



QQI

10 YEARS

Partnership & the Evolving Irish Regulatory Approach

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Mairéad Boland



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The Legislation

Why?

What?

Who?

A screenshot of the Irish Times website. The header shows the newspaper's name and a menu icon. Below, under the 'Education' section, is an article titled 'New law to crack down on 'essays for sale''. The sub-headline reads: 'Minister for Education Richard Bruton: move vital to ensure level playing field for students'.



Tithe an Oireachtais
Houses of the Oireachtas



Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019

(Act 32 of 2019)

**Qualifications and Quality Assurance (Education and Training)
(Amendment) Bill 2018 (Bill 95 of 2018)**



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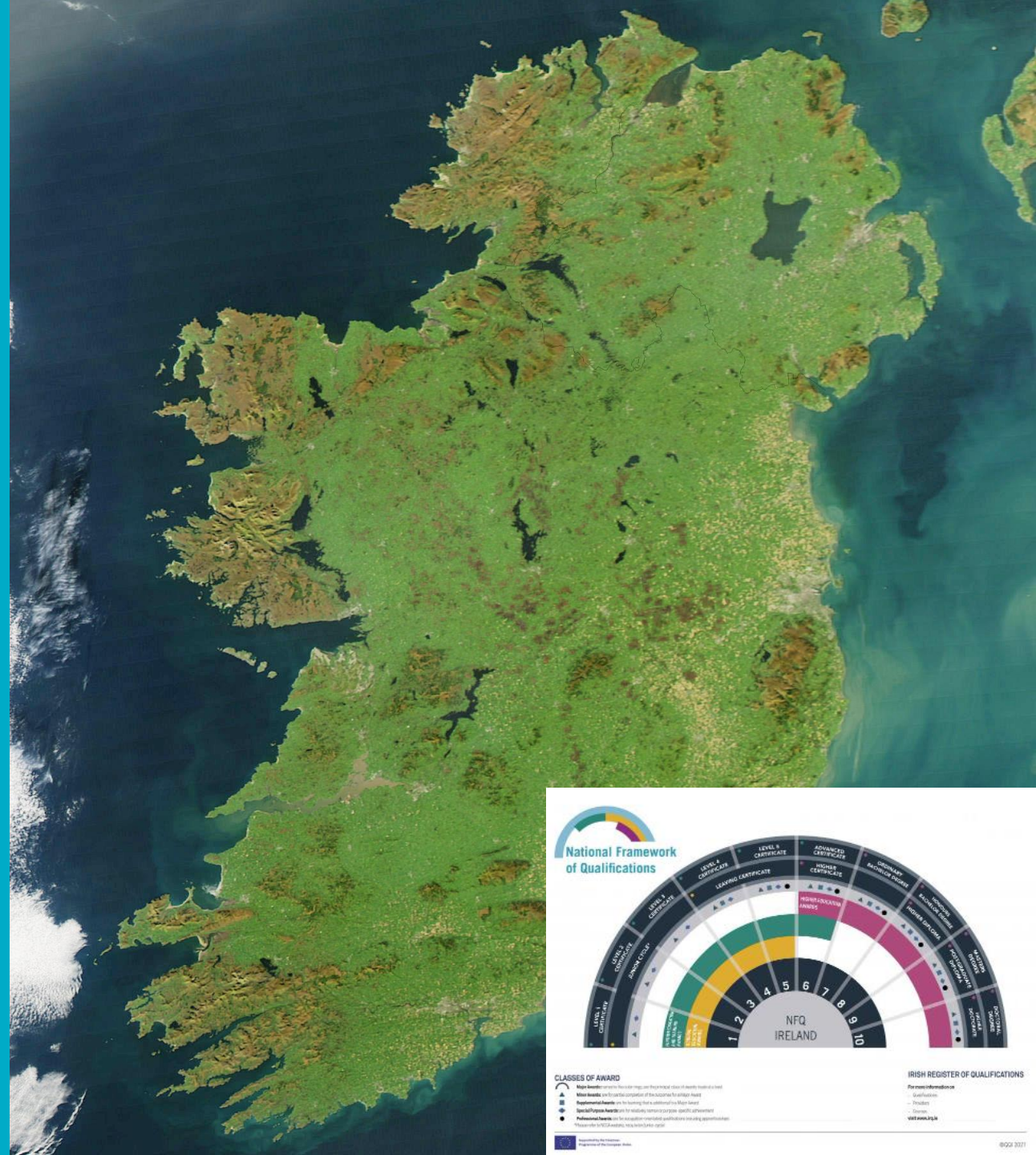
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The Irish Context

QQI: Awarding body, qualifications authority (custodian of NFQ), QA agency

Degree Awarding Bodies: national statutory awarding bodies (joint custodian of NFQ)

Other providers of programmes leading to QQI awards: across the tertiary system, higher & vocational education





Considerations

Complexity of prosecution → institutional support needed by QQI



Value of legislation in triggering focus on academic integrity → est. of independent national academic integrity network



Interface of QQI's regulatory role with **institutional autonomy & self-regulation** (DABs) and **provider-owned QA systems** (all providers)



Necessity to acknowledge discrete, but complementary roles of all parties, to build trust & to work in partnership



QFI

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QFI's previous experience...

QFI: Facilitator, stable foundation –
guiding, sharing & supporting

HEIs: Voluntary participation, leading NAIN
activity

Consultative, collaborative, non-hierarchical
buy-in, common goals, trust

*NB: Appreciating diversity in members'
roles & remits, missions, scale & structure*

→ Generating collectively developed and
owned high-level principles, resources incl.
publications and PD materials



National
**Academic
Integrity
Network**



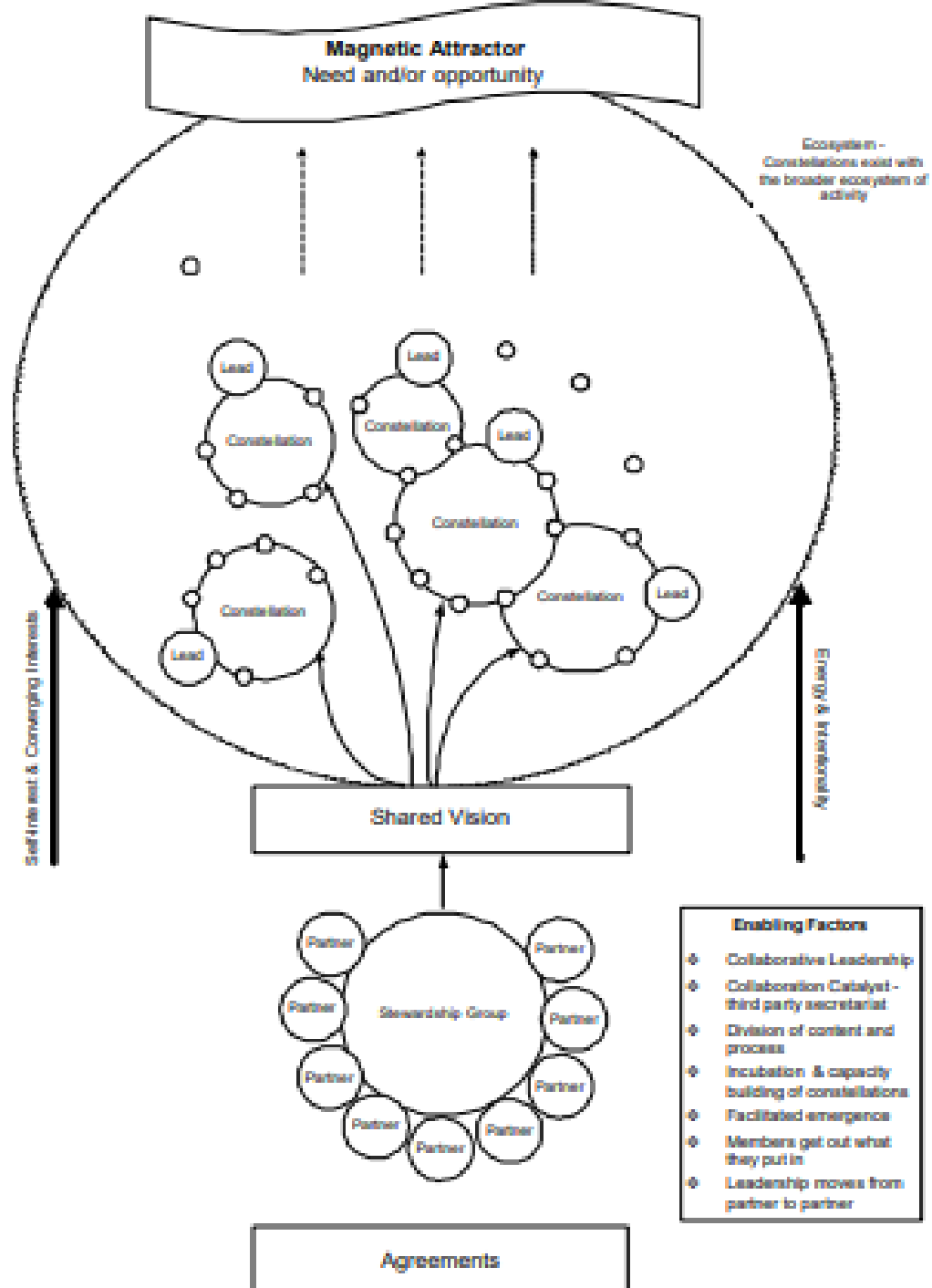
**Academic
Integrity:**

National Principles and
Lexicon of Common Terms



**Academic
Integrity
Guidelines**





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[Constellation Model](#)
[Description June 9'06.PDF](#)
socialinnovation.org

Scenario 1



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You are a member of the senior management team of a national quality assurance agency.

It has been decided that a **set of national guidelines on assessment in higher education** will be established in your jurisdiction and responsibility for establishing these guidelines has been awarded to your agency.

In your group, discuss the steps that you would need to take to ensure that these guidelines are developed and embedded within a reasonable timeframe, having regard to the possible constraints, opportunities and the individual operating contexts of each relevant stakeholder.

In your discussions, please consider the following questions:

- (How) can the model be informed by lessons from the Irish experience?
- Is a partnership approach suitable in this instance?
- If so, how would you establish a partnership model/network?
- Who would the relevant partners/stakeholders be?
- What are the potential challenges they could experience?
- What are the synergistic benefits associated with this approach?

Scenario 2



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You are a member of the senior management team of a national quality assurance agency.

It has been decided that your agency will **lead the implementation of legislation that mandates the incorporation of student engagement in internal institutional quality assurance processes.**

In your group, discuss the steps that you would need to take to ensure that these guidelines are developed and embedded within a reasonable timeframe, having regard to the possible constraints, opportunities and the individual operating contexts of each relevant stakeholder.

In your discussions, please consider the following questions:

- (How) can the model be informed by lessons from the Irish experience?
- Is a partnership approach suitable in this instance?
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- What are the potential challenges they could experience?
- What are the synergistic benefits associated with this approach?

Scenario 3



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You are a member of the senior management team of a national quality assurance agency.

It has been decided that a **set of national guidelines on professional development for academic staff in learner-centred practice** will be established in your jurisdiction and responsibility for establishing these guidelines has been awarded to your agency.

In your group, discuss the steps that you would need to take to ensure that these guidelines are developed and embedded within a reasonable timeframe, having regard to the possible constraints, opportunities and the individual operating contexts of each relevant stakeholder.

In your discussions, please consider the following questions:

- (How) can the model be informed by lessons from the Irish experience?
- Is a partnership approach suitable in this instance?
- If so, how would you establish a partnership model/network?
- Who would the relevant partners/stakeholders be?
- What are the potential challenges they could experience?
- What are the synergistic benefits associated with this approach?

Scenario 4



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You are a member of the senior management team of a national quality assurance agency.

It has been decided that your agency will lead the **implementation of legislation that requires the incorporation of equality, diversity & inclusion and sustainable development considerations within internal institutional quality assurance processes.**

In your group, discuss the steps that you would need to take to ensure that these guidelines are developed and embedded within a reasonable timeframe, having regard to the possible constraints, opportunities and the individual operating contexts of each relevant stakeholder.

In your discussions, please consider the following questions:

- (How) can the model be informed by lessons from the Irish experience?
- Is a partnership approach suitable in this instance?
- If so, how would you establish a partnership model/network?
- Who would the relevant partners/stakeholders be?
- What are the potential challenges they could experience?
- What are the synergistic benefits associated with this approach?

Proposed Common Principles



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QQI's Experience

The value & utility of a **partnership approach** which enables **trust and ownership**

The importance of **active engagement from senior leadership** to support enhancement & positive change in their roles

The **value of student-staff partnership & mutual buy-in** from students and staff (academic & professional)

The **complementarity of enhancement & 'hard' regulation** → enhancement-led approaches prompting / providing the environment for the development of regulatory and self-regulatory approaches

The **power & reach of social media** in establishing, promoting & supporting national & global communities of practice

Next Steps



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QQI & Delegated Awarding bodies (public HEIs) working in partnership to establish a **national regulatory policy framework**

NAIN resources providing a basis for consistent reporting at national level, self-regulation by DABs & regulation by QQI of providers of QQI awards

Consultation & adoption of a high-level version of the Academic Integrity Guidelines (to be placed on a statutory basis), while respecting institutional autonomy

Incorporation of academic integrity considerations within other QQI statutory functions:

- Institutional monitoring & review
- Programme validation
- Delegation of authority to make awards
- QA approval
- International Education Mark...