



**Maynooth University Framework for Quality Assurance and
Enhancement**

Approved by AC & GA 2016

Maynooth University Framework for Quality Assurance and Enhancement

INTRODUCTION

Maynooth University places quality as a central concept in its vision to *“consolidate its international reputation as a university known for outstanding teaching, excellent research, its global outlook, effective engagement with the society it serves, and its distinctive approach to the challenges facing modern higher education”* (Maynooth University Strategic Plan 2012-2017, p.12). The connectedness between quality and reputation is such that the strategic goals and objectives of the University are firmly focused on:

- *Offering students an outstanding university education, the best available in Ireland;*
- *The quality and impact of its research and scholarship;*
- *The connections between its research and teaching;*
- *The quality of its student experience, with enhancement via internationalisation;*
- *Providing staff with an excellent work environment in which innovation is fostered and a collegial ethos is sustained¹.*

An all pervasive commitment to quality and excellence in all activities undertaken by the University requires sustained efforts to strive for the highest standards. It also requires on-going systematic self monitoring, evaluation and organisational learning. Maynooth University has a long tradition of formal reviews of its approaches to supporting quality. It pioneered the introduction of departmental quality reviews in 1996, and again in 2009 it was the first university to undergo an institutional quality review under procedures devised by the Irish Universities Quality Board that had been established in 2006.

Building on its achievements to date, and guided by the first university policy statement on quality assurance and enhancement approved by the Academic Council in October 2009, and also cognisant of on-going national and international discourses, the purpose of this Framework is to set out the University’s overall policy on internal quality assurance and enhancement. The complexity of quality assurance and enhancement in higher education is succinctly summarised in the following extract from an EUA on Quality Culture Guidelines *“Quality in higher education is a culturally sensitive, relative and contested concept that is shaped by the institutional and national context, and given expression as an internal dynamic process with the objective of constant improvement”* (EUA, 2004)². The Maynooth Framework for Quality emphasises a commitment to comprehensive, open and inclusive processes that are effective, fully aligned with the mission and strategic objectives of the University and which also enable the university to demonstrate compliance with both statutory based national objectives and European standards. Building on experience to date the emphasis in the next phase will be increasingly on quality enhancement.

Assurance mechanisms in relation to quality are required at two levels: for the community within the university and separately for external interest groups. The National Strategy for Higher Education to 2030 states that *“it is essential (for Ireland’s higher education) that its quality assurance structures*

¹ National University of Ireland Maynooth *Strategic Plan 2012-2017*

² EUA, *Quality Culture Guidelines*, Brussels, 2004; see also EUA *Embedding Quality Culture in Higher Education*, Brussels (2007); EUA, *Examining Quality Culture: Part 1 – Quality Assurance Processes in Higher Education Institutions*, Brussels, 2010

and processes are trusted both nationally and internationally, and that confidence of students and prospective employers in the higher education system is maintained” (p.93). The internal university community needs evidence to assure itself that quality procedures are applied systematically by all departments and other units and that the procedures are effective in enabling the university to achieve its objectives. Likewise, the university also needs to be able to engender and sustain public confidence in its quality procedures, and in its capacity to provide programmes that achieve national and international standards appropriate to the relevant level in the National Framework of Qualifications. The statutory based Authority, Quality and Qualifications Ireland (QQI) has responsibility for ensuring that procedures are in place to provide assurance to external interests. As quality is a dynamic concept there is a continual need for enhancement of procedures, guided by feedback from reviews, local experimentation and innovation and examples of documented best practices in other universities. Taken together quality assurance processes and quality enhancement initiatives can support the development of a quality culture that is endorsed and embraced by students, academic staff, staff of enabling units, plus the leadership and management of the University at all relevant levels.

In practice, quality assurance and quality enhancement in Maynooth University are supported through a combination of university-wide policies and procedures implemented on an on-going basis, and periodic reviews of units and programmes of the University. From time-to-time specific thematic reviews may be undertaken to assist in designing initiatives for improvement, for example the comprehensive review of the undergraduate curriculum that was undertaken in 2013. The implementation of all quality related activities normally involves participation by staff and students, evidence based methodologies, and a combination of internal and external peer review panels.

This Framework sets out in Part 1 the context for quality assurance and enhancement in the University. Part 2 identifies key principles which inform the Framework, elaborates a suite of objectives, outlines how the Framework is implemented, and concludes with a consideration of leadership, management and governance of the Framework.

PART 1: CONTEXT

Legal framework: The Universities Act 1997, section 12 (h) identifies as one of the objects of a university that it will *“promote the highest standards in, and quality of, teaching and research”*. Section 35(1) requires the University *“to establish procedures for quality assurance aimed at improving the quality of education and related services provided by the university”*. Section 35(2) specifies that the procedures shall include *“evaluation at regular intervals(of) the quality of teaching and research and the provision of other services at university level”* and *“assessment by those, including students, availing of the teaching, research and other services provided by the university”* and *“shall provide for the publication of findings arising out of the application of those procedures”*.

The legal framework has been updated by the Qualifications and Quality Assurance Act (2012). Section 28(1) of the Act requires all providers to *“establish procedures in writing for quality assurance for the purposes of establishing, ascertaining, maintaining and improving the quality of education, training and research and related services the provider provides”*. The procedures shall include procedures for (a) *“evaluation from time to time by the provider and by enrolled or formerly enrolled learners of the education, training and research and related services provided by that*

provider”, (b) “review by the provider of the application of the quality assurance procedures”, (c) preparation by the provider of a report on results from the review, (d) “furnishing the report to the Authority” (QQI), (e) “publication of the report” and (f) “implementation of any measures” arising from the review.

Section 29 of the Act clarifies that “a previously established university” (such as Maynooth University) shall (a) consult with the Authority before establishing procedures under Section 28”, (b) “provide a copy of the procedures to the Authority” and (c) implement procedures published by it under this section”.

Maynooth University is a Designated Awarding Body under the Qualifications and Quality Assurance Act (2012) and as an independent awarding body has responsibility for overseeing the quality assurance procedures for all qualification awards that it makes, and also for approval and oversight of the quality assurance procedures of its linked providers³. Section 32 (1) requires the University to include in its own quality assurance framework, procedures for review of procedures submitted by the linked provider “for approval”, (Section 33 (1), and for “review of the effectiveness of the implementation by the linked provider of those procedures”, Section 31 (1) (b). The University is also required to have procedures for the “appointment of an independent appeals person for the purposes of hearing an appeal” Section 31 (1) (c) of a decision by the University to withdraw approval of the quality assurance procedures of the linked provider, Section 39.

National Statutory Guidelines: Following the passing of the Qualifications and Quality Assurance Act (2012) the Authority known as Quality and Qualifications Ireland (QQI) was established as a statutory agency in November 2012 with responsibility for, *inter alia*, the external quality assurance of further and higher education and training. In order to discharge its responsibilities for quality assurance QQI published its *Policy on Quality Assurance Guidelines* in December 2015⁴ (revised in April 2016) that was followed in February 2016 by a *Policy Framework for Cyclical Reviews of Higher Education Institutions*⁵.

The implementation of the QQI Policy Framework will be supported by a suite of statutory quality assurance guidelines including *Core Statutory Quality Assurance Guidelines*⁶ and which will be supplemented by additional sector and topic-specific QA guidelines which the University should have regard to as appropriate. The scope of the Guidelines extends beyond the periodic quality assurance reviews to encompass the wider spectrum of policies and procedures used on an on-going basis to support and sustain a quality culture in the University (Appendix A). The Core Statutory Quality Assurance Guidelines are also closely aligned with the 2015 European Standards and Guidelines⁷. The QQI Guidelines recognise that providers differ in the scale and scope of their activities and that such differentiation will be reflected in the complexity of their QA procedures, which should be fit-

³ A linked provider is defined by QQI as “a provider that is not a designated awarding body, but enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body”.

⁴ QQI *Policy on Quality Assurance Guidelines* (December, 2015)

⁵ QQI *Policy Framework for Cyclical Reviews of Higher Education Institutions* (February, 2016a)

⁶ QQI *Core Statutory Quality Assurance Guidelines* (May, 2016b)

⁷ Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), May 2015

for-purpose and context. The specific purpose of the QQI Guidelines is to assist providers in the development of quality assurance systems which are appropriate to individual provider contexts, and they are not intended to prescribe the manner in which providers must implement their QA procedures.

The aim of the QQI Policy Framework for cyclical reviews of higher education institutions is *“to provide an independent external review (on an agreed cyclical basis) of the institution’s own internal quality assurance procedures”* (QQI, 2016a, p.5) that have been developed in accordance with the legal requirements of the Universities Act (1997) and the Qualifications and Quality Assurance Act (2012). The objectives of the QQI policy Framework are:

1. To encourage a quality assurance culture and the enhancement of the student learning environment and experience within institutions,
2. To provide feedback on institution-wide quality matters, and on the impact of mission, strategy, governance and management on quality and on the overall effectiveness of their quality assurance,
3. To improve public confidence in the quality of institutions by promoting transparency and public awareness,
4. To support systems-level improvement of the quality of higher education, and
5. To facilitate quality enhancement by using evidence-based, objective methods and advice.

The scope of the statutory quality assurance framework for reviews extends from periodic reviews of academic, administrative and service departments to include reviews of study programmes and thematic reviews of institution-wide issues.

The implementation of the QQI Policy Framework will be through a single flexible model requiring each institution to prepare a self-evaluation report, an assessment and site visit by a review team, publication of a report prepared by the review team, and a follow-up procedure to monitor and review actions taken after the review. The scope of a review of this type will include: (a) an evaluation of the effectiveness of the institution-wide quality assurance procedures, (b) assessment of compliance with the European Standards for quality assurance and also with expectations contained in QQI guidelines and with other relevant QQI policies, and (c) exploration of quality enhancement in initiatives by the institution. The QQI Policy Framework acknowledges that the institution’s own mission and strategy, and selected quality indicators and benchmarks, will be part of the over-arching context for assessing the findings from institutional reviews.

European Standards and Guidelines: The Council of Ministers responsible for higher education in 2005 adopted the first set of Standards and guidelines for quality assurance in the European Higher Education Area (ESG). Since 2005 through the application of the ESGs as well as other Bologna related developments pertaining to qualification frameworks and the promotion of learning outcomes there has been a paradigm shift in higher education towards student-centred learning and teaching. Following a review process that was formally initiated by the Ministerial Council in 2012 and which included extensive consultation with national organisations, a revised set of Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) was approved by the Ministerial Conference in May 2015.

The 2015 ESGs place a considerable emphasis on the design, approval, monitoring and periodic review of study programmes; supports and training for teaching staff; and regular student feedback and complaints procedures. In addition, well established mechanisms such as the external examiner system and the institutional research and strategic planning functions are also regarded as significant contributors to quality. The learning environment and relevant links to research and innovation are also noted as important. In the context of the ESGs *quality* is, therefore, considered “*mainly a result of the interaction between teachers, students and the institutional learning environment. Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose*” (ESG, 2015, p.5).

The revised ESGs contain ten Standards with a standard defined as an “*agreed and accepted practice for quality assurance in higher education in the European Higher Education Area and should, therefore, be taken account of and adhered to by those concerned in all types of higher education provision*” (ESG, 2015, p.7). The emphasis is on standards for quality assurance rather than on quality *per se*. Their purpose is to provide guidance for successful quality provision and learning environments, and is not to prescribe how quality assurance procedures should be implemented. The implementation challenges are considered in a report for the EUA (2015)⁸.

In both the 2005 and 2015 ESGs the first Standard is that “*Institutions should have a policy for quality assurance that is made public and forms part of their strategic management*”. The inclusion of the words “*forms part of their strategic management*” is new and indicative of the enhanced expectations regarding quality in higher education. The most important innovation in the 2015 ESGs is the introduction of a Standard specifically focused on student-centred learning, teaching and assessment (ESG, p.9. The ESGs are strongly reflected in the QQI Core Guidelines (Appendix B).

Resources and Capacity Requirements: There has been a very significant reduction in state funding of higher education since 2008 which has impacted directly on the numbers of academic staff employed and on the quality of the facilities for teaching, learning and research. Over the same period there has been a very considerable expansion in the numbers of students, especially at undergraduate level. The combined effects of the trends in resources and student numbers is that it is increasingly difficult to maintain the quality and standards that all universities aspire to, as evidenced by the peer review reports from several quality reviews over recent years⁹ (QQI, 2016c).

The university sector is subject to increasing levels of monitoring and assessment by both the Higher Education Authority (HEA) and QQI. Strategic Performance Compacts have been agreed with the HEA that include specific objectives and targets on, *inter alia*, teaching and learning and quality of the student experience; high quality internationally competitive research and innovation; and enhanced internationalisation. Quality is central to each of these dimensions. The outcomes from the Compact process are published. The HEA also publishes detailed institutional profiles that contain several metrics that are germane to evaluation of the quality of the education and research functions of the university. The University also prepares an Annual Institutional Quality Review (AIQR) for QQI which forms part of a strategic dialogue process between the University and QQI. The AIQR reports on reviews of units and / or programmes and also on quality enhancement initiatives. The QQI process of AIQR and the HEA Compact process both contribute to national reports on the

⁸ EUA, *ESG Part 1: Are Universities Ready?* Brussels, 2015

⁹ QQI *Quality in an Era of Diminishing Resources – Irish Higher Education 2008-15*, (2016c)

higher education system. The Irish Survey of Student Engagement (ISSE) is a further example of national level initiative that provides rich data on different types and extent of student engagement plus extensive data on outcomes achieved by students. Data from this survey can be used to inform decisions on interventions to support and enhance quality in the University.

PART 2: MAYNOOTH UNIVERSITY FRAMEWORK FOR QUALITY

Maynooth University is a research-intensive university with scholarly strengths in humanities, social sciences, natural sciences, information and communications technology, teacher education, business and law. The University has approximately 11,000 students enrolled in programmes in the arts, humanities, social sciences including business and law and in science and engineering. The approach to quality in the University supports several strategic initiatives that are likely to impact positively on the quality of research and scholarship, teaching, and external engagement over the coming years. They include: (a) a radically revised undergraduate curriculum, (b) establishment of four university-wide research institutes aimed at maximising the potential of the university research expertise in strategically targeted areas, (c) a thorough upgrading of each of the university's major information systems, and (d) a campus masterplan that provides a framework for reimagining the relationships between internal and external spaces as active learning environments and that deliberately sets out to create places and spaces that will facilitate opportunities for more productive encounters among staff and students and thereby enrich the campus as a learning milieu.

The scope of the Maynooth University Framework for Quality comprehends the range of quality assurance and enhancement processes which provide for quality assurance and continuous improvement of research and scholarship, teaching and learning and the related services provided by the University. The Framework acknowledges, but does not attempt to catalogue the very wide array of other strategic initiatives, policy instruments, planning and improvement processes, institutional learning activities, and internal and external validation and audit processes, which support quality.

The Maynooth University Framework for Quality, builds on the experience acquired and embedded over the past two decades to support the achievement of the vision and strategies that comprise the University Strategic Plan, and in particular the major initiatives planned for the coming years. It is also cognisant of, and responsive to, the national legal context and statutory guidelines, annual reporting requirements and international standards as expressed in the ESGs. Throughout the Framework the term 'quality' is used to represent both quality assurance and quality enhancement, as two necessary and complementary dimensions.

The critical importance of quality for the University is confirmed by our governance structure with oversight and governance provided a joint committee of the Academic Council and the Governing Authority.

Purpose

The purpose of the Maynooth University Framework for Quality is to build on the progress achieved since the adoption in 2009 of the first policy on quality assurance, and to continue to enhance the effectiveness of its core activities of teaching, learning, research and scholarship and of all related support services, taking account of the goals of the University Strategic Plan.

Principles

The Maynooth University quality framework is guided by the following over-arching and operational principles:

Over-arching principles

- **Purpose:** the primary purpose of quality assurance and enhancement is to support the achievement of the strategic objectives of the University and to ensure the highest standards and continuous improvement in all of the activities of the University;
- **Culture:** a quality culture is achieved through the commitment of staff, students, the university leadership and management, and the governance bodies to continuous improvement;
- **Design and implementation:** the University quality assurance framework is designed and implemented having regard to international norms and standards and national statutory requirements and guidelines;
- **Scope:** the scope of the quality framework includes both periodic reviews of units and programmes, and also monitoring and review of policies and procedures that sustain and enhance quality on an on-going basis;
- **Inclusive and transparent:** quality evaluation procedures are inclusive of all stakeholders (students, staff, representatives of external interest groups), are transparent and consistent in application, support in-depth assessment, reflection and change and are performance-focused in relation to the mission and objectives of the University;
- **External Validation:** all quality reviews involve panels that include peers from outside the university to provide objectivity and opportunities for assessing performance against international standards,
- **Students and stakeholders :** all quality reviews involve engagement with students and other stakeholders;
- **Public confidence:** public confidence in the effectiveness of the University quality procedures is achieved by the publication of quality review reports and the related quality implementation plan.

Operational principles

- The effectiveness of quality procedures applied across the university is evaluated on a periodic basis through the cyclical independent external review of our own internal quality assurance procedures conducted by QQI,
- The effectiveness of quality assurance procedures and the extent of quality enhancement initiatives in different units of the university are evaluated through reviews conducted by the University Quality Office on a cyclical basis,
- The unit under review can be an academic department/school, research institute, administrative unit, support unit or an amalgamation of units such as a Faculty. It may also be a programme (e.g., an omnibus degree programmes), a set of programmes (e.g., taught postgraduate programmes in a Faculty), a specific initiative (e.g., reform of the first year curriculum) or a theme (e.g., quality and impact of Maynooth University research). The University quality framework is not intended as a procedure for reviewing the performance of individuals,

- The scope of reviews of academic departments / schools is holistic in that they comprehend research and scholarship, education, public engagement, and interactions with internal support units. Particular emphasis is placed on the quality of the entire student educational experience with due regard to the diversity of the student population; the quality and impact of research and scholarship; and the work environment and developmental opportunities for staff,
- The focus of quality reviews of administrative and support services is on the quality and effectiveness of the services provided, the processes and systems that support those services, the overall contribution to the strategic development and effective operation of the University, and the work environment and developmental opportunities for staff,
- All quality reviews are supported by key metrics aligned with the University Performance Framework and are appropriately benchmarked against comparable units in other universities,
- The main findings and recommendations from reviews are reviewed by the President, the University Executive, and any other relevant management and governance structures within the University,
- An annual report is prepared by the university officer responsible for quality to the Quality Committee, the Governing Authority and the Academic Council.

Objectives

The objectives of the Maynooth Framework for Quality are to enable the University:

- To demonstrate to the University staff, students and governance bodies and external stakeholders that quality procedures are in place for the purpose of establishing, ascertaining, maintaining and improving the quality of education, training and research and related services that it provides, and which have been established following consultation with Quality and Qualifications Ireland¹⁰;
- To maintain public confidence, especially that of external stakeholders, in the quality and standards achieved by the staff and students of the University;
- To confirm that the quality procedures are effective in enabling units of the University to achieve the level of quality and the objectives which the University aspires to under its vision and strategic plan;
- To foster and sustain a quality culture supported by on-going learning and innovation in all units of the University, and by providing feedback to all staff and students on ways and opportunities for continuous improvement;
- To facilitate quality enhancement based on recommendations arising from reviews and other initiatives, and by highlighting effective practices to be shared among internal audiences;
- To demonstrate alignment with the legislative provisions and compliance with relevant European Standards and Guidelines, and other applicable national and international guidelines;
- To publish reports on quality reviews in order to provide to external stakeholders and interests (including the QQI and the HEA, and to the wider public on the quality of the education, training, research and related services that it provides;

¹⁰ Qualifications and Quality Assurance (Education and Training) Act 2012, Sections 28 (1) and 29 (a), (b)

- To be prepared for periodic external institutional review of the University quality assurance procedures.

Implementation

The Maynooth University Framework for Quality is implemented via quality reviews of departments, units, programmes and thematic issues, and also through the implementation of university wide policies and procedures.

Quality Reviews of Departments / other Units: The typical model used for all internal quality reviews includes five phases:

1. **Self Assessment:** The department / unit under review prepare a Self Assessment Report (SAR). Guidelines approved by the Quality Committee and some technical assistance are provided by the Strategy and Quality Office;
2. **Peer Review Report:** A peer review panel is established which normally includes two external members and two from within the university – the size of the panel may vary according to the scale and scope of the unit under review. The SAR is sent to the peer review panel. The panel visit the university, typically for two days, to meet with staff and students of the unit under review, staff from other relevant units of the university, relevant members of the University leadership and management, and representatives of external interest groups. Following the visit the panel submit a peer review report (PRR) to the Quality Office. The Head of Unit is provided an opportunity to propose corrections to any factual inaccuracies in the PRR;
3. **Quality Improvement Plan:** The unit considers the recommendations contained in the PRR and prepares a draft Quality Improvement Plan (QIP) for discussion with the President (or nominee) from which an agreed set of actions ensues. The University Executive is informed of the outcomes from the Review, its recommendations, and approves the Quality Improvement Plan which will be incorporated into the Strategic Plan for the unit;
4. **Publication of outcomes:** The review process is completed by publication on the Quality Office website of the Peer Review Report and the agreed Quality Improvement Plan. The Quality Committee, the Academic Council and Governing Authority are also informed of the outcomes from the review.
5. **Follow-up:** All units will be required to provide a progress report to the Quality Committee every two years on the implementation of the Quality Improvement Plan.

Quality assurance procedures for linked providers will have regard to the internal university procedures presented above. The University as the awarding body for linked providers will engage in a two-stage process involving (a) review of the quality assurance procedures of the linked provider, and following approval of such procedures, (b) review of the effectiveness of the procedures. An independent appeals person will be appointed to consider any appeal that may arise if the university does not approve the quality assurance procedures of a linked provider.

Leadership, Management and Governance of the Framework for Quality

The President, as Chief Officer, has delegated overall responsibility for quality assurance and enhancement to a Vice-President, currently the Vice-President for Strategy and Quality. The operational management of quality assurance reviews is coordinated by the Director of Strategic Planning and Quality who reports directly to the Vice-President. The Director prepares a multi-

annual schedule of reviews for approval by the University Executive. Normally each unit will be reviewed once every seven years.

Quality in the University is also supported by policies and actions applicable across the University which are lead by the relevant members of the University Executive with support from Heads / Directors of Units that report to the Executive members.

Governance and oversight of the quality assurance and enhancement function is provided by the University Quality Committee, established as a joint committee of the Governing Authority and Academic Council. Its membership and Terms of Reference are listed in Appendix C.

Review

This Framework for Quality will be reviewed three years after its approval by the Academic Council and Governing Authority.

Appendix A: The QQI Core (Statutory) Quality Assurance Guidelines, 2016

- 1. Governance and Management of Quality**
 - 1.1 Governance
 - 1.2 Management of quality assurance
 - 1.3 Embedding a quality culture
- 2. Documented approach to Quality Assurance**
 - 2.1 Documented policies and procedures
 - 2.2 A comprehensive system
- 3. Programmes of Education and Training**
 - 3.1 Programme development and approval
 - 3.2 Learner admission, progression and recognition
 - 3.3 Programme monitoring and review
 - 3.4 Protection for enrolled learners
- 4. Staff Recruitment, Management and Development**
 - 4.1 Staff recruitment
 - 4.2 Staff communication
 - 4.3 Staff development
- 5. Teaching and Learning**
 - 5.1 Teaching and Learning
 - 5.2 A provider environment that promotes learning
 - 5.3 National and international effective practice
 - 5.4 Learning environment
- 6. Assessment of Learner Achievement – General Guidelines**
 - 6.1 Assessment of Learning Achievement
- 7. Supports for Learners**
 - 7.1 Supports for Learners
- 8. Management Information and Data**
 - 8.1 Information Systems
 - 8.2 Learner information systems
 - 8.3 Management information system
 - 8.4 Information for further planning
 - 8.5 Completion rates
 - 8.6 Records maintenance and retention
 - 8.7 Data protection and freedom of information
- 9. Public Information and Communication**
 - 9.1 Public Information
 - 9.2 Learner information
 - 9.3 Publication of quality assurance evaluation reports
- 10. Other parties involved in Education and Training**
 - 10.1 Peer relationships with the broader education and training community
 - 10.2 External partnerships and second providers
 - 10.3 Expert panellists, examiners and authenticators
- 11. Self-Evaluation, Monitoring and Review**
 - 11.1 Provider owned internal review, self-evaluation and monitoring
 - 11.2 Internal self-monitoring
 - 11.3 Self evaluation, improvement and enhancement
 - 11.4 Provider-owned quality assurance engages with external quality assurance

Appendix B: QQI Core (Statutory) Quality Assurance Guidelines, 2016 and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015

QQI Core (Statutory) Quality Assurance Guidelines, 2016	Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015
1. Governance and Management of Quality	2. Policy for Quality Assurance
2. Documented approach to Quality Assurance	1. Policy for quality assurance 10. Cyclical external quality assurance
3. Programmes of Education and Training	2. Design and approval of programmes 4. Student admission, progression, recognition and certification
4. Staff Recruitment, Management and Development	5. Teaching staff
5. Teaching and Learning	3. Student-centred learning, teaching and assessment
6. Assessment of Learner Achievement – General Guidelines	3. Student-centred learning, teaching and assessment
7. Supports for Learners	6. Learning resources and student support
8. Management Information and Data	7. Information management
9. Public Information and Communication	8. Public information
10. Other parties involved in Education and Training	
11. Self-Evaluation, Monitoring and Review	9. On-going monitoring and periodic review of programmes

Appendix C: Maynooth University Quality Committee Membership and Terms of Reference

The membership of the Quality Committee shall be:

- The President (ex officio) or his nominee (the President or his nominee shall chair the Committee),
- The Vice-President for Strategy and Quality (ex officio),
- One representative from each of the three Faculties who in each case is also a member of the Academic Council,
- A member of the Governing Authority drawn from the academic members,
- A member of the Governing Authority drawn from the administrative, professional and technical staff members,
- An external member of the Governing Authority,
- The President of Maynooth Student's Union or his/her nominee, and
- The postgraduate student representative on the Governing Authority.

The Director of Strategic Planning and Quality will attend meetings of the Committee and will be its Secretary. The Committee will meet at least four times per annum.

Terms of Reference of the Quality Committee:

The functions of the Quality Committee are, using best governance practice, to:

1. Support the University in discharging its statutory responsibilities in relation to internal and external quality assurance and enhancement;
2. Formulate a University policy statement and strategy for quality assurance and enhancement, in the context of the University Strategic Plan;
3. Oversee the implementation of a multi-annual programme of internal quality reviews;
4. Support the University participation in external institutional reviews;
5. Review progress on the implementation of recommendations arising from internal quality reviews;
6. Promote public awareness and confidence in the quality performance of the University;
7. Consider reports relevant to national and international benchmarking of the University and identify and disseminate examples of good and best practice;
8. Prepare an annual report for the University Executive, the Governing Authority and the Academic Council.

The Committee may establish sub-committees to assist it in completing its work. A sub-committee may include a minority of members who are not members of the Committee. Sub-committees must be chaired by a member of the Committee and shall be appointed by the Committee. The Governing Authority must be informed promptly if a sub-committee of the Committee is established.

The Committee may establish topic specific working groups to assist it in completing its work. A working group may have a minority of members who are not members of the Committee. The Committee shall appoint members to any working group it establishes.