Policy for the Quality Assurance of Collaborative Provision

Document Reference and Version Number	Version 3.0 February 2018 (approved at Academic Council on 5 February 2018)
Purpose	This document details the policy for Quality Assurance of Collaborative Provision, for all national and transnational programmes and programmes leading to Joint Awards. Please refer to the document Procedure for the Quality Assurance of Collaborative Provision also. This document forms part of the IADT Quality Framework.
Commencement Date	February 2018
Date of Next Review	February 2021
Document Version	Version 3.0 February 2018
Who needs to know about this document	Governing Body, Academic Council, Executive Management, Heads of Faculty, Heads of Department, All Staff, Student Union, Students, Collaborative Partners
Revision History	Version 3.0 February 2018 Version 2.0 May 2015 Version 1.0 2012
Policy Author	Office of the Registrar
Policy Owner	Office of the Registrar

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Section 1 Background and Introduction

This document forms part of the Quality Framework of Dún Laoghaire Institute of Art, Design and Technology (IADT). Please refer to the separate document **Procedures for the Quality Assurance of Collaborative Provision** for implementation information.

The policy:
−   Sets out the context in which IADT will engage in providing collaborative programmes and programmes which lead to joint awards

Section 1 of the policy is designed to be consulted by potential partners and staff members who may be interested in learning about the institutional process for the development of these types of programmes. It is divided into three sections:

−   An overarching introduction and context
−   A short policy section
−   A quality assurance procedure

1.1   Legislative and Irish Higher Education Context of the Institute and International Policy Context

[Dún Laoghaire Institute of Art, Design and Technology (IADT)](#) was established on 1 April 1997. It is a State Institute and one of 13 publicly funded Institutes of Technology in Ireland operating under the Institutes of Technology Acts 1992 to 2006, as amended. IADT is designated as a higher education institution under the [Higher Education Authority (HEA)](#) and receives its funding through HEA.

Under the Qualifications and Quality Assurance (Education and Training) Act, 2012[1], IADT has been accorded degree-awarding powers for programmes at Levels 6, 7, 8 and 9 of the [National Qualifications Framework (NFQ)](#). These powers were granted under Delegation of Authority from the [Higher Education and Training Awards Council (HETAC)](#) and were transferred under Quality and Qualification Ireland (QQI), as established under the 2012 Act.

IADT is bound by the policies and procedures of QQI relating to education provision, and by policy and procedure of the HEA and the Department of Education and Skills, as it applies to other areas of its operation. This policy and procedure has been aligned to the following QQI policies in this area:
−   Policy for Collaborative Programmes, Transnational Programmes and Joint Awards, Revised 2012[2]

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[1] http://www.oireachtas.ie/documents/bills28/acts/2012/a2812.pdf
[2] http://www.qqi.ie/Publications/Policy%20for%20Collaborative%20Programmes%20Transnational%20Programmes%20and%20Joint%20Awards.pdf

- [Policy and Criteria for the Delegation of Authority to the Institutes of Technology to make Higher Education and Training Awards (including joint awards) 2014](#)
- [Sectoral Protocol for the Delegation of Authority (DA) by Quality and Qualifications Ireland (QQI) to the Institutes of Technology (IoT)s to make Joint Awards, 2014](#)

1.1.1 External Quality Assurance

QQI is the statutory body with responsibility for the external quality assurance of IADT. IADT has its own internal, institutionally owned quality assurance and all its quality assurance policies and procedures are published on the IADT website. External peer-review evaluations of IADT, conducted by QQI, are also published on the QQI website.

1.1.2 Institutional Strategy

The Institute's [Strategic Plan, 2014 to 2018](#), sets the objective of "*consolidating and enhancing the college's position as a specialised institute working in close partnership with industry and communities and other higher education institutions (HEIs) to educate students who can shape, change and develop industry and communities, and respond to changing societal needs*", p.11.

IADT's strategic priorities are summarised as follows:

Students & Programmes
- To grow student numbers through development of all our disciplines and practices so that we are a coherent Institute of Art, Design and Technology with a distinctive programme range and to embed the critical thinking, design, digital and entrepreneurial skills necessary for employment and lifelong learning
- To provide a high quality and fulfilling educational experience for students facilitated through quality facilities and teaching space, enhanced student services, campus life and civic/community engagement
- To strengthen the link between further education and higher education, and to widen access, opportunity and support for students from disadvantaged backgrounds and those with learning difficulties and disabilities
- To enhance the profile and position of the National Film School as the primary centre of film education and practice based research nationally and to build recognition for the National Film School internationally

Knowledge Generation & Transfer
- To be at the forefront of research and innovation in our selected areas that will maximise our contribution to industry and inform our teaching and learning activities

Collaboration & Engagement
- To progress engagement with community and enterprise in order to further develop opportunities and benefits for students, staff and partners

- To leverage strategic relationships with key stakeholders in the Creative, Cultural and Digital Technologies Industries in order to develop innovative, creative partnerships and to deliver new insights and concepts
- To further develop and formalise links with international HEIs and organisations to develop and grow our international student numbers and provide opportunities for new types of collaboration and engagement

Culture & Communication
- To realise our collective ambition through enhanced communication, greater alignment of activities, sharing of knowledge and improved technology
- To provide a positive and progressive working environment and to promote opportunities for personal and career development for all IADT staff

IADT is committed to pursuing collaborations that enhance existing relationships and create new partnerships. The purpose of partnerships and collaboration is to advance the capacity, performance and contribution of higher education as a whole. The present IADT Strategic Plan is underpinned by the development of partnerships with other higher education institutions, industry and the creative cultural sector, along with the development of regional and thematic clusters.

The policy presented is intended to be exercised where the Institute has delegated authority to validate programmes and make awards, including joint awards, ie at NFQ levels 6, 7, 8 and 9. The document is aligned to the QQI 2014 documents:
- Policy and Criteria for the Delegation of Authority to the Institutes of Technology to make Higher Education and Training Awards (including joint awards) 2014[3]
- Sectoral Protocol for the Delegation of Authority (DA) by Quality and Qualifications Ireland (QQI) to the Institutes of Technology (IoT)s to make Joint Awards, 2014[4]

1.1.3   Collaborations not leading to IADT Awards
Whilst this document primarily focuses on quality assurance relating to collaborations that result in the making of IADT awards, including joint awards, it is not concerned with that, exclusively. Matters such as articulation arrangements and relationships with other provider-awarding bodies, where a joint programme leads to the award of another institute, are provided for.

A key criterion for the Institute in choosing to enter such relationships is, do they further the strategic aim of the institute. The Institute is committed to ensuring that, as it develops these types of relationships, it does so based on the clear and defined benefits accruing to the Institute, its

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[3]http://www.qqi.ie/Publications/Policy%20and%20Criteria%20for%20the%20Delegation%20of%20Authority%20to%20the%20Institutes%20of%20Technology%20to%20make%20HET%20Awards.pdf
[4]http://www.qqi.ie/Publications/IOT%20Sectoral%20Protocol%20on%20Programmes%20Leading%20to%20Joint%20Awards.pdf

stakeholders and community. In addition, decisions regarding partnerships are made at the highest levels of governance.

There are many drivers to encourage higher education institutions to work together in a variety of ways. These include, but are not limited to:

− Research projects
− Implementation of government action plans
− Industry/business/community engagement exercises. This may include formal strategic alliances where institutions choose to enter a long-term relationship to provide higher education opportunities for learners in some form of unique collaboration that involves the sharing of resources and core services.

Such models do not necessarily lead to the making of awards and, as such, are not part of this policy.

1.1.4 Definitions

A detailed glossary is provided in Appendix 1. Some key terms[5] are provided here:

Collaborative Provision	Where two or more higher education providers are involved by formal agreement in the provision of a programme of higher education and training.
Transnational Provision	Where a higher education provider, primarily based in one jurisdiction (Ireland), wholly or partly provides a programme of higher education and training in another jurisdiction. Where a provider *partly* provides a programme of higher education and training, it is implicit that this provision is *also* collaborative provision
Provider of a Programme of Education & Training	A person who, or body which, provides, organises or procures a programme of education and training[6].
Joint Award	This term refers to a higher education qualification issued jointly by: − At least two or more higher education institutions with degree awarding powers *Or* − Jointly by one or more higher education institutions with degree awarding powers and other awarding bodies Based on a study programme developed and/or provided jointly by the higher education institutions, possibly also in co-operation with other institutions[7].

[5] Where QQI has provided definitions these are the ones employed. They are supplemented by further key terms.
6 Qualifications and Quality Assurance (Education and Training) Act 2012, p.9.
[7] *The Lisbon Recognition Convention Committee recommends that a joint degree may be issued as:*
a joint diploma in addition to one or more national diplomas; a joint diploma issued by the institutions offering the study programme in question without being accompanied by any national diploma; one or more national diplomas issued officially as the only attestation of the

Consortium	A group of partner providers collaborating together for the purposes of providing a programme of higher education, which may lead to an award of one of the partner providers, or a joint award of a number of the partner providers, or a joint award of one of the partner providers and another awarding body.
Partner	Any legal entity with whom IADT chooses to work to jointly provide a programme of higher education. In some contexts, a formal legal definition of a 'partner' may be required and, in such instances, would supersede this. The term partner does not imply an employer relationship
Articulation	The process by which a specific qualification and/or credits from a specific programme of study undertaken at an approved partner institution is recognised as giving advanced standing or entry to a specific programme at the receiving higher education providing institution. Usually entry is guaranteed once the learners hold the exit qualification named, ie students are entitled to a place.[8]

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joint qualification in question. This definition is based on the definition adopted (9 June 2004) by the Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region and is adopted by QQI.

[8] Where there are not sufficient places for those interested, a place allocation model needs to be established. Because places are guaranteed, the home provider, in this case IADT, agrees to formally periodically review the partner's programme to ensure the articulation remains valid. This is not collaborative provision, but without care in use of promotional literature misleading information can be inadvertently provided.

Section 2 Policy for Collaborative Provision

Section 2 of the policy describes what IADT is committed to doing in this field and applies to both national and transnational partnerships. It also describes the institutional governance structure.

2.1   Scope of Policy

As previously noted, IADT has identified collaborative programme provision as a key strategy in achieving its institutional objectives. It forms part of Strategic Priority 1 of the 2014-2018 Strategic Plan[9].

2.1.1   What this Policy Addresses

IADT may seek to engage in the following types of partnerships for the development and provision of programmes with:
− Further education institutions
− Higher education institutions
− Professional educational and training institutes
− QQI Registered higher education providers
− Commercial companies
− Private higher education providers whether for-profit or not-for-profit

These partnerships may have any of the following objectives:
− The recruitment of students into newly developed collaborative programmes, at any stage
− The recruitment of students into current programmes, at any stage where there is capacity
− The implementation of strategies to reflect national policies on access, transfer and progression and the promotion of equity in access to higher education in IADT's areas of specialism
− The generation of additional income
− Enabling IADT staff and students to gain exposure to new environments, facilities and context which would enhance core IADT educational provision
− The enhancement of IADT's academic reputation
− The development of new programmes that would not be possible by IADT alone but are synergistic with IADT's fields of expertise

These partnerships may take place with any of the following characteristics:
− With one or more than one partner
− With partners in Ireland or abroad
− For programmes leading to IADT awards

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[9] In order to "grow student numbers through development of all our disciplines and practices so that we are a coherent Institute of Art, Design and Technology with a distinctive programme range, and to embed the critical thinking, design, digital and entrepreneurial skills necessary for employment and lifelong learning …. Explore opportunities for joint programme development and delivery with other education providers - further education and higher education and private training companies - nationally and internationally.", p.24

- For programmes leading to awards of another awarding body
- For programmes leading to joint awards, partnerships will only take place in the broad context of IADT's areas of competence. The partnerships may provide a synergy which may allow for benefits to IADT such as the expansion to or complement of the Institute's provision, access to additional facilities, additional potential student cohort or enhancement of its academic reputation

IADT's preferred model of collaboration is with a higher education institution or with a higher-level professional educational and training institute that offers education and training in disciplines similar or complementary to those of IADT.

2.1.2   What this Policy does not address

This policy and procedure does not address:
- Commercial or industry liaison which does not involve programme provision
- Partnerships established for research purposes
- Erasmus or similar exchange programmes
- Work placement arrangements

2.1.3   Policy Notes

- Where national consortia are established or participation in a cluster is agreed, IADT will rely on the policy model to enable a decision to be made to join in this new arrangement, and acknowledges that detailed quality assurance procedures should be adhered to within this new relationship
- Articulation arrangements for entry to programmes are not collaborative programmes, as defined in this policy. They require appropriate quality assurance procedures to be captured in the associated Articulation Agreement.

2.2   Principles for Collaborative and/or Joint Provision

IADT is committed to pursuing a policy of seeking educational partnership opportunities that relate to its strategy and mission. The Institute's intent is that it operates high quality procedures that allow it to gain the right information at the right time for decision-making purposes and so that it can avail of good opportunities, as and when they arise.

IADT will apply the following core principles:
- It will only engage in collaborative provision which is in keeping with its stated strategy and any national directives
- It is responsible for all activities conducted in its name
- It is committed to maintaining clear governance structures and clear criteria for decision-making to enable the development and maintenance of arrangements and provide for institutional oversight of those arrangements

- It is committed to ensuring that learners pursuing collaborative programmes in Ireland or abroad, receive an equivalent learning experience to that of learners studying at the home campus in Ireland
- It recognises that decisions to collaborate and to provide higher education programmes often involve ethical considerations. The Institute is committed to respecting the human rights of its staff, learners and collaborators in all the environments in which they work
- Different partnership models involve the sharing or retention of responsibilities in different ways. The Institute is committed to ensuring that all partnerships will clearly define academic, awarding and quality assurance responsibilities as well as other legal and financial matters, reflecting the particular social and cultural contexts
- Where the partner is not a higher education institution, the Institute shall retain full and total control of all academic and quality assurance matters
- It is committed to giving due consideration to the academic support, student well-being and general pastoral care of students in the establishment of partnerships and recording any associated arrangements in legal agreements
- It is committed to student representation on various decision-making bodies established in respect of all collaborative arrangements
- It will not sign exclusive agreements, whereby the Institute cannot enter into similar arrangements with another party for the term of the agreement
- It will not participate in collaborative programmes which involve the provision of a programme (its teaching or assessment) in languages other than Irish or English
- It will maintain a coherent quality assurance system, which includes detailed approval processes, with clear criteria for decisions, to support the provision of collaborative provision
- It will endeavour to have streamlined processes that avoid duplication of work and decision-making. In particular, where a programme is already in existence and formally validated, and there is an application for it to be converted to a collaborative programme, the Institute conducts an approval process which it calls a differential validation which only considers new matters, ie what has already been demonstrated, need not be demonstrated again, unless there is doubt in its regard or an undue amount of time has elapsed since a previous evaluation occurred, ie more than 5 years
- It will ensure, as far as practically possible, to have full information and knowledge about its potential partnerships, and will conduct a risk and opportunity assessment before it makes decisions to engage in a particular partnership
- It will not progress any collaborative programme unless it is underpinned by a legal agreement, signed by authorised persons and which gives details on the programme and its quality assurance
- It will not engage in any arrangement that may put learners in jeopardy of not receiving a quality education in an appropriate learning environment or of not being able to attain their award.
- It is committed to periodic review of its quality assurance policies, its collaborative arrangements and its collaborative programmes.

2.3   Institutional Governance for Educational Partnerships

As previously noted, IADT operates under the primary legislation of the Institutes of Technology Acts 1992 to 2006 as amended, and the Qualifications and Quality Assurance (Education and Training) Act, 2012. The Institute additionally complies with all relevant legislation, ie Freedom of Information, Data Protection, Safety, Health and Welfare, Employment and Equality legislation. The Governing Body, appointed by the Minister for Education and Skills, has ultimate responsibility for the management and control of the affairs of the Institute.

The Institute is required to operate in accordance with the principles of good governance and to comply with such guidelines and practices as deemed appropriate by the Department of Education and Science. The Comptroller and Auditor General (C&AG) audits the accounts of the Institute to ensure that funding granted by the State has been properly used for the purposes for which it was granted. The Governing Body has established an Audit and Risk Committee, which has oversight of the C&AG audit, the Internal Audit and the Institute's processes of checks and balances.

The Institute is subject to policies generally falling into the following categories:
– External compliance policies (required by legislation)
– Policies approved by Governing Body

Minutes of all meetings, including Governing Body and its Audit and Risk Committee, the Academic Council and its Sub-Committees, are published internally on the Institute's document archive, accessible to staff of the institute. Agendas are circulated in advance of meetings.

IADT is committed to retaining appropriate oversight of all its business using the structures and mechanisms identified herein.

IADT has the following structure:
– A Governing Body
– An accountable officer in the President
– An Academic Committee with a range of Sub-Committees
– A series of management teams

In addition to the formal structures, it has established a number of groups to ensure the good management of the Institute. The President prepares the schedule of meetings annually.
– Institute Executive [Executive Management Team][10]
– Institute Management Team
– Academic Management Group
– Health and Safety Committee[11]

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[10] See Section 2.6 for the membership and remit of the Executive.
[11] Established in accordance with Section 26 of the Safety, Health and Welfare at Work Act 2005

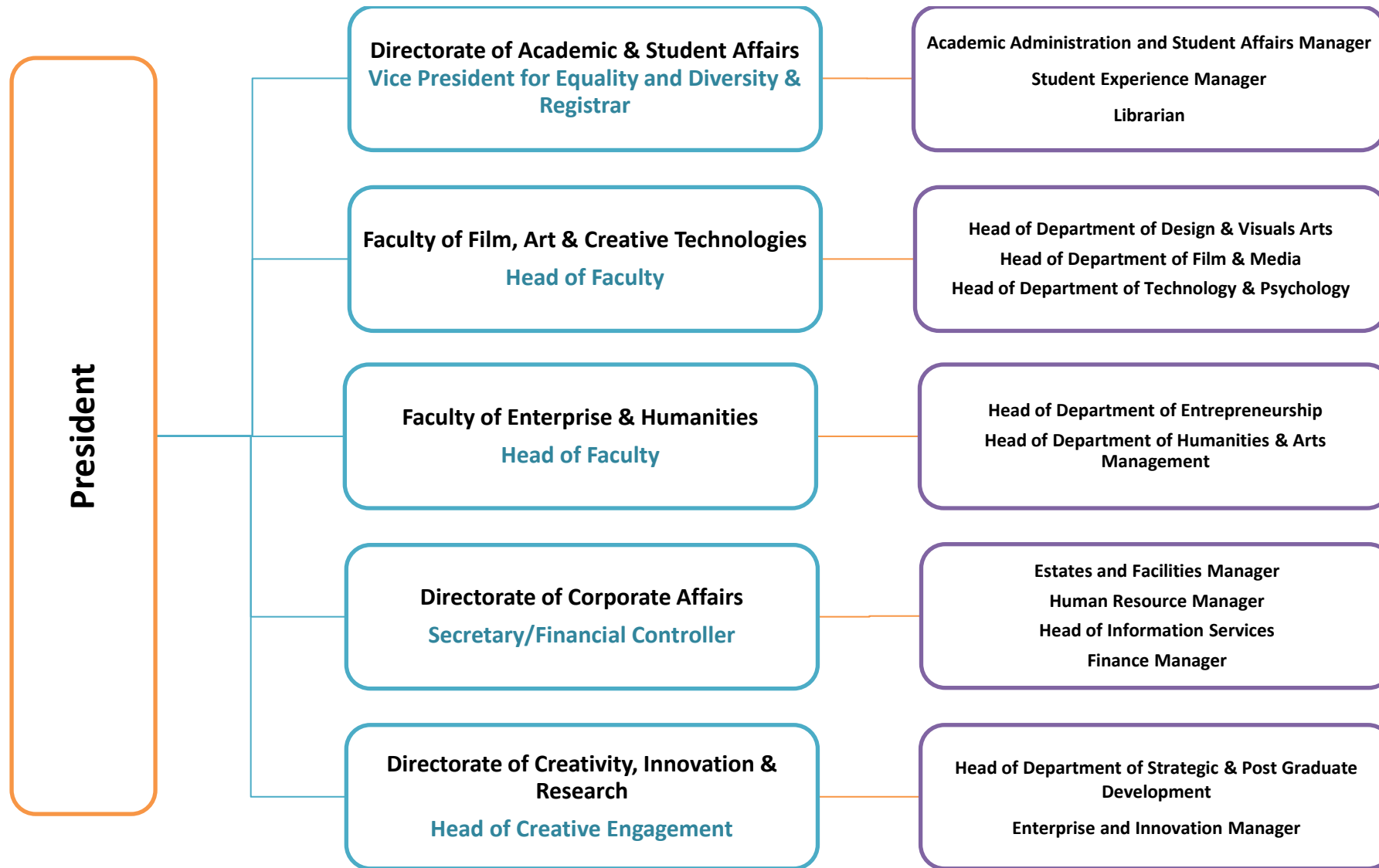− Partnerships Oversight Committee[12] (which is required to make periodic reports to the Audit Committee, a sub-committee of the Governing Body)

An overview of the Institute structure, including membership of the Executive Management Team and the Institute Management Team, is provided in the organisational chart below.

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[12] See Section 2.7 of this document for more information on this Committee.

This provides an overview of the Institute general structure & indicates the membership of the Executive and Management Team

President

Directorate of Academic & Student Affairs
Vice President for Equality and Diversity & Registrar

- Academic Administration and Student Affairs Manager
- Student Experience Manager
- Librarian

Faculty of Film, Art & Creative Technologies
Head of Faculty

- Head of Department of Design & Visuals Arts
- Head of Department of Film & Media
- Head of Department of Technology & Psychology

Faculty of Enterprise & Humanities
Head of Faculty

- Head of Department of Entrepreneurship
- Head of Department of Humanities & Arts Management

Directorate of Corporate Affairs
Secretary/Financial Controller

- Estates and Facilities Manager
- Human Resource Manager
- Head of Information Services
- Finance Manager

Directorate of Creativity, Innovation & Research
Head of Creative Engagement

- Head of Department of Strategic & Post Graduate Development
- Enterprise and Innovation Manager

2.4   Instruments of Governance within IADT

2.4.1   The Governing Body
The Governing Body is a statutory body appointed in accordance with the [Institutes of Technology Acts 1992 to 2006 as amended.](#) Details of its composition are on the IADT website.

It has reserved functions and is not involved in the delivery of executive functions of the Institute. Its principal function is the oversight and control of the affairs of the Institute, all property of the Institute and the performance of functions conferred on the Institute by the Act. The Offices of the President and the Secretary/Financial Controller maintain all records pertaining to the Governing Body.

The Governing Body meets once a month with the exception of July and August in accordance with a schedule of meetings agreed in advance. Additional meetings may be called if required.

2.4.2   The Academic Council
The Academic Council is responsible for the planning, co-ordination, development and overseeing of the educational work of the Institute and to protect, maintain and develop the academic standards of the programmes and activities of the Institute. The Committee is appointed in accordance with Section 10 of the Institutes of Technology Acts 1992 to 2006 as amended and its composition is in accordance with the guidelines set out in Section 10 of the Institutes of Technology Acts 1992 to 2006 as amended. The Academic Council reports on its activities to the Governing Body.

The Academic Council has appointed the following Sub-Committees which report to it:
− Academic Planning, Co-ordination & Review Committee
− Programme Validation Committee
− Quality Enhancement Committee
− Research & Development Committee
− Student Experience Committee
− Teaching & Learning Committee

2.4.3   Programme Boards
A Programme Board will be set up in the case of every programme of study at IADT leading to an award. Each Programme Board is a Sub-Committee of Academic Council, and reports annually to Academic Council. The Programme Board is responsible for the effective management, operation and review of the Programme, within the wider context of the Institute academic plan. The Programme Board operates within the framework of regulations set down by Academic Council and quality assurance procedures.

2.5   Executive & Management Roles

The IADT Executive Management Team is composed of the following persons:
– President
– Registrar
– Secretary/Financial Controller
– Head of Faculty of Enterprise & Humanities
– Head of Faculty of Film, Art & Creative Technologies
– Head of Creative Engagement

The Executive Management Team has primary responsibility for advising the President on Institute wide matters relating to:
– Strategic planning and implementation
– Setting goals and monitoring performance
– Key operational issues, including resource planning and allocation
– Policy and procedures (excluding those areas that fall within the remit of Academic Council)

2.5.1   President
The role of the President, the Chief Officer of the Institute, is described in the Institutes of Technology Acts 1992 to 2006 as amended.

– The President is a member of the Governing Body and of Academic Council and is entitled to be a member of any committee established by them. The President, if present, presides at Academic Council meetings. In the absence of the President, the meeting are chaired by the Registrar or nominee of the President.

2.5.2   Registrar
The Registrar is the Chief Academic Officer of the Institute. The role includes:
– Strategic direction of academic provision
– The provision of student services such as counselling, access, career guidance, health, learning and financial supports, sports and culture
– Creation, retention and maintenance of data relating to the registration and examination performance of students, programme validation and content
– Assistance in the development of Institute strategy, contribution to and promotion of the Institute's profile as a centre for innovation and creativity, and ensuring the Institute is well positioned to meet the current and future academic needs of students
– The marketing, communication and public facing activities of the Institute
– The admission, registration and de-registration of students
– The management of examinations
– The promotion of quality assurance and liaison with accreditation bodies
– Supporting the business of Academic Council
– The provision of the library services

- The provision of student affairs including discipline
- Liaison with the Student Union
- Post-primary Schools liaison and programme promotion
- The Council of Registrars acts to promote good practices and consistency, in academic provision across the sector
- The Registrar reports regularly to the Governing Body on academic matters

The Registrar reports to the President.

2.5.3   Secretary/Financial Controller

The Secretary/Financial Controller is responsible for:
- Strategic direction of corporate provision
- The legal affairs of the Institute
- Institute Health & Safety requirements
- Financial Management of the Institute
- Freedom of Information
- Data protection/GDPR
- The Human Resources Services, including Recruitment, IR and Staff Policies
- Estates and Facilities Management
- ICT Services
- Insurance matters
- Internal Audit Functions
- Risk Management
- Assistance in the development of Institute strategy, contribution to and promotion of the Institute's profile as a centre for innovation and creativity, and ensuring the Institute is well positioned to meet the current and future academic needs of students
- Governance and Compliance
- Secretariat services to the Governing Body

The Secretary/Financial Controller reports to the President.

2.5.4   Head of Creative Engagement

The Head of Creative Engagement's duties include:
- Liaising with professional and other bodies and organisations
- Developing Links with the Creative, Cultural and Technological industries and organisations
- Producing a strategy for effective linkages and partnerships in the areas of Creative, Cultural and Technological industries and organisations
- Growing in the number of projects, partnerships and linkages nationally and internationally
- Increasing the number of student job placements and internships in this sector
- Growing Industry partnerships
- Growing income through innovation vouchers and collaborative projects

- Increasing and developing commercialisation opportunities
- Publication of a strategy for the further development of convergence across the institute
- Increasing the number of collaborative international projects

The Head of Creative Engagement reports to the President.

2.5.5　Head of Faculty

The Heads of Faculty have a critical role to play in promoting and implementing programme policy, both at faculty level and within the Institute strategy framework. In guiding the academic direction of the Faculty, a Head of Faculty will:
- Provide visible leadership in the school, while fostering inclusive team management that acknowledges the contribution and achievements of all staff
- Play a major role in developing and maintaining a high standard of programme content and delivery, and implement effective quality measurement and tracking systems
- Advise and assist in the recruitment of staff, identify and develop talent and encourage professional development of staff through mentoring and skills development
- Manage staff, facilities and finance resources within the Faculty

The Heads of Faculty report to the President.

2.5.6　Academic Heads of Department

A Head of Department will:
- Manage the department efficiently
- Lead and manage the academic programmes of the Department
- Advise on and implement quality assurance procedures
- Direct and supervise the work of Department staff
- Advise and assist with the recruitment of staff
- Help to promote the Department, Faculty and Institute

The Head of Department reports to the appropriate Head of Faculty.

2.6　Partnerships Oversight Committee

IADT has established a Partnerships Oversight Committee that has a specific role in advising Academic Council and the President on decisions to be made in respect of partnerships and collaborative programme development. The President appoints members.

It is composed of the following members:
- Head of Creative Engagement (Chair)
- Academic & Student Affairs Manager
- Secretary/Financial Controller
- Four Academic Staff

- Finance Manager
- Student Union Representative

The Committee is responsible for:

- Liaising with the Secretary/Financial Controller on the Institute Risk Register and the standing heading therein on Partnerships and Collaborative Provision
- Reporting at least twice yearly to the Audit Committee of the Governing Body on current partnerships
- Preparing an annual summary report for the President on IADT partnerships and work associated with them. This report will be shared with Executive Management Team, Academic Council and the Governing Body
- Determining the extent of the due diligence enquiries required in respect of prospective partners, or a new programme type under an existing partnership
- Establishing a Memorandum of Understanding between the Institute and its potential partners, to govern the full due diligence enquiries to be undertaken, if such an MOU is not already in place
- Appointing a 2-3 person Due Diligence Team (where relevant, utilising the Institute Procurement Policy)
- Assessing the findings of the Due Diligence Team and conducting a Risk-Opportunities Assessment
- Advising the President and Executive Management Team of the outcome of the Risk-Opportunities Assessment and making a recommendation as to whether the proposal should, or should not, be progressed further
- Recommending to the President and Executive Management Team the approval of a financial plan for new collaborative programme, or their further investigation
- Reviewing annual reports from the respective Relationship Management Teams and taking action or advising relevant authority of action required, or information relevant authorities of relevant updates
- Establishing monitoring groups as relevant for various projects or partnerships

2.7   Due Diligence

IADT conducts comprehensive due diligence before it enters any relationship. The Institute researches the potential partnership environment, obtains full and clear information in order to take decisions about the risks and merits of a particular partnership and any particular model of provision, for example, a joint award is different to joint provision only. The nature of the due diligence is appropriate to the type of potential partner (there will be a difference in scope between that undertaken in respect of an Irish Institute of Technology and that undertaken in respect of a foreign, training institute for example.)

Elements of due diligence occurs in two stages:
- Initial engagement stage

— During the development of a specific programme, where additional factors may require consideration

A [Risk and Opportunities Assessment](#) is conducted to help inform the decisions to be taken.

The Due Diligence team is comprised of any staff member with relevant professional expertise, from outside the proposing Department[13]. In certain circumstances, an external nominee can be appointed, where a particular expertise is required. This is conditional on budget.

2.8   Types of Agreements

IADT typically utilises three different types of agreements in the establishment of its collaborative (and related) provision:
— A **Memorandum of Understanding** (MOU)
— A **Memorandum of Agreement** (MOA) which may take the form of a Consortium Agreement **or** Joint Awarding Agreement
— An **Articulation Agreement**, for the enrolment of students in the context of dedicated inter-institutional relationships[14]

2.8.1   Memorandum of Understanding

A Memorandum of Understanding (MOU) is a light touch agreement by which the parties agree to work together to consider the possibility of developing a formal relationship for the provision of one or more collaborative programmes. It is an overarching framework which enables thorough due diligence to be conducted. Other terminology, such a Dialogue Agreement or Letter of Intent, are sometimes used and are taken as equivalent.

2.8.2   Memorandum of Agreement

A Memorandum of Agreement (MOA) is a more substantive legal agreement whereby the parties commit clearly, with defined responsibilities to engage in a particular arrangement together. It can take two forms.

— The establishment of a **Consortium Agreement** where the collaborative programme(s) to be provided will lead to an IADT award[15]. This type of agreement has provision as its focus.

— The establishment of a **Joint Awarding Agreement** where there is more than one awarding body[16]. This type of agreement has the establishment of a joint award and the setting of an award standard, as well as provision.

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[13] IADT makes available training for participation in such activities to all its staff, as required
[14] Definition of Articulation refers
[15] As indicated in the scope this document does not refer to collaborations for research programmes. IADT has delegated authority for provision of taught programmes up to Level 9 on the NFQ.
[16] Where the terms consortium agreement/MOA or joint awarding agreement are used, it should be noted they fall into the category of an MOA.

In either instance, detail on the validation process is required, as well as the monitoring, review and revalidation processes for the collaborative programme. Programme specific information may be placed in an appendix in order to allow a Consortium Agreement/MOA to provide an overarching framework for collaboration, but to allow the addition of programmes without its renegotiation.

Where an MOA establishes a context for the collaborative provision of an Institute programme with a partner or partners, primary responsibility will always reside with the Institute, irrespective of the degree to which certain functions are shared or managed by a partner. The Institute remains wholly responsible for all collaborative programmes leading to IADT awards.

The legal agreement or suite of complementary legal agreements to be established will always include details on quality assurance procedures for the monitoring and review of both the collaborative programmes and the agreements themselves. The Institute is committed to ensuring that bespoke monitoring and review processes are established in respect of collaborative programmes.

Joint awarding agreements, which specify the arrangements for the making of awards, will normally include, amongst other things, details on the:
– Format of the award parchment
– Conferring process and procedure
– Assignment of credit to the programme
– Issuing of the European Diploma Supplement
– Permanent and secure archiving of records concerning graduates and their awards

The Institute affirms that the award being joint in no way diminishes its responsibility for a programme leading to a joint award. The principle that a provider is always responsible for its own provision and its own awards, even where an award may be a joint award and the Institute is not involved in all teaching, is central to legal agreements.

2.8.3   Articulation Agreement

An Articulation Agreement shall be established with all partners for whom a dedicated entry route has been established, from a particular feeder programme. Such Agreements shall include periodic review mechanisms to ensure that the articulation between the source programme and the progression programme are appropriately maintained.

Some Articulation Agreements grant automatic access to an Institute programme, from a feeder programme in a partner institution. Other Articulation Agreements grant the right to be individually considered for a place on an Institute programme.

2.9   Educational Representatives & Agents

The Institute may engage third parties, such as brokers, facilitators, agents or recruiters. Such agents act as intermediaries between the Institute and potential students.

Agents may offer some or all of the following services:
- Providing information, advice, support to potential applicants
- Offer assistance in making an application to IADT, applying for a visa, attaining accommodation in Ireland etc
- Act as a liaison with potential partner institutions. No appointed third party shall be involved in the provision of educational services.

In appointing such agents, the Institute is committed to ensuring that, prior to appointment, sufficient reliable information is obtained on the standing and past performance of a prospective representative. The financial and legal status, as well as the reputational standing, are to be considered. Amongst other sources, information may be obtained from Irish government offices based in that country, other Irish higher education providers who have worked in that country, and from other Irish institutions working with that agent. The appointment of such agents will be in accordance with the requirements of the Institute's Procurement Policy as published and amended from time to time.

There will be a written agreement appointing any agent that defines their role, duties, and responsibilities. It also includes monitoring, review, renewal, arbitration and termination provisions and specifies the financial arrangements and the legal jurisdiction under which disputes would be remedied. If a partner provider employs the agent, then the other partners must approve the contents of the contract relating to recruitment to their (shared) programmes prior to any such contract being agreed.

On appointment, any appointed agent will receive induction and guidance on entry requirements for the programmes to which they are recruiting, and associated policies and procedures. Final decisions on entry to the programme are at the discretion of the sole or partner providers, and this shall be specified in the Agent Agreement.

The Institute will ensure that the activities of the agent are monitored regularly, with review arrangements specified in order to ensure that the specified obligations are fulfilled fully. Specific consideration will be made that the agent's interests do not conflict with those of any of the sole or partner provider(s).

Appendix 1 Glossary

Term	Definition – Interpretation	Issues to be considered
Access/Feeder Programmes	This denotes a programme from which successful students are recognised as having met the entry criteria for a specified programme of study. They do not necessarily guarantee entrance.	The partner owns the curriculum and is responsible for the quality and provision of the programme. The receiving institute recognises the partner's programme for the purpose of entry to its programme. The receiving institute does not make an award or award credit to the educational provision through an access/feeder programme. The ongoing appropriateness of the feeder relationship is monitored and periodically reviewed, but not usually in a MOA.
Access – equity	The global, inclusive, term of 'equity'…refers to… policies and procedures for enabling and encouraging groups in society at present under-represented as students in higher education institutions and programmes or study areas, to gain access to and demonstrate successful performance in higher education, and transition to the labour market	
Access – de jure	The process by which learners may commence a programme of education and training having received recognition for knowledge, skill or competence required. (See the National Qualifications Authority of Ireland document Policies, Actions and Procedures for Access, Transfer and Progression for Learners.)	
Accreditation	The terminology of external quality assurance is not universally agreed. In the international debate on quality assurance, accreditation is increasingly defined as	

every formalised decision by an appropriately recognised authority as to whether an institution of higher education or a programme conforms to certain standards. The European Consortium for Accreditation (ECA) defines accreditation as "a formal and independent decision, indicating that an institution of higher education and/or programmes offered meet certain standards." This definition also covers some quality assessments that are described as "accreditation like procedures" (2). Accreditation is achieved through a multi-step process (self-evaluation/documentation submitted by the unit undergoing accreditation; external assessment by independent experts; the accreditation decision). The accreditation decision depends upon a quality assessment based on internationally accepted quality standards. The final decision of the accreditation procedure itself is authoritative in nature, has been determined by an external process, and results in a "yes" or "no" judgment with a limited validity.   Accreditation procedures contribute to the continued quality development of the accredited academic unit: Institutions receive advice about quality improvement throughout the accreditation process, which may extend beyond the "yes/no" decision itself.

http://www.aic.lv/bolona/Bologna/contrib/Statem_oth/ECA_on_Bergen.pdf

The present concept of accreditation in the area of higher education serves to assure and develop quality: it can focus on institutions, constituent parts thereof, and study programmes, in order to:

− Ensure or facilitate recognition of "credits" and university degrees in an academic context, such as, for example, when changing from one institution of higher education to another, in order to promote mobility,
− Inform current and prospective students on the value of certain study programmes (consumer protection),
− Allow employers to check the value and status of qualifications,
− Give institutions of higher education the opportunity to demonstrate appropriate allocation and use of public funds.

Agent	Third parties, such as brokers, facilitators, or recruiters, that act as intermediaries between awarding and providing institutions for establishing educational arrangements. An agent is not usually involved in the provision of educational services.	
Articulation	The process by which a specific qualification and/or credits from a specific programme of study undertaken at an approved partner institution is recognised as giving advanced standing or entry to a specific programme at the receiving higher education providing institution. Usually entry is guaranteed, once the learners hold the exit qualification named.	This is not collaborative provision. Formal MOA: Amongst other matters, the home provider agrees to formally periodically review the partner's programme to ensure the articulation remains valid.
Awarding Body	An awarding body is a body that makes awards.	In many jurisdictions there are statutory qualifications awarding agencies/bodies in addition to higher education providing institutions (usually universities) with degree awarding bodies
Awarding Institution	A provider of higher education, which has degree awarding powers.	
Award	An educational award which is made by an awarding body to a learner to record or certify that the learner has acquired a particular standard of knowledge, skill or competence and includes: (a) a certificate (b) a diploma (c) a degree Awards are manifested in the issue of certification of some sort, e.g. a diploma, a parchment.	

Award-type descriptor	An award-type descriptor is a description of a class of named awards sharing common features and level. The National Framework of Qualifications determines award-type descriptors.	
Award Standards	Together with the award type descriptors of the National Framework of Qualifications (NFQ), the awards standards describe the learning, in terms of knowledge, skill and/ or competence, that is to be acquired by learners before particular higher education and training awards may be made. The awards standards describe the learning required to pass. Award standards are the expected outcomes of learning, inclusive of all education and training and are established by awarding bodies in concert with the NFQ.	
Collaborative provision	Two or more providers being involved by formal agreement in provision of a programme of higher education and training. (Curricular and educational resources are often shared to leverage strengths of partner institutions and create synergy.)	
Consortium	A group of partner providers collaborating together for the purposes of providing a programme of higher education, which may lead to the award of one of the partner providers, or a joint award of a number of the partner providers, or a joint award of one of the partner providers and another awarding body.	
Conversion programme	This is a loosely defined term. It normally signifies a programme designed to enable a graduate to acquire a qualification in a new field building on learning in another field at the same NFQ level.	
Delegated Authority	QQI may delegate authority to a recognised institution of the Council (ie an institution specified under Section 24 of the Qualifications [Education and Training] Act 1999) to make awards.	

Diploma Supplement (European Diploma Supplement)	– The Diploma Supplement (DS) is a document that is issued to accompany a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. – It promotes transparency in higher education and fair and informed judgements about qualifications. It also accommodates rapid changes in qualifications. – National higher education institutions produce the supplement according to a template jointly developed by the European Commission, the Council of Europe and UNESCO. – It has eight sections of information identifying the holder of the qualification; the qualification, its level and function; the contents and results gained; certification of the supplement; details of the national higher education system plus any additional information. – The 48 European countries taking part in the Bologna Process have agreed that each graduate in their respective country should receive the Diploma Supplement automatically, free of charge and in a major European language.	
Dual/Double Degree Awards (multiple, dual or double)	The process by which two or more awarding institutions collectively contribute to a programme leading to a joint award which is manifested in the issue of two separate diplomas (parchments) in instances where there are legal barriers for one of the awarding bodies to be able to issue a single shared/joint diploma (parchment). (A joint awarding agreement must be in place.)	All graduates receive a diploma supplement that provides information on the arrangement. One institution may be responsible for the issue of the DS.
Due Diligence	Undertaking enquiries before entering into a commitment or transaction that will enable the party making the enquiries (or having them made on its behalf) to make a fair assessment of the positive and negative factors involved and reach a judgement on whether to proceed or not. (In the recent banking crisis, various bodies have warned against individuals and companies relying on state regulation or second-hand reports as proxies for conducting their own due diligence.)	

ECTS – European Credit Transfer System	'European Credit Transfer System - ECTS credits are attached to the workload of a fulltime year of formal learning (academic year) and the associated learning outcomes. In most cases, student workload ranges from 1,500 to 1,800 hours for an academic year, whereby one credit corresponds to 25 to 30 hours of work.'	Many of the
ESG – European Standards and Guidelines	Standards and Guidelines for Quality Assurance in the European Higher Education Area. Published by ENQA in 2005, revised 2009 and available at http://www.enqa.eu	
European Diploma Supplement - EDS	See Diploma Supplement	
Exchange	An arrangement that facilitates the reciprocal exchange of staff and/or students between HE institutions, where students are enrolled in, and graduate from, a "home" institution, but spend time at one or more "partner" institution(s). Includes ERASMUS exchanges.	
Franchising	The process by which a providing institute agrees to authorise the provision of all or part of one or more of its own approved programmes of study leading to an award by itself (if it is also an awarding body) or its awarding body. (This is not a term utilised or preferred by QQI although the model of provision is encompassed by the 2012 Collaborative Programmes, Transnational Programmes and Joint Awards Policy)	
Joint Degree Award	A joint degree should be understood as referring to a higher education qualification issued jointly by at least two or more higher education institutions, with degree awarding powers; or jointly by one or more higher education institutions with degree awarding powers and other awarding bodies, on the basis of a study programme developed and/or provided jointly by the higher education institutions, possibly also in cooperation with other institution.	Different definitions used by many organisations without due regard to the Lisbon Convention which is binding.

Confusion between an award and its manifestation in a parchment. |

	The Lisbon Recognition Convention Committee recommends that a joint degree may be issued as: − A joint diploma in addition to one or more national diplomas − A joint diploma issued by the institutions offering the study programme in question without being accompanied by any national diploma − One or more national diplomas issued officially as the only attestation of the joint qualification in question.[17]	
Joint Validation	Joint Validation means the process by which two or more awarding bodies each satisfy themselves (preferably utilising a single process) that a learner may attain knowledge, skill or competence for the purpose of an award jointly made by the awarding bodies.	
Learning Environment	Learning environments are diverse. Teachers and other learners are part of a learner's learning environment. Learning environments have both physical and social structures. Learners interact with the learning environment; the environment responds to the learner, and the learner to the environment.	
Minimum Intended Programme Learning	The minimum achievement (in terms of knowledge, skill and competence) that the learner is certified to have attained if he/she successfully completes a particular programme (ie passes all the required assessments). The minimum intended programme learning outcomes define the minimum learning outcomes for a particular programme at the programme level. The provider must always specify these. If the programme allows substantial choice, there may need to be variant forms of the minimum intended programme outcomes — e.g. a programme might allow a person to choose from a number of specialisations.	

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[17] Extract from RECOMMENDATION ON THE RECOGNITION OF JOINT DEGREES, Adopted by the Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region on 9 June 2004, http://www.cicic.ca/docs/Lisboa/jointdegrees.en.pdf

Module	A programme of education and training of small volume. It is designed to be capable of being integrated with other modules into larger programmes. Different programmes can share a module.	
Named awards	The particular awards, within an award type, which are named with respect to field of learning. Standards for named awards include reference to knowledge skill and competence within a specific field of learning (e.g. National Vocational Certificate Level 2 in Business Studies - Secretarial; National Craft Certificate - Motor Mechanic ; National Diploma in Construction in Architectural Technology; Master of Philosophy in Medieval Language, Literature, and Culture)	
Off-Campus Provision	Teaching/Supervision is provided entirely by a provider's staff, but provision occurs away from any of the provider's campuses and the provision of facilities (for example, teaching accommodation, library, IT, etc.)	
Peer Review	The UNESCO definition of peer review is: Assessment procedure regarding the quality and effectiveness of the academic programmes of an institution, its staffing, and/or its structure, carried out by external experts (peers). (Strictly speaking, peers are academics of the same discipline, but in practice, different types of external evaluators exist, even though all are meant to be specialists in the field reviewed and knowledgeable about higher education in general.) The review may [also] vary the source of authority of peers, types of peers, their selection and training, their site visits, and the standards to be met. A review is usually based on a self-evaluation report provided by the institution and can itself be used as a basis for indicators and/or as a method of judgment for (external) evaluation in higher education.18 (Vlãsceanu, et al., 2004, p. 44)	

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[18] Vlãsceanu, Lazăr , Laura Grünberg and Dan Pârlea (2004): Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions. Bucharest, UNESCOCEPES. Papers on Higher Education: 84 p http://www.unibuc.ro/n/organizare/asig-calitatii/docs/2011/mar/15_17_13_45QAA_Glossary.pdf

Professional recognition body	A body (including a professional association, professional institute or any other professional organisation) required or authorised by or under a law of the State to supervise or regulate the conduct of persons engaged in a profession	
Programme	A ' "programme of education and training" means any process by which learners may acquire knowledge, skill or competence and includes courses of study or instruction, apprenticeships, training and employment.'	
Progression	The process by which learners may transfer from one programme of education and training to another programme where each programme is of a higher level than the preceding programme	
Provider	A person who, or body that, provides, organises or procures a programme of education and training.	Not all awarding bodies are providers. Not all providers have degree awarding powers.
Provider country	A provider country is the country in which a provider is primarily based	
Qualification	No distinction is being made between an award and a qualification.	
Quality Assurance Procedures	In very broad terms, provider-owned/institutional quality assurance refers to the mechanisms and procedures established by providers to achieve and maintain a desired level of quality of educational services and programmes. The desired level will be influenced by the provider's goals as well as its external obligations (e.g. to regulators and to statutory and professional bodies).	
Receiver country	A receiver country is a country in which learners are based.	
Recognition of Learning	A formal acceptance of a claim to a standard of learning on the part of a learner as being true or valid.	
Recognition of Prior Learning (RPL)	RPL is a process by which prior learning (that has taken place, through formal, non-formal, or informal routes, but not necessarily been assessed or measured) before entering a programme or seeking an award, is formally identified, assessed, acknowledged and given a value.	

	RPL is considered as encompassing all types of prior learning; AP(E)L has tended to become a collective term which encompasses: − Accreditation of Prior Learning (APL) − Accreditation of Prior Experiential Learning (APEL) − Accreditation of Prior Certificated Learning (APCL) − Recognition of prior learning (RPL) − Accreditation of Prior Learning and Achievement (APL&A) − Recognition of Current Competencies (RCC) − Learning Outside Formal Teaching (LOFT)	
Service provider	A company or organisation providing a service (to a higher education provider) which is not an educational service, e.g. room rental	
Sending country	A sending country is the country in which a provider is primarily based.	
Sequential Degrees (a term used in the United States)	Formalised arrangement in which students earn a specified degree at a partner institution and then applies to, enrols in, and completes a second, related programme at a different institution. Modules from the first programme may be used to waive requirements in the second institution's programme. Students will still be required to meet all of the second institution's programme and degree requirements.	
Student Exchange Agreements	Reciprocal arrangement in which Institution X students study at a partner institution and partner institution students study at Institution X for a period of up to one year. Institution X students transfer credit earned away back to Institution X.	
Transfer	The process by which learners may transfer from one programme of education and training to another programme, having received recognition for knowledge, skill or competence acquired	

Transnational education Or Transnational higher education	The full or partial provision of a programme of education in one country by a provider that is based in another country. (Where the provision is 'partial' clearly, there are other providing parties involved, i.e. it is also collaborative provision.)	
Transnational arrangements	An educational, legal, financial or other arrangement leading to the establishment of (a) collaborative arrangements, whereby study programmes, or parts of a course of study, or other educational services of the awarding institution are delivered or provided by another partner institution; (b) non-collaborative arrangements, whereby study programmes, or parts of a course of study, or other educational services are delivered or provided directly by an awarding institution.	
Transnational provision	All types and modes of delivery of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system	
Validation	Validation means the process by which an awarding body shall satisfy itself that a learner may attain knowledge, skill or competence for the purpose of an award made by that awarding body.	