



Dearbhú Cáilíochta  
agus Cáilíochtaí Éireann  
Quality and  
Qualifications Ireland



# Higher Education Pathway Assessment Report: Dorset College



## About this assessment

This report details the findings of the assessment conducted by an Assessment Panel on behalf of Quality and Qualifications Ireland (QQI) of Dorset College's IEM Application Statement (IEMAS), which was submitted to QQI as part of the provider's application for authorisation to use the TrustEd Ireland mark. The desk assessment was conducted by the following Assessment Panel:

Name	Role	Affiliation
Dr John Deane	Chairperson	Academic Dean, University of Wales Trinity Saint David, United Kingdom.
Colin Tück	Report writer/Secretary	International Higher Education Consultant, Belgium
Emmeline Searson-Power	International Education Expert	University of Limerick, Ireland
Rumbidzai Gandiwa	Learner	Munster Technological University (MTU), Ireland

## Outcome of the assessment

This assessment evaluates the provider's compliance with the criteria set out in the Code of Practice for Provision of Programmes of Higher Education to International Learners (HE Code). From the evidence provided by the provider in the self-assessment document, the IEM Application Statement (IEMAS), the Assessment Panel concludes that the provider should be:

Outcome	Please tick
Authorised to use TrustEd Ireland Mark	✓
Not Authorised to use TrustEd Ireland Mark	

Please see below a summary of the outcome by HE Code principle (5.1-5.6)

## 5.1 Marketing and Recruitment:

**Principle: 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.**

5.1.1 (a) HE providers shall endeavour proactively to understand the information needs of prospective international learners.

5.1.1 (b) HE providers shall ensure that information provided to potential international learners about the institution and its provision is clear, accurate, transparent, accessible, relevant and up to date. This shall include information about the intended purpose of the provision e.g., to prepare a learner for further study or specific employment. Where necessary, it should also include information on associated immigration requirements, including requirements for learners requiring entry visas and/or immigration permission.

5.1.1 (c) Where applicable, information should also be provided on the professional accreditation status of programmes.

5.1.1 (d) Where applicable, information on practice placement requirements, and how these may be fulfilled, should also be made known to prospective international learners.

5.1.1 (e) HE providers shall be compliant with information for learner requirements, as set out in Section 67 of the 2012 Act as amended. They shall confirm:

- (i) whether or not the successful completion of the programme entitles the learner to an award;
- (ii) the awarding body making the award;
- (iii) the title of the award;
- (iv) whether the award is one that is included within the NFQ;
- (v) the level at which the award is included within the NFQ;
- (vi) whether the award is a major, minor, special purpose or supplemental award, as identified within the NFQ;
- (vii) the procedures for access, transfer and progression that are in place, including the pathways for international learners for further study, employment, and residency, where applicable (see also section 4.2 above);
- (viii) details, where appropriate, of the arrangements in place for the protection of enrolled learners under Section 65 of the 2012 Act as amended (see section 4.5.2 above and Appendix Two of this code).

5.1.1 (f) HE providers shall ensure that information is provided in a way that is accessible to international learners and assists them in making informed decisions. This information should support international learners in understanding all matters related to a programme prior to enrolment. If provided in a different language, it is the responsibility of the HE provider to ensure that the information is clear, accurate, transparent, accessible, relevant and up to date.

5.1.1 (g) HE providers shall accurately represent their organisation and facilities in all marketing and promotional materials and ensure that no false or misleading information is issued.

5.1.1 (h) HE providers shall provide appropriate contact details for an appropriate person or persons to provide assistance with queries from international learners prior to enrolment.

5.1.1 (i) HE providers shall state the commencement dates for all programmes.

5.1.2 (a) Prior to enrolment, HE providers shall ensure the availability and provision of relevant financial information pertaining to the study and average subsistence costs of their programme provision, from the period of enrolment through to graduation.

5.1.2 (b) Prior to enrolment, HE providers shall ensure that the learner is made aware of any insurance requirements, e.g., medical or travel insurance, and of the availability of accommodation, and any accommodation services provided.

5.1.2 (c) HE providers shall have a written agreement with each education agent, recruitment partner or consultant that formally represents their programme provision.

5.1.2 (d) HE providers shall ensure that any contractual arrangements entered with an education agent, recruitment partner or consultant incorporate the principles of the London Statement. Existing contracts that do not incorporate these principles shall be amended appropriately within two years of the date of the HE provider's application for authorisation to use the IEM.

5.1.2 (e) The contract between the HE provider and education agent, recruitment partner or consultant shall include a termination clause in instances where the agent does not comply with the principles of the London Statement or is found to have acted in an unethical fashion to the detriment of international learners.

5.1.2 (f) HE providers shall conduct due diligence e.g., three reference checks, to verify the track record of education agents, recruitment partners or consultants, in relation to learner protection issues, prior to entering into a contractual agreement.

5.1.2 (g) HE providers shall ensure that all education agents, recruitment partners or consultants contracted to them are in possession of accurate and up to date information regarding the provider and its provision.

5.1.2 (h) HE providers shall have in place a transparent process for monitoring and reviewing the activities of education agents, recruitment partners or consultants including, where appropriate, feedback from applicants, to ensure that the education agent, recruitment partner or consultant is operating within the spirit of the HE Code and the London Statement.

5.1.2 (i) HE providers required to put in place arrangements for the protection of enrolled learners under Section 65 of the 2012 Act as amended shall do so prior to the recruitment of learners (see also section 4.5 and Appendix Two of this HE code).

## Summary

The panel concurred with Dorset College that all criteria except 5.1.1 (d) are applicable, with 14 fully compliant and 3 partially compliant 14.

The panel reviewed the College's public website, the information contained in the IEMAS and additional information provided in response to the outstanding queries report. The panel found that Dorset College has clear and comprehensive information available for students and concluded that the College's information and marketing practice fully complies with the criteria in section 5.1.1, except for 5.1.1 (f).

The panel were not satisfied with the level of information on immigration issues in the induction session. As a result, the panel concluded that Dorset College is not compliant with criterion 5.1.1 (f) and Dorset College must update induction information on immigration issues within 12 weeks of TrustEd Ireland authorisation.

### Condition 1

**5.1.1 (f):** Dorset College must update the Student Induction presentation to include additional information on immigration issues within 12 weeks of TrustEd Ireland authorisation.

The panel had some concerns around the transparency, training and monitoring of the work of education agents. There was little information on the training given to agents (only a list of sessions, and a slide deck that was not clearly addressed to agents). Limited information was

provided on the monitoring and evaluation of agent activities. The panel found that Dorset College is not fully compliant with criteria 5.1.2 (g) and (h) and that Dorset College must provide information on agent training, monitoring and evaluation within 12 weeks of TrustEd Ireland authorisation

### **Condition 2**

**5.1.1 (g):** Dorset College must provide detailed evidence of the type of training delivered to all agents within 12 weeks of TrustEd Ireland authorisation.

### **Condition 3**

**5.1.2 (h):** Dorset College must provide evidence of how agents activities are monitored and evaluated annually within 12 weeks of TrustEd Ireland authorisation.

## **Principle 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**

5.2 (a) HE providers shall clearly specify entry requirements for international learners that support the successful participation of the learners in their chosen programmes.

5.2 (b) HE providers' entry requirements shall clearly specify English language proficiency requirements for applicants whose first language is not English. These should include references to the benchmarks used in assessing proficiency requirements and, like other entry requirements, support the successful participation of international learners in their chosen programmes.

5.2 (c) HE providers shall adopt the principles, and follow the guidance, contained in the Lisbon Recognition Convention (LRC) and subsidiary texts in assessing the qualifications presented by international learners for the purpose of admission to their programmes. Qualifications should be assessed in an accessible and fair manner and within a reasonable timeframe.

5.2 (d) HE providers should recognise qualifications that are recognised for the purpose of access to programmes in an international applicant's own higher education system, unless a substantial difference can be demonstrated between the requirements for admission in the applicant's own higher education system and those of the Irish HE provider.

5.2 (e) HE providers shall provide a timely written response to international applicants who are refused admission.

5.2 (f) Where a HE provider decides to withhold recognition of a qualification from an international learner for the purpose of admission, the reasons for the refusal to grant recognition shall be stated, and information provided concerning possible measures the applicant may take to obtain recognition at a later stage. If a HE provider decides to withhold recognition of a qualification for the purpose of admission, or if no decision is taken, the applicant shall be able to make an appeal within a reasonable time limit.

5.2 (g) HE providers shall support QQI, as appropriate, in implementing its statutory function to facilitate the recognition outside the state of awards made in the state, including the home countries of their international learners.

### **Summary**

The panel agreed that all criteria are applicable and DC are compliant across 6 criteria and partially compliant across 1.

Dorset College's admission requirements and recognition procedures are transparently described on their website.

Dorset College self-assessed two criteria as partially compliant due to the lack of explicit reference to the LRC in its policies. The panel considered that the principles mentioned in criterion 5.2 (c) are clearly met in the College's policies and thus found the college fully compliant.

Nevertheless, the panel agreed that Dorset College is only partially compliant with criterion 5.2 (d) as long as the LRC and these specific principles are not explicitly and clearly embedded in the policies.

#### **Condition 4**

**5.2 (d):** Dorset College must perform a comprehensive review of the College's recognition policies in light of the LRC and revise the institution's policies subsequently to fully incorporate the LRC and its principles within one year of TrustEd Ireland authorisation.

#### **Principle 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**

5.3.1 (a) HE providers shall provide information on compulsory fees for the full duration of the programme from registration and admission to graduation or exit from the programme. Where fees may change, this shall be clear to applicants in the information provided.

5.3.1 (b) HE providers shall provide information on the collection or payment of fees, including sanctions for late payment and debt collection for moneys owed.

5.3.1 (c) HE providers shall establish a fees structure that supports the mission of the organization and reflects the costs associated with quality provision.

5.3.1 (d) HE providers shall ensure that there are no additional fees or unexpected charges that international learners have not been made aware of.

5.3.1 (e) HE providers shall issue a receipt to international learners upon receipt of payment of fees which will include a breakdown of fees paid.

5.3.1 (f) HE providers shall establish and publish a procedure on full and partial refunds. This procedure shall outline the conditions under which a refund will be granted e.g., a refused entry visa application, in the case of a non-EU/EEA Swiss learner.

5.3.1 (g) HE providers shall provide information on any financial supports or resources that exist within the organisation, or nationally, for international learners.

5.3.2 (a) HE providers shall provide information on the indicative costs of studying on their programmes e.g., the costs of textbooks, electronic resources, computer requirements, protective equipment.

5.3.2 (b) HE providers shall furnish prospective learners with general advice regarding the average cost of living e.g., accommodation, food, transport and medical care, for the programme duration.

5.3.2 (c) HE providers shall provide information on:

- (i) fees for accommodation services, if offered by the HE provider or other accommodation service providers;
- (ii) fees for complaints and appeals procedures as relevant e.g., rechecking of exam results.

5.3.2 (d) HE providers shall provide information on any other costs related to the provision of student services as considered relevant by the provider.

### Summary

The panel agreed that all criteria are applicable, and DC is compliant across all 11 criteria.

Dorset College provides clear information on its fees as well as the other costs of study that students need to expect, e.g., general living costs.

Dorset College had self-assessed criterion 5.3.1 (e) as partially compliant. The panel encourages the College to implement its planned improvements regardless but considers the current practice of issuing receipts to be already fully compliant.

Dorset College chose partial compliance for 5.3.2 (a), but the panel considers that the College fully complies with this criterion since the relevant information is provided, as set out in the IEMAS.

### Principle 5.4 Supports and Services for International Learners

**HE providers shall foster a supportive environment which supports the wellbeing and integration of all learners into the student body and ensures a positive learning experience for all learners**

5.4.1 (a) HE providers shall designate appropriate personnel to be responsible for inquiries about learner support issues from international learners e.g., course coordinator, counsellor, or international officer.

5.4.1 (b) HE providers shall offer information to international learners prior to their arrival to help them adjust to their new surroundings e.g., information on transport, banking, availability of accommodation and accommodation services.

5.4.1 (c) HE providers shall ensure that inductions offered to learners also meet the needs of international learners, including intercultural awareness. They should direct learners to services, supports and facilities relevant or appropriate to their programme of study. They should also remind international learners requiring entry visas and/or immigration permissions of their responsibilities under the Department of Justice's student immigration regime.

5.4.1 (d) The induction programme shall be provided to all cohorts of international learners who register or enrol at various times of the year, including learners who access programmes through advanced entry.

5.4.1 (e) HE providers shall provide information on appropriate learner supports and services to facilitate learner integration into the wider HE community.

- 5.4.1 (f) HE providers shall ensure that international learners are aware of opportunities to participate in, and be represented at, engagements between the provider and the learner body. Where possible, they should provide, in collaboration with learner representative bodies, information on national learner engagement initiatives and opportunities for international learners to avail of training opportunities.
- 5.4.1 (g) HE providers shall have mechanisms in place to support international learners financially in instances of personal or other emergency or hardship.
- 5.4.1 (h) HE providers shall facilitate and encourage feedback from international learners on the delivery of any supports and services. This includes informing learners about complaints processes for these services.
- 5.4.1 (i) Institutional approaches to quality assuring learner services and supports will include all learners, including international learners.
- 5.4.2 (a) HE providers shall offer induction that is accessible to all learners and, where appropriate, tailored to the needs of international learners. They shall provide full information and advice on all relevant institutional and academic policies.
- 5.4.2 (b) Induction shall be provided to learners and cohorts who enrol at different points during the year, including those accessing programmes through advanced entry.
- 5.4.2 (c) HE providers shall ensure the information provided at induction is easily accessible throughout the academic year and shall offer reminders of this information at key points during the year e.g., in the lead-up to examinations or submission of assignments.
- 5.4.2 (d) HE providers will include academic integrity as a core component of induction for all learners, including international learners. Recognition will be given in inductions to the different education cultures of international learners, and the content, advice and support they impart will be relevant and specific to the Irish higher education context. Formal and informal conversations about academic integrity should be held on an ongoing basis throughout the period of enrolment of all learners, including international learners.
- 5.4.2 (e) HE providers shall endeavour to integrate their international learners, through their inductions and through their policies, procedures, and services, into the wider learner community.
- 5.4.2 (f) HE providers shall continue to provide staff with training and support to facilitate an appropriate and effective delivery of programmes and services to international learners. This should include, where appropriate, training in intercultural competence and support for the development of English language education competence.

## Summary

The panel agreed that all criteria are applicable, and DC is compliant across 13 criteria and partially compliant across 2.

In general, Dorset College has the required services in place and provides the support mentioned in the criteria.

The panel understood from the College's reply to the outstanding queries that information on the short-term emergency fund is not available publicly. The panel found that the lack of public information means that Dorset College is not fully compliant with criterion 5.4.1 (g), and Dorset College must develop and publish information on the Emergency Fund within 6 months of TrustEd Ireland authorisation.

## Condition 5

**5.4.1 (g):** Dorset College must provide accessible and transparent information on the Emergency Fund within 24 weeks of TrustEd Ireland authorisation.

Based on the evidence submitted the panel is not satisfied that the provider offers staff specific training in intercultural competence (5.4.3). The panel therefore concludes that the provider is not fully compliant and Dorset College must offer a programme of intercultural competence training to staff with one year of TrustEd Ireland authorisation.

#### **Condition 6**

**5.4.3:** Dorset College must provide a programme of intercultural competence training for staff within one year of Trust Ed Ireland authorisation.

### Principle 5.5 English Language Policy Statement and International Foundation Year Programmes

**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.**

5.5 (a) HE providers shall have an English language policy statement for international learners that shall:

- (i) document the policy approach and process to the assessment of English language proficiency entry requirements;
- (ii) document, as appropriate, the institution's policy approach to the provision, support, and development of English for Academic Purposes;
- (iii) set out the institution's policy approach to the provision of English language supports to non-native English speakers prior to commencement and throughout the duration of their higher education programmes;
- (iv) document the arrangements, including, as appropriate, the quality assurance, credit and/or awarding arrangements, for different types of EAP programmes, such as:
  - pre-sessional programmes/modules,
  - in-sessional programmes/modules

5.5 (b) HE providers offering international foundation year programmes shall set out in their English language policy statement for international learners

- (i) the quality assurance, credit and/or awarding arrangements for these programmes,
- (ii) the corporate and academic governance arrangements in place where such programmes are provided in partnership with other entities e.g., a private English language education provider, other independent/private education provider or campus company.

5.5 (c) For compliance with this HE Code, an international foundation programme shall lead to one of the following awards included within the NFQ:

- (i) QQI preparation for undergraduate programmes, leading to NFQ Level 5 Special Purpose Award (foundation qualification)
- (ii) QQI preparation for postgraduate programme, leading to NFQ Level 8 Special Purpose Award (foundation qualification)
- (iii) equivalent programmes leading to awards that are included within the NFQ and validated by an Irish awarding body.

5.5 (d) Where HE providers currently offer international foundation year programmes that do not lead to awards that are included within the NFQ, they must secure programme validation/course approval for such programmes through an Irish awarding body within two years of the date on which they are authorised to use the IEM.

### Summary

Only criterion 5.5 (a) is applicable and DC is partially compliant across this criterion. Based on the evidence submitted, the panel is not satisfied that the provider has in place sufficient information in its English Language Policy Statement (ELPS), especially as regards details on the College's internal test and ongoing language supports (5.5 a). The panel therefore concludes that Dorset College must include in the ELPS the English language entry requirements and supports offered for students, as well as quality assurance procedures in place, and awarding arrangements in place, where applicable, for the internal English language test and supports.

### Condition 7

**5.5 (a):** Dorset College must include in the English Language Policy Statement further information on the English language proficiency entry requirements, including Dorset College's internal English Competency (entry) test, and on the in-session English language supports, as well as the quality assurance arrangements and credit and/or awarding arrangements in place for the internal test and the supports available at Dorset College within 12-weeks of TrustEd Ireland authorisation..

The panel further noted as a **non-timebound recommendation** that the provider consider offering focused in-session English language supports to help ensure international learners progress on their programme of study.

### Recommendation 1

**5.5 (a):** Consider developing further in-session English language supports to help ensure international learners progress on their programme of study. (Non-timebound)

## Principle 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 within the NFQ, and whether they are offered in transnational education settings and/or through remote, fully online modes of learning.**

5.6.1 (a) HE providers, having regard to their statutory quality assurance obligations, shall ensure that the academic quality, standard and recognition of their transnational education programmes are equivalent to the academic quality, standard and recognition of the programmes they provide within the state.

5.6.1 (b) HE providers shall apply the principles and criteria set out in this HE Code in an equivalent manner in transnational education settings, including in relation to the provision of learner support services.

5.6.1 (c) HE providers shall support QQI, as appropriate, in implementing its statutory function to facilitate the recognition outside the state of awards made in the state. This facilitatory function extends to awards included within the NFQ, where the programmes leading to these awards are provided outside the state.

5.6.1 (d) Linked providers who intend to offer transnational education programmes that lead to awards within the NFQ shall only do so with the agreement of the designated awarding body or bodies making the awards.

5.6.2 (a) HE providers, having regard to their statutory quality assurance obligations, shall ensure that the academic quality, standard and recognition of their remote online programmes are equivalent to the academic quality, standard and recognition of the programmes they provide through other teaching and learning modes.

5.6.2 (b) HE providers shall apply the principles and criteria set out in this HE Code in an equivalent manner in relation to learners outside the state enrolled on remote online programmes that lead to awards included within the NFQ, including in relation to the provision of learner support services.

5.6.2 (c) HE providers shall support QQI, as appropriate, in implementing its statutory function to facilitate the recognition outside the state of awards made in the state. This facilitatory function extends to awards included within the NFQ, where the programmes leading to these awards are offered as remote online programmes.

5.6.2 (d) Linked providers who intend to offer remote online programmes to learners outside the state that lead to awards within the NFQ shall only do so with the agreement of the designated awarding body or bodies making the awards.

#### **Summary**

Not applicable as Dorset College does not offer transnational or online programmes.

## Summary of assessment outcomes

### This section provides for the Assessment Panel findings and outcomes by principle and criterion

#### Overview of the provider's international profile and activities

Dorset College is a small and highly international institution with students from across the world, but with a strong focus on Latin America, in particular Brazil, with a big margin: 61% of all international learners originate from Brazil, the second most frequent country of origin, Mexico, accounting for 10% of international learners. Despite international learners obviously being a major factor for Dorset College, the panel observed that its explicit strategy on internationalisation is brief and could be complemented by clear and measurable targets.

Dorset College currently offers two Bachelor's programmes, one in business and one in computing, to international learners. The college provides prospective learners comprehensive information on programmes available, enrolment conditions and practical information to plan their stay in Ireland. Based on the information, and understandably given the small size of the Provider, a lot of information is provided personally to students and the college staff are accessible for individual guidance and support. The College needs to complement its public information for learners in a few areas to further enhance transparency and clarity, but the panel concluded that this can be managed by the College with the conditions and recommendations set by the panel.

Dorset College works with a network of agents from different countries, but additional transparency around this is required, in particular to ensure that all agents receive comprehensive training and are monitored effectively.

#### Recommended condition(s) for authorisation:

##### Condition 1

**5.1.1 (f):** Dorset College must update the Student Induction presentation to include additional information on immigration issues within 12 weeks of TrustEd Ireland authorisation.

##### Condition 2

**5.1.2 (g):** Dorset College must provide detailed evidence of the type of training delivered to all agents within 12 weeks of TrustEd Ireland authorisation.

##### Condition 3

**5.1.2 (h):** Dorset College must provide evidence of how agents activities are monitored and

evaluated annually within 12 weeks of TrustEd Ireland authorisation.

**Condition 4**

**5.2 (d):** Dorset College must perform a comprehensive review of the College's recognition policies in light of the LRC and revise the institution's policies subsequently to fully incorporate the LRC and its principles within one year of TrustEd Ireland authorisation.

**Condition 5**

**5.4.1 (g):** Dorset College must provide accessible and transparent information on the Emergency Fund within 24 weeks of TrustEd Ireland authorisation.

**Condition 6**

**5.4.3:** Dorset College must provide a programme of intercultural competence training for staff within one year of Trust Ed Ireland authorisation.

**Condition 7**

**5.5 (a):** Dorset College must include in the English Language Policy Statement further information on the English language proficiency entry requirements, including Dorset College's internal English Competency (entry) test, and on the in-sessional English language supports, as well as the quality assurance arrangements and credit and/or awarding arrangements in place for the internal test and the supports available to Dorset College within 12 weeks of TrustEd Ireland authorisation.

**Commendations:**

N/A

**Recommendations:**

**Recommendation 1**

**5.5 (a):** The panel recommends that Dorset College consider developing further in-sessional English language supports or courses to support international learners' progress on their programme of study.

**Declarations of Assessment Panel**

This report has been agreed by the Assessment Panel and is signed on their behalf by the Chairperson.

Assessment Panel Chairperson: John Deane

Date: 06.10.2025

Signed: JJ Deane

A handwritten signature in black ink, appearing to read 'JJ Deane'. The signature is written in a cursive style with a large, looped initial 'J' and a long, sweeping underline.



To: The Chair and Members of the Approvals and Reviews Committee (ARC)

TrustEd Ireland / QQI

Date: 7<sup>th</sup> November 2025

Dear Chair,

Dorset College wishes to acknowledge the work of the Assessment Panel and to thank them for the time and consideration given to the review. The process was detailed and required a full examination of our approach to international education. We found this both challenging and constructive, providing valuable external insight into our practices.

The panel's feedback and recommendations have been carefully considered, and we have taken this opportunity to review and strengthen our internal systems where appropriate. In addition we found no factual inaccuracies in the report and are happy to accept its findings as detailed below.

We are pleased to submit our formal response to the factual assessment report, addressing each of the conditions and recommendations identified below.

Yours sincerely,  
Hugh Hughes  
President

## Condition 2

### Response from college

The college accepts the panel's opinion that we did not provide the correct presentation. In error we linked the presentation in the post response document to a brochure and not the agent training PowerPoint as was intended.

In addition:

1. Agents also receive regular updates from the Sales and Marketing team and Key partners are met with regularly for support.
2. Agent from Visa requiring countries are met with yearly to review visas, cancellations, refusals.
3. We review the performance rates of all agents and do not renew our agreement with those that fall short of our standards.
4. We provide comprehensive ongoing training with all of our agents (Educational Tour Operators) to ensure that they are well informed and up to date on all relevant information required to recruit students in an ethical and informed manner.
5. Dorset College is also in the process of setting up a Moodle platform that will oversee agent training and monitoring of same. This will act as a centralised hub for all agent related training material going forward.

## Condition 3

### Response from College

The college accepts the panel's opinion that we did not demonstrate this in the review process. We will provide evidence on how we monitored and evaluate agents going forward within the 12-week timeframe.

## Condition 4

### Response from College

The college accepts the panel's opinion and agrees to ensure that the LRC is fully embedded into the colleges recognitions policies with the one-year timeframe.



### Condition 5

#### Response from College

The college accepts the panel's opinion on this matter.

In response to this condition Dorset College will publicise details of our Hardship fund to ensure this information is more accessible and transparent to learners within the 24-week period.

### Condition 6

#### Response from College

The college accepts the panel's condition on intercultural competence training and that it does not provide adequate training in this area, and it will provide a suitable training programme for staff in within the one-year period.

### Condition 7

#### Response from College

The college accepts the panel's condition and will update its English Language policy to include details on the College's internal test and ongoing language supports.

### Recommendation 1

#### Response from College

The college appreciates the panel's recommendation and will consider putting in place a suitable mechanism around second language learner needs for English Language supports.

Signed

Hugh Hughes

President

Date: 7<sup>th</sup> November 2025