in any way reduced (for example reductions in staff, resources, other education and training aspects; capacity to uphold the conditions and standards of validation or any other significant matters) QQI will be notified

Further detail on some of the main areas which should be addressed in quality assurance documentation is set out at Appendix A – additional areas may apply to different providers. The process by which a provider gets a programme accredited by QQI for the first time is

set out in the *QQI Policy and Criteria for Provider Access to Initial Validation of Programmes Leading to QQI Awards.*

4   PROGRAMMES OF EDUCATION AND TRAINING

Voluntary providers will have quality assurance procedures in place to:

- Establish and manage the arrangements for the protection of enrolled learners to comply with statutory obligations which are set out in *Protection of Enrolled Learners: Protocols for Implementation of Part 6 of the 2012 Act*

- Have access, transfer and progression arrangements that meet QQI's criteria for approval

- Support the programme design, development, approval and delivery process as set out in the *QQI Core Validation Policy and Criteria for education and training programmes*

- Monitor and review programmes and arrange for the revalidation of continuing programmes, normally every 5 years or in accordance with the expiry of the duration of the validation

Additional QA procedures will be required if a voluntary provider wishes to change the scope of its approved quality assurance. Examples of where substantial changes may require additional QA procedures include:

- Where proposed programme provision is moving to a different level in the NFQ or from one field (ISCED) of learning to another

- A further education and training provider is proposing to develop a programme leading to validation outside the Common Awards System (CAS)

5   STAFF RECRUITMENT MANAGEMENT AND DEVELOPMENT

The provider's quality assurance procedures for the recruitment, management and development of staff will be developed in the context of **all** the education and training activities and related services provided by the provider. This includes those education and training activities leading to awards of awarding bodies other than QQI, such as professional bodies and local provider provision, so that the overall commitments of staff are taken into account by the provider.

6   ASSESSMENT OF LEARNER ACHIEVEMENT

Providers will have quality assurance procedures, structures and resources to underpin fair and consistent assessment of learners that comply with QQI policy protocols, conventions and guidelines on Assessment. These refer to:

- Assessment and Standards (Revised 2013)

- CAS assessment guidelines

- Assessment protocols and conventions (planned 2016)

7   EUROPEAN COMMITMENTS

These guidelines are underpinned by the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), May 2015. The quality assurance procedures of voluntary higher education and training providers must have regard to:

- Any European standards, guidelines, directives or policies adopted nationally

- The *European Approach for the Quality Assurance of Joint Programmes*, October 2014 (approved by EHEA ministers in May 2015), as appropriate (in addition to the QQI Policy for Collaborative Programmes, Transnational Programmes and Joint Awards [Revised 2012])

The quality assurance procedures of Voluntary Further Education and Training Providers must have regard to The European Quality Assurance Reference Framework (Reference Framework).

8   CERTIFICATION

Voluntary providers must establish quality assurance procedures to support the management and integrity of learner results data which provides the basis for making and certifying QQI awards. Voluntary providers must also have procedures for the maintenance of records in this regard.

9   OTHER PARTIES INVOLVED IN EDUCATION AND TRAINING

This section refers to other parties with which a voluntary provider is involved. The quality assurance procedures established by voluntary providers in respect of collaboration with other providers or parties should have regard to the overall suite of education and training provision offered by those other partners or providers and any other parties with whom the voluntary provider is engaged.

Where a voluntary provider organises or procures a programme which is provided in whole or in part by another provider, the voluntary provider must establish and agree appropriate QA procedures with that provider.

This section refers to the quality assurance of collaborations with other providers. Voluntary providers must have procedures in place to approve collaboration arrangements with other providers and to monitor and review the effectiveness of those arrangements. Providers should apply due diligence and be aware of any reputational risk to themselves and the sector and /or the national qualifications system associated with particular prospective providers, awarding bodies and other third parties with whom they are considering entering into collaboration arrangements.

> **These quality assurance arrangements in respect of any collaborative provision must comply with the quality assurance requirements underpinning the** QQI Policy for Collaborative Programmes, Transnational Provision and Joint Awards 2012.

The following is a summary of indicative areas that voluntary providers should consider before determining whether to enter into a collaborative arrangement with another provider:

Legal, reputation and compliance requirements

- Is the provider a legal entity, with education and training as a principal function?
  - Is the legal entity a clearly identified legal person, having rights and responsibilities under law?
- Has the provider clearly specified its dependencies, collaborations, obligations, parent organisations, and subsidiaries?
- Has the provider declared any third-party relationships and partnerships?
- Does the provider comply with applicable regulations and legislation in all jurisdictions in which it operates?
- Is the provider in good standing in the qualifications systems and education and training systems in any jurisdictions in which it operates (or in which its parents or subsidiaries operate) or enrols learners, or in which it has arrangements with awarding bodies, quality assurance agencies, qualifications authorities, ministries of education and training, professional bodies and regulators?

Resource, governance and structural requirements

- Is the provider stable and in good financial standing?
- Does the provider have a reasonable business case for sustainable provision?
- Does the provider have fit-for-purpose governance, management and decision-making structures?
- Does the provider have arrangements for providing required information to the voluntary provider?
- Does the provider have the capacity to deliver education and training as demonstrated through experience and a track record in providing education and training programmes?
- Does the provider have sufficient resources, as well as corporate, structural and internal quality assurance systems in place, to sustainably provide education and training programmes?

Programme development and provision requirements

- Does the provider have a fit-for-purpose and stable complement of education and training staff?
- Does the provider have fit-for-purpose premises, facilities and resources?
- Does the provider have structures and resources to underpin fair and consistent assessment of learner achievement?
- Does the provider have arrangements for the protection of enrolled learners?

Collaboration on provision will be considered as part of the QQI programme validation process for programmes leading to QQI awards.

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APPENDIX A: DOCUMENTED APPROACH TO QUALITY ASSURANCE PROCEDURES

The table below indicates some of the main areas which should be addressed in quality assurance documentation and some example sub-areas. In all these areas the aim should be to reflect, observe, plan and act, and then repeat this cycle.

Table 1: Areas to be addressed in quality assurance documentation

Areas to be covered by quality assurance policies and procedures	Example sub-areas to be covered by quality assurance policies and procedures
Governance	• mission; policy and planning; organisational structure; relationships and collaborations; corporate governance; management principles and accountability
Administration	• strategic planning and planning; • financial resources and development; • human resources, including coordinating performance management and development; • facilities and equipment; • library and information resources; • record management and data protection; • management/student information systems; • accessibility; • general learner supports and services; • management of legislative and regulatory compliance; • communication and cooperation with industry and the public service; • communication and cooperation with society; • innovation and knowledge transfer services
Information and Communication	• repository of quality assurance policy and procedures; • repository of regulations and codes of practice; • QA-related information on website; • ICT in the context of programme provision [e.g. Moodle, VLE]
Institutional Research	• supporting institutional review; supporting quality assurance; and • supporting policy development and planning

Academic Management	• strategic planning; • information for students (and prospective students); • coordinating programme development; • coordinating programme approval processes; • managing assessment and standards; • managing validation processes; • managing programme re-validation processes (formerly programmatic review); • maintaining and archiving learner records (including awards and diploma/certificate supplement data); • external examining
Teaching and research provision, including collaborative and transnational provision	• standards; • approval, monitoring and periodic review of programmes and awards; • assessment of students; • evaluation by students; • benchmarking (national and international comparisons); • quality assurance of teaching staff; • learning resources and support; • information systems; • institutional research (analysis of information for QA purposes); • public information; • teaching and learning support; • external examining
Additional areas as specified in the Core QA Guidelines, Topic Specific QA Guidelines as appropriate or in these Sector Specific Guidelines for Independent/Private Providers	• sub-areas here are dependent upon the type, context and provision of the individual provider

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