



Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland



Higher Education Pathway Assessment Report: University of Galway



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 University of Galway'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 Mark Rogers	Chairperson	Former Registrar, Deputy President and Acting President, University College Dublin, Ireland
Fiona Crozier	Report Writer/Secretary	International Higher Education Consultant, United Kingdom
Fernando Galán	International Education Expert	University of Granada, Spain
Maria Malik	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 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 concurs with the University's assessment of full compliance against 16 of the 17 applicable criteria under principle 5.1: Marketing and Recruitment. In relation to criterion 5.1.1 (e), the panel finds the university is partially compliant. However, University of Galway assessed itself as partially compliant with criteria 5.1.1 (c) and 5.1.1 (d). In the view of the panel, the University is fully compliant with these two criteria. The panel's reasons for this judgement are set out below.

The panel saw evidence of compliance with all criteria under Principle 5.1, as well as information required relating to the criteria 5.1.2 (a) and (b). The Galway 100 initiative is open to all students, including international learners, to form part of a Student Sounding Board for the provision of feedback on student services via various means. This includes providing feedback on how useful its learner-facing information continues to be to the student body.

Outstanding issues raised in the panel's queries, such as a misdirected immigration link and incomplete information regarding the Marketing and Communications Office, were resolved promptly. Clarification was requested on the cultural validation of promotional content and the response received assured the panel that student-facing promotional material is routinely quality assured. Nonetheless, the panel encourages the University to formalise its quality assurance procedures for promotional materials in transnational contexts.

In relation to 5.1.2, there is clear information on costs and fees, the pre-arrival guide is clear and comprehensive and the link to the Student Ambassadors provides helpful support.

With regard to criteria 5.1.1 (c) and 5.1.1 (d), currently the online programme catalogues,

prospectuses and course pages provide information about programmes, including any professional accreditation and opportunities for placements. The Career Development Centre also provides information on placements. The University's application provided information regarding current action plans to redesign the web pages for courses within the next two years. This will lead to a number of improvements including details about professional accreditation status and the work placement requirements associated with the individual study programmes. The panel applauds the University's approach to enhancing the information provided to all students, but given the various information sources already available to students on these matters, such as prospectuses and links to the Career Development Centre, it is of the view that the action plans in place are indeed improvement-orientated and that the University currently fully complies with these criteria.

In relation to criterion 5.1.1 (e), the panel noted that the programmes pages relating to the programmes offered by Shannon College of Hotel Management do not currently publish the NFQ level of each programme. The panel set the condition that the NFQ level be clearly stated in information regarding all programmes offered by University of Galway.

With regard to criteria 5.1.2 (c) & (d) and (f)-(h), it was clear to the panel that University of Galway's agent management policy meets international standards and is aligned with the London statement and has appropriate training and monitoring processes in place in relation to agents.

Recommendation 1

5.1.1 (b): The panel recommends that the University consider formalising its quality assurance procedures for promotional materials in transnational contexts to ensure cultural and contextual relevance.

Condition 1

5.1.1 (e): The panel sets the condition that the University ensure that the NFQ level be clearly stated in information regarding all programmes offered by University of Galway within 12 weeks of TrustEd Ireland authorisation.

Principle 5.2 Admissions and Qualifications' Recognition:

HE providers operate fair, transparent and consistent admission policies that support the successful participation of international learners in their chosen programmes

5.2 (a) HE providers shall clearly specify entry requirements for international learners that support the successful participation of the learners in their chosen programmes.

5.2 (b) HE providers' entry requirements shall clearly specify English language proficiency requirements for applicants whose first language is not English. These should include references to the benchmarks used in assessing proficiency requirements and, like other entry requirements, support the successful participation of international learners in their chosen programmes.

5.2 (c) HE providers shall adopt the principles, and follow the guidance, contained in the Lisbon Recognition Convention (LRC) and subsidiary texts in assessing the qualifications presented by international learners for the purpose of admission to their programmes. Qualifications should be assessed in an accessible and fair manner and within a reasonable timeframe.

5.2 (d) HE providers should recognise qualifications that are recognised for the purpose of access to programmes in an international applicant's own higher education system, unless a substantial difference can be demonstrated between the requirements for admission in the applicant's own higher education system and those of the Irish HE provider.

5.2 (e) HE providers shall provide a timely written response to international applicants who are refused admission.

5.2 (f) Where a HE provider decides to withhold recognition of a qualification from an international learner for the purpose of admission, the reasons for the refusal to grant recognition shall be stated, and information provided concerning possible measures the applicant may take to obtain recognition at a later stage. If a HE provider decides to withhold recognition of a qualification for the purpose of admission, or if no decision is taken, the applicant shall be able to make an appeal within a reasonable time limit.

5.2 (g) HE providers shall support QQI, as appropriate, in implementing its statutory function to facilitate the recognition outside the state of awards made in the state, including the home countries of their international learners.

Summary

The panel concurs with the University's assessment of full compliance with all 7 criteria of principle 5.2: Admissions and Qualifications' Recognition.

The University operates a clear and equitable admissions process aligned with the Lisbon Recognition Convention. Entry requirements, including English language proficiency, are transparent and support the successful participation of international learners. Appropriate processes are in place for the Recognition of Prior Learning (RPL) and appeals. Information on admissions and recognition of qualifications is to be found in several online locations, including Global Galway.

Commendation 1

5.2 (c): The panel commends the clear procedures for assessing international qualifications, including those from non-traditional jurisdictions, aligned with the Lisbon Recognition Convention.

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

The panel concurs with the University's assessment of fully compliant against 9 of the 11 applicable criteria of principle 5.3: Fees, Refunds and Subsistence. However, University of Galway assessed itself as partially compliant with criteria 5.3.1 (c) and 5.3.1 (d). In the view of the panel, the University is fully compliant with these two criteria. The panel's reasons for this judgement are set out below.

University of Galway provides accurate and accessible information on fees, refunds, financial supports, and cost of living. Relevant information is provided at appropriate points in the admission and recruitment cycles, including in pre-arrival communication with international learners.

In relation to 5.3.1 (c) & (d), the University provided information and action plans designed to

integrate the information and processes described in two existing policies: the Curriculum Design & Management Policy and the Course Fee Establishment and Administration Policy. Currently these existing policies set out the process for arriving at course fees for new courses and the annual review and approval of fees. Additional costs for individual courses are set out on the course web pages. Since the timeframe for the action plan aligned with the panel's consideration of the IEMAS application, it was able to view the updated policy which clarifies the integration of cost drivers into the fee-setting process. In addition, an action plan is in place to redesign course web pages with a view to enhancing the information provided to international learners with regard to additional costs. The panel appreciates the improvements that these action plans are designed to achieve and saw evidence that some of the goals in the plans that have already been achieved. It is of the view that University of Galway is already in full compliance with criteria 5.3.1 (c) and (d).

In general, there is a slight bias towards EU students in the presentation of information about financial matters. This does not mean that this information should be disaggregated but the panel suggests that the University looks at these web pages from the perspective of a non-EU international student with a view to improving and clarifying information that specifically pertains to the latter group.

Recommendation 2

5.3.1 (c) and (d): The panel suggests that the University looks at the web pages relating to financial matters from the perspective of a non-EU international student with a view to improving and clarifying information that specifically pertains to latter group.

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 concurs with the University's assessment of full compliance against 13 of the 15 applicable criteria of principle 5.4: Supports and Services for International Learners. However, University of Galway assessed itself as partially compliant with criteria 5.4.1d) and 5.4.2b). In the view of the panel, the University is fully compliant with these two criteria. The panel's reasons for this judgement are set out below.

5.4.1: Evidence demonstrates that the University offers robust and well-integrated support services for international learners. Structured induction (available at three levels: local, central and international) is offered along with accessible support structures, periodic review mechanisms to evaluate support services and responsiveness to student feedback. Financial emergency supports are clearly defined and accessible.

5.4.1 (d) Induction/orientation sessions are held in September and January and these are made available to students who may join at other times of the year through recorded orientation videos and presentations that are available on the website. Global Galway also has drop-in hours to help international students with queries that they may have at any time of the year. In its application, the University described its plans for further developing its induction material for advanced entry international learners (i.e. entry into years 2, 3 and 4) with a view to making this information accessible from September 2025. Given the information provided against this criterion in general, the panel applauds the University for its culture of improvement but confirms that it is currently in full compliance.

Commendation 2

5.4.1 (i): The panel commends the systematic review of student support services, evidencing a strong culture of continuous improvement.

Likewise, in relation to 5.4.2 (b), and in line with the action described against 5.4.1 (d), University of Galway is currently working to adapt the current induction processes so that they are appropriately available to students starting either in year one of a programme or at any advanced entry point. Given the information provided against this criterion in general, the panel applauds the University for its culture of improvement and confirms that it is currently in full compliance.

Commendation 3

Section 5.4: The panel therefore commends the institutional culture of enhancement that is evidence with regard to principle 5.4, and indeed across the University's application as a whole.

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 concurs with the University's assessment of full compliance with the 3 applicable criteria out of 4 in principle 5.5: English Language Policy Statement and International Foundation Year Programmes.

The University's English language policy is clearly articulated and includes provisions for pre- and post-entry support. University of Galway's English Language Centre (ELC) provides a suite of English language support workshops and courses at the general and discipline-specific levels. The ELC also offers an advanced, credit-bearing EAP module. The English Language Policy is reviewed periodically by the International Committee.

The International Business Foundation Programme is validated by University of Galway and delivered by the University's Shannon College of Hotel Management within the College of Business, Public Policy and Law. It leads to a level 6 award on the National Framework of Qualifications (NFQ). The English Language Policy includes the awarding and governance

arrangements for this programme.

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 concurs with the University's assessment of full compliance with the 6 applicable criteria out of 8 in principle 5.6: International Learners Outside the State.

Currently transnational education (TNE) provision at University of Galway is limited to one franchise arrangement with the Seychelles Tourism Academy (STA). The quality assurance of all proposed and active TNE provision is governed by the University of Galway TNE Quality Assurance Protocol and the documentation provided in relation to the franchise arrangement with

STA demonstrates that the approach to TNE is designed to ensure academic parity and learner support standards equivalent to its on-campus provision.

University of Galway's online provision is oriented towards working professionals. Although it is open to international students, there are currently no international learners studying on online programmes at University of Galway.

Commendation 4

5.6.1 (a): The panel commends assurance of academic parity and robust learner support in the TNE arrangement with the Seychelles Tourism Academy.

Recommendation 3

5.6.2 (b): The panel suggests that the University continues to strengthen its monitoring and evaluation mechanisms for the student experience in remote and TNE provision.

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

The University of Galway currently numbers over 19,000 students, 3,317 of which are international learners. The University has a broad portfolio of international partnerships and curricula that value mobility and international perspectives. TNE provision is limited to one initiative in the Seychelles and no international students are enrolled on any online programmes.

The University's vision is of a 'global University that welcomes the world and goes out into the world.' To that end, it is aiming to extend the impact of the Global Galway project of 2020 which was intended to assist the University in achieving its international ambitions and which will now be taken forward through a new international strategy that intends to focus on internationalisation as an 'enabler' in relation to teaching and research. The internationalisation strategy is supported through well-established structures, such as the International Office and the continuing Global Galway initiative.

The University aims to offer an inclusive approach to all students, including in its international recruitment processes and in relation to its services, but it recognises that specific support is sometimes necessary. Examples of such specific support include Global Galway, the ENLIGHT project (which focuses on European partner support), Global Employability (housed in the Careers Service) and a Global Student Support Manager within Student Support Services.

The IEM Application Statement (IEMAS) presents an institutional narrative that reflects strategic intent, coordination across faculties and services, and a commitment to learner protection. The panel found the institutional context to be clearly and consistently articulated, and the evidence provided confirmed that international provision is governed and managed through robust policies, including transnational partnerships and online learning arrangements. The provider's structures are appropriate for the scale and complexity of its international activity. The IEMAS demonstrates a focus on continuous improvement across all principles in the HE Code.

Whilst the panel is in agreement with the majority of the compliance statements made in the application, it noted that the University claimed partial compliance against 6 criteria: 5.1.1 (c) & (d); 5.3.1 (c) & (d); 5.4.1 (d) and 5.4.2 (b). In the view of the panel, in each of these cases full compliance was evidenced through the application and supporting documentation, with the action plans provided leading to improvements rather than necessary steps to achieve full compliance.

Recommended condition(s) for authorisation:

Condition 1

5.1.1 (e): The panel sets the condition that the University ensure that the NFQ level be clearly stated in information regarding all programmes offered by University of Galway within 12 weeks of TrustEd Ireland authorisation.

Commendations:

Commendation 1

5.2 (c): The panel commends the clear procedures for assessing international qualifications, including those from non-traditional jurisdictions, aligned with the Lisbon Recognition Convention.

Commendation 2

5.4.1 (i): The panel commends the systematic review of student support services, evidencing a strong culture of continuous improvement.

Commendation 3

Section 5.4: The panel commends the institutional culture of enhancement that is evident with regard to Principle 5.4, and indeed across the University's application as a whole.

Commendation 4

5.6.1 (a): The panel commends assurance of academic parity and robust learner support in the TNE arrangement with the Seychelles Tourism Academy.

Recommendations:

Recommendation 1

5.1.1 (b): The panel recommends that the University consider formalising its quality assurance procedures for promotional materials in transnational contexts to ensure cultural and contextual relevance.

Recommendation 2

5.3.1 (c) and (d): The panel suggests that the University looks at the web pages relating to financial matters from the perspective of a non-EU international student with a view to improving and clarifying information that specifically pertains to latter group.

Recommendation 3

5.6.2 (b): The panel suggests that the University continues to strengthen its monitoring and evaluation mechanisms for the student experience in remote and TNE provision.

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: Mark Rogers

Date: 3/10/2025

Signed:





OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

University of Galway

Response to the TrustED Ireland Assessment Report

We appreciate the opportunity to review and respond to the TrustEd Ireland Assessment Report, which provides useful insights into our institution's performance, strengths, and areas for improvement. This response outlines our reflections and commitment to continuous improvement aligned with our mission and strategic goals.

We acknowledge the thoroughness of the report and commend the evaluators for their detailed analysis. The findings align with our ongoing efforts to enhance institutional effectiveness, student success, and operational excellence particularly in the context of our growing international student cohort. This very much welcomed report arrives at a pivotal time for the University of Galway as we advance our strategic plan 2025-2030 and embark on a new phase of international growth and development. We are pleased to note the review panel's recognition of our culture of enhancement and continuous improvement which will continue to serve us well as we endeavour to provide a high quality and consistent learning experience to all our students.

In response to the report's condition and recommendations we are dedicated to addressing the key areas highlighted by the panel to further improve the educational experience for our students. We reaffirm our commitment to reinforcing the governance and oversight of our international provision in line with our strategic goals while ensuring that our organisational structures are appropriately scaled to support the breadth of our global activities. The condition to provide NFQ level information regarding all programmes is in progress with all undergraduate programmes finalised and work on our postgraduate programmes well underway and on track to be completed by end of January 2026.

We thank QQI for their partnership and insights. We look forward to demonstrating progress and continuing to serve our students and community with excellence.

A handwritten signature in black ink, appearing to read 'Becky Whay'.

Professor Becky Whay

Interim Deputy President and Registrar, University of Galway