

Quality Assurance Manual

Other Parties Involved in Education & Training





Foreword

The 2019 revision of the Dorset College Quality Assurance Handbook (QAH) is in line with the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers[1] and the Sector Specific Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary basis[2], as well as the Standards and Guidelines for Quality Assurance in the European Higher Education Area, May 2015[3]. This revision also takes into consideration the evolving scope of Dorset College encompassing policies and procedures applicable to higher, further and English language education. The revision is within the context of overall governance and management structures in place to support the delivery of such programmes and specifically encompassing policies and procedures applicable to our current suite of programmes (Level 5 to Level 8) and in the future up to level 9 on the National Framework of Qualifications (NFQ).

This edition of the QAH was informed by consultation with key stakeholders of the College including but not limited to learners, staff and faculty and wider engagement with the further and higher educational community as well as external stakeholders for approval by Dorset College Academic Quality Committee upon review by an independent QQI panel.

[1] QQI's Core Statutory QA Guidelines

<https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf>

[2] QQI's Sector Specific QA Guidelines

<https://www.qqi.ie/Downloads/Sector%20Specific%20Quality%20Assurance%20Guidelines%20V2.pdf>

[3] European Standards and Guidelines (ESG)

https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf



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10. Other Parties Involved in Education & Training

Policy Title	Other Parties involved in Education & Training
Date Approved	17/12/2018
Effective From	02/01/2019
Monitor	Registrar / QA Department
Summary	This policy details the overarching principles that dictate how the College engages with other parties involved in education and training outside its internal stakeholders.
Related Policies	
Revision History & Commencement Date & Date of Next Review	<p>Version 1 – 2019</p> <p>Commencement Date (Version 1): 02/01/2019</p> <p>Date of Next Review: Following Independent Assessment from Re-engagement process</p>



Purpose

The purpose of this policy is to ensure that the College critiques the role of outside parties in its education provision and assesses whether engaging such outside parties has merits.

Scope

This policy covers all engagements with outside parties with the exception of External Examiners, which is covered under the Assessment policies.

Policy Statement

The College must ensure that there is merit in engaging with external parties for its education provision. This policy is intended to provide overarching guidance in this regard.



10.1

Other Accreditation Bodies

The College is engaged with other accreditation bodies than QQI. However, it does recognise following its policies and procedures for all programmes as good practice.

_It is College policy to ordinarily follow its overarching quality assurance policies and procedures for all the programmes it offers.

_It will supplement these policies and procedures with accreditation specific policies and procedures where these are required. In such instances, the College will follow these supplemented policies and procedures.

_Where policy areas do not require supplementing, the existing quality assurance policies and procedures will be used.


10.2

External partnerships and Second providers

The College's current scope of provision does not extend to external partnerships and second providers for the delivery of its programmes. However, the College recognises that should it wish to extend its current scope of provision, it must have appropriate policies and procedures in place to ensure that the learner experience is not diminished. In such an event, policies and procedures will be developed.

The College does currently engage in a collaborative agreement as a second provider for another institute's programme. In deciding whether it is appropriate, or not, to engage in a collaboration as a second provider, the College engages with all relevant stakeholders including the College Advisory Board and considers the following criteria:

- ☐ Is there a benefit in delivering another provider's programme rather than developing, and seeking validation, of a programme under its own validation?
- ☐ What input would the College have in the administration, management, and delivery of the collaborative programme?
- ☐ Does the College have the requisite experience and/or expertise to competently deliver the programme?
- ☐ Does the College foresee that it would have a positive working relationship with the principal provider of the collaborative programme?



External partnerships and Second providers

If the College decides to enter a collaborative agreement as a second provider, it will:

- _Agree a Memorandum of Understanding with the principal provider of the collaborative programme.

- _Ordinarily adopt and work within the quality assurance of the principal provider for the management, administration and delivery of the collaborative programme.

- _Ensure that it delivers at least 40 percent of the syllabus of collaborative programme.

The reason for this is that the College wants to be a meaningful provider in the delivery of any programme it is associated with.

- _Assign a liaison person who will be the primary communicator with the principal provider.

10.3

Expert Panellists

The College utilises an Advisory Board as well as external experts for various elements of its quality assurance processes. When it seeks out such expertise, the College will ensure the individual meets the following criteria:

- _Have an established expertise (through academic, accreditation or experience) in the cognate area.
- _Ensure the external expert has no conflict of interest. This would exclude family members of College staff personnel or individuals who are, or who have previously, worked in or with the College in any capacity.
- _If the College is forming a panel of external experts, that this panel is reasonably gendered balanced (at least a ratio of 60:40).

Procedure for the Selection of External Expert(s)

	Procedure Stage	Responsibility	Evidence
1.	Shortlist of eligible individuals: The Registrar will prepare a shortlist of eligible individuals to fulfil the external expert role, based on the purpose for recruiting an external expert(s). This shortlist will be sent to the Academic Quality Committee for its consideration (either at a scheduled meeting or via email if a meeting is not imminently scheduled).	Registrar Academic Quality Committee	Shortlist of Candidates
2.	Review & Selection of individuals: The Academic Quality Committee will consider the shortlisted candidates based on the criteria outlined in the policy on Expert Panellists. The AQC will ideally be unanimous in their support of a candidate. However, if this does not happen, the agreed candidate must have the support of at least	Academic Quality Committee	Minutes of the AQC

Procedure for the Selection of External Expert(s)

	Procedure Stage	Responsibility	Evidence
	2/3's of the AQC. The AQC will also rank the candidates in order of preference.		
3.	<p>Communicate with agreed individual:</p> <p>The Registrar will communicate with the preferred candidate and enquire as to their interest in fulfilling the role required. If the preferred candidate does not wish to fulfil the role, the Registrar will then contact the 2nd preferred candidate (and so on).</p> <p>Once a candidate agrees, the Registrar will liaise with the individual to provide the necessary background information on the role required of the individual.</p>	Registrar	Communication with external expert(s)

10.4

Review of Other Parties Involved in Education and Training Policies and Procedures

The College will review the Other Parties Involved in Education and Training policies and procedures on an annual basis. This review will assess the adequacy and effectiveness of the policies and procedures.

[Registrar](#)

[Director of Academic Operations](#)

[QA Officer](#)

[1 Learner](#)



Thank you.