



Dearbhú Cáilíochta  
agus Cáilíochtaí Éireann  
Quality and  
Qualifications Ireland



# Higher Education Pathway Assessment Report: Dublin Business School



## 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 Dublin Business School'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, 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 be 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, feed- back 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 DBS that all criteria are applicable, and DBS are fully compliant across 16 and partially compliant across 2.

DBS has clear information for potential learners provided through its comprehensive website. DBS works with numerous agents across the world and has a clear process of managing those. However, there are a number of gaps in the information provided. These led the panel to conclude that DBS is not fully compliant with criteria 5.1.1 (b) and 5.1.1 (d) and Dublin Business School must ensure applicants are clear on how and when extra due diligence is required and outlining which third party checks are required. In addition, DBS must provide detailed information on placement opportunities for students and information about how students access these placements.

### Condition 1

**5.1.1 (b):** Dublin Business School must ensure that it is transparent and explicit to applicants when additional due diligence is performed and how, including mentioning the high-risk countries and explicitly mentioning which third party checks are performed, either in the Privacy Policy or in the emails to applicants, within 12 weeks of TrustEd Ireland authorisation.

### Condition 2

**5.1.1 (d):** Dublin Business School must provide comprehensive information on work placements, especially to clarify whether the placements need to be arranged by students or are arranged by DBS and including the detailed requirements for work placements/companies, within 12 weeks of TrustEd

Ireland authorisation.

In addition, the panel considered that the current per-country information should be improved to enhance transparency.

**Recommendation 1**

**5.1.2 (g):** The panel recommends that provider update the website listing international agents and remove countries that are listed but have no active agents, as well as clearly indicating the countries where applications will be forwarded to agents mandatorily 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 DBS are fully compliant across 7 criteria.

The panel reviewed a range of information relating to Admissions, Qualifications and Recognition including the DBS International Prospective Learners area of the website, programme information, open day and event data, agent training data, offer letters, academic performance tracking information, student feedback data and information on programme reviews. DBS' application and recognition processes are fully in line with the principles.

### 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

The panel agreed that all criteria except 5.3.2 (d) are applicable and DBS are fully compliant across all 10 criteria.

DBS provides clear information on its fees and expected living costs for students. The panel reviewed a range of evidence against these criteria, including the DBS website, links to pre-arrival information,

links to a range of external sites that would be useful to students, costs of studying in Ireland, the Library website, QA Handbook and information on the appeals processes. The panel thus concludes that DBS fully complies with all applicable criteria.

#### 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 DBS are fully compliant across 14 and partially compliant across 1.

DBS operates all the essential Supports Services required by the principles. From the outstanding queries report, the panel understood that information on the Hardship Fund is not available publicly. The panel considered that the lack of public information is not fully compliant with principle 5.4.1 (g).

### Condition 3

**5.4.1 (g):** Dublin Business School must provide transparent and publicised information about the Hardship Fund and data on how it is monitored and evaluated within 24 weeks of TrustEd Ireland authorisation.

There is one aspect linked to staff training in intercultural awareness, which is missing from the current list of trainings. The panel therefore sets the following recommendation:

### Recommendation 2

**5.4.2 (f):** The panel recommends that DBS consider adding intercultural awareness training to the list of training opportunities provided to staff.

## 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 panel agreed that only criterion 5.5 (a) is applicable and DBS is partially compliant with the criterion.

DBS has its English language requirements documented, but its current English Language Policy statement (ELPS) lacks some important details. The panel thus concluded that DBS is only partially compliant with criterion 5.5 (a) and Dublin Business School must ensure that the ELPS outlines English language proficiency requirements and QA and credit awarding arrangements.

### Condition 4

**5.5 (a):** DBS must ensure that the English Language Policy statement (ELPS) includes details of English language proficiency entry requirements, including details on the in-house online English language test, the quality assurance and credit awarding arrangements, within 12 weeks of TrustEd Ireland authorisation.

The panel further note that a non-timebound recommendation that the provider considers offering focused in-sessional English language supports to help ensure international learners progress on their programme of study.

**Recommendation 3**

**5.5 (a):** The panel recommends that DBS consider developing focused in-sessional English language supports to help ensure international learners progress on their programme of study. (non-timebound)

**Recommendation 4**

**5.5 (a):** The panel recommends that DBS include the planned additional clarification related to confirmation of English language proficiency for international learners who previously studied in English within 12 weeks of TrustEd Ireland authorisation.

**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

Considering DBS' partnerships, the panel agreed that criteria 5.6.1 (a) to (c) are applicable and DBS are fully compliant with 2 criteria and partially compliant with 1.

The panel considered that DBS transnational partnerships seemed to be well-managed. The panel reviewed the signed agreements and an example of the annual review of KPTM. The panel observed that the KPTM agreement did not provide sufficient detail concerning the provision of student support. The panel thus concluded that DBS is not fully compliant with criterion 5.6.1 (b) and must ensure that the learner support offered to students in Ireland is the same for all TNE partner students.

### Condition 5

**5.6.1 (b):** DBS must provide evidence that the provision of equivalent learner support services provided for DBS students in Ireland is provided by all TNE partners to the respective students within 24 weeks of receiving TrustEd Ireland authorisation.

## 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

Dublin Business School (DBS) is a private higher education institution within the Kaplan group. The institution's 2021-2025 Strategic Plan prioritises international education expansion.

DBS already has a strong international profile, with slightly over 70% of its total enrolments being international students. DBS has a diverse and global student body, with students originating from over 70 countries. DBS works with a global recruitment network including over 100 partners and provides transparency through its website which agents DBS cooperates with.

Next to its campus in Dublin, DBS offer programmes through currently three transnational partnerships:

- Kolej Poly-Tech MARA (KPTM), Malaysia (BA Hons Accounting and Finance)
- EU Business School (EBS), Germany (BA Hons Business, MBA)

- University of New York Prague (UNYP), Czech Republic (MSc Digital Marketing, MSc Business Analytics)

DBS maintains extensive partnerships with European and US institutions for its Study Abroad programmes. DBS has in place robust organisational structures to manage its international education, covering academic management, student supports and wellbeing, as well as career support. DBS has transparent processes in place to manage marketing, information provision and its recruitment agents. Its recognition processes are in line with European and national frameworks, such as the LRC and QQI frameworks.

DBS currently has no fully on-line provision to international learners but is in the process of applying for QQI approval of such. Once such provision is offered, a number of additional criteria will become applicable for DBS.

### Recommended condition(s) for authorisation

#### Condition 1

**5.1.1 (b):** Dublin Business School must ensure that it is transparent and explicit to applicants when additional due diligence is performed and how, including mentioning the high-risk countries and explicitly mentioning which third party checks are performed either in the Privacy Policy or in the emails to applicants within 12 weeks of TrustEd Ireland authorisation.

#### Condition 2

**5.1.1 (d):** Dublin Business School must provide comprehensive information on work placements, especially to clarify whether the placements need to be arranged by students or are arranged by DBS and including the detailed requirements for work placements/companies within 12 weeks of TrustEd Ireland authorisation.

#### Condition 3

**5.4.1 (g):** Dublin Business School must provide transparent and publicised information about the Hardship Fund and data on how it is monitored and evaluated within 24 weeks of TrustEd Ireland authorisation.

#### Condition 4

**5.5 (a):** DBS must ensure that the English Language Policy statement (ELPS) includes details of English language proficiency entry requirements, including details on the in-house online English

language test, the quality assurance and credit awarding arrangements within 12 weeks of TrustEd Ireland authorisation.

#### **Condition 5**

**5.6.1 (b):** Dublin Business School must provide evidence that the provision of equivalent learner support services provided for DBS students in Ireland is provided by all TNE partners to the respective students within 24 weeks of receiving TrustEd Ireland authorisation.

### **Commendations**

N/A

### **Recommendations**

#### **Recommendation 1**

**5.1.2 (g):** The panel recommends that provider update the website listing international agents and remove countries that are listed but have no active agents as well as clearly indicating the countries where applications will be forwarded to agents mandatorily with- in 12 weeks of TrustEd Ireland authorisation.

#### **Recommendation 2**

**5.4.2 (f):** The panel recommends that DBS consider adding intercultural awareness training to the list of training opportunities provided to staff.

#### **Recommendation 3**

**5.5 (a):** The panel recommends that DBS consider developing focused in-session English language supports to help ensure international learners progress on their programme of study. (non-timebound)

#### **Recommendation 4**

**5.5 (a):** The panel recommends that DBS include the planned additional clarification related to confirmation of English language proficiency for international learners who previously studied in English within 12 weeks of TrustEd Ireland authorisation.

### **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: 16.10.2025

Signed: JJ Deane





## DBS Institutional Response - TrustEd

October 2025

Dublin Business School (DBS) extends its sincere gratitude to the Quality and Qualifications Ireland (QQI) Assessment Panel for their comprehensive and insightful review of our application for authorisation to use the TrustEd Ireland Mark. The professionalism and dedication of the panel members; Dr. John Deane, Colin Tück, Emmeline Searson-Power, and Rumbidzai Gandiwa, are appreciated.

We welcome this assessment as an invaluable part of our commitment to continuous improvement in the provision of higher education to our international learners.

We are pleased that the Assessment Panel has recommended that DBS be Authorised to Use the TrustEd Ireland Mark. This outcome is a strong affirmation of our robust organisational structures, transparent processes, and significant existing international profile and track record of delivery.

The assessment process evaluated DBS's compliance with the criteria set out in the *Code of Practice for Provision of Programmes of Higher Education to International Learners (HE Code)*. We are proud to highlight our high level of compliance across the assessed principles: a commendable 49 out of 54 applicable criteria were assessed as fully compliant with the remaining assessed as partially compliant.

While we are delighted with the overall outcome, we acknowledge the areas where the Assessment Panel identified opportunities for enhancement, resulting in five conditions and four recommendations. DBS is committed to immediately addressing these points within the specified timeframes.

At DBS, we are immensely proud to have been awarded the TrustEd Ireland Mark. This significant statutory quality mark, introduced as part of a broader legislative framework, is a testament to our unwavering commitment to safeguarding international learners and providing them with an exceptional educational experience. We believe this accreditation underscores our dedication to meeting stringent national standards, ensuring a high-quality experience from pre-enrolment through to programme completion.

The TrustEd Ireland Mark is a strategic initiative that bolsters both national and international confidence in the Irish education system. For DBS, this means we can further reassure prospective international students and their families, as well as our international partners, about the consistently high standards we maintain. Our successful application for this mark solidifies our commitment to these principles and reinforces our mission to deliver an outstanding experience for our diverse international student body.



While participation in the TrustEd Ireland scheme is voluntary, its implications for providers like DBS, who recruit non-EU/EEA learners, are significant. The requirement for institutions enrolling students from outside the European Union or European Economic Area (who need immigration permissions or study visas) to apply for this authorisation aligns perfectly with our own commitment to ensuring the highest level of protection and quality assurance for all our international students during their educational tenure in Ireland.

We look forward to submitting the required evidence within the timeframes stipulated to confirm our full compliance with all HE Code criteria. We appreciate the opportunity to enhance the transparency and quality of our international education provision through this rigorous process.

Darragh Breathnach

Chief Operating Officer & Registrar