



INITIAL APPLICATION FOR  
AUTHORISATION TO USE  
THE INTERNATIONAL  
EDUCATION MARK:  
HANDBOOK FOR PROVIDERS  
(HE PATHWAY)



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## Preface

This handbook is intended to help HE providers preparing to apply to QQI for authorisation to use the International Education Mark (IEM). The document offers providers a comprehensive description of the IEM application and assessment process. It should be read in conjunction with the *Policy on Authorisation to Use the International Education Mark (hereafter Policy on Authorisation)*<sup>1</sup> and the *Code of Practice for Provision of Programmes of Higher Education to International Learners (hereafter HE Code)*.<sup>2</sup> References in this document to the '2012 Act as amended' encompass the Qualifications and Quality Assurance (Education and Training) Act 2012,<sup>3</sup> and the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019.<sup>4</sup>

This document has two parts. **Part A** describes the main elements of the application and assessment process, and **Part B** provides guidance to HE providers on preparing their IEM Application Statement (IEMAS) [see [Section B3](#) below].

To successfully achieve authorisation to use the IEM, a HE provider is expected to:

- meet certain requirements established in the 2012 act as amended, which are summarised in section 4 of the HE Code [see [Section B1](#) below]

and

- demonstrate compliance with the principles and criteria set out in section 5 of the HE Code [see [Section B2](#) below].

This guidance document is intended to be used by providers for the initial IEM authorisation periods which comprise two application windows. The first application window will open in 2024 and it is anticipated the second window will open in 2025. Each application window will remain open for 24 weeks, during which time the provider will have the opportunity to prepare and submit its application.

Prior to the opening of the application window, providers will be invited to confirm their intention to apply for authorisation to use the IEM by completing a Confirmation of Application form [Section [A2.Step 1](#) below]. QQI will inform providers when the Confirmation of Application opens. Providers will have a fixed period of four weeks in which to confirm their intention to apply for IEM authorisation. This Confirmation of Application period **will not** form part of the 24-week period for submission of applications.

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<sup>1</sup> [iem-04-policy-on-authorisation-to-use-the-iem-october-2023.pdf \(qqi.ie\)](#)

<sup>2</sup> [iem-01-he-code-of-practice-october-2023.pdf \(qqi.ie\)](#)

<sup>3</sup> <https://www.irishstatutebook.ie/eli/2012/act/28/enacted/en/pdf>

<sup>4</sup> <https://www.irishstatutebook.ie/eli/2019/act/32/enacted/en/pdf>. An administrative consolidation of the legislation governing the IEM and related arrangements, prepared by the Law Reform Commission, is available at: <https://revisedacts.lawreform.ie/eli/2012/act/28/revised/en/pdf?annotations=true>

The 24-week application window will begin on a fixed date, to be confirmed and communicated to providers by QQI once the Confirmation of Applications have been submitted by providers to QQI. This date will be the day on which QQI opens the QHuB portal to receive applications from those providers who have previously confirmed their intention to apply for authorisation to use the IEM [see [Section A2.Step 1](#) below].

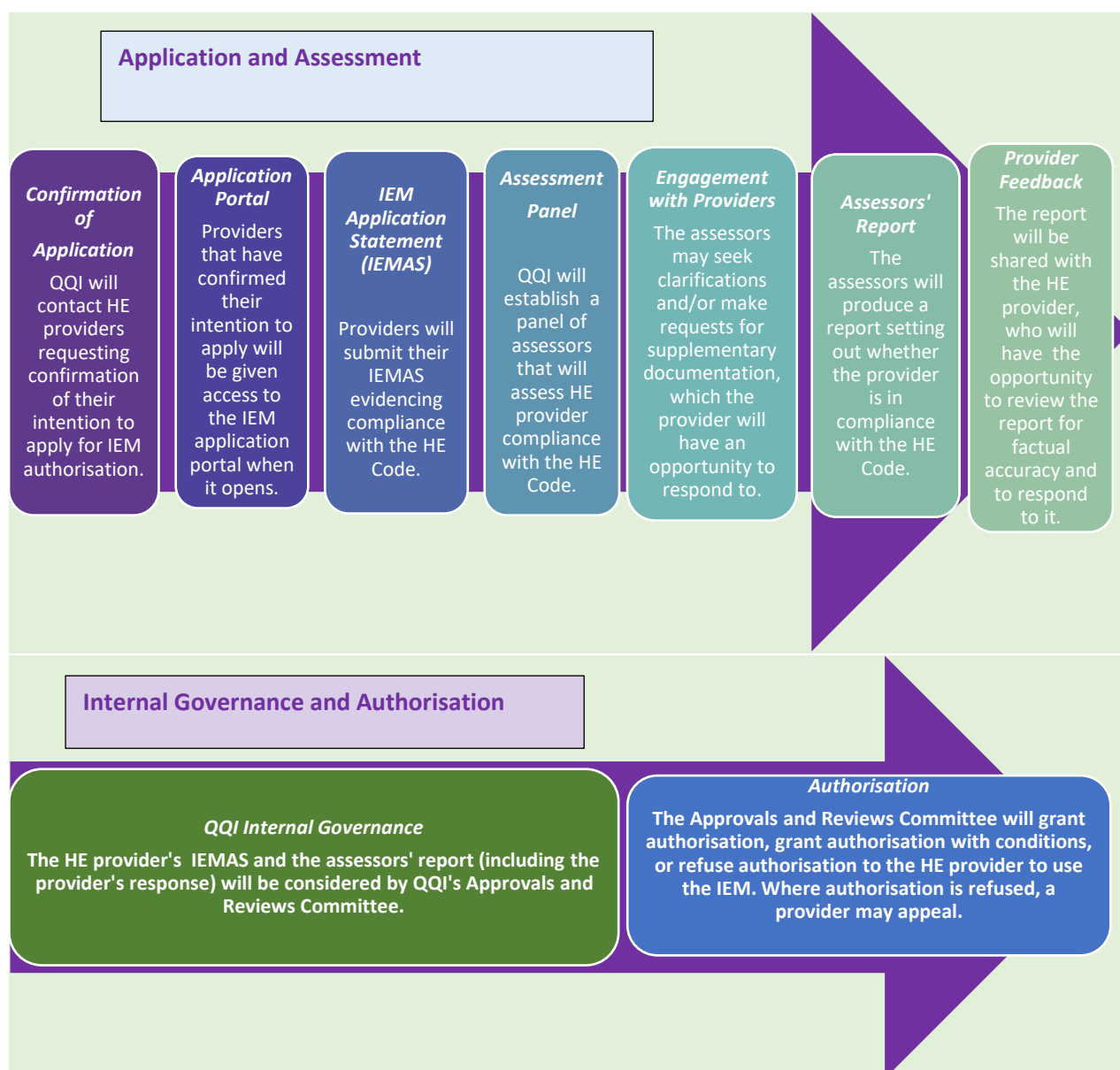
QQI will also confirm and communicate to HE providers the closing date for receiving applications at the end of the 24-week application window, at which point the portal will close and no further applications will be accepted. Once an application is submitted, it is envisaged that the assessment process will take approximately 28 weeks to complete, if there are no delays. The processing of applications of all HE providers, including the screening stage [[A2.Step 3](#) below] and the assessment stage [[A2.Step 4](#) below], will commence at the same time, or earlier, if applications are submitted within the 24-week application period.

A: General overview of IEM application and assessment process for HE providers

## A1. Overview of HE provider application process

This section describes the process of applying for authorisation to use the IEM. There are several stages in this process, beginning with provider confirmation of application and ending with the final decision of QQI's Approvals and Reviews Committee to authorise the use of the IEM. A summary of these stages is set out in Figure 1 below. A detailed description of each stage of the process follows in section A2, including a description of the Confirmation of Application stage, the Application stage, the Screening stage, the Assessment stage and the Decision stage. In addition, an indicative overview of the activities and timelines for the Screening and Assessment stages is set out in Figure 2 below.

*Figure 1: Summary of the application and assessment process*





*Figure 2: Indicative overview of activities and timelines in the Application, Screening and Assessment Stages*

Stage	Activity	Timeline
<b>Application Stage</b>	Provider prepares and submits IEMAS	Weeks 1-24
<b>Screening Stage</b>	Application is screened for completeness	Weeks 25 - 28
	Provider submits requested information/documentation	Weeks 29-31
<b>Assessment Stage</b>	Assessors conduct desk-based assessment.	Weeks 32-35
	Provider submits requested information/documentation	Weeks 36-39
	Assessors prepare assessment report	Weeks 40-46
<b>Decision Stage</b>	Provider completes a factual accuracy check and submits their response to the report	47-49
	Provider receives formal decision following Approvals and Reviews Committee meeting	

## A2. Step by step guide to the application process

### Step 1: Confirmation of Application Stage

- There will be two application windows for the purpose of applying for initial authorisation to use the IEM. The first window will open in 2024 and it is anticipated the second window will open in 2025.
- To apply for the IEM during the first application window in 2024, a provider must confirm its intention to apply via the Confirmation of Application form on the QQI website. QQI will inform HE providers when the Confirmation of Application form becomes available and confirm the closing date by which it must be submitted. The same confirmation of application process will be followed in the 2025 application window.
- Eligible HE providers (these are described in the HE Code and the *Policy on Authorisation*)<sup>5</sup> will complete the Confirmation of Application form through the QQI online portal QHub. An IT Guide, providing further information about the online portal, will be available on QQI's website ahead of the opening of the first application window.
- During their completion of the Confirmation of Application form, HE providers will be asked to nominate the individual who will have overall responsibility for the provider's IEM application process. A HE provider may also nominate a second individual to deputise for the main nominee to cover periods of annual leave and sick leave during the application process. The individual(s) will act as the point(s) of contact with QQI and will liaise with the QQI executive throughout the assessment process to facilitate the organisation and smooth running of the application process.
- The QQI executive will review the Confirmation of Application form and determine which pathway (IEM Higher Education pathway or IEM English Language Education pathway) the provider application will proceed through.
- QQI will inform the provider's point of contact of the pathway and the deadline for submission of its application. For further information, please see the *Policy on Authorisation* section 5.5.<sup>6</sup>
- QQI will confirm with providers the opening and closing dates for the 2024 application window. The period for submitting a Confirmation of Application form will precede, and not form part of, the 24 weeks allowed to providers to submit their applications for authorisation to use the IEM.
  - A provider who confirms its intention to apply for the IEM in 2024 will be admitted to the online application portal.
  - A provider who chooses not to apply in the 2024 window will have the opportunity to apply in the following application window.

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<sup>5</sup> HE Code Section 2.1: [iem-01-he-code-of-practice-october-2023.pdf \(qqi.ie\)](#); *Policy on Authorisation*, Sections 4 and 5.5: [iem-04-policy-on-authorisation-to-use-the-iem-october-2023.pdf \(qqi.ie\)](#).

<sup>6</sup> *Policy on Authorisation*, Section 5.5: [iem-04-policy-on-authorisation-to-use-the-iem-october-2023.pdf \(qqi.ie\)](#).

## Step 2: Application Stage

- The HE provider will submit an application to QQI comprising the following:
  - IEM Application Statement (IEMAS) demonstrating provider compliance with the HE Code (the IEMAS is discussed below in [Section B3](#) of this document);
  - Evidence of Financial Transfer (EFT) of the application fee, where applicable.
- An email will be sent from QQI to the provider acknowledging receipt of the application.
- A panel of three external assessors will be established when a completed application is submitted. Each member of the Assessment Panel will sign a confidentiality agreement and all parties involved will be asked to confirm that there are no conflicts of interest [see also [Section A4.3](#) below].

***The assessment of compliance with the HE Code will take place in two stages within the processing period. The first stage is a screening for completeness of the IEM Application Statement (IEMAS), which will be overseen by the QQI executive [A2.Step 3 below]. The second stage is a desk-based assessment of the provider's IEMAS, which will be undertaken by the Assessment Panel [A2.Step 4 below].***

## Step 3: Screening Stage

- QQI will oversee the screening of the IEMAS for completeness. Should any gaps in the information be identified or should further evidence be required, the provider will be informed by QQI, who will request the provider to submit the required information.
- The HE provider will have 15 working days to respond to any gaps identified. When the 15-day period has elapsed, the application will then proceed to the assessment stage. Where, following a request for further information, no response is received from the HE provider, the provider will be deemed to have withdrawn from the process and the application will be withdrawn by QQI. Providers deemed by QQI to have withdrawn will receive a refund of 80% of their application fee, where applicable. For information on the circumstances in which a HE provider may apply for an extension to the established deadlines see [Section A5.3](#) of this document.
- In circumstances where a response is received from a HE provider at the end of the 15 working days, but it is not complete, the application will then proceed to the assessment stage.
- A HE provider may choose to withdraw from the IEM authorisation process during the screening stage. If a provider withdraws during the screening stage, it will be entitled to an 80% application fee refund, where applicable. The provider may then reapply in the next application window. For further information about the withdrawal process, see [Section A5.4](#) of this document.

## Step 4 Assessment Stage

- The second stage of the assessment process is a detailed desk-based assessment of the HE provider's IEMAS by the Assessment Panel. Further information regarding the assessment can be found in [Section A5](#) of this document.
- The panel may request additional information and, in exceptional circumstances, a meeting with the provider, e.g., where the original or supplementary documentation provided is unclear or insufficient. The HE provider will have 15 working days to respond to the request for outstanding queries. The assessment will then proceed to the decision stage after 15 working days. Where, following a request for further information, no response is received from the HE provider, the provider will be deemed to have withdrawn from the process and the application will be withdrawn by QQI. Providers deemed by QQI to have withdrawn during this stage will not receive a refund of their application fee, where applicable. For information about the circumstances in which a HE provider may apply for an extension to the established deadlines, see [Section A5.3](#) of this document.
- In circumstances where a response is received from a HE provider, but it is not complete, the application will then proceed to the decision stage.
- Where an Assessment Panel makes a request for a meeting with the HE provider, the following procedure will be followed:
  - QQI will send a meeting date and agenda to the HE provider. The HE provider will receive a minimum of 15 working days' notice of the meeting.
  - The HE provider will acknowledge receipt of the agenda and confirm a meeting date within 5 working days of receipt.
  - The meeting may take place in person or virtually.
  - Any additional information should be uploaded to QHub following the meeting. The deadline for uploads will be confirmed with the Assessment Panel during the meeting.
- Following the completion of the assessment of compliance by the Assessment Panel, the panel will write an assessment report. The assessment report will contain its findings and recommendations, for consideration by the [Approvals and Reviews Committee \(ARC\)](#) [see [Section A2.Step 5](#) below], to inform the latter's decision on authorising the HE provider to use the IEM.

## Step 5 Decision Stage

- The assessment findings and recommendations, including recommended conditions, will be decided by the Assessment Panel. QQI's Internal Review Group (IRG), will ensure that the findings and recommendations are supported by adequate and identifiable evidence, that assessment criteria have been assessed consistently by different Assessment Panels across all providers, and that the assessment report provides information in a succinct and readily accessible form. The IRG will comprise the Heads of the International Education and Provider Governance and Risk Divisions, and the Directors of Corporate

Services and Development. The IRG will facilitate and coordinate the progress of the application through to the decision stage of the assessment.

- The assessment report will be sent to the provider to conduct a factual accuracy check and to formally respond to the assessment report. The HE provider's factual accuracy response must be submitted within 15 working days of receipt of the report. Should the provider not submit a factual accuracy check and/or formal response to the assessment report, the assessment documentation will proceed to the Approvals and Reviews Committee.
- The Assessment Panel will consider the factual accuracy check and amend the report, if necessary.
- The Assessment Panel's final report, setting out its findings and recommendations, and the HE provider's response will be submitted to QQI's Approvals and Reviews Committee (ARC) for a final decision. QQI will facilitate the presentation and consideration of the findings and recommendations of the assessment report by the ARC.
- The ARC reserves the right to impose conditions that have not been identified by the Assessment Panel, in addition to those identified by the panel if that is the case.

## A3. Governance Committee Outcomes

There are three possible outcomes to a HE provider's IEM application and they will be expressed as one of the following: authorised to use the IEM; authorised to use the IEM with conditions, or not authorised to use the IEM. The QQI Executive will notify the HE provider and the panel of the ARC's final decision.

### A3.1 Outcome One: Authorised to use IEM

- The ARC decides that the HE provider is authorised to use the IEM.
- QQI will notify the HE provider and the panel of the committee's decision. During the initial authorisation periods (2024 and subsequent application windows), the notification of all HE providers authorised to use the IEM will take place simultaneously at the conclusion of the assessment processes in the respective application windows.
- QQI will share the report with the Tertiary Education Monitoring and Reviews Unit to inform Annual Quality Reports and Quality Dialogue Meetings.
- QQI will update the Irish Register of Qualifications (IRQ) to reflect the fact that the HE provider is authorised to use the IEM.
- In line with the Standards for External Quality Assurance in the ESG<sup>7</sup> – in which it is required that where an agency takes any formal decision based on a report, the decision should be published together with the report – QQI will publish the ARC's decision and the Assessment Panel's report, as well as the HE provider's response.

### A3.2 Outcome Two: Authorised to use the IEM with conditions

- The ARC decides that the HE provider is authorised to use the IEM with conditions, including timelines for the fulfilment of these conditions.
- QQI will notify the HE provider and the panel of the Committee's decision.
- QQI will share the report with the Tertiary Education Monitoring and Reviews Unit to inform Annual Quality Reports and Quality Dialogue Meetings.
- QQI will update the Irish Register of Qualifications (IRQ) to reflect the fact that the HE provider is authorised to use the IEM.
- In line with the Standards for External Quality Assurance in the ESG<sup>8</sup> – in which it is required that where an agency takes any formal decision based on a report, the decision should be published together with the report – QQI will publish the ARC's decision and the Assessment Panel's report, as well as the HE provider's response.
- Where an institution fails to comply with the conditions by the specified deadlines or fails to engage with QQI, the authorisation to use the IEM will be withdrawn.

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<sup>7</sup> [ESG 2015 616002.pdf \(ehea.info\)](#), standard 2.6.

<sup>8</sup> [ESG 2015 616002.pdf \(ehea.info\)](#), standard 2.6.

### A3.3 Outcome Three: Not authorised to use the IEM

- The ARC decides that the HE provider is not authorised to use the IEM.
- QQI will notify the provider and the panel of the committee's decision.
- A provider may appeal a decision using the statutory appeal process. Further information on the Appeals process is available on QQI's website at [Appealing a decision made by QQI | Quality and Qualifications Ireland](#).
- HE providers may reapply for authorisation to use the IEM 24 weeks following receipt of notification of a refusal of authorisation, and in the next available application window.

## A4. The Assessment Panel

QQI will appoint a panel to conduct the assessment of provider compliance with the HE Code. The panel will consist of carefully selected and trained assessors who have appropriate skills and experience to perform their tasks competently. The HE provider will have the opportunity to comment on the proposed composition of the panel to ensure there are no conflicts of interest or perceived conflicts of interest. The Assessment Panel will consist of three members: a Lead Assessor/Chair, a Co-Assessor/Subject Matter Expert and Report Writer/Secretary.

### A4.1 The assessors' roles

Detailed descriptors, setting out the individual role profiles, the specific responsibilities and the required expertise of the three members of the Assessment Panel, are included in [Appendix 1](#) of this document. In general, the assessors will have knowledge and expertise of higher education, including the provision of higher education programmes, and general and academic supports to international learners, together with prior experience in participating in external reviews. All assessors will contribute to the assessment of the IEMAS submitted by the provider and, ultimately, will make a collective decision, resulting in a recommendation to the ARC, on whether the provider is deemed to be compliant, partially compliant or non-compliant with the principles and criteria of the HE Code [see also [Section A.5](#) below]. They will also make a collective judgement on whether conditions are required in relation to the authorisation of a provider to use the IEM and, if so, set them out in the assessment report, with recommended timelines for meeting these conditions.

### A4.2 Criteria for membership of the Assessment Panel

In appointing the Assessment Panel, QQI will have regard to the competence and independence of the persons under consideration. The general requirements for QQI reviewers and evaluators are described in detail in QQI's *Roles, Responsibilities and Code of Conduct for Reviewers and Evaluators* (2018).<sup>9</sup> These have informed the specific requirements for IEM assessors as described in [Appendix 1](#) of this document.

#### *Competence*

The provider and its stakeholders must have confidence that the assessment is being conducted by competent persons who have appropriate levels of experience and knowledge, and who can offer an informed, expert opinion on the provider's demonstration of compliance with the HE Code.

#### *Independence*

A panel must arrive at its decision in an independent manner, free of influence from the provider and of other interests. Stakeholders must have confidence that the assessment has been conducted by independent experts. It is important that panel members engage in the assessment process without any conflict of interest, or the perception of any conflict of

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<sup>9</sup> Available at: [qqi-roles-responsibilities-and-code-of-conduct\\_0.pdf](#)



interest. It is in the provider's interest that its assessment be conducted in a transparent manner by independent experts, and that it validates the HE provider's compliance with the HE Code. No communication should be made by a HE provider with the assessors at any stage during the process. All communications will be managed by QQI.

#### A4.3 Conflicts of Interest

Panel members will be asked to declare any potential conflict of interest prior to appointment. The HE provider will also be asked to declare any potential conflict of interest that members of the Assessment Panel may have with the provider. Where a conflict arises during the process, a HE provider must declare this to the QQI executive as soon as possible. QQI may adjust the Assessment Panel membership in such cases. Independence could be compromised, or perceived to be compromised, if panel members were to:

- hold a current or past appointment with the provider (e.g., existing employee, consultant etc.);
- hold a membership or recent membership of the Board or any of the sub-committees of QQI;
- have any other potential conflict of interest.

## A5. Application assessment

Each member of the Assessment Panel is requested to conduct an independent, separate desk assessment of the provider's IEMAS and supporting documentation. The application will then be considered jointly by the three assessors. The assessors are asked to identify comments, queries and concerns arising from their analyses and arrive at an initial judgement of the HE provider's compliance with the HE Code. Each panel member will submit their initial comments, queries and concerns on a report template supplied by QQI. The comments will be collated and disseminated between the assessors in advance of their first meeting. At this point, the panel may request further information from the provider, if needed.

### A5.1 Panel members considerations and questions

In conducting the desk-based assessment, the Assessment Panel will consider the general approach taken by the HE provider to the preparation of its IEMAS to confirm that the IEMAS is an institutionally sanctioned and institutionally owned document. To assist the Assessment Panel in this task, the HE provider should include a brief description of the IEMAS preparation process, confirming the author(s) of the report; the manner in which it was approved by the HE provider at an institutional level (specifying, in particular, whether this was at senior management level, or through the provider's governance committee structures or both); and the extent to which the IEMAS has been disseminated within the HE provider's community.

In considering the HE provider's IEMAS, the Assessment Panel will ask the following questions:

- Does the IEMAS clearly establish which principles and criteria apply to the HE provider and which do not (and why they do not, if relevant)?
- Does the IEMAS clearly establish which criteria the HE provider complies with fully?
- Does the evidence submitted adequately demonstrate full compliance?
- Does the IEMAS clearly establish which criteria the HE provider complies with partially?
- Does the evidence submitted adequately demonstrate partial compliance?
- Does the IEMAS clearly establish which criteria the HE provider does not comply with, and why not?
- In cases where the HE provider is either partially compliant or non-compliant with certain criteria, has the HE provider established time bound plans to achieve full compliance?
- Are the HE provider's plans to achieve full compliance sufficient, realistic and/or timely to frame appropriate conditions of authorisation to use the IEM?

This initial analysis sets the groundwork for the first panel meeting, allowing the panel to begin the process of first individually, and then collectively, identifying issues and areas that may require further investigation or clarification.

## A5.2 Meeting (if required)

In the instances where a meeting with the HE provider is required after the desk-based assessment has been conducted:

- The Lead Assessor/Chair will agree an agenda with the HE provider.
- The Lead Assessor and Co-Assessor will identify documents that the panel seeks access to before the meeting to enable the panel to reach evidence-based conclusions.
- The panel will be asked to ensure that by the end of the meeting they will have gathered sufficient evidence to determine whether the provider meets the threshold compliance with the HE Code [see [Section B2.5](#) below]

## A5.3 Extensions

HE providers are expected to meet the deadlines as determined by QQI. However, individual HE providers may experience certain difficulties, e.g., due to bereavement, serious illness or medical emergencies affecting key staff members, which may adversely affect their ability to meet deadlines. QQI is committed to making appropriate provisions for providers who may need special consideration in such circumstances, while at the same time maintaining the rigour and fairness of the overall IEM authorisation process.

A HE provider that experiences difficulties in meeting the set deadlines is expected to advise QQI of any circumstances that affect its application for IEM authorisation. Requests for extensions due to extenuating circumstances are treated confidentially. All requests for extensions due to extenuating circumstances must be submitted as closely as possible to the time the circumstances occurred. Providers are required to identify the outcome they are requesting to enable them to attend to the extenuating circumstances. There are two possible outcomes:

- An extension of a deadline for a period of up to 72 hours following the submission deadline. This can be granted by the QQI case manager .
- An extension of a deadline for a period of up to 10 working days. This can be granted by the QQI Internal Review Group (IRG).

## A5.4 Withdrawing from the IEM application process

- HE providers may withdraw from the IEM application process following the completion of the screening stage and before the drafting of the final report.
  - The withdrawal will not be processed unless it is submitted through the IEM application portal by the HE provider.
  - Where a HE provider withdraws the application at the end of the screening stage and before the commencement of the assessment stage, it will receive a refund of 80% of the application fee, where applicable [see [Section A2.Step 3](#) above]. A HE provider who withdraws following the screening stage and after the assessment stage commences will receive no refund of the application fee, where applicable.

- Once the Assessment Panel commences drafting the final report, the provider may no longer withdraw from the IEM application process.
  - A HE provider that has withdrawn its application may reapply in the next application window and when there is capacity for applications to be processed.
  - A HE provider that withdraws an application will be required to pay the full application fee for any subsequent application.
- A HE provider may be deemed to have withdrawn from the IEM application process by QQI, at any point from the screening stage to the commencement of the drafting of the final report, in circumstances where the HE provider has failed to engage with QQI, i.e. has not responded to requests from QQI for additional information to support the HE provider's demonstration of compliance with the HE Code. In such instances:
    - The QQI case manager will contact the HE provider's point of contact for the IEMAS application via email to inform them that QQI will be withdrawing the HE provider's application due to lack of engagement with the application process.
    - Where a HE provider is deemed to have withdrawn its application at the end of the screening stage and before the assessment report is commenced, it will receive a refund of 80% of the application fee, where applicable [see [Section A2.Step 3](#) of this document].
    - Once the Assessment Panel commences drafting the assessment report, the provider will not be withdrawn from the IEM application process.
    - A HE provider that has had its application withdrawn by QQI may reapply in the next application window and when there is capacity for applications to be processed.
    - A HE provider that has had its application withdrawn by QQI will be required to pay the full application fee for any subsequent application.

## A6 The Assessment report

### A6.1 The purpose of the assessment report

Following the desk-based assessment process, the Assessment Panel will produce a draft assessment report setting out the findings and recommendations of the panel. The report will be prepared and agreed by all three members of the panel and drafted by the Report Writer/Secretary. Based on the findings, the panel will make one of three recommendations to QQI's Approvals and Reviews Committee (ARC):

- The HE provider is authorised to use the IEM;
- The HE provider is authorised to use the IEM with conditions;
- The HE provider is not authorised to use the IEM.

### A6.2 Timing for the assessment report

The report will be sent to the provider for a factual accuracy check using a QQI template designed for this purpose. A formal response to the report, on the HE provider's headed paper, will also be sought. The HE provider will be given 15 working days to comment on the factual accuracy of the report.

### A6.3 Factual accuracy check

The HE provider will be given an opportunity to check the factual accuracy of the assessment report. It is important that the provider be aware that the accuracy checking process should be precisely that; it is not an opportunity to re-write the Assessment Panel's report. The HE provider will be invited to identify possible inaccuracies and suggest amendments for consideration by the Assessment Panel. In circumstances where the HE provider does not agree with the findings and/or recommendations in the assessment report, this should be addressed in the HE provider's response.

### A6.4 HE provider response

The HE provider will also be invited to provide a formal response to the assessment report (ideally no longer than 2 pages in length) that will be published as an appendix to the assessment report. The HE provider's response should be submitted within 15 working days and will be considered by the ARC alongside the assessment report.

### A6.5 The Irish Register of Qualifications (IRQ)

When a HE provider is authorised to use the IEM, this will be referenced on the IRQ. The IRQ will also include a list of all of the HE provider's programmes leading to awards that are included within the NFQ.

### A6.6 Publication of the Assessment report

QQI will publish the assessment report and the provider's response (optional). The HE provider may publish the assessment report and its response (optional). Publication of the assessment report by the provider is not obligatory. QQI will supply pdf versions of the

assessment report that can be published on the provider's website and/or shared with key internal and external stakeholders.

## B: Application for authorisation to use the International Education Mark (IEM)

## B1. Statutory requirements (section 4 of the HE Code)

### B1.1 Eligibility requirements

Certain requirements relating to the IEM in the 2012 Act as amended are intended to establish the eligibility of a HE provider to apply for authorisation to use the IEM. In these instances, the HE provider is merely required to confirm that it meets the said requirements. This confirmation will be established by HE providers in their initial Confirmation of Application form submitted through the IEM Application Portal. There are three such eligibility requirements:

- *Established quality assurance (QA) procedures under section 28 of the 2012 Act as amended (HE Code 4.1).*
- *Established access, transfer and progress procedures under section 56 of the 2012 Act as amended (HE Code 4.2).*
- *Programmes and awards in scope for the IEM are included within the NFQ and information on these programmes/awards is provided to QQI to populate the Irish Register of Qualifications (HE Code 4.3).<sup>10</sup>*

### B1.2 Specified requirements

The legislation also requires that a code of practice (in this instance the HE Code) shall specify requirements relating to the arrangements for the protection of learners; the collection of fees from enrolled learners; requirements in relation to the tax compliance of a provider; and the establishment of policies and procedures in writing by a provider for the purposes of the management of human resources.<sup>11</sup> These requirements are referenced in the HE Code in section 4.5 and must be addressed by applicants in the following manner:

- *Arrangements for the Protection of Learners* – Section 60(6) of the 2012 Act as amended requires that a code of practice established under the Act ‘shall specify arrangements for the protection of learners.’ These arrangements are embedded throughout the Principles and Criteria set out in section 5 of the HE Code, and all HE providers are required to demonstrate compliance with them.

In addition, independent/private HE providers are also obliged to participate in the new, statutory Protection of Enrolled Learners (PEL) scheme, which will be underpinned by a Learner Protection Fund (please see criterion 4.5.2 and section 7 (Appendix 2) of the HE Code). The latter requirement is also referenced in criterion 5.2.1(i) of the HE Code. Institutions that are exempt from the statutory PEL scheme are listed in section 7 (Appendix 2 of the HE Code).

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<sup>10</sup> <https://irq.ie/>.

<sup>11</sup> Section 60(6) of the 2012 Act as amended.



- *Collection of fees from enrolled learners* – this statutory requirement is addressed directly in criteria 5.3.1(a)-5.3.1(g) of the HE Code, and all HE providers are required to demonstrate compliance with these criteria.
- *Tax compliance of HE providers / Establishment of policies and procedures in writing by a provider for the purposes of the management of human resources (HR)* – independent/private HE providers and non-exempt linked providers will meet these requirements through demonstrating to QQI that they meet certain criteria concerning governance, finance and compliance with the law (due diligence) under section 29(B) of the 2012 Act as amended (see criterion 4.4 and section 6 (Appendix 1) of the HE Code).

**Independent/private HE providers** who, prior to their application for authorisation to use the IEM, have had their quality assurance procedures approved by QQI under the 2012 Act as amended, and have had higher education programmes validated by QQI under the same act, will not be required to undergo the statutory due diligence assessment as part of their application for authorisation to use the IEM, though they will be required to do so at a later date.<sup>12</sup>

Similarly, **non-exempt linked providers** who, prior to their application for authorisation to use the IEM, have had their quality assurance procedures approved by a designated awarding body, and have satisfied all or part of the prerequisites for an award of the designated awarding body, will not be required to undergo the statutory due diligence assessment as part of their application for authorisation to use the IEM, though they will be required to do so at a later date.<sup>13</sup>

HE providers who are exempt from QQI’s statutory due diligence assessment and designated under the Higher Education Authority Act 2022 are deemed to meet these requirements through fulfilment of their obligations under the Higher Education Authority’s Governance Framework for Higher Education.<sup>14</sup>

### B1.3 Summary of statutory requirements and actions for HE providers

The table below (p. 25) outlines in summary form the statutory requirements of different classes of HE providers; what actions are required; and where and at which stage of the application process an action is required.

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<sup>12</sup> It is also the case that QQI, in assessing a specified HE provider’s compliance with the HE Code, may, at its discretion, (section 29A(1) of the 2012 Act as amended) request a HE provider to demonstrate to QQI that it meets the statutory due diligence requirements. In such an eventuality, QQI will contact the provider directly. If a provider is unclear whether it is required to undergo a statutory due diligence assessment as part of its application for authorisation to use the IEM, it should contact the International Education Division at QQI.

<sup>13</sup> See note 12 above.

<sup>14</sup> <https://hea.ie/assets/uploads/2017/05/HEA-Governance-Oversight-Framework.pdf> .

Statutory requirement	Action required of HE provider	HE provider type	Stage in process	Location of action
Quality Assurance procedures	Confirm procedures are in place	All HE providers	Confirmation of Application	Confirmation of Application form - QHub
Statutory ATP procedures	Confirm procedures are in place	All HE providers	Confirmation of Application	Confirmation of Application form - QHub
Awards and associated programmes in scope for IEM are included within the NFQ	Confirm awards and associated programmes are included within the NFQ	All HE providers	Confirmation of Application	Confirmation of Application form - QHub
General arrangements for protecting learners	Demonstrate compliance with arrangements for learner protection embedded in HE Code principles and criteria	All HE Providers	HE provider's preparation of IEM Application Statement (IEMAS), evidencing compliance with HE Code	IEMAS submitted through IEM Application Portal - QHub
Participation in statutory PEL scheme and Learner Protection Fund	Collaborate with QQI in implementation of PEL scheme and Learner Protection Fund at the appointed time (post-IEM authorisation)	Independent/private HE providers	N/A	N/A
Collection of fees from enrolled learners	Demonstrate compliance with criterion 5.3.1 in HE Code	All HE providers	HE provider's preparation of IEMAS evidencing compliance with HE Code	IEMAS submitted through IEM Application Portal - QHub
Tax compliance	Demonstrate compliance in context of statutory due diligence scheme at the appointed time (post-IEM authorisation)	Independent/private HE providers and non-exempt linked providers	N/A	N/A
Tax compliance	Demonstrate through existing compliance with HEA's Governance Framework for HE.	HEA-designated HE providers	N/A	N/A
HR policies and procedures	Demonstrate compliance in context of statutory due diligence scheme at the appointed time (post-IEM authorisation)	Independent/private HE providers and non-exempt linked providers	N/A	N/A
HR policies and procedures	Demonstrated through existing compliance with HEA's Governance Framework for HE.	HEA-designated HE providers	N/A	N/A

## B2. Principles and criteria of HE Code (section 5 of the HE Code)

### B2.1 Self-assessment process

The demonstration by a HE provider of its compliance with the principles and criteria set out in section 5 of the HE Code is the most substantial part of the IEM authorisation process and is applicable to all categories of HE providers. It is also the case, however, that the credibility of the TrustEd Ireland (international education mark) brand generally, and the message it communicates about any HE provider that is authorised to use it, is considerably strengthened by the associated eligibility requirements set out in [Section B1.1](#) above, especially those relating to quality assurance and the inclusion of the HE provider's qualifications within the NFQ. The underpinning quality assurance and qualifications infrastructure, together with the HE provider's compliance with the HE Code, will assure stakeholders, including international learners, of the provider's commitment to ensuring that its international learners receive a quality learning experience.

HE providers demonstrate their compliance with the HE Code by submitting an IEM Application Statement (IEMAS), prepared by appropriate members of the HE provider's community, identified by the HE provider itself. The preparation of the IEMAS enables the HE provider to determine the degree to which it complies with each of the criteria in the HE Code, and, based on this, to confirm that it subscribes to the principles embedded in the HE Code. The IEMAS enables the HE provider to communicate the conclusions it reaches. The conclusions may also lead to a series of planned actions by the provider, based on the findings, which may be presented in the IEMAS as evidence of the provider's intent to achieve full compliance with the criteria in the HE Code at a determined future date.

The IEMAS is the core document used by the Assessment Panel in assessing whether a HE provider is compliant with the HE Code. It provides the assessors with statements of compliance and supporting evidence (mainly links/references to relevant documents and published information) to establish that the provider complies with the criteria and subscribes to the principles set out in the HE Code. Therefore, the IEMAS should be clearly structured and directly focused on the principles and criteria [see [Sections B3.1](#) and [B3.2](#) below].

### B2.2 Principles and Criteria in the HE Code

There are six principles in the HE Code. These principles relate to the areas of marketing and recruitment (HE Code 5.1); admissions and qualifications' recognition (HE Code 5.2); fees, refunds and subsistence (HE Code 5.3); supports and services for international learners (HE Code 5.4); English language policy statement and international foundation year programmes (HE Code 5.5); and international learners outside the State (HE Code 5.6). Each principle has associated criteria, ranging from 4 in the case of principle 5.5, to 18 in the case of principle 5.1. A HE provider's subscription to the principles in the HE Code will be confirmed by provider compliance with the associated criteria, as demonstrated in its IEMAS.

There are 63 criteria in total associated with the six principles. The table below delineates these criteria in summary form. The table is for illustrative purposes only and HE providers should always refer to sections 5.1-5.6 of the HE Code when preparing their IEMAS.

### 5.1 Marketing and Recruitment

HE providers recruit international learners in a transparent and ethical manner. In their marketing and promotional materials, they ensure that clear, accurate, transparent, accessible, relevant and up to date information is provided.

Criterion Ref.	Summary Description	Total	Summary Description	Criterion Ref.
5.1.1(a)	Identification of information needs of international learners.		Financial information on study costs.	5.1.2(a)
5.1.1(b)	Provision of clear, accurate, transparent, accessible, relevant and up to date information to international learners.		Insurance requirements.	5.1.2(b)
5.1.1(c)	Professional accreditation status.		Written agreement with education agents/ recruitment partners/ consultants.	5.1.2(c)
5.1.1(d)	Placement requirements.		Incorporation of London Statement principles in agent contracts.	5.1.2(d)
5.1.1(e) (i)-(viii)	Compliance with section 67 of the 2012 Act as amended.		Termination clause in agent contract for agent non-compliance with London Statement principles.	5.1.2(e)
5.1.1(f)	Information accessible and suitable to assist informed learner decision making.		Conduct of due diligence on agent prior to entering a contractual arrangement.	5.1.2(f)
5.1.1(g)	Accurate representation of provider in marketing material.		Agents possess accurate information on HE provider.	5.1.2(g)
5.1.1(h)	Contact person(s) to assist international learners.		Transparent process for monitoring agents.	5.1.2(h)
5.1.1(i)	Commencement dates for programmes.		Statutory arrangements for PEL in place where required.	5.1.2(i)

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### 5.2 Admissions and Qualifications Recognition

HE providers operate fair, transparent and consistent admission policies that support the successful participation of international learners in their chosen programmes.

Criterion Ref.	Summary Description	Total	Summary Description	Criterion Ref.
5.2 (a)	Entry requirements that support successful participation.		Timely, written responses to applicants refused admission.	5.2(e)
5.2 (b)	English Language proficiency requirements.		Reasons for withholding recognition, and measures for securing recognition at a later date; appeal mechanism.	5.2(f)
5.2(c)	Adoption of principles, and use of guidance of LRC and subsidiary texts in assessing qualifications.		Supporting QQI in facilitating recognition of awards made in the state outside the state.	5.2(g)
5.2.(d)	Use of LRC principle of 'substantial difference' in assessing qualifications.			

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### 5.3. Fees, Refunds and Subsistence

HE providers provide all learners with clear, accurate, transparent, accessible, relevant and up to date information on all study costs, including subsistence and accommodation. HE providers shall inform learners about fees and other costs associated with undertaking a programme of study in Ireland.

Criterion Ref.	Summary Description	Total	Summary Description	Criterion Ref.
5.3.1(a)	Information on compulsory fees for programme duration.		Procedure on refunds.	5.3.1 (f)
5.3.1(b)	Information on collection or payment of fees, including sanctions for late payment and debt collection.		Financial supports and financial resources available for international learners.	5.3.1 (g)
5.3.1(c)	Fee structure that supports mission of HE provider and reflects costs of quality provision.		Information on indicative costs of study on HE provider's programmes.	5.3.2(a)
5.3.1 (d)	Additional fees and unexpected charges.		Provision of general advice on average cost of living.	5.3.2(b)
5.3.1 (e)	Issuing of receipts.		Fees for accommodation services and complaints and appeals procedures.	5.3.2(c) (i)-(ii)
			Other costs for student services.	5.3.2(d)

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### 5.4 Supports and Services for International Learners

HE providers shall foster a supportive environment which supports the well-being and integration of all learners into the student body and ensures a positive learning experience for all learners.

Criterion Ref.	Summary Description	Total	Summary Description	Criterion Ref.
5.4.1(a)	Appropriate personnel designated to respond to international learner queries about learner support issues.		Facilitation and encouragement of feedback on delivery of supports and services, including complaint processes.	5.4.1(h)
5.4.1(b)	Provision of information prior to enrolment to assist orientation of international learners in new surroundings.		Institutional QA of student services and supports include international learners.	5.4.1(i)
5.4.1(c)	Specific needs of international learners (including intercultural awareness) addressed in inductions; reminder of responsibilities under student immigration scheme.		Accessible and tailored induction; information on relevant institutional and academic policies.	5.4.2(a)
5.4.1(d)	Induction programme provided to all cohorts of international learners.		Induction for varying enrolment cohorts, including those on advanced entry.	5.4.2(b)
5.4.1(e)	Information on learner supports to facilitate learner integration.		Induction information accessible throughout academic year and reminders issued.	5.4.2(c)
5.4.1(f)	Opportunities for learner engagement communicated to international learners, including national student engagement initiatives and opportunities for training.		Academic integrity and differences in education cultures referenced in inductions.	5.4.2(d)
5.4.1(g)	Mechanisms to support international learners financially in cases of hardship.		Integration of international learners into wider learner community.	5.4.2(e)
			Staff Training.	5.4.3

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<b>5.5: English Language Policy Statement and International Foundation Year Programmes</b>				
<b>The English language supports provided by HE providers to international learners, including through the provision of international foundation year programmes, are underpinned by a coherent and transparent institutional policy approach.</b>				
<b>Criterion Ref.</b>	<b>Summary Description</b>	<b>Total</b>	<b>Summary Description</b>	<b>Criterion Ref.</b>
<b>5.5 (a)</b>	English language policy statement	<b>4</b>	Establishment of IFY programmes as awards included in the NFAQ.	<b>5.5(c)</b>
<b>5.5(b)</b>	Academic and corporate arrangements for international foundation year (IFY) programmes		Two-year deadline (from IEM authorisation date) for inclusion of IFY programmes as awards within the NFAQ.	<b>5.5(d)</b>
<b>5.6 International Learners Outside the State:</b>				
<b>HE providers ensure that learners outside the state who are enrolled on their programmes receive quality learning experiences, where these programmes lead to awards that are included within the NFAQ, and whether they are offered in transnational education settings and/or through remote, fully online modes of learning.</b>				
<b>Criterion Ref.</b>	<b>Summary Description</b>	<b>Total</b>	<b>Summary Description</b>	<b>Criterion Ref.</b>
<b>5.6.1(a)</b>	Equivalence of standards, quality and recognition between transnational programmes and programmes provided in the state.	<b>8</b>	Equivalence of standards, quality and recognition between remote online programmes and programmes provided through other teaching and learning modes.	<b>5.6.2(a)</b>
<b>5.6.1(b)</b>	HE Code principles and criteria are applied in an equivalent manner where programmes offered in a transnational education setting to international learners lead to awards in the NFAQ.		HE Code principles and criteria are applied in an equivalent manner where programmes offered in a remote online mode to international learners lead to awards in the NFAQ.	<b>5.6.2(b)</b>
<b>5.6.1(c)</b>	Supporting QQI in facilitating recognition of awards made in the state outside the state and extending it to transnational programmes leading to NFAQ awards.		Supporting QQI in facilitating recognition of awards made in the state outside the state and extending it to remote online programmes leading to NFAQ awards.	<b>5.6.2(c)</b>
<b>5.6.1(d)</b>	Linked providers offering transnational programmes to international learners do so in agreement with their designated awarding body.		Linked providers offering remote online programmes to international learners do so in agreement with the designated awarding body.	<b>5.6.2(d)</b>

### B2.3 Applicability of the principles and criteria to individual HE providers

The level of subscription to the HE Code’s principles, and the extent of compliance with the associated criteria, will vary from HE provider to HE provider, depending on their individual circumstances. Not all principles and criteria will be applicable to every provider. The following are examples where the inapplicability of certain criteria to a particular HE provider or groups of HE providers may occur:

#### Marketing and recruitment:

- criterion 5.1.1(c) does not apply to a HE provider that only offers programmes to international learners that do not require professional accreditation;
- criterion 5.1.1(d) does not apply to a HE provider that only offers programmes to international learners that do not include practice placements;
- criterion 5.1.1(e)(viii) does not apply to PEL exempt providers;
- criteria 5.1.2(c)-5.1.2(h) does not apply to HE providers that do not engage the services of education agents, recruitment partners or consultants to assist in the recruitment of international learners.

#### Fees, refunds and subsistence:

- criterion 5.3.2(c)(i) does not apply to a HE provider that does not offer accommodation services for a fee.

#### English Language Policy Statement and International Foundation Year Programmes:

- criteria 5.5(b) to 5.5(d) do not apply to a HE provider that does not offer international foundation year programmes, either directly or indirectly through partnership arrangements with other providers.

#### International Learners Outside the State:

- criteria 5.6.1(a)-5.6.1(c) do not apply to a HE provider that does not offer programmes to international learners leading to awards included within the NFQ in a transnational setting.
- criterion 5.6.1(d) only applies to linked providers operating transnationally who must demonstrate to QQI that they have secured the agreement of their designated awarding bodies to do so.
- criterion 5.6.2(a)-5.6.2(c) does not apply to a HE provider that does not offer remote online programmes leading to awards included within the NFQ to international learners outside the state.
- criteria 5.6.2(d) only applies to linked providers delivering remote online programmes leading to awards included within the NFQ, who must demonstrate to QQI that they have secured the agreement of their designated awarding bodies to do so.

**Where a particular criterion, or part of a criterion, does not apply to a HE provider, the HE provider should state this clearly in its IEMAS.** It should seek to demonstrate compliance with all the remaining criteria or part-criteria in the HE Code.

#### B2.4 Demonstrating compliance with the applicable principles and criteria in the HE Code

Demonstrating compliance with the HE Code's applicable criteria should be addressed in the following manner. The HE provider should:

- specify that it fully complies with a criterion, briefly describing how it does so and providing references to supporting evidence (institutional policies, institutional procedures, published website information). In certain instances where documentation is not publicly available, relevant material e.g., sample agent contract templates (criteria 5.1.2 (c)-5.1.2(e)) may be included in Section 9 of its IEMAS (see [Section B3.1 Format of the IEMAS](#) and [IEMAS template in Appendix 2 of this document at Section 9](#)).

or

- specify that it partially complies with a criterion, briefly describing how it does so (with supporting evidence as described above), and setting out planned actions with realistic deadlines to achieve full compliance with the criterion;

or

- specify that it is non-compliant with a criterion and setting out planned actions with realistic deadlines to achieve compliance with the criterion.

For the purposes of authorisation of a HE provider to use the IEM, QQI expects full compliance with all applicable criteria on the part of the HE provider. Ideally, full compliance will be in place at the time of a HE provider's application. However, there may be circumstances which prevent a provider from achieving full compliance at the time of its IEM application e.g., the complexity of regularising its international foundation year programmes (5.5), or the need to develop new, or make more explicit, policies and procedures to address different criteria across different sections of the HE Code e.g., how a provider meets its obligations under the Lisbon Recognition Convention (5.2). In such circumstances, QQI can authorise use of the IEM with conditions regarding partial compliance or non-compliance of particular criteria. However, QQI considers that there must be a minimum level of compliance from HE providers to obtain authorisation to use the IEM.

## B2.5 Threshold for HE provider compliance with the HE Code and authorisation of the HE provider to use the IEM

In relation to HE providers, QQI is required to determine an application for authorisation to use the IEM under section 61(7)(a) of the 2012 Act as amended by assessing the HE provider's compliance with the HE Code.

In relation to the HE Code, QQI must be satisfied that a higher education provider is in compliance with that code to authorise use of the IEM (section 61(7)(i) of 2012 Act as amended). To determine whether it is satisfied that a HE provider is in compliance with the HE Code, QQI must establish a reasonable and transparent threshold standard for measuring compliance that is both achievable by, and challenging to, the provider. Therefore, for the purpose of satisfying QQI that a HE provider 'is in compliance' with the HE Code in order that QQI shall authorise the use by that HE provider of the IEM, the HE provider:



- **must be fully compliant with at least 80% of the criteria applicable to that provider;**

and

- **must ensure that an 80% compliance rate is achieved under each of the applicable principles.**

It is not possible to use a compliance rate above 80% in one or more applicable sections of the HE Code to compensate or offset a compliance rate of less than 80% in any of the remaining, applicable sections elsewhere in the HE Code.

It is of note that all criteria that apply to a HE provider carry equal weighting, and the compliance rate of a provider will be a straight numerical calculation of the number of criteria that are fully complied with by the provider both as a percentage of the overall number of applicable criteria and under each principle of the HE Code. The following theoretical examples illustrate how this would be applied in practice:

*Example 1: A HE provider to which all the criteria apply.<sup>15</sup>*

In this example, QQI would expect the provider to demonstrate full compliance with at least 50 of the 63 associated criteria (80% compliance is strictly 50.4 out of 63, but there will be no use of fractions in calculating the 80% rate), distributed across all the applicable principles and criteria.

*Example 2: A HE provider that is not a linked provider that does not offer transnational education programmes to learners outside the state leading to awards in the NFQ.*

In this example, the following 5 criteria would not be applicable to the HE provider: 5.6.1.(a)-5.6.1(d) inclusive and 5.6.2(d). If all the remaining criteria applied to the HE provider, it would need to demonstrate full compliance with 80% of 58 criteria i.e., 46 criteria distributed across all the principles and criteria.

*Example 3: A small HE provider that is not a linked provider, that does not offer transnational education programmes or remote online programmes to learners outside the state leading to awards in the NFQ and that does not engage the services of a recruitment agent.*

In this example, the following 14 criteria would not apply to the HE provider: 5.1.2(c)-5.1.2(h); 5.6.1(a)-5.6.1(d) and 5.6.2(a)-5.6.2(d). If all the remaining criteria applied to the HE provider, it would need to demonstrate full compliance with 80% of 49 criteria, i.e., 39.

*Example 4: A HE provider that is not a linked provider of a designated awarding body, is exempt from the statutory PEL scheme, and does not offer international foundation*

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<sup>15</sup> This example is theoretical and cited for illustrative purposes only. It is unlikely that all 63 criteria will ever apply to any individual provider at the same time as some criteria apply specifically to private/independent providers and some to linked providers only.

*year programmes to international learners in Ireland, nor transnational education programmes to learners outside the state.*

In this example, the following 8 criteria would not apply to the HE provider: 5.1.2(i); 5.5(b)-5.5(d); 5.6.1(a)-5.6.1 (b); and 5.6.1.(d) and 5.6.2(d). If all the remaining criteria applied to the HE provider, it would need to demonstrate full compliance with 80% of 55 criteria, i.e., 44.

HE providers who do not fully comply with the HE Code's principles and criteria, but who do meet the 80% threshold overall and under each principle (or section of the HE Code), will be authorised to use the IEM with conditions. Where they are reasonable, QQI will set conditions based on the HE provider's plans for compliance presented by the HE provider in its IEMAS. There will be an upper time limit for achieving full compliance with the HE Code, which will be set at two years from the date of the granting of authorisation. This time limit is in line with criteria 5.1.2(d) and 5.5(d), which set respectively two-year deadlines for the incorporation of the principles of the London Statement in contractual arrangements with education agents, where these do not already exist, and the inclusion of International foundation year programme awards within the NFQ. The two-year deadline will not necessarily be applied to all conditions of authorisation. QQI will consider the HE provider's own plans for achieving compliance, the nature of the criteria to which conditions have been applied, and the practicalities of monitoring, in setting the timelines for meeting the conditions of authorisation.

## B3 The IEMAS Application Statement (IEMAS)

### B3.1 Format of the IEMAS

The IEMAS should consist of the following sections, addressing the following headings:

Section 1: Introduction: Institutional Context of International Education

Section 2: Brief description of the IEMAS preparation process and confirmation of institutional approval

Section 3: Principle and Criteria: Marketing and Recruitment (HE Code 5.1)

Section 4: Principle and Criteria: Admissions and Qualifications' Recognition (HE Code 5.2)

Section 5: Principle and Criteria: Fees, Refunds and Subsistence (HE Code 5.3)

Section 6: Principle and Criteria: Supports and Services for International Learners (HE Code 5.4)

Section 7: Principle and Criteria: English Language Policy and International Foundation Year Programmes (HE Code 5.5)

Section 8: Principle and Criteria: International Learners Outside the State (HE Code 5.6)

Section 9: Appended Documents: Additional Supporting Evidence

QQI will make available an editable IEMAS Microsoft Word template for providers ahead of the opening of the 2024 application window. The basic design of the template is set out in Appendix 2 of this document. Use of the editable template provided is not compulsory. It is intended to assist HE providers in assembling the material for their IEMAS, and to help frame and submit it in a convenient manner.

For those providers who elect not to use the QQI template, it is nonetheless expected by QQI that they should follow the general format outlined above, including each of the nine sections. In addition, it is also expected that providers should include:

- in Section 1 of their IEMAS, a completed version of the table entitled *Aggregate enrolments of international learners by HE Code Categories* [see [Section B3.2 Section 1](#) of this document, and [Section 1.2 of the IEMAS Template in Appendix 2 of this document](#)]
- in Section 1 of their IEMAS, a completed version of the table entitled *International learner enrolments by country of origin and HE Code categories* [see [Section B3.2 Section 1](#) of this document, and [Section 1.3 of the IEMAS Template in Appendix 2 of this document](#)]
- at the head of each of Sections 3 to 8, a completed version of the overview of compliance table for each of the Principles and Criteria in the HE Code (HE Code sections 5.1-5.6), for which see [Section 3.1](#), [Section 4.1](#), [Section 5.1](#), [Section 6.1](#), [Section 7.1](#), and [Section 8.1](#) of the IEMAS Template in Appendix 2 of this document.

It is a matter for the HE providers themselves to determine how they wish to demonstrate their compliance with the HE Code. The remainder of this document offers general guidance (as requested by several providers) on how it might address the matter of compliance with

the criteria under the six principles, and out sets out the general expectations of QQI regarding the same.

In preparing its IEMAS, the HE provider should

- address the requirements for authorisation to use the IEM clearly and succinctly, namely compliance with the applicable criteria in the HE Code;
- ensure that the assessment is free from unsupported assertion;
- include clearly presented evidence to demonstrate how what is stated is known and can be verified;
- ensure that the Assessment Panel can easily access referenced documents;
- meet the needs of its primary audience (Assessment Panel, IRG and ARC) in demonstrating the provider's compliance with the HE Code, using references to other sources for descriptive information.

In terms of succinctness, QQI recommends that HE providers should endeavour to draft an IEMAS that does not exceed 20,000 words, exclusive of any tables, or unpublished documents or document extracts included as supporting evidence. This word count is reflected in the illustrative IEMAS Template in [Appendix 2](#) of this document and will also be reflected in the editable IEMAS Microsoft Word template that will be made available to providers ahead of the opening of the first application window. Nevertheless, where a HE provider considers that it cannot adequately demonstrate its compliance with applicable HE Code criteria within the recommended word count limits in Sections 3 to 8 of its IEMAS, the HE provider may exceed any or all these word count limits. The word count limits are recommended as a general guideline and are not prescriptive, and they may, where needed, be exceeded in the editable IEMAS Microsoft Word template.

## B3.2 General guidance for preparing the IEMAS

### IEMAS Section 1: Introduction: Institutional Context of International Education

The introduction to the IEMAS should briefly set out the institutional context of the provider, focusing primarily on its international activity. It should

- describe the institution's strategic objectives for international education, including confirmation of the existence of, and links to, the provider's international education strategy, if applicable, and/or relevant sections of the institution's general strategy and other relevant documents;
- describe any organisational structures responsible for international education and the international learner experience, including any relevant roles (e.g. International Officers, Marketing/Student Recruitment, International Partnerships and Engagement, Student Experience etc).
- describe the nature and scope of any transnational education activity that the institution engages in;
- describe the nature and scope of remote, fully online education programmes that are provided by the institution, where international learners based outside the state are enrolled on these programmes.

The description of the institutional context of the provider, and the nature, scope and strategic objectives of its international education activity, including related organisational structures, should be supported by documentary evidence, including links to documents on the institution's website(s) and/or social media, and any other relevant and accessible documents. For convenience, and in lieu of a lengthy description of the organisational structures responsible for international education and the international student experience, it is recommended that an organogram is included. If such an organogram already exists in published form, the HE provider may provide a link to it here in Section 1 of the IEMAS. Alternatively, if it is not already published, it may be included in Section 9: Appended Documents: Additional Supporting Evidence of the IEMAS (see also [IEMAS Template: Section 9 in Appendix 2 of this document](#)).

Section 1 of the IEMAS should also include two tables. The first should set out aggregate enrolments of international learners in line with the definition of the international learner categories set out in the HE Code (section 2.2), for the full academic year that precedes the calendar year in which the provider's application for authorisation to use the IEM is made (i.e., for an application submitted in 2024, the aggregate learner enrolments should apply to the 2022/23 academic year). The table format set out in [Section 1.2 of the IEMAS Template \(Appendix 2 of this document\)](#) should be used for this purpose.

The second table should provide a breakdown of international learner enrolments by country of origin, in accordance with the international learner categories set out in the HE Code (section 2.2), for the full academic year that precedes the calendar year in which the provider's application for authorisation to use the IEM is made (i.e., for an application submitted in 2024, the breakdown of enrolments should apply to the 2022/23 academic year). The table format set out in [Section 1.3 of the IEMAS Template \(Appendix 2 of this document\)](#) should be used for this purpose.

IEMAS Section 2: Brief description of IEMAS preparation process and confirmation of institutional approval

This section of the IEMAS should include a brief overview of the process undertaken by the HE provider in preparing its IEMAS. The purpose of this section is to confirm that the IEMAS is an institutionally sanctioned and institutionally owned document. In this connection, it should confirm who wrote the IEMAS, and who approved it on behalf of the HE provider. It should also briefly indicate the extent to which the IEMAS has been disseminated within the HE provider's community.

IEMAS Section 3: Principle and Criteria: Marketing and Recruitment (HE Code 5.1)

In this section of the IEMAS, the HE provider is required to demonstrate compliance with the general principle, and the applicable criteria amongst the 18 associated criteria, relating to the HE provider's marketing of programmes to international learners and the recruitment of international learners (HE Code 5.1). It should also include at the outset a completed overview of compliance with this principle and its associated criteria using the table in [Section 3.1 of the IEMAS Template \(Appendix 2 of this document\)](#).

11 of these criteria – 5.1.1(a) to 5.1.2(b) inclusive – relate to the provision of clear, accessible, and transparent information to international learners about the HE provider and its programmes. For convenience, they may be grouped together. They are largely factual in nature and require the HE provider to confirm that the requisite information is made available to international learners, including the requirements under section 67 of the 2012 Act as amended. The HE provider should provide links to relevant publications, marketing and communications material, information notices on websites and on social media, and any other relevant documents, as supporting evidence that it meets these information criteria.

6 of the criteria under marketing and recruitment – 5.1.2(c)-5.1.2(h) – relate to the HE provider's engagement with recruitment agents, and these may be grouped together for convenience. One way of addressing these criteria would be to provide a narrative of the life-cycle of a HE provider's relationship with recruitment agents, from the point of initial due diligence on prospective agents and the completion of contracts, through subsequent monitoring activities; and addressing how the HE Code criteria are complied with at appropriate points in the narrative, including references to institutional procedures, contract templates and other relevant documentation. Non-published material of a sensitive commercial nature relating to the HE provider's relationship with recruitment providers may be included in a redacted form (if considered necessary by the HE provider) in Section 9: Appended Documents: Additional Supporting Evidence.

The final criterion – 5.1.2(i) – relates to the implementation of the statutory PEL arrangements under section 65 of the 2012 Act as amended. Obligated providers (excluding providers who are statutorily exempt from participation in the new statutory PEL scheme under section 65(6) of the 2012 Act as amended) should confirm here that they will participate in these PEL arrangements in line with the policies, processes and regulations overseen by QQI as and when required.

As well as demonstrating compliance with the applicable criteria required under Section 5.1 of the HE Code, the HE provider should also outline in this section timebound plans for achieving compliance with any applicable criteria where the provider is either partially compliant or non-compliant.

IEMAS Section 4: Principle and Criteria: Admissions and Qualifications' Recognition (HE Code 5.2)

In this section of the IEMAS, the HE provider is required to demonstrate compliance with the general principle, and the applicable criteria amongst the 7 associated criteria relating to the HE provider's admissions and qualifications' recognition arrangements for international learners (HE Code 5.2). It should also include at the outset a completed overview of compliance with this principle and its associated criteria using the table in [Section 4.1 of the IEMAS Template \(Appendix 2 of this document\)](#).

The first two criteria – 5.2(a) and 5.2(b) – relate to the clear specification of entry requirements for international learners on the HE providers' programmes and how they support successful participation on these programmes. The HE provider should briefly describe the processes for establishing general entry requirements for its programmes, and how effective these are in supporting the successful participation of international learners, with reference to English language proficiency requirements. In demonstrating compliance with these criteria, the HE provider should describe the benchmarks used to assess English language proficiency, and any other entry requirements that are considered relevant to the provider's international learners; how these are communicated to potential international learners; and how they are monitored in terms of their effectiveness. The HE provider may cross-refer to criterion 5.5(a) on its English language policy statement, as appropriate.

4 criteria – 5.2(c)-5.2(f) – relate to the competence to make decisions under the Lisbon Recognition Convention (LRC) in recognition matters for the purposes of admission to higher education programmes. This competence resides with HE providers in Ireland. The HE provider should confirm whether it subscribes to the key principles and processes of the LRC, as set out in the HE Code criteria, and whether it currently implements them on an individual basis or under an agreed approach or protocol shared with other HEIs. The HE provider should also describe the organisational structures responsible for making recognition decisions under the LRC, including any governance oversight arrangements, and how such decisions relate to the process of admitting international learners to programmes within the institution.

The HE provider may also set out any plans for future implementation of the principles and processes of the LRC if they are not fully in place currently, or where existing admissions processes have not been formally linked to the LRC requirements. HE providers who require additional support in order to demonstrate their compliance with HE Code criteria 5.2(c)-5.2(f) may find it useful to consult and utilise the **Self-Assessment Tool** developed in the context of the '**Spotlight on Recognition Project**',<sup>16</sup> which is available here: [web spot](#)

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<sup>16</sup> The project is led by the European Universities Association (EUA), the German Rectors' Conference (HRK), the Spanish Rectors' Conference (CRUE) and Nuffic, the Dutch organisation for internationalisation in Education. On the project generally see [Improved recognition: A self-assessment tool \(eua.eu\)](#).

[report\\_en.pdf](#). It should be noted that there is no obligation on providers to use this tool as part of their HE Code self-assessment.

The final criterion in this section – 5.2(g) – relates to QQI’s statutory function under section 9(2)(m)(ii) of the 2012 Act as amended to facilitate the recognition outside the state of awards made in the state, including in the home countries of their international learners. The HE provider is required to confirm here that it will afford reasonable support to QQI in international activities aimed at facilitating the recognition of Irish awards abroad, including, qualifications’ recognition agreements with other jurisdictions, and co-operative agreements with regulatory and quality assurance authorities in other jurisdictions. The HE provider should also give an undertaking in its IEMAS that it will keep QQI informed of any issues relating to the recognition of its learners’ awards in other jurisdictions that it becomes aware of via those learners, or via recognition bodies and/or education providers and employers in those jurisdictions.

As well as demonstrating compliance with the applicable criteria required under Section 5.2 of the HE Code, the HE provider should also outline in this section timebound plans for achieving compliance with any applicable criteria where the provider is either partially compliant or non-compliant.

#### IEMAS Section 5: Principle and Criteria: Fees, Funds and Subsistence (HE Code 5.3)

In this section of the IEMAS, the HE provider is required to demonstrate compliance with the general principle, and the applicable criteria amongst the 11 associated criteria relating to the HE provider’s arrangements for the collection of fees and issuing of refunds to international learners, to the provision of clear, accurate and accessible information on these matters, and to other costs related to studying in Ireland (HE Code 5.3). It should include at the outset a completed overview of compliance with this principle and its associated criteria using the table in [Section 5.1 of the IEMAS Template \(Appendix 2 of this document\)](#).

7 of these criteria – 5.3.1(a) to 5.3.1(g) inclusive – relate to tuition and tuition-related fees and how information is communicated to international learners that is accurate and transparent and that ensures that there are no hidden costs for international learners that emerge post-enrolment. For convenience, these may be grouped together. These criteria are largely factual in nature and require the HE provider to confirm that the requisite information is made available to international learners. The HE provider should provide links to relevant publications, including a fees policy and related procedural documents, where they exist; marketing and communications material; and information notices etc., that relate to the communication of information on tuition fees to international learners by the HE provider or by any recruitment agents/partners/consultants acting on its behalf.

The remaining 4 criteria – 5.3.2(a)-5.3.2(d) – relate to how the HE provider communicates information and advice on the costs of studying in Ireland beyond tuition and tuition-related fees, both to potential international learners and to international learners who subsequently enrol on their programmes. The HE provider should provide links to relevant publications, marketing and communications material, information notices on websites and social media, and any other relevant documents, as supporting evidence that it meets



requirements for these information criteria. Where the provider directs international learners to external information resources, these should also be referenced.

The key requirement to be demonstrated across all the criteria in this section is that the communications to international learners on costs are sufficient, accurate, transparent and accessible to enable prospective international learners to make informed choices about where they will study, and to assist them in managing their living expenses while enrolled on their programmes.

As well as demonstrating compliance with the applicable criteria required under Section 5.3 of the HE Code, the HE provider should also outline in this section timebound plans for achieving compliance with any applicable criteria where the provider is either partially compliant or non-compliant.

#### IEMAS Section 6: Supports and Services for International Learners (HE Code 5.4)

In this section of the IEMAS, the HE provider is required to demonstrate compliance with the general principle, and applicable criteria amongst the 15 associated criteria relating to the HE provider's provision of supports and services to international learners (HE Code 5.4). It should also include at the outset a completed overview of compliance with this principle and its associated criteria using the table [in Section 6.1 of the IEMAS Template \(Appendix 2 of this document\)](#).

9 of these criteria – 5.4.1(a)-5.4.1(i) – relate to the provision of general learner supports and services, including the designation of appropriate personnel to handle queries from international learners; the provision of information to help international learners adapt to their new environment and to integrate on campus; and the question of how international learners are catered for in general learner induction programmes, and the range of topics on which information is provided in such induction sessions, including reminders to international learners of their responsibilities under the student immigration regime. In line with these criteria, the HE provider should briefly describe how these matters are addressed, with accompanying references/links to supporting evidence.

Another 5 criteria in this section of the HE code – 5.4.2(a)-5.4.2(e) – concern academic-related supports (though not pedagogical matters) on topics such as ongoing access to advice on all relevant academic policies and procedures, including academic integrity matters, and the provision of reminders of key information on academic processes at different points of the academic year. They also include a requirement that induction programmes, and all relevant policies, procedures and services, have regard to integrating international learners into the wider academic community. In line with these criteria, the HE provider should briefly describe how these matters are addressed, with accompanying references/links to supporting evidence.

The final criterion in this section – 5.4.3 – concerns the training of staff and providing them with other supports so that they are enabled to facilitate as appropriate the effective delivery of programmes and services to international learners, including training in intercultural competence and support for the development of English language education

competence. Again, the HE provider should describe how institutional training programmes and other activities achieve these aims, with supporting evidence.

As well as demonstrating compliance with the applicable criteria required under Section 5.4 of the HE Code, the HE provider should also outline in this section timebound plans for achieving compliance with any applicable criteria where the provider is either partially compliant or non-compliant.

#### IEMAS Section 7: English Language Policy Statement and International Foundation Year Programmes (HE Code 5.5)

In this section of the IEMAS, the HE provider is required to demonstrate compliance with the general principle, and the applicable criteria amongst the 7 associated criteria relating to the HE provider's English Language Policy Statement and International Foundation Year Programmes (HE Code 5.2). It should also include at the outset a completed overview of compliance with this principle and its associated criteria using the table in [Section 7.1 of the IEMAS Template \(Appendix 2 of this document\)](#).

Criterion 5(a) requires that all HE providers should have an English language policy statement in relation to its international learners. It also includes 4 sub-criteria defining the minimum scope of that policy statement. In demonstrating compliance with this criterion, a HE provider should confirm that it has such a policy statement and that it addresses the minimum requirements of the policy statement set out in criterion 5.5(a)(i)-(iv). These criteria concern such matters as minimum English language entry level requirements and proficiency examinations accepted to demonstrate language levels, descriptions of pre-sessional and in-sessional supports offered at undergraduate and post-graduate levels, and any credit-bearing programmes. The HE provider should provide an accessible link to its English language policy statement in its IEMAS to enable the review team to read and assess it.

Criteria 5(b)-5(d) only apply to providers that offer international foundation year programmes, whether directly or in partnership with other entities. Criterion 5(b) requires that the quality assurance and corporate and academic governance arrangements for such programmes are set out in the HE provider's English language policy statement. In demonstrating compliance with this criterion, the HE provider should confirm that its English language policy statement has fully and clearly addressed the arrangements for international foundation year programmes as specified in the HE Code, and that it references the relevant section(s) of the English language policy statement in this section of the IEMAS.

Criterion 5(b) requires that international foundation year programmes should lead to awards that are included within the NFQ and that are made either by QQI or another Irish awarding body. Criterion 5(d) makes it a condition of IEM authorisation that an international foundation year programme that is not included within the NFQ at the time the HE provider applies for IEM authorisation should be validated or receive programme approval by an Irish awarding body within two years of the date on which the HE provider is authorised to use

the IEM. In demonstrating compliance with these criteria, the HE provider should confirm the status of any international foundation year programmes with which it is associated, including whether it has been validated/approved by an Irish awarding body and, where it has not, the provider should set out its plans for securing validation/approval, including the anticipated timeframe for achieving validation/approval and its inclusion within the NFQ.

As well as demonstrating compliance with the applicable criteria required under Section 5.1 of the HE Code, the HE provider should also outline in this section timebound plans for achieving compliance with any applicable criteria where the provider is either partially compliant or non-compliant.

#### IEMAS Section 8: International Learners Outside the State (HE Code Section 5.6)

In this section of the IEMAS, the HE provider is required to demonstrate compliance with the general principle, and the applicable criteria amongst the 7 associated criteria relating to international learners outside the state undertaking programmes leading to awards within the NFQ that are offered in transnational education settings or through remote, fully online modes of learning. It should also include at the outset a completed overview of compliance with this principle and its associated criteria using the table [in Section 8.1 of the IEMAS Template \(Appendix 2 of this document\)](#).

2 of these criteria – 5.6.1(d) and 5.6.2 (d) – apply exclusively to linked providers, who are required to confirm to QQI that where they offer transnational education and/or remote, fully online programmes to learners outside the state that lead to awards within the NFQ, they do so with the agreement of their designated awarding body or bodies. QQI reserves the right to consult with the designated awarding body or bodies to confirm that such agreements are in place.

Criteria 5.6.1(a) and 5.6.2(a) respectively require HE providers to assure QQI that the academic quality, standards and recognition of their transnational and remote, online programmes are equivalent in these matters to programmes they provide within Ireland. In demonstrating compliance with these criteria, a HE provider should describe the quality processes it employs, and how effective they are, in maintaining these broad equivalences, and should include supporting evidence.

Criteria 5.6.1(c) and 5.6.2(c) are related to 5.2(g), and concern QQI's statutory function under section 9(2)(m)(ii) of the 2012 Act as amended to facilitate the recognition outside the state of awards made in the state, including in the home countries of their international learners. Here it specifically relates to the facilitation of the recognition of awards included within the NFQ for transnational programmes and remote, online programmes offered to international learners based outside the state. The HE provider is required to confirm here that it will afford reasonable support to QQI in international activities aimed at facilitating the recognition of such awards, including through qualifications' recognition agreements with other jurisdictions where international learners enrolled on Irish transnational and remote, online programmes are based, and through co-operative agreements with regulatory and quality assurance authorities in these jurisdictions.

The remaining criteria – 5.6.1(b) and 5.6.2(b) – require HE providers to adopt the principles and criteria of the HE Code for their transnational and remote, online programmes offered

to international learners outside the state. In demonstrating compliance with these criteria, HE providers should confirm the principles and criteria are applied in a manner that is comparable to their application in Ireland and through other modes of delivery and learning. They should also identify, if necessary, the principles and criteria that may need to be adapted in their application in a transnational setting and through a remote, online mode, with realistic timeframes for such adaptations. As part of this demonstration of compliance, the provider should reference its plans to adapt, and in which manner, those criteria that cannot be exactly replicated in relation to learners that are based outside the state, including realistic timeframes for adaptation of these criteria.

As well as demonstrating compliance with the applicable criteria required under Section 5.6 of the HE Code, the HE provider should also outline in this section timebound plans for achieving compliance with any applicable criteria where the provider is either partially compliant or non-compliant.

#### IEMAS Section 9: Appended Documents: Additional Supporting Evidence

This section of the template is reserved for the inclusion of unpublished documentation (internal management reports, internal procedural documents, contract templates etc), where it is not possible for the HE provider to include links to published evidence of its compliance with particular criteria in the HE Code. The HE provider should avoid including large documents in this section of the IEMAS where possible, always using extracts of the relevant part(s)/section(s) of such documents for the purposes of demonstrating compliance.

Documents that are included in this section of the report should be clearly labelled and should be accompanied by full cross-references to the principle and criteria to which they relate, both here and in the section(s) of the IEMAS covering the relevant principle and criteria to which they relate (Sections 3-8). If a HE providers considers that it needs to include commercially sensitive documentation to demonstrate compliance with particular criteria, you may include redacted versions of such documents as long as the material included here will be intelligible to the IEM Assessment panel and clearly support a demonstration of compliance with the associated criteria in the HE Code. Documents and document extracts included in this section of the IEMAS need not be included in calculating the overall word count of the IEMAS.

# Appendix 1: Role descriptors for IEM assessors (HE Pathway)

## Role Profile 1: Lead Assessor/Chair

The credibility of the IEM authorisation process, and the extent to which its outcomes will be valued and respected on an individual and collective basis, is directly related to the credibility of the Lead Assessors/Chairs and the robustness of their reputation and standing in the Irish Higher Education sector. Lead Assessors/Chairs will hold, or have held, senior leadership roles within public higher education institutions. They will have led similar national or international regulatory evaluations of aspects of higher education provider systems or performance, which have resulted in published reports, and have an in-depth knowledge of the Irish higher education system.

### Responsibilities

- Provides strategic leadership for the evaluation team;
- Makes sure that assessments are carried out in a manner that:
  - conforms with the process and timelines as specified by QQI;
  - is independent, fair and constructive;
  - is grounded within the HE Code criteria;
  - ensures that all relevant information and/or clarifications are sought from the applicant as per the QQI process and timelines; and
  - ensures that the views of all assessors are collated and considered in the identification of the assessment findings and recommendations;
- Assesses International Education Mark Application Statement thoroughly, consistently and fairly;
- Ensures sufficient evidence exists to inform a robust assessment and identification of findings and recommendations;
- Establishes, in consultation with QQI, an agenda for meetings with applicants if and when necessary;
- Ensures all Assessment Panel members are cognisant of the national and local context within which an application is being assessed and has due regard for that context when agreeing findings, recommendations and conditions;
- Alerts QQI to any issues that may emerge as part of the assessment in a timely manner, e.g. in relation to the IEMAS, or the performance of the Assessment Panel or a team member;
- Identifies, in conjunction with the assessment team, relevant findings and makes recommendations to QQI on the outcomes of the assessment process;
- Approves the Assessment Panel report, ensuring that it accurately and adequately reflects the IEMAS and assessment process and findings, including appropriate evidence to support any relevant recommendations and conditions; and
- Ensures that modifications necessary to the final report, identified through QQI moderation processes or through factual accuracy checks, are appropriately addressed in a timely manner.

### Expertise

- In-depth knowledge and understanding of the wider governance and quality assurance system within which Irish higher education providers (public and private / independent) operate;
- In-depth knowledge and understanding of the provision of higher education programmes in Ireland, and of the general and academic supports required for international learners;

- Knowledge and understanding of the relevant QQI policies, criteria, codes, guidelines and processes;
- Extensive previous experience of leading/chairing national or international regulatory evaluations of aspects of providers' systems or performance, which have been published;
- Highly effective communicator and coordinator.

### **Role Profile 2: Lead Assessor/Subject Matter Expert**

A robust evaluation of applications will require subject matter expertise in the area of international education as it pertains to the general and academic needs of international learners on programmes, commencing with marketing and recruitment and extending to graduation. While there are many highly regarded experts in this area working in Irish higher education institutions, the small pool of applicant providers warrants consideration of the benefits (in terms of safeguarding and promoting impartiality) of looking for such expertise internationally. Any lack of detailed knowledge of the Irish higher education context will be addressed by the Lead Assessor/Chair who will be required to have that local contextual knowledge. Co-Assessors/Subject Matter Experts will have an evidenced track record of knowledge and experience working in international education, particularly in roles with responsibility for the welfare of international learners. They will have participated in other regulatory evaluation processes in Ireland or internationally, which have resulted in published reports.

#### **Responsibilities**

- Assesses IEMAS thoroughly, consistently and fairly and within the timelines specified by QQI;
- Ensures, with fellow assessment team members, that sufficient evidence exists to inform a robust assessment and identification of findings and recommendations;
- Participate in meetings with applicant providers if and when necessary;
- Contributes to the drafting of the Assessment Panel report, by sharing documented views and inputs with the Report Writer/Secretary.

#### **Expertise**

- In-depth knowledge of international education and of the general and academic supports required for international learners;
- General knowledge of the Irish higher education system and/or have availability to attend a briefing session on the Irish higher education system;
- Knowledge and understanding of the relevant QQI policies, criteria, codes, guidelines and processes;
- Previous experience of participating in a regulatory evaluation which has resulted in a published report.

### Role Profile 3: Report Writer/Secretary

The quality of the assessment process is captured and measured by the quality of the Assessment Panel report. Whilst the Report Writers/Secretaries should have a good general knowledge of the Irish HE context, including quality assurance and international education as it pertains to the general and academic needs of learners on academic programmes, their primary expertise should be as an experienced writer of published regulatory, criteria-based evaluation reports. The Report Writer/Secretary will be a full assessment team member and is expected to engage actively in all the activities and deliberations of the assessment team. Report writers/Secretaries will have a good general knowledge of the Irish Higher Education context, including quality assurance requirements, and international education as it pertains to the general and academic needs of learners on academic programmes. They will have experience, nationally or internationally, of writing regulatory, criteria-based assessment reports which have been published.

#### Responsibilities

- Evaluates application documentation thoroughly, consistently and fairly and within the timelines specified by QQI;
- Ensures with fellow assessment team members, that sufficient evidence exists to inform a robust evaluation and identification of findings and recommendations;
- Drafts the Assessment Panel report, ensuring that it incorporates the views and inputs of all Assessment Panel members and accurately and adequately reflects the IEMAS and evaluation process and findings, including recommendations;
- Makes, under the guidance of the Lead Assessor/Chair, any modifications necessary to the final report, identified through QQI moderation processes or through factual accuracy checks, in a timely manner.

#### Expertise

- Strong report-writing skills and capacity to incorporate inputs from assessment team members, and present findings and recommendations clearly and comprehensibly in alignment with the assessment criteria;
- Knowledge of the Irish higher education system;
- Knowledge of higher education programmes in Ireland, and of the general and academic supports required for international learners; Knowledge and understanding of the relevant QQI policies, criteria, codes, guidelines, and processes.



## Appendix 2: IEMAS Template (Higher Education Pathway)

Provider Identification

<b>Provider Name:</b>	
<b>Submitted by (Designated Contact Person(s)):</b>	
<b>IEMAS approved by: (Entity or Entities that Approved the IEMAS on behalf of the Provider e.g. Governing Body/ Governing Authority; Executive Management Team, Executive Board etc):</b>	
<b>Link(s) to provider's primary website and any associated or affiliated websites and related social media pages:</b>	

## Section 1: Introduction: Institutional Context of International Education

### 1.1 Description

#### **Instructions**

- **Provide a short institutional profile, describing your institution’s strategic objectives for international education, including confirmation of the existence and provision of links to your international education strategy if applicable, and/or relevant parts of the institution’s general strategy and any other relevant institutional documents on your international education activities (max. 900 words).**
- **Describe the organisational structures supporting international education and the international learner experience in your institution, including all relevant supports provided by the institution for international learners. For convenience, and in lieu of a lengthy description of the organisational structures, it is recommended that an organogram is included, either as a link to an already published organogram or, if not already published, the organogram is included directly in Section 9: Appended Documents below (max. 900 words).**
- **Describe the nature and scope of any transnational education activity engaged in by your institution (max. 500 words);**
- **Describe the nature and scope of remote, fully online education offered by your institution, which encompasses the enrolment of international learners based outside the state (max. 500 words)**

**Supporting evidence:** Provide links to the website and/or social media, and links and/or references to other documentation (e.g. published reviews, internal management documents, annual quality reports etc) as evidence of your international education activities, the underpinning strategy and the underpinning organisational structures. With regard to organisational structures, it is recommended that an organogram is included, either as a link to an already published organogram here in Section 1 or as a standalone document to be included in Section 9: Appended Documents: Additional Supporting Evidence. Other unpublished documents relevant to this section may also be included in Section 9.

**Maximum: 2,800 words**

## 1.2 Aggregate enrolments of international learners by HE Code Categories 2022-23

<i>International HE Code Learner Category</i>	<i>Aggregate enrolments of international learners by HE Code Category</i>	<i>International learner enrolments (by HE Code categories) as % of total enrolments on same programmes</i>
Category 1: EU/EEA/Swiss learners in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ		
Category 2: Non-EU/EEA/Swiss learners in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ		
Category 3: Learners outside the state <sup>17</sup> enrolled on programmes that lead to major or non-major awards that are included within the NFQ and offered in a transnational education setting		
Category 4: Learners outside the state <sup>18</sup> enrolled on programmes that lead to major or non-major awards that are included within the NFQ and offered through remote, fully online modes of learning.		

<sup>17</sup> QQI has been made aware that certain providers may not be able to distinguish between Irish citizens and non-Irish citizens based outside the state that are enrolled on programmes leading to awards included within the NFQ, whether in transnational or online education settings. QQI understands from providers that there is a small number of learners in this category. These Irish citizens may be reported in the aggregate numbers of international learners by HE providers, where they are unable to make the distinction. This inclusion of Irish citizens should be noted in Section 1 of the IEMAS.

<sup>18</sup> As in note 17 above.

	<b>Total International Learner Enrolments (across all HE Code categories):</b>	<b>Total International Learner enrolments (across all HE Code categories) as % of total enrolments on same programmes:</b>
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### 1.3 International learner enrolments by country of origin and HE Code categories

<b>Country of Origin (EU/EEA/Swiss)</b>	<b>CATEGORY 1:</b>	<b>CATEGORY 3:</b>	<b>CATEGORY 4:</b>
	<i>Enrolled EU/EEA/Swiss learners (by country of origin) in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ</i>	<i>Enrolled EU/EEA/Swiss learners (by country of origin)<sup>19</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered in a transnational education setting</i>	<i>Enrolled EU/EEA/Swiss learners (by country of origin)<sup>20</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered through remote, fully online modes of learning</i>
Austria			
Belgium			
Bulgaria			

<sup>19</sup> QQI has been made aware that certain providers may not be able to distinguish between Irish citizens and non-Irish citizens based outside the state that are enrolled on programmes leading to awards included within the NFQ, whether in transnational or online education settings. QQI understands from providers that there is a small number of learners in this category. These Irish citizens may be reported in the aggregate numbers of international learners by HE providers, where they are unable to make the distinction. This inclusion of Irish citizens should be noted in Section 1 of the IEMAS.

<sup>20</sup> As in note 19 above.

Country of Origin (EU/EEA/Swiss)	CATEGORY 1:	CATEGORY 3:	CATEGORY 4:
	<i>Enrolled EU/EEA/Swiss learners (by country of origin) in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ</i>	<i>Enrolled EU/EEA/Swiss learners (by country of origin)<sup>19</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered in a transnational education setting</i>	<i>Enrolled EU/EEA/Swiss learners (by country of origin)<sup>20</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered through remote, fully online modes of learning</i>
Croatia			
Cyprus			
Czech Republic			
Denmark			
Estonia			
Finland			
France			
Germany			
Greece			
Hungary			
Iceland			

Country of Origin (EU/EEA/Swiss)	CATEGORY 1:	CATEGORY 3:	CATEGORY 4:
	<i>Enrolled EU/EEA/Swiss learners (by country of origin) in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ</i>	<i>Enrolled EU/EEA/Swiss learners (by country of origin)<sup>19</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered in a transnational education setting</i>	<i>Enrolled EU/EEA/Swiss learners (by country of origin)<sup>20</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered through remote, fully online modes of learning</i>
Italy			
Latvia			
Liechtenstein			
Lithuania			
Luxembourg			
Malta			
Netherlands			
Norway			
Poland			
Portugal			
Romania			

Country of Origin (EU/EEA/Swiss)	CATEGORY 1:	CATEGORY 3:	CATEGORY 4:
	<i>Enrolled EU/EEA/Swiss learners (by country of origin) in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ</i>	<i>Enrolled EU/EEA/Swiss learners (by country of origin)<sup>19</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered in a transnational education setting</i>	<i>Enrolled EU/EEA/Swiss learners (by country of origin)<sup>20</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered through remote, fully online modes of learning</i>
Slovakia			
Slovenia			
Spain			
Sweden			
Switzerland			



Country of Origin (Non-EU/EEA/Swiss)	CATEGORY 2:	CATEGORY 3:	CATEGORY 4:
	Enrolled non-EU/EEA/Swiss learners (by country of origin) in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>21</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered in a transnational education setting	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>22</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered through remote, fully online modes of learning.
Afghanistan			
Albania			
Andorra			
Angola			
Antigua and Barbuda			
Argentina			
Armenia			
Australia			

<sup>21</sup> QQI has been made aware that certain providers may not be able to distinguish between Irish citizens and non-Irish citizens based outside the state that are enrolled on programmes leading to awards included within the NFQ, whether in transnational or online education settings. QQI understands from providers that there is a small number of learners in this category. These Irish citizens may be reported in the aggregate numbers of international learners by HE providers, where they are unable to make the distinction. This inclusion of Irish citizens should be noted in Section 1 of the IEMAS.

<sup>22</sup> As in note 21 above.

Country of Origin (Non-EU/EEA/Swiss)	CATEGORY 2:	CATEGORY 3:	CATEGORY 4:
	Enrolled non-EU/EEA/Swiss learners (by country of origin) in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>21</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered in a transnational education setting	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>22</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered through remote, fully online modes of learning.
Azerbaijan			
Bahamas			
Bahrain			
Bangladesh			
Barbados			
Belarus			
Bhutan			
Bolivia			
Bosnia and Herzegovina			
Botswana			
Brazil			

Country of Origin (Non-EU/EEA/Swiss)	CATEGORY 2:	CATEGORY 3:	CATEGORY 4:
	Enrolled non-EU/EEA/Swiss learners (by country of origin) in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>21</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered in a transnational education setting	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>22</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered through remote, fully online modes of learning.
Brunei Darussalam			
Burundi			
Cameroon			
Canada			
Cayman Islands			
Chile			
China			
Colombia			
Congo			
Costa Rica			
Cote d'Ivoire			

Country of Origin (Non-EU/EEA/Swiss)	CATEGORY 2:	CATEGORY 3:	CATEGORY 4:
	Enrolled non-EU/EEA/Swiss learners (by country of origin) in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>21</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered in a transnational education setting	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>22</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered through remote, fully online modes of learning.
Cuba			
Dominican Republic			
Ecuador			
Gabon			
Gambia			
Georgia			
Ghana			
Grenada			
Guatemala			
Guinea			
Haiti			

Country of Origin (Non-EU/EEA/Swiss)	CATEGORY 2:	CATEGORY 3:	CATEGORY 4:
	Enrolled non-EU/EEA/Swiss learners (by country of origin) in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>21</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered in a transnational education setting	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>22</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered through remote, fully online modes of learning.
Honduras			
Hong Kong			
India			
Indonesia			
Iran, Islamic Republic of			
Iraq			
Israel			
Jamaica			
Japan			
Jordan			
Kazakhstan			

Country of Origin (Non-EU/EEA/Swiss)	CATEGORY 2:	CATEGORY 3:	CATEGORY 4:
	Enrolled non-EU/EEA/Swiss learners (by country of origin) in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>21</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered in a transnational education setting	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>22</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered through remote, fully online modes of learning.
Kenya			
Korea, Republic of			
Kosovo			
Kuwait			
Lao People's Democratic Republic			
Lebanon			
Lesotho			
Liberia			
Libya			
Macao			
Macedonia, The Former Yugoslav Republic of			

Country of Origin (Non-EU/EEA/Swiss)	CATEGORY 2:	CATEGORY 3:	CATEGORY 4:
	Enrolled non-EU/EEA/Swiss learners (by country of origin) in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>21</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered in a transnational education setting	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>22</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered through remote, fully online modes of learning.
Malawi			
Malaysia			
Maldives			
Mauritius			
Mexico			
Mexico			
Moldova, republic of			
Monaco			
Mongolia			
Montenegro			
Morocco			

Country of Origin (Non-EU/EEA/Swiss)	CATEGORY 2:	CATEGORY 3:	CATEGORY 4:
	Enrolled non-EU/EEA/Swiss learners (by country of origin) in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>21</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered in a transnational education setting	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>22</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered through remote, fully online modes of learning.
Myanmar			
Nepal			
New Zealand			
Oman			
Pakistan			
Palestinian Territory, Occupied			
Panama			
Paraguay			
Peru			
Philippines			
Puerto Rico			



Country of Origin (Non-EU/EEA/Swiss)	CATEGORY 2:	CATEGORY 3:	CATEGORY 4:
	Enrolled non-EU/EEA/Swiss learners (by country of origin) in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>21</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered in a transnational education setting	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>22</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered through remote, fully online modes of learning.
Qatar			
Russian Federation			
Rwanda			
Saints Kitts and Nevis			
Saudi Arabia			
Senegal			
Serbia			
Sierra Leone			
Singapore			
Somalia			
South Africa			

Country of Origin (Non-EU/EEA/Swiss)	CATEGORY 2:	CATEGORY 3:	CATEGORY 4:
	Enrolled non-EU/EEA/Swiss learners (by country of origin) in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>21</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered in a transnational education setting	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>22</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered through remote, fully online modes of learning.
Sri Lanka			
Sudan			
Swaziland			
Syrian Arab Republic			
Taiwan			
Tanzania. United Republic of			
Thailand			
Timor Leste			
Togo			
Trinidad and Tobago			
Turkey			

Country of Origin (Non-EU/EEA/Swiss)	CATEGORY 2:	CATEGORY 3:	CATEGORY 4:
	Enrolled non-EU/EEA/Swiss learners (by country of origin) in the state enrolled on programmes that lead to major or non-major awards that are included within the NFQ	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>21</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered in a transnational education setting	Enrolled non-EU/EEA/Swiss learners (by country of origin) <sup>22</sup> on programmes that lead to major or non-major awards that are included within the NFQ and offered through remote, fully online modes of learning.
Uganda			
Ukraine			
United Arab Emirates			
Venezuela			
Viet Nam			
Zambia			
Zimbabwe			
Other			

Section 2: Brief description of the IEMAS preparation process and confirmation of institutional approval

**Instructions**

- Describe the process undertaken by your institution to prepare the submitted IEMAS. This description should confirm that the IEMAS has been institutionally sanctioned by identifying the author(s) of the IEMAS, and who approved it on behalf of the institution. It should also indicate the level of institutional ownership of the IEMAS by describing the extent to which the IEMAS has been disseminated within the HE provider's community.

*Maximum: 300 words*

### Section 3: Principle and Criteria: Marketing and Recruitment (HE Code 5.1)

#### 3.1. Overview of Compliance with Principle and Criteria: Marketing and Recruitment (HE Code 5.1)

*Complete columns 3, 4, 6 and 7 by choosing the appropriate response. In Column 5, specify the number of documents referenced in this section and/or included in Section 9: Appended Documents: Additional Supporting Evidence below, to verify partial or full compliance with each applicable criterion.*

Column 1	Column 2		Column 3	Column 4	Column 5	Column 6	Column 7
<b>Principle 5.1: <u>Marketing and Recruitment</u>:</b>	HE Code Criterion		Fully Applicable; Partially Applicable; Not Applicable	Fully Compliant; Partially Compliant; Non-Compliant; Not Applicable	Specify number of referenced documents in IEMAS for FC or PC per criterion <sup>23</sup>	Plans to achieve full compliance for applicable criteria provided	80% threshold compliance achieved
<b>HE providers recruit international learners in a transparent and ethical manner. In their marketing and promotional materials, they ensure that clear, accurate, transparent, accessible, relevant and up to date</b>	1	5.1.1(a)	Choose an item.	Choose an item.		Choose an item.	Choose an item.
	2	5.1.1(b)	Choose an item.	Choose an item.		Choose an item.	
	3	5.1.1(c)	Choose an item.	Choose an item.		Choose an item.	
	4	5.1.1(d)	Choose an item.	Choose an item.		Choose an item.	
	5	5.1.1(e)(i)-(viii)	Choose an item.	Choose an item.		Choose an item.	
	6	5.1.1(f)	Choose an item.	Choose an item.		Choose an item.	
	7	5.1.1(g)	Choose an item.	Choose an item.		Choose an item.	

<sup>23</sup> Entries in this column will have a numeric value and reference the number of documents used to demonstrate compliance (full or partial) in the description section of the template for each criterion. Links to the documents referenced should be included in the latter, and not here in Column 5.

Complete columns 3, 4, 6 and 7 by choosing the appropriate response. In Column 5, specify the number of documents referenced in this section and/or included in Section 9: Appended Documents: Additional Supporting Evidence below, to verify partial or full compliance with each applicable criterion.

Column 1	Column 2		Column 3	Column 4	Column 5	Column 6	Column 7
information is provided.	8	5.1.1(h)	Choose an item.	Choose an item.		Choose an item.	
	9	5.1.1(i)	Choose an item.	Choose an item.		Choose an item.	
	10	5.1.2(a)	Choose an item.	Choose an item.		Choose an item.	
	11	5.1.2(b)	Choose an item.	Choose an item.		Choose an item.	
	12	5.1.2(c)	Choose an item.	Choose an item.		Choose an item.	
	13	5.1.2(d)	Choose an item.	Choose an item.		Choose an item.	
	14	5.1.2(e)	Choose an item.	Choose an item.		Choose an item.	
	15	5.1.2(f)	Choose an item.	Choose an item.		Choose an item.	
	16	5.1.2(g)	Choose an item.	Choose an item.		Choose an item.	
	17	5.1.2(h)	Choose an item.	Choose an item.		Choose an item.	
	18	5.1.2(i)	Choose an item.	Choose an item.		Choose an item.	

### 3.2. Demonstration of compliance with Principle and Criteria: Marketing and Recruitment (HE Code 5.1)

#### **Instructions**

- Describe how your institution provides clear, accessible, and transparent information to international learners about your institution and its programmes, referencing how it complies with criteria 5.1.1(a) to 5.1.2(b) of the HE Code, and how it meets the statutory requirements under section 67 of the 2012 Act as amended (max. 1,000 words).
- Describe (narratively or, if applicable, in terms of an institutional process) how your institution engages with recruitment agents, and how and through this engagement it complies with criteria 5.1.2(c)-5.1.2(h) (max. 1,000 words).
- If you are an obligated provider you should confirm, in this section and in compliance with criterion 5.1.2(i), that your institution will participate in the statutory PEL arrangements established under the 2012 Act as amended, in accordance with the policies, processes and regulations overseen by QQI. This criterion does not apply to providers who are statutorily exempt from participation in the new statutory PEL scheme under section 65(6) of the 2012 Act as amended. This confirmation need not be counted in the overall word count in this section.
- Provide timebound plans for achieving compliance with applicable criteria relating to information provision to international learners, and engagement with recruitment agents (HE Code 5.1), where your institution is currently non-compliant or partially compliant (max. 700 words).

**Supporting evidence:** Provide links to the website and/or social media, and links and/or references to other documentation (e.g. published reviews, procedural documents, internal management reports etc) as evidence of your compliance with the Marketing and Recruitment Criteria (HE Code 5.1). Unpublished documents in support of institutional compliance, including extracts from large documents, may be submitted in Section 9: Appended Documents: Additional Supporting Evidence.

**Maximum:** 2,700 words

**Enter description here:**

## Section 4: Principle and Criteria: Admissions and qualifications recognition

### 4.1. Overview of Compliance with Principle and Criteria: Admission and Qualifications Recognition (HE Code 5.2)

Complete columns 3, 4, 6 and 7 by choosing the appropriate response. In Column 5, specify the number of documents referenced in this section and/or included in Section 9: Appended Documents: Additional Supporting Evidence below, to verify partial or full compliance with each applicable criterion.

Column 1	Column 2		Column 3	Column 4	Column 5	Column 6	Column 7
<b>HE Code 5.2: Principle</b>	HE Code 5.2: Criterion		Fully Applicable; Partially Applicable; Not Applicable	Fully Compliant; Partially Compliant; Non-Compliant; Not Applicable	Specify number of referenced documents in IEMAS for FC or PC per criterion <sup>24</sup>	Plans to achieve full compliance for applicable criteria provided	80% threshold compliance achieved
<b>5.2 Admissions and Qualifications Recognition: HE providers operate fair, transparent and consistent admission policies that support the successful participation of international learners in their chosen programmes.</b>	19	5.2(a)	Choose an item.	Choose an item.		Choose an item.	Choose an item.
	20	5.2(b)	Choose an item.	Choose an item.		Choose an item.	
	21	5.2(c)	Choose an item.	Choose an item.		Choose an item.	
	22	5.2.(d)	Choose an item.	Choose an item.		Choose an item.	
	23	5.2(e)	Choose an item.	Choose an item.		Choose an item.	
	24	5.2(f)	Choose an item.	Choose an item.		Choose an item.	
	25	5.2(g)	Choose an item.	Choose an item.		Choose an item.	

<sup>24</sup> Entries in this column will have a numeric value and reference the number of documents used to demonstrate compliance (full or partial) in the description section of the template for each criterion. Links to the documents referenced should be included in the latter, and not here in Column 5.



#### 4.2. Demonstration of compliance with Principle and Criteria: Admissions and Qualifications' Recognition (HE Code 5.2)

- Describe in relation to criteria 5.2(a) and 5.2(b) your institution's processes for establishing general entry requirements for your programmes, and how effective they are in supporting the successful participation of international learners, with particular reference to English language proficiency requirements. The description should reference the benchmarks used to assess English Language proficiency in your institution; and any other entry requirements that are considered relevant to the provider's international learners and their successful participation; how these are communicated to potential international learners; and how they are monitored in terms of their effectiveness. The HE provider may cross-refer to criterion 5.5(a) on its English language policy statement, as appropriate (max. 1,000 words).
- Confirm, in relation to the 4 criteria 5.2(c) to 5.2(f), whether your institution subscribes to the key principles and processes of the Lisbon Recognition Convention (LRC), and whether it currently implements them on an individual basis or under an agreed approach or shared protocol with other higher education institutions. Describe the organisational structures responsible for making recognition decisions under the LRC, including any governance oversight arrangements, and how such decisions relate to the process of admitting international learners to your institution (max 1,000 words).
- Confirm in relation to criterion 5.2(g) that your institution will afford reasonable support to QQI's international activities and engagements aimed at facilitating the recognition of Irish awards abroad, including qualifications' recognition agreements with other jurisdictions, and co-operative agreements with regulatory and quality assurance authorities in other jurisdictions. You should also give an undertaking that your institution will keep QQI informed of any issues relating to the recognition of your learners' awards in other jurisdictions that you become aware of via your own learners, or via recognition bodies and/or education providers and employers in other jurisdictions (max. 200 words).
- Provide timebound plans for achieving compliance with applicable criteria relating to the admission of international learners and the recognition of their qualifications (HE Code 5.2), where your institution is currently non-compliant or partially compliant (max. 700 words).

**Supporting evidence:** Provide links to the website and/or social media, and links and/or references to other documentation (e.g. published reviews, procedural documents, internal management reports etc) as evidence of your compliance with the Admissions and Qualifications' Recognition criteria (HE Code 5.2). Unpublished documents in support of institutional compliance, including extracts from large documents, may also be submitted in Section 9: Appended Documents: Additional Supporting Evidence.

**Maximum:** 2,900 words.

**Enter description here:**

Section 5: Principle and Criteria: Fees, Refunds and Subsistence (HE Code 5.3)

5.1. Overview of Compliance with Principle and Criteria: Fees, Refunds and Subsistence (HE Code 5.3)

Complete columns 3, 4, 6 and 7 by choosing the appropriate response. In Column 6, specify the number of documents referenced in this section and/or included in Section 9: Appended Documents: Additional Supporting Evidence below, to verify partial or full compliance with each applicable criterion.

Principle 5.3	HE Code Criterion		Fully Applicable; Partially Applicable; Not Applicable	Fully Compliant; Partially Compliant; Non-Compliant; Not Applicable	Specify number of referenced documents in IEMAS for FC or PC per criterion <sup>25</sup>	Plans to achieve full compliance for applicable criteria provided	80% threshold compliance achieved
<b>5.3. Fees, Refunds and Subsistence: HE providers provide all learners with clear, accurate, transparent, accessible, relevant and up to date information on all study costs, including subsistence and accommodation. HE providers shall inform learners about fees and other costs associated with undertaking a</b>	26	5.3.1(a)	Choose an item.	Choose an item.		Choose an item.	Choose an item.
	27	5.3.1(b)	Choose an item.	Choose an item.		Choose an item.	
	28	5.3.1(c)	Choose an item.	Choose an item.		Choose an item.	
	29	5.3.1(d)	Choose an item.	Choose an item.		Choose an item.	
	30	5.3.1(e)	Choose an item.	Choose an item.		Choose an item.	
	31	5.3.1(f)	Choose an item.	Choose an item.		Choose an item.	
	32	5.3.1 (g)	Choose an item.	Choose an item.		Choose an item.	
	33	5.3.2(a)	Choose an item.	Choose an item.		Choose an item.	
	34	5.3.2(b)	Choose an item.	Choose an item.		Choose an item.	
	35	5.3.2(c) (i)-(ii)	Choose an item.	Choose an item.		Choose an item.	
36	5.3.2(d)	Choose an item.	Choose an item.		Choose an item.		

<sup>25</sup> Entries in this column will have a numeric value and reference the number of documents used to demonstrate compliance (full or partial) in the description section of the template for each criterion. Links to the documents referenced should be included in the latter, and not here in Column 5.

Complete columns 3, 4, 6 and 7 by choosing the appropriate response. In Column 6, specify the number of documents referenced in this section and/or included in Section 9: Appended Documents: Additional Supporting Evidence below, to verify partial or full compliance with each applicable criterion.

programme of study in Ireland.							
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## 5.2. Demonstration of compliance with Principle and Criteria: Fees, Refunds and Subsistence (HE Code 5.3)

### **Instructions**

**Note:** A key requirement to be demonstrated across all the criteria in this section of the IEMAS is that communications with international learners on costs are sufficient, accurate, transparent and accessible to enable prospective international learners to make informed choices about where they will study and to assist them in managing their living expenses while enrolled on their programmes. You should:

- Describe, in relation to criteria 5.3.1(a) to 5.3.1. (g), how you communicate information to international learners on their tuition and tuition-related fees that is accurate and transparent and ensures that there are no hidden costs that emerge post-enrolment. These criteria are largely factual in nature, and you should confirm that the requisite information is made available to your international learners and provide evidence to support the confirmation (max. 1,000 words).
- Describe, in relation to criteria 5.3.2(a) to 5.3.2.(d), how you communicate information and advice to international learners on the costs of studying in Ireland, beyond tuition and tuition-related fees, that is reliable and current, both to potential international learners and international learner who subsequently enrol on your programmes. Where your institution directs international learners to external information resources, these should also be referenced (max. 1,000 words).
- Provide timebound plans for achieving compliance with applicable criteria relating to Fees, Funds and Subsistence (HE Code 5.3), where your institution is currently non-compliant or partially compliant (max. 700 words).

**Supporting evidence:** You should provide links to relevant publications, marketing and communications material, information notices on websites and social media, and any other relevant documents, including external sources of information, as evidence of your compliance with the criteria relating to Fees, Funds and Subsistence (HE Code 5.3). Unpublished documents in support of institutional compliance, including extracts from large documents, may also be submitted in Section 9: Appended Documents: Additional Supporting Evidence.

**Maximum:** 2,700 words.

**Enter description here:**



Section 6 Principle and Criteria: Supports and Services for International Learners (HE Code 5.4)

6.1. Overview of Compliance with Principle and Criteria: Supports and Service for International Learners (HE Code 5.4)

Complete columns 3, 4, 6 and 7 by choosing the appropriate response. In Column 6, specify the number of documents referenced in this section and/or included in Section 9: Appended Documents: Additional Supporting Evidence below, to verify partial or full compliance with each applicable criterion.

Principle 5.4	HE Code Criterion		Fully Applicable; Partially Applicable; Not Applicable	Fully Compliant; Partially Compliant; Non-Compliant; Not Applicable	Specify number of referenced documents in IEMAS for FC or PC per criterion <sup>26</sup>	Plans to achieve full compliance for applicable criteria provided	80% threshold compliance achieved
<b>5.4 Supports and Services for International Learners: HE providers shall foster a supportive environment which supports the well-being and integration of all learners into the student body and ensures a positive learning experience for all learners.</b>	37	5.4.1(a)	Choose an item.	Choose an item.		Choose an item.	Choose an item.
	38	5.4.1(b)	Choose an item.	Choose an item.		Choose an item.	
	39	5.4.1(c)	Choose an item.	Choose an item.		Choose an item.	
	40	5.4.1(d)	Choose an item.	Choose an item.		Choose an item.	
	41	5.4.1(e)	Choose an item.	Choose an item.		Choose an item.	
	42	5.4.1(f)	Choose an item.	Choose an item.		Choose an item.	
	43	5.4.1(g)	Choose an item.	Choose an item.		Choose an item.	
	44	5.4.1(h)	Choose an item.	Choose an item.		Choose an item.	
	45	5.4.1(i)	Choose an item.	Choose an item.		Choose an item.	
	46	5.4.2(a)	Choose an item.	Choose an item.		Choose an item.	
47	5.4.2(b)	Choose an item.	Choose an item.		Choose an item.		

<sup>26</sup> Entries in this column will have a numeric value and reference the number of documents used to demonstrate compliance (full or partial) in the description section of the template for each criterion. Links to the documents referenced should be included in the latter, and not here in Column 5.

Complete columns 3, 4, 6 and 7 by choosing the appropriate response. In Column 6, specify the number of documents referenced in this section and/or included in Section 9: Appended Documents: Additional Supporting Evidence below, to verify partial or full compliance with each applicable criterion.

	48	5.4.2(c)	Choose an item.	Choose an item.		Choose an item.	
	49	5.4.2(d)	Choose an item.	Choose an item.		Choose an item.	
	50	5.4.2(e)	Choose an item.	Choose an item.		Choose an item.	
	51	5.4.3	Choose an item.	Choose an item.		Choose an item.	

## 6.2. Demonstration of Compliance with Principle and Criteria: Supports and Services for International Learners (HE Code 5.4)

### **Instructions**

**Note:** A key requirement to be demonstrated in this section of the IEMAS is that induction programmes, and all relevant policies, procedures and services, have regard to integrating international learners into the wider academic community. You should:

- Describe, in relation to criteria 5.4.1(a) to 5.4.1(i), how your institution provides general learner supports and services, and how they apply to international learners, including the designation of appropriate personnel to handle queries from international learners; how your institution provides information to help international learners adapt to their new environment and to integrate on campus; how your institution caters for international learners in general learner induction programmes, and the range of topics on which information is provided in such induction sessions, including the provision of reminders to international learners of their responsibilities under the student immigration regime (max. 1,000 words).
- Describe, in relation to criteria 5.4.2(a)-5.4.2(e), how your institution provides academic-related supports (this does not include pedagogical matters) on topics such as ongoing access to advice on all relevant academic policies and procedures, including academic integrity matters; and how provide reminders of key information on academic processes at different points of the academic year (max. 800 words).
- Describe, in relation to criterion 5.4.3 how your institution's training programmes and other supports, including training in intercultural competence, and support for the development of English language education competence, enable staff to facilitate as appropriate the effective delivery of programmes and services to international learners (max. 800 words).
- Provide timebound plans for achieving compliance with applicable criteria relating to the Supports and Services to International Learners (HE Code 5.4), where your institution is currently non-compliant or partially compliant (max. 700 words).

**Supporting evidence:** Provide links to the website and/or social media, and links and/or references to other documentation (e.g. published reviews, procedural documents, internal management reports etc) as evidence of your compliance with the criteria relating to Supports and Services for International Learners (HE Code 5.4). Unpublished documents in support of institutional compliance, including extracts from large documents, may also be submitted in Section 9: Appended Documents: Additional Supporting Evidence.

- **Maximum:** 3,300 words.

**Enter description here:**

## Section 7: Principle and Criteria: English Language Policy and International Foundation Year Programmes

### 7.1. Overview of Compliance with Principle and Criteria: English Language Policy and International Foundation Year Programmes (HE Code 5.5)

*Complete columns 3, 4, 6 and 7 by choosing the appropriate response. In Column 6, specify the number of documents referenced in this section and/or included in Section 9: Appended Documents: Additional Supporting Evidence below, to verify partial or full compliance with each applicable criterion.*

<b>Principle 5.5</b>	<b>HE Code Criterion</b>		<b>Fully Applicable; Partially Applicable; Not Applicable</b>	<b>Fully Compliant; Partially Compliant; Non-Compliant; Not Applicable</b>	<b>Specify number of referenced documents in IEMAS for FC or PC per criterion<sup>27</sup></b>	<b>Plans to achieve full compliance for applicable criteria provided</b>	<b>80% threshold compliance achieved</b>
<b>5.5: <u>English Language Policy Statement and International Foundation Year Programmes:</u> The English language supports provided by HE providers to international learners, including through the provision of international foundation year programmes, are underpinned by a coherent and transparent institutional policy approach.</b>	52	5.5 (a)	Choose an item.	Choose an item.		Choose an item.	Choose an item.
	53	5.5(b)	Choose an item.	Choose an item.		Choose an item.	
	54	5.5(c)	Choose an item.	Choose an item.		Choose an item.	
	55	5.5(d)	Choose an item.	Choose an item.		Choose an item.	

<sup>27</sup> Entries in this column will have a numeric value and reference the number of documents used to demonstrate compliance (full or partial) in the description section of the template for each criterion. Links to the documents referenced should be included in the latter, and not here in Column 5.



## 7.2 Demonstration of Compliance with Principle and Criteria: English Language Policy Statement and International Foundation Year Programmes (HE Code 5.5)

### **Instructions**

- **Confirm that your institution has published an English language policy statement in relation to your international learners and provide an accessible link to the published document, and briefly describe the process undertaken to develop the statement, including the governance approval process (max. 250 words).**
- **Confirm that the English language policy statement meets or exceeds the minimum scope of the policy statement set out in criterion 5(a)(i)-(iv) of the HE Code (max. 800 words). Note that it is expected to document your institution’s policy approaches and processes to the assessment of English language proficiency entry requirements; to the provision, support, and development of English for Academic Purposes; to the provision of English language supports to non-native English speakers prior to commencement and throughout the duration of their higher education programmes; and the arrangements, including, as appropriate, the quality assurance, credit and/or awarding arrangements, for different types of EAP programmes, such as pre-sessional and in-sessional programmes/modules.**
- **Confirm, in accordance with criterion 5(b)(i)-(iv) of the HE Code, and in relation to any international foundation year programme(s) that your institution offers, that your English language policy statement sets out the quality assurance, credit and/or awarding arrangements for these programmes; the corporate and academic governance arrangements in place where such programmes are provided in partnership with other entities e.g., a private English language school, other independent/private education provider or campus company; and whether such programmes lead to awards included within the National Framework of Qualifications (NFQ), including identifying the awarding body. You should reference the relevant section(s) of the English language policy statement in demonstrating compliance with criterion 5(b) (max. 500 words).**
- **Confirm, in accordance with criterion 5(d), your plans to secure programme validation/course approval for any international foundation year programme with which your institution is associated, and which is not currently included within the NFQ (max. 250 words). Note that it is a requirement of this criterion that an international foundation year programme must lead to an award that is included within the NFQ within two years of the date on which an institution is authorised to use the IEM .**
- **Provide timebound plans for achieving compliance with applicable criteria relating to English Language Policy Statement and International Foundation Year Programmes (HE Code 5.5), where your institution is currently non-compliant or partially compliant (max. 700 words).**

**Supporting evidence:** Provide links to the website and/or social media, and links and/or references to other documentation (e.g. published reviews, procedural documents, internal management reports etc) as evidence of your compliance with the criteria relating to your institution’s English Language Policy Statement and International Foundation Year Programmes (HE Code 5.5). Unpublished documents in support of institutional compliance, including extracts from large documents, may also be submitted in Section 9: Appended Documents: Additional Supporting Evidence.

- *Maximum: 2,500 words.*

***Enter description here:***

## Section 8: Principle and Criteria: International Learners Outside the State

### 8.1. Overview of Compliance with Principle and Criteria: International Learners outside the State (HE Code 5.6)

Complete columns 3, 4, 6 and 7 by choosing the appropriate response. In Column 6, specify the number of documents referenced in this section and/or included in Section 9: Appended Documents: Additional Supporting Evidence below, to verify partial or full compliance with each applicable criterion.

Principle 5.6	HE Code Criterion		Fully Applicable; Partially Applicable; Not Applicable	Fully Compliant; Partially Compliant; Non-Compliant; Not Applicable	Specify number of referenced documents in IEMAS for FC or PC per criterion <sup>28</sup>	Plans to achieve full compliance for applicable criteria provided	80% threshold compliance achieved
<b>5.6 International Learners Outside the State: HE providers ensure that learners outside the state who are enrolled on their programmes receive quality learning experiences, where these programmes lead to awards that are included in the NFQ, and whether they are offered in transnational</b>	56	5.6.1(a)	Choose an item.	Choose an item.		Choose an item.	Choose an item.
	57	5.6.1(b)	Choose an item.	Choose an item.		Choose an item.	
	58	5.6.1(c)	Choose an item.	Choose an item.		Choose an item.	
	59	5.6.1(d)	Choose an item.	Choose an item.		Choose an item.	
	60	5.6.2(a)	Choose an item.	Choose an item.		Choose an item.	
	61	5.6.2(b)	Choose an item.	Choose an item.		Choose an item.	
	62	5.6.2(c)	Choose an item.	Choose an item.		Choose an item.	
	63	5.6.2(d)	Choose an item.	Choose an item.		Choose an item.	

<sup>28</sup> Entries in this column will have a numeric value and reference the number of documents used to demonstrate compliance (full or partial) in the description section of the template for each criterion. Links to the documents referenced should be included in the latter, and not here in Column 5.

Complete columns 3, 4, 6 and 7 by choosing the appropriate response. In Column 6, specify the number of documents referenced in this section and/or included in Section 9: Appended Documents: Additional Supporting Evidence below, to verify partial or full compliance with each applicable criterion.

education settings  
and/or through  
remote, fully online  
modes of learning.

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## 8.2. Demonstration of Compliance with Principle and Criteria: International Learners outside the State (HE Code 5.6)

### **Instructions**

- Describe, in line with criteria 5.6.1 (a) and 5.6.2(a), the quality process(es) used by your institution to assure itself, and consequently other stakeholders, including QQI, that the academic quality, standards and recognition of your transnational and remote, online programmes respectively are equivalent in these areas to programmes you provide within Ireland. The description should also briefly assess the effectiveness of the quality processes (max 1,000 words).
- Confirm, in line with criteria 5.6.1(b) and 5.6.2(b), that you have adopted the principles and criteria of the HE Code for your transnational and remote, online programmes respectively, and that they will be applied in a comparable manner to their application to programmes with enrolled international learners offered within the state. This confirmation should identify, if necessary, how the principles and criteria are, or will be adapted, when applied in other jurisdictions (transnational settings) or in fully remote, online modes of learning, where your institution considers it is not feasible to replicate them exactly in relation to learners that are based outside the state. Plans to make such adaptations and the associated timelines should also be referenced (max. 1,000 words)
- Confirm in line with criteria 5.6.1(c) and 5.6.2(c) that your institution will afford reasonable support to QQI's international activities and engagements aimed at facilitating the recognition of awards included within the NFQ for transnational programmes and remote, online programmes, offered to international learners outside the state. These international activities and engagement include qualifications' recognition agreements with other jurisdictions, co-operative agreements with regulatory and quality assurance authorities in other jurisdictions, and participation in the ENIC-NARIC networks. You should also give an undertaking that your institution will keep QQI informed of any issues relating to the recognition of your learners' awards that are associated with transnational and remote, online programmes in other jurisdictions, made known to you through your own learners, or through recognition bodies and/or education providers and employers in other jurisdictions (max. 250 words). These criteria may be addressed in this section separately, or in association with criterion 5.2(g) in Section 4 above.
- Criteria 5.6.1(d) and 5.6.2 (d) apply exclusively to linked providers. If your institution is a linked provider that offers transnational education and/or remote, fully online programmes to learners outside the state that lead to awards within the NFQ, confirm that you do so with the express agreement of your designated awarding body or bodies (max. 250 words).
- Provide timebound plans for achieving compliance with applicable criteria relating to International Learners outside the state, where your institution is currently non-compliant or partially compliant (max. 700 words).

**Supporting evidence:** Provide links to the website and/or social media, and links and/or references to other documentation (e.g. published reviews, procedural documents, internal management reports etc) as evidence of your compliance with the criteria relating to International Learners outside the

*State (HE Code 5.6). Unpublished documents in support of institutional compliance, including extracts from large documents, may also be submitted in Section 9: Appended Documents: Additional Supporting Evidence.*

- **Maximum:** 3,200 words.

**Enter description here:**

## Section 9: Appended Documents: Additional Supporting Evidence

### **Instructions**

- This section of the template is reserved for the inclusion of unpublished documentation (internal management reports, internal procedural documents, contract templates etc), where it is not possible to provide links to published evidence of your institution's compliance with particular criteria in the HE Code. You should avoid including large documents in this section of your IEMAS where possible, always using extracts of the relevant part(s)/section(s) of such documents for the purposes of demonstrating compliance.
- Documents that are included in this section of the report should be clearly labelled and should be accompanied by full cross-references to the principle and criteria to which they relate, both here and in the section(s) of your IEMAS covering the relevant principle and criteria to which they relate (Sections 3-8). If you consider that you need to include commercially sensitive documentation to demonstrate compliance with particular criteria, you may include redacted versions of such documents as long as the material included here will be intelligible to the IEM Assessment panel and clearly support your demonstration of compliance with the associated criteria in the HE Code.
- Documents and document extracts included in this section of the IEMAS need not be included in the overall word count of your IEMAS.

### **Document 1: Label and cross-reference**

[Insert text]

### **Document 2: Label and cross-reference**

[Insert text]

### **Document 3: Label and cross-reference**

[Insert text]