



Dearbhú Cáilíochta  
agus Cáilíochtaí Éireann  
Quality and  
Qualifications Ireland



# Higher Education Pathway Assessment Report: Holmes Institute, Dublin



## 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 Holmes Institute's (Dublin) 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   |
|--------------------|--------------------------------|---|
| Maureen McLaughlin | Chairperson                    | Director of School Operations, University of Manchester, United Kingdom   |
| Prof Brian Green   | Report Writer/Secretary        | Deputy Associate Principal (Academic Quality and Student Experience), University of Strathclyde, United Kingdom |
| Sandra Marcos      | International Education Expert | Pontifical University of Salamanca, Spain   |
| Ontiretse Ishmael  | Learner                        | Atlantic Technological University, 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

Holmes Institute, Dublin (HID) recruits international learners in a transparent and ethical manner. In its marketing and promotional materials, the Institute ensures that clear, accurate, transparent, accessible, relevant and up to date information is provided for potential students, partners and agents. The Agent Recruitment and Management Policy, Agent Contracts, and Marketing Procedures reflect a structured and transparent approach to international recruitment.

The Institute provided clarity related to the naming of awarding bodies, variations in agent listings, and the inclusion of the London Statement principles in contracts signed prior to January 2025. The Panel confirmed that the Institute has taken the necessary steps to ensure compliance with the requirements of the HE Code and that the information and guidance is clear and accurate.

HID maintains local staff based in the countries with the largest student recruitment base, so that they can provide comprehensive support for and gather a better understanding of learners' needs.

HID complies with the learner information requirements established in Section 67 of the 2012 Act, as amended. The information is provided through the website and in the Quality Manual. The accuracy of promotional materials is guaranteed via the oversight provided by the Director of Global Engagement, and any material published by any agent must also be approved by their team prior to publication. The Visa Documents Checklist and background information provided to learners and tailored to their country of origin is valuable and supportive.

Although it does not offer its own accommodation, the Institute provides detailed information about learner costs, as well as insurance and accommodation requirements: this can be found in the Pre-

Arrival Guide and on the website.

HID has developed an Agent Management and Recruitment Policy and Procedures that establishes the policy and procedures for managing agent representatives who recruit students to study at the Institute, Furthermore, the Institute conducts regular training sessions with its recruitment partners and staff to ensure they are kept abreast of main issues and any changes to practice, The Agent Performance Monitoring and Review procedure assures the agents' activities are monitored and in alignment with contractual obligations and take account of learner feedback regarding quality of engagement and support.

#### 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**

Holmes Institute, Dublin operates fair, transparent and consistent admission policies that support the successful participation of international learners in their chosen programmes. The admission requirements and process are robust assured, and its Admissions Committee ensures compliance; learner information clearly specifies the requirements regarding the required level of English.

HID has adopted the principles of the Lisbon Recognition Convention and has also taken due account of the Global Convention on Higher Education of 2019: this is reflected in the Quality Manual. The Panel noted with interest that the verification process was evaluated positively in collaboration with the QQI "Spotlight on Recognition" tool.

Learners are notified of application decisions within three days through an established process. Where applications are declined, the learners are made aware that they have the right to appeal as established in the Quality Manual. The Panel was reassured that the Institute has well-established, clearly stated and transparent entry standards and supporting information which are clearly and presented through the website and application resources and which are communicated effectively to applicants, partners and agents.

**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 organisation 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

HID also offers detailed information via its programme handbooks and pre-arrival materials on the indicative costs associated with study, including textbooks, digital resources, and equipment where applicable. General advice on cost of living (e.g., accommodation, food, healthcare, transport) is included in the *Pre-Arrival Guide Sept 2024*, and accommodation-related fees and relevant student service charges (including appeals and complaints, where applicable) are clearly outlined.

## 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

Holmes Institute Dublin fosters 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. The Institute submitted extensive documentation demonstrating its commitment to supporting international learners through a well-established, structured and well-integrated approach to student services for all students and programmes (undergraduate and postgraduate). HID has clearly designated appropriate resources for international learner support, including staff accessible via mail the contact point, and offers a comprehensive Pre-Arrival Guide that addresses practical needs such as transport, accommodation, banking, and health insurance. Institute and programme specific information is comprehensive for learners and staff.

The induction programme is tailored to international learners, with dedicated sessions on academic integrity, student services, immigration compliance, and integration into the wider academic and social community. Supports extend across the academic year and accommodate students enrolling at different points, including advanced entry. The Institute's Group Work Guidelines initiative actively promotes skills and competencies in group work, leadership, cooperation, and teamwork with an international perspective.

HID's engagement with the National Student Engagement Programme (NStEP) further supports meaningful student representation and participation in institutional governance. The Institute also demonstrates its commitment to inclusion and learner voice through mechanisms for feedback and complaints. Financial hardship supports are documented, and student safety and well-being are

addressed through insurance schemes and structured welfare protocols. The Institute positively facilitates learner representation in its governance structures. It also collects feedback on learner satisfaction and from complaints in order to inform actions to improve the learner experience. This is drawn from satisfaction surveys and module evaluation surveys which are analysed and submitted to Program Council and the Academic Board. The Institute also runs quarterly class representative meetings and conducts focus groups to obtain feedback.

HID's Academic Integrity Mentor supports learners in their academic progress: the Institute also runs an academic integrity unit for learners that concludes with an exam to assess their level of understanding.

Quality assurance for learner services includes all learners, and continuous improvement is embedded in programme governance processes. Overall, the Institute meets the requirements under Section 5.4 of the HE Code, ensuring that international learners receive timely, inclusive, and effective support for their academic and personal success.

While the Institute is fully compliant with criterion 5.4.1 (g), the Panel noted that information on financial support for international learners is not easily accessible. The Institute has a comprehensive Financial Hardship Policy in place, offering tuition scholarships, payment plans, fee waivers, and emergency support. However, not all support applies to all students.

#### **Recommendation 1**

**5.4.1 (g):** The Panel **recommends** improving the visibility and clarity of this information online to ensure international learners can easily identify what supports are available and how to access them within 12 weeks of TrustEd authorisation.

#### **Recommendation 2**

**5.4.3:** The Panel noted HID's stated commitment to implementing intercultural competence training, but that this has not yet been fully implemented. With regard to 5.4.3, the Panel **recommends** that the Institute takes forward plans to further develop and implement appropriate staff training and support within 12 weeks of TrustEd 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

The English language supports provided by Holmes Institute, Dublin to international learners are underpinned by a coherent and transparent institutional policy approach. The Institute has an English Language Policy Statement that outlines its approach to entry requirements, English for Academic Purposes (EAP), and pre- and in-sessional language supports. The website also states that the Institute maintains a robust English Language Policy Statement that clearly outlines entry requirement assessment using CEFR B2+/IELTS equivalence, and the provision of tailored English for Academic Purposes (EAP) supports both pre- and in-sessional, delivered through its sister school OHC English located on campus. The information provided for students through the website, handbooks, policies and related guidance clearly signposts and describes the nature and range of English language support available.

### Commendation 1

**5.5 (a):** The Panel **commends** the positive range of resources, information and educational opportunities available which are underpinned by the institution's commitment to supporting and

developing teaching and support staff.

### Recommendation 3

**5.5 (a):** The Panel **recommends** that HID builds on existing provision by developing further in-session English language supports to help ensure that 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

Holmes Institute Dublin (HID) does not currently offer transnational or fully online programmes to international learners outside the state that lead to NFQ awards.

Holmes Institute Dublin (HID) has enrolled and admitted international learners from Nepal, Uganda, and Tanzania, as confirmed in submitted appendices.

## 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**

Holmes Institute Dublin (HID) is part of the Holmes Education Group (HEG), a private provider of higher education and vocational training. HEG was founded in Melbourne in 1963. HEG provides transnational education in English language training, schools, vocational and higher education and training. In addition to Ireland, HEG operates in the United Kingdom, the United States of America, Canada, China and Australia.

HID currently has 116 students from 19 countries participating in its undergraduate and postgraduate programmes.

HID was established in March 2018 and has consistently engaged with Quality and Qualifications Ireland (QQI) through a process of registration, access, approval and QQI validation of provision and formal approval of quality assurance infrastructure policies and infrastructure as evidence in the IEMAS submission. Importantly, as private provider, HID's provision is fully aligned with European Standards and Guidelines and QQI's Statutory Quality Assurance Guidelines for Independent Providers and the Code of Practice for Provision of Programmes of Education and Training to International Learners.

HID's academic governance and oversight is provided by a core team ensuring academic quality and support for the student experience all detailed in comprehensive academic quality policy and guidance.

The Dean provides academic leadership and direction to HID faculty and management on academic matters, including delivery of accredited programmes, learning resources and staffing and embedding of an enhancement-led approach for the HID portfolio. The Dean is supported by a team of Academic Programme Directors and module leaders who are responsible for the preparation of the academic content for the module including lecture, tutorial and e-learning/online materials, assessments learning support and resources. These teams work in partnership with the

HID Centre Manager and Registrar who have responsible for providing focussed learner support for the student learner journey and for academic regulations, academic records, assessment, progression and awards.

The HID IEMAS was prepared by the Dean in partnership with the institute team and the HID academic and governance leads. Prior to formal approval, IEMAS development was informed and supported by input from HID staff and students through meetings, focus groups and student forums.

### Recommended condition(s) for authorisation

N/A

### Commendations

#### Commendation 1

**5.5 (a):** The Panel **commends** the positive range of resources, information and educational opportunities available which are underpinned by the institution's commitment to supporting and developing teaching and support staff.

### Recommendations

#### Recommendation 1

**5.4.1 (g):** While the Institute is fully compliant with criterion 5.4.1(g), the Panel noted that information on financial support for international learners is not easily accessible. The Institute has a comprehensive Financial Hardship Policy in place, offering tuition scholarships, payment plans, fee waivers, and emergency support. However, not all support applies to all students. The Panel **recommends** improving the visibility and clarity of this information online to ensure international learners can easily identify what supports are available and how to access them within 12 weeks of TrustEd authorisation.

#### Recommendation 2

**5.4.3:** The Panel noted HID's stated commitment to implementing intercultural competence training, but that this has not yet been fully implemented. With regard to 5.4.3, the Panel **recommends** that the Institute takes forward plans to further develop and implement appropriate staff training and support within 12 weeks of TrustEd authorisation.

#### Recommendation 3

**5.5 (a):** The Panel **recommends** that HID builds on existing provision by developing further in-session English language supports to help ensure that international learners progress on their programme of study.(non-timebound)

### 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:

Date: 03 October 2025

Signed: *Hanneen H. Gargi*

**Holmes Institute Dublin (HID) Response to TrustEd Ireland Draft Report**

1. HID acknowledges receipt of the TrustEd Ireland draft report, received on 22<sup>nd</sup> October 2025.
2. HID notes, and accepts with pleasure, the positive nature of the report and the findings arrived at by the panel.
3. HID notes the three recommendations contained within the draft report, and responds to the recommendations as follows:

| <b>Recommendation</b>   | <b>HID Response</b>  |
|---|--|
| 5.5 (a) The Panel recommends that HID builds on existing provision by developing further in-session English language supports to help ensure that international learners progress on their programme of study.  | HID notes there is no time limit to this recommendation. Over the course of the next three months (including via our Class Representative Meetings and focus groups) HID will survey our students to analyse what further in-session English language supports students request and require. Any additions to current services will be publicised to students and will commence from the following intake of learners (likely to be June 2026).  |
| While the Institute is fully compliant with criterion 5.4.1(g), the Panel noted that information on financial support for international learners is not easily accessible. The Institute has a comprehensive Financial Hardship Policy in place, offering tuition scholarships, payment plans, fee waivers, and emergency support. However, not all support applies to all students. The Panel recommends improving the visibility and clarity of this information online to ensure international learners can easily identify what supports are available and how to access them within 12 weeks of TrustEd authorisation. | <p>HID will review all information relating to financial support. We will ensure that:</p> <ul style="list-style-type: none"> <li>i. information is collated in one document;</li> <li>ii. information is able to be clearly understood by students;</li> <li>iii. the information notes which support is available to which students (and, where appropriate, reasoning for why support is only available to specific students); and</li> <li>iv. students are clearly told how to access support</li> </ul> <p>This information will be published on our website by 31<sup>st</sup> December 2025.</p> |
| The Panel noted HID’s stated commitment to implementing intercultural competence training, but that this has not yet been fully implemented. With regard to 5.4.3, the Panel recommends that the Institute takes forward plans to further develop and implement appropriate staff training and support within 12 weeks of TrustEd authorisation.  | <p>HID has, to date, held CPD sessions for staff on integrated assessments, group work with students, approaches to learning and teaching, intercultural customer service, and our approach to generative AI.</p> <p>HID commits to continuing this programme of internal CPD on a regular basis (at least one CPD session per semester, available to all staff) and further commits to an additional CPD session on intercultural competence to be held prior to our next intake of learners on 9<sup>th</sup> February 2026.</p>   |

Holmes Institute Dublin  
23<sup>rd</sup> October 2025