



**Dearbhú Cáilíochta
agus Cáilíochtaí Éireann**
Quality and
Qualifications Ireland



Higher Education Pathway Assessment Report:

Mary Immaculate 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 Mary Immaculate 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
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

MIC's recruitment of international learners is conducted in a transparent and ethical manner. In its marketing and promotional materials, the College ensures that clear, accurate, transparent, accessible, relevant and up to date information is provided through its website. This is maintained by a webmaster who is responsible for ensuring content is up to date while adhering to standards and best practices, including compliance with EU legislation in relation to cookies, accessibility and GDPR.

The International Office has primarily responsibility for gathering information in respect of the support needs of learners and the provision of ensuing services.

Commendation 1

5.1.2: The Panel commended the high level of greatly valued support, assistance and access to the full range of information required to apply for and continue their studies at the College received by both current learners and applicants.

Condition 1

5.1.2 (h): In respect of 5.1.2 (h) the Panel noted that the College had yet to commence its process for formally monitoring and reviewing agents and set a condition that the College implement these processes within 12 weeks of TrustEd Ireland authorisation.

Although MIC is exempt from the Enrolled Student Protection Plan, it complies with the remaining

provisions of Article 67 of Law 2012. MIC ensures that education agents comply with the London Statement and has also developed a process, "How to Establish Partnerships with International Agents/Agencies", which specifies the process for ensuring the suitability of agents before a contract can be signed, the contracts specify both agents' obligations and establish the expectation that monitoring and review will be conducted at regular intervals.

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

MIC operates fair, transparent and consistent admission policies that support the successful participation of international learners in their chosen programmes. There is clear and accessible information relating to entry requirements and the application of Recognised Prior Learning (RPL) and the College guarantees the adoption of the Lisbon Recognition guidelines.

Commendation 2

Section 5.2: The Panel commended the process that applications are considered by the

International Office, the Research and Graduate School and the Admissions Office using NARIC Ireland and ECCTIS to aid in the recognition of foreign qualifications and the way in which the College has sought to underpin this process by ensuring that these staff members are trained in ECCTIS.

For undergraduate EU/EFTA/UK applicants the appeals process is set out in Entry requirements criteria for EU/EFTA/UK Applicants. MIC confirmed in its IEM Application Statement that an Admissions Appeals Policy for all direct entry admissions applicants was being developed to ensure wider applicability of appeals processes, to mirror that of its designated awarding body the University of Limerick, and to achieve full compliance with 5.2 (f).

Condition 2

5.2 (f): With regard to 5.2 (f), the Panel set a condition that the College progress its plans to ensure wider applicability of processes to learners from other countries of origin 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

MIC provides all learners with clear, accurate, transparent, accessible, relevant and up to date information on all study costs, including subsistence and accommodation and takes reasonable steps to inform learners about fees and other costs associated with undertaking a programme of study in Ireland. The College has established two Standard Operating Procedures: Recruitment and Managing Fee Payments for Incoming Non-EU Full Degree Students, and Fee Payment for Incoming Non-EU Study Abroad and EU Fee-Paying Free-Mover Students. These procedures detail how to process payments and issue receipts for student payments and learners are enabled to download receipts through the website. The role of the Student Fees Office in providing accessible, consistent and appropriate information on fee collection and in the event of late payments is highly valued. Fees are reviewed annually and communicated to learners through the Student Fees, Regulations and Charges policy on the website, and also directly to learners through the International Office.

Commendation 3

5.3: The positive institutional ethos to include learners in key quality processes as full participants.

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

MIC 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 International Office acts as the main point of contact for learners, triaging inquiries to the appropriate service. Frequent orientation sessions are delivered to meet prospective and current learners' needs, including key information to facilitate acclimatisation into living and studying in Ireland. The Student Union provides general advice to learners and specifically about representation.

With regard to 5.4.1 (h), the Quality Office regularly collects feedback on student engagement, satisfaction, and outcomes to inform targeted initiatives to enhance the student experience. Students may also submit complaints via the formal complaints process set out in the Procedure for Complaints by a Student.

Commendation 4

5.4.2 (d): With regard to 5.4.2 (d), the Panel would like to **commend** the College on the high level of awareness of issues related to academic integrity with all key information included in the Student Handbook. There are some highly valued activities aimed at learners, such as the organisation of an Academic Integrity Week and creation of the EDII Project Awards, which integrate and promote equality, diversity, inclusion, and interculturality.

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

MIC's coherent and transparent English language policy supports international learners particularly in relation to English Proficiency testing and the provision of support in English for Academic Purposes.

Commendation 5

5.5 (a): In respect of 5.5 (a), the Panel **commends** the College on the range of English language supports offered to international learners to help them progress on their programme of study.

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

MIC ensures that learners outside the state who are enrolled on its programmes receive quality learning experiences, where these programmes lead to awards that are included within the NFQ, and whether they are offered through remote or fully online modes of learning. All online degrees must undergo the same review processes as in-person degrees.

There is a College academic programme development and approval process that ensures the consistent quality and approval of these programmes: this process is robust and supported by comprehensive guidance for staff.

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

Mary Immaculate College (MIC) was established in 1898 with an initial focus on teacher education. MIC has developed into a university-level College of Liberal Arts and Education with a portfolio of undergraduate and postgraduate programmes offered across three campuses: two in Limerick City with a third in Thurles. MIC is committed to ensuring the very highest standards of excellence in its teaching, learning, research and support activities and is a formally linked provider of the University of Limerick.

International engagement, incorporating staff and student mobility, sits at the hearts of the College's academic provision and the institution has developed an international strategy and operational framework to capitalise and build on MIC's strong international profile, with learners and staff having opportunities to travel to visit institutions in other countries and a recognition that MIC campuses are enriched by the growth in international student numbers.

Facilitating a global outlook is central to MIC's Strategic Plan to ensure that the College seeks to extend and expand its international links. This strategic aim incorporates and recognises MIC's pivotal role in enhancing diversity and inclusion in Irish tertiary education. This commitment incorporates an objective to increase the number of MIC home-based learners participating in international learning opportunities and experiences.

MIC's overall student numbers have grown over the past decade from 3168 in 2013/14 to 5180 in 2023/24. Across the three campuses and portfolio MIC enrolls over 180 learners from over 30 countries.

Undergraduate programmes for international learners are delivered on campus and in-person with greater choice of delivery offered at postgraduate level. This allows MIC to balance its in-person programme offering with an online offering that provides greater flexibility for international learners who have a need or desire to remain in their home country while undertaking an international education.

Of the fourteen taught postgraduate programmes available to international learners, eleven can be accessed fully online with MIC's Learning Enhancement and Academic Development Centre supporting programme teams to support and assure the quality and equity of the online experience for all learners including international learners learning remotely.

The preparation of MIC's IEMAS was led by the Quality Office and the International Office through consultation and input from key institutional stakeholders including College management, academic and professional service teams and the MIC Student's Union in order to comprehensively document how MIC fulfils the applicable criteria set out in the IEM Code.

The final IEMAS was submitted to the MIC Quality Committee, a sub-committee of MIC's Governing Authority. The diversity of the membership of the Quality Committee ensured that senior management, faculties, schools, directors and staff and student representatives had an opportunity to review and contribute to the IEMAS prior to final approval and submission.

Recommended condition(s) for authorisation:

Condition 1

5.1.2 (h): In respect of 5.1.2 (h) the Panel noted that the College had yet to commence its process for formally monitoring and reviewing agents and set a condition that the College must implement these processes within 12 weeks of TrustEd Ireland authorisation.

Condition 2

5.2 (f): In respect of 5.2 (f), the Panel set a condition that the College progress its plans to ensure wider applicability of processes to learners from other countries of origin within one year of TrustEd Ireland authorisation.

Commendations:

Commendation 1

5.1.2: Both current learners and applicants receive a high level of greatly valued support, assistance and access to the full range of information required to apply for and continue their studies at the College.

Commendation 2

Section 5.2: Applications are considered by the International Office, the Research and Graduate School and the Admissions Office using NARIC Ireland and ECCTIS to aid in the recognition of foreign qualifications and the College has sought to underpin this process by ensuring that these staff members are trained in ECCTIS.

Commendation 3

5.3: The positive institutional ethos to include learners in key quality processes as full participants.

Commendation 4

5.4.2 (d): The high level of awareness of issues related to academic integrity with all key information included in the Student Handbook. There are some highly valued activities aimed at learners such as the organisation of an Academic Integrity Week and creation of the EDII Project Awards, which integrate and promote equality, diversity, inclusion, and interculturality.

Commendation 5

5.5 (a): the range of English language supports offered to international learners to help them progress on their programme of study.

Recommendations:

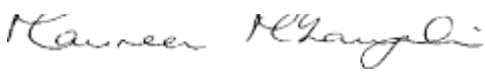
N/A

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: Maureen McLaughlin

Date: 6 October 2025

Signed: 

Formal Response to the HE Assessment Report

Mary Immaculate College (MIC) welcomes the HE Assessment Report issued by the Approvals and Reviews Committee and the panel recommendation that MIC be authorised to use the TrustEd Ireland mark with conditions.

MIC is committed to ensuring the very highest standards of excellence in its teaching, learning, research, and support activities. The college community has a collective responsibility for quality assurance and quality enhancement, and this is enshrined in the MIC Mission Statement. We are heartened by the panel's commendation of the positive institutional ethos to include learners in key quality processes as full participants. We welcome the panel's observation that both current learners and applicants receive a high level of greatly valued support, assistance, and access to the full range of information required to apply for and continue their studies at the College. We also welcome the panel's recognition of the range of English language supports offered to international learners to help them progress on their programme of study.

MIC is committed to operating fair, transparent, and consistent admission policies that support the successful participation of international learners in their chosen programmes. This is recognised by the panel in their commendation of MIC's utilisation of both NARIC Ireland and ECCTIS to aid in the recognition of foreign qualifications and the training that has been provided to staff in the utilisation of ECCTIS.

MIC established its Equality, Diversity, Inclusion & Interculturalism (EDII) Office to embed an ethos and practice of equality, diversity, inclusion, and interculturalism that is underpinned by a whole institutional approach with the staff, student community, and external partners. Mary Immaculate College is also committed to promoting Academic Integrity and enshrining it in the work of all of those who study at MIC. It is therefore encouraging that the panel views activities such as the organisation of an Academic Integrity Week and creation of the EDII Project Awards as highly valued activities which integrate and promote equality, diversity, inclusion, and interculturality.

We thank the IEMAS Assessment Panel led by Maureen McLaughlin for their comprehensive assessment of our IEMAS. We also thank the International Education Division of QQI for their guidance and support throughout the application process.

Response to the Conditions set out in the HE Assessment Report

In respect of 5.1.2 (h), MIC has established processes for the recruitment, monitoring, and review of agents. Our current status is that we do not have an agent acting on behalf of MIC. We acknowledge the panel's condition, and we commit to implementing our processes for formally monitoring and reviewing agents when we engage the services of agents going forward.

In respect of 5.2(f), MIC confirmed in its IEM Application Statement that an Admissions Appeals Policy for all direct entry admissions applicants was being developed to ensure wider applicability of appeals processes and to achieve full compliance with 5.2(f). The Admissions Appeals Policy has been developed as per MIC's Protocol for Policy Development and is currently pending final approval from the Executive Team and subsequent adoption by An tÚdarás Rialaithe (MIC Governing Authority) and will be in place well in advance of the timeframe specified.