



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

WHITE PAPER

Draft Code of Practice for Provision of Programmes of English Language Education to International Learners

FOR CONSULTATION

Submissions may be emailed to

international.education@qqi.ie

(please put 'ELE CODE' in the subject field).

In your submission please clearly indicate:

1. *Your contact details.*
2. *Whether you are responding as an individual or on behalf of an organisation.*
3. *If you do not wish your submission to be published.*

The closing date for submissions is **16th December 2022**

This White Paper contains a proposed Code of Practice for Provision of Programmes of English Language Education to International Learners (the ELE Code). Following publication and consideration of the outcomes of consultation, this paper will lead to a further draft ELE Code which will be proposed for adoption by the Board of QQI.

This code of practice will be supplemented by:

- Code of Practice for Provision of Programmes of Higher Education to International Learners
- Statutory Quality Assurance Guidelines for English Language Education Providers
- Policy on Authorisation to Use the International Education Mark.

QQI is seeking feedback from stakeholders on the draft ELE Code contained in this White Paper.

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1. Summary

Quality and Qualifications Ireland (QQI) was established in November 2012 by the Qualifications and Quality Assurance (Education and Training) Act 2012. The 2012 Act sets out the functions of QQI, which include the establishment of a code of practice for the provision of programmes of education and training to international learners, and the authorisation of an international education mark (IEM).

The 2012 Act was amended by the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019. References to the legislation hereafter will be to the 2012 Act as amended. The 2012 Act as amended provides that QQI shall publish a code of practice in such form and manner as it thinks appropriate, and that it may include different provisions in respect of different providers or providers of different classes.

QQI policy is to establish and publish two codes of practice in respect of providers of different classes:

- one for higher education (HE) providers
- one for English language education (ELE) providers.

This document is the proposed Code of Practice for ELE providers (the ELE Code) and sets out expectations related to the quality of service and supports available to international learners in Ireland enrolled on ELE programmes.

2. Introduction

The English Language Education Code of Practice (ELE Code) is one of a suite of measures, provided for in the 2012 Act as amended, that are designed to protect the interests of international learners engaged with the Irish education and training system.¹ The purpose of the ELE Code is to ensure that international learners attending institutions that have demonstrated their compliance with the ELE Code, and have obtained authorisation to use the IEM, receive a safe, high-quality and consistent learning experience².

2.1 Who is expected to comply with the ELE Code?

Compliance with the ELE Code is required of ELE providers who enrol international learners on ELE programmes, for the purpose of obtaining authorisation from QQI to use the IEM. A provider's compliance with the ELE Code, and its authorised use of the IEM, will attest to the quality of the provider, the quality of its ELE programmes, and the quality of the learner experience on those programmes. In addition, through demonstrating their adherence to the standards contained within it, the ELE Code will also enable ELE providers, both individually and collectively, to play their part in upholding the integrity and reputation of Ireland for English language education.

1 Apart from the ELE and HE Codes and the IEM, the measures also include a due diligence assessment process for private providers (see section 4.2 and appendix one below); a national scheme for the protection of learners enrolled on programmes delivered by private providers (PEL), underpinned by a learner protection fund (see section 4.3.1 and appendix two below); the inclusion in the National Framework of Qualifications of awards made by universities and other designated awarding bodies, and also by international, professional, and sectoral bodies; and measures to protect the academic integrity of the Irish education and training system.

2 The ELE Code should be read in conjunction with the related QQI policy on authorisation to use the international education mark (link to be added when the final document is approved)

As well as fostering and strengthening Ireland's reputation for international education, the ELE Code and IEM will also support the promotion of ELE in Ireland to overseas students and Ireland's national language and immigration strategies.

English language learning is recognised as a dynamic and diverse area of further education which underpins access to, and successful completion of, other programmes of education leading to formal qualifications, as well as to employment opportunities.

The ELE Code recognises the role of the ELE sector in valuing and promoting international understanding, multi-culturalism, plurilingualism, equality, diversity, inclusion and integration. It supports the enhancement of the English language education experience for international learners. The ELE Code also provides a basis for the development of a comprehensive policy framework for the provision of programmes to international learners by ELE providers in Ireland. Compliance with the ELE Code should be integrated into providers' quality assurance policies and procedures. It should also contribute to institutional approaches to providing a positive learner experience from the first point of engagement through to exit.

2.2 Definition of International Learner

Section 2(1) of the 2012 Act as amended defines an international learner 'as a person who is not an Irish citizen but is lawfully in the state primarily to receive education and training.'

This definition comprehends non-EU/EEA learners on study abroad programmes who require visa permissions. It is also recognised that there are significant numbers of international learners of English, both adults and juniors, who are EU/EEA citizens and do not require visa permissions. As a result, certain regulatory requirements set out in this ELE Code will not apply to these categories of ELE provision. However, the principles and criteria set out in Sections 5-10 of this ELE Code, and in the QQI Statutory Quality Assurance Guidelines for English Language Education Providers, can and should apply to all categories of ELE provision. In these and other relevant aspects, the ELE Code should be observed in relation to all international learners on study abroad ELE programmes.

2.3 Scope and Content of the ELE Code

In practice, the ELE Code is a set of threshold requirements, particular to the provision of ELE programmes to international learners in Ireland, that builds upon the strengths of existing quality assurance systems and is underpinned by national strategy. In establishing these threshold requirements, the ELE Code has drawn upon national and international effective practice.

(Please see appendix six, Resources for ELE providers, for details on international codes of practice.)

The ELE sector is one in which providers need to maintain a flexible and agile approach to reflect and respond to continuously evolving learner needs, emerging markets and international developments. The ELE Code recognises that the needs and expectations of international learners may vary or change from pre-enrolment through to exit, and that the ELE providers themselves, through their engagement with their international learners, are best placed to accommodate those varying or changing needs during the lifecycle of the learner. It also recognises that ELE providers are best placed to judge the way particular criteria are applied in particular circumstances and criteria should be applied appropriately

and proportionately in different circumstances. Furthermore, there is significant diversity in institutional missions and practice across ELE providers. For example, some providers focus on ELE provision for junior learners, while others may not offer accommodation services. Thus, it is possible that not all the requirements of the ELE Code will necessarily be relevant to all ELE providers but will depend upon their circumstances and the range of programmes and services they offer. In evaluating their compliance with the ELE Code for the purpose of applying for authorisation to use the IEM, individual providers should carefully identify the provisions in the ELE Code that are relevant to their activities with international learners.

The ELE Code acknowledges the important role that an ELE provider can play in enhancing the quality of the international learner's experience. Such an approach has the potential to support an enriched experience for all learners, staff and stakeholders associated with the ELE provider, and to assist in promoting international understanding, multi-culturalism, plurilingualism, equality, diversity, inclusion and integration, as well as a positive language learning experience.

ELE providers should also consult the QQI Statutory Quality Assurance Guidelines for English Language Education Providers ([link to be added when the final document is approved](#)) when preparing for assessment of compliance with the ELE Code requirements. These guidelines supplement the Code of Practice for ELE and include

- A. quality assurance guidelines in relation to ELE provision
- B. quality assurance guidelines in relation to the development of curricula, syllabi and course programmes/schemes of work in alignment with the Common European Framework of Reference for Languages (CEFR)

ELE providers should also refer to the following QQI statutory guidelines:

1. [Core Statutory Quality Assurance Guidelines developed by QQI for use by all Providers](#)
2. [Sector Specific Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis](#)

3. Structure of the ELE Code

The ELE Code comprises criteria to be met by providers under the following categories:

- General statutory requirements
- Requirements for premises
- Operational, risk and human resources management
- Programme design
- Supports and services for international learners
- Marketing and recruitment
- Enrolment, fees, refunds and subsistence

Apart from the general statutory requirements, which are considered in the following section, all the categories are addressed in sections 5-10 of this ELE Code. Each is described by an overarching principle and supported by a series of criteria. It is of note that many of these criteria relate to how a provider communicates with international learners, staff and other stakeholders. Collectively, they emphasise that providers should make a focussed effort to communicate clearly and honestly with international learners, staff and other stakeholders in relation to the specific needs of each cohort.

The ELE Code also includes eight appendices as follows:

- Appendices 1 and 2 include information on related learner protection measures
- Appendix 3 reproduces the London Statement, an internationally recognised statement of principles for the ethical recruitment of international students by education agents and consultants.
- Appendix 4 outlines minimum requirements in relation to academic staff qualifications.
- Appendix 5 outlines minimum requirements in relation to accommodation services.
- Appendix 6 sets out a list of references and resources for providers. These resources may also be of interest to other stakeholders.
- Appendix 7 sets out a list of references and resources for learners. These resources may also be of interest to other stakeholders.
- Appendix 8 provides a glossary of abbreviations, acronyms and terms used in the text.

4. General Statutory Requirements

4.1 Quality assurance

In invoking the ELE Code for the purpose of applying for authorisation to use the IEM, an ELE provider must have established procedures for quality assurance under Section 28 of the 2012 Act as amended. These should address, in an appropriate manner, the requirements of this ELE Code and other requirements for authorisation to use the IEM as set out in Part 5 of the same act.

Mindful of this requirement, the ELE Code builds on existing sectoral practice and QQI policy to establish a focused set of standards for the provision of programmes to international learners by ELE providers in Ireland. It can be used by ELE providers to check their practices and to identify areas that may require development. It can also assist each ELE provider in its efforts to ensure a positive experience for its international learners from the first point of engagement through to exit. Compliance with the ELE Code should be integrated into providers' quality assurance policies and procedures.

(Please see Sections 5-10 below, and the QQI Statutory Quality Assurance Guidelines for English Language Education Providers).

4.2 Access, transfer and progression

In invoking the ELE Code for the purpose of applying for authorisation to use the IEM, an ELE provider must have established procedures for access, transfer, and progression under Section 56 of the 2012 act as amended.

These procedures should be cognisant of the interests and needs of international learners, and reference, in an appropriate manner, where information is provided by the ELE provider on the pathways for international learners to further study, employment, and residency (where applicable).

4.3 ELE programmes and external awards

An ELE provider may invoke the ELE Code for the purpose of applying for authorisation to use the IEM if all ELE programmes offered by the provider to international learners are in compliance with ELE Code requirements regarding the alignment of programmes with the Common European Framework of Reference for Languages (CEFR).

Under section 79 of the 2012 Act as amended, QQI maintains a database, the Irish Register of Qualifications (IRQ), to provide authoritative information on approved ELE programmes and external awards. ELE providers who are authorised to use the IEM will be required to provide the information to populate the database. The IRQ is the authoritative information source on programmes and external awards and will support national policy and strategy related to the internationalisation of Irish higher education, including the implementation of the IEM.

4.4 Statutory due diligence assessment

In invoking the ELE Code for the purpose of applying for authorisation to use the IEM, ELE providers

must demonstrate to QQI that they meet certain criteria concerning governance, finance, compliance with the law, and the maintenance of an appropriately qualified and stable complement of staff. The purpose of this due diligence requirement is to give QQI reasonable assurance that ELE providers have the capacity and capability to implement robust quality assurance procedures, and to provide coherent programmes of education and training. The intent is that only providers with sufficient financial resources, sound business practices, and a genuine commitment and capacity to meet learners' needs will secure state recognition for the education and training provision they offer.³

Information on the due diligence assessment process is set out in appendix one.

4.5 Requirements relating to the protection of enrolled learners (PEL); the collection of fees; the tax compliance of providers; and the management of provider human resources

Section 60(6) of the 2012 Act as amended requires that the ELE Code specify requirements relating to the:

- collection of fees from enrolled learners
- arrangements for the protection of enrolled learners
- tax compliance of providers
- providers' policies and procedures for the management of human resources.

These requirements are specified in sections 4.5.1-4.5.4 below.

4.5.1 Collection of fees

The statutory requirement in relation to collection of fees is addressed below in section 10.

4.5.2 Arrangements for the protection of enrolled Learners (PEL)

The statutory arrangements for the protection of enrolled learners are set out in appendix two.

4.5.3 Tax compliance of providers

ELE providers must be fully tax compliant on an ongoing basis. This requirement is addressed in the due diligence requirements referred to above in section 4.4, and in appendix one.

4.5.4 Providers' policies and procedures for the management of human resources

The statutory requirement in relation to providers' policies and procedures for the management of human resources is addressed in the context of the statutory due diligence assessment referred to above in section 4.4, below in section 6, and in appendix one.

³ It is of note that parallel arrangements are in place for publicly funded providers, who are already subject to a range of corporate governance requirements as independent autonomous institutions, including requirements under their own legislation, and the Department of Public Expenditure and Reform's *Code of Practice for the Governance of State Bodies* [gov.ie](http://www.gov.ie) - [Code of Practice for the Governance of State Bodies \(www.gov.ie\)](http://www.gov.ie). It is also of note that the Higher Education Authority Bill 2022 includes additional governance oversight measures for higher education providers designated under this Act.

5. Requirements for Premises

Principle

Premises are suitable for the provision of English Language Education and associated services to international learners, and for all staff members to complete their work duties effectively.

ELE providers are required to demonstrate compliance with the following criteria for premises:

- A. All premises, whether main, additional, summer and/or temporary centre(s), are suitable for the provision of ELE to international learners. All premises, whether main, additional, summer and/or temporary centre(s):
 - i. have planning permission for educational use;
 - ii. have all necessary building requirements in place, e.g., fire safety and insurance
 - iii. have capacity which is adequate and suitable for all members of staff and all currently enrolled learners;
 - iv. have suitable temperature, ventilation and light throughout the centre(s);
 - v. have classrooms that are suitable in size for the number of learners and teachers assigned to each classroom and that are appropriately equipped for the purpose of provision of ELE to international learners;
 - vi. have suitable space reserved exclusively for the use of academic staff to plan lessons and consult with colleagues;
 - vii. have adequate rest areas that are available to learners and staff;
 - viii. have adequate toilet facilities for all members of staff and all currently enrolled learners;
 - ix. are well maintained and clean.

(Please see appendix six for Government guidelines for school premises, and information on consumer protection law.)

6. Operational, Risk and Human Resources Management

Principle

Operational, risk and human resource management systems and procedures are fit for purpose, meet the operational and quality assurance needs of the ELE provider and meet all legislative requirements.

ELE providers are required to demonstrate compliance with the following criteria in the areas of operational, risk and human resources management:

6.1 Data management

- A. All records for administration, accounts, marketing, staff, learners, partners, clients, associates and other stakeholders are securely stored on the management system
- B. Access is restricted to those members of staff who need to have specific access to data as relevant to their role.
- C. There is a supporting back up document storage system in place in the event that the management system fails.
- D. All data management systems comply with GDPR legislation.

(Please see appendix six for requirements regarding data protection, and the QQI Statutory Quality Assurance Guidelines for English Language Education Providers, Section 2.1, Organisational Structures, and Section 2.2, Management and Governance of Quality Assurance)

6.2 Corporate and academic governance

- A. Providers ensure that academic decision-making is independent of commercial considerations or the undue influence of business directors, owners, shareholders, trustees or others. There is a clear distinction of roles between corporate and academic governance within the organisation and there is an academic governance committee in place to ensure this distinction is maintained.
- B. Academic decision-making reflects the interests of learners and the maintenance and enhancement of academic quality within the organisation.
- C. Where a provider's scale is such that it cannot support separation of corporate and academic governance or an academic governance committee internally, alternative arrangements are put in place to ensure objective oversight, such as the use of external expertise.

6.3 Risk management

- A. There is a risk assessment policy and a risk assessment plan in place, and both are reviewed periodically to inform strategic planning.

- B. Risk management includes procedures to ensure that the provider is not engaged in activities or partnerships which may undermine the quality or integrity of ELE provision, or associated services, offered.

6.4 Change and crisis management

Change and crisis management systems are in place that are fit for purpose and that provide for the management of essential changes which must be made, as required.

6.5 Partnerships and collaborations

- A. Where an ELE provider organises or procures a programme which is provided in whole or in part with another ELE provider, or other type of provider, e.g., an activity centre or accommodation provider, the ELE provider establishes and confirms formal agreements with the other provider, which include parallel quality assurance procedures with that provider.
- B. Where an ELE provider has collaborations with other providers, the ELE provider has procedures in place to approve collaboration arrangements with other providers and to monitor and review the effectiveness of these arrangements.
- C. Providers apply due diligence and ensure they are aware of any reputational risk to themselves and to the ELE sector associated with prospective providers with whom they are considering entering collaboration arrangements.
- D. ELE providers do not enter any business partnership which may potentially cause a conflict, such as full or part ownership of an employment agency which employs international learners or full or part ownership of an agency which recruits international learners, whether for the ELE provider itself or for other ELE providers.
- E. Any existing business interest of the ELE provider which may potentially cause a conflict, such as full or part ownership of an employment agency which employs international learners, or full or part ownership of an agency which recruits international learners, whether for the ELE provider itself or for other ELE providers, is declared. In this case, ELE providers are required to demonstrate how due diligence is applied to avoid any potential risk to the ELE provider itself, to other ELE providers, to learners of the ELE provider itself or of other ELE providers, or to the ELE sector in Ireland.
- F. ELE providers declare any ownership or part ownership of accommodation provision and ensure that all key stakeholders, e.g., students, recruitment agents and teachers who wish to avail of accommodation services which are owned or part-owned by the provider, are made aware of this fact before contracting any accommodation service with the provider.

(Please see Section 9, Marketing, and the QQI Statutory Quality Assurance Guidelines for English Language Education Providers, Section 2.2, Management and Governance of Quality Assurance)

6.6 Human resources

6.6.1 Staff recruitment

- A. There is a systematic approach to the fair, inclusive and transparent recruitment of staff.
- B. The ELE provider ensures that academic and administrative staff have sufficient expertise and experience as required to fulfil their designated roles, thereby enhancing the teaching and learning environment for learners and staff.

6.6.2 Conditions of employment

- A. Employment terms and conditions comply with national employment legislation.
- B. Terms and conditions, e.g., remuneration and leave conditions, are commensurate with the qualifications and experience of staff members.
- C. Conditions of employment reflect the mission statement and objectives of the provider and support commitment to staff, learners and the organisation.
- D. Each member of staff has a written contract, which is updated to reflect changes, e.g., roles, responsibilities or place of work.
- E. Each member of staff has a written job description, which accurately reflects the current roles and responsibilities of the staff member, and which is updated as evolving needs are identified.

(Please see appendix six for details on requirements regarding employment legislation.)

6.6.3 Academic staff qualifications

- A. All teachers are suitably qualified, and experienced, where required, for their role.
- B. All academic managers are suitably qualified and experienced for their role.

(Please see appendix four for details on requirements for academic staff, and the QQI Statutory Guidelines for English Language Education, Section 2.3, Academic Management Structures.)

6.7 Operational academic management

- A. There is an appropriate learner: teacher/teacher trainer ratio for all ELE programmes to ensure participation opportunities on the part of the learners and effective classroom management on the part of teachers and teacher trainers. A maximum ratio of 18 learners/teachers:1 teacher/teacher trainer is required and any ratio higher than 18:1 must be justified by the ELE provider.
- B. Each centre, whether permanent or temporary, has a dedicated academic manager.
- C. The number of academic managers per centre is proportional to the number of enrolled learners at the centre. A maximum ratio of 120 learners:1 academic manager per centre is required.
- D. Academic managers may be included on the teaching and training schedule. However, once a centre has more than five teachers with a timetable of 15+ contact teaching hours each

per week, an academic manager's role will require full-time management duties. These duties can include occasional substitution work, where necessary, up to a total maximum of 15 hours at any one time. Beyond this, another teacher must be recruited.

- E. Each teacher's schedule has a maximum of thirty contact teaching hours per week at all times of the year.
- F. Teaching schedules of a maximum of thirty contact teaching hours per week are fully supported by well-designed curricula, syllabi and course programmes/schemes of work, which are closely aligned to the Common European Framework of Reference for Languages (CEFR).

(Please see the QQI Statutory Quality Assurance Guidelines for ELE Providers, Section 2.4, Programme Design, and Annex, Guidelines for ELE Providers on the Alignment of ELE Programmes to the Common European Framework of Reference for Languages (CEFR).)

6.8 Grievances

- A. There is an internal grievance policy in place, with documented procedures in place and clear lines of communication and accountability. Access to an external and independent grievance procedure, which is external to QQI, forms part of this process if internal processes do not reach a mutually accepted resolution.
- B. Where employment practices form part of the complaint, the state-appointed authority should be brought into the process.

(Please see appendix six for details on employment legislation, and the QQI Statutory Quality Assurance Guidelines for English Language Education Providers, Section 2.3, Academic Management Structures)

7. Programme Design

Principle

There is a clear and well-designed programme framework in place, where the curriculum, syllabus, course programme(s) and assessment framework are clearly and closely aligned to the Common European Framework of Reference for Languages (CEFR), and which meets the needs of learners.

ELE providers are required to demonstrate compliance with the following criteria in the areas of programme design:

7.1 Curriculum, syllabus and course programme/scheme of work design

- A. Curriculum, syllabus and course programme/scheme of work design is developed and managed by suitably qualified and experienced senior academic staff, with learner needs and interests in mind.
- B. Curriculum, syllabus and course programme/scheme of work design is clearly and closely aligned to the Common European Framework of Reference for Languages (CEFR), with clearly defined learning outcomes which are articulated in 'can-do' descriptors.
- C. Curriculum, syllabus and course programme/scheme of work design and updates are approved by the academic governance committee, or the external expert, as appropriate to the ELE provider context, and approvals are documented.

7.2 Assessment systems

- A. There is an assessment framework in place which is closely aligned to the intended learning outcomes of each ELE programme, expressed in 'can-do' descriptors from, or adapted from, the CEFR.
- B. The assessment framework includes testing mechanisms which are clear, fair, valid, reliable, objective, comprehensive, practical and consistent.
- C. The assessment framework is tailored to learner groups and to the skills and systems work practised.
- D. There are procedures and systems in place to manage the security and integrity of the assessment process.

(Please see the QQI Statutory Quality Assurance Guidelines for English Language Education Providers, Section 2.4, Programme Design, and Annex, Guidelines for ELE Providers on the Alignment of ELE Programmes to the Common European Framework of Reference for Languages (CEFR))

8. Supports and Services for International Learners

Principle

Conditions for learners reflect the organisational mission and objectives of the ELE Provider and support the provision of high-quality ELE and associated services to international learners. Providers foster an environment which supports the well-being and integration of all learners into the student body and community and ensure a positive learning experience for learners.

ELE providers are required to demonstrate compliance with the following criteria in the areas of supports and services for international learners.

8.1 Pastoral supports

- A. There is a suitably trained member(s) of staff responsible for student welfare and student services at the organisation.
- B. Providers have mechanisms in place to support international learners financially in instances of personal, or other, emergency or hardship.

8.2 Learner orientation and induction

- A. Initial orientation information is sent to learners prior to their arrival, e.g., transport and accommodation services.
- B. Providers ensure that inductions are offered to learners and that they are appropriate and accessible to all learners.
- C. Learner groups consist of a variety of language speakers in order to optimise English language learning opportunities. Where this is not possible, ELE providers ensure that learners are aware of this fact before enrolling on a programme of study. (*please see Section 9, Marketing and Recruitment*)

8.3 Learners with study visas

- A. Further induction and information dissemination is required for non-EEA learners on study visas on areas including, but not limited to, the following requirements:
 - i. attendance and punctuality
 - ii. absenteeism and expulsion
 - iii. sick and bereavement leave
 - iv. visa conditions
 - v. holiday breaks
 - vi. proficiency examination enrolments

(Please see the QQI Statutory Guidelines for English Language Education Providers, Section 2.5, Supports and Services for International Learners)

8.4 Accommodation

- A. All accommodation offered by the ELE provider meets ELE Code requirements.
- B. Advice in relation to obtaining accommodation not offered by the ELE provider is also offered by the ELE provider.
- C. ELE providers declare any possible conflict of interest, e.g., where accommodation is owned by the ELE provider or by a partner of the ELE provider, this must be declared to learners before they book the accommodation.
- D. ELE providers ensure that accommodation is suitable and appropriate for learners to live and study comfortably.
- E. ELE providers ensure all information sent to learners, agents, parents and other stakeholders is clear, accurate, transparent and up to date. Where there is any potential issue in finding suitable accommodation for learners, providers ensure that this information is made available to learners, agents, parents and other stakeholders, prior to enrolment on the programme.

(Please see appendix five for requirements in relation to accommodation offered by the ELE provider)

8.5 Child protection

- A. ELE providers who recruit learners who are minors are responsible for ensuring all legislative obligations are met in relation to the following areas:
 - ii. child welfare and protection
 - iii. Garda vetting for all members of staff and accommodation provide
 - iv. approved safeguarding training for all members of staff
- B. There is a safeguarding policy in place and a dedicated member(s) of staff to manage all areas of child welfare and protection, including required approved safeguarding training for all staff.

(Please see appendix six for requirements in relation to Garda vetting)

8.6 Complaints and grievance procedures

- A. There is a clear and accessible internal complaints and grievance procedure in place to ensure that learner issues are dealt with efficiently.
- B. Should the internal complaints and grievance procedures not reach a mutually accepted resolution, access to an independent procedure, established by the ELE provider, and independent of QQI, forms part of this process.

9. Marketing and Recruitment

Principle

ELE providers recruit international learners, whether directly or with recruitment agents, in a transparent and ethical manner. They ensure that clear, unambiguous, accurate, accessible and current information is provided in all marketing and promotional materials.

ELE providers are required to demonstrate compliance with the following criteria in the areas of marketing and recruitment.

9.1 Marketing information

- A. ELE providers ensure that clear, transparent, accurate and up to date information is available to learners, agents, and other stakeholders in all promotional materials and on the website.
- B. ELE providers
 - i. endeavour proactively to understand the information needs of prospective international learners, recruitment agents and other stakeholders.
 - ii. ensure that information provided to potential international learners about the provider and their programmes and other services, is accurate, clear, succinct, transparent, and up to date. This includes information about the intended purpose of the ELE programme e.g., to prepare a learner for further study, a proficiency examination or specific employment, with intended learning outcomes.
 - iii. ensure that all information is provided in a way that is accessible to international learners and assists them in making informed decisions. This information should support international learners in understanding all matters related to an ELE programme prior to enrolment. If provided in a different language, it is the responsibility of the ELE provider to ensure that the information is accurate, clear, succinct, transparent, and up to date.
 - iv. Where applicable, information should be provided on the recognition status of external ELE proficiency awards, both in Ireland and internationally.
 - v. accurately represent their organisation and facilities in all marketing and promotional materials and ensure that no false or misleading information is given or implied. For example, if there is the possibility that a learner may study at another centre that is not the main centre, or in an afternoon schedule instead of a morning one, this information is included.
 - vi. provide contact details for an appropriate person(s) to provide assistance with queries from international learners prior to enrolment, e.g., the enrolments officer or student welfare officer.
 - vii. provide details of the arrangements in place for the protection of enrolled learners under Section 65 of the 2012 Act as amended.

(Please see Section 4.5.2 above and appendix two, Arrangements for the protection of enrolled learners).

- C. Information provided on marketing materials includes, but is not limited to, the following:
- i. details of all services offered by the ELE provider
 - ii. current dates for programmes, a current academic calendar and information on rolling enrolment procedures.
 - iii. information regarding the corporate structure of the organisation, i.e., if it is an independent organisation, a branch of an international or multinational company, a member of an association or organisation, a provider with a number of centres, whether nationally and/or internationally, or part of a franchise.
 - iv. accreditations and associations or organisations of which the ELE provider is a member. These are clearly and accurately represented so that they are easily understood by learners and other stakeholders. Where appropriate, weblinks to associations, organisations and awarding bodies are made available, as well as centre numbers.
 - v. distinctions made between logos or marks which demonstrate whether the ELE provider offers a specific programme leading to a specific ELE award, whether the provider is a registered examination centre for a specific examination company, whether the provider is a member of an association or organisation or whether the provider is accredited by an organisation and therefore authorised to use a logo or mark to confirm this.
 - vi. information on associated immigration requirements, including visa requirements.
 - vii. comprehensive information, where appropriate, on foundation and pathway programmes for entry into higher education programmes. The entry and progression information relating to such programmes should be clear, accurate, succinct, transparent, accessible, and up to date.
 - viii. information on the typical makeup of first language speakers at the centre. Where there is a majority of one first language group of learners in the centre, this is made clear to learners, recruitment agents and education partners prior to enrolment.
 - ix. information on types of accommodation offered by the provider, which is clear, transparent, succinct, accurate and up to date. Information on the availability of accommodation, whether provided by the ELE provider or not, is made clear to international learners prior to enrolment.
 - x. information on the complaints procedure.

9.2 Partnerships with recruitment agents

- A. ELE providers have an up-to-date written agreement with each recruitment agent that formally represents the ELE provider.
- B. ELE providers perform due diligence, e.g., three reference checks, to verify the track record of agents in relation to learner protection issues prior to entering into a contractual agreement.
- C. ELE providers ensure that any contractual arrangements entered into with recruitment agents incorporate the principles of the London Statement. Existing agreements or contracts with agents that do not incorporate these principles shall be amended appropriately within two years of the date of the ELE provider's application for authorisation to use the IEM.

- D. The contract between the ELE provider and recruitment agent includes a termination clause in instances where the agent does not comply with the principles of the London Statement or is found to have acted in an unethical fashion to the detriment of international learners.
- E. Providers have in place a process for reviewing, at least bi-annually, the activities of recruitment agents to ensure that the agent is operating within the required parameters of the ELE Code and the London Statement.
- F. Providers ensure that recruitment agents are in possession of accurate and current information regarding the provider and its provision.
- G. Providers ensure that recruitment agents are appropriately trained by the provider on a regular basis as needed.

(Please see appendix three, The London Statement, appendix six, Resources for ELE providers, and the QQI Statutory Quality Assurance Guidelines for English Language Education Providers, Section 2.2, Management and Governance of Quality Assurance)

10. Enrolment, Fees, Refunds, and Subsistence

Principle

ELE providers provide all learners with clear, transparent, unambiguous, accurate and up to date information on all study-related costs, including tuition, materials, travel, subsistence, health care and accommodation. ELE providers inform learners about fees and other costs associated with undertaking an ELE programme of study in Ireland

ELE providers are required to demonstrate compliance with the following criteria in the areas of enrolments, fees, refunds and subsistence.

10.1 Fees and terms and conditions

- A. ELE providers establish a realistic and sustainable fee structure that supports the mission of the organisation and reflects the real costs associated with high quality ELE provision.
- B. All information regarding current fees is clear, accurate, transparent and publicly available in marketing materials and on the website.
- C. ELE providers give clear, transparent, accurate and up to date information on enrolment and programme fees. Providers ensure that there are no unexpected charges, additional fees that international learners have not been clearly made aware of prior to enrolment.
- D. Where accommodation is offered by the ELE provider, clear, transparent, accurate, and up to date information is made available about accommodation booking fees and accommodation fees.
- E. Clear, transparent, accurate and up-to-date information is made available about the Terms and Conditions policy regarding enrolments, fees, cancellations and refunds. This policy outlines the procedures regarding refunds, e.g., in the case of a refused visa application for a non-EU/EEA learner, and timelines to follow.
- F. Where the fees do not include the cost of study materials, this is made clear.
- G. Any additional costs, e.g., airport transfers, course materials and social event costs, are clearly identified.
- H. All fees must be paid by bank transfer, debit/credit card or payment portal. No payments may be made in cash. Any charges incurred, e.g., for credit card payments or payment portals, are made transparent.
- I. ELE providers issue a receipt to learners, or to the recruitment agent on behalf of the learner, upon receipt of payment of fees, which will include an itemised breakdown of fees paid.

10.1.1 Additional costs

- A. Providers give reliable indicative information on the full cost of studying in Ireland, including, but not limited to:
 - i. accommodation (if not provided by the ELE provider)

- ii. average food and subsistence costs
- iii. public transport
- iv. health care
- v. medical insurance
- vi. immigration-related fees e.g., visa charges
- vii. event programme costs

plus any other costs related to provision of student services as considered relevant by the ELE provider.

10.2 Admissions and enrolment

- A. Providers clearly document and describe enrolment procedures for all stakeholders.
- B. Enrolment procedures are clear, transparent, unambiguous and up to date.
- C. ELE providers put arrangements in place for the protection of enrolled learners, under Section 65 of the 2012 Act as amended, prior to the recruitment of learners.

(Please see appendix two, Arrangements for the protection of enrolled learners, and Section 4.5.2 above).

Appendix One: Statutory due diligence assessment

ELE providers intending to evaluate their compliance with the ELE Code for the purpose of applying for authorisation to use the IEM, must demonstrate to QQI that they meet certain due diligence criteria specified in regulations under section 29B (1) of the 2012 Act as amended. The regulations are determined by the Minister for Further and Higher Education, Research, Innovation and Science, and their intent is to afford a reasonable assurance to QQI that the specified ELE provider has the capacity and capability to:

- implement quality assurance procedures
- provide programmes of education and training consistent with the requirements of the 2012 Act as amended.

The due diligence criteria as specified in the Ministerial regulations are available [here](#) *[a link to the Ministerial regulations will be added to the approved ELE Code at publication stage]*.

On the process for assessing the capacity and capability of ELE providers that are required to meet the due diligence criteria, please see Guidelines for the Assessment by QQI of the Capacity and Capability of Specified Providers under the 2022 Capacity and Capability Criteria Regulations [here](#) *[a link to the due diligence documentation will be added to the approved ELE Code at publication stage]*.

For ELE providers, the due diligence requirements constitute a core element of the IEM application process.

Appendix Two: Arrangements for the protection of enrolled learners (PEL)

Part 6 of the 2012 Act as amended provides for a new statutory PEL scheme underpinned by a Learner Protection Fund. The new scheme applies to programmes of education and training of three months' duration or longer and English language programmes. It will apply to:

- HE providers with programmes leading to QQI awards
- Linked providers in respect of provision that is through designated awarding bodies, unless named as exempt in the 2012 Act as amended
- Listed awarding bodies and their associated providers
- ELE providers that receive authorisation to use the IEM

Details of the new statutory PEL scheme and the Learner Protection fund are available [here](#) *[a link to the PEL documentation will be added to the approved ELE Code at publication stage]*. The requirements for PEL specified in this ELE Code generally refer to this scheme.

Appendix Three: The London Statement 2012⁴

Statement of Principles for the Ethical Recruitment of International Students by Education Agents and Consultants.

1. Introduction

1.1 Context

Increasing numbers of students now move across national borders seeking education and training opportunities in order to gain internationally recognised qualifications. The OECD publication *Education at a Glance 2010* sources OECD and UNESCO Institute for Statistics, which estimated that more than three million tertiary students were educated outside their home country in 2008. Some commentators project that global demand for international education could be expected to rise to almost eight million by 2025.

The growth in the number of international students has been accompanied by an increase in the number of education agents and consultants who provide services to them. Education agents and consultants are integral and important stakeholders in international education.

1.2 Background to the Initiative

The Roundtable on the Integrity of International Education is a forum at which the UK, Australia, Canada, Ireland, New Zealand and the US meet to share knowledge and experience and identify common areas of practice and concern, as well as scope for collaboration. At the initial meeting of the Roundtable in 2010 Australia proposed developing a joint international code of ethics for international education agents which would facilitate a common approach and raise ethical standards.

The development of a 'Statement of Principles for the Ethical Recruitment of International Students by Education Agents and Consultants' is the initiative that flowed from that proposal. The UK, Australia, Ireland and New Zealand agreed to the statement of principles on 16 March

Each of these countries is now working towards implementing the principles. This includes training and communications for Agents.

1.3 Purpose

This high-level Statement of Principles promotes best practice among the education agents and consultant professions that support international students. The Statement of Principles is a unifying set of understandings for the recruitment of, and related services provided to, students in international education which serve to promote best practice among education agents and consultants. The Statement will be reflected in each country's approach to international education.

A report on activity will be presented to the Roundtable meeting in 2013.

A number of factors which could be addressed under each principle when developing initiatives and actions are provided in an [Attachment](#) to this Statement of Principles.

⁴ [london_statement.pdf \(britishcouncil.org\)](#)

2. Ethical Framework

The Statement of Principles is based on an underlying ethical framework of:

- **Integrity** - being straightforward and honest in all professional and business dealings;
- **Objectivity** - not allowing professional judgment to be compromised by bias or conflict of interest;
- **Professional competence and due care** - maintaining professional knowledge and professional service, and acting diligently;
- **Transparency** - declaring conflicts of interest to all clients, especially when service fees are charged to both the education provider and the prospective student;
- **Confidentiality** - respecting and preserving the confidentiality of personal information acquired and not releasing such information to third parties without proper authority;
- **Professional behaviour** - acting in accordance with relevant laws and regulations and dealing with clients competently, diligently and fairly; and
- **Professionalism and purpose** - acting in a manner that will serve the interests of clients and the wider society even at the expense of self-interest; recognising that dedication to these principles is the means by which the profession can earn the trust and confidence of stakeholder groups (individual clients, the public, business and government).

3. Principles

- **Principle 1** - Agents and consultants practice responsible business ethics.
- **Principle 2** - Agents and consultants provide current, accurate and honest information in an ethical manner.
- **Principle 3** - Agents and consultants develop transparent business relationships with students and providers through the use of written agreements.
- **Principle 4** - Agents and consultants protect the interests of minors.
- **Principle 5** - Agents and consultants provide current and up-to-date information that enables international students to make informed choices when selecting which agent or consultant to employ.
- **Principle 6** - Agents and consultants act professionally.
- **Principle 7** - Agents and consultants work with destination countries and providers to raise ethical standards and best practice.

Appendix Four: Minimum requirements for ELE teachers and academic managers

ELE providers must ensure that all academic staff meet the minimum requirements as set out below:

1. Teachers of ELE at Year-Round Centres

All ELE teachers in year-round ELE centres must have the following minimum qualifications:

1.1 A major award at Level 7 on the [NFQ](#) or equivalent.

- A. In the case of non-Irish higher education awards, it is the responsibility of the ELE provider to verify the award.
- B. Where a teacher does not have a Level 7 award or equivalent, there must be evidence of relevant learning and experience, which the ELE provider must verify, justify and document.

1.2 A recognised English language teaching qualification: ELE teachers must have completed one of the following:

- A. An English language teacher training programme of a minimum of 120 contact training hours' duration, including a minimum of 6 full hours of observed and assessed teaching practice to ELE students and a minimum of 6 full hours of observation of experienced teachers, leading to an award which is validated by Quality and Qualifications Ireland (QQI).
- B. An English language teacher training programme of a minimum of 120 contact training hours' duration, including a minimum of 6 full hours of observed and assessed teaching practice to ELE students and a minimum of 6 full hours of observation of experienced teachers, leading to an award which is accredited by a national awarding body and which has a status in law or is otherwise recognised as having authority to make awards with national recognition.

1.2.1

There is a number of minimum requirements which must be met for qualifications of English language teachers at ELE providers who apply for authorisation to use the IEM ELE. Please refer to the Certificate in ELT Qualification Checklist below when assessing eligibility of ELT qualifications. Copies of this checklist must be documented for each teacher.

1.2.2

An applicant for a teaching position at an ELE provider who is qualified to teach another language to speakers of other languages and whose qualification matches the criteria set out above in 1.2 (b), may be considered by the ELE provider, but it is up to the provider to offer reasonable justification for this teacher's recruitment, and the provider must offer adequate training, which is documented, to ensure

that the applicant is suitably prepared to teach English to speakers of other languages.

1.2.3

It is up to the ELE provider to verify all higher education and teaching qualifications as well as all relevant ELT or teaching/training experience. All verifications and justifications for English language teachers at ELE providers must be documented.

2 Teachers of ELE to Young Learners and Teens

All English language teachers at ELE providers which offer programmes to young learners and teens must either

- A. Meet the requirements set out in 1.2 above
- B. Hold a State qualification in teaching at primary or secondary level, as relevant to the age of learners at the ELE provider.
- C. Be in the final year of studies leading to a State qualification in teaching at primary or secondary school level, as relevant to the age of learners at the ELE provider.

Applicants should also hold a qualification in teaching English to young learners and teens. Where the applicant does not hold a qualification in teaching English to young learners and teens, ELE providers must ensure that induction procedures include input on suitable approaches and skills to help prepare teachers to work with young learners and teens. These induction procedures, and attendance at induction by relevant teachers, must be documented.

3 Academic Managers

All academic managers must hold a minimum of:

3.1 A major award at Level 7 on the [NFQ](#) or equivalent.

- C. In the case of non-Irish higher education awards, it is the responsibility of the ELE provider to verify the award.
- D. Where an academic manager does not have a Level 7 award or equivalent, there must be evidence of relevant learning and experience, which the ELE provider must verify, justify and document.

3.2 A recognised diploma or master's degree in ELT/TESOL from one of the following categories:

- Programme leading to a diploma/master's Degree in ELT/TESOL which has an observed and assessed teaching practice component and is validated by Quality and Qualifications Ireland (QQI), technological universities, the National University of Ireland and all universities recognised under the Universities Act 1997.
- Programme leading to a diploma or master's degree in ELT/TESOL which has an observed and assessed teaching practice component and is validated by a national awarding body which has a status in law or is otherwise recognised as having authority to make awards with national recognition.

Plus a minimum of 3 years' relevant English language teaching experience

Please note that if the diploma or master's degree programme does not include observed and assessed teaching practice, the academic manager must have undergone significant CPD in ELT, including a series of developmental observations carried out by a suitably qualified ELT professional, either during their Diploma/Master's course or in-post. In this case, all CPD must be justified and documented.

Certificate in ELT Qualification Checklist

It is the responsibility of ELE providers to ensure certificate in ELT qualifications meet the ELE Code requirements. The qualification checklist below lists five criteria which must be fully met in order to meet requirements. Please note that non-fulfilment of any one of the criteria below means that the qualification does not meet ELE Code requirements. Where an ELT qualification has met all the criteria set out below, the completed checklist must be documented as evidence to the qualification.

An applicant for a teaching position at an ELE provider who is qualified to teach another language to speakers of other languages and whose qualification matches the criteria set out above in 1.2 (b) and below in the ELT Qualification Checklist, may be considered by the ELE provider, but it is up to the provider to offer reasonable justification for this teacher's recruitment and the provider must offer adequate training, which is documented, to ensure that the applicant is suitably prepared to teach English to speakers of other languages.

It is up to the ELE provider to verify all higher education and teaching qualifications as well as all relevant ELT or teaching/training experience. All verifications and justifications for English language teachers at ELE providers must be documented.

ELT Qualification Checklist for Year-Round ELE Providers

Title of qualification		
Name of awarding body and location		
Name of ELT training centre and centre number		
Required components of the ELT certificate programme - all 5 criteria must be met		Please delete as appropriate
1	<p>Course duration A minimum of 120 contact course hours.</p> <p>Courses may be full time, part time or blended/live online. All course hours must be full hours.</p>	Met/Not Met
2	<p>Assessment: Teaching Practice A minimum of 360 minutes of live observed and assessed Teaching Practice lessons with groups of English learners at two-three distinct levels.</p>	Met/Not Met
3	<p>Assessment: Assignments A minimum of 4 distinct written assignments (recommended word count for each assignment is between 750-1,000).</p>	Met/Not Met
4	<p>Observation Observation of a minimum of 360 minutes of lessons, including at least 3 hours of live lessons.</p>	Met/Not Met
5	<p>External Quality Assurance External assessment of each course by the awarding body.</p>	Met/Not Met

Appendix Five: Minimum requirements for accommodation services

Homestay accommodation

- Providers have current formal agreements and terms and conditions in place with all homestay accommodation providers.
- Applying homestay providers are visited and inspected in person by the staff member responsible for accommodation placements in order to assess their suitability. Each inspection is documented.
- Homestays are visited and inspected by the ELE provider at least once every two years, and when a change of circumstances is identified by the homestay provider, e.g., when further bedrooms are built. Each inspection is documented.
- It is the ELE provider's responsibility to ensure that the homestay offer is suitable for ELE learners and that there is enough space for learners to live and study comfortably
- All homestay providers are fully acquainted with the terms and conditions regarding the provision of accommodation services, including booking and cancellation procedures.

All records are securely maintained by the provider according to GDPR legislation.

- English is always the language of communication at the homestay.
- Prior to the student's arrival, homestay providers:
 - are informed of the student's travel arrangements, time of arrival and any meeting arrangements.
 - are provided with the 24-hour emergency phone number
 - agree to provide any special requirements, e.g., dietary, for the student

All homestay providers must:

- provide a friendly environment which enables the student to feel welcome and part of the home
- receive a schedule of the learner's timetable, including classes and excursions, from the provider
- provide meals and services as agreed with the ELE provider

declare if they also provide homestay services to another ELE provider, other type of provider, e.g., a university or agency, at the time of confirming accommodation for a learner

Homestay providers of minors (11–18 years old)

- All adults who are resident at the homestay undergo Garda Vetting prior to the homestay provider being accepted by the ELE provider
- ELE providers ensure that minors are not placed in homestay providers with other learners over the age of 18 years
- ELE providers ensure that parents or the legal guardians of learners receive the emergency telephone number

- Junior learners and homestay providers are made aware of rules, e.g., curfew times, evening outings etc., which must be observed
- Junior learners who are part of a group are provided with the names and contact numbers of the group leaders.

The following facilities are made available for each student:

- comfortable bed with adequate space
- weekly change of bed linen
- adequate space for clothes storage
- reasonable laundry services or access to a washing machine
- desk and chair in bedroom for private study or access at all times to another room suitable for studying
- access to bathroom, bath or shower
- adequate heating, lighting and ventilation.

Note: It is recommended that only one student of any mother tongue should be hosted at a time at one homestay provider.

Residential accommodation

- ELE providers have current formal agreements and terms and conditions in place with all residential accommodation providers
- Prior to the establishment of an agreement, residences are visited and inspected by the ELE provider staff member responsible for accommodation in order to assess their suitability. All inspections are documented
- Residences are visited and inspected by the ELE provider at least once a year, and when a change of circumstances is identified, e.g., refurbishment or extensions. All inspections are documented
- It is the ELE provider's responsibility to ensure that the residential offer is suitable for ELE learners and that there is enough space for learners to live and study comfortably
- All records are securely maintained by the provider according to GDPR legislation
- All residence owners/managers are fully acquainted with the provider terms and conditions regarding the provision of accommodation services, including booking and cancellation procedures
- Residences comply with the statutory requirements of local authorities in planning, construction, water and sewage, and fire safety.

Residences

- are appropriate to the needs and requirements of international learners and are well maintained throughout all buildings
- have correct insurance cover
- have adequate provision for student health and safety
- are available for self-catering where appropriate.

In the case of learners under the age of 18 staying in residences, ELE providers ensure that adequate supervision, i.e., at least a ratio of 1 supervisor:15 learners, is in place 24 hours per day, and that this supervision is carried out by a Garda-vetted member of staff.

Accommodation information

In the case where ELE providers offer accommodation information services, information is made available to learners regarding

- accommodation agencies and websites
- hotel, bed and breakfast and hostel accommodation

(Please also refer to appendix six for details on Garda Vetting requirements and procedures)

Appendix Six: Resources for ELE providers

1 National Legislative Requirements and Guidance

1.1 School premises:

[Government technical guidance for schools](#)

1.2 Intellectual property rights:

It is the responsibility of the provider to ensure that all appropriate licences, e.g., copyright licence, are in place and displayed as required by the terms of the licence(s) at the centre. All staff members should be familiar with these. The agency responsible for this licence is the Irish Copyright Licensing Agency: [Irish Copyright Licensing Agency](#)

1.3 Employment Rights:

It is the responsibility of the ELE provider to ensure all staff have the appropriate employment rights accorded to them. The state agency with the remit to address employment issues such as complaints or apparent breaches of national legislation is the Workplace Relations Commission: [Workplace Relations Commission](#)

1.4 Planning Permissions and Fire Safety Certification:

It is the responsibility of the relevant local authority to advise on requirements regarding the relevant planning permission for educational purposes, and/or refer the ELE provider to the relevant agency regarding fire safety requirements and certification: [Local Authorities](#)

1.5 Fair treatment of learners, staff, and stakeholders:

It is the responsibility of the ELE provider to ensure that there is no discrimination regarding race, religion, gender, disability or sexual orientation. The state agency responsible for complaints and breaches in this area is the Irish Human Rights and Equality Commission: [Irish Human Rights and Equality Commission](#)

1.6 Data Protection:

it is the responsibility of the ELE provider to ensure that proper data protection systems are in place and that these are in line with the European-wide GDPR requirements. The Data Protection Commission is responsible for this: [Data Protection Commission](#)

1.7 Garda Vetting Disclosures:

ELE providers must meet requirements regarding education placements, internships, accommodation, employment, and activities for minors who are studying or working with the provider. Please see national legislative requirements related to pastoral care of minors: [National Vetting Bureau](#)

1.8 Consumer Protection Act 2017:

it is the responsibility of the ELE provider to meet requirements in relation to the supply of goods and services, and advertising: [Advertising Standards Authority](#)

2 International codes of practice and quality assurance

Australia

Australian Government, Department of Education, Employment, and Workplace Relations (2007)
National Code of Practice for Providers of Education and Training to Overseas Students 2018: [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)

National English Accreditation Service (NEAS) [National English Accreditation Service](#)

The Netherlands

Dutch Code of Conduct with respect to international students in Dutch higher education (Revised 2017): [Code of Conduct international student higher education](#)

South Africa

International Education Association of South Africa, Code of Ethical Practice in the Provision of Education to International Students by South African Higher Education Institutions: [Code of Ethical Practice in the Provision of Education to International Students](#)

New Zealand

New Zealand Qualifications Authority (NZQA) (2021), International Code of Practice: [International Learners Code of Practice](#)

United Kingdom

Accreditation UK (British Council in partnership with English UK): [Accreditation UK Handbook](#)

United States of America

The Accrediting Council for Continuing Education & Training (ACCET): [Accrediting Council for Continuing Education & Training](#)

Commission of English Language Programme Accreditation (CEA): [The Commission on English Language Program Accreditation](#)

Canada

Languages Canada, Languages Canada's Quality Assurance Framework: [Quality Assurance Framework](#)

Malta

ELT Council Malta: [ELT Council | Fostering the ELT Profession & Industry](#)

International Quality Assurance Schemes

International Association of Language Centres, Code of Ethics: [Code of Ethics](#)

Evaluation and Accreditation of Quality Language Services (Eaquals): [Eaquals](#)

European Bodies

European Association for International Education (EAIE), International Student Mobility Charter: [The International Student Mobility Charter](#)

Eurobarometer: [Eurobarometer – Public opinion in the European Union](#)

Appendix Seven: Resources for learners

1. Citizens Information, a national agency responsible for supporting the provision of information, advice, and advocacy to the public on the broad range of social and civil services: [Citizens Information](#)
2. Department of Further and Higher Education, Research, Innovation and Science: [Department of Further and Higher Education, Research, Innovation and Science](#)
3. Department of Justice: [Department of Justice](#)
4. Education in Ireland; information on studying in Ireland: [Education in Ireland](#)
5. Europass; an initiative which aims to help learners ensure their skills and qualifications are clearly and easily understood in Europe: [Europass](#)
6. European Qualifications Framework: a common reference framework which assists in comparing the national qualifications systems, frameworks, and their levels: [The European Qualifications Framework](#)
7. Irish Council for International Students; an independent organisation advocating for the rights of all international learners in Ireland: [Irish Council for International Students](#)
8. Irish Department of Justice Immigration Service Delivery; information for non-EU/EEA learners: [Immigration Service Delivery](#)
9. National Framework of Qualifications: a 10-level system used to describe qualifications in the Irish education and training system: [National Framework of Qualifications](#)
10. Irish Register of Qualifications: public confirmation of the formal, technical relationship between a qualification and the National Framework of Qualifications: [Irish Register of Qualifications](#)
11. Qualifications Recognition; information on the academic recognition of foreign qualifications in Ireland: [NARIC Ireland Foreign Qualifications](#)
12. Qualifax, the National Learner's Database which provides Information on further and higher education and training courses: [Qualifax National Learners database](#)
13. SOLAS; the Further Education and Training Authority in Ireland, responsible for funding, planning and co-ordinating training and further education programmes: [SOLAS](#)
14. Student Finance; source of information on financial support for further and higher education: [Student Finance | Funding, Governance and Performance](#)

Appendix Eight: Glossary of abbreviations, acronyms, and terms

CEFR: Common European Framework of Reference for Languages

ELE: English Language Education

ELT: English Language Teaching

HE: Higher Education

IEM: International Education Mark

QQI is required to establish a code of practice for the provision of programmes of education and training to international learners, and to authorise the use of the international education mark (IEM), by a provider that complies with the code of practice. The objective of the IEM is that it will contribute, as part of a quality framework, to the promotion of Ireland as a destination for international students.

ILEP: Interim List of Eligible Programmes

A mechanism managed by the Department of Justice and Equality for identifying programmes eligible for the purpose of recruiting non-EEA students. The ILEP is not a quality assurance process and nor should listing on the ILEP be represented as engagement with a quality assurance process. This interim measure was expected to be in place for a short period of time pending the introduction of the International Education Mark (IEM).

Induction:

Induction comprises a series of activities conducted by ELE providers with new students, which serve to welcome the students; introduce them to the structures and processes of the provider; ensure familiarity with the facilities and services offered by the providers; and inform them where they can obtain guidance and support during their time as a student.

IRQ: Irish Register of Qualifications

This is QQI's database of awards, providers, and programmes. It draws its information from the same database that underpins QBS and QHub. Changes in either of those will be reflected in the IRQ.

NARIC: National Academic Recognition Information Centre

QQI's NARIC service provides advice on the academic recognition of foreign qualifications in Ireland with comparability statements for each qualification listed available to download by learners.

NFQ: National Framework of Qualifications

The NFQ is a tool designed to show all Irish recognised qualifications that are available to learners and how they can be compared / contrasted / ranked. There are 10 levels, with Level 1 being very basic learning and Level 10 being PhD level or beyond.

PEL: Protection of Enrolled Learners

Protection of Enrolled Learners (PEL) aims to safeguard a learner's academic journey. It refers to arrangements made for specific programmes to ensure that a learner can complete the programme that they have begun if their programme is no longer offered by their provider for any reason.

QA: Quality Assurance

Quality Assurance (QA) is what an organisation does to ensure that the product(s) it makes or the service(s) it provides, are as good as they need to be to meet customer needs and expectations.

Recruitment agent:

A recruitment agent is an individual or organisation commissioned by an ELE provider to advise prospective international students on its programmes and assist them with the application process

SOLAS (Further Education and Training Authority):

The role of SOLAS is to fund, coordinate, and monitor further education and training provision in Ireland. It funds the Education and Training Boards (ETBs) and other providers of public further education and training. It is also a provider of craft apprenticeship programmes as well as other construction industry-related training.



Submissions may be emailed to

international.education@qqi.ie

(please put 'ELE CODE' in the subject field).

In your submission please clearly indicate:

- 1. Your contact details.*
- 2. Whether you are responding as an individual or on behalf of an organisation.*
- 3. If you do not wish your submission to be published.*

The closing date for submissions is 16th December 2022
