

Topic
Specific

Statutory Quality Assurance Guidelines

developed by QQI for Listed Awarding Bodies
engaging with QQI on a voluntary basis



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Dearbhú Cáilíochta
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Quality and
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1. INTRODUCTION

These statutory, sector-specific, quality assurance (QA) guidelines for listed awarding bodies (LABs) supplement the Core Quality Assurance Guidelines which are applicable to all providers but act as the main source of guidance for non-provider LABs. While the Core Statutory Quality Assurance Guidelines provide most of the quality assurance guidance required, these sector-specific guidelines address the more specific requirements of LABs. LABs are only required to address criteria that are relevant to their individual context when developing their own QA procedures. LABs should also refer to QQI's other topic-specific, quality assurance guidelines, as appropriate.

A LAB is an awarding body that does not have statutory awarding powers in the State and voluntarily seeks to have their awards included within the National Framework of Qualifications. These bodies have the authority to make awards that are approved by QQI for inclusion in the NFQ and listed in the Irish Register of Qualifications (IRQ). Some LABs have responsibilities towards associated providers in the 2012 Act (as amended). Associated providers are those providers engaged by a LAB to deliver the programmes of education and training leading to an award of the LAB that is included within the Framework.

There are three types of LABs:

- A. **Provider LABs** – Organisations delivering their own programmes leading to awards that are proposed to be included within the Framework.
- B. **Non-provider LABs** – Organisations that engage other providers, called associated providers, to deliver the programmes leading to awards that are proposed to be included within the Framework.
- C. **Combination LABs** – Organisations may operate a combination model whereby they deliver some of their own programmes leading to awards that are proposed to be included within the Framework and engage associated providers to deliver other programmes leading to awards that are proposed to be included within the Framework.

All three types of LABs are required to have regard to these guidelines when developing their own quality assurance procedures under S55F(2) of the 2012 Act (as amended). Non-provider and combination LABs must be satisfied that their associated providers have appropriate QA procedures in place, and these must satisfy the relevant guidelines issued by QQI.

QQI is required to approve the quality assurance procedures of provider and combination LABs as these types of LAB are deemed a relevant provider under the Act. QQI must be satisfied with the scope and efficacy of quality assurance procedures of non-provider LABs though formal approval is not strictly required.

1.1 WHAT IS THE PURPOSE OF THESE GUIDELINES?

These statutory, sector-specific QA guidelines address the responsibilities of LABs in the context of inclusion of their awards within the National Framework for Qualifications (NFQ). These guidelines set out additional, statutory, quality assurance (QA) guidelines specific to LABs that come to QQI on a voluntary basis for the purpose of:

- establishment as a LAB
- inclusion of awards within the Framework.

The approval of quality assurance procedures only has relevance in the context of establishment as a LAB, and awards included within the Framework. The approval of quality assurance procedures has no standing in its own right as it does not individually confer any status upon an awarding body. The status of being a LAB is associated with an approval, monitoring and review system that extends beyond approval of quality assurance procedures.

LABs using associated providers should ensure that associated providers have QA procedures in place that satisfy the relevant guidelines issued by QQI.

1.2 TO WHOM DO THEY APPLY?

These guidelines apply to LABs.

2. SCOPE OF QUALITY ASSURANCE PROCEDURES

It is intended that the awarding body-owned, quality assurance procedures of LABs will be comprehensive in relation to the quality assurance of its awards and where relevant, the external quality assurance of its associated providers.

QQI approval of the quality assurance procedures of provider and combination LABs that pertain to those programmes leading to awards which are included within the NFQ, and related services. This extends to the overall governance and management structures in place in the institution to support the delivery of such programmes leading to NFQ awards.

Non-provider awarding bodies will also be required to present QA procedures that pertain to those programmes leading to awards which are included within the NFQ, and related services with specific emphasis on the approval, review, and monitoring of the QA procedures of associated providers. LABs using associated providers are responsible for the quality assurance of the teaching, learning and, where relevant, assessment delivered and conducted by the associated provider. Where an associated provider is a relevant provider under the Act, and QQI has approved their quality assurance procedures, a LAB can accept this approval in lieu of conducting their own QA approval. LABs are fully responsible for the QA of providers not under the remit of QQI.

The scope of the quality assurance procedures to be established by LABs is typically linked to, and influenced by, the awarding body's context, overall goals and scope of awards and provision, including number and type of associated providers. This includes but is not limited to:

- The levels and award types of awards that prospective LABs seek to include within the National Framework of Qualifications (NFQ)
- The field of learning and/or professional domain associated with the awards.

- The teaching and learning modalities proposed.
- The number of awards proposed for inclusion within the Framework.
- The number and type of associated providers used.
- The support structures in place for learners.

3. GOVERNANCE AND MANAGEMENT

LABs will ensure that internal committees and governance structures are appropriate to the scale, scope and size of the organisation and the awarding arrangements in place. LABs will ensure that academic decision-making (matters relating to education and training) is independent of commercial considerations or the undue influence of business owners¹.

The quality assurance procedures of LABs must be supported by fit-for-purpose governance, management and decision-making structures and must have QA procedures to:

- Maintain its status as a LAB and ensure that awards included within the Framework continue to be of a high quality, relevant and fit for purpose and appropriately referenced to relevant NFQ descriptors.
- Ensure that the policies and principles underpinning the National Framework of Qualifications² are sufficiently embedded in the programme and award design and review process with reference to development of learning outcomes, selection of a level on the NFQ and appropriate use of award-type descriptors.
- Ensure that access, transfer and progression procedures are in place and referenced for each programme leading to an award within the NFQ.
- Ensure that associated providers have QA and access, transfer and progression (ATP)³ procedures in place, comply with all directions from QQI, and continue to protect the integrity of the qualifications associated with programmes they deliver.
- Monitor and review associated providers in line with any timelines and guidelines issued by QQI with a focus on identifying any risk to the integrity of the NFQ and the wider qualifications system.
- Support and manage a resource base sufficient to sustainably support the quality assurance system and programmes of education and training leading to awards on the Framework and related services offered.
- Provide required information to QQI.
- Ensure that where its capacity is in any way reduced (for example reductions in staff, resources, and other factors relating to education and training delivery; capacity to uphold the conditions and standards of inclusion of awards in the NFQ or any other significant matters), QQI will be notified.

1 For additional information [interpretation-and-practical-application-of-the-qqi-core-statutory-quality-assurance-guidelines-section-2.1-governance-and-management-of-quality.pdf](#)

2 [pol_&_crit.qxd \(qqi.ie\)](#); [determinations.qxd \(qqi.ie\)](#); [NFQ Grid Level Indicators.pdf \(qqi.ie\)](#); [descriptors-minor-spa-supplemental-awards.pdf \(qqi.ie\)](#); [Professional Award Type Descriptors.pdf \(qqi.ie\)](#)

3 [qp-20-policy-restatement-policy-on-criteria-for-atp-in-relation-to-learners-for-providers-of-fh-et.pdf \(qqi.ie\)](#)

- Ensure that any adverse event will be notified to QQI.

The process by which a body gets established as a LAB by QQI and has its awards included within the NFQ is set out in the *QQI Policy and Criteria for Establishment as a Listed Awarding Body* and *QQI Policy and Criteria for Inclusion of Awards within the Framework*.

4. INCLUSION OF AWARDS WITHIN THE NFQ

LABs will have quality assurance procedures which account for the criteria listed below. In the case of non-provider LABs, they will ensure that associated providers have QA procedures in place.

- Have appropriate QA and governance arrangements in place to ensure that all awards are considered, interrogated, and approved before submission to QQI for inclusion within the Framework.
- Have access, transfer, and progression (ATP) arrangements that meet QQI's criteria.
- Ensure that awards, and the programmes leading to them, are appropriately designed to meet the requirements for inclusion within the NFQ.
- Develop specific awards standards that reflect the award type descriptors and level indicators of the NFQ.
- Monitor and review awards and take necessary action to ensure they continue to be included within the NFQ.
- Ensure that procedures are in place to provide transparent systems for credit accumulation and credit transfer consistent with QQI policy for levels 1-6 and with the Principles and Operational Guidelines for the Implementation of Credit in Irish Higher Education⁴ and with the European Credit Transfer and Accumulation Scheme (ECTS).
- Monitor and review the ongoing need for and suitability of awards that are included within the NFQ. Such reviews to include internal academic and professional staff and a wide range of stakeholders including learners, graduates, funders, employers, professional bodies, regulators, and relevant industry partners.
- Implement appropriate internal and external examination policies and procedures to ensure assessment reliability and ongoing suitability of award standards in the national and international context.
- Ensure that assessment procedures are compatible with learning outcomes, award standard, NFQ level and award type.
- Approve associated providers, ensuring that such providers have evidenced compliance with the regulations established under Section 29B of the Act and in accordance with any guidelines issue by QQI, as further described on Section 11.1.
- Approve and review the QA, ATP, and assessment procedures of associated providers.
- Monitor and review the performance of associated providers and the provision leading to awards that are awards of the LAB included within the Framework.

⁴ Principles and operational guidelines for credit in higher education have been adopted by QQI. [principlesandoperguidelinesgreen.pdf](https://www.qqi.ie/principlesandoperguidelinesgreen.pdf) (qqi.ie)

- Have procedures for discontinuance of associated providers in place.
- Impose new conditions on associated providers on the instruction of QQI.
- Additional QA procedures will be required if a LAB wishes to change the scope of its inclusion of awards within the Framework. Examples of substantial changes that may require additional QA procedures include:
 - Where proposed awards involve a new level on NFQ, a new field (ISCED) of learning or a new mode of delivery.

5. ACADEMIC AND RESEARCH INTEGRITY

LABs will be required to contribute to and uphold the integrity of the qualifications system, which includes academic and research integrity. QA procedures should outline the body's approach and commitment to academic and research integrity, with reference to the academic integrity guidelines issued by the National Academic Integrity Network (NAIN)⁵.

Non-provider LABs will be expected to oversee and monitor the implementation of a culture of academic and research integrity by associated providers.

The approach to academic integrity for all LABs should consider the following:

- development and implementation of academic and research integrity policy and procedures
- development and implementation of academic misconduct policy and procedures
- monitoring of academic misconduct
- evidence from academic integrity and academic misconduct implementation to inform programme development and review
- identification and support for students vulnerable to academic misconduct
- provision of training regarding academic and research integrity to staff and students.

6. ASSESSMENT AND LEARNER ACHIEVEMENT

LABs will have quality assurance procedures, structures, and resources to underpin fair and consistent assessment of learners that comply with QQI policy protocols, conventions, and guidelines on assessment.

LABs will ensure that associated providers have such procedures in place and will have sufficient oversight to ensure that qualifications are only awarded to those learners who have demonstrated achievement of the intended learning outcomes.

LABs will consider the suitability of assessment procedures and their relationship to the proposed awards including NFQ level and award type.

⁵ [academic-integrity-guidelines.pdf \(qqi.ie\)](#)

7. CERTIFICATION

LABs will have quality assurance procedures which outline procedures for certification of awards and maintenance of learner and award records. Certification procedures and practice must focus on:

- safety features and protocols to limit fraudulent reproduction of certificates
- education and outreach with employers, recruiters, and other stakeholders regarding official certificates
- reporting of incidences of fraudulent certificates to QQI.

8. ACCESS, TRANSFER AND PROGRESSION

LABs must establish access, transfer, and progression (ATP) procedures, to include reference to recognition of prior learning (RPL), in line with policy issued by QQI.⁶ ATP information in relation to each individual award included within the Framework must be published and easily accessible to learners.

LABs must ensure that associated providers have ATP procedures in place, to include reference to recognition of prior learning (RPL), in line with policy issued by QQI.

9. STAFF RECRUITMENT, MANAGEMENT AND DEVELOPMENT

The awarding body's quality assurance procedures for the recruitment, management and development of staff will be developed in the context of the scope and scale of its awarding function, and where relevant, related services.

A non-provider LAB will outline in its quality assurance procedures, its process for ensuring that associated providers have sufficient and appropriate human resources in place in the context of the scope and scale of its provision related to awards included within the Framework.

10. EUROPEAN COMMITMENTS

These guidelines are underpinned by the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), May 2015. The quality assurance procedures of LABs offering awards that are included in the NFQ must have regard to:

- any European standards, guidelines, directives or policies adopted nationally
- the *European Approach for the Quality Assurance of Joint Programmes*, October 2014 (approved by EHEA ministers in May 2015), as appropriate (in addition to the QQI Policy for Collaborative Programmes, Transnational Programmes and Joint Awards [Revised 2012]).

⁶ [Access, transfer and progression | Quality and Qualifications Ireland \(qqi.ie\)](#)

The quality assurance procedures of those offering awards of further education and training must have regard to The European Quality Assurance Reference Framework⁷.

11. RESPONSIBILITIES OF AWARDING BODIES

The guidelines are applicable to LABs as awarding bodies that are responsible for their own programmes of education and training, research, and related services and for any programmes offered by associated providers leading to awards made by the LABs which are included within the NFQ. LABs are required to have regard to these quality assurance guidelines when establishing, renewing, and reviewing their quality assurance procedures and when approving and reviewing the effectiveness of the quality assurance procedures of their associated providers.

11.1 SUITABILITY OF ASSOCIATED PROVIDERS

Where a LAB engages associated providers to deliver programmes leading to awards of that awarding body that are included within the Framework, it must include in its own QA procedures its process for assessing the suitability and corporate fitness of the associated provider.

11.1.1 DUE DILIGENCE OF CORPORATE FITNESS

Such procedures will have regard to the Section 29B regulations issued by the Department of Further and Higher Education, Research, Innovation and Science (DFEHRIS) and supporting guidelines issued by QQI. It is the responsibility of the LAB to ensure that associated providers evidence achievement of these regulations initially and on an ongoing basis.

LABs will be required to confirm to QQI that associated providers have satisfied the due diligence requirements. QQI reserves the right to conduct its own due diligence of associated providers before allowing payment to the Learner Protection Fund.

LABs must be aware of any reputational risk to themselves; the sector and/or national qualifications system associated with any prospective associated providers. This should be monitored and managed as part of ongoing monitoring and review of established associated providers.

11.2 QUALITY ASSURANCE OF ASSOCIATED PROVIDERS

Where a LAB makes an award in respect of a programme offered by an associated provider, it must make provision in its own QA procedures to **oversee**, **monitor** and **review** the effectiveness of the quality assurance procedures of each of its associated providers.

Such procedures will cover:

⁷ [EQAVET framework - Employment, Social Affairs & Inclusion - European Commission \(europa.eu\)](https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&plugin=1)

- Oversight of the quality assurance procedures of associated providers whose programme(s) leads to an award of the LAB, having regard to relevant QQI QA guidelines.
- Monitoring of programmes leading to awards of the LAB.
- Review by the LAB of the effectiveness of the quality assurance procedures established and implemented by the associated provider. The review of an associated provider shall be carried out by the LAB and in accordance with any procedures published by QQI. Procedures should provide for sending QQI a copy of the review report.
- The discontinuance of an associated provider for unsatisfactory performance, which may include insufficient quality assurance procedures to maintain the integrity of the awards and of the NFQ. This will include procedures to forward notice of any such withdrawal to QQI.

LABs should ensure that associated providers have regard to the suite of QA guidelines issued by QQI when developing their own QA procedures.

11.3 APPROVING THE QUALITY ASSURANCE PROCEDURES OF ASSOCIATED PROVIDERS

QQI, in fulfilling its statutory responsibilities to provide QA guidelines directly to the associated providers, has directed associated providers to have regard to the Core Statutory Quality Assurance Guidelines and to all and any relevant sector specific guidelines.

When considering the QA procedures of associated providers, LABs will formally ensure that the associated provider has had due regard to the following:

QQI quality assurance guidelines as follows⁸:

- *Core Statutory Quality Assurance Guidelines*
- *Sector Specific Guidelines for Independent and Private Providers* as appropriate.
- any other topic-specific QA guidelines, as appropriate.

LAB specific requirements such as:

- policies, procedures and guidelines of the relevant LAB
- directions on the form and manner of the publication of quality assurance procedures approved by the LAB.

11.4 AWARDING & CERTIFYING QUALIFICATIONS

- LABs will have documented procedures in place for the awarding and certifying of qualifications. Such procedures will ensure that the achievement of the relevant programme learning outcomes is demonstrated by learners before a qualification is awarded.
- LABs will have institutional academic or other comparable regulations which outline the assessment rules that govern progression and awarding arrangements and guidelines on the granting of credit and the determination of award classification, where relevant.

⁸ [Quality assurance guidelines | Quality and Qualifications Ireland \(qqi.ie\)](https://www.qqi.ie/Quality-assurance-guidelines/)

- LABs will have documented procedures for the certification of awards and the maintenance of learner and award records. These procedures apply to all awards made by the LAB, including in the case of programme delivery by an associated provider.
- The certification procedures must outline the form of certification (i.e.) transcripts, supplements or parchments issued in respect of qualifications included within the Framework including reference to qualification title; qualification level, type and award class as identified within the NFQ; the corresponding level of the qualification within the European Qualifications Framework; the total credit value attached to the qualification awarded.
- All LABs making higher education awards included in the NFQ must issue European Diploma Supplements that are consistent with standards agreed by the EU, the Council of Europe and UNESCO, and with guidance published by QQI as the National Europass Centre for Ireland⁹.
- All LABs making further and vocational education awards included within the NFQ must issue the Europass Certificate Supplement consistent with standards agreed by the EU¹⁰.
- Certificate and Diploma Supplements must include the following information:
 - The name and level of the award in the home jurisdiction, if different to that awarded in the State, to ensure comparability and transparency of awards.
 - Information regarding the award level and title, if offered in other jurisdictions.
 - Information about the level of the award within the European Qualifications Framework.

9 QQI hosts the National Europass Centre for Ireland <https://www.qqi.ie/Articles/Pages/Europass.aspx>
10 [The Europass Certificate Supplement | Europass](#)

APPENDIX A: GLOSSARY OF ABBREVIATIONS, ACRONYMS AND TERMS

2012 Act ('the Act')	Qualifications And Quality Assurance (Education And Training) Act 2012 (as amended)
Access, transfer and progression (ATP)	Access, transfer and progression (ATP) describes the pathways available to learners to enter, transfer between and progress from programmes of education and training, which are the main route to achieving awards and qualifications.
Assessment	Learner assessment (specifically assessment of learning) means inference (e.g. judgement or estimation or evaluation) of a learner's knowledge, skill or competence by comparison with a standard based on appropriate evidence. Self-assessment is included in this.
Associated provider	Associated provider means a provider, having a place of business in the State, that enters into an arrangement with a LAB under which arrangement the provider provides a programme of education and training that satisfies all of the prerequisites for an award of the LAB that is included within the Framework.
Award	An award (qualification) which is conferred, granted or given by an awarding body and which records that a learner has acquired a standard of knowledge, skill or competence.
Awarding body	A body issuing awards that formally recognise the learning outcomes (knowledge, skills, competences) of an individual, following an assessment and validation procedure.
Award Standard	Award standards identify the expected outcomes of learning, inclusive of all education and training for a particular award type. They concern the knowledge, know-how and skill, and competence that are expected from the learner who is to receive an award. They include both general standards for a particular award type and specific standards for named awards in particular subjects or fields of learning. Learners holding awards of the same award type should have comparable standards of knowledge, skill and competence.

Award type	There are four main award classes included with the National Framework of Qualifications – major, minor, special purpose and supplemental. Professional award types are also available and are mainly used in conjunction with another award type.
Combination LABs	Organisations operate a combination model whereby they deliver some of their own programmes leading to awards that are included within the Framework and engage associated providers to deliver other programmes leading to awards that are included within the Framework.
Credit volume	The size of learning behind an award is called its volume. Volume is measured in credits e.g. 15 credits or 240 credits.
DFEHRIS	Department of Further and Higher Education, Research, Innovation and Science
EHEA	European Higher Education Area
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
Europass	Europass is a free online platform that offers a range of information, tools and resources to help support you in working and learning across Europe. Quality and Qualifications Ireland (QQI) manages Ireland’s National Europass Centre and engages in promotional activities for stakeholders and Europass users.
European Credit Transfer and Accumulation System (ECTS)	European Credit Transfer and Accumulation System (ECTS) is a learner-centred credit system designed to make it easier for students to move between different countries. ECTS credits express the volume of learning based on defined learning outcomes and their associated workload. ECTS also helps with the planning, delivery and evaluation of study programmes, and makes them more transparent. ¹¹

¹¹ European Commission. European Credit Transfer and Accumulation System (ECTS). [online]. Available at: <https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/european-credit-transfer-and-accumulation-system>.

European Qualifications Framework (EQF)

The European Qualifications Framework (EQF) is an 8-level (learning outcomes-based) meta framework for all types of qualifications. It serves as a translation tool between different national qualifications frameworks.¹²

Irish Register of Qualifications (IRQ)

The Irish Register of Qualifications (IRQ) is Quality and Qualifications Ireland's (QQI's) database of awards, providers and programmes.

ISCED

International Standard Classification of Education is the reference international classification for organising education programmes and related qualifications by levels and fields.¹³

Joint Awarding

Two or more awarding bodies, with awarding powers, can make a single award to a learner.

Learning Outcomes

A learner's knowledge, skill and competence change as a result of learning. Learning outcomes outline what a learner is expected to know, be able to do and understand at the end of a learning process.¹⁴

Listed awarding bodies (LABs)

A listed awarding body is an awarding body that does not have statutory awarding powers of National Framework of Qualifications (NFQ) awards in the State and voluntarily seeks to have their awards included within the National Framework of Qualifications.

A LAB may not delegate or transfer its power to make awards that are included in the NFQ.

¹² Europass European Union. The European Qualifications Framework. [online] Available at: <https://europa.eu/europass/en/europass-tools/european-qualifications-framework>.

¹³ [International Standard Classification of Education \(ISCED\) - Statistics Explained \(europa.eu\)](#)

¹⁴ Cedefop, 2017. *Defining, writing and applying learning outcomes: a European handbook*. Luxembourg: Publications Office. Available at: <http://dx.doi.org/10.2801/566770>.

National Academic Integrity Network (NAIN)

The National Academic Integrity Network (NAIN) is a national peer-driven network of staff members from Irish higher education institutions, student representatives, and higher education representative agencies with governance and oversight provided by the NAIN Steering Committee. The network is coordinated by Quality and Qualifications Ireland (QQI).

The network was established to enable the fostering of a national understanding of academic integrity and what it means in the higher education context. The network aims to inform, educate, support positive behavioural change and explore effective ways to detect academic misconduct.

National Framework of Qualifications (NFQ) ('the Framework')

The Irish National Framework of Qualifications (NFQ) is a 10-level system used to describe qualifications in the Irish education and training system. The NFQ shows how general education awards, further education and training and higher education awards are mapped against the 10 levels of the Framework.

NFQ award-type descriptors

An award type descriptor is a series of statements of general learning achievement which describes any award of a particular type.

NFQ grid of level indicators

A 10-Level Grid of Level Indicators which forms part of the determination of the National Framework of Qualifications. The grid shows how the outcomes in each of the eight sub-strands progress across the ten levels. The level indicators set out in this grid are intended to enable Quality and Qualifications Ireland (QQI) to place award types at appropriate levels within the Framework, based on the mix of learning outcomes they contain.¹⁵

Non-provider LABs

Organisations engage other providers, called associated providers, to deliver the programmes leading to awards that are included within the Framework.

¹⁵ Quality and Qualifications Ireland (QQI), 2019. National Framework of Qualifications Grid of Level Indicators. [pdf] Dublin: QQI. Available at: <https://www.qqi.ie/sites/default/files/2022-09/NFQ%20Grid%20Level%20Indicators.pdf>

Programme	A programme of education and training refers to any process by which learners may acquire knowledge, skill or competence. It includes courses of study or instruction, apprenticeships, training and employment.
Provider	A 'provider of a programme of education and training' is a person who, or body which, provides, organises or procures a programme of education and training.
Provider LABs	Organisations delivering their own programmes leading to awards that are included within the Framework.
QA	Quality Assurance
Quality and Qualifications Ireland (QQI)	Quality and Qualifications Ireland (QQI) is the state agency responsible for the external quality assurance of further and higher education in Ireland.
Relevant provider	A relevant provider is defined under section 1 of the 2012 Act (as amended). A relevant provider is defined under section 1 of the 2012 Act (as amended). They include universities; technological universities; institutes of technology; the Royal College of Surgeons in Ireland (RCSI); providers whose programmes have been validated by Quality and Qualifications Ireland (QQI); providers with delegated authority from QQI to make awards; providers authorised by QQI to use the IEM; linked providers; and LABs providing one or more programmes leading to its own awards that are included within the National Framework of Qualifications (NFQ).
Recognition of prior learning (RPL)	Recognition of Prior Learning (RPL) is a process to evaluate the skills and knowledge a person has gained through life outside of formal education and training.
UNESCO	The United Nations Educational, Scientific and Cultural Organization

APPENDIX B: SOURCES AND RESOURCES

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