

Supplementary Questions to Assist Assessment Panel Considerations

In considering the HE provider's IEMAS, the Assessment Panel should bear the following questions in mind for **all** criteria:

- 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?

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HE CODE 5.1 Marketing and Recruitment

Marketing and Recruitment 5.1.1 (a)

- Has the HE provider demonstrated that it understands the information needs of prospective international learners about the institution?
- Has the HE provider given an indication of the measures/activities/market research undertaken (if any) to understand the information needs of international learners about the provider and its programmes?
- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.1 (b)

- Is the information the HE provider disseminates to international students demonstrably clear, accurate, transparent, accessible, relevant, and up-to-date?
- Has the HE provider indicated how it tests and measures this?
- Has the HE provider provided evidence that the intended purpose of its provision is clearly explained to international learners?
- Does the HE provider disseminate information on immigration requirements for learners that require entry visas and immigration permissions?

- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.1 (c)

- Does the HE provider issue/publish information on the professional accreditation status of its programmes (where applicable)?
- Where does it appear?
- Is it easily accessed by international learners?
- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.1 (d)

- Does the HE provider issue/publish information on practice placement requirements to international students, where applicable?
- Where does it appear?
- Is it easily accessed by international students?
- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.1 (e)

- Has the HE provider clearly stated that it complies with the information for learner requirements set out in Section 67 of the 2012 Act?
- Has the HE provider clarified where information in relation to criterion 5.1.1(e)(i)-(viii) is generally located and how its currency is maintained?
- Is the information maintained in a centralised or distributed student records' system? Is the information maintained in a central or distributed programmes' or awards' database(s)? Is it maintained in publications (electronic or hard copy)?
- How is section 67 information published? On an institutional website? Through other online media? Through hard copy publications? Through a mix of some or all of the above?
- Is the information current and accessible?
- In relation to obligated providers (those private/independent HE providers who are statutorily obligated to comply with the PEL scheme), criterion 5.1.1 (e) (viii) may be assessed in conjunction with 5.1.2 (i) below
- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.1 (f)

- Is the information provided to international learners by the HE provider delivered in a way that is accessible to them and assists them in making informed decisions?
- Has the HE provider indicate how it tests or validates this?
- Has the HE provider indicated whether it makes information in different languages available to prospective international learners, and how it assures itself or the reliability of this information?
- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.1 (g)

- Does HE provider accurately represent itself and its facilities in all marketing and promotional materials?
- Has the HE provider demonstrated that it has sufficient controls in place to ensure this?
- Is it clear whether marketing material is developed in-house or outsourced?

- Where outsourced, has the HE provider assured itself that such marketing material is accurate and provides a fair representation of the provider to international learners?
- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.1 (h)

- Are appropriate contact details provided for assistance with queries from international learners?
- Has the HE provider indicated how it ensures such contact details are maintained and continue to work effectively?
- Has the HE provider indicated whether international learner queries and the structures for addressing them feature in the HE provider's quality assurance procedures?
- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.1 (i)

- Does the HE provider clearly demonstrate that the commencement dates for all of its programmes on which international learners are enrolled are stated?
- Has the HE provider indicated whether there are any circumstances where commencement dates are not stated and whether there are justifiable reasons for this?
- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.2 (a)

- Does the HE provider make available all relevant financial information provided to international learners prior to enrolment?
- Has the HE provider indicated how it assures itself this information is accurate and assists prospective international learners?
- Is there a centralised or distributed institutional approach to this?
- How does your institution decide on this and is it reviewed periodically?
- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.2 (b)

- Does the HE provider make international learners aware of any insurance (e.g. medical or travel) requirements prior to enrolment?
- Has the HE provider set out what information on accommodation services it provides to international learners (including information on services)?
- Has the HE provider indicated how this information is packaged and tested for accurate representation?
- What vehicles does the HE provider use to communicate this information?
- Has the HE provider indicated whether it considers that the communication of the information on insurance requirements and the availability is effective and helpful to prospective international learners?
- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.2 (c)

- Has the HE provider clearly stated and evidenced that it has written agreements with each education agent, recruitment partner, or consultant?
- Has the HE provider indicated whether it has a system for maintaining and reviewing them?
- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.2 (d)

- Has the HE provider clearly stated and evidenced that the contractual arrangements with agents incorporate the principles of the London Statement?
- Has the HE provider indicated whether knowledge of the incorporation of these principles is restricted to certain staff or more widely known?
- Has the HE provider indicated how adherence to these principles is monitored?
- Has the HE provider indicated whether adherence to the London Statement principles is subject to general institutional governance or under the oversight of functional areas directly involved in international education?
- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.2 (e)

- Has the HE provider clearly stated and evidenced that its contracts with agents include a termination clause for non-compliance with the principles of the London Statement?
- Has the HE provider indicated whether it has ever had cause to invoke such a termination clause?
- Has the HE provider indicated whether it has a review or monitoring process for education agents' compliance with the London Statement principles?
- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.2 (f)

- Has the HE provider clearly stated and evidenced that it conducts due diligence conducted on agents prior to entering into a contractual agreement?
- Has the HE provider clearly described the component elements and the effectiveness of the process?
- Has the HE provider indicated whether its due diligence of agents is part of a standard corporate approach to partnership/collaboration activities or specific to education agents?
- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.2 (g)

- Has the HE provider clearly stated and evidenced that its agents are currently in possession of accurate and up to date information regarding its educational provision?
- Has the HE provider indicated that it has a process for informing agents of changes to key information about the provider and its educational provision?
- Has the HE provider indicated that there are formal protocols for communicating with agents e.g. periodic meetings in person or online?
- Has the HE provider indicated how it monitors agents' possession of accurate information on the provider and its proper representation?
- Has the HE provider clearly described the component elements and the effectiveness of the process?
- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.2 (h)

- Has the HE provider clearly stated and evidenced that there is a transparent process for monitoring and reviewing the activities of agents?
- Is there a written procedure?

- Has it described where the locus of this activity resides in the HE provider's organisation (e.g. corporate services, international office etc)?
- Has the HE provider indicated whether there are general corporate governance arrangements in place to identify potential risks associated with the activity of agents?
- Has the HE provider indicated whether it has had difficulties with agents in the past and whether it has processes then or now for addressing them and escalating them if necessary?
- Has the HE provider described its approach to meeting this criterion clearly?

Marketing and Recruitment 5.1.2 (i)

- Is the HE provider a private/independent provider that is obliged to have statutory arrangements in place for the protection of enrolled learners?
- Has the HE provider clearly stated and evidenced that such arrangements in place?
- Has the HE provider described these arrangements in its IEMAS?
- Has it indicated how it communicated this to international learners?
- Has the HE provider indicated that it is aware of the new statutory arrangements for a Learner Protection Fund and the fact that existing PEL arrangements will transition to the new scheme within three years from 1 September 2024?
- Has the HE provider described its approach to meeting this criterion clearly?

HE CODE 5.2 Admissions and Qualifications Recognition

Admissions and Qualifications Recognition 5.2 (a)

- Has the HE provider clearly stated and evidenced that the entry requirements for its programmes are clearly specified and that they support the successful participation of international learners?
- Has the HE provider clearly stated and evidenced that the programme entry requirements are guided by its institutional procedures for Access, Transfer and Progression and QQI's [Policy restatement on Access, Transfer and Progression Guidelines](#)?
- Has the HE provider indicated how entry requirements monitored in relation to their supporting the successful participation of international learners on their chosen programmes?
- Has the HE provider stated and referenced whether entry requirements for all programmes are published and whether they are easy to locate for learners generally and international learners specifically?
- Has the HE provider described its approach to meeting this criterion clearly?

Admissions and Qualifications Recognition 5.2 (b)

- Has the HE provider clearly stated and evidenced that English language proficiency requirements are clearly specified and that they support the successful participation of international learners?
- Has the HE provider indicated whether English language proficiency requirements are differentiated for different disciplinary types e.g. STEM, Arts/Humanities, Business?
- Has the HE provider indicated whether the proficiency requirements are expressed as CEFR levels or as required scores/attainment levels in tests provided by international English language examining bodies e.g. IELTS etc?
- Has the HE provider indicated whether and how the requirements are kept under review centrally (e.g. through the HE provider's Academic Council) or is this activity overseen by Faculties/Colleges?

- Has the HE provider indicated whether the English language proficiency requirements are published and whether they are easy to locate?
- Has the HE provider described its approach to meeting this criterion clearly?

Admissions and Qualifications Recognition 5.2 (c)

- Has the HE provider clearly stated and evidenced that it has adopted the principles of the Lisbon Recognition Convention (LRC) in assessing the qualifications of prospective international learners?
- Has the HE provider indicated whether its position on the LRC is formally adopted and set out in a published institutional policy or is implicitly adopted in institutional admission procedures?
- Has the HE provider indicated that it follows the guidance of the LRC in assessing qualifications?
- Has the HE provider articulated clearly that it can clearly distinguish between the recognition of a particular qualification for the purposes of meeting the general requirement for accessing programmes, and the setting of particular/additional entry criteria in relation to such qualifications for the purposes of being admitted on to a particular programme?
- Has the HE provider indicated how it ensures that international learners seeking admission to a programme have access to a fair recognition process for their qualifications in accordance with the principles of the LRC?
- Has the HE provider indicated whether it considers that the qualifications of international learners are assessed within a reasonable timeframe when seeking admission to programme?
- Has the HE provider indicated whether, in making LRC-informed recognition decisions, it acts independently or in collective collaborations with partners elsewhere in the HE system?
- Has the HE provider indicated whether it is aware of the LRC subsidiarity texts and the extent, if at all, it utilises them in making recognition and/or admission decisions about international learners?
- Has the HE provider indicated whether recognition decisions underpinned by institutional quality assurance processes?
- Has the HE provider clearly stated and evidenced how it maintains consistency in its approach to the making of recognition decisions over time?
- Has the HE provider described its approach to meeting this criterion clearly?

Admissions and Qualifications Recognition 5.2 (d)

- Has the HE provider clearly stated and evidenced that, in line with the LRC, it recognises qualifications that are recognised for the purpose of access to programmes in an international applicant's own higher education system?
- Has the HE provider clearly stated and evidenced that the LRC's core concept of 'substantial difference' informs its recognition decisions?
- Has the HE provider clearly stated and evidenced that it has a commonly applied definition of what a 'substantial difference' is?
- Has the HE provider clearly indicated how it embeds and maintains this concept in its ongoing recognition decision-making?
- Has the HE provider described its approach to meeting this criterion clearly?

Admissions and Qualifications Recognition 5.2 (e)

- Has the HE provider clearly stated and evidenced that timely written responses are provided to international applicants refused admission?
- Has the HE provider indicated whether this process is administered through HE provider itself or through another agency like the [Central Application Office](#)?
- Has the HE provider described its approach to meeting this criterion clearly?

Admissions and Qualifications Recognition 5.2 (f)

- Has the HE provider clearly set out and evidenced whether the reasons for withholding recognition from an international applicant are stated?
- Has the HE provider indicated whether it has a process or measures for international learner from whom recognition is withheld to obtain recognition at a later date?
- Has the HE provider clearly stated and evidenced that it has an appeals process for applicant international learners in cases where it decides to withhold recognition of a qualification for the purpose of admission, and that this operates within a reasonable time limit?
- Has the HE provider clearly set out and evidenced that its website or other information source provides information on, or links to, legal or regulatory texts that an appellant applicant might wish to consult?
- Has the HE provider described its approach to meeting this criterion clearly?

Admissions and Qualifications Recognition 5.2 (g)

- Has the HE provider clearly stated and evidenced that it supports QQI in facilitating the recognition of awards made in the state outside the state?
- Has the HE provider indicated whether it routinely collects information from international learner graduates in cases (if any, and where the learner informs the HE provider) where they experience difficulties in securing recognition of their qualifications for the purposes of employment or of further study?
- Has the HE provider indicated that, in line with supporting QQI's role in facilitating the recognition of awards made in Ireland internationally, it informs QQI about such cases (if any?)
- Has the HE provider described its approach to meeting this criterion clearly?

HE CODE 5.3 Fees, Refunds and Subsistence

Fees, Refunds and Subsistence 5.3.1(a)

- Has the HE provider clearly stated and evidenced that it offers clear and comprehensive information on compulsory fees for the entire duration of the programme?
- Has the HE provider indicated how far in advance are fees published?
- Has the HE provider indicated where information on fees are published?
- Has the HE provider indicated whether this information is published centrally or are some elements of the information distributed through Faculty/College communications?
- Has the HE provider indicated how is the information structured? (e.g. fees per year of programmes? fees by credit?)
- Based on the evidence provided in the IEMAS, is this information readily accessible and understandable?
- Has the HE provider clearly described and point to where the information may be found?
- Has the HE provider indicated whether information on fees and the effectiveness of its presentation regularly reviewed?

- Has the HE provider indicated whether any potential fee changes are communicated clearly and quickly to applicants?
- Has the HE provider indicated whether that its fee information comprehension and that it includes information on repeat year fees and repeat examination fees (if any)?
- Has the HE provider described its approach to meeting this criterion clearly?

Fees, Refunds and Subsistence 5.3.1(b)

- Has the HE provider clearly stated and evidenced that the procedures for fee collection or payment are clearly documented and communicated?
- Has the HE provider indicated whether these communications regularly reviewed?
- Has the HE provider indicated whether there are set or variable procedures for all international students studying at bachelor, master's and doctoral levels; and whether these procedures are accessible and easily understood by those learners?
- Has the HE provider clearly stated and evidenced that its sanctions (if any) for late payment and debt collection are clearly outlined?
- Has the HE provider indicated that debt collection is a problem or one that is easily/well managed?
- Has the HE provider indicated whether student welfare issues inform late payments' sanctions and debt collection?
- Has the HE provider described its approach to meeting this criterion clearly?

Fees, Refunds and Subsistence 5.3.1 (c)

- Has the HE provider clearly stated and evidenced that its fees structure is clearly documented?
- Has the HE provider indicated whether international learners are informed of the current fee for all years of the programme?
- Has the HE provider indicated whether different fees are charged for taught F-T courses in different disciplines (STEM/Humanities/Business etc) at undergraduate and/or taught postgraduate levels?
- Where there are such differences, does the available information on the fees structure provide a sound rationale for any such differences?
- Does the fees structure support the mission of the organization and reflect the costs associated with quality provision?
- Has the HE provider indicated how often he fees structure is reviewed?
- Has the HE provider described its approach to meeting this criterion clearly?

Fees, Refunds and Subsistence 5.3.1 (d)

- Has the HE provider clearly stated and evidenced that there are no additional fees or unexpected charges that international learners have not been made aware of?
- Has the HE provider indicated how this is kept under review?
- Has the HE provider indicated whether Faculties/ Colleges/ Schools have leave to charge for any services/resources administered or provided at Faculty/ College/ School level?
- If and when new fees or charges are introduced, centrally or at Faculty /School/ College level, has the HE provider explained how quickly such changes are communicated to international learners?
- Has the HE provider described its approach to meeting this criterion clearly?

Fees, Refunds and Subsistence 5.3.1 (e)

- Has the HE provider clearly stated and evidenced that receipts/acknowledgements of payment are issued to international learners upon payment of fees?
- Has the HE provider indicated whether the receipts include a breakdown of fees paid?
- Has the HE provider indicated whether receipts/acknowledgement of payment are issued directly by the HE provider or through intermediaries?
- Has the HE provider described its approach to meeting this criterion clearly?

Fees, Refunds and Subsistence 5.3.1(f)

- Has the HE provider clearly stated and evidenced that procedures for full and partial refunds are clearly established and published?
- Has the HE provider indicated whether they include an appeals mechanism?
- Has the HE provider clearly explained the conditions under which refunds are granted clearly outlined?
- Are these procedures and conditions readily accessible?
- Has the HE provider indicated whether refunds are administered centrally or at School/ Faculty/ College level?
- Has the HE provider indicated how student engagement with the HE provider's finance section works and whether it is monitored for its effectiveness?
- Has the HE provider described its approach to meeting this criterion clearly?

Fees, Refunds and Subsistence 5.3.1 (g)

- Has the HE provider clearly stated and evidenced that it offers clear information on any financial supports or resources available to international learners?
- Has the HE provider indicated whether it reviews financial hardship issues as they relate to international students?
- Has the HE provider indicated whether there are particular financial difficulties that affect this student cohort and indicated how they are monitored?
- Has the HE provider indicated whether it maintains an international student hardship fund or other resources to support international students in financial hardship?
- Has the HE provider described its approach to meeting this criterion clearly?

Fees, Refunds and Subsistence 5.3.2 (a)

- Has the HE provider clearly stated and evidenced that it offers clear information on the indicative costs of studying on its programmes?
- Are non-fee costs clearly publicised before international learners enrol on a programme and post-enrolment?
- Has the HE provider described its approach to meeting this criterion clearly?

Fees, Refunds and Subsistence 5.3.2 (b)

- Has the HE provider clearly stated and evidenced that it offers general advice regarding the average cost of living for the programme duration?
- Has the HE provider indicated whether it uses external sources of information in its communications on the cost of living for international learners in Ireland?
- Has the HE provider indicated whether it provides international learners with realistic cost of living information, set out as likely costs for accommodation, travel, food, personal expenses?
- Has the HE provider described its approach to meeting this criterion clearly?

Fees, Refunds and Subsistence 5.3.2(c)

- Has the HE provider clearly stated and evidenced whether or whether not it provides accommodation services?
- Has the HE provider clearly stated and evidenced the form that this information takes e.g. on campus accommodation for international learners/ services to help international learners find accommodation?
- Has the HE provider clearly stated and evidenced that where applicable it provides clear information on fees for accommodation services?
- Has the HE provider clearly stated and evidenced that it offers clear information on fees for complaints and appeals procedures?
- Has the HE provider indicated how different fees and their impact are monitored and kept under review?
- Has the HE provider described its approach to meeting this criterion clearly?

Fees, Refunds and Subsistence 5.3.2 (d)

- Has the HE provider indicated whether it charges for different services offered to international learners on an ad hoc basis?
- Has the HE provider clearly stated and evidenced that it offers clear information on any other costs (if applicable) related to the provision of student services?
- Has the HE provider described its approach to meeting this criterion clearly?

HE CODE 5.4 Supports and Services for International Learners

Supports and Services for International Learners 5.4.1 (a)

- Has the HE provider clearly stated and evidenced that appropriate personnel are designated to be responsible for inquiries about learner support issues from international learners?
- Has the HE provider indicated what structures/processes are in place to ensure that learner support issues raised by international learners are given an adequate hearing in the appropriate institutional fora/offices and that appropriate and responsive actions are taken?
- Has the HE provider indicated how it assesses the effectiveness of such responses in its existing quality assurance activities?
- Has the HE provider indicated whether it interacts with its international learner through online modes of communication, including through the use of AI chatbots, for the purposes of responding to international learner queries?
- Has the HE provider indicated these interactions are monitored for their effectiveness in meeting international learner needs that are raised by this learner cohort?
- Has the HE provider described its approach to meeting this criterion clearly?

Supports and Services for International Learners 5.4.1 (b)

- Has the HE provider clearly stated and evidenced that it provides information to international learners prior to arrival to help them adjust to their new surroundings?
- Has the HE provider indicated how it ensures that such information is current and meets the needs of its international learner cohort?
- Has the HE provider indicated whether it directs international learners to external information sources/resources as part of its information provision?

- If so, has the HE provider indicated how it monitors the currency and accuracy of external sources/resources, and rates their value in relation to its international learner cohort?
- Has the HE provider indicated whether it collaborates with other institutions in providing such information?
- Has the HE provider indicated whether it takes any special measures to address particular difficulties associated with international student adjustment in Ireland (e.g. the shortage of available accommodation in particular locations), and, if so, has it indicated how it communicates them to its international learner cohort?
- Has the HE provider described its approach to meeting this criterion clearly?

Supports and Services for International Learners 5.4.1 (c) – (d)

5.4.1 (c) and 5.4.1 (d) might be considered together

- Has the HE provider clearly stated and evidenced whether it considers its induction programmes meet the needs of international learners, including supporting their intercultural awareness?
- Has the HE provider indicated how comprehensive its induction programmes are in directing international learners to necessary services, supports and facilities? Has the HE provider indicated whether how it assures itself that induction activities meet the requirements of your international learner cohort?
- Has the HE provider indicated to what extent and through what processes it reflects on the need for intercultural awareness in engaging with this cohort?
- Has the HE provider clearly stated and evidenced that it reminds international learners of their responsibilities under the Department of Justice’s immigration regime, either in induction activities or other fora?
- Has the HE provider clearly stated and evidenced that induction programmes are provided to all cohorts of international learners who register or enrol at different points/times of the academic year?
- Has the HE provider clearly stated and evidenced that induction programmes comprehend international learners who access programmes through advanced entry?
- Has the HE provider indicated that where it does not offer induction programmes to specified cohorts of international learners, it has alternative or equivalent methods or processes to ensure that international learners are directed to the right services, supports and facilities?
- Has the HE provider described its approach to meeting this criterion clearly?

Supports and Services for International Learners 5.4.1 (e) – (f)

5.4.1(e) and 5.4.1(f) might be considered together

- Has the HE provider clearly stated and evidenced that it provides information on learner supports and services in order to facilitate international learner integration into the wider HE community?
- Has the HE provider indicated that this is an issue that is generally considered to be important?
- Has the HE provider indicated that collaboration between different the units/functions responsible for the support and welfare of international learners and student representative bodies is effective in fostering student integration?
- Has the HE provider indicated that it makes international learners aware of opportunities to participate in, and be represented at, engagements between the provider and the learner body?

- Has the HE provider indicated that formal student engagement activities (e.g. class representation, student representation on university/college committees, participation on the [NStEP](#) (National Student Engagement Programme) play any role in fostering international learner integration?
- Has the HE provider indicated that it promotes such activities as opportunities for student engagement?
- Has the HE provider described its approach to meeting this criterion clearly?

Supports and Services for International Learners 5.4.1 (g)

- Has the HE provider indicated that it has mechanisms in place to support international learners financially in instances of personal or other emergency or hardship?
- Has the HE provider indicated that it maintains an international student hardship fund?
- If financial assistance is available, either from internal or external resources, has the HE provider indicated that information on the same is transparent, well publicised, efficient and timely?
- Has the HE provider indicated that the operation of the student hardship fund and other forms of financial support are monitored and evaluated for their effectiveness?
- Has the HE provider described its approach to meeting this criterion clearly?

Supports and Services for International Learners 5.4.1(h)

- Has the HE provider clearly stated and evidenced that feedback mechanisms are in place to facilitate and encourage feedback from international learners on the delivery of supports and services?
- Has the HE provider indicated how the feedback is monitored and, where appropriate, actioned?
- Has the HE provider clearly stated and evidenced that it has accessible student complaints/grievances processes that international learners have access to?
- Has the HE provider clearly stated and evidenced that it has accessible student appeals processes that international learners have access to?
- Has the HE provider indicated whether it considers its learner grievance and appeals processes to be effective in relation to their use by international learners?
- Has the HE provider indicated how they are monitored and evaluated?
- Has the HE provider described its approach to meeting this criterion clearly?

Supports and Services for International Learners 5.4.1 (i)

- Has the HE provider clearly stated and evidenced that institutional approaches to quality assuring learner services and supports include international learners?
- Has the HE provider clearly stated and evidenced that such approaches make provision for the particular needs of international learners, or does it consider that such needs can be addressed in the context of the needs of the wider learner community?
- Has the HE provider clearly stated and evidenced that reviews of functions/units with responsibility for internationalisation and global engagement concern themselves with learner services and supports?
- Has the HE provider clearly stated and evidenced that the views of international learners are sought in quality assurance activities related to learner services and supports?
- Has the HE provider clearly set out its view on what constitutes learner services and supports in the context of the international learner cohort?
- Has the HE provider described its approach to meeting this criterion clearly?

Supports and Services for International Learners 5.4.2(a) – (c)

5.4.2 (a)-5.4.2 (c) might be considered together

- Has the HE provider clearly stated and evidenced that its induction programme(s) are accessible to all learners, including international learners and, within this cohort, those accessing programmes through advanced entry?
- Has the HE provider indicated that there are particular ways in which they are adapted or tailored to the needs of its international learner cohort?
- Has the HE provider indicated that the induction programmes make provision for disseminating full information and advice on all relevant institutional policies?
- Has the HE provider indicated that the induction programmes make provision for disseminating full information and advice on all relevant academic policies and procedures?
- How does the HE provider provide a guarantee that international learners will have access to information provided at induction throughout the academic year?
- Does the HE provider repeat induction sessions or does it have other processes for communicating key information to international students at key points during the academic year e.g. deadlines for submitting assignments; the lead-up to examinations?
- Has the HE provider described its approach to meeting this criterion clearly?

Supports and Services for International Learners 5.4.2 (d)

- Has the HE provider clearly stated and evidenced that it has a policy on academic integrity?
- Has the HE provider indicated whether the policy is promulgated and explained to international learners in learner induction sessions?
- Has the HE provider indicated that the policy and its dissemination to international learners seeks to raise awareness of the different cultural contexts of higher education?
- Has the HE provider indicated that learner inductions seek to impart information, advice and support that is relevant and specific to the Irish higher education context in which its international learners are participants?
- Has the HE provider indicated that it has other means of communication and engagement with international learners on academic integrity matters?
- Has the HE provider indicated how frequent is the level of engagement on academic integrity and how it monitors and/or evaluates its effectiveness?
- Has the HE provider described its approach to meeting this criterion clearly?

Supports and Services for International Learners 5.4.2 (e)

- Has the HE provider indicated that it has a specific policy on learner integration with allocated responsibilities for fostering international learner integration?
- If so, does it permeate other institutional policies e.g. English language policy statement?
- Or, if not, is the matter embedded less formally in the activities of clubs, societies and other social activities on campus?
- Has the HE provider indicated that learner inductions contribute to fostering such integration?
- Has the HE provider indicated that there is an underpinning philosophy or ethos behind its institutional policies, procedures and services which promote international learner integration as an aspect of student success?
- Has the HE provider described its approach to meeting this criterion clearly?

Supports and Services for International Learners 5.4.3

- Has the HE provider clearly stated and evidenced that it provides training and support to staff in areas affecting the effective delivery of programmes and services to international learners?
- Has the HE provider clearly identified the areas where such support and training is provided e.g. training in intercultural competence, qualifications recognition, English Language education competence?
- Has the HE provider indicated that it monitors or evaluates the effectiveness of such training and support?
- Has the HE provider described its approach to meeting this criterion clearly?

HE CODE 5.5 English Language Policy Statement & International Foundation Year Programmes

English Language Policy Statement and International Foundation Year Programmes 5.5 (a)

- Has the HE provider clearly stated and evidenced that it has an English language policy statement that documents the policy approach and process to the assessment of English language proficiency entry requirements?
- Has the HE provider indicated whether English language proficiency requirements are considered at an institutional level and as part of general policy on entry requirements?
- Is its policy approach coherent?
- Is its policy approach directed towards the needs of non-native English language speakers amongst the broader international learner cohort?
- Does the HE provider monitor the effectiveness of its approach in meeting the needs of non-native English speakers in its international learner cohort?
- Does the English language policy statement have institutional buy-in?
- Does the English Language policy statement document the HE provider's approach to the provision, support, and development of English for Academic Purposes?
- Does the policy statement set out the HE provider's approach to the provision of other English language supports to non-native English speakers prior to commencement and throughout the duration of their higher education programmes?
- Does the policy statement document the arrangements for different types of EAP programmes, such as pre-sessional and in-sessional programmes/modules?
- Has the HE provider indicated whether it has different types of English language supports for different disciplines e.g Arts/Humanities/Law, STEM etc?
- If so, are referenced in your English Language Policy Statement?
- Has the HE provider indicated that it has plans for maintaining the currency of the Statement through periodic review?
- Has the HE provider described its approach to meeting this criterion clearly?

English Language Policy Statement and International Foundation Year Programmes 5.5 (b)

- Has the HE provider clearly stated and evidenced that the quality assurance, credit, and/or awarding arrangements for international foundation year programmes in its English language policy statement?
- Has the HE provider clearly stated and evidenced that the corporate and academic governance arrangements for these programmes are clearly documented?
- Are all of these arrangements clear, transparent and accessible to prospective international learners and other stakeholders?

- Has the HE provider indicated that its institutional community is generally aware of its IFY programme arrangements in relation to the underpinning quality assurance and the corporate and academic governance arrangements?
- Has the HE provider described its approach to meeting this criterion clearly?

English Language Policy Statement and International Foundation Year Programmes 5.5 (c) – (d) 5.5(c) and 5.5(d) might be considered together

- Has the HE provider clearly stated and evidenced that all IFY programmes with which it is associated lead to awards included within the National Framework of Qualifications (NFQ)?
- Where they do not, has the HE provider indicated that there are legitimate or good reasons why they do not?
- If they are not included, but provided in Ireland either directly by the HE provider itself, or in partnership or collaboration with another provider operating in Ireland, has the HE provider indicated how it will proceed to include them within the NFQ, namely,
 - through seeking QQI validation for the programme(s)?
 - proceeding (if the HE provider is a Designated Awarding Body (DAB)) through self-validation/course approval of the programme(s)?
 - or, if a linked provider, securing validation from its Designated Awarding body (DAB)?
- Has the HE provider described its approach to meeting this criterion clearly?

HE CODE 5.6 Learners Outside the State

Learners Outside the State 5.6.1 (a) and 5.6.2 (a)

- Has the HE provider clearly stated and evidenced how it ensures that the academic quality, standard and recognition of transnational and remote online programmes are equivalent or measure up to those provided through other teaching and learning modes?
- Has the HE provider indicated whether it has specific QA processes, including review and monitoring processes, to achieve this?
- Has the HE provider indicated what QA guidelines/ principles/ standards etc it adheres to in maintaining the quality of its transnational and remote online programmes and activities?
- Has the HE provider indicated how it classifies/ describes its transnational education activities for QA and Recognition purposes (e.g. 'branch campuses', 'flying faculty', 'twinning', 'collaborative provision', 'franchising', 'joint/dual degrees' etc)?
- Has the HE provider indicated how it classifies/ describes its remote online provision for QA and Recognition purposes (e.g. 'e-learning', 'digital education', 'asynchronous online learning', 'synchronous online learning', 'hybrid learning', 'blended learning' etc)?
- Has the HE provider described its approach to meeting this criterion clearly?

Learners Outside the State 5.6.1 (b) and 5.6.2 (b)

- Does the HE provider consider that the principles and criteria of the HE Code are applied in an equivalent manner in its transnational and remote online provision?
- Has the HE provider indicated how it ensures that learner-centredness and learner protection are maintained in transnational and remote online settings?
- Has the HE provider indicated that it considers that particular criteria in sections 5.1 to 5.5 of the HE Code require adaptation when being applied in a transnational and/or remote online setting?

- Has the HE provider indicated how it satisfies itself that necessary adaptations in relation to learner support services provided in transnational and remote, online settings contribute effectively to delivering quality learning experiences for enrolled international learners in these settings?

Learners Outside the State 5.6.1 (c) and 5.6.2 (c)

- Has the HE provider affirmed that it will support QQI in facilitating the recognition of its transnational and remote online programmes where they lead to awards included within the NFQ?
- Has the HE provider indicated that it routinely collects information on the graduates of such programmes in cases (if any, and when the learner has informed the HE provider) where they experience difficulties in securing recognition of their qualifications for the purposes of employment or of further study?
- Has the HE provider indicated, that In line with supporting QQI's role in facilitating the recognition of awards made in Ireland internationally, it informs QQI about such cases (if any?)

Learners Outside the State 5.6.1(d) - 5.6.2(d)

[These criteria only apply to linked providers]

- As a 'linked provider', has the HE provider clearly stated that when it offers programmes accredited/ validated/ approved by a Designated Awarding Body (DAB) in transnational or remote, online settings which lead to awards made by the DAB, it has a prior agreement with the DAB to offer these programmes?
- Does the course/programme accreditation/validation/approval process itself provide for such agreement or is it documented separately?
- Has the HE 'linked provider' clearly affirmed that it has the necessary agreement in place with its DAB to offer transnational and remote, online programmes to international learners?