



Dearbhú Cáilíochta  
agus Cáilíochtaí Éireann  
Quality and  
Qualifications Ireland



# Higher Education Pathway Assessment Report: Griffith 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 Griffith 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 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, 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

Griffith College recruits international learners 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. The College has demonstrated compliance with all of the applicable criteria.

Extensive links and supporting documentation were submitted to evidence compliance, reflecting a structured and strategic approach to international marketing and recruitment. The College has adopted a clear and considered framework for international education provision, supported by well-defined governance arrangements.

Notably, Griffith College offers targeted resources to support international students in their transition to higher education in Ireland. While compliance with some applicable criteria could be further enhanced, the breadth and depth of evidence submitted overall indicates a mature and evolving international recruitment strategy.

The College provides very complete and appropriate information for learners. It frequently uses different media such as videos of students to explain aspects of interest to prospective learners. The College highlights contributions drawn from learners of different nationalities, in various languages, sharing their experiences in Ireland compared to other countries and their process of joining the College. The Global Engagement Office is the main point of contact for learners and offers highly appropriate information on its website. Information provided to learners upon arrival at the College in clear and engaging and facilitates orientation around the campus. The Quality Manual includes a Procedure for Compiling and Approving Academic Marketing Material, which

outlines the steps to ensure that the information published across various platforms is appropriate and up to date. Tailored information is provided by agents in each of the College's locations, both to prospective learners and their families.

### **Commendation 1**

**5.1.1 (b):** With regard to 5.1.1 (b), the Panel **commends** the comprehensive support framework for international learners, ensuring that dedicated personnel such as international officers and course coordinators are available to address student needs. This is supplemented by a detailed and comprehensive College Student Handbook.

The College provides accurate and accessible information about tuition fees and cost of living to learners and provides clear and comprehensive information about the practice placements it makes available to non-EU learners.

The College's *Prospective Authorised Education Advisor Policy* sets out its recruitment policy. There is evidence that compliance with the London Statement is assured as all agents are required to sign a contract and provide the requisite number of references to ensure their suitability.

The College provides all agents with a standard pack of resources, including prospectuses, presentation templates, and programme guides. Agent activity is monitored to ensure it meets expectations. They receive initial training, and their performance is assessed through feedback from learners and applicants.

The College ensures compliance with Article 67 of the 2012 Act by maintaining robust oversight of its information. All information provided is accurate, regularly reviewed, and kept up to date. The same approach is taken to the standard of information provided to external agents or through any marketing campaign.

### **Recommendation 1**

**5.1.1 (f):** With regard to 5.1.1 (f), it was noted, however, that the College does not currently guarantee that all campuses are working with the same updated information. This is an area identified for improvement in 2025/26. There has been a primary focus on the Dublin campus, although the Panel learnt that Welcome guides are also planned for each campus, and it **recommends** that these are developed as identified in the College's IEMAS and put in place within 24 weeks of TrustEd Ireland authorisation in anticipation of the start of academic year 2026/27.

**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**

Griffith College operates fair, transparent and consistent admission policies that support the successful participation of international learners in their chosen programmes.

Entry requirements are communicated to learners through agents and on the website, where they are clearly identified. These requirements are reviewed annually. English language requirements are also established, and the College offers support to learners who are experiencing challenges with the language requirements and monitors their progress.

The panel also noted the comprehensive and informative Quality Assurance and Enhancement Handbook for staff as an example of useful information and guidance provided for College staff. The College was found to act in accordance with the principles of the Lisbon Recognition Convention and has established an Appeals Committee that records and provides analysis of applicant complaints.

The Panel noted that the College had plans to review its Admissions, Transfer and Progression policy and make it available via the website and Quality Handbook as it had stated in the IEMAS. It also noted that, although the College provided written responses to international learners whose applications are declined, there was no defined timeframe for such responses.

### Recommendations 2 and 3

**5.2 (c) to (f) and 5.2 (e):** The Panel **recommends** that the College ensures the following actions are taken within 2025/26:

- review and revise its Admissions, Transfer and Progression (ATP) policy and associated procedures to ensure alignment with the LRC and HE Code criteria **5.2 (c) to (f)** to address any gaps within 12 weeks of TrustEd Ireland authorisation and make this fully available and accessible via its website and the Quality Manual
- develop and confirm a timeframe governing written responses to international applicants who are refused admission within 24 weeks of TrustEd Ireland authorisation (**5.2 (e)**).

### 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

Griffith College provides all learners with clear, accurate, transparent, accessible, relevant and up to date information on all study costs, including subsistence and accommodation. The College undertakes to inform learners about fees and other costs associated with undertaking a programme of study in Ireland. The College provides detailed and easily accessible information in relation to fees and expenses for learners and, for example, the Design Budget List provides detailed information for each design faculty programme regarding any additional costs and materials required to complete the programme.

Although this information is very detailed, it is not currently disaggregated by campus. For example, in the additional information provided to non-EU learners, it is stated that living costs will range between €10,000 and €12,000. The Panel would advise the College to provide a more detailed breakdown of living costs by campus location for its learners to give a more accurate picture of expected costs.

The College's data management system allows learners to see a detailed breakdown of their transactions in real time. In this way, learners are able to view their transactions, payments, and receive receipts for every cost they incur. The College advises learners directly where changes occur to fees and in turn this ensures that prospective and current learners have access to up-to-date and transparent information on tuition and associated costs.

The College confirmed that while the Global Engagement Office's Hardship Policy was initially designed for non- EU students, it also offers support to EU students. The policy is applied equitably based on individual circumstances, rather than nationality, ensuring that all learners facing financial hardship during their studies can access appropriate assistance.

### Recommendation 4

**5.3.2 (a) to (d):** In terms of the wider costs associated with studying, the College acknowledged that there was some cached content accessible through a Google search of the website, including information relevant to students, which carried a date of April 2019. While the Panel is assured that the College has a concrete plan to review and update this information, it **recommends** that it proceeds with this Review within 24 weeks of TrustEd Ireland authorisation in order to reflect the most current policies and procedures, and improve clarity, currency and accuracy for learners.

## 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

Griffith College 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 College has established a comprehensive support framework for international learners, ensuring that dedicated personnel such as international officers and course coordinators are available to address student needs. This is supplemented by a detailed and comprehensive College Student Handbook.

The College has a clearly defined structure and multiple support and guidance services for students. Highlights include Pre-Semester Information Videos, Pre-Semester Documents, and Navigation Videos. Pre-arrival guidance covers essential topics including transport, banking, and accommodation, supporting smooth transitions into life in Ireland.

The College's mandatory induction programmes are inclusive and tailored to international learners, including content on intercultural awareness, academic policies, and immigration responsibilities. These inductions are delivered to all cohorts, including those enrolling at different times or through advanced entry, and key information remains accessible throughout the academic year.

The College promotes integration of international learners into the wider student community by providing clear information on support services, opportunities for engagement, and learner representation.

Mechanisms for financial support during times of hardship are in place, and feedback on support services is actively encouraged, with complaints procedures clearly outlined. International learners are included in the College's quality assurance processes for student services. Additionally, awareness of academic integrity is actively promoted from induction onward, with recognition of differing educational backgrounds. Staff receive ongoing training to ensure culturally responsive delivery of services, including where appropriate, intercultural competence and English language support.

The College ensures the participation of international learners in the representative bodies and all students are part of the Student Union and can be class representatives or representatives of the Academic and Professional Council. It ensures feedback is obtained through various mechanisms such as survey reviews to ensure the quality of the services offered.

The complaints and appeals process is outlined in the Quality Manual and is available to learners

from the outset of their studies. There are a wide range of training options for staff in order to underpin the quality of services for international learners.

### 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

Griffith College provides English language support to international learners, including through the provision of international foundation year programmes which are underpinned by a coherent and transparent institutional policy approach. The College maintains a coherent and transparent institutional policy regarding English language proficiency for international learners, which is currently embedded in its Quality Assurance and Enhancement (QAE) manual. The policy clearly documents the assessment processes for English language entry requirements, using the

Common European Framework of Reference for Languages (CEFRL) and IELTS as benchmarks. It outlines the responsibilities of both the College and applicants in meeting these requirements and categorises applicants into Direct Entry, Supported Entry, or Conditional Deferred Entry based on submitted certification. The policy ensures that only applicants with adequate English proficiency are admitted, safeguarding academic standards and learner success.

The College also demonstrates a structured approach to English for Academic Purposes (EAP) support. Pre-sessional and in-sessional English language programmes are offered through the Griffith Institute of Language (GIL), which operates under QQI oversight and is quality assured in line with institutional procedures. These programmes are non-credit bearing but are formally evaluated and quality assured. The institution offers the QQI-validated NFQ Level 5 Special Purpose Certificate in International Foundation Studies (CIFS) to support learners who do not yet meet direct entry requirements or who come from secondary education systems that do not qualify them for direct entry. The CIFS programme is delivered and managed entirely by Griffith College and meets the compliance standards under 5.5 (c), as it leads to an NFQ award validated by an Irish awarding body.

While the College does not currently partner with external providers for the delivery of foundation programmes, its policy framework makes clear provisions for corporate and academic governance should such partnerships arise in the future. Where applicable, any such arrangement would require appropriate quality assurance and programme validation. Additionally, applicants who do not meet the required standards are given written responses, and there is an established appeals mechanism through the College's formal Appeals Procedure. All resources and documentation are comprehensive, clear and transparent for all users.

The Panel noted that the English Language Policy Statement (ELPS) is embedded in GCD's QAE Manual. This should be approved and published on the College website.

#### **Condition 1**

**5.5 (a):** The Panel therefore sets as a **condition** that the ELPS should be fully developed as a standalone published policy document, including all the applicable information available in the Quality Assurance and Enhancement (QAE) Manual, 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

Griffith College ensures that learners outside the state who are enrolled on transnational programmes receive quality learning experiences, where these programmes lead to awards that are included within the NFQ.

Griffith College has collaborated on articulation programmes in China through a long-standing partnership with Hebei Finance University (HFU), with over 1,500 learners currently enrolled on feeder programmes in HFU. These programmes lead to learners articulating to QQI-recognised NFQ awards at Griffith College, and meet the same academic and quality standards as those delivered in Ireland.

The College applies equivalent learner support and quality assurance practices in its overseas provision. Cultural exchange and academic collaboration are central to the partnership, with regular staff and student mobility.

Fully remote online delivery to learners outside the state is not currently in operation.

## 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**

Griffith College is Ireland's largest independent higher education provider, with approximately 8,000 learners across campuses in Dublin, Cork, and Limerick, and around 40% of its student population coming from over 100 countries. The College has a strong international profile, underpinned by a wide range of global activities including education partnerships, such as its long-standing articulation agreement with Hebei Finance University in China, as well as active participation in Erasmus+ and global academic exchanges.

These international activities are supported by clear policies, robust governance, and a strategic focus on cultural integration and learner support. As such, Griffith College demonstrates strong alignment with the six HE Code principles, particularly in areas related to quality assurance, English language support, and international learner engagement, while reflecting a flexible and sustainable approach suited to its private and teaching-focused institutional model.

The College demonstrates strong alignment with the six HE Code principles, particularly in areas related to quality assurance, English language provision, and international learner engagement. Its comprehensive learner support services, tailored inductions, flexible entry pathways, and access to pre-sessional and in-sessional English language programmes contribute to a positive and inclusive experience for international learners both in Ireland and abroad.

The College's ability to foster academic success and integration among a diverse international cohort reflects a well-embedded institutional commitment to delivering high-quality international education

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

**Condition 1**

**5.5 (a):** The Panel sets as a **condition** that the ELPS should be fully developed as a standalone published policy document, including all the applicable information available in the Quality Assurance and Enhancement (QAE) Manual, within 12 weeks of TrustEd Ireland authorisation.

**Commendations:****Commendation 1**

**5.1.1 (b):** The Panel **commends** the comprehensive support framework for international learners, ensuring that dedicated personnel such as international officers and course coordinators are available to address student needs. This is supplemented by a detailed and comprehensive College Student Handbook.

**Recommendations:****Recommendation 1**

**5.1.1 (f):** The Panel noted that the College does not currently guarantee that all campuses are working with the same updated information. This is an area identified for improvement in 2025/26. There has been a primary focus on the Dublin campus although the Panel learnt that Welcome guides are also planned for each campus, and it **recommends** that these are developed as identified in the College's IEMAS and put in place within 24 weeks of TrustEd Ireland authorisation in anticipation of the start of academic year 2026/27.

**Recommendation 2**

**5.2 (c) to (f):** The Panel **recommends** that the College reviews and revise its Admissions, Transfer and Progression (ATP) policy and associated procedures to ensure alignment with the LRC and HE Code criteria 5.2 (c) to (f) to address any gaps within 24 weeks of TrustEd Ireland authorisation and make this fully available and accessible via its website and the Quality Manual

**Recommendation 3**

**5.2 (e):** The Panel **recommends** that the College develop and confirm a timeframe governing written responses to international applicants who are refused admission within 24 weeks of TrustEd Ireland authorisation.

**Recommendation 4**

**5.3.2 (a) to (d):** The Panel **recommends** that the College should review its website content within 24 weeks of TrustEd Ireland authorisation in order to reflect the most current policies and

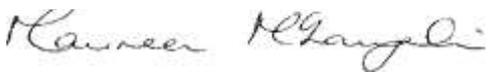
procedures, and improve clarity, currency and accuracy for learners.

### **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: 03 October 2025

Signed: 



# Griffith College

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14 October 2025

To the International Education Division, QQI

I am delighted to welcome the publication of this TrustEd Ireland (HE Pathway) Assessment Report, marking the culmination of the College's self-evaluation of its adherence to the Code of Practice for Provision of Programmes of Education and Training to International Learners, and its subsequent consideration by an external Review Team of national and international experts.

I would like to thank the expert panel members for their detailed evaluation of the College's IEMAS (Higher Education pathway) and its related extensive documentation, and for their positive and collegiate engagement with the College's policies, processes and documentation.

The resulting authorisation of TrustEd Ireland for Griffith College further acknowledges that the College applies rigorous quality standards, and offers programmes leading to qualifications that are respected and recognised worldwide. The College is proud of its role in and commitment to upholding and enhancing the integrity of Irish education, and protecting Ireland's reputation as a premier global education destination. The valued TrustEd mark affirms the College's focus on safeguarding learner interests.

We are particularly pleased that the Review Team recognises that *'the College demonstrates strong alignment with the six HE Code principles, particularly in areas related to quality assurance, English language provision, and international learner engagement'*. Additionally, we are delighted that the panel acknowledges that our *'comprehensive learner support services, tailored inductions, flexible entry pathways, and access to pre-sessional and in-sessional English language programmes contribute to a positive and inclusive experience for international learners both in Ireland and abroad'*.

The panel's commendations confirm the maturity of the College's long-standing values, and established quality assurance and enhancement processes, in designing and delivering international learner-centred, career-focused, accredited programmes and academic support services. It also recognises that our *'ability to foster academic success and integration among a diverse international cohort reflects a well-embedded institutional commitment to delivering high-quality international education'*.

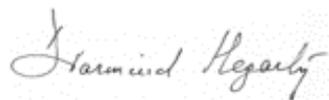
The College's community has actively embraced this institution-wide reflection on our international learner-focused processes, and the opportunity for shared reflection and evaluation, to highlight our best practices, and plan for future developments. The College acknowledges that the single condition and recommendations identified within the report provide further opportunity for enhancement of the College's communication processes, and commit to their implementation within the timeframes outlined in the panel report.

I would like to give special thanks to the members of the College's IEM Application Coordinating Group who managed the application process on behalf of the College, and to the many staff, learners and external stakeholders who contributed.

I would also like to express the College's gratitude to QQI, and the staff of QQI's International Education Division specifically, for their support and valuable insights as we progressed through the various stages of this TrustEd application process.

The authorisation to use the TrustEd Ireland statutory quality mark for student immigration purposes, and its replacement of the Department of Justice's Interim List of Eligible Programmes (ILEP), is a welcome and responsive development in the College's process to recruit students from outside the EEA to English language programmes, foundation programmes and higher education programmes. This development places the College amongst Ireland's leading public and private higher education and English language providers and marks another welcome stage for the College on its path towards Delegated Authority.

Over fifty years since the foundation of the College, it is a pleasure to see all that has been achieved to date, the journey that has been travelled, and we look forward with commitment and excitement to the many further developments in the years ahead.

A handwritten signature in cursive script, reading "Diarmuid Hegarty". The signature is written in dark ink on a light-colored background.

Professor Diarmuid Hegarty  
President, Griffith College