



Professional Associations
RESEARCH NETWORK

Professional Body Accreditation in Higher Education Institutions in Ireland

Quality and Qualifications Ireland
June 2017

Andy Friedman, Kat Hogg,
Karthika Nadarajah and Robert Pitts



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Andy Friedman, Kat Hogg, Karthika Nadarajah and Robert Pitts
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QQI

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Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Executive summary of key findings

Following a number of exploratory discussions between PARN and QQI, the project was established under the QQI enhancement and improvement programme. The agreed emphasis of the project was to identify how and if professional body activity impacts upon the higher education institution quality assurance context with the aim of discovering opportunities and benefits and alleviating challenges. It is worth noting too that the project would be intended as a key step in building closer working relationships between QQI, Higher Education Institutions (HEIs) and professional bodies.

The results presented here include an evaluation of the 'accreditation landscape' and provide HEIs with a route map to enable more efficient and effective navigation across that landscape.

The accreditation landscape has been mapped through a definitive listing of types of accrediting bodies and reviewing whether their activity is increasing or is in decline. In addition, individual programmes are fully reviewed together with an analysis of compulsory and optional status.

A considerable amount of information was collated around resource allocations and requirements, with a distinction being made between human and other costs and an analysis of the cost of initial accreditation and the maintenance of existing accreditation programmes. A more general cost analysis has also been given.

Five further key issues were also explored:

1. Institutional policies – in general and in specific relation to publication and access to the outcomes of accreditation. PARN found that 41% of respondents have a general policy and recommend that this be developed by more HEIs to support those involved in accreditation exercises, especially those involved in setting up processes.
2. Nature of the relationship - between external professional accreditation and internal quality assurance. PARN found this primarily runs from external accreditation towards influencing internal quality assurance. However, almost a third responded that they operate independent of each other or with limited commonality. This was attributed by several contributors to be due to differing priorities of those who accredit themselves and those who are subject to institution-wide internal quality assurance processes. This is identified as an area for potential further research leading to better communication between accreditors and those meeting accreditation requirements.
3. Benefits of accreditation were expressed both in terms of the processes of accreditation leading to improved academic procedures and in terms of enhancement of the reputation of HEIs.
4. Challenges of accreditation were numerous and often most forcefully expressed. Beyond concerns around what many regarded as excessive and unnecessary time and resource requirements, problems with the timing of accreditation processes and perceived inefficiencies of some professional bodies were often identified. Operating a

tick-box approach was commonly mentioned as well as problems with slow application and approval processes. From the HEI side the problem of low motivation among academic staff for dealing with accreditation processes and lack of training were mentioned. The view that professional accreditation leads to an ever-narrowing academic standardisation at the expense of innovation was also expressed.

5. Suggestions for ways to reduce costs included sharing information about accreditation and developing a common template, including a better mix of academic and professional personnel in review panels and use of new technology. Some called for a more active role of QQI in brokering better communication between HEIs and professional bodies.

Policy recommendations included encouraging overall institutional policies on accreditation, developing training and support documentation for staff dealing with accreditation at HEIs and especially for academic staff dealing with initial accreditation. In addition, changing incentive structures for academics dealing with accreditation could enhance the system. In general, improved communication between HEIs and accrediting bodies is seen as key.

The report ends with some suggestions for future research. More information is needed allowing comparison of the underlying focus of accreditors as well as the different processes being employed to achieve accreditation. What would be especially valuable in terms of improving the quality of communication would be an assessment of the other side of the story, the view from the accrediting agencies themselves. Again, this is perhaps something for future consideration.

Contents

1. Introduction.....	7
1.1 Interpretations and definitions.....	9
2. Methods	11
2.1 Survey	11
2.2 Pilot testing the surveys.....	12
2.3 Survey responses from Ireland’s Higher Education Institutions.....	12
2.4 Survey responses tally.....	13
2.5 Analysis of open question responses	14
3. Mapping the landscape.....	15
4. Accreditation dimensions.....	22
4.1 Methods of accreditation.....	22
4.2 Compulsory and optional programmes/courses.....	23
4.3 Human resource and cost commitments.....	26
5. Institutional policies.....	31
6. Relationship: external accreditation and internal quality assurance	34
7. Benefits of accreditation.....	37
8. Challenges.....	40
9. Opportunities for reducing cost/resources.....	43
10. Conclusions.....	45
10.1 Mapping the landscape	45
10.2 Resource considerations.....	46
10.3 Policy considerations.....	46
10.4 Relationship between internal quality assurance and external accreditation.....	47
10.5 Benefits associated with professional accreditation.....	47
10.7 Opportunities for reducing cost	48
10.8 Policy recommendations.....	49
10.9 Future research	49
Appendices.....	51
Appendix 1: Surveys	51
The Institution survey	51
The unit survey	53
Appendix 2: Feedback from pilot surveys.....	57
Appendix 3: Mapping Professional Bodies	72
Appendix 4: Methods used for professional body accreditation.....	78

Table of Figures

Figure 1: Survey responses from Ireland's 54 Higher Education Institutions surveys	13
Figure 2: Types of bodies that accredit the courses at the institutions.....	15
Figure 3: Negotiating with new professional bodies	15
Figure 4: Methods used for accreditation(s) (all HEIs)	22
Figure 5: Compulsory and optional programmes for all professional bodies and frequencies of engagement.....	24
Figure 6: Withdrawing from professional accreditation schemes	28
Figure 7: Increasing human resources and/or costs	29
Figure 8: Institutional policy regarding professional accreditations	31
Figure 9: Publishing output from the professional accreditation process	33

Table of Tables

Table 1: Professional bodies mentioned by institutions and by units.....	17
Table 2: Most commonly mentioned professional bodies	21
Table 3: Annual days of human resources initially deployed to secure professional accreditation.....	26
Table 4: Annual days of human resources deployed to maintain professional accreditation	27
Table 5: Annual estimated costs to secure and to maintain professional accreditation	27

1. Introduction

The focus of this project is to identify and provide for a series of activities that can contribute in some way to the continuing improvement of Higher Education Institutions (HEIs), largely through the sharing of good practice both in Ireland and abroad. It is anticipated that the dissemination of this information will reveal opportunities or pre-empt emerging trends that may cause significant challenges. One of the current themes within QQI is on sharing smart approaches between institutions and optimising resources, following a time of significant austerity in Ireland.

The project is intended to be of mutual benefit for both QQI and the participating HEIs. QQI is interested in establishing closer working relationships with professional bodies. In addition, current legislation makes reference to the fact that professional bodies will be expected to liaise with QQI.¹ QQI, as guardian of the National Framework of Qualifications (NFQ), is also responsible for the recognition of professional and other awarding bodies. This means that new legislation coming on board will provide QQI with the power to allow awards made by professional bodies in the NFQ. This project may also support the advancement of these key elements.

The results presented here provide an evaluation of the accreditation landscape and give some assessment as to how HEIs can more efficiently and effectively navigate across that landscape. The questions themselves were created from an extensive iterative process (between PARN, QQI and a sample HEI group).

The questions have been formulated with a long-term aim in mind, to establish common ground between accreditation requirements and processes from professional bodies and quality assurance activities led by providers and other external quality assurance agencies.

It is anticipated that the thrust of this approach will help to both clarify and to ultimately realise longer term objectives, which broadly include:

- Exploring opportunities for integration and streamlining of systems

¹ The Qualifications and Quality Assurance (Education and Training) Act, 2012, Section 13. –(1) refers to professional recognition bodies liaising with QQI, extract below:

13.–(1) Upon being requested to do so by the Authority, a relevant provider or a body authorised by law to make awards in the State shall assist the Authority in the performance of the functions of the Authority in so far as those functions relate to the functions of the relevant provider or body authorised by law to make awards in the State as the case may be.

(2) A professional recognition body shall, in so far as is practicable—

(a) co-operate with the Authority in the performance of the functions of the Authority in so far as those functions relate to the functions of the body, and

(b) consult with the Authority, as appropriate, in regard to the performance of the functions of the Authority in so far as those functions relate to the functions of the body.

(3) Upon being requested to do so by the Authority, a relevant provider, a body authorised by law to make awards in the State or a professional recognition body shall provide any information the Authority requires for the performance of its functions in so far as those functions relate to the functions of the provider, the body authorised by law to make awards in the State or the professional recognition body as the case may be, including information in respect of completion rates, within the time specified in the request.

- Exploring mechanisms that can reduce resource demand (staff and time)
- Creating opportunities to make first base preparatory work 'coterminous' across both the professional body sector and more generally the accreditation landscape
- Identifying data sharing opportunities and mechanisms to avoid duplication (of resources)
- Potential for developing quality assurance guidelines for professional body engagement
- Establishing a closer working relationship between QQI and the professional bodies – especially where both are engaged in programme validation.

The context, but perhaps not the key driver, against which this project has been devised is also worth noting. In recent years there has been a significant reduction in both staff and resources within the Irish HEI system. Institutions are required to take periodic academic revalidation of their programmes, this is a significant resource demand and it needs to be undertaken in addition to their regular professional accreditation processes. As a result, the institutions themselves are constantly looking for ways to save costs and to work 'smarter' and against this many HEI personnel have anecdotally noted the dual demands of accreditation and evaluation of QA as a duplication of resource demands.

Others have suggested that single programmes can require accreditation from more than one professional body, whilst some have also noted that approaches and terminology are less than integrated and sometimes clash, potentially undermining professional body standing. Different terms and jargon can in effect result in misinterpretation.

In short, professional body accreditation has a major impact on institutional resources who must engage with these processes if they are to maintain their business models. The fact that professional body accreditation requirements appear to change with some regularity merely serves to exacerbate that drain on resources.

1.1 Interpretations and definitions

External accreditation is primarily carried out by what we refer to at PARN as professional bodies. A complication is that while most professional bodies are professional associations, with individuals as members, some are regulatory bodies. Throughout the surveys, professional bodies are referred to in terms of the following:

- Professional associations that represent a profession
- Regulatory bodies that regulate a profession
- Other institutions that have a remit for regulating professions
- Other accrediting agencies (non-professional bodies)
- Any combination of the above

HEIs were surveyed for this project and asked to list all accrediting professional bodies with which they worked. While most of the organisations they named are what PARN call professional bodies, some identified trade associations and statutory organisations which are not usually recognised as professional regulatory bodies.

In addition, some professional associations are defined by statute and membership will be compulsory in order to practice or in some cases in order to become that type of professional. Complicating matters further, some organisations are specialist accrediting bodies without having professional members.

Because of the range of organisations reported as professional bodies, it may have been worth using the term accreditation bodies. However, PARN report answers to the questions about professional bodies using that term.

For the purposes of this project concerning higher education institutions (HEIs):

- an 'institution' refers to the educational establishment or HEI as a whole
- a 'unit' refers to the element within the HEI that takes responsibility for professional accreditation for programmes and courses or modules.

It should be noted in the context of the responses by providers that two different levels apply. In some cases, responses may refer to QQI processes that reflect QQI as an awarding body. These apply to independent/private providers and the regulatory and statutory function of programme validation.

More autonomous institutions (Institutes of Technology, Universities and RCSI) validate their own programmes and make their own awards. QQI requires autonomous colleges to 'have regard to' guidelines in the development of their internal QA procedures and represents the second level of engagement. This may also be referred to in the responses made by the HEIs. It also seems likely that some of the internal processes adopted by the more autonomous

institutions may indeed replicate the programme accreditation processes applied by professional bodies.

It is worth noting that the term 'quality assurance' is used to describe the process that seeks to ensure that the learning environment reaches an acceptable threshold of quality. Quality assurance is also used to describe the enhancement of education provision and the standards attained by learners. UNESCO defines quality assurance as 'an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of (an) education system, institution or programme.'

Internal quality assurance is the primary responsibility of the provider. In the broadest terms, the provider owned quality assurance refers to the mechanisms and procedures developed and adopted by providers to achieve and maintain a desired level of quality in educational provision, research and related services. However, internal quality assurance will inevitably have an external dimension (for example, the use of external review panels or examiners).

There are also some areas of similarity and cross over. For example, both national quality assurance guidelines and institutions within Ireland are bound by European standards and guidelines. Similarly, many professional bodies are also bound by international agreements - for example, the Washington accord for engineers.

2. Methods

2.1 Survey

A general survey examining professional body accreditation in HEIs associated with QQI started the first phase of the project. This aimed to enable QQI and the HEIs to reach a clearer understanding of both the scope and scale of professional body accreditation across Ireland.

The first survey comprised a total of 11 questions, dependent upon routing, and included 'tick box', multiple choice and semi-structured and structured qualitative questions. Sections were included on:

- Types of professional bodies the HEIs were engaging with
- Listing of all professional bodies
- Publishing output from the accreditation processes

However, at the onset, both QQI and PARN realised that there would need to be further work in order to fully understand the accreditation landscape across Ireland. It was agreed that the original proposed level of research at institutional level would at best give a very top line overview but that there would need to be further analysis at faculty and programme activity. This was termed 'unit' throughout the report and survey. The unit survey was subsequently designed consisting of 18 questions, depending on the routing, and again included 'tick box', multiple choice and semi-structured and structured qualitative questions. In addition to the institution survey, the sections in the unit survey included:

- Methods used for accreditation(s) at each organisation involved in accrediting
- Listing of all programmes that are accredited by organisations involved in accrediting
- Optional/voluntary compliance necessitating accreditation
- Frequency of engagement with the professional bodies' periodic cycle
- HR resources deployed to initially secure and maintain accreditation
- Actual or estimated costs for initial set up and for maintaining accreditation

The institution survey and unit survey also had common sections, such as:

- The relationship between internal quality assurance and external professional accreditation processes
- Suggestions for cost reductions
- The challenges and benefits associated with accreditation

The rest of the unit survey was the same as for the institution survey.

Communicating the survey to the HEIs and units

The survey was set up using SNAP survey software and the HEIs were provided with the URL link to the survey interface along with an accompanying guide on steps to participating. This was sent as an email to each contact who manages accreditation at their institution.

54 HEIs were invited to respond. This survey was completed by the individual who manages accreditation at their institution and so, each institution respondent was required to log in with a unique user ID and password. The SNAP survey interface presented the individual with one 'institution survey' and up to 20 unit surveys, with the option of having two surveys per unit.

The institutions were also given instructions on how to access the unit surveys. The contact responsible for completing the institution survey was requested to forward these instructions to the appropriate contacts in the institution's individual department or 'unit'. The unit survey enables the respondent to enter details for up to ten professional bodies and up to 30 programmes for each professional body.

The 'soft' deadline for the survey was 29 November 2016. However, PARN wished to benefit from including as much data as possible and therefore incorporated responses for the larger HEIs as late as February 2017. Initial project findings regarding the strategic 'institution' data were presented at the QQI Enhancement Conference on 15 December 2016 at Dublin Castle.

2.2 Pilot testing the surveys

As an integral part of the initial set up stage, PARN approached several of QQI's HEI contacts with an outline draft survey. The intention was to test the viability of the proposed survey questions and to identify any additions for useful inclusion. Furthermore, the collaborative approach towards the project and positive support from the HEIs was evidenced in the enthusiastic feedback on the pilot and the number of HEIs that volunteered to provide PARN with this feedback. It also enhanced the nuancing of the project to ensure this reflected an 'Irish programme provision context' and significantly added to the integrity of the process. This pilot process helped test and facilitate the survey design in readiness for a more general circulation. See Appendix 2 for feedback from the pilot surveys.

2.3 Survey responses from Ireland's Higher Education Institutions

The 54 HEIs surveyed were generally very enthusiastic and cooperative about the project and representatives from many of the HEIs made great efforts to support and encourage their colleagues to provide unit responses.

Despite there being a significant number of non-matching returns, a large amount of useful information was nevertheless provided.

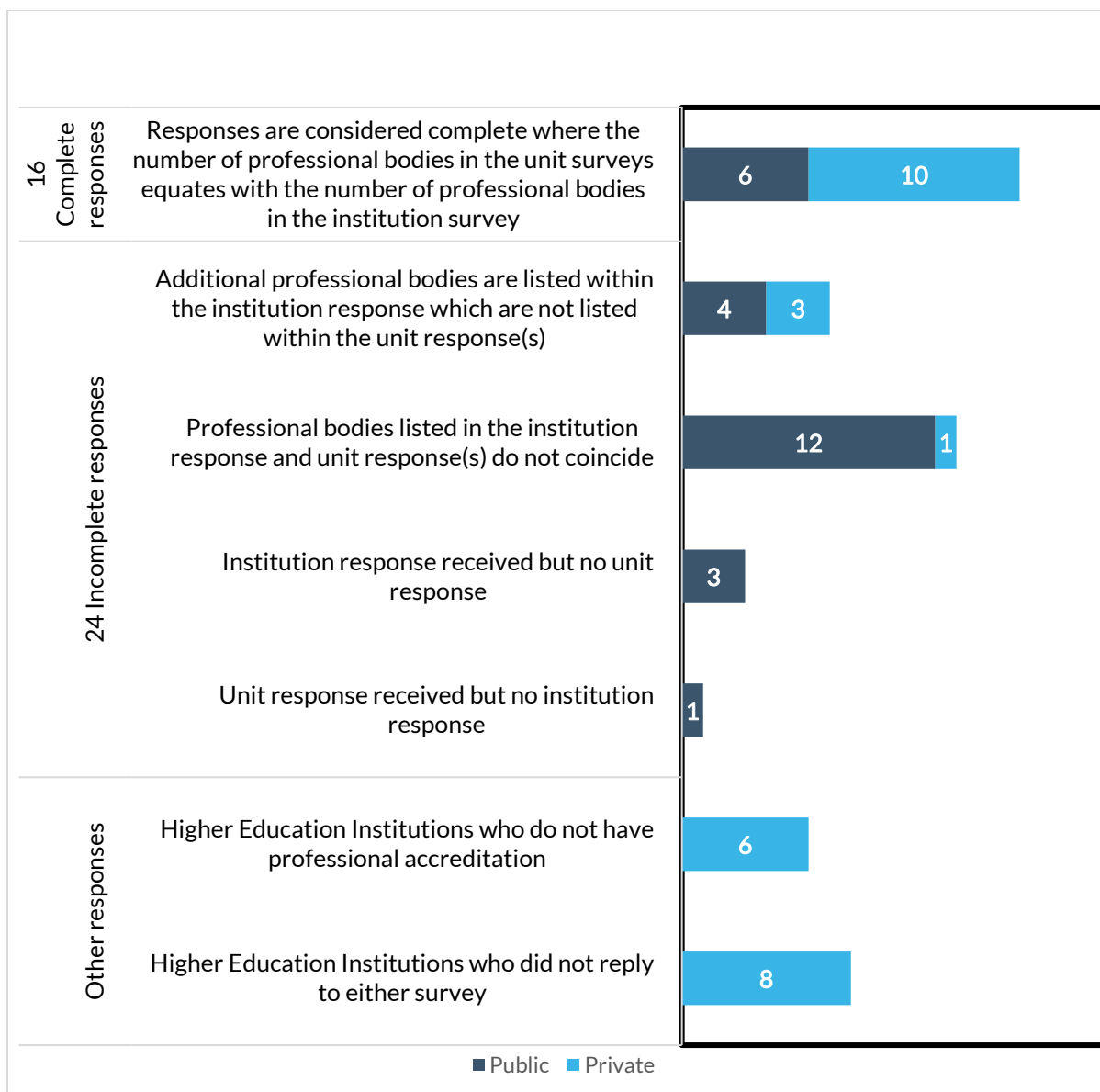


Figure 1: Survey responses from Ireland's 54 Higher Education Institutions surveys

Some HEI representatives also advised that they had recently been asked to carry out their own work in order to coordinate professional accreditation within their institution and as a result, were especially keen to receive their collated response from PARN.

We can note from the chart above that 13 HEIs appeared not to be aware of some of the accreditation activities carried out at their unit level. This disconnect was predicted by many institutions and was advanced as an area for future improvement.

2.4 Survey responses tally

54 HEIs were invited to respond to the survey.

46 did respond and of these, 40 reported having external professional accreditation. The non responders were exclusively categorised as independent/private Institutions.

Institution survey

One institution however only provided a response at unit level. Therefore, the base for the results of the institution survey is 39 responses rather than the 40 identified above.

Unit survey

Of the 40 reporting having external professional accreditation, 3 produced only institution responses. Therefore, the unit survey is generated from results received from 37 HEIs. This resulted in a total of 145 separate unit responses.

2.5 Analysis of open question responses

The surveys contained a number of open questions. These were examined using a content analysis approach. Generally two researchers read through the responses to each open question one at a time to get a feel for the answers. Then initial coding units (or response types) were identified based on an initial subsample of the answers. One of the researchers then applied the coding frame to all the answers. This, in some cases, led to refinement of the coding frame by adding response types that did not fit well with the initial set of coding units. This refinement was agreed upon between the researchers. A tally of the number of times each response type appeared was noted and reported in the text.

At this stage no further analysis has been undertaken in order to glean insight from responses across different questions. This could be undertaken in future.

3. Mapping the landscape

PARN asked: What types of bodies accredit the courses at your institution?

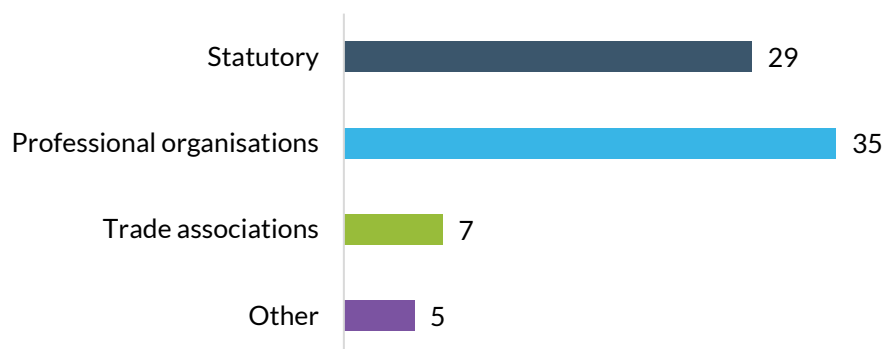


Figure 2: Types of bodies that accredit the courses at the institutions

The most frequently cited professional body type is professional organisations, ($n=35$), followed by statutory ($n=29$) and trade associations ($n=7$). One respondent who opted for 'other' mentioned 'Sporting Bodies' as an additional type of body, whereas the responses for the remaining responding institutions that chose this category were not relevant. (Respondents had the option to give more than one answer for this question.)²

PARN asked: Are you currently negotiating with any new professional bodies for professional accreditation?

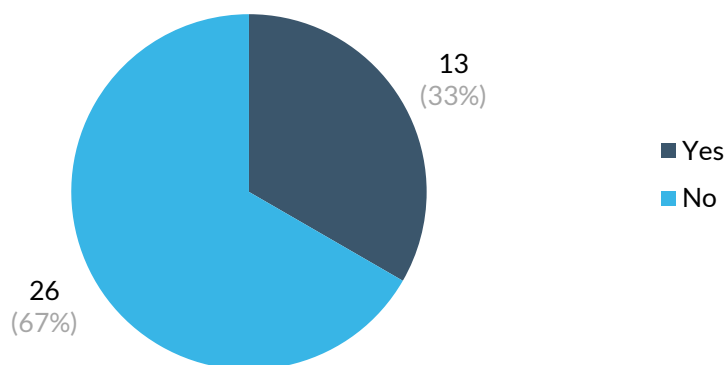


Figure 3: Negotiating with new professional bodies

13 out of all responding institutions are currently negotiating with new professional bodies. These include CORU (x2), Irish Association of Humanistic and Integrative Psychotherapy, Irish Council for Psychotherapy, Association to Advance Collegiate Schools of Business (AACSB) (x2), Nursing and Midwifery Board of Ireland, Psychological Society of Ireland, Association of

² The figure presents frequencies only, as opposed to percentages as the latter would not necessarily add up to 100 per cent.

Chartered Certified Accountants (ACCA), Engineers Ireland, North/South Education and Training Standards (NSETS), Society of Chartered Surveyors Ireland (SCSI), Teaching Council and Royal Society of Chemistry Ireland.

PARN asked: Please list all of the professional bodies that accredit activities within your institution

Table 1 shows the organisations that are involved in accrediting along with the number of mentions. Note that this list includes awarding bodies, employers, government bodies, sports bodies etc. The number of mentions are divided by institution and unit and it is also noted whether the professional body is international (Int) or Irish (Ir). Some professional bodies classified as Irish may also have an international remit. In addition, Appendix 3 contains all of these organisations together with categorisation.³

Table 2 shows the top ten most commonly mentioned professional bodies.

PARN notes that because the project is intended to be of value to both QQI and all participating HEIs, each institution has been provided with a PDF document report containing their institution survey response, and each of the unit survey responses.

³ These categories include: accrediting body, association of awarding bodies, awarding body, conferencing organisation, cultural institution, employer, government body, government department, government standards setting body, professional body, professional association, prospective professional body, sports body, state agency, trade body, umbrella accrediting body, umbrella awarding body, umbrella of professional bodies.

Table 1: Professional bodies mentioned by institutions and by units

Professional bodies	Number of mentions by		Int / Irish
	Inst	Units	
ABC Awards	1		Int
Academy of Clinical Science and Laboratory Medicine (ACSLM)	3	1	Ir
Accounting Technicians of Ireland (ATI)	1	3	Ir
Addiction Counsellors Ireland	1	1	Ir
All-Ireland Endorsement Body for Community Work (AIEB)	1		Ir
American Veterinary Medical Association	1		Int
Aquatics Ireland	1		Ir
Archives & Records Association (UK and Ireland)	1	1	Int
Association for Nutrition (AFN)	1		Int
Association of Accounting Technicians (AAT)	1		Int
Association of Chartered Certified Accountants (ACCA)	17	16	Int
Association of Humanistic and Integrative Psychotherapy	1	1	Ir
Association of MBAs (AMBA)	6	2	Int
Association of Occupational Therapists of Ireland (AOTI)	2	2	Ir
Association of Professional Counsellors and Psychotherapists (APCP)	1	1	Ir
Association to Advance Collegiate Schools of Business (AACSB)	2	1	Int
Athletic Rehabilitation Therapy Ireland (ARTI)	2	3	Ir
Athletics Ireland		1	Ir
Behaviour Analyst Certification Board (BACB)	1	1	Int
British Association of Sport and Exercise Sciences (BASES)	1		Int
British Association of Sport Rehabilitators and Trainers (BASRat)	1	2	Int
British Computer Society (BCS)	1		Int
British Dietetic Association (BDA)	1		Int
British Occupational Hygiene Society (BOHS)	1		Int
Business Analysts Association	1	1	Ir
CAMPEP (US)	1		Int
Canoeing Ireland		1	Ir
Canadian Securities Institute	1		Int
Central Bank of Ireland	1	1	Ir
Certified Internet Webmaster (CIW)		1	Int
Certified Management Accountant (CMA)	1		Int
Chartered Accountants Ireland	12	9	Ir
Chartered Association of Building Engineers	1	1	Int
Chartered Institute of Architectural Technologists	1	2	Int
Chartered Institute of Building (CIOB)	5	5	Int
Chartered Institute of Horticulture (GB and Ireland)	1		Int
Chartered Institute of Housing	1	1	Int
Chartered Institute of Management Accountants (CIMA)	14	14	Int
Chartered Institute of Personnel and Development (CIPD)	9	9	Int

Professional bodies	Number of mentions by		Int / Irish
	Inst	Units	
Chartered Insurance Institute	1	2	Int
CISCO Certified Network Associate	2	1	Int
COMPTIA	1	1	Int
CORU	7	10	Ir
Council of Legal Education, Northern Ireland		1	Ir
Dental Council of Ireland	4	4	Ir
Department of Children and Youth Affairs	1	2	Ir
Department of Education and Skills	3	1	Ir
Directorate General of Interpretation and Conferences of the European Parliament	1		Int
Educational Commission for Foreign Medical Graduates (USA)	1		Int
EFMD Programme Accreditation System	2	1	Int
Energy Institute	1	1	Ir
Engineers Ireland	17	15	Ir
Environmental Management and Assessment (IEMA)	1		Int
EPAS	1	2	Int
European Association of Establishments for Veterinary Education	1		Int
European Association of Integrative Psychotherapy (EAIP)	1		Int
European Association of Psychotherapy (EAP)	2	1	Int
European Network for Accreditation of Engineering Education (ENAE)	1		Int
European Quality Improvement System (EQUIS)	1		Int
European Aviation Safety Authority		1	Int
Family Therapy Association of Ireland (FTAI)	2	1	Ir
Football Association of Ireland	1	2	Ir
Healthcare Chaplaincy Board		1	Ir
Gaelic Athletic Association	1	2	Ir
Global Alliance in Management Education (CEMS)	1		Int
ICA	1		Ir
ICS Skills	1		Ir
Institute and Faculty of Actuaries	2	2	Int
Institute of Chemical Engineers (IChemE)	3	2	Int
Institute for Managers of Community and Voluntary Organisations (IMCV)	1	1	Ir
Institute of Biomedical Science (IBMS)	3	1	Int
Institute of Canadian Bankers		1	Int
Institute of Certified Public Accountants (CPA Ireland)	9	10	Ir
Institute of Chemistry of Ireland	2	1	Ir
Institute of Commercial Management (ICM)	3	3	Int
Institute of Food Technologists (IFT), USA	1		Int
Institute of Group Analysis (IGA)	1		Int
Institute of Guidance Counsellors	2	3	Ir

Professional bodies	Number of mentions by		Int / Irish
	Inst	Units	
Institute of Legal Executives of Ireland (IILEx)	1	1	Ir
Institute of Management Consultants and Advisers (IMCA)	1		Ir
Institute of Materials, Minerals and Mining (IoM3)	1	3	Int
Institute of Physics	6	3	Int
Institute of Physics and Engineers in Medicine	2		Int
Institute of Professional Auctioneers and Valuers (IPAV)	1		Ir
Institute of Professional Legal Studies		2	Ir
Institute of Taxation in Ireland (IATI)		1	Ir
Institute of Public Relations (UK)	1		Int
Institution of Energy Engineers	1		Int
Institution of Engineering Designers (IED)	2	2	Int
Institution of Mechanical Engineers (IMechE)	1		Int
Institution of Occupational Health and Safety (IOSH)	3	1	Int
Institution of Structural Engineers (IStructE)	1		Int
Insurance Institute of Ireland	2	2	Ir
International Engineering Alliance	1		Int
International Union for Health Promotion and Education (IUHPE)	1		Int
Irish Association for Counselling and Psychotherapy (IACP)	3	2	Ir
Irish Association for Play Therapy and Psychotherapy (IAPTP)	1	1	Ir
Irish Association for Psychotherapy in Primary Care (IAPPC)	1	1	Ir
Irish Association of Corporate Treasurers (IACT)	1		Ir
Irish Association of Social Care Educators	1	1	Ir
Irish Association of Social Care Workers		1	Ir
Irish Association of Speech and Language Therapists	3	2	Ir
Irish Aviation Authority	1	1	Ir
Irish College of General Practitioners (ICGP)		1	Ir
Irish Computer Society		1	Ir
Irish Hospitality Institute	1	1	Ir
Irish Institute of Pensions Management (IIPM)		1	Ir
Irish Institute of Psychoanalytic Psychotherapy (IIPP)	1		Ir
Irish Institute of Radiography and Radiation Therapy	1	1	Ir
Irish Landscape Institute	2		Ir
Irish Nutrition and Dietetic Institute (INDI)	1	1	Ir
Irish Planning Institute (IPI)	2	1	Ir
Irish Rugby Football Union	1		Ir
Irish Society of Chartered Physiotherapists (ISCP)	3	2	Ir
Irish Tax Institute	7	4	Ir
Law Society of Ireland		2	Ir
Library Association of Ireland	1	2	Ir
Malaysian Medical Council	1	1	Int
Malaysian Qualifications Agency (MQA)	1		Int

Professional bodies	Number of mentions by		Int / Irish
	Inst	Units	
Med Laboratory Consultants (2 bodies)	1		Int
Mediator's Institute of Ireland	1		Ir
Medical Council (Ireland)	6	8	Ir
Microsoft Imagine Academy		1	Int
Middle States Commission on Higher Education (MSCHE)		1	Int
Marine Survey Office/Manilla Convention	1		Ir
National Association of Pastoral Counselling and Psychotherapy (NAPCP)	1	1	Ir
Network of Accrediting skills centre in Europe (NASCE)		1	Int
North/South Education and Training Standards (NSETS)	3	2	Ir
Nursing and Midwifery Board of Ireland (NMBI)	14	10	Ir
Nursing Board of Malaysia	1		Int
Opticians Board	1		Ir
Pharmaceutical Society of Ireland (PSI)	4	3	Ir
Pharmacy Board of Malaysia		1	Int
PharmaTrain	1		Int
PMI - Institute of Commercial Management	1		Int
Pre-Hospital Emergency Care Council	1	1	Ir
Principles for Responsible Management Education (PRME)	1		Int
Professional Association for Supply Management (APICS)	1		Int
Professional Risk Managers International Association (PRMIA)	1		Int
Project Management Institute Global Accreditation Center for Postgraduate Project Management Education Programs	1	2	Int
Psychological Society of Ireland (PSI)	10	11	Ir
Public Relations Institute of Ireland (PRII)	1		Ir
Public Relations Society of America (PRSA)	1		Int
QQI	4	4	Ir
Register of Exercise Professionals	1	1	Int
Reps Ireland on behalf of EHFA		1	Ir
Royal Aeronautical Society (RAeS)	1	1	Int
Royal Institute of Architects of Ireland (RIAI)	7	4	Ir
Royal Institute of British Architects (RIBA)	3	2	Int
Royal Society for Chemistry (RSC)	2	2	Int
Royal Town Planning Institute (RTPI)	1	1	Int
Social Care Ireland (SCI)	2	2	Ir
Society of Archivists (UK and Ireland)	1		Int
Society of Chartered Surveyors Ireland (SCSI)	5	6	Ir
Society of Chiropodists and Podiatrists of Ireland		1	Ir
Society of Irish Foresters	2	1	Ir
SOLAS	1	2	Ir
Solicitors Regulation Authority (SRA)		1	Int

Professional bodies	Number of mentions by		Int / Irish
	Inst	Units	
Sri Lankan Medical Council		1	Int
Supply Chain Management Institute		1	Ir
Swim Ireland	1	2	Ir
Teaching Council of Ireland	9	7	Ir
The Chartered Society of Forensic Sciences	1	3	Int
The College of Podiatry		1	Int
The Honorable Society of King's Inns	6	8	Ir
The Institute of Chartered Accountants England and Wales (ICAEW)	1		Int
The Institute of Chartered Foresters (UK)	1		Int
The Marketing Institute of Ireland (MII)	1		Ir
The William Glasser Institute of Ireland (WGII)	1		Ir
TUSLA (State Agency)	1	1	Ir
Veterinary Council of Ireland (VCI)	4	3	Ir

Table 2: Most commonly mentioned professional bodies

Professional bodies	Number of mentions by institutions	Number of mentions by units
1. Association of Chartered Certified Accountants (ACCA)	17	16
2. Engineers Ireland	17	15
3. Chartered Institute of Management Accountants (CIMA)	14	14
4. Nursing and Midwifery Board of Ireland (NMBI)	14	10
5. Chartered Accountants Ireland	12	9
6. Psychological Society of Ireland (PSI)	10	11
7. Institute of Certified Public Accountants (CPA Ireland)	9	10
8. Chartered Institute of Personnel and Development (CIPD)	9	9
9. CORU	7	10
10. Medical Council (Ireland)	6	8

4. Accreditation dimensions

4.1 Methods of accreditation

PARN asked: What methods are used for accreditation at each professional body?

The methods used for each professional body accreditation listed can be viewed in Appendix 4, which contains the names of the specific professional bodies collaborating at institution and unit level.

The most frequent methods that the responding units use for accreditations are shown in Figure 4 and include 'site visit' ($n=218$), 'desk review' ($n=201$) and 'criteria review' ($n=201$). International/peer experts is the least commonly used by the professional bodies ($n=130$). (Respondents had the option to give more than one answer for this question.)⁴

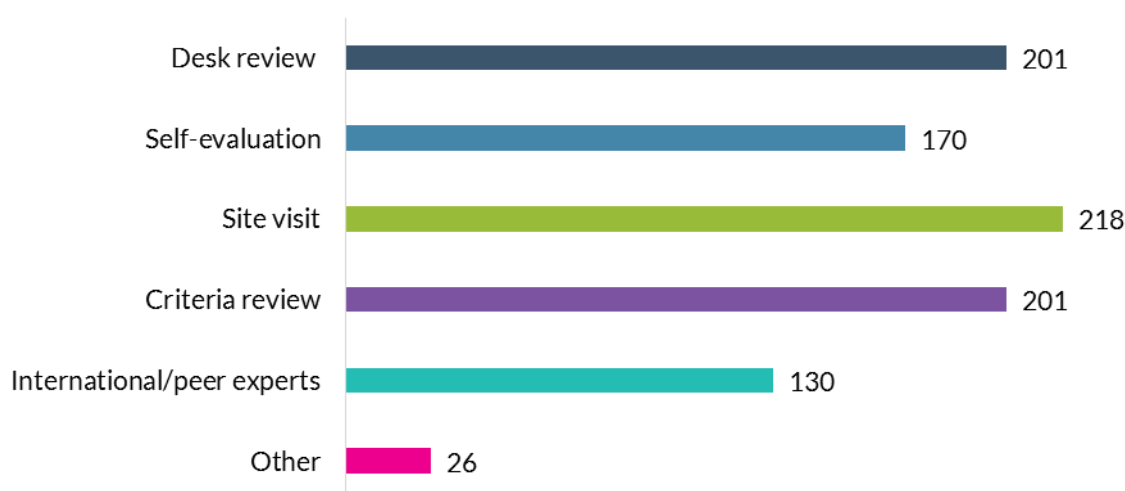


Figure 4: Methods used for accreditation(s) (all HEIs)

26 responders mentioned using 'other' methods and were given the option to explain their answer. Themes and frequencies were produced for the 23 responses provided:

- Meetings to discuss accreditation (e.g. with students, employers and other key stake holders) x6
- Reviewing exam papers, marking schemes and sample scripts x4
- As above, but also examine handbooks, external examiner reports, student surveys and college policies x1
- Preparation and submission of documents that detail programmes in advance of site visits x4

⁴ The figure presents frequencies only, as opposed to percentages as the latter would not necessarily add up to 100 per cent.

- Review annual audits x1
- Assessment of the lecturing team's experience where the criteria set out by Accounting Technicians Ireland (ATI) must be met. In return ATI are required to conduct annual liaison visits to every class in each college which gives them the opportunity to meet with the course co-ordinators and lecturing staff. x1
- The oversight to Engineers Ireland's international accords is under International Engineering Alliance (IEA) and requires periodic verification visits to Engineer Ireland institutions by the IEA endorsed international panel. x1
- Collaborating with the Irish Institute of Legal Executives to meet their key needs x1
- Irish Nutrition and Dietetics Institute has no accrediting powers, the unit works with the institute in order to meet their (internal) Guidelines for practice. x1
- A team of peer reviewers, selected for their expertise, assess compliance of the programmes against the Generic Interim Accreditation Standards for Formal Programmes of Learning for Pharmacy in Ireland. Following the completion of this process, the team will make a recommendation to the Pharmaceutical Society of Ireland that the programme should be accredited x1
- National peer experts x1
- Pre-site inspection visits x1

4.2 Compulsory and optional programmes/courses

PARN asked: Which programmes/courses are compulsory and which are optional?

Here 'compulsory' is used to define content or attainment level that is required in order for a graduate to enter a particular profession. In contrast, 'optional' is taken to mean attainment that allows exemption from certain professional body exams or processes.

The 145 unit respondents listed a total of 684 programmes/courses that are accredited. Of this total, 448 programmes (65%) are considered by the institution to have compulsory status, whilst optional accreditation was identified in 236 (35%) programmes/courses. Figure 4 identifies which programmes/courses are compulsory or optional.

The figures presented in the following chart (figure 5) represent the number of programmes or courses listed.

PARN asked: What is the frequency of engagement with the professional bodies/periodic cycle in relation to these programmes?

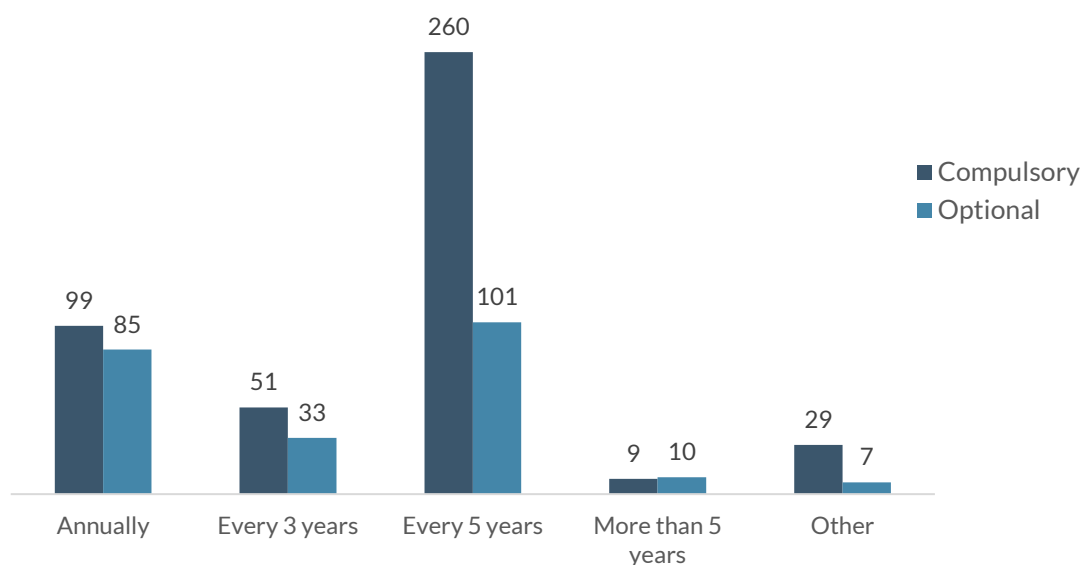


Figure 5: Compulsory and optional programmes for all professional bodies and frequencies of engagement

The highest frequency of engagement noted was for compulsory programmes accredited every five years. Optional programmes were also commonly accredited every five years. The second most common frequency of engagement was annually, three-year cycles for both compulsory and optional were also commonly noted. Very few noted an accreditation cycle of more than five years.

There were a few comments from respondents suggesting that cost savings could be made if the frequency of engagement could be reduced, in particular from annual to once every three years.

All unit respondents were given the option to explain their answers. Responses were coded for multiple themes. Note that single responses could have different answers for the different programmes that they listed for that professional body, thus responses were coded for multiple themes:

- The frequency of the re-engagement with the professional bodies ranges from 3-5 years x11
- There is frequent contact between the institution and the professional body regarding the interpretation and changes of programme requirements and the development of the profession x8
- Programme is approved by a mapping exercise and a programme monitoring report needs to be sent x6
- Intermittent audits or annual verification of student works are required x6

- Frequency of engagement is determined by the professional body x2
 - Concept of five years is fluid x1
 - There is no set review structure x5
- Most of our programmes are for recognition and not formal accreditation purposes hence engagement only takes place if a new programme commences or if an issue arises x4
- When there are major programme syllabi changes, then the professional body is informed and consulted x4
 - Once the institution is formally accredited, then there is no periodic review, though the professional body needs to be informed of any changes to the programme curriculum x2
 - Substantial review of syllabi is required x2
- Typically annually or every three years, but following a recent successful review, it is anticipated that this will be increased to having an accreditation review every five years x4
 - Taking a risk-based approach with the frequency of accreditation x1
 - Often starts off on an annual basis, or every two years and up to five years thereafter x3
- Attending conferences, workshops and seminars organised by the professional body x2
 - Being part of various interest groups and attending committee meetings x2
 - E-mail correspondence x1
 - Annual monitoring and further review is deemed necessary by the professional body until they are satisfied that the programme is not adversely impacted by another similar programme x2
- Having informal engagement with QQI x1
- Engaging closely with the professional body on an ongoing basis to ensure that the programme continues to meet the criteria set by the professional body x4
 - For a programme where accreditation is optional, the frequency of engagement can be for a period of three years, while the compulsory programmes require annual reviews to reflect updates in their syllabi x1
- The professional body maintain an 'advocate' x1
 - Have a nominee on the accrediting body x1
- Academic staff can participate in accreditation panels at other institutions as part of the professional engagement and strategy for continuous improvement of the department's accredited programmes x1

- The professional body appoints an external examiner to visit the institution and view students' scripts and recommend exemptions from the professional body's professional examinations x1
- More frequently than annual x1
- CPD approval x1
- The five year cycle did not take place since the accreditation is tied into Statutory Instruments, which have been a subject of review x1
- Accreditation review process will be done annually if there are curriculum changes x1
- Frequency of engagement is limited x2

4.3 Human resource and cost commitments

PARN asked: What human resources are deployed to initially secure professional accreditation?

The majority of costs indicated in the survey responses are direct costs. They do not include overhead/indirect costs or indeed the potential for opportunity costs.

Table 3: Annual days of human resources initially deployed to secure professional accreditation

Average	Academic	Administrative	Undifferentiated
	44.75	29.99	87.32
Max	335	240	750
Min	2	0	1.5
Range	333	240	748.5
Median	30	10	20

Table 3 shows the number of days reported by personnel status, where the Unit respondents answered in terms of 'academic person days' and 'administrative person days'. On average, 45 days of academic time and 30 days of administrative staff's time were required. However, a large number of unit respondents failed to make any differentiation in staff status; citing on average 87 days. It should further be noted that some unit respondents reported academic days or administrative days. 82 out of 145 unit respondents answered this question.

Median numbers were far less at only 30 days for academic staff and 10 for administrative staff. The median was only 20 for undifferentiated staff. This indicates that some with very high resource deployment are skewing the average results and particularly for undifferentiated and for administrative staff.

PARN asked: What human resources are required to maintain existing professional accreditation?

Table 4: Annual days of human resources deployed to maintain professional accreditation

Average	Academic	Administrative	Undifferentiated
	19.44	16.6	18.47
Max	120	120	60
Min	1	0.5	1.5
Range	119	119.5	58.5
Median	10	10	10

The equivalent figures for resources required to maintain accreditation were 19 for academic staff and 17 for administrative staff with 18 cited for those that did not differentiate. Again, the median figures were lower than the averages, but the difference was not so great as for securing initial professional accreditation. Whilst little more than coincidental, we should perhaps note that each segment returned a median score at or very close to 10. 92 out of 145 unit respondents answered the above question.⁵

The balance between academic and administrative staff deployed was more even for maintaining accreditation, indicating that more of the effort could be undertaken by administrators thereby saving on more scarce and expensive academic time. In particular, this may reflect the point noted under challenges: that some academic staff were not so well motivated to undertake this work, regarding it as not their core function.

Overall it is possible to note that the overall burden for establishing accreditation from start-up is roughly twice the cost of maintenance level input or maintaining extant accreditation.

PARN asked: What are the actual/estimated costs to initially secure professional accreditation? & What are the actual or estimated other costs to maintain professional accreditation?

Table 5: Annual estimated costs to secure and to maintain professional accreditation

	What are the actual or estimated other costs to initially secure professional accreditation?	What are the actual or estimated other costs to maintain professional accreditation?
Average	€6,132.25	€3,439.27
Minimum	€0.00	€0.00
Maximum	€50,000.00	€42,000.00
Range	€50,000.00	€42,000.00
Median	€2,416.67	€671.43

⁵ This 92 was made up of 76 which differentiated academic or administrative and 16 which did not.

In Table 5, the costs for initially securing and maintaining professional accreditation have been extrapolated by dividing the consolidated figures by the number of courses offered within that unit. In particular, the costs for maintaining professional accreditation have been calculated for on an annual basis. 72 out of 145 unit respondents answered the question about initially securing professional accreditation. 59 out of 145 unit respondents answered the question about maintaining professional accreditation.

The cost to initially secure professional accreditation was on average €6,132 with the median figure at €2,416. The average cost of maintaining accreditation was estimated at just over half that of initially securing accreditation (€3,439) although the median was much lower at just over a quarter of that of initially securing accreditation (€671).

PARN asked: During the last three years, have you ever withdrawn from any professional accreditation scheme?

One hundred and forty responding units have never withdrawn from any professional accreditation scheme, while just three respondents stated that they had.

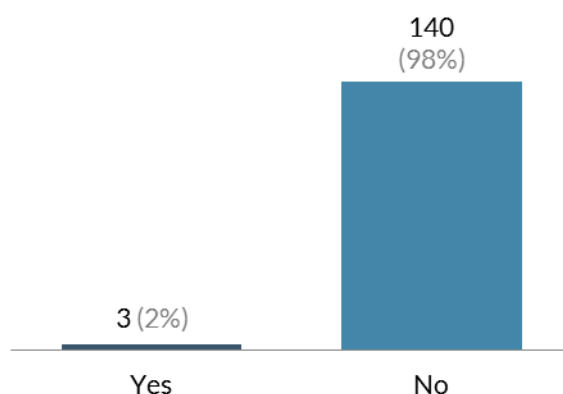


Figure 6: Withdrawing from professional accreditation schemes

Those who opted ‘yes’ were given the option to explain their answer to the above question. Only two responses were provided:

- *“circa €15K per programme every five years”*
- *“We withdrew from the Engineers Ireland Accredited CPD Employer process”*

PARN asked: Has it been necessary to increase human resources and/or costs to the professional accreditation process over the last three years?

59 responding units stated that it had been necessary to increase human resources and/or costs over the last three years, while 84 respondents noted that this was not necessary.

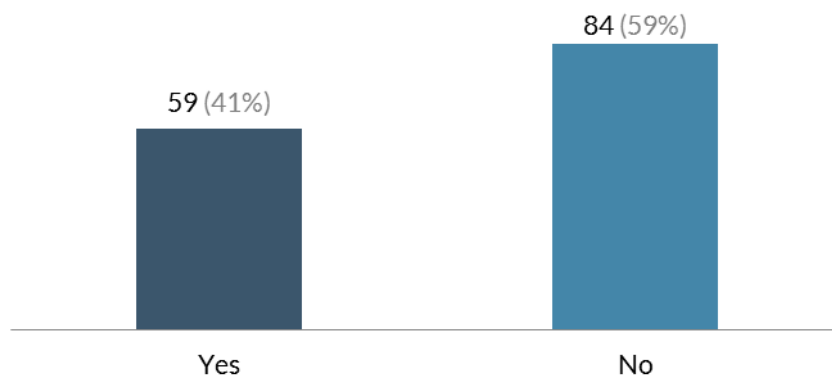


Figure 7: Increasing human resources and/or costs

The respondents who answered 'yes' were given the option to expand their answer. Themes and frequencies were produced for the 59 responses provided. Due to the semi-structured nature of the question, responses were coded for multiple themes.

- The need for additional human resources x22. This was further explained as:
 - where human resources required to complete the initial applications and ongoing accreditation documentation are provided by existing academic staff as additional human resources are not available x5
 - where the school is building a team dedicated to holding responsibility for the accreditation processes x2
 - due to the changing assessment criteria x1
 - the extra time spent is unpaid x1
 - the addition of high opportunity costs being involved as other work had to be delayed x1
 - due to the increase in student numbers on the programme, the importance of accreditation has also increased x1
- Accrediting bodies have changed their syllabi, which requires more information and in greater detail than previously x7
- Currently in the process of negotiating with new professional bodies for professional accreditation x4
- Currently in the process of accrediting more programmes x4
- A significant amount of time is spent on preparation for the professional accreditation processes (e.g. to produce documentation, prepare for site visits, module design, assessment, quality assurance and undertaking self-evaluation) x4. This was further qualified by the following:
 - where the programmatic reviews require extra resources to confirm re-validation x1
 - as well as a validation being required which includes the evaluation of necessary documentation (e.g. project materials, artefacts and detailed changes) x1
- Coping with incremental changes in accreditation fees x3

- Management costs for the professional accreditation process are excessive x3
- Keeping up with the curriculum changes of the programmes x2
- Coping with incremental changes in membership fees x2
- Centre fees and the fees for awarding an educator status are high x1
- Investment in online resources x1
- The development of new apprenticeships is costly x1
- Building and maintaining a Continuing Professional Development (CPD) system to service all of the CPD requirements of the programmes and modules is expensive x1

5. Institutional policies

PARN asked: Is there an overall institutional policy regarding accreditation?

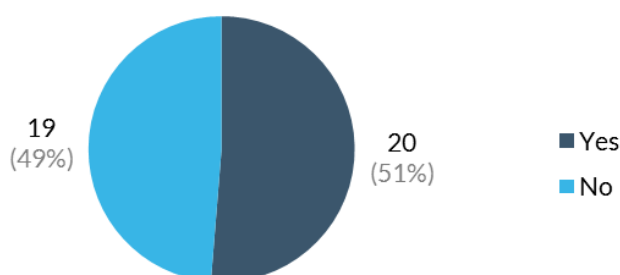


Figure 8: Institutional policy regarding professional accreditations

About half of the responding institutions have an overall institutional policy regarding accreditations⁶. The respondents who answered 'yes' were also asked to explain their answer to the question. Themes and frequencies were produced for the 19 responses provided:

- The current institutional approach is to ensure alignment between internal quality (assurance) processes and external quality processes such as accreditation x7
 - *“The current institutional approach is to ensure alignment between internal quality processes (under the direction of the Quality Committee) and external quality processes such as accreditation, through synchronising review cycles and, where possible, adapting the scope of internal periodic academic review processes. Academic Development and Standards Committee, is a standing committee of Academic Council, it reports to Academic Board and has an oversight function in relation to the outcomes of Professional/Statutory Body Reports and may recommend action to the Board or College Councils as appropriate.”*
 - *“Accreditation activities are managed locally by the head of unit in which the accredited programme(s) reside. Should accreditation activities require wider university consultation (with e.g. academic council or senior university management), such consultations are initiated by the head of unit, or the accreditation body, as appropriate. The university maintains a central database of[institution name] programmes accredited by external/professional bodies.”*
 - *“Part of student recruitment and quality assurance”*
- The current institutional approach is to ensure alignment between accreditation by QQI and professional bodies x2

⁶ The numbers in the graphs represent the actual number, while percentages are shown in brackets.

- *“All nursing continuing professional development education programmes accredited by QQI must also have professional approval from the Nursing Midwifery Board of Ireland.”*
- The institution has a strategic plan in place for policies and procedures x5
 - *“Yes. Policies and procedures regarding achieving and managing professional accreditation of training programmes are contained in the Institute’s (i) strategic planning and (ii) Quality Assurance documentation”*
 - *“Institute aim is to deliver professionally ready, accredited degrees where such accreditation is available”*
 - *“Academic - Governed by the College’s Quality Assurance and Enhancement Policies and Procedures. Policy is to secure the highest level of available accreditation possible from professional providers - e.g. Platinum Status”*
 - *“The College seeks recognition of its validated QQI awards from relevant professional accrediting bodies in the fields of counselling and Psychotherapy.”*
 - *“There is written and explicit policy as to how professional bodies are communicated with and management of applications for accreditation/recognition/re-accreditation etc. are managed. In terms of overall programme development, there is a tacit policy that where appropriate, additional professional recognition will be sought after an academic programme is validated by QQI.”*
- Responding organisations describe their institutional accreditation policies x5
 - *“Quality Assurance Document (QuAD) outlines policy on and procedures for attaining accreditation of courses.”*

PARN asked: 'Is any of the output from the professional accreditation process published, made available or accessible by the institution?'

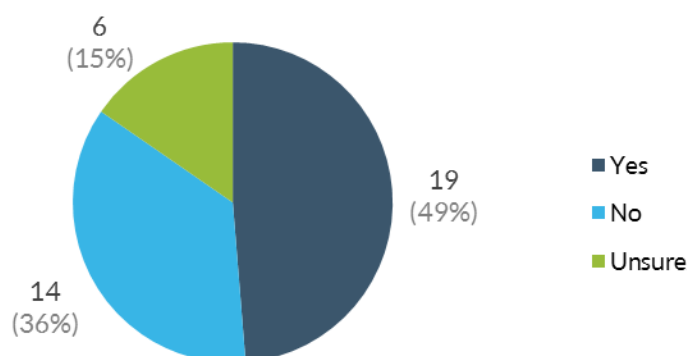


Figure 9: Publishing output from the professional accreditation process

Roughly half of all responding institutions ($n=19$) publish, or make the output of the professional accreditation process available/accessible by the institution, while 14 do not. (Six respondents were unsure).

The respondents who answered 'yes' were also asked to elaborate their answer to the above question. Themes and frequencies were produced for the 19 responses provided. The responses were also coded for multiple themes due to the respondents listing various 'other' methods.

- Institutions present their output in (published) reports x10
 - *"Details of panel visits published in Annual Institutional Quality Report (AIQR) to Quality and Qualifications Ireland"*
 - *"Reports from accreditation visits are presented to the academic council"*
- Institutions use outputs published by the professional bodies are used x7
 - *"Outputs from professional accreditation reports are used for the internal QA periodic review of schools."*
- Output is published on the Institution's marketing material (e.g. website, email, social media, student handbook, internal notice boards) x7
 - *"The College's accreditation status (e.g. Platinum) would be used in promotional material – online and in advertising."*

6. Relationship: external accreditation and internal quality assurance

PARN asked: What is the relationship between internal quality assurance mechanisms in your unit/institution, and external professional accreditation processes?

The relationships between external professional body accreditation and internal quality assurance were expressed in several different ways.

1. External accreditation influencing internal quality assurance

The broad categories of responses to the relationship between internal quality assurance mechanisms and external professional accreditation processes, noted that the direction of influence was mostly from external to internal (50 instances of this out of the 91 responses to this question). One emphasised that it is the responsibility of the institution and its staff to take ownership on quality assurance as influenced by external accreditation processes.

One reported that the influence of external accreditation occurs at module rather than programme level and implied that this is an informal preparatory internal process.

- *“No explicit relationship however, internal QA is often benchmarked against professional criteria primarily at module rather than programme management level”*

A fulsome response showing how the influence works in a rather complex case was as follows:

- *“Internal QA mechanisms are designed to cater for all of the accreditation processes where appropriate e.g. documentation, regulations, external examining/verification, communication and public information. There are 2 strands to the relationship - 1. where the relationship is based on the recognition of an existing academic programme e.g. Teaching Council or Accountancy Body recognition of an existing programme that once accredited has a parallel lifecycle and 2. where the professional body is also an awarding body - e.g. CIPD. The College has 2 relationships as an approved centre for delivery of its awards and where academic programmes are recognised. Programme director and lecturing team act to ensure that professional guidelines are met and liaise with accreditation panel. These requirements are also considered in line with the QA standards and QQI validation criteria.”*

2. Internal quality assurance influencing external accreditation processes

Only one respondent reported the opposite direction of influence from internal quality assurance to external. However, one specified that several external accreditation sources are coordinated by internal quality assurance. In effect, this represents a centralised quality assurance function affecting units.

3. Little or no relationship

Almost a third (29 out of the 91 responses) said they operate independently of one another or that the processes have limited commonality. One said there was no relationship but that they were hoping one would develop.

Interestingly, several (7 out of the 91 responding to this question) provided explanations for a lack of commonality between the two processes in terms of differing priorities of the differing agencies undertaking the processes leading to different focuses of attention by those undertaking accreditation or quality assurance.

For example, one reported:

- *“The **regulatory body**, CORU (Health and Social Care Council of Ireland), is focused on protection of the public so want to see how we support students, how we prepare students for practice based placements, how we are resourced, for placements on how students are prepared for placement, what policies are in place, monitoring attendance, academic regulations.*

*Health **professional associations** are more focused on attainment of professional competencies and the educational approaches taken, the skills and core competencies achieved on placement.*

HEI internal quality mechanism focuses on the department as a whole for us to take a whole approach to our programmes “

This may be of particular value in establishing commonality in future, particularly if the different players - regulatory bodies, professional associations and those responsible for quality assurance in HEIs - could begin to take into account the priorities of each other in their criteria.

The following respondent noted the differences in approaches but provided a useful way of one approach supporting the other:

- *“Currently, external professional accreditation processes are quite distinct from our internal QA processes. This relates to the fact that our internal QA processes are enhancement-focused whereas professional accreditation processes in Ireland tend to follow an audit-based approach. However, in as much as possible, we in [Institution name] try to ensure that, for any given Faculty or School, an internal QA review takes place approximately 12 months prior to a scheduled external accreditation process so that the information gathered and insights gained in the course of the internal process can inform preparation for the external accreditation process.”*

4. Integration and support for this by third parties such as QQI

At the opposite end of the scale were statements that the two feed into each other and, more than this, that there is integration involving both professionals and staff of professional bodies.

This was only reported by 4 out of the 91. As an example of good practice, one stated that:

- *“... the discipline panel (was) composed of academics of high standing in the field, professional body members and professional body executive members. This helped to underpin the similarities and consistencies between the approaches ... and was of considerable value to the institute in developing a cohesive approach to programme development.”*

Some said that the two processes feed into each other and that there is integration in terms of staff from the two processes or at least having both academics and professionals on the review panels including both professional practitioners and staff working in professional bodies. This may be regarded as a clear mark of positive good practice.

7. Benefits of accreditation

PARN asked: What are the benefits associated with professional accreditation?

Overall 38 institutions answered this question and it was answered by 119 units.

PARN classified the answers to this question according to who benefits:

1. HEIs at institution and unit levels;
2. HEIs specifically at unit level;
3. students;
4. professions;
5. the general public.

This helps to provide some background to the problems of establishing commonality because of the different priorities of those running the accreditation processes compared with those running quality assurance processes.

1. Benefits for the HEI at institution and unit levels

In the broadest sense the primary benefit is that professional accreditation helps HEIs to maintain high standards. How does this occur?

The **processes** of accreditation that contribute to **maintaining high standards** are first those that improve the quality of programmes by:

- allowing benchmarking and in particular benchmarking to a high or gold standard
- peer review; again by high level peers - that is, internationally recognised peers
- consistency of review if undertaken by external independent reviewers

These process contributions were mentioned by six institutions and 24 units.

A more specific process benefit that was mentioned by five institutions and 20 units was that professional accreditation keeps programmes current. It fosters a culture of continuous improvement and makes programme providers aware of current best practice.

In broad terms, the **outcomes** of accreditation contribute to reputational effects of these exercises, in that they can be used in marketing and raising the profile of the programme accredited. The benefit of raising reputation in general was mentioned by 11 institutions and 23 units - one further specified that it contributes to the credibility of programmes.

More specifically the reputation of the programme was reported as being raised with particular stakeholders:

- the profession – five institutions and eight units
- international recognition – nine institutions and 18 units
- industry recognition – six institutions and seven units

Interestingly, the balance of emphasis for both institutions and units was most focused on international recognition, but for all these stakeholders it was more common for the institution

to mention the benefit of raising reputation with these stakeholders and the emphasis was most strongly expressed for raising reputation with industry by institutions compared with units.

Perhaps most directly of value to HEIs is the positive outcome of reputation with students, leading to attracting students due to enhanced employability of graduates. This was reported by four institutions and 13 units.

A specific positive outcome, to ensure compliance with legislation and provision of CPD for teaching staff, was mentioned by one institution and one unit.

Another specific positive outcome mentioned by a unit was that CPD programmes offered by units that do not have attached academic credit can be provided with assurance of value and standard to potential learners.

2. Benefits for HEIs specifically at unit level

A benefit specific to units or programmes within institutions was mentioned. This was that accreditation can be used to argue for resources such as core numbers of staff to keep up staff student ratios and purchasing of test batteries (test materials required by accreditation). This was mentioned by one unit. In addition, another unit reported that professional accreditation will lead to the university granting exemption to the unit from some of its usual internal quality assurance exercises.

3. Benefits to students

As for benefits to students, a critical benefit is the aforementioned raised employability of graduates which can benefit HEIs by making them more attractive to potential students. This was commonly mentioned, especially by institutions - that is, by 16 institutions and 23 units. This is achieved not only by reputation but also by improvements in the content of programmes by maintaining ongoing relevance of the programme and keeping it in line with industry best practice.

Another benefit mentioned by five institutions and 16 units was that graduates can get professional body qualifications. One specifically mentioned the opportunity for graduates to become chartered.

Portability was mentioned, presumably for students wishing to switch courses before completion, but also portability in the sense of enabling students to work internationally. This was mentioned by one institution and two units.

Accreditation by a professional body is an essential (statutory) requirement for entry into certain professions. This was commonly mentioned - that is, by five institutions and 16 units.

In addition, accreditation can support exemptions from professional body entry learning requirements (enabling one to sit professional exams in some cases without further formal training). This was mentioned by two institutions and six units. Similarly accredited programmes count as CPD or allow exemptions on professional body requirements for CPD as a result of completing the programme

4. Benefits to the profession

Accreditation was reported to provide benefits to professions. One unit reported that it helps to standardise professional standards, and another unit reported that accreditation provided research and engagement opportunities for the profession.

5. Benefits to society

Finally, benefits for society such as improving healthcare were mentioned by one institution and 1 unit.

8. Challenges

PARN asked: 'What are the challenges associated with professional accreditation'?

Answers to this question were particularly fulsome and clearly heartfelt in many instances. At the institution level, 36 of the 40 responded with specific challenges. At the unit level, 116 out of the 145 units did so. Many units described multiple challenges. PARN analysed these responses by identifying 10 categories of challenge.

1. **Time and resource** requirements which are viewed as substantial, and by some as **excessive and unnecessary** with high documentation demands. This was noted by a substantial proportion of institutions (15 of 36; 42%) and a much higher proportion of the units (75 out of 116; 65%). An example was as follows:

- *“Meeting stringent requirements set down by professional bodies in current economic climate. Securing and retaining clinical placements in current economic and challenging climate within the health care sector (HSE). Constant monitoring to ensure programme remains accredited/approved Cost in human resource time. Significant amount of paperwork. The core challenge is in relation to the resources to host a professionally accredited and/or statutorily regulated programme, particularly in health.”*

The imposition of requirements in excess of those expected for academic programmes was mentioned and specifically:

- requirements to maintain a certain staff/student ratio
- ensuring necessary space/technical requirements are in place

2. **Timing** – deadlines which may interfere with the cycle of academic milestones and load variations. This was noted by one institution and three unit respondents. One pointed out that accreditation visits being undertaken during term time was a challenge.

3. **Duplication** of effort in seeking and maintaining accreditation was specifically mentioned by eight institutions and six units, as well as duplication of effort for separate accreditations by professional associations and regulatory bodies. One said that duplication of effort is required due to a lack of exact duplication or standardisation of requirements. That is:

- *“slightly different format or to be worded for a different context to comply with organisation-specific requirements so you can end up duplicating work in many cases.”*

4. **Changing professional body requirements** in terms of course content and exam style as professional bodies adapt to the very challenging environment they operate in. This was mentioned by two institutions and ten units.

5. Dealing with **multiple stakeholders** was also a concern mentioned by three institutions and six units. It refers not only to different professional bodies and the university, but also to others such as private employers. In particular, the need to align professional accreditation with other quality assurance processes required such as from QQI.
6. **Competition.** This was mentioned by one institution and two units. Two versions of this competition were expressed, each by a single unit:
 - *“Professional bodies compete with HEIs, trying to take higher level training back in house”*
 - *“Competition among HEIs with better resourced institutions able to achieve higher accreditations as a competitive advantage”*
7. **Perceived issues specific to professional bodies**
 - **Being out of date with technical change or with industry requirements** was mentioned by none of the institutions but by six units. Securing and retaining clinical placements in the current economic and challenging climate within the health care sector was mentioned by one of these.
 - *“Some accreditations require programmes to contain material which is of little value in the current market and are slow to adapt to newer industry requirements.”*
 - *“Professional body content requirements do not include things that are critical for entering the workplace.”*
 - **Process orientation rather than content or audit focus** - ‘tick box’ exercise, micromanagement was mentioned by six institutions and five units and expressed as:
 - *“Some accreditations have no ‘Body of Knowledge’ associated with them and provide little support for programme development”*
 - *“Some accreditation processes are excessively bureaucratic and duplicate institute/ QQI processes with little real value (even to the extent of micro examining individual assessments/examinations).”*
 - *“need to ensure accreditation process doesn’t become a ‘tick box’ exercise thus undermining its quality and reputation; excluding broader considerations.”*
 - **Inefficiencies in accreditation processes** – was mentioned by five institutions and ten units. This was elaborated in the following terms:
 - *“application and approval process appears to be slow”*
 - *“poor understanding of education standards”*
 - *“with staff turnover in the professional body there have been requests to resubmit paperwork and correspondence”*
 - *“reviewers lacking practice/competence as reviewers introducing confirmation bias and single issues agendas with impacts negatively on the integrity of the process.”*

- *“changes in policies and use of older policies alongside newly published policies so lack of clarity on which policies are in current use.”*

8. **Perceived issues specific to HEIs** were mentioned by ten units only.

- Cannot afford the time to meet the standards
 - *“Maintaining the teaching quality and the documentation is challenging especially when resources are restricted due to lack of staff or changes in the university environment.”*
- Lack of priority of this activity for academics, described as:
 - *“Colleagues with less central involvement may be less motivated to provide very detailed information for overlapping accreditation exercises”*
- Lack of institution response to particular accrediting body affecting the unit
- Lack of training provided to help submissions for accreditation
- That academic time requires voluntary effort, implying this time was not taken into account (fully) when academic loads were allocated.

9. Accreditation by professional bodies leads to **narrow standardisation at the expense of innovation** - that is, one size fits all. This is not in the best interests of students. This point was mentioned by four institutions and ten units. Examples of this were:

- *“It forces us to focus on international norms of assurance of learning, quality of student experience, and research supports that may not take account of national contexts or reasonable variation in education approaches. It leads to standardisation in education that may reduce distinctive approaches.”*
- *“A one size fits all model does not cater for local socio-economic, cultural, historical or other differences between HEIs in different regions and leads to a homogenous mess”*

10. A related point mentioned by two units was **lack of communication** between accreditation organisations and HEI programme providers.

- *“lack of meaningful dialogue when trying to address barriers to implementation of the regulations.”*
- *“accreditation criteria can change without consultation with programme providers”*

9. Opportunities for reducing cost/resources

PARN asked: Do you have any suggestions on how to reduce cost and/or resources for the professional accreditation process?

A high proportion of the respondents did not offer suggestions: 11 of the 40 institutions and 41 of the 145 units. Four somewhat different answers accounted for most responses from the 29 institutions and 104 units that provided suggestions.

They were:

1. The most common answer, given by 16 of the 29 (55%) institutions and 35 of the 104 (34%) units, can be encapsulated by the general idea of sharing of different accreditation processes. This idea of a 'single approach applied to all accreditation' (or to multiple accreditations) was advanced by substantial numbers both at institution and unit level.
2. In a similar vein but much less frequently suggested was the idea that there should be sharing between professional body and institution of quality assurance processes. Mechanisms for this varied from sharing panels through to documentation sharing and also for simultaneous processes. This was advanced by two institution respondents and seven unit respondents.
3. A third approach, noted by five institution respondents and five unit respondents, was based around improved communications between professional bodies and QQI. This belied a deeper criticism of accrediting bodies urging a greater degree of efficiency and streamlining and a broad request too that they work within quality assurance processes that have been endorsed by QQI.
4. The creation of a streamlined system – this often included merging of different systems and the standardisation of processes. Key words that came up frequently included streamline, alignment and integration. There was also a very clear call to reduce duplication and to reduce documentation generally. 11 (10%) respondents noted these were fairly evenly split between institution and unit level replies.

Responses that did not quite fit into the above categories were as follows:

- a. A call for simultaneous processes and simplified processes was commonly made by institutions - that is, five institutions and three units. One institution expressed an interest in:
 - *“Integrated panels and documentation with QQI playing a role in establishing agreed fee levels.”*
- b. Timing and the cycle of accreditation were commonly presented. This was suggested by six units. The most common suggestion was a move to a three year cycle rather than an annual cycle. Interestingly, one institution also advanced a 'first base' core accreditation assessment followed by less rigorous annual check/updates. Presumably this would be

give full assessment from time to time (every three years perhaps) but this was not clear from the return made by the institution.

- c. A small number of institutions (four) suggested that all accreditation processes should use online or teleconference links in some way, together with a reduction or complete eradication of onsite visits and meetings.
- d. One suggested that a quality mark could be created and applied by 'a third party agency' to designate that an initial level of teaching competence had been met.
- e. Of equal interest was the approach adopted by another college. Instead of looking at cost mitigation (as per the question) they looked for ways to create opportunities to defray costs and suggested that they would use the accreditation process as a key element in selling their programmes. Of course, the college is not at all unique in doing this but seeing accreditation in such terms provided an interesting contrast.
- f. Another institution suggested that cost savings could be enjoyed if the responsibility for the accreditation process was fully delegated to administrative staff. The response stated:
 - *"Non academic staff will undertake all accreditation processes."*

One institution clearly had a view on this question but as they noted:

- *"This issue is far too complex to be able to air within this survey."*

Overall the most common type of response was one calling for more joined up processes and less duplication and is perhaps well summed up by the following quote:

- *"The same evidence should be acceptable in both exercises ... record and present the date [sic] once, one snapshot and spend the energy of the review on analysis rather than refreshing the data and presenting it as a different variation of the evaluation matrix"*

10. Conclusions

10.1 Mapping the landscape

There can be little doubt that the accreditation landscape uncovered in this report is both varied and complex. This is almost certainly a reflection of the structure, representation and regulation of the professions whose associations inevitably operate independently of each other. Members of professional associations are sometimes also overseen by regulatory bodies whilst other professional associations and regulatory bodies are overseen by meta-regulators. These can be in the form of government departments or government agencies or simply independent bodies with no statutory backing.

In addition, there is the issue of accreditation for the same occupation based in different countries, most usually Ireland and the UK, though we should also note a significant American base too. Finally, there are also organisations that only undertake accreditation on a private basis.

Largely outside of the scope of this research are organisations which provide external accreditation for particular programmes but that are not recognised as professional bodies by most authorities.

It is worth noting that the accrediting professional body is sometimes also the awarding body. In effect, the professional body may be both a competitor to the HEI as well as an adjudicator. This can complicate the relationship between the HEI and the professional body and contribute to the need for QQI (or third party) involvement. However, we also note that when both functions are undertaken by professional bodies, considerable effort is taken to keep these operations separate.

Overall, 180 different accrediting professional bodies were identified in the survey from the returns of 40 HEIs.

The most frequently recorded accreditation approach involved site visits. This was followed by desk and criteria review. Self-evaluation and review by international peer experts were mentioned less frequently. Many responders, however, recorded multiple accreditation methods making detailed analysis problematic.

Of note was one suggestion that more preliminary activities such as reviewing exam papers, sample scripts and marking schemes taking place before site visits would be more efficient.

10.2 Resource considerations

Human resources deployed for initial accreditation were substantially higher for academic compared with administrative staff. The cost ratio between these two options was 3:1. In terms of time input required for maintenance, the resource requirements were evenly balanced with the average for academics at 19 days per year and for administrators at 17 days, whilst the median requirements were the same at 10 days for each.

It seems likely that academic time could be saved by further administrative support for units coming from central HEI resources in preparation for initial professional body accreditation. This could come in the form of training for academics and the development of templates. This presents a tough task because the accreditation requirements and processes do vary considerably.

Average costs involved in securing professional accreditation were calculated as €6,132 with a median figure at €2,416, whilst the average cost of maintaining accreditation was calculated at €3,439 with a significantly lower median at €671.

Over the last three years, almost half (41%) have had to increase resources for accreditation for a variety of reasons including: accrediting more programmes, increased fees, increased student numbers, investment in online resources, and changes in accrediting body requirements (changing syllabi and more detail required).

10.3 Policy considerations

Almost half (19) of HEIs reported an institution wide policy for accreditation. Of these, just under half (7) reported that their policy was to ensure alignment between internal quality assurance and external accreditation processes. This included synchronising review cycles and collating a myriad of different professional body reviews. In this regard, alignment between professional body accreditation and QQI approaches was advanced as an aim in two cases.

One HEI specifically stated that their policy was to aim to secure the highest level of available accreditation from professional bodies possible (e.g. platinum status).

It is likely that standardising how professional bodies are communicated with across the units of HEIs will lead to greater resource efficiencies.

Again, half publicise output from professional accreditation with ten noting accreditation reports and seven using outputs published in their more general marketing materials.

10.4 Relationship between internal quality assurance and external accreditation

For most, the relationship runs from external accreditation to internal quality assurance. However, for a significant number there is little or no relation and for a very small number, the relationship is in fact reversed.

What makes this particularly complicated is that the nature of the accrediting body has an impact upon the accreditation itself. Regulatory bodies are focused on public protection. They are concerned that students are well prepared for placements and that they will be adequately supported once in role. At some variance to this, professional associations are focused much more on professional competence and ensuring that skills and core competencies are achieved. Conversely, HEI internal quality assurance is most usually focused on the units as a whole, and with standardising approaches across the institution.

This is an area which would benefit from further research (see section 10.9 for further notes).

10.5 Benefits associated with professional accreditation

It is clear that the benefits of accreditation accrue primarily to HEIs and to their students.

PARN distinguishes benefits from the process of accreditation, such as benchmarking and keeping programmes current and consistent, from those of the outcomes of accreditation. The latter are chiefly concerned with the positive effects on profile, reputation (particularly internationally) and with industry and the professions. Student benefits, PARN can note, pertain to raised employability linked to access to professional body qualifications. This, of course, also benefits HEIs by enhancing student profile and in turn contributing to student recruitment.

Ancillary benefits range from units and their relations with their HEIs (in terms of acquiring resources from central authority), to the professions (by supporting standardisation of standards and providing research and engagement opportunities), and to the general public (improve professional service supply).

10.6 Challenges

Responses to the question on challenges were very varied and extensively furnished both at the institutional and unit level. There were some interesting differences between these two respondent types, however.

Most commonly, particularly among the unit respondents, were the challenges concerning the time and resource requirements of accreditation processes. These were often referred to as excessive and unnecessary. Related to this was the specific issue of duplication of effort, particularly between requirements of professional associations and regulatory bodies. Dealing with multiple stakeholders was also mentioned as an issue, not only between professional bodies and internal quality assurance, but also between private providers and QQI.

More specific challenges concerned the timing of deadlines which interfere with the cycle of academic activities and with changing professional body requirements. PARN can also note here the competition between HEIs based on resource availability, and competition between professional bodies and HEIs when professional bodies attempt to take higher level training in house.

Other challenges related to issues with professional bodies included note of accreditations being based on out of date awareness of industry requirements and technical developments.

Some perceived professional body accreditation to be an audit activity and no more than a tick box exercise and therefore of limited value. In addition, certain inefficiencies from professional bodies were noted: poor understanding of education standards, incompetent reviewers, slow application and approval processes and confusion about how new policies should be incorporated.

A number of units referred to challenges coming from the HEI side: staff changes and more specifically the low motivation of academic staff to deal with accreditation activity. Lack of training for staff was also mentioned as well as lack of communication between accreditation organisations and HEI programme providers.

An interesting challenge was the view that professional body accreditation leads to narrow standardisation at the expense of innovation and distinctive national contexts.

10.7 Opportunities for reducing cost

There were fewer suggestions for improvements in terms of cost reductions (no doubt where these were known they had already been introduced). Sharing different accreditation processes and developing common templates and blueprints was a common suggestion. As an alternative, sharing panels and documentation was also mentioned to achieve a similar outcome.

Improved communication between professional bodies and QQI was often referenced by institutions. Streamlining the system through reducing duplication and reducing documentation requirements overall were also frequently mentioned.

As noted above, improving the timing and reducing the cycle of reaccreditation were mentioned by several; in particular, moving to a three year rather than an annual cycle.

Specific improvements such as use of online and teleconference links were mentioned as well as greater use of administrative staff. Interestingly, a call for a quality mark was advanced.

10.8 Policy recommendations

More HEIs ought to be encouraged to develop overall institutional policies on accreditation with more emphasis on staff development and creating materials, such as templates, in order to provide common resources for as wide a range of accreditations as possible.

Included in this should be a greater appreciation of the different aims and focuses of different accrediting bodies. As with many projects, spending more effort on preparing the initial stages and the set up would lead to greater benefits in the end by reducing the need to follow up on misunderstandings.

The range of people participating in review panels should be broad and include both academics and professionals as well as in some instances, staff at professional bodies.

Training for academic staff involved in accreditation should be provided. This could be an activity for a third party agency to organise and deliver.

Incentive structures for academics could be considered, as could the hiring of academics with accreditation responsibilities as part of their job description.

In general, it should be possible to introduce an improved communication network among all the key players. This would clearly be of benefit to HEIs and professional bodies in general, given the complexity of the accreditation landscape identified in this report.

10.9 Future research

Challenges attributed to weaknesses among professional bodies in their accreditation processes and requirements should be sense checked with the professional bodies in order to guide HEI policy and to support developing meaningful dialogue between HEIs and professional bodies.

It would be interesting to compare both costs and problems among HEIs with an overall accreditation policy against those without. This could provide an incentive for accreditation policy development.

More comparative research looking at the different policies in place in order to develop an overall recommendation for a core policy could also be of value.

Analysis of costs for each different method of accreditation could usefully be explored.

A particular issue that would require a survey of professional bodies and other accrediting agencies would be to identify the ways in which the aims of accrediting bodies differ and how these differences lead to variance in focus for the accreditation processes themselves.

In doing this PARN believes that it may be possible that some account can be taken of the different approaches as part of an initiative to develop a common approach to accreditation. This could substantially reduce the administrative burden on HEIs, as well as improving communication between external accreditors, internal quality assurance functions and those tasked with meeting accreditation and quality assurance requirements.

These ideas could be further developed through implementation of small pilot studies demonstrating interactions between particular professional bodies and HEIs. PARN understands that a number of HEIs have expressed, to QQI, a willingness to contribute in this way.

Appendices

Appendix 1: Surveys

The Institution survey

This survey aims to enable QQI (and HEIs such as yourselves) to reach a clearer understanding of both the scope and scale of professional body accreditation across Ireland.

Throughout this survey 'Professional bodies' are referred to in terms of the following:

- Professional associations that represent a profession
- Regulatory bodies that regulate a profession
- Other institutions that have a remit for regulatory professions
- Or any combination of the above

'Unit' is the element within the educational establishment that takes responsibility for the professional accreditation of programmes and courses.

These questions are to be addressed to the institution as a whole:

1a. Is your institution, or any part of it, accredited by any professional bodies?

1b. If not, please could you explain why this is?

2. Who manages professional accreditation(s) at your institution?

3. Is there an overall institutional policy regarding professional accreditations?

- Yes or No, please provide further information

4. What types of bodies accredit the courses at your institution? Please tick all that apply:

- Statutory
- Professional organisations
- Trade associations
- Other
- If other, please specify

5. Please list all of the professional bodies that accredit activities within your institution, if possible?

Professional body 1	
Professional body 2	
Professional body 3	
Professional body 4	
Professional body 5	

Professional body 6	
Professional body 7	
Professional body 8	
Professional body 9	
Professional body 10	
Professional body 11	
Professional body 12	
Professional body 13	
Professional body 14	
Professional body 15	
Professional body 16	
Professional body 17	
Professional body 18	
Professional body 19	
Professional body 20	
Professional body 21	
Professional body 22	
Professional body 23	
Professional body 24	
Professional body 25	
Professional body 26	
Professional body 27	
Professional body 28	
Professional body 29	
Professional body 30	

- If you have over 30 professional bodies accrediting your institution, please list them below

6. Are you currently negotiating with any new professional bodies for professional accreditation? If yes, please provide further information

7. *What is the relationship between internal quality assurance mechanisms in your institution and external professional accreditation processes?*

8. Do you have any suggestions on how to reduce cost and/or resources for the professional accreditation process?

9. Is any of the output from the professional accreditation process published, made available or accessible by the institution?
 - Yes
 - No
 - Unsure
 - If yes, please expand

10. What are the benefits associated with professional accreditation?

11. What are the challenges associated with professional accreditation?

The unit survey

This survey aims to enable QQI (and HEIs such as yourselves) to reach a clearer understanding of both the scope and scale of professional body accreditation across Ireland.

'Unit' is the element within the educational establishment that takes responsibility for the professional accreditation of programmes and courses.

Throughout this survey 'Professional bodies' are referred to in terms of the following:

- Professional associations that represent a profession
- Regulatory bodies that regulate a profession
- Other institutions that have a remit for regulatory professions
- Or any combination of the above

These questions are to be answered per unit:

1. What is your job role?

2. What is the job title of the person(s) who manages accreditation at this unit level?

3. Which professional bodies accredit your unit and/or programmes within your unit?

Professional body 1	
Professional body 2	
Professional body 3	
Professional body 4	
Professional body 5	
Professional body 6	
Professional body 7	
Professional body 8	
Professional body 9	
Professional body 10	

4. What method(s) is/are used for accreditation(s) at each professional body? *Please tick all that apply*
- Desk review
 - Self-evaluation
 - Site visit
 - Criteria review
 - International/peer experts
 - Other- Please state

5. Please list all of the programmes/courses accredited by each professional body
(Questions 5-7 relate to the programmes accredited by each professional body)

Programme 1	
Programme 2	
Programme 3	
Programme 4	
Programme 5	
Programme 6	
Programme 7	
Programme 8	
Programme 9	
Programme 10	
Programme 11	
Programme 12	
Programme 13	
Programme 14	
Programme 15	
Programme 16	
Programme 17	
Programme 18	
Programme 19	
Programme 20	
Programme 21	
Programme 22	
Programme 23	
Programme 24	

Programme 25	
Programme 26	
Programme 27	
Programme 28	
Programme 29	
Programme 30	

6. Which programmes/courses are compulsory and which are optional for each professional body?

- By compulsory the following is meant: it is considered by the institution as essential for enabling graduates to enter a recognised profession/vocation/workplace?

- By optional the following is meant: e.g. opportunity for exemption from professional body exams

7. What is the frequency of engagement with the professional bodies/periodic cycle, in relation to these programmes?

- Annually
- Every 3 years
- Every 5 years
- More than 5 years
- Please provide any other information

8. Is there any sharing of resources across professional accredited programmes? Yes or no. If yes, please provide further information

9. If applicable, what human resources are deployed to initially secure professional accreditation? Please answer in terms of 'academic person days' and 'administrative person days'

10. If applicable, what human resources are required to maintain existing professional accreditation? Please answer in terms of 'academic person days' and 'administrative person days'

11. What are the actual or estimated other costs to initially secure professional accreditation? E.g. changes to the curriculum, site visit costs, documentation costs, registration costs

12. What are the actual or estimated other costs to maintain professional accreditation?
13. During the last 3 years have you ever withdrawn from any professional accreditation scheme(s)? If yes, please provide further information
14. Has it been necessary to increase human resources and/or costs to the professional accreditation process over the last 3 years? Yes or no, if yes please provide further information
15. *What is the relationship between internal quality assurance mechanisms in your unit, and external professional accreditation processes?*
16. Do you have any suggestions on how to reduce cost and/or resources for the professional accreditation process?
17. What are the benefits associated with professional accreditation?
18. What are the challenges associated with professional accreditation?

Appendix 2: Feedback from pilot surveys

The institutions who kindly provided PARN with feedback on the surveys are:

- Cork Institute of Technology
- Dublin Institute of Technology
- Trinity College Dublin
- University College Dublin
- Waterford Institute of Technology

[Anonymous response] (18 October 2016)

Institution survey

Q. 'Is there an overall institutional policy regarding accreditations?'

- Suggested that the wording should include 'procedure' as well as 'policy'
- 'Is there an overall institutional policy/procedure regarding accreditation?'

Q. 'What type of bodies accredit the courses at your institution? Please tick all that apply: statutory, professional organisations, trade associations, other HEI's, other. If other please specify'

- Joint awards between universities- is this validation rather than accreditation? Accreditation and validation very similar
- Delegated authority from QQI
- Constant succession of validation bodies means this is an ongoing process- coming together of validation and QQI bodies

Q. 'Please list all of the professional bodies that accredit activities within your institution'

- Ran out of space when entering information on this question- over twenty professional bodies accredit courses at [the institution]

Q. 'Are you currently considering or negotiating with a professional body for accreditation? If yes, please specify'

- Suggested including 'Registration board (authority) as well as a professional body
- 'Are you currently considering or negotiating with a professional body registration board for accreditation?'

Q. 'Is there any overlap in terms of the internal quality assurance requirements between programmes, suite of programmes or units?'

- Faculty, school, department- there are shared responsibilities between departments, for example modules are shared between departments
- Change the wording to "suite of programmes, programmes or modules..." in order of size of programmes

Q. 'Is any of the output from the accreditation process published, available or accessible? If yes, please expand'

- Ask specifically is the institution publicises any of the accreditation process
- 'Is any of the output from the accreditation process published, available or accessible by the institution?'

Unit Survey:

Q. 'What is the job title of the person who manages accreditation at this level?'

- Suggested rewording: 'Who manages accreditation at this level?'

Q. 'Which professional bodies accredit your unit?'

- Suggested rewording: 'Which professional bodies accredit your unit or the programmes within the unit?'

Q. 'Which programmes/courses are compulsory and which are optional for [Professional Body]?'

- Suggested rewording: 'In which programmes/courses is accreditation compulsory?'

Q. 'What is the frequency of engagement with the professional bodies/periodic cycle, in relation to these programmes?'

- From application to result of accreditation- is this question specifically talking about new programmes?
- Does this question take into account changes in courses?
- Does this question take into account course updates/technology?

Q. 'What human resources are deployed to secure/maintain professional accreditation? Please answer in terms of 'person days''

- Ask the question in terms of academic and administrative 'person days'
- 'secure' is referring to first time accreditation
- 'maintain' is referring to a cyclical process

Q. 'What are the actual or estimated other costs to secure/maintain professional accreditation?'

- Include a tangible example for clarity e.g. site visits, documentation, registration costs
- Mention costs per capita or per student

Q. 'During the last three years have you ever withdrawn from any accreditation scheme? If yes, please expand'

- This may involve occasions when standards of entry cannot be reached

General comments:

- There are thirty accrediting bodies for accounting in Ireland
- Interested in business intelligence and IT support for accreditation- how readily available is that information?

[Anonymous response] (18 October 2016)

Institution survey

Q. *'Is your institution, or any part of it, accredited by any professional bodies?'*

- More specialists colleges may not have any accreditation

Q. *'Who manages accreditation at your institution?'*

- Suggested rewording: "Who manages accreditation(s) at your institution?"

Q. *'Is there an overall institutional policy regarding accreditations?'*

- This is a difficult question to answer

Q. *'What types of bodies accredit the courses at your institution? Please tick all that apply: statutory, professional organisations, trade associations, other HEI's, other. If other, please specify'*

- Are statutory and regulatory bodies the same thing?

Q. *'Please list all of the professional bodies that accredit activities within your institution'*

- Highlighted the need for more space to answer this question
- QQI have previously asked for a comprehensive list of professional bodies

Q. *'Are you currently considering or negotiating with a professional body for accreditation? If yes, please specify'*

- Accreditation is an ongoing process
- May need to insert the word 'new' as the answer will be 'yes' for most institutions
- The question is irrelevant without inserting 'new'

Q. *'Is there any overlap in terms of the internal quality assurance requirements between programmes, suite of programmes or units?'*

- This is a difficult question to answer- the unit survey may create a different answer depending on who is responsible for internal quality assurance at each institution
- Is this question more suitable for the Unit survey?

Q. *'Do you have any suggestions on how to reduce cost and/or resources for the accreditation process?'*

- Difficult question for the institution to answer as it is addressing multiple processes- the unit answers might contradict this
- Interesting to see how the institution and unit answers relate to each other?- in terms of the scale of different institutions

Q. *'Is any of the output from the accreditation process publishes, available or accessible? If yes, please expand'*

- This question could be more suitable in the unit survey? Ask if accreditation is published at institutional level in order to solve this

Q. 'Where accreditation is discretionary, do you perceive it to be a competitive advantage?'
 Could take this question out as the benefits question answered this

Unit survey

Q. 'What is your job role in relation to the unit?'

- Suggested rewording: "What is your job title?"

Q. 'What is the job title of the person who manages accreditation at this level?'

- Is this assuming that they do not manage accreditation themselves?
- Suggested rewording: "What other people are involved..."

Q. 'Which professional bodies accredit your unit?'

- Should this focus on the individual programme rather than the unit as a whole?

Q. 'Which programmes/courses are compulsory and which are optional for [professional body]?'

- Suggested rewording: "Is it compulsory for students to have accreditation to work in certain professions?"

Q. 'What is the frequency of engagement with the professional bodies/periodic cycle, in relation to these programmes?'

- Should this focus on the duration of the cycle?

Q. 'What opportunities are there for sharing resources across course accreditation programmes?'

- Not sure what this question means? - Is this in terms of preparing the documentation for accreditation?

Q. 'What human resources are deployed to secure professional accreditation? Please answer in terms of 'person days''

- Separate into academic and administrative/management 'person days'
- Make sure there is a not applicable option
- Could begin the question with 'Where applicable...'

Q. 'What are the actual or estimated other costs to secure/maintain professional accreditation?'

- Changes to the curriculum is a big reason for this
- Could provide tangible examples to structure the answers more

Q. 'Have you had to commit more resources to the accreditation process over the last three years?'

- Suggested rewording: "Has the resources to maintain accreditation 'increased' - is it becoming more of a task than 3 years ago?"

- Suggested rewording: 'Have you had to commit more resources to maintain the existing accreditation process over the last three years?'

General comments:

- What will be done with the data to encourage people to fill in the survey?
- Sharing the data is an incentive to answer the questionnaire

[Anonymous response] (18 October 2016)

Institution survey

Q. 'Is your institution, or any part of it, accredited by any professional bodies?'

- [The institution has] at least twenty-two professional bodies accrediting courses- almost every course is accredited- need more rows within the survey to enter details
- Information regarding professional bodies is available on the [the institution] website
- Allow respondents to upload and attach the list of their supporting documents- include an email address at the end of the survey where respondents can submit further documentation

Q. 'Who manages accreditation at your institution?'

- Accreditation is managed at school level within [the institution]- it cannot be managed centrally as there are too many accredited courses

Q. 'What types of bodies accredit the courses at your institution? Please tick all that apply: statutory, professional organisations, trade associations or other HEI's? If other, please specify'

- Descriptive needed to provide an example- clarify other categories to make it clearer for respondents

Q. 'Are you currently negotiating with a professional body for accreditation?'

- Every institution that is accredited is in some stage of accreditation- it is a continual process.
- Is this question for the first time/initially, rather than continuous? Need to make this more clear
- Suggested rewording: 'Are you currently considering or negotiating with a new/first time professional body for accreditation?'

Q. 'Is there any overlap in terms of the internal quality assurance requirements between programmes, suite of programmes or units?'

- [the institution is] attempting to address this within their Quality Review- trying to reduce the burden of work on the school as there is a high degree of overlap
- Definition of unit? Perhaps use the word 'element'? Element is a unit within the educational sector

Q. 'Do you have any suggestions on how to reduce cost and/or resources for the accreditation process?'

- Opportunity and goodwill- inputs and outputs recognised by another process? Lots of opportunity to reduce costs/resources
- Potentially ask the same question for the 'Quality Review process'
- Potentially ask the same question for 'Creating synergies between both'

Q. 'Is any of the output from the accreditation process published, available or accessible?'

- With CORU there are no requirements for the school to publish- the accreditation body would publish reports as opposed to the institution
- Suggested further question: 'Does the accreditation body publish...?'
- Suggested further question: 'Does the university publish...?'
- Suggested further question: 'Does the school/unit publish...?'

Q. 'What are the benefits associated with accreditation?'

- There was not enough space in the answer box to write the answer

Q. 'Where accreditation is discretionary, do you perceive it to be a competitive advantage?'

- What is the burden associated with the accreditation process?
- Is accreditation voluntary, mandatory or prescribed?
- This question is somewhat redundant- it is assured to be a competitive advantage
- Suggested further question: 'Is there accreditation available that your unit is not currently enrolled in, why?'

Unit survey

Q. 'What is your job role in relation to the unit?'

- Should this be focussing on the ultimate accountability? There will be several people who manage accreditation, therefore we would like to know the most accountable

Q. 'What is the job title of the person who manages accreditation at this level?'

- Allow for more than one response, there may be more than one person who managed accreditation at this level- add more space for multiple answers
- Suggested rewording: "What is the job title(s) of the person(s) who manages accreditation at this level?"

Q. 'What method(s) is/are used for accreditations(s)?'

- Certify a specific programme- there may be multiple methods of accreditation across the unit

Q. 'Please list all of the programmes/courses accredited by [inserted professional body]'

- Where the unit is accredited- use accreditation as a brand to attract marketing
- Survey formatting – There needs to be clear instructions on what the respondent should be listing here
- Make more space for further programmes

Q. 'Which programmes/courses are compulsory and which are optional?'

- Confusion with how this question looked- the same questions kept appearing?
- Give clearer instructions on how to answer this question

Q. 'What is the frequency of engagement with the professional bodies/periodic cycle, in relation to these programmes?'

- This is a continuous cycle
- The frequency of intensity of engagement peaks and troughs throughout the cycle
- Most programmes will want to be accredited for 5 years as this is the optimum cycle
- Constantly engaged but the intensity of engagement changes

Q. 'What opportunities are there for sharing resources across course accreditation programmes?'

- Is it not common sense that they are sharing resources across schools/units?
- Does this depend on the periodic cycle and timing?

Q. 'What human resources are deployed to secure professional accreditation? Please answer in terms of person days'

- Time reference this question e.g. 'over the past three years'
- Is this focussing from within the unit only?
- Separate the 'person days' into 'academic' and 'administrative'
- First time effort in 'securing' professional accreditation

Q. 'What human resources are required to maintain professional accreditation? Please answer in terms of person days'

- This question is ambiguous- there is never a single point in time as it is a continual process

Q. 'What are the actual or estimated other costs to secure professional accreditation?'

- What should respondents include here? Give tangible examples

Q. 'During the last three years have you every withdrawn from any accreditation scheme?'

- Because of the financial crisis some units can no longer meet the requirements of the accreditation scheme- there is a need to monitor and minimise any instance of this
- Suggested further question: 'Are you attempting to reengage with this accreditation scheme?'

Q. 'Have you had to commit more resources to the accreditation process over the last 3 years?'

- Each unit will answer this question differently- need to understand the context of this question
- Possible change the question to 'why?'

Q. 'Where accreditation is discretionary, do you perceive it to be a competitive advantage?'

- Compulsory accreditation is not applicable
- This is another variable/compulsory problem

- Do we need to include this question?

General comments

- Shorter time frame for the survey- send out a reminder at the halfway mark
- [the institution] has recognised accreditation as an issue- they would like involvement in the raw data
- Will PARN provide information on how many units have answered to the Institution?
- Demographic question- what university are you from?
 - Data protection- put at the beginning that data will not be shared- only your institution will receive your data
- Demographics- User ID- do we need to ask the name of the institution or will a user ID suffice?
- Data protection- raw data, are we sharing this with QQI?
 - DPA statement- what's happening with the data?
 - Who will it be shared with?
 - Will data be shared with the responding institution?

[Anonymous response] (17 October 2016)

Institution survey

- There is a big difference between the unit accredited and the programme accredited- need to make this clear within the survey?
- Institution and Unit respondents- target person for unit to be the head of a school, for example: the head of the school of Business
 - In terms of the Institution, it would not provide useful data if they are a Registrar

Q. 'Is your institution, or any part of it, accredited by any professional bodies?'

- Suggested rewording: 'Professional accreditation can apply to different levels within an institution- this includes the institution as a whole, its units (schools/colleges/faculties/departments) and specific academic programmes. Please indicate which of these applies to your institution'
- There could be three tick boxes for each of the suggestions and then a final one for 'all of the above'

Q. 'Who manages accreditation at any level at your institution?'

Q. 'Is there an overall institutional policy or procedure regarding accreditations?'

Q. 'Please list all of the professional bodies that accredit activities within your institution, categorising them as 'institution', 'school/college/faculty/department' and 'programmes'

- Each of these three categories should have a separate text box where the list of professional bodies can be included
 - Currently there are seven separate boxes in the online survey. I think a single box (one for each of the three categories), where multiple professional bodies can be listed would be more useful
 - It would also be extremely useful to also request 'date of last accreditation' and 'date of next accreditation' here
- [The institution] would like to know the date of the last accreditation in relation to programmes- this would make it useful for the institutions taking part (maybe even just include the year of the last accreditation?)

Q. 'Is there any overlap in terms of the internal quality assurance requirements between programmes, suite of programmes or units?'

- This is a leading question and it is also unclear
- Suggested rewording- "What is the relationship between internal quality assurance mechanisms in your institution- at institution, unit or programme level- and external professional accreditation processes?" - try to draw out more information in this way

Suggested extra question: *{'Please describe any and all costs associated with managing professional accreditation (e.g. staff costs, time required, etc.)'}*

Q. *'Where accreditation is discretionary, do you perceive it to be a competitive advantage?'*

- Not sure what information this question is trying to gather- could possibly be deleted given that the following two questions probably address what is intended

Suggested extra question: *['What benefits do you think could be derived from having a sectoral/national approach to professional accreditation?']*

Unit survey

Q. *'What is the job title of the person who manages accreditation at this level?'*

- Suggested rewording: "Which professional bodies (if any) accredit your unit or programmes within your unit?"

Q. *'Please list all of the programmes/courses accredited by professional body...'*

- It would be extremely useful to also request 'date of last accreditation' and 'date of next accreditation' here

Q. *'What opportunities are there for sharing resources across course accreditation programmes?'*

- Suggested rewording: "Is there any sharing of resources across professional accredited programmes?"

Q. *'Where accreditation is discretionary, do you perceive it to be a competitive advantage?'*

- This is an odd question. Not too sure what this information is attempting to draw out, but it should certainly be re-worded, or deleted given that the following two questions probably address what is intended
-

General comments

- It is important to provide clear instructions on how to respond to the survey, including a user ID within the initial email
- Issues regarding primary contacts
 - Institute- contact the Registrar or Director of Quality Assurance
 - Unit- how much value is there within this survey? Need a direct contact from each institute to utilise the full institute- the primary contact to the institution survey will distribute the unit survey internally to make it more efficient

- It would be useful to provide some basic information about what is to be done about the data received, and the timeframe in which any feedback is to be sent, or consolidated responses made available. It would be particularly useful if institutions could get all of their raw data back about their own institution, especially the responses to the 'unit' survey- Do we want to include this information at the beginning or the end of the survey?
 - [The institution] have already started internal work to collect similar survey information
 - Why do QQI want this information? Some of it may be sensitive information. This makes it important to explain how the information is going to be used?- complete transparency

- AIQR, Annual Institution Quality Report- closing date June
 - QQI in the process of evaluating the submissions?- need to take this on board in regards to this survey

[Anonymous response] (18 October 2016)

Institution survey

Q. 'Is your institution, or any part of it, accredited by any professional bodies?'

- Make this clear this is asking about third party accreditation
- There may be a multitude of levels of accreditation

Q. 'Is there an overall institutional policy regarding professional body accreditation?'

Q. 'What types of bodies accredit the courses at your institution? Please tick all that apply: statutory, professional organisations, trade associations, other HEI's, other? If other, please specify'

- Does this terminology capture the complexity of the question?
- The strategic importance of accreditation- how important are they?

Q. 'Please list all of the professional bodies that accredit activities within your institution'

- Suggested rewording: 'What are the major strategic bodies...'- otherwise you will get lots of answers due to the amount of professional bodies involved in accreditation

Q. 'Are you currently considering or negotiating with a professional body for accreditation? If yes, please specify'

- Most institutions are constantly engaging but may not be aware- need to be sure why we are asking this question?

Q. 'Do you have any suggestions on how to reduce cost and/or resources for the accreditation process?'

- 'Problem of a global question in a complex space'

Q. 'Is any of the output from the accreditation process published, available or accessible? If yes, please expand'

- This is a valid question in this context- need to be publishing their output but they may not be doing it

Q. 'Where accreditation is discretionary, do you perceive it to be a competitive advantage?'

- Interesting question but possibly leading
- Suggested rewording: 'Is accreditation worth it?'
- There is a difference between the value and benefit of professional accreditation
- Do the benefits outweigh the costs of accreditation?

Q. 'What are the benefits/challenges associated with accreditation?'

- How do you codify these responses in a meaningful way?
- Is there a way of structuring people's response?
- The notion of benefits and challenges is leading- the dichotomy between the two

- Would it be more suitable for this to be a 'scale question' - agreeing or disagreeing with statements?

General comments:

- Covering email- specify that we are talking about professional bodies and third party accreditation
- [The institution does] not regard third party accreditation as highly as in-house accreditation- third party is done at local level, at institutional level they do not necessarily know the names of the professional bodies

Appendix 3: Mapping Professional Bodies

Website	Professional Body	Number of 'institution' mentions	Category
http://www.aacsb.edu/	AACSB International	1	Trade body
http://www.abcawards.co.uk/	ABC Awards	2	Awarding body
https://www.acslm.ie/	Academy of Clinical Science and Laboratory Medicine	3	Professional body
http://www.addictioncounsellors.ie/about-us	Addiction Counsellors Ireland	1	Professional body
http://communityworkendorsement.com/	All-Ireland Endorsement Body for Community Work	1	Accrediting body
https://www.avma.org/Pages/home.aspx	American Veterinary Medical Association	1	Professional body
http://www.apics.org/	Professional Assoc for Supply Chain Management	1	Professional body
http://www.archives.org.uk/	Archives & Records Association (UK and Ireland)	1	Professional body
http://www.associationfornutrition.org/	Association for Nutrition	1	Professional body
https://www.aat.org.uk/	Association of Accounting Technicians	2	Professional body
http://www.accaglobal.com/uk/en.html	Association of Chartered Certified Accountants	17	Professional body
https://www.mbaworld.com/	Association of MBA's	6	Trade body
https://www.aoti.ie/	Association of Occupational Therapists of Ireland	2	Professional body
http://www.apcp.ie/	Association of Professional Counsellors and Psychotherapists	1	Professional body
http://arti.info/	Athletic & Rehabilitation Therapy	1	Professional body
https://bacb.com/	Behaviour Analyst Certification Board	1	Professional body
http://www.bases.org.uk/	British Association of Sport and Exercise Sciences	1	Professional body
https://www.basrat.org/	British Association of Sport Rehabilitators and Trainers	1	Professional body
http://www.bcs.org/	British Computer Society	1	Professional body
https://www.bda.uk.com/	British Dietetic Association	1	Professional body
http://www.bohs.org/	British Occupational Hygiene Society	1	Professional body
https://www.businessanalyst.ie/	Business Analysts Association	1	Professional body
https://www.csi.ca/	Canadian Securities Institute	1	Awarding body
http://www.canoe.ie/	Canoing Ireland	1	Sports body
http://www.cems.org/	CEMS Global Alliance in Management Education	1	Trade body
https://www.centralbank.ie/	Central Bank of Ireland	1	Employer
http://www.acpa.org.uk/	Certified Public Accountants	7	Professional body
https://www.charteredaccountants.ie/	Chartered Accountants Ireland	12	Professional body
https://www.cbuilt.com/the-cabe/	Chartered Association of Building Engineers	1	Professional body
http://www.ciat.org.uk/	Chartered Institute of Architectural Technologists	1	Professional body

Website	Professional Body	Number of 'institution' mentions	Category
http://www.ciob.org/	Chartered Institute of Building	5	Professional body
https://www.horticulture.org.uk/	Chartered Institute of Horticulture (GB and Ireland)	1	Professional body
http://www.cih.org/	Chartered Institute of Housing	1	Professional body
http://www.cimaglobal.com/	Chartered Institute of Management Accountants	14	Professional body
https://www.cipd.co.uk/?gclid=COLSjojjwdMCFY8Q0wodDUYGzQ	Chartered Institute of Personnel and Development	10	Professional body
http://www.cibse.org/	Chartered Institution of Building Services Engineers	1	Professional body
http://www.cii.co.uk/	Chartered Insurance Institute	1	Professional body
http://www.csofs.org/	Chartered Society of Forensic Sciences	1	Professional body
http://www.cisco.com/c/en/us/training-events/training-certifications/certifications.html	CISCO Certified Network Associate	2	Accrediting body
http://www.the-cma.org.uk/	CMA(Complementary Medical Association)	1	Professional Body ?
http://www.campep.org/	Commission on Accreditation of Medical Physics Education Programs	1	Accrediting body
https://www.comptia.org/	COMPTIA	1	Professional body
http://www.coru.ie/	CORU	7	Professional body
http://www.dentalcouncil.ie/	Dental Council of Ireland	4	Professional body
https://www.dcy.gov.ie/viewdoc.asp?DocID=120	Department of Children and Youth Affairs	1	Government department
http://www.education.ie/en/	Department of Education and Skills	3	Government department
http://www.europarl.europa.eu/portal/en	Directorate General of Interpretation and Conferences of the European Parliament	1	Government department
http://www.ecfmg.org/about/index.html	Educational Commission for Foreign Medical Graduates (USA)	1	Accrediting body
http://www.efmd.org/what-is-efmd	EFMD	2	Accrediting body
https://www.energyinst.org/home	Energy Institute	1	Accrediting body
https://www.engineersireland.ie/home.aspx	Engineers Ireland	17	Professional body
https://www.iema.net/	Environmental Management and Assessment	1	Professional body
http://www.efmd.org	EPAS	2	Accrediting body
http://www.eaave.org/about-eaave/mission-and-objectives.html	European Association of Establishments for Veterinary Education	1	Association of awarding bodies
http://www.euroaip.eu/about-eaip/	European Association of Integrative Psychotherapy	2	Trade body
http://www.europsyche.org/	European Association of Psychotherapy	1	Umbrella' for professional bodies

Website	Professional Body	Number of 'institution' mentions	Category
http://www.enaee.eu/	European Network for Accreditation of Engineering Education	1	Accrediting body
https://www.efmd.org/accreditation-main/equis	European Quality Improvement System	1	Accrediting body
https://www.actuaries.org.uk/	Faculty and Institute of Actuaries	2	Professional body
http://www.familytherapyireland.com/	Family Therapy Association of Ireland (FTAI)	2	Professional body
http://www.fai.ie/	Football Association of Ireland	1	Sports body
http://www.gaa.ie/the-gaa/about-the-gaa/	Gaelic Athletic Association	1	Sports body
http://www.ics-skills.ie/	ICS Skills	1	Accrediting body
https://www.ibms.org/home/	Institute of Biomedical Science	3	Professional body
http://www.cpairland.ie/	Institute of Certified Public Accountants in Ireland	1	Professional body
http://www.icheme.org/	Institute of Chemical Engineers	3	Professional body
http://www.chemistryireland.org/	Institute of Chemistry of Ireland	2	Professional body
http://icm.education/	Institute of Commercial Management	3	Professional body
https://www.ica.art/	Institute of Contemporary Arts	1	Cultural Institution
http://www.ukaee.org.uk/	Association of Energy Engineers	1	Not clear - no google results
https://www.ift.org/	Institute of Food Technologists	1	Professional body
http://www.groupanalysis.org/	Institute of Group Analysis	1	Awarding body
http://www.igc.ie/	Institute of Guidance Counsellors	2	Professional body
https://www.iilex.ie/	Institute of Legal Executives of Ireland	1	Professional body
http://www.imca.ie/	Institute of Management Consultants and Advisers	1	Professional body
http://www.iom3.org/	Institute of Materials, Minerals and Mining	1	Professional body
http://www.iop.org/?gclid=CPar4OnuwdMCFQISGwodAZcDsw	Institute of Physics	6	Professional body
https://www.ipem.ac.uk/	Institute of Physics and Engineers in Medicine	2	Professional body
https://www.istructe.org/	Institute of Structural Engineers	1	Professional body
http://www.taxinstitute.ie/	Institute of Taxation in Ireland (IATI)	1	Professional body
http://www.institution-engineering-designers.org.uk/	Institution of Engineering Designers	2	Professional body
http://www.imeche.org/	Institution of Mechanical Engineers	1	Professional body
https://www.iosh.co.uk/	Institution of Occupational Safety and Health	3	Professional body
http://www.iii.ie/	Insurance Institute of Ireland	2	Professional body
http://www.irish-counselling.ie/	International Association for Counselling and Psychotherapy (IACP)	1	Accrediting body
http://www.ieagreements.org/	International Engineering Alliance	1	Umbrella accrediting body

Website	Professional Body	Number of 'institution' mentions	Category
http://iflaonline.org/	International Federation of Landscape Architects		Umbrella of professional bodies
http://www.iuhpe.org/index.php/en/	International Union for Health Promotion and Education (IUHPE)	1	Accrediting body
http://www.ipav.ie/	IPAV - Institute of Professional Auctioneers and Valuers	1	Professional body
http://www.irish-counselling.ie/	Irish Association for Counselling and Psychotherapy	3	Professional body
https://iapt.ie/	Irish Association for Play Therapy and Psychotherapy	1	Professional body
http://www.iappcare.com/	Irish Association for Psychotherapy in Primary Care	1	Professional body
http://treasurers.ie/	Irish Association of Corporate Treasurers	1	Professional body
http://iahip.org/	Irish Association of Humanistic and Integrative Psychotherapy	1	Professional body
https://www.socialcareireland.ie/about-us/	Irish Association of Social Care Educators	1	Umbrella awarding body
http://www.iaslt.ie/	Irish Association of Speech and Language Therapists	2	Professional body
https://www.iaa.ie/	Irish Aviation Authority	1	Professional body
http://www.ihl.ie/	Irish Hospitality Institute	1	Professional body
http://www.iipp.ie/	Irish Institute of Psychoanalytic Psychotherapy	1	Awarding body
http://www.iirrt.ie/	Irish Institute of Radiography and Radiation Therapy	1	Professional body
http://www.irishlandscapeinstitute.com/	Irish Landscape Institute	2	Professional body
https://www.medicalcouncil.ie/	Irish Medical Council	6	Professional body
https://www.indi.ie/	Irish Nutrition and Dietetic Institute	1	Professional body
http://www.ipi.ie/	Irish Planning Institute	2	Professional body
http://www.irishrugby.ie/home.php	Irish Rugby Football Union	1	Sports body
http://www.iscp.ie/	Irish Society of Chartered Physiotherapists	4	Professional body
http://www.taxinstitute.ie/	Irish Taxation Institute	6	Professional body
https://libraryassociation.ie/	Library Association of Ireland	1	Professional body
http://www.mmc.gov.my/	Malaysian Medical Council	1	Professional body
http://www.mqa.gov.my/PortalMQAv3/red/en/soc_heeact_msia.cfm	Malaysian Qualifications Agency (MQA)	1	Accrediting body
http://www.medlabsgroup.com/	Med Laboratory Consultants (2 bodies)	1	Employer
http://www.themii.ie/	Mediator's Institute of Ireland	1	Professional association
https://www.medicalcouncil.ie/	Medical Council Ireland	2	Professional body
https://nascenet.org/	Network of Accrediting skills centre in Europe	1	Accrediting body

Website	Professional Body	Number of 'institution' mentions	Category
http://www.napcp.ie/	National Association of Pastoral Counselling and Psychotherapy	1	Accrediting body
https://youthcouncilni.org/	North/South Education and Training Standards (NSETS)	3	Government department
https://www.nmbi.ie/Home	Nursing and Midwifery Board of Ireland	14	Professional body
http://nursing.moh.gov.my/	Nursing Board of Malaysia	1	Government body
http://www.thepmi.com/	Pharmaceutical Managers' Institute of Ireland	1	Professional body
http://www.pharmatrain.eu/	PharmaTrain	1	Awarding body
https://www.phecit.ie/	Pre-Hospital Emergency Care Council	1	Professional body
http://www.unprme.org/	Principles for Responsible Management Education (PRME)	1	Government standards setting body
http://www.apics.org/	Professional Association for Supply Chain Management	1	Professional body
http://www.prmia.org/	Professional Risk Managers International Association (PRMIA)	1	Professional body
https://www.pmi.org/global-accreditation-center	Project Management Institute Global Accreditation Centre for Postgraduate Project Management Education Programs	1	Accrediting body
http://www.psihq.ie/	Psychological Society of Ireland	10	Professional body
https://www.prii.ie/	Public Relations Institute of Ireland, Institute of Public Relations (UK), Public Relations Society of America (PRSA)	1	Professional body
http://www.exerciseregister.org/	Register of Exercise Professionals	1	Professional body
https://www.aerosociety.com/	Royal Aeronautical Society	1	Professional body
http://www.riai.ie/	Royal Institute of Architects of Ireland	6	Professional body
https://www.architecture.com/Explore/Home.aspx	Royal Institute of British Architects	3	Professional body
http://www.rsc.org/	Royal Society of Chemistry	2	Professional body
http://www.rtpi.org.uk/	Royal Town Planning Institute	1	Professional body
https://www.socialcareireland.ie/	Social Care Ireland	2	Professional body
https://www.scsi.ie/	Society of Chartered Surveyors Ireland	5	Professional body
www.societyofirishforester	Society of Irish Foresters and the Institute of Chartered Foresters (UK)	2	Professional body
http://www.imo.org	SOLAS	1	Government body
http://www.swimireland.ie/	Swim Ireland	1	Sports body
https://www.dentist.ie/dentistry-in-ireland/regulatory-matters.140.html	The Dental Council of Ireland		
https://www.kingsinns.ie/	The Honorable Society of King's Inns	6	Professional body

Website	Professional Body	Number of 'institution' mentions	Category
https://www.icaew.com/	The Institute of Chartered Accountants England and Wales	1	Professional body
https://mii.ie/	The Marketing Institute of Ireland	1	Professional body
http://www.thepsi.ie/gns/home.aspx	The Pharmaceutical Society of Ireland	2	Professional body
http://www.teachingcouncil.ie/en/	The Teaching Council	9	Professional body
http://www.wgii.ie/	The William Glasser Institute of Ireland (WGII)	1	Professional body
http://www.tusla.ie/	TUSLA	1	State Agency
http://www.vci.ie/	Veterinary Council of Ireland	4	Professional body

Appendix 4: Methods used for professional body accreditation

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
ABC Awards		Public					
Academy of Clinical Science and Laboratory Medicine (ACSLM)	Academy of Clinical Sciences and Laboratory Medicine (ACSLM)	Public	Desk review		Site visit		
Academy of Clinical Science and Laboratory Medicine (ACSLM)							
Academy of Clinical Science and Laboratory Medicine (ACSLM)		Public					
Accounting Technicians of Ireland (ATI)	Accounting Technicians of Ireland (ATI)	Public		Self-evaluation		Criteria review	
	Accounting Technicians Ireland	Public	Desk review	Self-evaluation	Site visit	Criteria review	
	Accounting Technicians Ireland	Public	Desk review		Site visit		
Addiction Counsellors Ireland	Addiction Counsellors Ireland	Private					
All-Ireland Endorsement Body for Community Work (AIEB)		Public					
American Veterinary Medical Association		Public					
Archives & Records Association (UK and Ireland)	Archives & Records Association (UK and Ireland)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Association for Nutrition (AFN)		Public					
Association of Accounting Technicians (AAT)		Private					
Association of Chartered Certified Accountants (ACCA)	Association of Chartered Certified Accountants (ACCA)	Public	Desk review			Criteria review	
Association of Chartered Certified Accountants (ACCA)		Private					
Association of Chartered Certified Accountants (ACCA)	Association of Chartered Certified Accountants (ACCA)	Private			Site visit	Criteria review	International/peer experts
Association of Chartered Certified Accountants (ACCA)	Association of Chartered Certified Accountants (ACCA)	Public	Desk review	Self-evaluation		Criteria review	
Association of Chartered Certified Accountants (ACCA)	Association of Chartered Certified Accountants (ACCA)	Public	Desk review			Criteria review	

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Association of Chartered Certified Accountants (ACCA)	Association of Chartered Certified Accountants (ACCA)	Public	Desk review				
Association of Chartered Certified Accountants (ACCA)	Association of Chartered Certified Accountants (ACCA)	Public	Desk review	Self-evaluation			
Association of Chartered Certified Accountants (ACCA)		Private					
Association of Chartered Certified Accountants (ACCA)		Private					
Association of Chartered Certified Accountants (ACCA)	Association of Chartered Certified Accountants (ACCA)	Public	Desk review	Self-evaluation		Criteria review	
Association of Chartered Certified Accountants (ACCA)	Association of Chartered Certified Accountants (ACCA)	Public	Desk review		Site visit		
Association of Chartered Certified Accountants (ACCA)	Association of Chartered Certified Accountants (ACCA)	Public	Desk review		Site visit		International/peer experts
Association of Chartered Certified Accountants (ACCA)	Association of Chartered Certified Accountants (ACCA)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Association of Chartered Certified Accountants (ACCA)	Association of Chartered Certified Accountants (ACCA)	Public	Desk review			Criteria review	
Association of Chartered Certified Accountants (ACCA)	Association of Chartered Certified Accountants (ACCA)	Public	Desk review			Criteria review	
Association of Chartered Certified Accountants (ACCA)		Public					
Association of Chartered Certified Accountants (ACCA)		Public					
	Association of Chartered Certified Accountants (ACCA)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Association of Chartered Certified Accountants (ACCA)	Public	Desk review	Self-evaluation			
	Association of Chartered Certified Accountants (ACCA)	Public	Desk review		Site visit	Criteria review	International/peer experts
	Association of Chartered Certified	Private		Self-evaluation		Criteria review	

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Accountants (ACCA)						
Association of Humanistic and Integrative Psychotherapy	Association of Humanistic and Integrative Psychotherapy	Public	Desk review		Site visit	Criteria review	International/peer experts
Association of MBAs (AMBA)		Public					
Association of MBAs (AMBA)		Public					
Association of MBAs (AMBA)		Public					
Association of MBAs (AMBA)	Association of MBAs (AMBA)	Public					
Association of MBAs (AMBA)		Public					
Association of MBAs (AMBA)	Association of MBAs (AMBA)	Public		Self-evaluation	Site visit	Criteria review	International/peer experts
Association of Occupational Therapists of Ireland		Public					
Association of Occupational Therapists of Ireland (AOTI)	Association of Occupational Therapists of Ireland (AOTI)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Association of Occupational Therapists of Ireland (AOTI)	Public			Site visit	Criteria review	International/peer experts
Association of Professional Counsellors and Psychotherapists (APCP)	Association of Professional Counsellors and Psychotherapists (APCP)	Private	Desk review	Self-evaluation	Site visit	Criteria review	
Association to Advance Collegiate Schools of Business (AACSB)		Public					
Association to Advance Collegiate Schools of Business (AACSB)		Public					
	Association to Advance Collegiate Schools of Business (AACSB)	Public		Self-evaluation	Site visit	Criteria review	International/peer experts
Athletic Rehabilitation Therapy Ireland (ARTI)	Athletic Rehabilitation Therapy Ireland (ARTI)	Public	Desk review	Self-evaluation	Site visit		
Athletic Rehabilitation Therapy Ireland (ARTI)	Athletic Rehabilitation Therapy Ireland (ARTI)	Public	Desk review			Criteria review	
	Athletic Rehabilitation Therapy Ireland (ARTI)	Public	Desk review		Site visit		
	Athletics Ireland	Public	Desk review		Site visit		International/peer experts

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Behaviour Analyst Certification Board (BACB)		Public					
	Behavior Analyst Certification Board (BACB)	Public	Desk review			Criteria review	
British Association of Sport and Exercise Sciences (BASES)		Public					
British Association of Sport Rehabilitators and Trainers (BASRat)	British Association of Sport Rehabilitators and Trainers (BASRat)	Public	Desk review	Self-evaluation	Site visit		
	British Association of Sport Rehabilitators and Trainers (BASRat)	Public	Desk review		Site visit		International/peer experts
British Computer Society (BCS)		Public					
British Dietetic Association (BDA)		Public					
British Occupational Hygiene Society (BOHS)		Public					
Business Analysts Association	Business Analysts Association	Private	Desk review				
CAMPEP (US)		Public					
	Canoeing Ireland	Public			Site visit		
Canadian Securities Institute	Institute of Canadian Bankers	Private	Desk review	Self-evaluation		Criteria review	International/peer experts
Central Bank of Ireland	Central Bank of Ireland	Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Certified Internet Webmaster (CIW)	Private	Desk review	Self-evaluation			
Certified Management Accountant		Public					
Chartered Accountants Ireland	Chartered Accountants Ireland	Public		Self-evaluation	Site visit	Criteria review	International/peer experts
Chartered Accountants Ireland	Chartered Accountants Ireland	Public	Desk review	Self-evaluation	Site visit	Criteria review	
Chartered Accountants Ireland	Chartered Accountants Ireland	Public	Desk review			Criteria review	
Chartered Accountants Ireland		Public					
Chartered Accountants Ireland		Public					
Chartered Accountants Ireland		Public					
Chartered Accountants Ireland		Private					
Chartered Accountants Ireland	Chartered Accountants Ireland	Public	Desk review		Site visit		
Chartered Accountants Ireland	Chartered Accountants Ireland	Private		Self-evaluation		Criteria review	
Chartered Accountants Ireland	Chartered Accountants Ireland	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Chartered Accountants Ireland	Chartered Accountants Ireland	Public	Desk review			Criteria review	

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Chartered Accountants Ireland		Public					
	Chartered Accountants Ireland	Public	Desk review	Self-evaluation		Criteria review	
	Chartered Accountants Ireland	Public	Desk review		Site visit	Criteria review	International/peer experts
	Chartered Accountants Ireland	Public	Desk review		Site visit	Criteria review	
	Chartered Accountants Ireland	Public	Desk review		Site visit		International/peer experts
Chartered Association of Building Engineers	Chartered Association of Building Engineers	Public		Self-evaluation	Site visit		International/peer experts
Chartered Institute of Architectural Technologists	Chartered Institute of Architectural Technologists (CIAT)	Public	Desk review	Self-evaluation	Site visit		International/peer experts
	Chartered Institute of Architectural Technologists (CIAT)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Chartered Institute of Building (CIOB)		Public					
Chartered Institute of Building (CIOB)		Public					
Chartered Institute of Building (CIOB)	Chartered Institute of Building (CIOB)	Public		Self-evaluation	Site visit	Criteria review	International/peer experts
Chartered Institute of Building (CIOB)		Public					
Chartered Institute of Building (CIOB)	Chartered Institute of Building (CIOB)	Public					
	Chartered Institute of Building (CIOB)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Chartered Institute of Building (CIOB)	Public					
	Chartered Institute of Building (CIOB)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Chartered Institute of Horticulture (GB and Ireland)		Public					
Chartered Institute of Housing	Chartered Institute of Housing	Private	Desk review		Site visit	Criteria review	
Chartered Institute of Management Accountants (CIMA)	Chartered Institute of Management Accountants (CIMA)	Public	Desk review			Criteria review	
Chartered Institute of Management Accountants (CIMA)	Chartered Institute of Management Accountants (CIMA)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Chartered Institute of Management Accountants (CIMA)	Chartered Institute of Management Accountants (CIMA)	Public	Desk review			Criteria review	
Chartered Institute of Management Accountants (CIMA)		Public					
Chartered Institute of Management Accountants (CIMA)	Chartered Institute of Management Accountants (CIMA)	Public	Desk review	Self-evaluation			
Chartered Institute of Management Accountants (CIMA)	Chartered Institute of Management Accountants (CIMA)	Public	Desk review	Self-evaluation		Criteria review	

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Chartered Institute of Management Accountants (CIMA)	Chartered Institute of Management Accountants (CIMA)	Public	Desk review		Site visit	Criteria review	
Chartered Institute of Management Accountants (CIMA)	Chartered Institute of Management Accountants (CIMA)	Public	Desk review		Site visit		
Chartered Institute of Management Accountants (CIMA)	Chartered Institute of Management Accountants (CIMA)	Public	Desk review		Site visit		International/peer experts
Chartered Institute of Management Accountants (CIMA)	Chartered Institute of Management Accountants (CIMA)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Chartered Institute of Management Accountants (CIMA)	Chartered Institute of Management Accountants (CIMA)	Public	Desk review	Self-evaluation		Criteria review	
Chartered Institute of Management Accountants (CIMA)	Chartered Institute of Management Accountants (CIMA)	Public	Desk review			Criteria review	
Chartered Institute of Management Accountants (CIMA)		Public					
Chartered Institute of Management Accountants (CIMA)		Public					
	Chartered Institute of Management Accountants (CIMA)	Public	Desk review	Self-evaluation		Criteria review	
	Chartered Institute of Management Accountants (CIMA)	Private		Self-evaluation		Criteria review	
	Chartered Institute of Management Accountants (CIMA)	Public	Desk review	Self-evaluation			
Chartered Institute of Personnel and Development (CIPD)	Chartered Institute of Personnel & Development (CIPD)	Private	Desk review	Self-evaluation	Site visit		
Chartered Institute of Personnel and Development (CIPD)	Chartered Institute of Personnel & Development (CIPD)	Public		Self-evaluation	Site visit	Criteria review	
Chartered Institute of Personnel and Development (CIPD)	Chartered Institute of Personnel & Development (CIPD)	Public	Desk review	Self-evaluation	Site visit	Criteria review	
Chartered Institute of Personnel and Development (CIPD)	Chartered Institute of Personnel & Development (CIPD)	Public		Self-evaluation	Site visit		
Chartered Institute of Personnel and Development (CIPD)		Private					
Chartered Institute of Personnel and Development (CIPD)	Chartered Institute of Personnel & Development (CIPD)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Chartered Institute of Personnel and Development (CIPD)	Chartered Institute of Personnel & Development (CIPD)	Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Chartered Institute of Personnel and		Public					

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Development (CIPD)							
Chartered Institute of Personnel and Development (CIPD)		Public					
Chartered Institute of Personnel and Development (CIPD)	Chartered Institute of Personnel & Development (CIPD)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Chartered Institute of Personnel & Development (CIPD)	Public	Desk review		Site visit	Criteria review	
	Chartered Institute of Personnel & Development (CIPD)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Chartered institute of Professional Development (CIPD)	Public	Desk review		Site visit		
Chartered Insurance Institute	Chartered Insurance Institute	Public					
	Chartered Insurance Institute	Public					
CISCO Certified Network Associate	CISCO Certified Network Associate	Private	Desk review	Self-evaluation	Site visit		
CISCO Certified Network Associate		Public					
COMPTIA	COMPTIA	Private	Desk review	Self-evaluation			
CORU	CORU	Public	Desk review	Self-evaluation	Site visit		
CORU		Public					
CORU	CORU	Public	Desk review		Site visit		
CORU		Public					
CORU		Public					
CORU	CORU	Public			Site visit		International/peer experts
CORU	CORU	Public		Self-evaluation	Site visit	Criteria review	International/peer experts
CORU	CORU	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
CORU	CORU	Public			Site visit	Criteria review	International/peer experts
	CORU	Public					
	CORU	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	CORU	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	CORU	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	CORU	Public		Self-evaluation	Site visit	Criteria review	International/peer experts
	CORU	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	CORU	Private			Site visit	Criteria review	

Institution/ Professional Bodies	Unit/ Professional Bodies	Public/Private	Desk review	Self- evaluation	Site visit	Criteria review	International/ peer experts
	CORU	Public			Site visit	Criteria review	
	Council of Legal Education, Northern Ireland	Public	Desk review	Self- evaluation	Site visit	Criteria review	
Dental Council of Ireland	Dental Council of Ireland	Public			Site visit		
Dental Council of Ireland	The Dental Council	Public		Self- evaluation	Site visit	Criteria review	International/ peer experts
Dental Council of Ireland	Dental Council of Ireland	Public			Site visit		International/ peer experts
The Dental Council of Ireland	The Dental Council of Ireland	Public	Desk review	Self- evaluation	Site visit		
	Dental Council of Ireland	Public	Desk review	Self- evaluation		Criteria review	
Department of Children and Youth Affairs	Department of Children and Youth Affairs (DCYA)	Private	Desk review				
	Department of Children and Youth Affairs (DCYA)	Public	Desk review			Criteria review	
Department of Education and Skills		Public					
Department of Education and Skills	Department of Education and Skills	Public	Desk review	Self- evaluation	Site visit	Criteria review	International/ peer experts
Department of Education and Skills		Public					
Directorate General of Interpretation and Conferences of the European Parliament		Public					
Educational Commission for Foreign Medical Graduates (USA)		Public					
EFMD Programme Accreditation System		Public					
EFMD Programme Accreditation System	EFMD	Public		Self- evaluation	Site visit	Criteria review	International/ peer experts
Energy Institute		Public					
	Energy Institute	Public	Desk review	Self- evaluation	Site visit	Criteria review	International/ peer experts
Engineers Ireland	Engineers Ireland	Public	Desk review	Self- evaluation	Site visit	Criteria review	
Engineers Ireland	Engineers Ireland	Public		Self- evaluation	Site visit	Criteria review	International/ peer experts
Engineers Ireland		Public					
Engineers Ireland		Public					
Engineers Ireland	Engineers Ireland	Public			Site visit	Criteria review	International/ peer experts
Engineers Ireland	Engineers Ireland	Public			Site visit	Criteria review	International/ peer experts
Engineers Ireland	Engineers Ireland	Public		Self- evaluation	Site visit	Criteria review	
Engineers Ireland	Engineers Ireland	Public	Desk review	Self- evaluation	Site visit	Criteria review	International/ peer experts
Engineers Ireland		Public					

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Engineers Ireland	Engineers Ireland	Public			Site visit		
Engineers Ireland		Public					
Engineers Ireland	Engineers Ireland	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Engineers Ireland	Engineers Ireland	Public		Self-evaluation	Site visit	Criteria review	International/peer experts
Engineers Ireland	Engineers Ireland	Public			Site visit		
Engineers Ireland		Public					
Engineers Ireland	Engineers Ireland	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Engineers Ireland	Engineers Ireland	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Engineers Ireland	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Engineers Ireland	Public		Self-evaluation	Site visit	Criteria review	International/peer experts
	Engineers Ireland	Public					
Environmental Management and Assessment (IEMA)		Public					
EPAS		Public					
	EPAS (European Programme Accreditation)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	EPAS (European Programme Accreditation)	Public		Self-evaluation	Site visit	Criteria review	International/peer experts
European Association of Establishments for Veterinary Education		Public					
European Association of Integrative Psychotherapy (EAIP)		Public					
European Association of Psychotherapy (EAP)	European Association of Psychotherapy (EAP)	Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
European Association of Psychotherapy (EAP)		Public					
European Network for Accreditation of Engineering Education (ENAE)		Public					
European Quality Improvement System (EQUIS)		Public					
	European Aviation Safety Authority	Public				Criteria review	
Family Therapy Association of Ireland (FTAI)	Family Therapy Association of Ireland (FTAI)	Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Family Therapy Association of Ireland (FTAI)		Public					
Football Association of Ireland		Public					
	Football Association of Ireland (FAI)	Public			Site visit	Criteria review	
	Football Association of Ireland (FAI)	Public	Desk review		Site visit		International/peer experts
	Healthcare Chaplaincy Board	Public			Site visit		
Gaelic Athletic Association		Public					
	Gaelic Athletic Association (GAA)	Public	Desk review	Self-evaluation	Site visit	Criteria review	
	Gaelic Athletic Association (GAA)	Public	Desk review		Site visit		International/peer experts
Global Alliance in Management Education (CEMS)		Public					
ICS Skills		Private					
Institute and Faculty of Actuaries		Public					
Institute and Faculty of Actuaries		Public					
	Institute and Faculty of Actuaries	Public	Desk review		Site visit	Criteria review	International/peer experts
	Institute and Faculty of Actuaries	Public	Desk review	Self-evaluation	Site visit	Criteria review	
Institute for Chemical Engineers (IChemE)	Institute for Chemical Engineers (IChemE)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
IChemE (Institute for Chemical Engineers)		Public					
IChemE (Institute for Chemical Engineers)	IChemE (Institute for Chemical Engineers)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Institute for Managers of Community and Voluntary Organisations (IMCV)	Institute for Managers of Community and Voluntary Organisations (IMCV)	Private	Desk review	Self-evaluation	Site visit	Criteria review	
Institute of Biomedical Science (IBMS)	Institute of Biomedical Science (IBMS)	Public	Desk review		Site visit		
Institute of Biomedical Science (IBMS)		Public					
Institute of Biomedical Science (IBMS)		Public					
Institute of Certified Public Accountants (CPA)		Public					
Institute of Certified Public Accountants (CPA)		Public					
Institute of Certified Public Accountants (CPA)	Institute of Certified Public Accountants (CPA)	Public	Desk review				

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Institute of Certified Public Accountants (CPA)		Private					
Institute of Certified Public Accountants (CPA)	Institute of Certified Public Accountants (CPA)	Public	Desk review			Criteria review	
Institute of Certified Public Accountants (CPA)	Institute of Certified Public Accountants (CPA)	Public	Desk review		Site visit		International/peer experts
Institute of Certified Public Accountants (CPA)		Public					
Institute of Certified Public Accountants (CPA)		Public					
Institute of Certified Public Accountants (CPA) Ireland	Institute of Certified Public Accountants (CPA) Ireland	Public	Desk review	Self-evaluation			
Institute of Certified Public Accountants (Ireland)	Institute of Certified Public Accountants (Ireland)	Public	Desk review		Site visit		
	Institute of Certified Public Accountants (CPA)	Public	Desk review			Criteria review	
	Institute of Certified Public Accountants (CPA)	Public	Desk review	Self-evaluation	Site visit	Criteria review	
	Institute of Certified Public Accountants (CPA)	Public	Desk review		Site visit	Criteria review	
	Institute of Certified Public Accountants (CPA)	Private		Self-evaluation		Criteria review	
	Institute of Certified Public Accountants (CPA)	Public	Desk review		Site visit	Criteria review	
Institute of Chemistry of Ireland		Public					
Institute of Chemistry of Ireland		Public					
	Institute of Chemistry of Ireland	Public	Desk review			Criteria review	
Institute of Commercial Management (ICM)	Institute of Commercial Management (ICM)	Private				Criteria review	International/peer experts
Institute of Commercial Management (ICM)	Institute of Commercial Management (ICM)	Private	Desk review		Site visit	Criteria review	
Institute of Commercial Management (ICM)	Institute of Commercial Management (ICM)	Private	Desk review	Self-evaluation	Site visit	Criteria review	
Institute of Food Technologists (IFT), USA		Public					
Institute of Group Analysis (IGA)		Public					
Institute of Guidance Counsellors (IGC)	Institute of Guidance Counsellors (IGC)	Public	Desk review	Self-evaluation	Site visit	Criteria review	
Institute of Guidance Counsellors (IGC)	Institute of Guidance Counsellors (IGC)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Institute of Guidance Counsellors (IGC)	Public	Desk review	Self-evaluation		Criteria review	
Institute of Legal Executives of Ireland (IILEx)	Institute of Legal Executives of Ireland (IILEx)	Private					
Institute of Management Consultants and Advisers (IMCA)		Public					
Institute of Materials, Minerals and Mining (IoM3)	Institute of Materials, Minerals and Mining (IoM3)	Public		Self-evaluation	Site visit	Criteria review	International/peer experts
Institute of Physics		Public					
Institute of Physics	Institute of Physics	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Institute of Physics		Public					
Institute of Physics		Public					
Institute of Physics	Institute of Physics	Public		Self-evaluation	Site visit	Criteria review	International/peer experts
Institute of Physics	Institute of Physics	Public	Desk review				
	Institute of Physics	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Institute of Physics and Engineers in Medicine		Public					
Institute of Physics and Engineers in Medicine		Public					
Institute of Professional Auctioneers and Valuers (IPAV)		Public					
	Institute of Professional Legal Studies	Public					International/peer experts
	Institute of Professional Legal Studies (IPLS)	Public	Desk review				
	Institute of Taxation in Ireland (IATI)	Public	Desk review			Criteria review	
Institute of Public Relations (UK)		Public					
Institution of Energy Engineers		Public					
Institution of Engineering Designers (IED)	Institution of Engineering Designers (IED)	Public	Desk review	Self-evaluation	Site visit		
Institution of Engineering Designers (IED)	Institution of Engineering Designers (IED)	Public			Site visit	Criteria review	International/peer experts
Institution of Mechanical Engineers (IMechE)		Public					
Institution of Occupational Health and Safety (IOSH)		Public					
Institution of Occupational Health and Safety (IOSH)		Public					

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Institution of Occupational Safety and Health (IOSH)	Institution of Occupational Safety and Health (IOSH)	Public	Desk review	Self-evaluation	Site visit	Criteria review	
Institution of Structural Engineers (IStructE)		Public					
Insurance Institute of Ireland		Public					
Insurance Institute of Ireland	Insurance Institute of Ireland	Public					
	Insurance Institute of Ireland	Public	Desk review			Criteria review	
International Engineering Alliance		Public					
International Union for Health Promotion and Education (IUHPE)		Public					
Irish Association for Counselling and Psychotherapy (IACP)	Irish Association for Counselling and Psychotherapy (IACP)	Private		Self-evaluation	Site visit	Criteria review	
The Irish Association for Counselling and Psychotherapy (IACP)		Public					
The Irish Association for Counselling and Psychotherapy (IACP)	Irish Association for Counselling and Psychotherapy (IACP)	Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Irish Association for Play Therapy and Psychotherapy (IAPTP)	Irish Association for Play Therapy and Psychotherapy (IAPTP)	Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Irish Association for Psychotherapy in Primary Care (IAPPC)	Irish Association for Psychotherapy in Primary Care (IAPPC)	Private	Desk review	Self-evaluation		Criteria review	
Irish Association of Corporate Treasurers (IACT)		Public					
Irish Association of Social Care Educators	Irish Association of Social Care Educators	Private		Self-evaluation		Criteria review	
	Irish Association of Social Care Workers	Private				Criteria review	
Irish Association of Speech and Language Therapists		Public					
Irish Association of Speech and Language Therapists	Irish Association of Speech and Language Therapists	Public			Site visit	Criteria review	International/peer experts
Irish Association of Speech and Language Therapists	Irish Association of Speech and Language Therapists	Public			Site visit	Criteria review	International/peer experts
Irish Aviation Authority	Irish Aviation Authority	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
ICA		Public					

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Irish College of General Practitioners (ICGP)	Public		Self-evaluation	Site visit	Criteria review	International/peer experts
	Irish Computer Society	Private	Desk review				
Irish Hospitality Institute	Irish Hospitality Institute	Public	Desk review	Self-evaluation		Criteria review	
	Irish Institute of Pensions Management (IIPM)	Private		Self-evaluation	Site visit	Criteria review	International/peer experts
Irish Institute of Psychoanalytic Psychotherapy (IIPP)		Public					
Irish Institute of Radiography and Radiation Therapy	Irish Institute of Radiography and Radiation Therapy	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Irish Landscape Institute							
Irish Landscape Institute		Public					
Irish Nutrition and Dietetic Institute (INDI)		Public					
	Irish Nutrition and Dietetics Institute	Public					
Irish Planning Institute (IPI)	Irish Planning Institute	Public			Site visit		International/peer experts
Irish Planning Institute (IPI)		Public					
Irish Rugby Football Union		Public					
Irish Society of Chartered Physiotherapists (ISCP)	Irish Society of Chartered Physiotherapists (ISCP)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Irish Society of Chartered Physiotherapists (ISCP)		Public					
Irish Society of Chartered Physiotherapists (ISCP)	Irish Society of Chartered Physiotherapists (ISCP)	Public			Site visit	Criteria review	International/peer experts
Irish Tax Institute		Public					
Irish Tax Institute		Public					
Irish Tax Institute	Irish Tax Institute	Public	Desk review		Site visit		
Irish Tax Institute		Public					
Irish Tax Institute	Irish Tax Institute	Public	Desk review			Criteria review	
Irish Tax Institute	Irish Tax Institute	Public	Desk review			Criteria review	
Irish Tax Institute		Public					
	Irish Tax Institute	Private		Self-evaluation		Criteria review	
	Law Society of Ireland	Public	Desk review				

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Law Society of Ireland	Public	Desk review	Self-evaluation	Site visit	Criteria review	
Library Association of Ireland	Library Association of Ireland	Private	Desk review		Site visit	Criteria review	
	Library Association of Ireland	Public		Self-evaluation	Site visit	Criteria review	
Malaysian Medical Council	Malaysian Medical Council	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Malaysian Qualifications Agency (MQA)		Public					
Med Laboratory Consultants (2 bodies)		Public					
Mediator's Institute of Ireland		Public					
Medical Council (Ireland)		Public					
Medical Council (Ireland)	Medical Council (Ireland)	Public		Self-evaluation	Site visit		International/peer experts
Medical Council (Ireland)	Medical Council (Ireland)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Medical Council (Ireland)	Medical Council (Ireland)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Medical Council (Ireland)	Medical Council (Ireland)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Medical Council (Ireland)	Medical Council (Ireland)	Public		Self-evaluation	Site visit	Criteria review	National peer experts
	Medical Council (Ireland)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Medical Council (Ireland)	Public		Self-evaluation		Criteria review	International/peer experts
	Medical Council (Ireland)	Public	Desk review	Self-evaluation		Criteria review	
	Microsoft Imagine Academy	Private	Desk review	Self-evaluation			
	Middle States Commission on Higher Education (MSCHE)	Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
MSO/Manilla Convention		Public					
National Association of Pastoral Counselling and Psychotherapy (NAPCP)	National Association of Pastoral Counselling and Psychotherapy (NAPCP)	Private	Desk review	Self-evaluation	Site visit	Criteria review	
	Network of Accrediting skills centre in Europe (NASCE)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
North/South Education and Training Standards (NSETS)	North/South Education and Training Standards (NSETS)	Public		Self-evaluation	Site visit		
North/South Education and Training Standards (NSETS)	North/South Education and Training Standards (NSETS)	Public	Desk review	Self-evaluation	Site visit	Criteria review	
North/South Education and		Public					

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Training Standards (NSETS)							
Nursing and Midwifery Board of Ireland (NMBI)	Nursing and Midwifery Board of Ireland (NMBI)	Public	Desk review	Self-evaluation	Site visit		
Nursing and Midwifery Board of Ireland (NMBI)		Public					
Nursing and Midwifery Board of Ireland (NMBI)	Nursing and Midwifery Board of Ireland (NMBI)	Public	Desk review		Site visit		
Nursing and Midwifery Board of Ireland (NMBI)	Nursing and Midwifery Board of Ireland (NMBI)	Public		Self-evaluation	Site visit		
Nursing and Midwifery Board of Ireland (NMBI)		Private					
Nursing and Midwifery Board of Ireland (NMBI)		Private					
Nursing and Midwifery Board of Ireland (NMBI)	Nursing and Midwifery Board of Ireland (NMBI)	Public			Site visit		
Nursing and Midwifery Board of Ireland (NMBI)	Nursing and Midwifery Board of Ireland (NMBI)	Public			Site visit		
Nursing and Midwifery Board of Ireland (NMBI)		Public					
Nursing and Midwifery Board of Ireland (NMBI)	Nursing and Midwifery Board of Ireland (NMBI)	Public	Desk review	Self-evaluation	Site visit	Criteria review	
Nursing and Midwifery Board of Ireland (NMBI)		Public					
Nursing and Midwifery Board of Ireland (NMBI)	Nursing and Midwifery Board of Ireland (NMBI)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Nursing and Midwifery Board of Ireland (NMBI)	Nursing and Midwifery Board of Ireland (NMBI)	Public		Self-evaluation	Site visit		
Nursing and Midwifery Board of Ireland (NMBI)	Nursing and Midwifery Board of Ireland (NMBI)	Public					
	Nursing and Midwifery Board of Ireland (NMBI)	Public		Self-evaluation	Site visit	Criteria review	
Nursing Board of Malaysia		Public					
Opticians Board		Public					
Pharmaceutical Society of Ireland (PSI)		Public					
Pharmaceutical Society of Ireland (PSI)	Pharmaceutical Society of Ireland (PSI)	Public				Criteria review	International/peer experts
Pharmaceutical Society of Ireland (PSI)	Pharmaceutical Society of Ireland (PSI)	Public	Desk review	Self-evaluation	Site visit	Criteria review	
Pharmaceutical Society of Ireland (PSI)	Pharmaceutical Society of Ireland (PSI)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Pharmacy Board of Malaysia	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
PharmaTrain		Public					
PMI - Institute of Commercial Management	PMI - Institute of Commercial Management	Private				Criteria review	International/peer experts
Pre-Hospital Emergency Care Council		Public					
	Pre-Hospital Emergency Care Council	Public		Self-evaluation	Site visit	Criteria review	International/peer experts
Principles for Responsible Management Education (PRME)		Public					
Professional Association for Supply Management (APICS)		Public					
Professional Risk Managers International Association (PRMIA)		Public					
Project Management Institute Global Accreditation Center for Postgraduate Project Management Education Programs	Project Management Institute Global Accreditation Center for Postgraduate Project Management Education Programs	Public					
	Project Management	Public		Self-evaluation	Site visit	Criteria review	International/peer experts
Psychological Society of Ireland (PSI)	Psychological Society of Ireland (PSI)	Private	Desk review		Site visit		International/peer experts
Psychological Society of Ireland (PSI)	Psychological Society of Ireland (PSI)	Public		Self-evaluation	Site visit	Criteria review	
Psychological Society of Ireland (PSI)	Psychological Society of Ireland (PSI)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Psychological Society of Ireland (PSI)	Psychological Society of Ireland (PSI)	Private			Site visit	Criteria review	
Psychological Society of Ireland (PSI)		Public					
Psychological Society of Ireland (PSI)	Psychological Society of Ireland (PSI)	Public	Desk review		Site visit		
Psychological Society of Ireland (PSI)	Psychological Society of Ireland (PSI)	Public	Desk review		Site visit	Criteria review	International/peer experts
Psychological Society of Ireland (PSI)	Psychological Society of Ireland (PSI)	Public	Desk review	Self-evaluation	Site visit	Criteria review	
Psychological Society of Ireland (PSI)	Psychological Society of Ireland (PSI)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Psychological Society of Ireland (PSI)	Psychological Society of Ireland (PSI)	Public	Desk review	Self-evaluation	Site visit		
	Psychological Society of Ireland (PSI)	Public	Desk review		Site visit		International/peer experts
	Psychological Society of Ireland (PSI)	Public			Site visit		
Public Relations Institute of Ireland (PRII)		Public					
Public Relations Society of America (PRSA)		Public					
QQI	QQI	Private		Self-evaluation	Site visit	Criteria review	
QQI		Private					
QQI		Private					
QQI	QQI	Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	QQI	Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	QQI		Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Register of Exercise Professionals	Register of Exercise Professionals	Public			Site visit		
	Reps Ireland on behalf of EHFA	Public	Desk review	Self-evaluation	Site visit	Criteria review	
Royal Aeronautical Society (RAeS)	Royal Aeronautical Society (RAeS)	Public	Desk review	Self-evaluation	Site visit		International/peer experts
Royal Institute of Architects of Ireland (RIAI)		Public					
Royal Institute of Architects of Ireland (RIAI)		Public					
Royal Institute of Architects of Ireland (RIAI)	Royal Institute of Architects of Ireland (RIAI)	Public	Desk review	Self-evaluation	Site visit		International/peer experts
Royal Institute of Architects of Ireland (RIAI)		Public					
Royal Institute of Architects of Ireland (RIAI)	Royal Institute of Architects of Ireland (RIAI)	Public	Desk review	Self-evaluation	Site visit	Criteria review	
Royal Institute of Architects of Ireland (RIAI)	Royal Institute of Architects of Ireland (RIAI)	Public					
Royal Institute of Architects of Ireland (RIAI)	Royal Institute of Architects of Ireland (RIAI)	Public			Site visit	Criteria review	International/peer experts
	Royal Institute of Architects of Ireland (RIAI)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Royal Institute of British Architects (RIBA)		Public					
Royal Institute of British Architects (RIBA)	Royal Institute of British Architects (RIBA)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Royal Institute of British Architects (RIBA)	Royal Institute of British Architects (RIBA)	Public	Desk review	Self-evaluation	Site visit	Criteria review	
Royal Society for Chemistry (RSC)		Public					
Royal Society for Chemistry (RSC)	Royal Society of Chemistry (RSC)	Public	Desk review	Self-evaluation	Site visit		
	Royal Society of Chemistry (RSC)	Public			Site visit	Criteria review	International/peer experts
Royal Town Planning Institute (RTPI)		Public					
	Royal Town Planning Institute (RTPI)	Public			Site visit		International/peer experts
Social Care Ireland (SCI)	Social Care Ireland (SCI)	Private		Self-evaluation		Criteria review	
Social Care Ireland (SCI)	Social Care Ireland (SCI)	Public	Desk review			Criteria review	
Society of Archivists (UK and Ireland)		Public					
Society of Chartered Surveyors Ireland (SCSI)		Public					
Society of Chartered Surveyors Ireland (SCSI)	Society of Chartered Surveyors Ireland (SCSI)	Public			Site visit		International/peer experts
Society of Chartered Surveyors Ireland (SCSI)	Society of Chartered Surveyors Ireland (SCSI)	Public			Site visit	Criteria review	
Society of Chartered Surveyors Ireland (SCSI)	Society of Chartered Surveyors Ireland (SCSI)	Public			Site visit	Criteria review	International/peer experts
Society of Chartered Surveyors Ireland (SCSI)		Public					
	Society of Chartered Surveyors Ireland (SCSI)	Public	Desk review	Self-evaluation	Site visit	Criteria review	
	Society of Chartered Surveyors Ireland (SCSI)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Society of Chartered Surveyors Ireland (SCSI)	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Society of Chiropodists and Podiatrists of Ireland	Public			Site visit	Criteria review	
Society of Irish Foresters	Society of Irish Foresters	Public	Desk review				
Society of Irish Foresters		Public					
SOLAS	SOLAS	Private	Desk review			Criteria review	
	SOLAS	Public				Criteria review	
	Solicitors Regulation Authority (SRA)	Public	Desk review				
	Sri Lankan Medical Council	Public	Desk review	Self-evaluation			

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Supply Chain Management Institute	Public	Desk review				
Swim Ireland	Swim Ireland	Public			Site visit		
	Swim Ireland	Public	Desk review	Self-evaluation	Site visit	Criteria review	
Teaching Council of Ireland		Public					
Teaching Council of Ireland	Teaching Council of Ireland	Public		Self-evaluation	Site visit	Criteria review	International/peer experts
Teaching Council of Ireland	Teaching Council of Ireland	Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Teaching Council of Ireland		Private					
Teaching Council of Ireland		Public					
Teaching Council of Ireland	Teaching Council of Ireland	Public	Desk review			Criteria review	International/peer experts
Teaching Council of Ireland	Teaching Council of Ireland	Private	Desk review	Self-evaluation	Site visit	Criteria review	
Teaching Council of Ireland	Teaching Council of Ireland	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
Teaching Council of Ireland	Teaching Council of Ireland	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	Teaching Council of Ireland	Public			Site visit	Criteria review	International/peer experts
The Chartered Society of Forensic Sciences	The Chartered Society of Forensic Sciences	Public			Site visit	Criteria review	
	The Chartered Society of Forensic Sciences	Public			Site visit		International/peer experts
	The Chartered Society of Forensic Sciences	Public	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	The College of Podiatry	Public			Site visit	Criteria review	
The Honorable Society of King's Inns		Public					
The Honorable Society of King's Inns	The Honorable Society of King's Inns	Public	Desk review		Site visit		
The Honorable Society of King's Inns	The Honorable Society of King's Inns	Public	Desk review		Site visit		
The Honorable Society of King's Inns		Public					
The Honorable Society of King's Inns		Public					
The Honorable Society of King's Inns	The Honorable Society of King's Inns	Public	Desk review	Self-evaluation	Site visit	Criteria review	
	The Honorable Society of King's Inns	Private			Site visit		
	The Honorable Society of King's Inns	Public					

Institution' Professional Bodies	Unit' Professional Bodies	Public/Private	Desk review	Self-evaluation	Site visit	Criteria review	International/peer experts
	The Honorable Society of King's Inns	Public		Self-evaluation			
	The Honorable Society of King's Inns	Public	Desk review		Site visit		International/peer experts
	The Honorable Society of King's Inns	Public	Desk review				
The Institute of Chartered Accountants England and Wales (ICAEW)		Private					
The Institute of Chartered Foresters (UK)		Public					
The Marketing Institute of Ireland (MII)		Private					
The William Glasser Institute of Ireland (WGII)		Private					
TUSLA (State Agency)	TUSLA (State Agency)	Public	Desk review	Self-evaluation	Site visit		
Veterinary Council of Ireland (VCI)	Veterinary Council of Ireland (VCI)	Public	Desk review	Self-evaluation	Site visit		
Veterinary Council of Ireland (VCI)	Veterinary Council of Ireland (VCI)	Public	Desk review		Site visit		
Veterinary Council of Ireland (VCI)	Veterinary Council of Ireland (VCI)	Public			Site visit		
Veterinary Council of Ireland (VCI)		Public					

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This report was commissioned by QQI.



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann