Corporate Plan
2022

Contents

Introduction

This, the ninth corporate plan published since our establishment in November 2012, is the first 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 are expected to be commenced in 2022. 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 2022 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 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. 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 2022

QQI's Strategy Statement 2022-24, sets out the organisation's key priorities and objectives necessary to enhance confidence in the quality of Irish education and training, both nationally and internationally, and the indicators against which we will measure our impact. These priorities focus on #information, #protection, #development and #impact achieved through the key enablers of #partnerships and #excellence. Our Corporate Plan for 2022 identifies the activities to be undertaken this year which will help us realise our strategic priorities.

Strategic Priority 1

	Strategic Priority 1	Work Activity	Planned Start	Target Quarter
	#information - better information and opportunities for learners			
1.1	**We will provide high quality information to school-leavers and all those seeking learning opportunities on progression pathways across and between different institutions in further and higher education by upgrading QQI's qualifications information platforms and services.**	Commence development of new Qualifax site with issue of RFT outlining scope and technical requirements.	Q1	Q1
		Undertake direct promotions of the updated NFQ, IRQ and QDR to relevant stakeholders as a key resource for information on qualifications and learning opportunities. Media such as the QT, social media, events and direct mail to be used.	Q1	Q4
1.2	**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.**	We will engage with key FET and HE stakeholders on current developments in RPL thinking, practice and implementation, including the HCI project for a national framework for RPL in higher education.	Q1	Q4
		Building on our engagements with FET and HE stakeholders, and international engagements, we will scope and publish a document setting out a national approach to RPL in tertiary education.	Q1	Q4
		In conjunction with SOLAS, and to support the implementation of the Adult Literacy Strategy, promote the piloting and usage of the new draft L1-L4 broad standards among providers including within the Community and Voluntary sector.	Q1	Q4
		Commission high level review of national and international trends in ATP, and existing QQI provisions & context with recommendations for future.	Q1	Q3

	Strategic Priority 1	Work Activity	Planned Start	Target Quarter
1.3	**We will improve learner choice and opportunity by including an increased range of flexible qualifications including micro-credentials in the National Framework of Qualifications.**	Consolidate the implementation of the IRQ and maintain links to QDR.	Q2	Q4
		Develop draft policies & criteria and guidelines for establishing LABs and including awards in the Framework.	Q1	Q2
		Engage in stakeholder consultation on draft policies, processes and procedures regarding LABs.	Q1	Q3
		Finalise the process for listing awarding bodies and including their awards in the NFQ.	Q1	Q4
1.4	**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.**	QQI will work with Solas Skills to Advance initiative to facilitate access to special purpose awards (micro credentials) for learners in the workplace.	Q1	Q4
		Engage with national and international stakeholders, to ensure that recognition tools, including the NFQ, are responsive to the demand for micro-credentials.	Q1	Q4
		QQI will work with ETBs to facilitate continued access to accredited programmes for learners in community education centres where programme quality is assured by ETBs.	Q1	Q4
1.5	**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.**			

Strategic Priority 2

	Strategic Priority 2	Work Activity	Planned Start	Target Quarter
	#protection – implementing strengthened regulation to protect learners			
2.1	**We will protect learners by promoting and maintaining awareness of academic integrity and the monitoring of those seeking to undermine it.**	Engage with providers and stakeholders to commence work towards developing a regulatory framework for Academic Integrity. Outline policy to be drafted by year-end.	Q1	Q4
		Expand the enhancement programme for engaging with providers on Academic Integrity & Academic Misconduct to FET and HE (National Academic Integrity Network).	Q1	Q4
2.2	**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.**	Support development of, and implement Due diligence regulations: 1) Establish and advisory panel. 2) Engage with providers on draft documents. 3) Update and refine documents. 4) Commence build of ICT element.	Q1	Q4
		Implement a national scheme for the protection of enrolled learners. 1) Finalise data form and seek provider feedback. 2) Issue the form, analyse results and update model. 3) Progress ICT build 4) Establish governance infrastructure for oversight of fund. 5) Communicate the fund.	Q1	Q4

	Strategic Priority 2	Work Activity	Planned Start	Target Quarter
2.3	**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.**	Establish a programme for stakeholder engagement and communications on the development and publication of statutory codes of practice for international education in English Language Education (ELE) and Higher Education (HE).	Q1	Q3
		Develop and publish a statutory code for ELE.	Q1	Q3
		Develop and publish a statutory code of practice for HE.	Q1	Q3
		Establish a programme for stakeholder engagement and communications on the development of policies, procedures and branding for the International Education Mark.	Q1	Q4
		Publish policy and procedures for International Education Mark (IEM) authorisation for English language education providers.	Q1	Q4
		Publish policy and procedures for IEM authorisation for higher education providers.	Q1	Q4

Strategic Priority 3

	Strategic Priority 3	Work Activity	Planned Start	Target Quarter
#development - driving and stimulating provider development				
3.1	**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.**	Complete the re-engagement schedule for Community and Voluntary providers for 2022. To comply with 5th November deadline, applicants (73) are requested to submit by Q3.	Q1	Q4
		Develop a stakeholder engagement strategy to increase engagement with the Community and Voluntary Sector.	Q1	Q2
3.2	**We will support capacity for flexible and innovative programme development and robust quality assurance in Education and Training Boards.**	Establish an agreed process for the devolution to the ETBs of responsibility for programme evaluation prior to validation.	Q1	Q4
		Agree an ETB schedule for submission for revalidation of programmes leading to CAS awards.	Q1	Q4
		Commence a review and update of CAS award standards.	Q2	Q2
		Complete and publish review reports for final phase of ETB reviews.	Q2	Q4
		Establish TOR for sectoral report, establish sectoral report team, publish sectoral report on ETB inaugural review.	Q3	Q4
		We will initiate a review of our policies for making awards and determining standards.	Q3	Q3
3.3	**We will assess the effectiveness and embedding of quality assurance within the new and evolving technological universities through our institutional quality reviews.**	Approve QA procedures of new TU(s) following establishment in 2020/21. [MTU Q1, TU of the Shannon Q4].	Q1	Q4
		Review effectiveness of QA of longer established TUs through Cinnte. Review report for TU Dublin published.	Q1	Q1

	Strategic Priority 3	Work Activity	Planned Start	Target Quarter
3.4	**We will facilitate increased autonomy and flexibility for mature providers by enabling them to pursue delegated authority to make their own awards.**	Develop terms of reference and handbook for private HE reviews cycle, including delegation of authority as relevant.	Q1	Q3
3.5	**We will stimulate autonomous universities to demonstrate how effectively they are monitoring and improving the quality of the learner experience, research and community engagement.**	Continue the Cinnte Review Process.	Q1	Q4
		Continue to support the work of the NFDE Advisory Forum (QA enhancement; postgraduate student engagement, career profiling and career tracking working groups).	Q1	Q4

Strategic Priority 4

	Strategic Priority 4	Work Activity	Planned Start	Target Quarter
#insight – publishing authoritative analysis and insight				
4.1	**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.**	Disseminate report on the evaluation of the overall comparability of the Advanced Certificate and Higher Certificate qualifications (Level 6).	Q1	Q1
		Gather stakeholder views on the Phase 2 questions for the Level 6 project.	Q1	Q2
4.2	**We will analyse and provide insights on QQI awards data and trends to inform providers, policy makers, funding agencies and government strategies.**	Research and statistical analysis: develop and deliver a strategic programme of work.	Q1	Q4
4.3	**We will evaluate the experience of remote and blended learning and provide guidance on authentic assessment for an improved learner experience and outcome.**	Continue work on project to develop QA guidelines for online programmes.	Q1	Q4
4.4	**We will draw on our significant international networks of peer agencies to continue to contribute to and influence national policy consultations.**	Continue to engage with international agencies, networks and committees through established MOUs and sharing best practice.	Q1	Q4
4.5	**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.**	Publish Annual Quality Report summary (Insights on Higher Education).	Q2	Q4
		Host landmark Quality & Qualifications Conference October 2022.	Q1	Q4
		Develop and publish a concept paper on the Irish Qualifications System IQQF.	Q1	Q2
		Carry out research and publish further insights/policy positions on assessment.	Q1	Q2
		Review of consortia-led apprenticeships in Ireland.	Q1	Q4

	Strategic Priority 4	Work Activity	Planned Start	Target Quarter
4.6	**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 schedule of work for thematic analyses of external QA activities.	Q2	Q2
		Hold event on programme/ accreditation suite of thematic analysis reports.	Q2	Q2

Strategic Priority 5

	Strategic Priority 5	Work Activity	Planned Start	Target Quarter
	#partnership – strengthening strategic partnerships to effect system change			
5.1	**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).	Q1	Q4
		Establish and implement QQI 10 year anniversary programme for 2022 calendar year.	Q1	Q4
		Respond to relevant public consultations relating to education and training.	Q1	Q4
		Publish a report on points of engagement between the education and training sector and employers, industry, enterprise & business sectors; (Enterprise & skills agenda). Update QQI Enterprise Engagement Strategy.	Q1	Q4
		Agree and publish new MoU with the Higher Education Authority (post new HEA legislation).	Q2	HEA legislation commenced
		Implement new Stakeholder Consultation Framework.	Q1	Q4
5.2	**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 support the National Student Engagement Programme & the new postgraduate stream through the NFDE(National Framework for Doctoral Education) Advisory Forum working group/ Academic Integrity module (NStEP) and studentsurvey.ie.	Q1	Q4
		Support the Aontas National FET Learner Forum. (This is an ongoing activity from 2021).	Q1	Q4
		Launch project to review learner engagement across QQI activities.	Q1	Q3

	Strategic Priority 5	Work Activity	Planned Start	Target Quarter
5.3	**We will drive capacity-building in the Education and Training Boards in strategic partnership with funding authorities, provider representative bodies and other stakeholders.**	Participate inTransforming Learning (FET strategy) steering groups and supporting working groups.	Q1	Q4
5.4	**We will contribute to reducing overlap in programme evaluation practices by working with professional and statutory regulatory bodies and higher education institutions.**	Develop the next phase of the PSRB programme "Finding Common Ground" with PSRBs/HEIs.	Q1	Q2
		Continue to promote endorsement of the Professional Accreditation Principles.	Q1	Q4
5.5	**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.**	Scope work towards a Green Paper on the future of the QA system in conjunction with ENQA and other international bodies.	Q1	Q4
		Partake in QA agency governance (including ENQA) and in international reviews.	Q1	Q4
		Host ENIC/NARIC 2022 Conference.	Q1	Q3

Strategic Priority 6

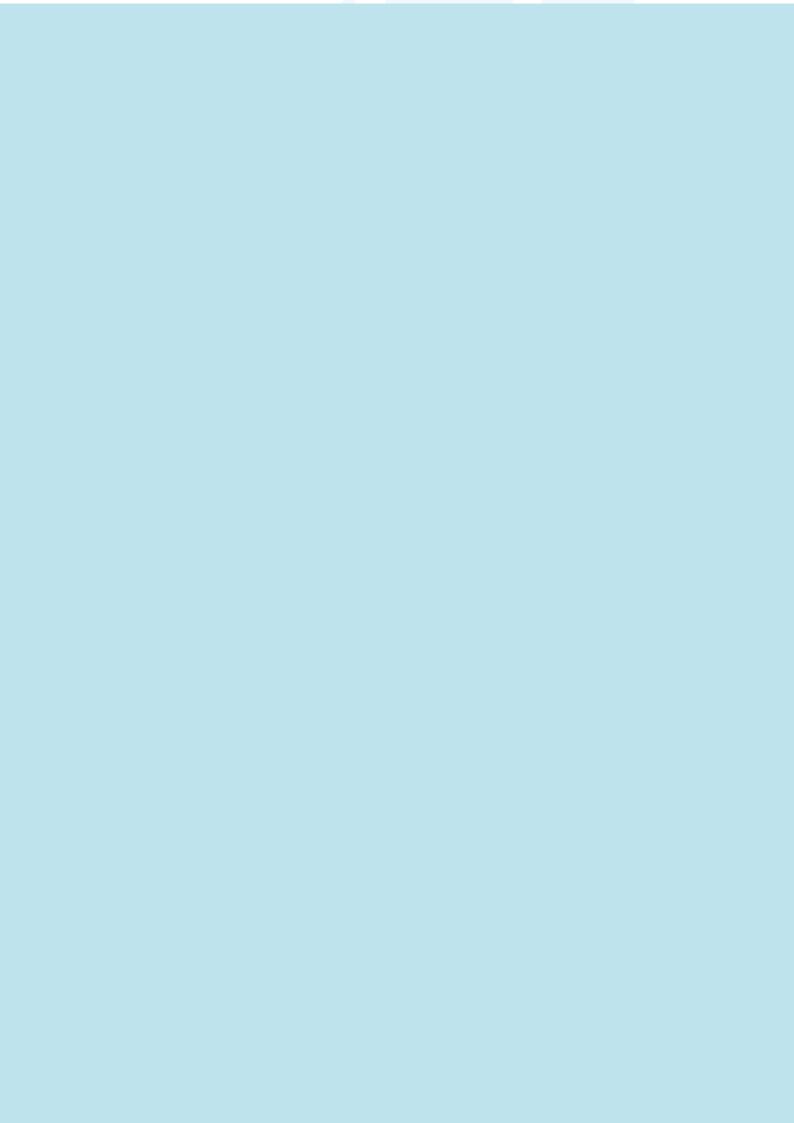|	Strategic Priority 6	Work Activity	Planned Start	Target Quarter
	#excellence – building organisational excellence			
6.1	**We will develop and provide opportunities for our people by continuing to build an agile, engaged, responsive, and motivated workforce.**	Continue initiatives to maintain the KeepWell Mark for QQI.	Q1	Q4
		Review & update a comprehensive induction programme to onboard new staff in the hybrid working environment.	Q3	Q4
		Develop a QQI Competency Framework.	Q1	Q4
		Deliver a blended Training and Development programme informed by the QQI Competency Framework, including a Management Training Programme.	Q2	Q3
		Develop new HR Strategy.	Q1	Q1
		Implement recommendations arising from the new HR strategy and from the Staff Engagement Survey.	Q1	Q4
		Establish high level policy on Equality, Diversity & Inclusion (SEC).	Q3	Q4
6.2	**We will reimagine the QQI workplace through utilising ICT for remote and blended working and embedding sustainability in our work processes.**	Finalise and implement new ICT strategy in line with the new statement of strategy 2022-2024.	Q1	Q4
		Develop and implement internal communications plan (to include future redevelopment of intranet).	Q2	Q4
		Enhance and strengthen cyber security and the accompanying staff awareness programme.	Q2	Q3
		Implement hybrid working environment model.	Q1	Q4

	Strategic Priority 6	Work Activity	Planned Start	Target Quarter
6.3	**We will work with the Department to ensure that QQI has stable, predictable and sustainable income streams.**	Commence introduction of new funding model pending departmental agreement on proposals.	Q3	Q4
6.4	**We will improve our services to providers through better self-service technology and enhanced transparency of our fees and charges.**	Automate and use ICT technologies to deliver new statutory functions.	Q2	Q4
6.5	**We will enhance our service to learners by transforming our certification systems to digital form.**	Initiate a desk-based review of digital certification practices in peer organisations to inform QQI policy options.	Q2	Q2
6.6	**We will optimise our value to our stakeholders through the strategic use of purposeful and impactful communications.**	Develop & implement new Stakeholder Engagement Strategy to align with new QQI 2022-2024 Strategy.	Q1	Q4
		Review, update and implement Customer Charter and Customer Charter Action Plan in line with new QQI strategy.	Q1	Q4
		Develop new Communications Strategy and implementation plan.	Q1	Q4
		Monitor, maintain and develop new QQI website.	Q1	Q4
		Conduct a stakeholder engagement survey.	Q1	Q3
6.7	**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.**	Continue to implement Programme of Records & Document Management projects.	Q1	Q4
		Implement the Annex to the Code of Practice on Gender Balance, Diversity, and Inclusion.	Q1	Q4
		Complete review of risk management.	Q1	Q1
		Conduct skills audit survey of board.	Q1	Q2

Acronyms used in Corporate Plan

ATP	Access, Transfer and Progression
CAS	Common Awards System
ELE	English Language Education
ENIC/NARIC	European Network of Information Centres/National Academic Recognition Information Centres
ENQA	European Network for Quality Assurance
ETBs	Education and Training Boards
FET	Further Education and Training
HE	Higher Education
HEA	Higher Education Authority
HR	Human Resources
ICT	Information and Communications Technology
IEM	International Education Mark
IQQF	Irish Quality and Qualifications Forum
IRQ	Irish Register of Qualifications
LABs	Listed Awarding Bodies
MOU	Memorandum of Understanding
MTU	Munster Technological University
NFDE	National Framework for Doctoral Education
PSRB	Professional Statutory and Regulatory Bodies
QA	Quality Assurance
QDR	Qualification Dataset Register
QT	Quality Times QQI newsletter
RPL	Recognition of Prior Learning
RFT	Request for Tender
SEC	Staff Engagement Committee
TOR	Terms of Reference
TU	Technological University