



Dearbhú Cáilíochta  
agus Cáilíochtaí Éireann  
Quality and  
Qualifications Ireland



# Higher Education Pathway Assessment Report: Technological University Dublin



## About this assessment

This report details the findings of the assessment conducted by an Assessment Panel on behalf of Quality and Qualifications Ireland (QQI) of Technological University Dublin'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 assessment was conducted by the following Assessment Panel:

Name	Role	Affiliation
Prof. Jeremy Bradshaw	Chairperson	International Higher Education Consultant, United Kingdom
Prof. Michelle Callanan	Report writer/Secretary	Deputy Dean (QA & Enhancement), University College Birmingham, United Kingdom
Kate Fitzgibbon	International Education Expert	RMIT University, Australia
Damian Gornik	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 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

The Panel agrees with TU Dublin that 17 of the 18 criteria are applicable for Principle 5.1: Marketing and Recruitment, confirming that criterion 5.1.2 (i) is not relevant in this context. The Panel also concurs with TU Dublin's assessment that full compliance has been demonstrated across 16 of the 17 applicable criteria and commends TU Dublin for its comprehensive Access, Transfer & Progression policy linked to criterion 5.1.1 (e). However, the Panel is not satisfied that TU Dublin is fully compliant with criterion 5.1.2 (d), which relates to the explicit inclusion of the London Statement in agent contracts. A timebound condition has therefore been noted. Accordingly, the Panel concludes that TU Dublin is partially compliant with criterion 5.1.2 (d).

The Panel reached this conclusion by examining the evidence submitted by TU Dublin, which included the following:

TU Dublin employs both formal and informal mechanisms to understand and respond to the needs of prospective and current international students, fulfilling 5.1.1 (a). Formal mechanisms include the First Year Student Experience Survey, the Student Programme Survey, and other structured feedback channels. Informally, the University gathers insights through Q&A sessions during student inductions and by analysing queries received by the International Engagement Office and Student Services & Wellbeing.

In compliance with 5.1.1 (b) to (i), the Panel concluded that course information is clearly presented on TU Dublin's website. Each course webpage includes the course title, subject description, NFQ

level and award type, award title, duration, campus location (with virtual tour), applicable fees, minimum entry requirements, work placement requirements (if applicable), accreditation status, career opportunities, module listings, and advanced entry options. Where relevant, pages also detail external professional accreditations, the awarding institution, and the award classification (e.g., major, minor, special purpose, or supplementary award), as well as start dates, including non-standard dates for postgraduate and part-time courses. Contact details are provided for further enquiries.

TU Dublin's *Access, Transfer and Progression* (ATP) process outlines flexible pathways across NFQ Levels 6–10, supporting student mobility through alignment with NFQ standards and the use of ECTS credits. Access is promoted through targeted initiatives, part-time and online study options, and *Recognition of Prior Learning* (RPL). Progression is facilitated through a structured Level 6–10 “ladder” system, CAO entry routes, transfer opportunities, and regular programme reviews. These policies align with QQI guidelines and reflect TU Dublin's commitment to equality, diversity, and inclusion. The Panel commends TU Dublin for its comprehensive and well-structured approach to Access, Transfer, and Progression (ATP), which demonstrates a strong commitment to student mobility and inclusion [5.1.1 (e)].

Additional resources for international students are available through the International Student Hub, which provides guidance on visas and immigration, course prospectuses, course commencement dates, and contact information. The Fees and Grants page outlines tuition and non-tuition fees along with payment instructions. A Cost-of-Living Guide offers practical advice on budgeting, banking, travel, insurance, accommodation and mobile phone plans [5.1.1 (g) to (i), and 5.1.2 (a) to (b)].

TU Dublin maintains written agreements with all education agents, fulfilling 5.1.2 (c) and (e). A sample contract outlines termination clauses, annual review and renewal conditions, and minimum performance expectations. The Panel notes that while the contract does not explicitly reference the London Statement, its principles are implicitly reflected. Therefore, the Panel concludes that TU Dublin is partially compliant with criterion 5.1.2 (d). To achieve full compliance, TU Dublin must ensure that all contracts explicitly reference the London Statement within 1 year from the date of TrustEd Ireland authorisation [5.1.2 (d)].

In compliance with 5.1.2 (f) to (h), TU Dublin requires proof of certification from recognised bodies (e.g., QEAC, ICEF, British Council) when appointing agents, as well as references from reputable higher education institutions. The International Engagement Office provides annual training to ensure agents accurately represent the University. TU Dublin also conducts regular reviews of agent websites for accuracy, holds annual meetings (online or in-person), and manages risks associated

with agent activity through its Risk Management Policy.

Overall, the Panel has concluded that 17 out of the 18 criteria are applicable to TU Dublin for Principle 5.1 (with 5.1.2 (i) not applicable), and it is fully compliant across 16 criteria and partially compliant for 5.1.2(d), with one commendation and one condition noted below.

#### **Commendation 1**

**5.1.1 (e):** The Panel commends TU Dublin for its comprehensive and well-structured approach to Access, Transfer, and Progression (ATP), which demonstrates a strong commitment to student mobility and inclusion, as it is an example of good practice for other providers.

#### **Condition 1**

**5.1.2 (d):** TU Dublin must ensure that all future contracts explicitly reference the London Statement within 1 year from the date of TrustEd 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 agrees with TU Dublin that all seven criteria are applicable for Principle 5.2: Admissions and Qualifications' Recognition. The Panel also concurs with TU Dublin's assessment that full compliance has been demonstrated across all seven applicable criteria. The Panel reached this conclusion by examining the evidence submitted by TU Dublin, as covered below.

TU Dublin has clearly defined minimum entry requirements, approved during the programme validation process. These requirements are accessible to applicants through individual programme webpages, the online Undergraduate Prospectus, and the International Undergraduate and Postgraduate Brochures [5.2 (a)].

For EU/EFTA applicants, the Central Applications Office (CAO) publishes entry requirements annually. TU Dublin's English Language Policy, available via the International Student Hub and international brochures, outlines accepted English proficiency tests, including IELTS, TOEFL, Duolingo, and ESOL. Certificates must be issued within two years of the intended course start date [5.2 (b)].

The Panel noted that admissions staff use ENIC and NARIC databases to compare international qualifications against published criteria, including those of relevant professional bodies. Any updates to qualification mappings are reviewed by the University Programme Board and approved by the Academic Council. Additional guidance is provided in Student Handbooks and the University's Recognition of Prior Learning (RPL) Policy. Entry requirements are aligned with the Irish National Framework of Qualifications (NFQ) and international education systems. The International Engagement Office uses credential evaluators to assess global qualifications and communicates this information to prospective applicants. To assess the NFQ equivalence of international qualifications, the Admissions Team consults a range of resources, including the Bangladesh BSc & BEng Database, QQI QSearch, Ecctis, World Education Services, the University Grants Commission of India, and Nuffic (the Dutch organisation for internationalisation in education) [5.2 (c) and (d)].

The Panel confirmed that TU Dublin's RPL Policy supports the evaluation and recognition of both accredited and experiential prior learning. The University's Access, Transfer and Progression (ATP) Policy outlines these pathways, with each programme specifying relevant opportunities. This process is managed by Academic Affairs in collaboration with academic schools. TU Dublin's Admissions Team also undertakes training through the Council of Europe's online course for Credential Evaluators, specifically for preparing the European Policy Passport for Refugees. The Admissions Policy incorporates the principles of the Lisbon Recognition Convention. [5.2 (c) and (d)].

International applicants can find detailed admissions timelines on the Undergraduate and Postgraduate Admissions webpages, which include written responses to all applicants, particularly those who are not successful. TU Dublin supports applicants through resources such as the CRM *Recruit Applicant Guide*. The Panel confirmed that, in cases where applicants do not meet the standard entry requirements, interviews may be conducted to assess their suitability. If unsuccessful, applicants are provided with guidance on future opportunities and informed of the appeals process, as outlined in Section 5.5 of the Admissions Policy [5.5 (e) and (f)].

TU Dublin is committed to supporting QQI in fulfilling its statutory role in facilitating the recognition of Irish awards abroad and keeps QQI informed of any relevant developments or issues [5.5 (g)]. The above clearly demonstrates TU Dublin's compliance with all seven applicable criteria for Principle 5.2 Admissions and Qualifications' Recognition.

#### 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 agrees with TU Dublin that all 11 criteria under Principle 5.3: Fees, Refunds, and Subsistence are applicable. It concurs with TU Dublin's assessment of full compliance across 11 criteria, with the opportunity to strengthen compliance with 5.3.1 (d). As a result, the Panel has issued one non-timebound recommendation. These judgements are based on a thorough review of the evidence submitted by TU Dublin demonstrates compliance with 5.3.1 (a) by providing clear and accessible information on student fees through its Fees and Grants webpages. International students can access additional details via the Fees and Registration section of the International Student Hub, which includes downloadable fee lists for all programmes. Specific guidance for students from outside the EU/EEA is outlined in the Non-EU/EEA Student Fee Policy, available on the Regulations page of the International Student Hub.

In line with 5.3.1 (b), the Panel reviewed the website, which provides clear instructions on how to pay fees, including available payment methods, penalties for non-payment, and policies on withdrawals and refunds. TU Dublin does not engage third-party debt collection services; however, non-payment may result in restricted access to university systems such as Brightspace, student email, and IT services, or may prevent graduation.

The Panel noted that programme fees are determined by the University Executive Team and approved by the Governing Body. Fees are calculated based on the cost of delivering teaching, learning, and student support, and vary depending on programme level, credit load, subject area, and mode of delivery. Laboratory-intensive programmes, such as those in Science and Engineering, typically incur higher fees [5.3.1 (c)].

The Panel concluded that TU Dublin complies with 5.3.1 (d)-(e) and 5.3.2 (a) but could strengthen its compliance with 5.3 (d) as noted below. All additional fees are clearly outlined on the *International Student Hub* and in *Student Handbooks*. For example, the *Graduation* section of the website details costs associated with graduation ceremonies. The *Student Services and Support* webpages list charges for replacement transcripts, parchments, ID cards, supplemental exams, and assessment appeals. Receipts are issued for all payments, and official receipts for online payments can be downloaded and printed. Students may be required to purchase personal protective equipment (e.g., lab coats, goggles) or specialist tools (e.g., for technical drawing). While this information is available via the *International Student Hub* and *Student Services and Support*

webpages, students are advised to consult programme-specific pages or contact their academic school directly. However, this approach places the onus on students to search for information. The Panel therefore recommends that TU Dublin could consider listing all additional costs on each programme's webpage to enhance accessibility and transparency for prospective applicants (non-timebound) [5.3.1 (d)].

Refund policies are detailed in both the *Full-time* and *Part-time Undergraduate Fees* sections of the website. The *Non-EU/EEA Student Fee Policy* also outlines conditions under which refunds may be granted, such as visa refusals. While EU/EEA students facing financial hardship can apply for support through the *Student Services and Support* section, limited financial assistance is available to non-EU/EEA students in exceptional cases. In such instances, Student Support staff may refer students to external resources, although these supports are not publicly advertised [5.3.1 (f)].

General advice on the cost of living is available through the Student Services and Support section and the *International Student Hub*. The *Financial Wellbeing* section includes budgeting tools, a cost-of-living guide, travel information, and details on free student supports such as academic assistance, healthcare, and cooking classes [5.3.2 (b)].

The Pre-Arrival section of the *International Student Hub* provides guidance on travel, accommodation, and living costs. While accommodation service fees are not applicable, fees related to academic appeals and assessment rechecks or remarks are outlined on the *Procedures Following Publication of Results* webpage and the relevant application forms. Any other costs associated with student services are detailed on the appropriate pages within the Student Services and Support website. [5.3.2 (c) and (d)].

Based on the above, the Panel concludes that TU Dublin complies fully with the 11 applicable criteria for Principle 5.3: Fees, Refunds, and Subsistence; however, it could strengthen its compliance with 5.3.1 (d). Accordingly, the Panel notes one recommendation:

**Recommendation 1:**

5.3.1 (d) The Panel recommends that TU Dublin could consider listing all additional costs should be clearly listed on each programme's webpage to enhance accessibility and transparency for prospective applicants (non- timebound).

### 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:

- (iii) fees for accommodation services, if offered by the HE provider or other accommodation service providers;
- (iv) 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 agrees with TU Dublin that all 11 criteria under Principle 5.3: Fees, Refunds, and Subsistence are applicable. It concurs with TU Dublin's assessment of full compliance across 11 criteria, with the opportunity to strengthen compliance with 5.3.1 (d). As a result, the Panel has issued one non-timebound recommendation. These judgements are based on a thorough review of the evidence submitted by TU Dublin demonstrates compliance with 5.3.1 (a) by providing clear and accessible information on student fees through its Fees and Grants webpages. International students can access additional details via the Fees and Registration section of the International Student Hub, which includes downloadable fee lists for all programmes. Specific guidance for students from outside the EU/EEA is outlined in the Non-EU/EEA Student Fee Policy, available on the Regulations page of the International Student Hub.

In line with 5.3.1 (b), the Panel reviewed the website, which provides clear instructions on how to pay fees, including available payment methods, penalties for non-payment, and policies on withdrawals and refunds. TU Dublin does not engage third-party debt collection services; however, non-payment may result in restricted access to university systems such as Brightspace, student email, and IT services, or may prevent graduation.

The Panel noted that programme fees are determined by the University Executive Team and approved by the Governing Body. Fees are calculated based on the cost of delivering teaching, learning, and student support, and vary depending on programme level, credit load, subject area, and mode of delivery. Laboratory-intensive programmes, such as those in Science and Engineering, typically incur higher fees [5.3.1 (c)].

The Panel concluded that TU Dublin complies with 5.3.1 (d)-(e) and 5.3.2 (a) but could strengthen its compliance with 5.3 (d) as noted below. All additional fees are clearly outlined on the *International Student Hub* and in *Student Handbooks*. For example, the *Graduation* section of the website details costs associated with graduation ceremonies. The *Student Services and Support* webpages list charges for replacement transcripts, parchments, ID cards, supplemental exams, and assessment appeals. Receipts are issued for all payments, and official receipts for online payments can be downloaded and printed. Students may be required to purchase personal protective equipment (e.g., lab coats, goggles) or specialist tools (e.g., for technical drawing). While this information is available via the *International Student Hub* and *Student Services and Support* webpages, students are advised to consult programme-specific pages or contact their academic school directly. However, this approach places the onus on students to search for information. The Panel therefore recommends that TU Dublin could consider listing all additional costs on each programme's webpage to enhance accessibility and transparency for prospective applicants (non- timebound) [5.3.1 (d)].

Refund policies are detailed in both the *Full-time* and *Part-time Undergraduate Fees* sections of the website. The *Non-EU/EEA Student Fee Policy* also outlines conditions under which refunds may be granted, such as visa refusals. While EU/EEA students facing financial hardship can apply for support through the *Student Services and Support* section, limited financial assistance is available to non-EU/EEA students in exceptional cases. In such instances, Student Support staff may refer students to external resources, although these supports are not publicly advertised [5.3.1 (f)].

General advice on the cost of living is available through the Student Services and Support section and the *International Student Hub*. The *Financial Wellbeing* section includes budgeting tools, a cost-of-living guide, travel information, and details on free student supports such as academic

assistance, healthcare, and cooking classes [5.3.2 (b)].

The Pre-Arrival section of the *International Student Hub* provides guidance on travel, accommodation, and living costs. While accommodation service fees are not applicable, fees related to academic appeals and assessment rechecks or remarks are outlined on the *Procedures Following Publication of Results* webpage and the relevant application forms. Any other costs associated with student services are detailed on the appropriate pages within the Student Services and Support website. [5.3.2 (c) and (d)].

Based on the above, the Panel concludes that TU Dublin complies fully with the 11 applicable criteria for Principle 5.3: Fees, Refunds, and Subsistence; however, it could strengthen its compliance with 5.3.1 (d). Accordingly, the Panel notes one recommendation:

**Recommendation 1:**

5.3.1 (d) The Panel recommends that TU Dublin could consider listing all additional costs should be clearly listed on each programme's webpage to enhance accessibility and transparency for prospective applicants (non- timebound).

**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 confirms that all 15 criteria under Principle 5.4: Supports and Services for International Learners are applicable to TU Dublin and concurs with TU Dublin's self-assessment of full compliance across all criteria. These judgements are based on a comprehensive review of the submitted evidence, which demonstrates a student-centred approach to supporting international learners.

The Panel noted that international students at TU Dublin are assigned a year tutor and can contact their Programme Coordinator for guidance and referrals to relevant support services. Contact details and links to all support services are available via the International Student Hub. On-campus support includes pastoral care, student life, health services, counselling, careers advice, and visa and immigration assistance [5.4.1 (a)].

Pre-arrival information, regularly updated based on student feedback, covers travel, visas, orientation, health insurance, accommodation, cost of living, safety, banking, and local transport. From April to July, TU Dublin hosts orientation webinars for incoming international students, including virtual campus tours [5.4.1 (b)].

Upon arrival, students participate in campus-based inductions that cover academic and cultural orientation, student life, personal safety, and university policies, including academic integrity and anti-bullying. All induction content is accessible via video recordings, and students receive a comprehensive Student Handbook. International students also benefit from tailored online webinars that include intercultural awareness and key university policies, including academic integrity. They are introduced to academic, health, and wellbeing support services, and encouraged to engage with student life through societies, sports, volunteering, and peer mentoring. This demonstrates compliance with 5.4.1 (c)–(e) and 5.4.2 (a)–(e).

The Panel noted that TU Dublin's Student Union supports student representation and leadership development, including training for course representatives. The Student Ambassador Programme provides additional opportunities to develop skills in leadership, teamwork, and communication. TU Dublin also awards digital badges for co- and extracurricular engagement, including curriculum co-design and class representation [5.4.1 (f)].

The Panel noted TU Dublin's communication about the fact that non-EEA students are not eligible for state or EU financial aid, and that limited emergency funding was available through the Eileen Fitzpatrick Fund. Student Support staff may also refer students to external resources, though these are not publicly advertised [5.4.1 (g)].

Opportunities to provide feedback are highlighted during induction and through the International Student Hub. Student feedback is gathered through personal tutors, elected representatives, surveys (e.g. module evaluations, annual programme surveys, First Year Experience Survey), and feedback on support services. Responses and actions are communicated through the Academic Quality Assurance & Enhancement Committee and the Student Experience Committee. Students may also raise individual concerns via the Student Academic Complaints Procedure. (5.4.1 (h) and (i))

The Panel noted that TU Dublin offers a wide range of professional development opportunities, delivered by the People Development team, the Learning, Teaching & Assessment (LTA) team, the Sustainability Education team, and the Equality, Diversity and Inclusion Directorate. Training includes intercultural awareness (in partnership with the Immigrant Council), and all academic staff must complete a PG Cert in University Learning & Teaching within their first three years. The LTA team also offers workshops on assessment, instructional design, active learning, and Universal Design for Learning (UDL), alongside CPD in sustainability, gender equality, and Communities of Practice [5.4 (f)].

The above clearly demonstrates TU Dublin's compliance with all 15 applicable criteria for Principle 5.4:

Supports and 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

The Panel agrees with TU Dublin that three of the four criteria are applicable to Principle 5.5: English Language Policy Statement and International Foundation Year Programmes, confirming that criterion 5.5 (d) is not applicable to the provider. The Panel concurs with TU Dublin's self-assessment of full compliance across 2 of the applicable criteria. However, the Panel is not satisfied that TU Dublin is fully compliant with criterion 5.5 (a), which relates to the accessible links to English Language proficiency entry requirements and accepted English Language proficiency exams. A timebound condition has therefore been noted. Accordingly, the Panel concludes that TU Dublin is partially compliant with criterion 5.5 (a).

With reference to 5.5 (a), the Panel noted TU Dublin's robust academic and corporate governance for English for Academic Purposes (EAP) and Foundation Programmes (FPs) delivered in partnership with other institutions. These arrangements are governed by the *Collaborative Provision Policy* suite, which ensures academic standards align with TU Dublin policies. Relevant provisions from the English Language Policy, including those under Criterion 5.5 (a), apply to all collaborative programmes. TU Dublin's English Language Policy supports the development of EAP provision, including *International Bridging Programmes* for undergraduate and postgraduate applicants who meet academic requirements but fall slightly below the English language threshold. Students within 0.5 IELTS bands of the required score may receive conditional offers for their destination programmes. However, the Panel noted that the links to the English Language proficiency entry requirements and accepted English Language proficiency exams are not working on their English Language Policy Statement. Therefore, the Panel concludes that TU Dublin is partially compliant with criterion 5.5 (a). To achieve full compliance, TU Dublin must ensure that the links to English Language proficiency entry requirements and accepted English Language proficiency exams are functioning on their English Language Policy Statement by 12 weeks post-TrustEd Ireland authorisation [5.5 (a)].

With reference to 5.5 (b) and (c), TU Dublin runs the *Standard International Foundation Year Programme* (IFYP), a Level 6 award, which provides a structured pathway for students who do not meet direct entry requirements. It enables progression into the first year of undergraduate study at TU Dublin or other Irish institutions. Entry requires a minimum IELTS score of 5.0 in all components, and conditional offers are issued upon admission. All EAP offerings, including the IFYP, are reviewed under TU Dublin's Quality Framework to ensure consistency and effectiveness.

The TU Dublin *Access Support Service* assists students entering through Access TU Dublin, QQI Access TU Dublin, or the *Access Foundation Programme* (AFP). TU Dublin's documentation demonstrated that the service aims to foster an inclusive learning environment and support students academically, socially, personally, and financially, with clear pathways to additional university

resources as needed. To support Access and EAP students, TU Dublin offers academic writing and learning assistance through its *Academic Writing and Learning Centre*, helping students build essential skills for successful progression and integration into university life [5.5 (b) and (c)].

Overall, the Panel has concluded that three criteria are applicable to TU Dublin for Principle 5.5: English Language Policy Statement and International Foundation Year Programmes, and TU Dublin is fully compliant across two criteria and partially compliant for 5.5 (a), with one condition noted

#### **Condition 2**

**5.5 (a):** TU Dublin must ensure that all hyperlinks to English language proficiency entry requirements and accepted examinations are functional within the English Language Policy Statement no later than 12 weeks following 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

The Panel agrees with TU Dublin that six of the eight criteria are applicable to Principle 5.6: International Learners Outside the State, confirming that criteria 5.6.1 (d) and 5.6.2 (d) are not applicable to the provider. The Panel concurs with TU Dublin's self-assessment of full compliance across all six applicable criteria, with one commendation noted below.

The Panel concluded that TU Dublin demonstrates a strong governance commitment to the internationalisation of its curriculum, aligning with QQI codes for the provision of education to international learners. This demonstrates compliance with 5.6.1 (a) and 5.6.2 (c). This commitment is embedded within the University's strategic agenda and supported by robust quality assurance frameworks. The University employs Quality Enhancement Plans that integrate feedback from formal reviews, informal discussions, and other quality activities. This approach reflects TU Dublin's dedication to continuous monitoring and timely updates, ensuring sustained quality improvement across local, offshore, online, and blended learning environments.

The Panel also noted that the entry requirements for TNE programmes, including English language pathways, are clearly defined in TU Dublin's English Language Policy and supported by its *Access, Transfer and Progression* processes. These policies apply consistently across all delivery modes and locations, including online, access, foundation, and EAP programmes [5.6.1 (a), (b) and (c)].

The Panel confirmed that TU Dublin has articulated its approach to quality assurance in transnational education (TNE) settings, noting the role of external educational consultants in supporting cyclical quality reviews at partner institutions. These reviews complement the University's internal QA processes and are governed by TU Dublin's Quality Framework, which aligns with European Standards and Guidelines and QQI statutory requirements. This also includes the recognition of these awards within the NFQ. Oversight and outcomes are reported through the Annual Quality Report and Institutional Review [5.6.1 (a), (b) and (c)].

A Review Report for TU Dublin's joint programme with Nanjing Tech University was reviewed by the Panel, demonstrating a thorough evaluation of programme delivery, local context, teaching experience, student feedback, and English language proficiency. The review confirmed compliance with NFQ standards, programme coherence, and alignment with TU Dublin's academic aims and graduate attributes. In-country QA Officers support ongoing monitoring and student engagement, with evidence of student-centred approaches to teaching, learning, and assessment. Enhancements for TNE delivery were also recommended, reflecting a commitment to continuous

improvement. The Panel commends TU Dublin for conducting a rigorous, comprehensive and transparent review, demonstrating their strong commitment to continuous quality assurance and effective monitoring of all its provision [5.6.1 (a), (b), (c), (d), and 5.6.2 (a), (b)].

The University's commitment to student-centred assessment is clearly demonstrated in its Assessment Compendium, which emphasises the inclusion of diverse student voices, accountability, effective progress tracking and authentic assessment practices. The Panel commends TU Dublin for its inclusive and transparent approach, particularly in engaging a diverse student body to reflect both positive and negative experiences. This demonstrates TU Dublin's strong commitment to responsive education and serves as an example of good practice for other providers [5.6.1 (a) and (b) and 5.6.2 (b)].

A further part of its quality assurance process, linked to 5.6.1 (a), (b), and 5.6.2 (a), the Panel noted that TU Dublin conducts an annual *Student Programme Evaluation Survey* to gather feedback on the student experience. Results are reviewed by the Academic Quality Assurance & Enhancement Committee and shared with academic units to inform the Annual Quality Enhancement Process. Programme teams are required to respond and report to faculty boards, ensuring accountability and responsiveness. TU Dublin's university-wide *Student Feedback Action Plan*, approved and monitored by Academic Affairs, supports the identification and resolution of issues through Discipline Programme Boards. The Panel has concluded that this process upholds programme standards and enhances the student learning experience across all settings.

Responsibility for actions is clearly assigned to relevant University units, enabling effective progress tracking and stakeholder engagement.

The above clearly demonstrates TU Dublin's compliance with the 15 applicable criteria for Principle 5.6: International Learners Outside the State, with the following commendations noted:

**Commendation 2:**

**5.6.1 (a), (b), (c), (d), and 5.6.2 (a), (b):** The Panel commends TU Dublin for conducting a rigorous, comprehensive and transparent review, demonstrating their strong commitment to continuous quality assurance and effective monitoring of all its provision.

**Commendation 3:**

**5.6.1 (a) and (b) and 5.6.2 (b):** The Panel commends TU Dublin for its inclusive and transparent approach, particularly in engaging a diverse student body to reflect both positive and negative experiences. This demonstrates TU Dublin's strong dedication to responsive education and is an example of good practice for other providers.

## 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**

Technological University Dublin (TU Dublin) was established in January 2019 through the merger of Dublin Institute of Technology, IT Blanchardstown, and IT Tallaght, creating Ireland's first technological university. TU Dublin offers programmes from NFQ Level 6 to 10 across diverse disciplines, including STEM, business, media, culinary arts, creative and performing arts, aviation, and health sciences. Delivery modes include on-campus, online, blended, and Hyflex formats.

With over 23,500 undergraduate and 3,400 postgraduate students, supported by 3,400 staff across five Dublin campuses, TU Dublin operates under the oversight of a newly established Governing Body. The Academic Council ensures academic standards and student experience quality, supported by four sub-committees: University Programme Boards, Academic Quality Assurance & Enhancement Committee, Academic Regulations, Policies and Procedures Oversight Committee and Student Experience Committee. Each plays a role in supporting international student outcomes.

The International Engagement Office manages international student recruitment, agent networks, market offices, sponsorship liaison, and student mobility (including Erasmus+). TU Dublin is a member of the European Technological University Alliance and the European Universities Initiative, fostering collaborative opportunities.

The Strategic Plan 2023–2028 aims to position TU Dublin as a global technological university by increasing international student numbers, embedding internationalisation, enhancing multicultural competencies, and expanding mobility through national and international partnerships. These goals are reinforced by the Research & Innovation Strategy 2023–2028.

TU Dublin collaborates internationally to deliver various TU Dublin awards in partnership with Pharos University, Hainan University, and Nanjing Tech University (China). A joint BSc in Computer Science is also being validated with Beijing University of Chemical Technology. In addition, TU Dublin has joint or dual award partnerships with 10 institutions across France, Korea, Finland, Sweden, Germany, the Netherlands, and Spain, as well as articulation agreements with four Chinese providers. All international provision adheres to TU Dublin's quality assurance policies and procedures.

Overall, TU Dublin fully complies with most applicable criteria across the six principles outlined in the Higher Education Code (5.1–5.6), as previously detailed, with partial compliance for 5.1.2 (d) and 5.5 (a). Accordingly, two conditions have been placed on TU Dublin to achieve full compliance. In

addition, the Panel commends TU Dublin for three initiatives under 5.1.1 (e) and 5.6.1 (a), as well as one recommendation under 5.3.1 (d).

In addition, given that this provider represents an amalgamation of multiple institutions in 2019 and teaches across several campuses, the Panel commends its significant progress in establishing a robust, overarching governance structure, which has enabled a coherent and consistent approach to the delivery of its provision.

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

#### **Condition 1**

**5.1.2 (d):** TU Dublin must ensure that all future contracts explicitly reference the London Statement within 1 year from the date of TrustEd authorisation.

#### **Condition 2**

**5.5 (a):** The Panel noted that the links to English Language proficiency entry requirements and accepted English Language proficiency exams are working on their English Language Policy Statement by 12 weeks post Trust-Ed Ireland authorisation.

### **Commendations:**

#### **Commendation 1**

**5.1.1 (e):** The Panel commends TU Dublin for its comprehensive and well-structured approach to Access, Transfer, and Progression (ATP), which demonstrates a strong commitment to student mobility and inclusion, serving as an example of good practice for other providers.

#### **Commendation 2**

**5.6.1 (a), (b), (c), (d), and 5.6.2 (a), (b):** The Panel commends TU Dublin for conducting a rigorous, comprehensive, and transparent review, demonstrating its strong commitment to continuous quality assurance and effective monitoring of all its provisions.

#### **Commendation 3**

**5.6.1 (a) and (b) and 5.6.2 (b):** The Panel commends TU Dublin for its inclusive and transparent approach, particularly in engaging a diverse student body to reflect both positive and negative experiences. This reflects TU Dublin's strong dedication to responsive education.

### **Recommendations:**

**Recommendation 1**

**5.3.1 (d):** The Panel therefore recommends that TU Dublin considers listing all additional costs on each programme's webpage to enhance accessibility and transparency for prospective applicants (non- time-bound).

**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: Jeremy Bradshaw

Date: 03/10/2025

Signed:

A handwritten signature in black ink that reads "Jeremy Bradshaw" with a long horizontal line extending to the right.



## **TU Dublin Response to IEM Assessment Panel Report**

One of the four stated objectives of the Institutional Review (CINNTE) of TU Dublin, conducted in late 2021, was “*to determine compliance with the Code of Practice for the Provision of Programmes to International Learners.*” The review identified numerous examples of excellent practice across the University, and the International Expert Panel concluded that TU Dublin “*provides its programmes to international learners in a manner consistent with the QQI Code of Practice for the Provision of Programmes to International Learners.*”

Building on this strong foundation, TU Dublin welcomed and fully embraced the International Education Mark (TrustEd) application process as a further opportunity to reflect comprehensively on all aspects of our international education provision. The IEM application process offered a clear and structured framework through which to evaluate the quality of information, supports, and services provided to international students, from recruitment through to graduation. We approached the IEM application as a quality enhancement initiative, underpinned by the recognition that, as with any process of continuous improvement, there would always be opportunities to strengthen our provision and supports.

Preparation for the International Education Mark was integrated into the ongoing development of the TU Dublin Quality Framework. Upon the University’s establishment in 2019, TU Dublin inherited three distinct sets of quality assurance and enhancement procedures, assessment regulations, and academic policies. Work commenced immediately to develop unified procedures, policies, and regulations under a single institutional framework. As part of this initiative, Academic Affairs led an internal self-evaluation involving all stakeholder groups to assess the extent to which existing policies, procedures, and provisions met the requirements of the European Standards and Guidelines (ESG) and QQI statutory guidelines and policies, including the *2015 Code of Practice for the Provision of Programmes of Education and Training to International Learners*. The new and harmonised policies, procedures, and regulations developed

within the Quality Framework were subsequently approved through the University's academic governance structures, with the Academic Quality Assurance & Enhancement Committee (AQAE) overseeing their development and final approval by Academic Council.

Building on the foundations established through the Quality Framework and the outcomes of the CINTE Review, TU Dublin formally established the IEM Steering Group in December 2023 to coordinate a further self-evaluation against the updated Higher Education Code for International Learners. To promote awareness and engagement across the institution, the International Education Mark was included as a standing item on the agenda of Academic Council meetings. At each meeting, the Chair of the Steering Group provided progress updates and presented actions identified to further enhance alignment with specific IEM criteria. The work of the Steering Group accelerated in September 2024 following the formal launch of TrustEd and the publication of the final IEMAS documents.

The Steering Group brought together representatives from Academic Affairs; Recruitment, Admissions & Participation; Student Services & Wellbeing; the International Engagement Office; Finance; the Students' Union; Communications & Marketing; and the Graduate Research School. In addition, dedicated working groups were established to gather evidence and undertake self-assessments for each of the six categories within the HE Code. These groups further broadened participation by engaging colleagues from across Faculties, Schools, and Professional Services.

TU Dublin warmly welcomes the Assessment Panel's commendations, which recognised our "rigorous, comprehensive, and transparent review" and "inclusive and transparent approach, particularly in engaging a diverse student body."

The University is particularly proud of its enduring commitment to fostering a diverse student population and providing multiple access and transfer opportunities aligned with the National Framework of Qualifications. We therefore welcome the Panel's further commendation for our:

*"Comprehensive and well-structured approach to Access, Transfer, and Progression (ATP), which demonstrates a strong commitment to student mobility and inclusion and serves as an example of good practice for other providers."*

TU Dublin extends its sincere thanks to the members of the Assessment Panel for their positive report and valuable formative feedback. We are deeply grateful to the staff, students, and stakeholders who enthusiastically engaged with the IEM application process, as well as to the members of the University's IEM Steering Group and all those involved in drafting documentation and compiling the application. Finally, the University gratefully acknowledges QQI for its ongoing guidance and support throughout this process.