THE INDEPENDENT
INSTITUTE OF
IIE EDUCATION

NAME	The IIE Internationalisation Policy Minimum Standards and Procedures	
VERSION	V1	
LEGEND	None	
ANNEXURE APPROVAL	None	
	11 September 2024	January 2025
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ANNEXURES	None	

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Given the nature of this Policy, there are various connections to existing policies and therefore users of this Policy must ensure that they consult the respective Policy as noted in the Criteria for more details on each standard.

PDIIE 030: INTERNATIONALISATION MINIMUM STANDARDS AND PROCEDURES

Principle 1: Student Recruitment, Success and Support	
Minimum Standards	**Criteria**
1.1 Active recruitment of inbound African students.	The IIE aims for 5% of its student body to be international and will monitor and track the numbers for reporting to DHET.
	Inbound students from African countries are not charged an international student fee.
	Inbound students from African countries are required to pay an additional administration fee on the first application.
1.2 Effective and efficient student application and administration.	Refer to The IIE's Admission Policy (IIE002) for clarity on the admission of students into IIE qualifications.
	The application and admission of international students are governed by the Admissions Policy (IIE002), which seeks to facilitate the admission of international students.
	Seeking ways to recognise international qualifications, including the consideration of capabilities of prospective international students in terms of Credit Accumulation and Transfer, Recognition of Prior Learning and Qualification Completion (IIE010).
	Refer to The IIE's Student Records Policy (IIE011) for details on the capturing and storage of student information.
	Refer to The IIE's Graduation and Certification Policy (IIE012) for details about the process of graduation and certification.
	Maintaining an up-to-date and relevant Student Handbook or equivalent for orientation purposes.
1.3 Delivering adequate student support services.	Refer to The IIE's Distance Education Policy (IIE029), which details the support to students studying a distance programme supported by The IIE's Assessment Strategy and Policy (IIE009); Student Conduct and Discipline Policy (IIE015); and the Student Representation Policy (IIE016), which applies to all students at The IIE.
	The IIE seeks to admit at least 5% of its students from the South African Development Community (SADC).
	The IIE offers the same fees to SADC students as paid by South African students.
	An international student helpline is available.
1.4 International Student Success	Student success is monitored by the institutional KITSO dashboard and in alignment with institutional targets.

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Principle 2: Teaching and Learning

2.1 Provide adequate academic and administrative support to all students.	Ensure that the following policies that inform teaching and learning are adequately applied: • Work-Integrated Learning Policy (IIE006); • Research and Postgraduate Studies Policy (IIE007); • Information Centre Policy (IIE008); • Assessment Strategy and Policy (IIE009); • Student Records Policy (IIE011); • Graduation and Certification Policy (IIE012); • Student Conduct and Discipline Policy (IIE015) • Student Representation Policy (IIE016) • Community Engagement and Citizenship Policy (IIE019) • Teaching and Learning Strategy (IIE022), • Intellectual Integrity Policy (IIE023) • Student Support and Professional Development Policy (IIE026) • Distance Education Policy (IIE029). • Policy on the Integration of Artificial Intelligence (AI) in Teaching and Learning Practices (IIE033).

Principle 3: Research Collaborations

Minimum Standards	Criteria
3.1 Promote active faculty engagements and exchange programmes with international HE partners.	The IIE seeks to include international academics in its team to promote international networking and collaboration by identifying partnerships.
	Establish MoUs with international HEI partners that enable the IIE's academic team to foster and engage in establishing strategic relationships within the domains of research, teaching and learning and community engagement.
	Enable and support the academic teams to source international funding or participate in internationally funded research projects.
	Leading or participating in international research teams.

	Attracting and retaining distinguished scholars and high-calibre national, regional, and international academics across knowledge domains that align with The IIE's qualifications and research work.
3.2 Expand and drive the research capacity-building strategy for the IIE.	Producing research and other scholarly work in recognised and or refereed international journals or conference proceedings or through global publishers. Such international journals and publishers do not exclude local journals and publishers, provided these have international editorships and publication track records.
	Producing research and other scholarly work that has international relevance and is disseminated internationally, covering local issues and challenges like indigenous, social, and scientific knowledge and technologies.
	Maintaining active networks of collaboration between scholars within brands, schools, and faculties at the IIE.
	Producing scholarly work that is cited at an international level.
	Being recognised internationally by peers through, for example, invitations to deliver keynote papers at international conferences or being editors or members of editorial boards of international journals or other publishing bodies.
	Actively participating in the research of The IIE and promoting The IIE as a leading research and knowledge HEI in Africa and the world.
3.3 Promote the IJTL within international scholarly spheres.	The IIE's The Independent Journal of Teaching and Learning (IJTL) is accredited by the DHET as an approved academic and scientific journal, with international members serving on the Editorial Board.
	The IIE's IJTL accepts international manuscripts and uses international reviewers.
	The IIE invites and will participate in cross-border research projects and adhere to international treaties and intellectual property.

Principle 4: Academic & Student Mobility and Exchange Programmes	
Minimum Standards	**Criteria**
4.1 Provide graduates with career support and employability skills development programmes.	The IIE tracks and reports on its student mobility and the movement of students between HEIs where possible: a) Student exchange programmes between HEIs. b) The number of students employed internationally; and c) Alumni that study further with an international HE provider.
	The IIE will support the applications of its students and alumni to study and work internationally by providing relevant information upon request.

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	The Graduate Employment Programme (GEP) is managed by the Student Career Centre where alumni activity is tracked and reported on.
	Development and delivery of alumni employability workshops to equip students with relevant workplace skills and competencies.

Principle 5: Programme Accreditation and Quality Assurance	
Minimum Standards	**Criteria**
5.1 Ensure the adheres to regulatory and statutory requirements as prescribed by regulatory bodies during cross-border collaborations.	The Qualification Design and Programme Review Policy (IIE005) informs all programme accreditation, and review of programmes.
	The IIE commits to the requirement of compliance with the prevailing legislation and policies of the relevant agencies of the host country when intending to offer qualifications across borders.
	Programmes approved by the DHET and accredited by the CHE/HEQC for delivery in South Africa will be considered for cross-border delivery.
	a. All IIE accredited qualifications to be offered in cross-border collaborations will meet the regulators of the particular countries' requirements.

	The IIE's cross-border collaboration is geared to:
	     b. Enhancing the students' experience through a well-structured, international programmes.
	     c. Providing exposure to a different intellectual tradition with the possibility of access to facilities that may be limited or not available at the IIE.
	     d. Sharing resources and facilities between HEIs; and
	 Providing access to expertise to international academic staff to ensure the global relevancy of qualifications.

	The IIE has been internationally accredited by the British Accreditation Council (BAC) since 2017 and uses this accreditation to benchmark programme standards.
	Additional international accreditation/provider endorsements will be pursued when it is deemed relevant by the IIE to do so.
	The IIE is committed to developing relevant and globally informed curricula which connect to multiple knowledge paradigms. It emphasises on research internationalisation expands researchers' international networks, with a particular focus on the African continent, by reflecting the diversity of our community.
	The Qualification Design and Review Policy (IIE005) discusses the process around Curriculum Development and design, and accreditation.

5.2 International Accreditation, Quality Assurance and Curriculum Development	Ensure that the Qualification Design and Programme Review Policy (IIE005) and procedures are adhered to upon all international accreditation, quality assurance and curriculum development applications.
	Respect the criteria and regulatory requirements of international education accreditation and professional bodies.