



## Qualifications and Quality Assurance (Education and Training) Bill 2011

**No. 41 of 2011**

Date: 19<sup>th</sup> September 2011

### Summary

The Bill will create a new body, the Qualifications and Quality Assurance Authority of Ireland (QAAI), which will consolidate services currently being provided by

- the Higher Education and Training Awards Council (HETAC),
- the Further Education and Training Awards Council (FETAC),
- the National Qualifications Authority of Ireland (NQAI) and
- the Irish Universities Quality Board (IUQB).

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## Glossary of terms

**European Association for Quality Assurance in Higher Education (ENQA)** – represents member’s quality assurance agencies in Europe and assists in developing quality assurance procedures in the European Higher Education Area.

**European Higher Education Area (EHEA)** – designed to ensure more comparable, compatible and coherent systems of higher education in Europe.

**Further education** – refers to education that is vocational and technical.

**Higher education** – refers to education taking place beyond the secondary school system, which results in an academic qualification such as a diploma or degree.

**Prior learning** - learning that has taken place, but not necessarily been assessed or measured, prior to entering a programme. This may be acquired through formal, non-formal, or informal routes.

**Quality assurance**<sup>1</sup> – ensuring that qualifications, assessment and programme delivery meet certain standards.

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<sup>1</sup> <http://www.eqavet.eu/qa/gns/glossary/q/quality-assurance.aspx>

## Introduction and Background to the Bill

As part of its Budget Statement on 14<sup>th</sup> October 2008, the previous Government announced the amalgamation of the National Qualifications Authority of Ireland (NQAI), the Higher Education and Training Awards Council (HETAC) and the Further Education and Training Awards Council (FETAC), into a single entity:

“The new organisation will also take responsibility for the external quality assurance review of the universities, a function which is currently performed by the Irish Universities Quality Board and the Higher Education Authority... there will also be discussion with the National University of Ireland around the possibility of including some of the related functions of the NUI in the new organisation.”<sup>2</sup>

The context for the Government decision to amalgamate these bodies was a combination of:

- an efficiency review by the Department of Education and Science in 2008;
- the publication of an OECD report *Towards and Integrated Public Service* (2008);<sup>3</sup> and
- the McCarthy report (2009)<sup>4</sup>

The latter report recommended that the qualifications function of the NUI be transferred to a new qualifications body and that the NUI be abolished. However, this Bill does not provide for the abolition of the NUI.

The Qualifications and Quality Assurance Authority of Ireland (QQAI) (from here on referred to as the Authority), which is the official title for the new agency, will have eight members appointed by the Minister, with the exception of the Chief Executive who will be an *ex-officio* member. Each member will serve a fixed period of five years and no member can hold the office for more than two consecutive periods.

## The National Framework of Qualifications

In 1999 the European Ministers of Education agreed to establish a common European system of credits and create a system whereby it would be easier to compare degrees

<sup>2</sup> <http://budget.gov.ie/budgets/2009/Documents/AnnexDRationalisationOfStateAgencies.pdf>

<sup>3</sup> [http://www.oecd.org/document/31/0,3746,en\\_2649\\_33735\\_40529119\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/31/0,3746,en_2649_33735_40529119_1_1_1_1,00.html)

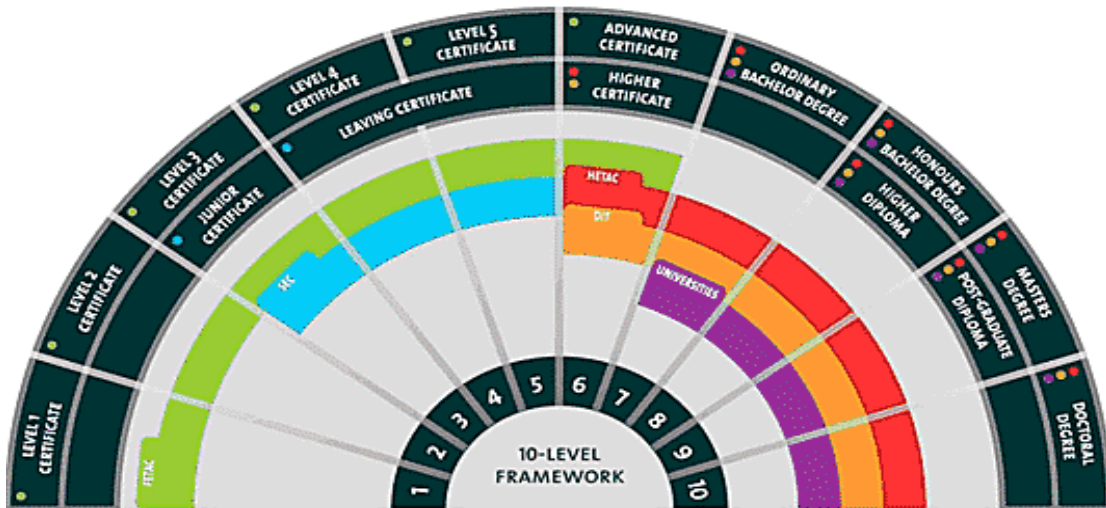
<sup>4</sup> <http://www.finance.gov.ie/documents/pressreleases/2009/bl100vol2.pdf>

across European countries. The agreement was known as the Bologna Declaration and it committed to establish a European Higher Education Area (EHEA) by 2010. This agreement began the *Bologna Process*, whereby 47 participating countries pledged to ensure that their higher education systems would be comparable, compatible and coherent.<sup>5</sup> The EHEA was launched in March 2010.

In Ireland, the National Framework of Qualifications (NFQ) was established under the *Qualifications (Education and Training) Act 1999* and launched in 2003. Established by the NQAI, it aims to help learners plan their education and training, and assist employers to identify the qualifications they require. The NFQ is defined as:

*"The single, nationally and internationally accepted entity, through which all learning achievements may be measured and related to each other in a coherent way and which defines the relationship between all education and training awards."*<sup>6</sup>

**Figure 1: The National Framework of Qualifications (NFQ)<sup>7</sup>**



The NFQ classifies qualifications, from basic to advanced, within a ten-point framework, where 1 equals Level 1 certificate and 10 equals a Doctoral degree.<sup>8</sup> (See

<sup>5</sup> <http://www.ehea.info/>

<sup>6</sup> University Sector Framework Implementation Network. (2006). Report of Steering Committee for National Consultation – November 2006. Accessed on 13<sup>th</sup> September 2010 at <http://www.nfqnetwork.ie/fileupload/Image/Verification%20of%20Compatibility%20of%20NFQ%20with%20QBF.doc>

<sup>7</sup> Qualifications Recognition. (2010). The Higher Education and Training System in Ireland. Accessed on 27<sup>th</sup> September 2010 [http://www.qualificationsrecognition.ie/recognition/ir\\_edu\\_train/documents/HigherEducationSystemDossier-FINAL.doc](http://www.qualificationsrecognition.ie/recognition/ir_edu_train/documents/HigherEducationSystemDossier-FINAL.doc)

<sup>8</sup> Department of Education and Skills. (2009). Amalgamation of Qualifications and Quality Assurance Bodies: Consultation Paper on Implementation. Accessed on 27<sup>th</sup> September 2010 at [http://www.education.ie/servlet/blobServlet/consultation\\_implementation\\_amalgamation\\_qualifications\\_qualit](http://www.education.ie/servlet/blobServlet/consultation_implementation_amalgamation_qualifications_qualit)

Figure 1). The majority of awards available in Ireland are now included in the framework and the NFQ also recognises many international awards.

The European Qualifications Framework (EQF),<sup>9</sup> which was launched in 2008, links countries' qualifications systems and makes qualifications more understandable across different countries and systems in Europe. It addresses the full range of learning from NFQ Level 1 to Level 10.

This Bill provides that the newly established Authority will have responsibility for developing and maintaining the NFQ Framework, which has hitherto been a function of the NQAI. The Bill provides that educational bodies should, where practicable, ensure that their awards are recognised within the NFQ.

#### **Box 1: National awarding bodies and their educational levels**

- **The State Examinations Commission (SEC):** school awards.
- **The Further Education and Training Awards Council (FETAC):** all further education and training awards from Levels 1-6.
- **The Higher Education and Training Awards Council (HETAC):** higher education and training awards outside of the university sector from Levels 6-10.
- **The Dublin Institute of Technology (DIT):** Levels 6-10.
- **The universities:** Levels 7-10.

Also, some professional bodies can make awards in Ireland and can apply to have their awards included in the NFQ. e.g. the Associate of the Institute of Chartered Accountants of Ireland and the Association of Chartered Certified Accountants.

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[y\\_assurance.doc](#)

<sup>9</sup> [http://ec.europa.eu/education/lifelong-learning-policy/doc44\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm)

## Current Law and Policy

There are presently two pieces of legislation in Ireland which cover quality assurance in further and higher education and training. These are the *Qualifications (Education and Training) Act 1999* and the *Universities Act 1997*.

The *Qualifications (Education and Training) Act 1999* was enacted in July 1999. The objectives of the Act are to:<sup>10</sup>

- establish and develop standards of knowledge, skill or competence;
- promote the quality of further education and training and higher education and training;
- provide a system for co-ordinating and comparing education and training awards; and
- promote and maintain procedures for **access**, **transfer** and **progression**.

Access, transfer and progression are terms which appear in the *Qualifications (Education and Training) Act 1999*. They are defined<sup>11</sup> as follows:

**Access:** the process by which learners begin a programme of education and training, having received recognition for confidence, skill, and competence required. Access should apply to all learners but especially those who are disadvantaged or marginalised.<sup>12</sup>

**Transfer:** the process by which learners transfer from one programme of education and training to another programme, having received recognition for knowledge, skill and competence acquired.

**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.

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<sup>10</sup> ASTI. (2010). The Qualifications (Education and Training) Act, 1999. Accessed on 27<sup>th</sup> September 2010 at <http://www.asti.ie/?id=286>

<sup>11</sup> Department of Education and Skills (2009). Consultation paper

<sup>12</sup> NQAI. (2003). National Framework of Qualifications.  
<http://www.nqai.ie/docs/publications/12.pdf>

The NQAI has developed policies and procedures to ensure that access, transfer and progression take place. A function of both HETAC and FETAC, as set out in the *Qualifications (Education and Training) Act 1999*, is to ensure that procedures for access, transfer and progression are implemented by providers. There is also a requirement (in Part VII of the above Act dealing with protection for learners) for providers to inform learners of access, transfer and progression arrangements in advance.

### **Agencies created under the 1999 Act**

The *Qualifications (Education and Training) Act 1999* also provided for the establishment of the NQAI, the HETAC and the FETAC, which were established in 2001. The creation of these agencies aimed to encourage greater focus on the needs of learners and provide coherence to qualifications awarded in Ireland. Before this Act there were over fifty awarding bodies, including FÁS, National Council for Vocational Awards (NCVA), Teagasc, Fáilte Ireland, National Council for Education Awards (NCEA), the Institutes of Technology, DIT and the universities.<sup>13</sup>

A brief description of the agencies established under the *Qualifications (Education and Training) Act 1999*, and which will be dissolved under the proposed Bill, is included below:

**NQAI** - The NQAI is an agency of the Department of Education and Skills and the Department of Jobs, Enterprise and Innovation and was set up in February 2001. The NQAI represents Ireland in a European Network of centres and has responsibility for maintenance and development of the National Framework of Qualifications (NFQ). The central objectives of the NQAI are:<sup>14</sup>

- the establishment and maintenance of a framework of qualifications based on standards of knowledge, skill or competence to be acquired by learners;
- the establishment and development of awards of the further and higher education and training sector, other than in the existing universities;
- the facilitation of access, transfer and progression in education and training provision.

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<sup>14</sup>National Qualifications Authority of Ireland. (2010). Accessed on 27<sup>th</sup> September 2010 at <http://www.nqai.ie/about.html>

**FETAC**<sup>15</sup> - The Further Education and Training Awards Council (FETAC) is the statutory awarding body for further education and training in Ireland. FETAC makes quality assured awards that are part of the NFQ from levels 1-6 (certificate levels).

FETAC:

- makes and promotes awards on the National Framework of Qualifications;
- determines standards and award requirements;
- validates programmes leading to awards; and
- monitors and quality assures programmes and services.

**HETAC**<sup>16</sup> – is the qualifications awarding body for third-level education and training institutions outside the university sector. HETAC is a full member of the European Association for Quality Assurance in Higher Education (ENQA), and is currently included on the European Quality Assurance Register (EQAR).

HETAC:

- sets standards, accredits programmes and awards qualifications at all levels of higher education and training;
- provides assurance to the public that quality assurance processes are in place to meet the expectations of Irish society and the international community;
- delivers a quality improvement service to registered educational providers so as to contribute to raising standards to increasingly higher levels.

While the two councils have almost identical functions, FETAC provides services to the further education and training sector, i.e. adult literacy etc, while HETAC provides services to higher education and training, such as Institutes of Technology. HETAC does not provide services to universities; however it has a statutory responsibility to assist universities in establishing appropriate quality assurance mechanisms. To do this it must consult with the NQAI.

**IUQB** - While not established by the 1999 Act, the functions of the IUQB will be absorbed by the new agency. The IUQB is a private company established in 2002 to support quality in Irish universities and independently assess the effectiveness of their quality processes. It is funded by subscriptions from the seven Irish universities and an annual grant from the Higher Education Authority through the National Development Plan (2007-2013). The IUQB is a full member of ENQA and is currently included on the European Quality Assurance Register (EQAR).

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<sup>15</sup> <http://www.fetac.ie/fetac/aboutfetac/aboutfetac.htm>

<sup>16</sup> <http://www.hetac.ie/>

## The new agency – Qualifications and Quality Assurance Ireland

The functions of the new agency, Qualifications and Quality Assurance Ireland, will be to consolidate the existing functions of the NQAI, HETAC, FETAC, and the Irish Universities Quality Board (IUQB).

The remit of the QQAI (summarised) will be to:

- maintain the NFQ and deepen its implementation;
- promote the framework, in Ireland and abroad and raise awareness of how qualifications are organised;
- review the policies and criteria on which the NFQ is based;
- publish procedures on access transfer and progression;
- advise the Department of Education and Skills and the Department of Enterprise, Jobs and Innovation on national policy on qualifications and learning outcomes across lifelong learning;
- oversee the implementation of national policy on the certification of learning outcomes across lifelong learning;
- advise the Department of Education and Skills and the Department of Enterprise, Jobs and Innovation on national policy on the accumulation and transfer of credit and on the recognition of prior learning (i.e. learning which has taken place before enrolment in current programme); and
- oversee national policy on credit accumulation and transfer and on the recognition of prior learning.

Recognised universities of the NUI must establish quality assurance procedures and have those procedures approved by the Authority. The Authority will also encourage providers to apply for an International Education Mark, based on their compliance with the code of conduct.

The Bill provides the Authority with the power to decide the standards of learning which must be met by the learner before an award is given. In addition the Authority will have the power to review programmes it has already validated and withdraw that validation if the Authority deems there to be reasonable grounds for doing so.

Quality assurance provisions included in the Bill compel providers to:

- evaluate their education, training, research and related services;
- review the application of quality assurance procedures;
- publish a report and give the report to the Authority;
- implement any measures arising from their review; and
- evaluate their services not less than once every seven years.

The next section looks at the reasons for creating the new body.

## Rationale behind the creation of the new agency

The stated rationale behind this Bill is that it is more efficient to have a single organisation ensuring quality in further/higher education and training rather than, as exists presently, several bodies with some overlap in their responsibilities.<sup>17</sup> Having published the Bill the Minister stated that:

*“The amalgamating agencies have performed well over the last decade and have been an important force for change in their respective sectors. It is now time to bring their related functions together to deliver a better and more cost effective service.”<sup>18</sup>*

The Department of Education and Skills established an Inter-Agency Implementation Amalgamation Group (IAG) to assist with the amalgamation. The considerations for amalgamation, as set out by the Consultation paper (2009) are as follows:

- now that the NQF is established and quality assurance procedures are developed, progress and services to learners and providers would be better served by the establishment of a single body rather than multiple bodies working in co-operation with one another;
- the qualifications and quality assurance bodies have experiences and expertise which could be pooled to offer greater efficiency;
- an amalgamated body will be better placed to progress plans for development across further and higher education and training;

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<sup>17</sup> Department of Education and Skills. (2009). Amalgamation of Qualifications and Quality Assurance Bodies: Consultation Paper on Implementation. Accessed on 27<sup>th</sup> September 2010 at [http://www.education.ie/servlet/blobServlet/consultation\\_implementation\\_amalgamation\\_qualifications\\_quality\\_assurance.doc](http://www.education.ie/servlet/blobServlet/consultation_implementation_amalgamation_qualifications_quality_assurance.doc)

<sup>18</sup> <http://www.education.ie/home/home.jsp?maincat&pcategory=10861&ecategory=10876&sectionpage=12251&language=EN&link=link001&page=1&doc=54512>

- amalgamation will simplify the process of communication for providers, especially those who deal with more than one qualifications and quality assurance body;
- the new agency will make it easier to share information and expertise and facilitate consultation, as well as simplify decision making;
- a single agency will be better able to contribute to international best practice in quality assurance and disseminate it through the further and higher education and training sectors; and
- amalgamation will save money in the long term by removing parallel board structures, unifying top level management, sharing accommodation, and pooling corporate, operations and administrative support.

FETAC contend that the new agency will make it easier for learners and award holders to gain recognition and make progression routes clearer.<sup>19</sup>

The RIA (2011) published with the Bill lists the following benefits following the establishment of the Authority:

- concentrated size will make the new agency more agile and responsive than its predecessors;
- a single agency will be better positioned to contribute to the development of international best practice;
- education and training providers will find it simpler to deal with one organisation;
- the new agency will help to strengthen the NFQ, which in turn will provide greater clarity for learners and award holders; and
- the coherence of the new system will enhance Ireland's provision of education and training.

Providers of international education services will also benefit from the International Education Mark and Code of Practice<sup>20</sup> for international learners, through: (RIA, 2011)

- a regulatory regime which is comparable to good practice prevailing among Ireland's competitors;

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<sup>19</sup> <http://www.fetac.ie/fetac/aboutfetac/amalgamation.htm>

<sup>20</sup> The Code of Practice will cover the quality assurance of education programmes offered to international students, recruitment of students, and clear information on tuition fees, access to information and grievance procedures.

- the creation of a recognised international brand and the development of an enhanced reputation for Ireland as a high quality provider of education services; and
- a much greater degree of strategic planning and implementation among all stakeholders in the promotion and development of international education services.

It is envisaged that these factors will encourage greater take-up of education services among international students and increase Ireland’s appeal as a destination for learning.

The next section looks at the reaction to the Bill by some of the Stakeholders involved.

## Stakeholder comments

On 27<sup>th</sup> July 2011 the NQAI released a statement welcoming the publication of the Bill. Dr. Padraig Walsh, Chief Executive Designate said, “This legislation... will provide a more integrated, efficient and coherent range of services to learners across the further and higher education and training sectors to the highest international standards.”<sup>21</sup>

FETAC also welcomes the decision to create a single agency and has been working on making the transition. The FETAC website states:<sup>22</sup>

“FETAC, HETAC, NQAI and IUQB are agreed that this move strengthens a focus on high quality learning experiences across all education and training provision nationally. The strength of current quality assurance systems will grow, opening up new opportunities for people to engage and succeed in learning.”

While NUI agree that a single agency may lead to efficiencies over time, they see a risk in amalgamating a higher education awards body with a further education awards body, as it may lead to reputational damage to the awards on the higher education side.<sup>23</sup> NUI argue that most member agencies in the European Association for Higher Education Quality Assurance are concerned solely with higher education.<sup>24</sup>

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<sup>21</sup> <http://www.nqai.ie/AmalgamationUpdates.html>

<sup>22</sup> <http://www.fetac.ie/fetac/aboutfetac/amalgamation.htm>

<sup>23</sup> NUI. (2009). Response of the NUI to the Department of Education and Science on Amalgamation of Qualifications and Quality Assurance Bodies Consultation Paper on Implementation.

<sup>24</sup> Ibid.

In addition NUI were concerned that the proposed six board members, outlined in the consultation document, would not be adequate, considering the broad remit the new agency will have.<sup>25</sup> The current Bill provides for the appointment of eight board members.

## Budgetary and Cost Implications

According to the RIA (2011), enacting the present Bill will have no additional cost to the Exchequer but will result in savings of €1 million per annum. The RIA states that savings will only be realised over time and through economies of scale, reduction in staff numbers, and a reduction in the number of CEOs and boards.

Other costs, however, will be borne by providers of programmes to international students, as they will be required to comply with the International Education Mark and Code of Practice (including learner protection, fee refunds, staffing, inspection and record-keeping) and make sure that their awards are recognised through the NFQ. However there may be some savings for providers who currently deal with both FETAC and HETAC.

The RIA (2011) considers that there may also be costs incurred by universities in implementing revised quality assurance practice. As well as this, providers may face extra costs as a consequence of the new drive to have all awards recognised through the NFQ. Specific costs to providers of training and education are as follows:<sup>26</sup>

- submission and review of quality assurance procedures;
- application for, and review of, validation by QQAAI of a programme;
- the making of an award;
- request for, and review of, delegation of authority;
- submission of procedures for access, transfer and progression of learners;
- authorisation to use the International Education Mark; and
- review of compliance with the Code of Practice, and use of the International Education Mark.

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<sup>25</sup> Ibid.

<sup>26</sup> Regulatory Impact Analysis: Qualifications and Quality Assurance (Education and Training) Bill. (2011).

## International examples of single qualifications and quality assurance bodies

In 2001 the European Network for Quality Assurance (ENQA) was invited by the European Ministers of Education to collaborate in establishing a common framework of reference for quality assurance. In the Bergen meeting of May 2005 the European Ministers of Education adopted the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* drafted by ENQA.<sup>27</sup>

Drawing on a report conducted by Eurydice (2007),<sup>28</sup> two countries have been identified in the EU15 which have established one organisation or institution to provide quality assurance/evaluation and accreditation in the area of third level education. These are the Netherlands and Spain. The Netherlands has established the Netherlands Accreditation Organisation (NAO) and in Spain, the National Agency for Quality Assurance and Accreditation was established to ensure quality promotion and assurance at national and international levels.

### Netherlands

The Netherlands Accreditation Organisation (NAO) was formed by the Dutch Government in 2002 to establish an accreditation system for all existing and new degree courses in higher education. In view of the internationalisation of courses and the labour market, accreditation seeks to safeguard (comparable) standards of quality for degree courses in higher education, with the following objectives:

- create transparency in the education system;
- ensure independent quality assessment;
- enable international comparison between degree programmes; and
- continue to increase the quality of Dutch degree courses.

<sup>27</sup> ENQA. (2010). ENQA and the Bologna Process. Accessed on 27<sup>th</sup> September 2010 at [http://www.enqa.eu/bologna\\_overview.lasso](http://www.enqa.eu/bologna_overview.lasso)

<sup>28</sup> Eurydice. (2007). *Focus on the Structure of Higher Education in Europe 2006/07 National Trends in the Bologna Process*, European Commission, Directorate-General for Education and Culture. Accessed on 11<sup>th</sup> August 2011 at <http://eacea.ec.europa.eu/education/eurydice/documents/...reports/122EN.pdf>

The Netherlands decided to implement a system of accreditation of degree courses as a final step in the process of quality assurance. In addition, on the basis of information concerning the degree courses, the NAO aims to initiate a dialogue with institutes, students, and the labour market. The framework within which the NAO carries out its tasks was laid down in the Dutch *Higher Education and Research Act 1993* and briefly comprises: accreditation of existing degree courses and assessment of new degrees in higher education, as well as advice on possible extensions of Master's degree programmes in university education.

In 2003, the Netherlands created the Nederlands-Vlaamse Accreditatieorganisatie (NVAO) in 2003 in a treaty with Flanders. The NVAO is an independent quality assurance agency which provides education to all programmes in Dutch and Flemish Higher Education, i.e. universities, university colleges and other institutes of higher education.<sup>29</sup>

The NVAO was reviewed in 2007 and found to be in compliance with the ENQA membership regulations and European Standards and Guidelines for Quality Assurance.<sup>30</sup>

## Spain

The National Agency for Quality Assurance and Accreditation (ANECA) was established in 2002 to ensure quality promotion and assurance at national and international levels. The main purpose of ANECA is to contribute to measuring the performance of higher education as a public service. The agency also seeks to reinforce transparency and comparability as a means of promoting quality and quality assurance in universities and, by the same token, their integration into the European Higher Education Area. It also seeks to establish accountability criteria.

In a 2007 review, ANECA was found to be in compliance with the ENQA membership regulations and European Standards and Guidelines for Quality Assurance.<sup>31</sup>

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<sup>29</sup> <http://www.enqa.eu/agencydet.lasso?id=12>

<sup>30</sup> <http://www.enqa.eu/files/NVAO%20review%20report.pdf>

<sup>31</sup> <http://www.enqa.eu/files/ANECA%20review%20report%20final%202007.pdf>

## Conclusion

The *Qualifications and Quality Assurance (Education and Training) Bill* will provide for the amalgamation of services offered by HETAC, FETAC, the NQAI and the IUQB and create a new agency, Qualifications and Quality Assurance Ireland. The Department argue that concentrating services to a single agency will have a range of benefits to qualifications and quality assurance processes in Ireland. The Bill will introduce further requirements for providers of further and higher education and training in Ireland such as the requirement to ensure that their awards are recognised by the NFQ.

The Bill will also provide in legislation, for the first time, for the external review of the quality assurance procedures of universities and the transfer of this function from the IUQB to the new agency. In addition recognised universities of the NUI must establish quality assurance procedures and have those procedures approved by the new agency. This comes in the wake of the QS 2011<sup>32</sup> results which show the slippage of three Irish universities in world rankings: Trinity College Dublin (down 13 places), UCD (down 20 places) and NUI Galway (down 66 places). UCC has climbed in the world rankings by 3 places.<sup>33</sup>

It has been claimed by the Department that the amalgamation will also save the exchequer an estimated €1 million per annum. Extra costs will occur for providers of education to international students. There may also be extra costs to providers who must comply with provisions on the NFQ. However there may be some savings for providers who currently deal with both FETAC and HETAC.

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<sup>32</sup> The QS Global Employer Survey results (2011) follow surveys of more than 32,000 academics and 16,000 employers.

<sup>33</sup> <http://www.irishexaminer.com/ireland/ucc-becomes-irelands-first-five-star-university-166508.html>

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