



Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland



Higher Education Pathway Assessment Report: Trinity College 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 Trinity College 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 desk assessment was conducted by the following Assessment Panel:

Name	Role	Affiliation
Prof Bairbre Redmond	Chairperson	Full Professor Emeritus, University College Dublin, Ireland
Prof Alastair Robertson	Report Writer/Secretary	Interim Director of the Queen Mary Academy, Queen Mary University of London, United Kingdom
Yvonne Overdeest	International Education Expert	NVAO, The Netherlands
Nanshin Nansak	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

Overall, Trinity College Dublin has a mature Global Engagement Strategy (2012) and has made substantial investment in marketing and recruitment to expand their international student numbers ethically and transparently. The IEMAS provides strong evidence of Trinity's systematic approach to understanding and providing for the information needs of international students. Agents are provided with accurate information and there is a dedicated webpage providing "Advice for Education Agents".

Trinity College Dublin and the panel agree that 17 out of the possible 18 criteria associated with principle 5.1 Marketing and Recruitment are applicable to the institution. The provider had assessed that they were fully compliant with all 17 applicable criteria of principle 5.1: Marketing and Recruitment, however, on reviewing the supplied evidence, the panel has assessed that Trinity are partially compliant for 5.1.1 (e).

Condition 1

5.1.1 (e): The reason for this assessment is that Trinity's linked provider's qualifications are not listed on the Irish Register of Qualifications (IRQ). It is the provider's responsibility to do so. A **timebound condition** against this criterion has therefore been set.

Recommendation 1

5.1.2 (h): Regarding criterion 5.1.2 (h), although Trinity is fully compliant, the panel notes that the provider's Education Recruitment Agents Policy

(<https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/edu-recruit-agents-jun2016.pdf>) is from 2016 and the panel recommends that this is reviewed and updated. This is a **non-timebound recommendation**.

Commendation 1

Section 5.1: The panel **commends** 5.1 The Education Recruitment Agent Survey for its rigorous design and its careful consideration of the needs and priorities of students and as a transparent process for monitoring agents' performance.

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

This section of the IEMAS provided comprehensive commentary and extensive relevant links to evidence compliance against the criteria and the associated commentary. The provider demonstrated well developed Admissions and Qualifications Recognition policies and processes with regards to international students.

The panel agrees with Trinity that all seven criteria associated with principle 5.2 Admissions and Qualifications' Recognition are applicable. Further, the panel and Trinity panel agree that the provider is fully compliant with all seven of the criteria.

Trinity's Global Relations Strategy and Implementation Plan sets out targets and the IEMAS provides evidence that admissions policies are fair, consistent and transparent. Public information on entry requirements is clearly set out on course pages and Trinity's prospectuses.

Commendation 2

Section 5.2: The panel commends for the effective structuring of its digital information. The consistency, clarity, and ease of navigation across its web platforms significantly enhance user accessibility and information retrieval.

Commendation 3

Section 5.2: The panel also commends the Programme Handbook Policy for its clarity, thoroughness, and utility in guiding students through academic procedures and expectations.

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

This section of the IEMAS provided comprehensive commentary and extensive relevant links to evidence compliance against the criteria and the associated commentary. The provider demonstrated well-developed Fees, Refunds and Subsistence policies and processes with regards to international students.

The panel agrees with Trinity that all 11 criteria associated with principle 5.3 Fees, Refunds and Subsistence are applicable. Further, the panel concurs with the provider's assessment of full compliance with all 11 applicable criteria of principle 5.3: Fees, Refunds and Subsistence.

Commendation 4

Section 5.3: The panel commends the accessible, detailed digital information on all potential costs (from fees schedules, programme costs to cost of living etc). It is noteworthy that the fee schedules are published one year in advance, which is very helpful not just for current student but prospective students too, enabling them to plan their potential finances effectively.

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

This section of the IEMAS provided comprehensive commentary and extensive relevant links to evidence compliance against the criteria and the associated commentary. The panel agrees with Trinity that all 15 criteria associated with principle 5.4: Support and Services for International Learners. are applicable. Further, the panel concurs with the provider's assessment of full compliance with all 15 applicable criteria of principle 5.4: Support and Services for International Learners.

Commendation 5

Section 5.4: The panel **commends** Trinity's holistic and inclusive approach to support international students' transition to and throughout their studies at Trinity with dedicated personnel, activities, training and support.

Commendation 6

5.4.2: The panel **commends** the induction materials and activities for their clarity, relevance, and effectiveness in supporting the transition of new students into the academic environment.

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 Trinity that three criteria associated with principle 5.5: English Language Policy Statement and International Foundation Year Programmes are applicable. Further, the panel concurs with the provider's assessment of full compliance with these three applicable criteria.

Trinity has a comprehensive and clear English Language Policy (approved June 2023) and the Centre for English Language Learning and Teaching delivers a range of pre- and in-sessional programme supports to international students. The panel also notes associated academic governance and quality assurance arrangements for all English Language provision is in line with Trinity's comprehensive QA policies and procedures.

Commendation 7

5.5 (a): The panel **commends** the comprehensive, clear and up to date English Language Policy and the range of English language supports offered to international learners to help them progress on their programme of study by Trinity College Dublin.

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

Trinity provided comprehensive commentary and extensive relevant links to evidence compliance against the criteria and the associated commentary within their IEMAS. They also provided evidence of a rigorous quality assurance framework to ensure that the academic quality, standards, and recognition of its transnational and remote, online programmes are equivalent to those provided within Ireland.

The panel agrees with Trinity that six out of the eight criteria associated with principle 5.6: International Learners Outside the State are applicable. Further, the panel concurs with the provider's assessment of full compliance with all six applicable criteria of principle 5.6: International Learners Outside the State.

The IEMAS emphasises Trinity's commitment to a principle of equivalent provision which is achieved by a combination of their rigorous approval processes, their robust external examiner system and ensuring that student support services are also equivalent whether the students are studying online or at a transnational partner institution.

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

Trinity College Dublin was founded in 1592 by Royal Charter and is one of the extant seven "ancient universities" of Great Britain and Ireland. Trinity is ranked as Ireland's number one university according to the QS World University Ranking 2026 and Times Higher Education 2025 and is ranked 75th in the world (QS World University ranking, 2026). It is also ranked 35th Most International University in the world and highest ranked university in Ireland (Times Higher Education World University Ranking, 2025). There are around 21,000 students, of which nearly 7500 are international, representing 36% of the student body. International students come from more than 120 countries.

Trinity's strategic commitment to Internationalisation is well established and the provider has had an associated objective for Internationalisation since 2012 which was embedded in subsequent Strategic Plans. The University publishes its' key achievements in this area annually in the Trinity Global Annual Report. There is a dedicated Executive role, Vice President for Global Engagement whose portfolio includes Student Recruitment; Marketing; the Trinity Global Engagement team and the Trinity Lived Experience team comprehensively covering student support from pre-entry and through students' academic studies. Support for outward student mobility is also part of the Vice President's remit. The Trinity Global team has staff to support prospective students in key markets such as North America, India, China UAE and Malaysia. Trinity's transnational education (TNE) provision includes partnerships leading to dual or joint degrees, articulation agreements and joint initiatives.

Finally, Trinity manages and validates the International Foundation Programme delivered in partnership with the Marino Institute of Education (MIE). This programme helps prepare students for Trinity's undergraduate programmes and annually attracts over 100 international students from 26+ countries. Additionally, Trinity has a portfolio of 11 fully online postgraduate programmes and endorses an online Primary Maths course run by MIE.

Recommended condition(s) for authorisation:

Condition 1

5.1.1 (e): 5.1.1 (e) is partially compliant as Trinity's linked provider's qualifications are not listed on the Irish Register of Qualifications (IRQ) and it is the provider's responsibility to do so. A **timebound condition** against this criterion has therefore been set. Trinity must list their linked provider's qualifications on the Irish Register of Qualifications (IRQ) within 24 weeks of TrustEd Ireland authorisation.

Commendations:

Commendation 1

Section 5.1: The Education Recruitment Agent Survey is commendable for its rigorous design and its careful consideration of the needs and priorities of students.

Commendation 2

Section 5.2: Trinity merits commendation for the effective structuring of its digital information. The consistency, clarity, and ease of navigation across its web platforms significantly enhance user accessibility and information retrieval.

Commendation 3

Section 5.2: The Programme Handbook Policy warrants commendation for its clarity, thoroughness, and utility in guiding students through academic procedures and expectations.

Commendation 4

Section 5.3: The panel commends the accessible, detailed digital information on all potential costs (from fees schedules, programme costs to cost of living etc) merit commendation. It is noteworthy that the fee schedules are published one year in advance, which is very helpful not just for current student but prospective students too, enabling them to plan their potential finances effectively.

Commendation 5

Section 5.4: The panel commends Trinity's holistic and inclusive approach to support international

students' transition to and throughout their studies at Trinity with dedicated personnel, activities, training and support merit commendation.

Commendation 6

5.4.2: The panel commends the induction materials and activities are commendable for their clarity, relevance, and effectiveness in supporting the transition of new students into the academic environment.

Commendation 7

5.5 (a): The panel commends the comprehensive, clear and up to date English Language Policy and the range of English language supports offered to international learners to help them progress on their programme of study by Trinity College Dublin.

Recommendations:

Recommendation 1

5.1.2 (h): Although Trinity is fully compliant with this criteria, the panel notes that the provider's Education Recruitment Agents Policy is from 2016 and the panel recommends that this is reviewed and updated. This is a **non-timebound recommendation**.

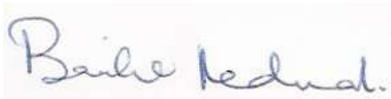
Declarations of Assessment Panel

This report has been agreed by the Assessment Panel and is signed on their behalf by the Chairperson.

Assessment Panel Chairperson:

Date: 20 October 2025

Signed:



Professor Bairbre Redmond



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Institutional Response to The Panel Recommendation to Award The TrustEd Ireland Quality Mark to Trinity College Dublin, the University of Dublin

11th November 2025

Trinity College Dublin, the University of Dublin is pleased to respond to the independent panel's recommendation on the award of the TrustEd Quality mark. The University would like to take this opportunity to sincerely thank the members of the Panel for their thorough review of our application for the Mark, and to commend QQI on a high-quality process. The support and guidance provided by the International Division of QQI was much appreciated by colleagues here in the university.

We are delighted with the positive outcome of the process and look forward to receiving the final decision of the QQI Committee and to including the TrustEd Quality Mark on our wide range of international marketing and student recruitment materials and on our website.

We are, of course, particularly pleased that the Panel made six commendations on our application. These recognised our ongoing efforts to support international learners throughout their personal and academic journeys, such as the robustness of the Education Recruitment Agent Survey, the accessibility of information for both current and prospective international learners, and the inclusive practices that underpin our support structures. We take great pride in the work we do to make our international students feel welcomed and supported as they transition to and progress through their studies at Trinity.

We noted the condition of the recommendation in relation to the upload of Linked Provider qualifications to the Irish Register of Qualifications (IRQ) and I am pleased to update the Panel that work is already well advanced on this project. I anticipate that the programmes offered by both the Royal Irish Academic of Music (RIAM) and Marino Institute of Education (MIE), which lead to awards of the university on the NFQ, will be uploaded to the IRQ on or before 25th November 2025.

We also noted the Panel's recommendation that the university should review and update our Educational Agents Policy (2016). I am also pleased to confirm that this policy review is scheduled to take place this academic year 2025/26.

On behalf of the University, it remains for me to once again thank the panel for your work and your positive recommendation to QQI.

A handwritten signature in blue ink, reading "Orla Sheils".

Professor Orla Sheils,
Vice-Provost and Chief Academic Officer