QQI QA Principles

1. The provider owned QA principle

The primary responsibility for quality and its assurance lies with education and training providers

2. The QA context principle

Quality systems are context dependent i.e. the scale and scope of a provider's provision will impact on how it operates quality assurance. Providers should be able to demonstrate their quality publicly

3. The QA culture principle

A quality culture is the outcome of individual staff and collective organisational commitment to continuous improvement. In such a culture, QA procedures are not viewed as a bureaucratic burden, but as tools to drive improvement and enhancement

4. The learning outcome principle

Education and training exists principally for the purpose of enabling people to learn and, accordingly, programmes of education and training should be designed, implemented and evaluated with learning outcomes in mind

5. Implementation principle

Approved quality assurance procedures, and those procedures which must have regard to QQI guidelines, are fully implemented by providers and are monitored by providers for effectiveness

6. The externality principle

A provider-owned quality assurance system makes appropriate use of external persons who are independent of the provider and who are expertly qualified to make relevant national and international comparisons

7. The continuous improvement principle

Continuous improvement must be the goal of a quality assurance process. The quality of academic education and training and other programmes needs to be developed and improved for students and other beneficiaries of higher and further education and training

8. The transparency principle

Quality assurance systems should enhance transparency. Processes should be developed through which education and training providers can demonstrate their accountability, including accountability for the investment of public and private money

9. The public confidence principle

The quality assurance system supports public confidence (only when this is deserved) in the provider and its capacity to provide programmes to agreed standards. Assuring the quality of provision and related services requires significant effort and resources on the part of the provider. Providers should actively promote their internal quality system and proactively develop it as a tangible resource and explicit part of the education and training infrastructure. Public confidence is a key objective for provider owned QA. All outputs of the internal quality assurance system should be published