

QQI Corporate Plan 2025



Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland

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Glossary of Acronyms used in Corporate Plan

AI	Artificial Intelligence
ALP	Amended Legislation Programme
ATP	Access Transfer and Progression
CAS	Common Awards System
DCEDIY	Department of Children, Equality, Disability, Integration and Youth
DEQAR	Database of External Quality Assurance Results
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
EDI	Equality Diversity and Inclusion
ELE	English Language Education
EQF	European Qualifications Framework
ETB	Education and Training Board
FET	Further Education and Training
HE	Higher Education
HEA	Higher Education Authority
HEI	Higher Education Institution
HR	Human Resources
ICOS	Irish Council for International Students
ICT	Information and Communications Technology
IQQF	Irish Quality and Qualifications Forum
IRQ	Irish Register of Qualifications
ISSCoP	Irish Statistical System Code of Practice
LAB	Listed Awarding Body

MOU	Memorandum of Understanding
NAIN	National Academic Integrity Network
NFDE	National Framework for Doctoral Education
NFQ	National Framework of Qualifications
NStEP	National Student Engagement Programme
OGCIO	Office of the Government Chief Information Officer
PAEC	Programmes and Awards Executive Committee
PEL	Protection of Enrolled Learners
PN	Partnerships Network
PSRB	Professional, Statutory and Regulatory Bodies
QA	Quality Assurance
QDR	Qualification Dataset Register
QQI	Quality and Qualifications Ireland
R&D	Research & Development
RPL	Recognition of Prior Learning
TEQSA	Tertiary Education Quality and Standards Agency
USI	Union of Students in Ireland

1. Introduction

This, the twelfth QQI Corporate Plan since our establishment in November 2012, is the first plan that directly contributes to the priorities and actions set out in our QQI Statement of Strategy 2025-27.

QQI has a broad range of legislative and other functions relating to qualifications and quality assurance and the actions set out in this corporate plan reflect that diversity. Following the signing of the relevant regulations set out in the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019, the corporate plan for 2025 reflects the roll out of the remaining functions conferred on QQI through that act, particularly in relation to the authorisation of the international education mark, *TrustEd Ireland*.

QQI intends to deliver on our priorities of future-proofing the National Framework of Qualifications; delivering trusted regulation, guidelines, advice and services; sharing valuable system-wide insights, research and analysis; deepening national and international partnerships, and creating a resilient and agile organisation.

We look forward to working collaboratively with our stakeholders towards the successful delivery of the activities contained within the 2025 QQI Corporate Plan and on how they deliver on the priorities and actions contained in our QQI Statement of Strategy 2025-27.



Vision, Mission and Values

Our Vision

We are committed to a vision of Ireland that delivers a flexible, responsive and quality assured tertiary education system where learners can have confidence that their learning experience will be of a high quality and their qualifications and learning will be valued nationally and internationally.

Our Mission

We promote public confidence and trust in the quality, integrity and reputation of Ireland's tertiary education system through:

- protecting the integrity of the National Framework of Qualifications,
 - providing authoritative and comprehensive information about qualifications and learning opportunities,
 - delivering trusted regulation and guidance,
 - enhancing the quality of providers and their programmes and,
 - influencing system change with insights and analyses.
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Our Values

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

We are an **independent** public body, working within the broad framework of Government policy. We exercise our regulatory authority in a transparent, fair, impartial and objective manner.

We value our **shared responsibility** with others to ensure confidence in and continuous improvement of the quality of education and training. In partnership with others, we pursue our priorities and actions in a **consultative**, **collaborative** and **inclusive** manner.

We embrace and engender **trust** and **integrity** in our decision-making and in our policies, procedures and in our regulation. Our approaches are evidence-based and informed by good national and international practice.

Learning and innovation are at the heart of what we do and how we design our business systems and processes. We grow our expertise and knowledge and learn from our national and international partners to influence, guide, advise and regulate in an authoritative and responsive manner.

We value **research**, **insight**, and **analysis** to achieve our priorities and actions with positive and measurable impact.

Corporate Plan 2025

Strategic Priority 1 – Future-proof the National Framework of Qualifications as the authoritative information source for quality-assured tertiary qualifications

We will further develop QQI's platforms to promote the National Framework of Qualifications (NFQ) as the authoritative source of information on quality-assured qualifications including micro-credentials

Scope technical requirements for interoperability between the IRQ and Qualifax, Europass QDR and DEQAR with a focus on using and promoting the European Learning Model.

Ensure the IRQ is published as open data to support analysis and use of qualifications data within and beyond the education sector.

Continue redevelopment of IRQ to increase the quality and quantity of information published about qualifications and programmes including micro-credentials.

Develop tools and resources to support end users to understand and use the NFQ appropriately.

Develop and implement policies for maintaining and implementing the NFQ.

We will review and modify the current award types in the NFQ to better serve learners in a more integrated tertiary education system

Publish a new award type descriptor for a single major award at NFQ Level 6 including any knock-on impacts to NFQ Level 5 with agreed transition timelines.

Review, update and streamline the policies and criteria for the NFQ.

We will improve choice for learners through our recognition of listed awarding bodies and include their academic and professional awards in the NFQ

Complete Phase 1 of the LABs implementation plan by assessing applications from at least two invited applicants.

Confirm applications and schedule for Phase 2 implementation (domestic professional and HE bodies).

We will develop an authoritative list of English language education and higher education programmes offered to international learners by providers who have achieved the *TrustEd Ireland* quality mark

Continue redevelopment of the IRQ to enable the publication of TrustEd Ireland information and to meet needs of the Department of Justice as end users, with interim solutions.

We will complete an external evaluation of QQI's performance as an awarding body of tertiary education qualifications in the NFQ

Establish an external advisory group.

Issue requirements and specification for request for tender document and commence evaluation.

We will undertake a review of individual provider adherence to access, transfer and progression policy and the appropriate recognition of prior learning

Develop and consult on a model for institutional and regional reviews of ATP and RPL.

Publish an updated QQI ATP policy.

Building on our engagements with FET and HE stakeholders, and international engagements, scope and publish a document setting out a national approach to RPL in tertiary education and clarifying the relationship between RPL and recognition.

Engage with relevant system actors to secure agreed approach to processing QQI Programme Derived Award Standards in the Higher Education Links Scheme.

Strategic Priority 2– Deliver trusted regulation, guidelines, advice and services appropriate to the requirements of a diverse learner and provider landscape

We will provide authoritative information about the quality of the public tertiary education system through a comprehensive monitoring framework using appropriate quantitative and quality tools

Conduct and publish a thematic analysis of the CINNTE review reports for the technological universities.

Establish a new overarching monitoring policy and framework (underpinning all statutory functions).

Develop quantitative and qualitative quality indicators for ETBs.

Develop annual quality reporting process for the ETBs.

Complete QA evaluation of joint programmes using the European Approach, with first evaluation report published.

Conduct and publish a thematic analysis of the CINNTE review reports for the larger independent/private providers.

Develop and update new annual quality reporting process for HEIs.

We will engage with further and higher education providers to develop appropriate models for future institutional quality review

Publish a green paper on models for tertiary education institutional review.

Continue the institutional review of QA effectiveness of medium sized private/independent HEIs.

Establish a model and process for the institutional review of small independent/private providers.

We will update our guidelines on assessment to ensure that they reflect changing teaching and learning contexts including the use of artificial intelligence

Rethinking assessment: Progress the development of revised guidelines on quality assurance of assessment of QQI FET and HE awards.

We will increase autonomy and flexibility for mature private higher education providers by granting them delegated authority to make their own awards, with effective quantitative and qualitative monitoring to ensure oversight of quality

Progress the procedures, guidelines and timeline for delegated authority subject to ministerial regulations being established.

We will devolve more responsibility for programme validation and sharing of national further education and training programmes to the Education and Training Boards to enable them to develop flexible and innovative programmes for their learners

Promote and encourage the development of shared structures and systems across the ETB sector which will enable responsibility for new programme evaluation to be devolved to individual and / or groups of ETBs.

Incentivise programme development across the ETB sector to promote the replacement of older programmes. This will include withdrawal of validation from such programmes at each PAEC meeting.

We will develop quality assurance guidelines for a single system of apprenticeship, for work-integrated learning and for programmes that span the tertiary education sector

Publish revised statutory QA Guidelines for providers of apprenticeship programmes to incorporate guidance on collaborative provision, subject to the agreement of an integrated model.

Publish statutory quality assurance guidelines on work-integrated learning.

We will enable greater understanding of overseas qualifications by providers, employers, and international learners, including displaced persons and refugees, through the NARIC Ireland service

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

Publish nine country education profiles and an advisory document for the development of same.

Share statistical information with stakeholders regarding users of the NARIC service.

We will review the policy and criteria for programme validation to ensure that they are proportionate for the volume and level of the QQI award being offered

Implement and monitor revised policy and criteria for validation of programmes

Facilitate variant processes for validation to be proportionate to the volume and level of the QQI award to be offered.

Communicate the finalised policy to providers and stakeholders via briefing/webinar.

We will streamline the QQI Common Awards Systems and develop more broad standards for QQI awards to enable agile programme development by providers

Implement and monitor 2023 CAS review findings and approach in the field of healthcare.

Implement and monitor new QQI Broad Award Standards in Business.

Implement and monitor revised QQI Policy on the Determination of Award Standards.

Implement and monitor revised QQI Policy on the Making of Awards.

Prepare a strategic vision for an integrated QQI awards system and initiate the development and testing of appropriate ICT enabling functionality.

We will conduct due diligence assessment of private providers for their fitness to offer regulated education and training and provide security to their learners by establishing the statutory learner protection fund.

Incorporate due diligence process into the provider approval process for applicant providers.

Implement, deliver, and monitor the due diligence process, both an integrated process and a standard process.

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

Develop and implement new reporting structure(s) to inform on the performance of the Learner Protection Fund to all stakeholders.

We will issue the TrustEd Ireland quality mark to English language education and higher education providers who comply with a statutory code of practice for providing education to international learners

Manage the first application and assessment process leading to TrustEd Ireland authorisation for ELE and HE providers.

Support providers during the application period with a series of weekly webinars and other engagements.

Authorise the TrustEd Ireland mark to HE and ELE providers.

Prepare for the second application and assessment process.

Strategic Priority 3: Share valuable system-wide insights, research and analysis with key stakeholders

We will improve our data analytics capacity to create QQI dashboards that provide systems-level indicators on quality and qualifications

Publish biannually updated interactive dashboards on the certification of QQI awards.

Prepare a scoping paper on QQI data collection, management, protection, utilisation, analysis and publication.

Co-ordinate the preparation of a self-assessment report and associated ancillary documentation to support an application for ISSCoP certification for QQI awards-related data.

We will share guidance and thought leadership with providers in assessment and artificial intelligence

Publish a snapshot report on artificial intelligence in FET, HE and ELE in 2024 and conduct a survey of staff and learners in 2025.

Rethinking assessment: Complete and publish a quantitative and qualitative analysis of the variation in honours bachelor's degree classifications 2012-2022.

We will publish system-level analysis of our annual monitoring and periodic evaluation of providers, using artificial intelligence where appropriate

Oversee the production of a thematic analysis of 2025 annual quality reporting & disseminate the findings and showcase innovative practice.

Publish a thematic analysis of reports produced in QQI programme validation processes 2018-2024.

Gather, collate, publish and thematically analyse monitoring reports from FET providers on a systematic basis.

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

We will maximise the impact of our insights, research and analysis through effective communications across all platforms

Publish QQI's research priorities 2025-27.

Conduct a review of QQI's websites to ensure they serve the needs of our diverse users in terms of content, user experience and accessibility.

We will host events to disseminate our system-level analyses including a biennial conference on a key strategic theme embracing quality and qualifications

Host biennial conference.

Strategic Priority 4: Deepen national and international partnerships

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

Engage with key national and international stakeholders involved in recognition and RPL, on current thinking, practice and implementation, including support for DFHERIS in establishing a policy roadmap.

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

Support the National Framework for Doctoral Education Advisory (NFDE) Forum, co-chaired by QQI and the HEA. Manage and collaborate with stakeholders via the working groups reporting forum.

Continue to increase and enhance engagement with the Community and Voluntary sector through:

- management of biennial meetings of the community and voluntary sector provider forum.
- provision of a liaison for members of the community and voluntary sector.

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

We will lead national and international networks to combat the increasing threats to academic integrity

Publish a regulatory policy on academic integrity and develop the related implementation plan.

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

Manage the National Academic Integrity Network, supporting the network's provision of training and professional development and the development and implementation of resources.

- Manage the production and circulation of the quarterly academic integrity update.
- Expand the membership of the network across tertiary education and build awareness of the NAIN at national and international level.
- Support NAIN learner engagement.

Expand and continue to manage the Global Academic Integrity Network in partnership with co-founders, TEQSA.

We will assist in the development of mechanisms to effectively engage learners in the quality of their education and training through our work with a diversity of learner representative and advocacy bodies

Continue to engage formally with learner bodies through participation in:

- Steering and Advisory Groups of National Student Engagement Programme (NStEP) with the HEA and USI.
- National FET Learner Forum, chaired by AONTAS.
- Regular engagement with USI and ICOS and existing learner groups.

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

Utilise our role as National Europass Centre and EQF National Coordination Point to lead in knowledge sharing, capacity building and collaboration with national and European agencies.

Maintain and increase engagement under existing international MoUs.

We will use our statutory memoranda with the further and higher education funding authorities to contribute towards developing and improving the quality of an integrated tertiary education system

Maintain and enhance active formal and informal engagement and continue to pursue collaborative opportunities under our renewed memoranda of understanding with the HEA and Solas.

We will partner with professional and statutory regulatory bodies to streamline national systems of professional accreditation and academic validation of programmes which lead to admission to regulated professions for learners

Continue to expand PSRB engagement:

- Continue to promote endorsement of the Professional Accreditation Principles.
- Continue Finding Common Ground engagement with PSRBs via webinars, events and communications
- Continue to expand engagement with the Finding Common Ground programme to include organisations representing professions.

Collaborate with the DCEDIY on scoping qualifications options and requirements for regulated school age childcare practitioners.

Engage with target PSRBs to identify opportunities for strengthening alignment of standard setting and accreditation processes.

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

Collaborate with the Solas Skills to Advance Unit in the facilitation of ETB programme development in the areas promoted and funded by that unit.

We will fully integrate the English language education sector within QQI's regulatory and quality assurance frameworks, in collaboration with provider and learner representative bodies

Continue to engage with internal and external stakeholders pre-TrustEd authorisations.

Engage with authorised providers.

Continue to raise the profile of the ELE sector with internal and external stakeholders.

Strategic Priority 5: Create a resilient and agile organisation delivering responsive, transparent, and effective services

We will create a diverse and inclusive workplace that identifies QQI as an employer of choice, by enabling a culture that values equality, diversity and inclusion (EDI), achieving workplace quality marks and providing a technology-enabled hybrid working environment which is consistent with our climate and sustainability obligations

Implement activities identified for Year 1 of the EDI implementation plan.

Achieve the Investors in Diversity Bronze Award.

Begin application process for Investors in Diversity Silver Award.

Implement recommendations from the mid-term review of the KeepWell Mark and achieve the mark for a further 2 years.

Work with the landlord to bring the building within government targets for greenhouse gas emissions by 2030 and beyond, subject to sanction to extend the lease at 26-27 Denzille Lane.

Endeavour to improve QQI's standing as an employer of choice through review of our recruitment processes and the implementation of our EDI-focused HR Strategy 2025-2027.

Progress our HR Strategy Action Plan over the period 2025-2027 to maximise our contribution to organisational excellence.

We will build organisational agility and resilience by creating systems and structures that nurture a culture of cross-organisational knowledge-sharing, communication and project management

Redevelop the staff intranet (phase 1).

Promote information sharing via the internal Partnerships Network (PN) and PN app. Roll out the PN app across the organisation.

Complete the 360-degree review of QQI's project management governance structures and processes and implement identified improvements.

Lead a cross-organisational review and update of the QQI Customer Charter and Customer Charter Action Plan.

Develop and begin to implement an ICT strategy to support QQI's statement of strategy and needs

Further enhance and strengthen cyber and data security and develop security metrics dashboard for tracking risk identification and remediation across QQI's security landscape.

We will implement an internal quality assurance infrastructure that includes a comprehensive data strategy and efficient records management systems

Complete the Business Process Improvement Project and scope and launch a project to review and enhance QQI's internal quality management system.

Create a QQI Data Strategy that includes a data governance framework and a working group to assist QQI functions, aligning to public sector and European data strategies and principles.

Review the QQI Records Management Policy and the implementation of the Records & Retention Schedule.

We will work with the Department of Further and Higher Education, Research, Innovation and Science to ensure that QQI has stable, predictable, and sustainable income streams leading to greater transparency of fees and charges for QQI services, and greater value for money

Monitor and review the ALP processes and costs to establish the cost to QQI of the implementation of the ALP.

Create a new reporting structure and conventions for the commencement of PEL that enable QQI to deliver on its statutory responsibilities.

Continue to engage with DFHERIS to inform them of our financial position to ensure that sufficient funds are made available to QQI in a timely and appropriate manner that continue deliver value for money.

Continue to engage with DFHERIS to establish a funding mechanism that reflects the resource inputs undertaken by QQI so that income matches the cost-of-service provision.

Review our internal systems and processes to ensure that they are able to deliver timely and accurate financial information to all stakeholders.

Publish a revised and updated fees schedule.

We will improve our services to stakeholders through user-centred design of information and communications technologies, business processes and platforms, and exploration of the potential of artificial intelligence, in line with guidance for its use in the Irish public service

Continue to enhance the user interfaces of QHub to improve functionality, user experience and data integrity.

Develop user-centric digital platforms to support business needs. Conducting thorough user research, designing intuitive interfaces, implementing reliable backend systems and promoting responsible data reuse. Continuously test and refine these platforms to ensure efficiency and adaptability.

Conduct a pilot of Microsoft Copilot within QQI with a view to enhancing operations through AI. Provide training and support to staff on integration of this tool into our workflows. Gather and review pilot feedback to assess impact and inform a decision on a full roll-out.

We will transform our learner certification from physical to digital form

Test the issuing of QQI certificates in digital format.

Develop and issue re-branded QQI certificates bearing the current corporate logo and associated visual identity.

Support implementation of Digital Credentials Proof of Concept initial scope to OGCI digital wallet.

We will observe all relevant national and international legislative, regulatory and compliance obligations

Review and revise as appropriate the internal audit function to support the delivery of the approved internal audit cycle and rolling internal audit plan.

Review and update as required compliance with the Code of Practice for the Governance of State Bodies and report status to the Audit and Risk Committee.

Support the refresh and update of the Statutory Appeals panel and process.

