QQI
Corporate Plan
2024

**Dearbhú Cáilíochta
agus Cáilíochtaí Éireann**
Quality and
Qualifications Ireland

CONTENTS

Introduction

This, the eleventh QQI Corporate Plan published since our establishment in November 2012, is the third plan that directly contributes to the priorities, enablers and objectives set out in our Statement of Strategy 2022-24.

We have a broad range of legislative and other functions relating to qualifications and quality assurance, and the Corporate Plan reflects this diversity. Following the enactment of the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 additional functions were conferred on QQI, some of which were commenced in 2019 and others that commence in 2024, including the rollout of the international education mark application process. QQI is intent on delivering our priorities of: providing better information and opportunities for learners, implementing strengthened regulation to protect learners, driving and stimulating provider development, and publishing authoritative analysis and insight using the key enablers of strengthening strategic partnerships to effect system change and building organisational excellence. We look forward to working collaboratively with our stakeholders towards the successful delivery of the activities contained within the 2024 Corporate Plan and how they deliver on the priorities and objectives contained in our Statement of Strategy 2022-24.

Vision, Mission and Values

OUR VISION

We are committed to a vision of Ireland that offers diverse high-quality further and higher education opportunities, enabling learners to reach their full potential through achieving qualifications that are widely valued nationally and internationally.

OUR MISSION

We sustain public confidence in the quality, integrity and reputation of Ireland's further and higher education providers and provide authoritative information on the diverse range of qualifications included in the National Framework of Qualifications.

OUR VALUES

Our approach to our own work and how we work with our partners is governed by clear values.

We believe we have a **shared responsibility** with others to ensure confidence in and continuous improvement of the quality of education and training. We believe that the attainment of our priorities and objectives is best pursued in a **consultative, collaborative and inclusive** manner with our diverse set of partners and providers. We value and respect partnership for mutual benefit.

We are committed to working with **objectivity, transparency and sustainability**. This underpins our decision-making and our policies, procedures and activities. These are evidence-based, informed by national and international good practice, authoritative and conducted with integrity in a manner which is openly transparent and engenders trust.

We are committed to making a difference to our partners, providers and our people. We value **information, insight and impact** – the successful pursuit of goals and objectives which culminate in impacting positively, confidently and substantively on our operating environment.

We are a learning organisation. We are committed to **innovation and excellence**.

Corporate Plan 2024

Strategic priority #information – better information and opportunities for learners
Review and enhance the new Qualifax site and develop promotional campaign and guidance documents.
Launch the next phase of IRQ development including publication of IEM information, micro-credentials and links to the European databases.
Undertake strategic integration of QQI information resources with DFHERIS single portal for lifelong guidance.
Publish a discussion paper on micro-credentials to inform consideration of the need for regulatory action in this area.
We will play our part in ensuring that learners can achieve their potential within the further and higher education system by evaluating provider adherence to a national approach to access, transfer and progression and the appropriate recognition of prior learning
Building on our engagements with FET and HE stakeholders, and on international engagements, scope and publish a document setting out a national approach to RPL in tertiary education.
Publish and consult on the ATP Policy and Guidelines White Paper.
The 5th VPL Biennale, 'People, validation and power: democracy in action?' will be co-hosted by Ireland, Canada and the US, and chaired nationally by QQI, in collaboration with stakeholders in FET and HE. The conference explores whether, and if so, how, a growth in validation practice is evidence of a growth in democracy, using the lens of current RPL drivers. underscoring for the board, QQI's role in this.
We will improve learner choice and opportunity by including an increased range of flexible qualifications including micro-credentials in the National Framework of Qualifications
Open Listed Awarding Bodies (LABs) scheme, including plan for roll out to prospective LABs & commence applications.
We will play our part in ensuring that all learners are enabled to access accredited qualifications in learning environments suitable to their needs including in the workplace
Plan and implement new Europass EQF 2024-27 project.
We will exercise a key role in ensuring learners have access to a wide range of new high-quality apprenticeship programmes spanning further and higher education
Support SOLAS, NAO and other stakeholders in the development of a single, integrated apprenticeship model incorporating the best features of both the craft and consortia models.

Strategic priority #protection – implementing strengthened regulation to protect learner

We will protect learners by promoting and maintaining awareness of academic integrity and the monitoring of those seeking to undermine it

Publish a regulatory policy for Academic Integrity following sectoral consultation. Commence implementation of Academic Integrity Policy, informed by best practice internationally through inter alia:
- Engagement with peer regulators through existing MOUs.
- Engagement with peer regulators through the Global Academic Integrity Network (GAIN).

Further develop an Academic Integrity engagement programme for QQI award providers and other HEIs with a periodic engagement programme with wider education stakeholders, including DFHERIS.

Continue to build regulatory engagement on Academic Integrity with FET providers; engage with FET advisory group to inform QQI regulation, including the review, revision and placing on a statutory footing of the AI Guidelines.

Expand and continue to manage the Global Academic Integrity Network to include the publication of collective GAIN statements, in partnership with co-founders, TEQSA.

Expand reporting relationships and activity with global advertising and publishing platforms and other stakeholders whose platforms may be used for the promotion of contract cheating and other forms of academic fraud.

Manage National Academic Integrity Network, including liaison with the chair, supporting the network's provision of training and professional development and guiding the development and implementation of resources. Continue to manage the production and circulation of the quarterly academic integrity update, including effecting enhancements to its format and content.

Participate in artificial intelligence and disinformation working groups and stakeholder fora.

Develop a learner-led Academic Integrity communications campaign.

We will robustly assess and monitor private providers for their fitness to offer QQI awards and provide security to their learners through our stewardship of the statutory learner protection fund

Implement, deliver and monitor the Due Diligence Process.

Implement and manage the approved national Protection of Enrolled Learners (PEL) Scheme in line with legislative requirements and timeframes.

We will contribute to ensuring a high-quality learning experience for international learners through our issuing of the International Education Mark for higher education and English language education providers

International Education Mark: implement communications plan and run associated events for stakeholders, in collaboration with the Partnerships Division, DFHERIS and the Department of Justice.

International Education Mark: Open the scheme for applications and implement assessment process

International Education Mark: Develop promotional campaign to support the launch of the IEM brand.

International Education Mark: Develop suite of training materials and implement training plan for HE and ELE assessors.

International Education Mark: Develop monitoring strategy and implementation plan for authorised HE and ELE providers.

Strategic priority #development – driving and stimulating provider development

We will engage with community education providers to ensure access for their learners to education and training qualifications in the National Framework of Qualifications including by working in partnership with Education and Training Boards where appropriate

Increase and enhance engagement with the Community and Voluntary Sector through the development of a more structured formal engagement strategy.

We will support capacity for flexible and innovative programme development and robust quality assurance in Education and Training Boards

Implement the agreed model for validation of ETB shared programmes.

Develop and implement procedures and criteria for the devolution of responsibility to ETBs for pre- and post-validation sub-processes.

Test and evaluate agreed approach and methodology for review and update of Common Awards System (CAS) award standards in the field of healthcare.

Develop Annual Quality Report (AQR) model for ETBs.

Publish revised templates and guidance for all validation application formats.

Publish draft QQI award standards L5-L9 template and associated QQI business standards L5-L9 for consultation and piloting.

Undertake a comprehensive review of QQI Awards policies including, Initial Access to QQI Awards, Determination of Award Standards, Validation Policy and Criteria and Making of Awards.

Confirm policy position on issuing digital versions of QQI certificates and support subsequent implementation plans.

Implement post reengagement annual monitoring reporting in FET sector.

Collaborate with the Department of Children, Equality, Disability, Integration and Youth on scoping the qualifications options for supporting the development of regulated school age childcare practitioners.

Provide initial and refresher training for panel chairs, report writers and members.

Host a series of webinars for providers, external examiners and authenticators.

Complete the Reengagement Process.

We will assess the effectiveness and embedding of quality assurance within the new and evolving technological universities through our institutional quality reviews

Review of effectiveness of QA of established TUs through CINNTE Review.

We will facilitate increased autonomy and flexibility for mature providers by enabling them to pursue delegated authority to make their own awards

Commence review of effectiveness of QA of private/independent HEIs.

Open applications for Delegated Authority for private Higher Education Institutions.

We will stimulate autonomous universities to demonstrate how effectively they are monitoring and improving the quality of the learner experience, research and community engagement

Establish new tertiary quality monitoring policy.

Continue development of successor to CINNTE and process of review for the next strategic period and cycle of reviews in HE and FET, including green paper on new tertiary institutional reviews policy.

Complete quality assurance of joint programmes based on the European approach as required.

Strategic priority #insight – publishing authoritative analysis and insight

We will analyse the further and higher education system to inform closer alignment and integration, to provide evidence of how it can provide a wider choice at transition points and enable progression pathways across and between different institutions

Conduct a scoping exercise to establish the feasibility and value of an analysis of the response of the tertiary education system to the arrival of displaced citizens from Ukraine.

We will analyse and provide insights on QQI awards data and trends to inform providers, policy makers, funding agencies and government strategies

Conclude engagement with external stakeholders and secure agreement of priorities by QQI management and governance groups to enable the publication of a three-year QQI research and innovation programme of work.

We will evaluate the experience of remote and blended learning and provide guidance on authentic assessment for an improved learner experience and outcome

Evaluate providers' quality assurance with regard to statutory QA Guidelines for Blended and Fully Online Programmes.

Publish an analysis of learner use of the Common Awards System in support of QQI's standards development activity.

Publish an analysis of grades in QQI FET and HE awards.

We will draw on our significant international networks of peer agencies to continue to contribute to and influence national policy consultations

We will publish system-level analyses and host enhancement events including an annual summit event with key stakeholders on a key strategic theme embracing quality and qualifications

Host annual events:
- Joint QQI /AHEAD DAWN Assessment Event (Q2)
- QQI Partnerships Conference (Q4)

Rethinking Assessment: Administer peer review process and organise an event to promote the findings following completion of research projects in receipt of grant funding.

Rethinking Assessment: Complete and publish an analysis of the variation in honours bachelors' degree classifications 2012-2022 following provision by participating institutions of programmatic and institutional data in Q1.

Rethinking Assessment: Establish specifications and appoint appropriate service providers to commence work to revise QQI's Assessment & Standards and Quality Assuring Assessment Guidelines for Providers.

Rethinking Assessment: Deliver targeted sectoral events to support the design and assessment of learning outcomes.

Rethinking Assessment: Initiate work to discuss the findings with stakeholders to determine the need for national guidelines on external examining in HE, following the conclusion of grant-funded research into external examining.

Oversee the production of a thematic analysis of annual quality reporting & an event to disseminate the findings and showcase innovative practice.

Develop statutory QA Guidelines for Work-integrated Learning.

Develop the scope of a project to consider the threats and opportunities for tertiary education arising from artificial intelligence.

We will conduct system-level analyses of the outcomes of further and higher education quality reviews to inform new and innovative approaches to institutional quality assurance

Publish a thematic analysis of the action plans and follow-up reports arising from the inaugural review of quality assurance in ETBs.

Key enabler #partnership – strengthening strategic partnerships to effect system change

We will inform and influence education and training policy through our relationships with government, public funders, providers and other stakeholders

Support strategic discussions and engagements through the Irish Quality and Qualifications Forum (IQQF). Expand IQQF membership beyond initial subgroup of statutory awarding bodies.

Scope and commence an R&D project on connectivity and collaboration between enterprise, employers, industry, and other labour market actors and the education and training community, including QQI.

Publish a new HEA/QQI statutory agreement and maintain engagement accordingly (MoU).

Publish a new SOLAS-QQI MoU and maintain engagement accordingly.

Conduct a scoping exercise to progress a survey of organisations representing professions not currently engaged in the Finding Common Ground Programme with a view to identifying opportunities for partnership.

Publish revised statutory QA Guidelines for Providers of Apprenticeship Programmes (subject to model being agreed).

Develop a communications strategy to support, maintain and promote a better understanding of qualifications recognition and the role of the NARIC service within it.

We will assist in the development of mechanisms for effective learner engagement in the quality of their education and training through our work with learner representative and advocacy bodies

Continue to engage formally with learner bodies through participation in:
- Steering and Advisory Groups of National Student Engagement Programme (NStEP)
- Analysis and Impact group of StudentSurvey.ie
- National FET Learner Forum, chaired by Aontas
- Regular engagement with USI
- Support for USI and Aontas annual awards.

We will drive capacity-building in the Education and Training Boards in strategic partnership with funding authorities, provider representative bodies and other stakeholders

Participate in Transforming Learning (FET strategy) steering groups and supporting working groups.

We will contribute to reducing overlap in programme evaluation practices by working with professional and statutory regulatory bodies and higher education institutions

Continue to expand PSRB engagement:
- Continue to promote endorsement of the Professional Accreditation Principles.
- Continue Finding Common Ground engagement with PSRBs (webinars/F2F events/communications hub).
- Continue engagement in Nursing and Midwifery Board of Ireland Education, Training and Standards Committee.

Explore with more PSRBs the potential for integration of accreditation processes.

We will continue to influence and contribute to good practice in quality assurance and qualifications through deepening our strategic relationships with partner agencies in Europe and worldwide

Engage with key stakeholders involved in recognition on current thinking, practice and implementation to:
- support DFHERIS in relation to developments on the Global Recognition Convention.
- heighten the visibility of credential evaluators nationally, with national recognition authorities
- continue to meet the needs of people with international qualifications and learning experience, clarifying QQI's role
- build awareness of European Qualifications Passport for Refugees and other tools through the continuously enhanced provision of information supporting recognition

Publish a range of education profiles and an advisory document for the development of same.

Complete ENQA Review of QQI (site visit, report and responses statement).

Key enabler #excellence – building organisational excellence

We will develop and provide opportunities for our people by continuing to build an agile, engaged, responsive, and motivated workforce

Implement and enhance staff wellbeing programme in line with KeepWell Mark recommendations and our standing as a top 100 company for wellbeing.

Continue implementation of succession planning, talent development, organisational resilience action plans and capability framework.

Complete the implementation of the HR strategy to support delivery of the QQI Statement of Strategy 2022-24 and plan for the new Statement of Strategy 2025-2027.

Develop an implementation plan to support the QQI Corporate Equality Diversity and Inclusion Policy.

We will reimagine the QQI workplace through utilising ICT for remote and blended working and embedding sustainability in our work processes

Complete the ICT strategy implementation in support of QQI's 2022-2024 strategy and plan for the new QQI Statement of Strategy 2025-2027.

Redevelop the staff intranet.

Further enhance and strengthen cyber security resulting from external security review and develop security metrics dashboard for tracking risk identification and remediation.

Implement and monitor climate action roadmap, setting out how QQI will deliver on its energy efficiency and greenhouse gas emissions reduction targets.

We will work with the Department to ensure that QQI has stable, predictable and sustainable income streams
Introduce and monitor cost recovery for ALP functions & continue engagement with DFHERIS on hybrid funding model (service-led and relationship type funding).
Published revised and updated QQI fees schedule.
We will improve our services to providers through better self-service technology and enhanced transparency of our fees and charges
Refine, enhance and develop ICT technologies to support the implementation of the new statutory functions. Complete ALP development for IEM application opening and continue ongoing Due Diligence development requirements.
Release new version of QHub with enhanced efficiency for users.
We will enhance our service to learners by transforming our certification systems to digital form
Continue preliminary discussions ongoing with the OGCIO for QQI certificates to be included in the MyGov ID digital wallet.
Support procurement and implementation of digital credentials proof of concept for certification.
Roll-out new QQI award certificates.
We will optimise our value to our stakeholders through the strategic use of purposeful and impactful communications
Commence project on review of QQI as an awarding body. Publish tender document in Q2 and commence review activity in Q3.
We will demonstrate best practice in line with the Code of Practice for the Governance of State Bodies and adherence to relevant legislative and regulatory obligations
Design and implement the QQI information & business classification system.
Complete the enhancement of QQI's business process management system.
Design and implement QQI's Open Data Policy and Process.
Roll out the tailored Management Assurances Framework.
Develop and approve the new QQI Strategy Statement 2025-2027.
Review and revise, as appropriate, the internal audit function to support the delivery of the approved internal audit cycle and rolling internal audit plan.
Co-ordinate the preparation of a self-assessment report and associated ancillary documentation to support an application for ISSCoP certification for QQI awards-related data.
Support the refresh and update of the Statutory Appeals Panel and Process.

Acronyms used in Corporate Plan

AI	Academic Integrity
ALP	Amended Legislation Programme
AQR	Annual Quality Report
ATP	Access, Transfer and Progression
CAS	Common Awards System
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
ELE	English Language Education
ENQA	European Association for Quality Assurance in Higher Education
EQF	European Qualifications Framework
ETB	Education and Training Board
FET	Further Education and Training
GAIN	Global Academic Integrity Network
HE	Higher Education
HEA	Higher Education Authority
HEI	Higher Education Institute
HR	Human Resources
ICT	Information and Communications Technology
IEM	International Education Mark
IQQF	Irish Quality and Qualifications Ireland
IRQ	Irish Register of Qualifications
ISSCoP	Irish Statistical System Code of Practice
LABs	Listed Awarding Bodies
MoU	Memorandum of Understanding
NAO	National Apprenticeship Office
NStEP	National Student Engagement Programme
OGCIO	Office of the Government Chief Information Officer
PEL	Protection of Enrolled Learners

PSRB	Professional, Statutory and Regulatory Bodies
QA	Quality Assurance
QQI	Quality and Qualifications Ireland
R&D	Research & Development
TEQSA	The Australian Tertiary Education Quality and Standards Agency
TOR	Terms of Reference
TUs	Technological Universities
USI	Union of Students in Ireland
RPL	Recognition of Prior Learning
VPL	Validation of Prior Learning

+353 (0) 1 905 8100

http://qhelp.qqi.ie

www.QQI.ie

@QQI_connect

**Dearbhú Cáilíochta
agus Cáilíochtaí Éireann**
Quality and
Qualifications Ireland