



Dearbhú Cáilíochta  
agus Cáilíochtaí Éireann  
Quality and  
Qualifications Ireland



# Higher Education Pathway Assessment Report: University of Limerick



## 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 Limerick'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 Overdevest	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 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

UL 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. Further, the panel concurs with the provider's assessment of full compliance with all 17 applicable criteria of principle 5.1: Marketing and Recruitment.

The panel notes UL Global recruitment team's engagements with international recruitment agents, prospective students and parents. In terms of promotional material, the new UL Global brochure (2025/26) which is in e-magazine type format is well presented and engaging. UL presented good evidence for appropriate recruitment practices, including a strict code of conduct when recruiting new students and noted that the principles of the London Statement are fully embedded in the agent retainer agreement. Once appointed, agents are supported in their role by the University and their performance monitored to ensure quality and standards are maintained.

### 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

UL provided narrative and relevant links to evidence compliance against the criteria and the associated commentary. The provider demonstrated developed Admissions and Qualifications Recognition policies and processes with regards to international students.

The panel concluded that UL was fully compliant with six out of the seven criteria associated with principle 5.2 Admissions and Qualifications' Recognition.

### Condition 1

**5.2 (c)-(f):** 5.2 (c) is partially compliant. The Lisbon Recognition Convention (LRC) was not cited by UL in either the IEMAS application or the follow up Outstanding Queries document. It is recommended that UL reviews policy and procedures and any other relevant policies and processes against the principles and guidance in the LRC and subsidiary texts, and against criteria 5.2 (c)-(f), to establish clearly where gaps exist in institutional policy and practice, to ensure adherence to LRC for the purposes of assessing the qualifications presented by international learners as part of their admission to UL programmes, and to make references to the LRC explicit in resulting documentation. The panel has therefore set a **condition** for this to be addressed within one year of TrustEd Ireland authorisation.

### Recommendation 1

**5.2 (e):** UL is fully compliant with 5.2 (e); however, the panel notes that students can expect a reply

within 5 working days “but this may vary”. It is **recommended** that adherence to the stated turnaround time of 5 working days be enhanced to ensure a consistent experience for all applicants. This is a **non-timebound recommendation**.

### 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 commentary and 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 regard to international students.

The panel agrees with UL that all 11 criteria associated with principle 5.3 Fees, Refunds and Subsistence are applicable. Further, the panel assessed that UL is fully compliant with all 11 of the criteria of principle 5.3: Fees, Refunds and Subsistence.

### Recommendation 2

**5.3.2 (a):** Regarding the provision of information on the indicative costs of studying on their programmes from the evidence provided through this process, UL could make it clearer to prospective students what the programme-specific costs are for each programme, for example, computer requirements, software and protective equipment. A **non-timebound recommendation** has been set.

### Commendation 1

**Section 5.3:** The visual representation of the fee classification on the Fees and Funding webpages deserves **commendation** for its clarity, coherence, and effectiveness in conveying complex information in an accessible and organised manner.

## 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

UL provided comprehensive commentary and extensive relevant links to evidence compliance against the criteria and the associated commentary. The panel agrees with UL 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.

UL Global has a small, dedicated international student engagement team which runs its own support services (e.g. a buddy programme) but also works in collaboration with UL's comprehensive range of student experience central support services. UL also offers academic support to students through various Learner Support Centres. UL ensures that all student services are accessible to international students. UL also offers staff (academic and support) a range of training on areas such as: intercultural training, teaching in a cross-cultural environment, continuous improvements of services etc.

### Commendation 2

**5.4.1 (d):** The panel commends the impressive organisation and execution of Orientation Week. Furthermore, the presentations made available for later reference are comprehensive and encompass a substantial amount of valuable information.

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 UL that three criteria associated with principle 5.5: English Language Policy Statement and International Foundation Year Programmes are applicable. The panel assesses that UL is fully compliant with all three criteria.

**Recommendation 3**

**5.5 (a):** UL is fully compliant; however, the panel felt that the English Language Policy is overly brief and does not include details of the language supports offered. Furthermore, it is necessary to follow various links to access necessary quality arrangements documentation which negatively impacts

information accessibility. The Panel recommend that UL include in the English Language Policy Statement links to English language proficiency entry requirements and more detail about the full range of English language supports offered to international learners at UL within one year following TrustEd Ireland authorisation. This is a **timebound recommendation**.

### 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

UL provided commentary and relevant links to evidence compliance against the criteria and the associated commentary within their IEMAS. They also provided evidence of a rigorous quality assurance system including policy, processes and oversight. UL's Quality Committee has a specific Standing Panel on Collaborations (SPC) which considers applications for partnerships, collaborative

programmes, their monitoring and Memoranda of Agreement (MoA).

The panel agrees with UL 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.

UL has an important principle that the quality of the student experience and learning opportunities on collaborative programmes must be equivalent to those programmes offered solely by the University. MoAs set out the necessary arrangements to ensure this principle is met.

The principle of equivalence also necessarily applies to academic standards and awards with collaborative partners as set out in UL's Policy on Collaborative and Transnational Provision. The policy stipulates that standards and awards must also be consistent with the Irish National Framework for Qualifications level descriptors.

## 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 Limerick (UL) was founded in 1972 as the National Institute for Higher Education, Limerick, it attained University status in 1989. Limerick is ranked 401st in the latest QS World University Ranking 2026. There are over 18,000 students at the University, of which over 1600 are international from over 100 countries, representing around 10% of the student body. UL has the largest Erasmus+ programme in Ireland and it has more than 3,300 internationally mobile students each year. The University performed well in the 2023 IGraduate International Student Barometer survey with consistently scores highly across all indicators and placing first in Ireland for student happiness (94%).

In terms of University strategy, at the time of writing the overall strategy is UL@50 (2019-24 Strategic Plan), and it is developing a Sustainable University Strategy 2030 aligned with the United Nations Sustainable Development Goals (to be led by the new President). Internationalisation is considered a key strategic goal of the University with the intention to "attract, develop and retain high-calibre international students and staff, leading to the diversification of our community in more sustainable ways." In order to achieve this goal, there are three priorities a) advancing internationalisation at home and throughout the wider UL community, b) providing a high-quality

experience for international students and c) developing international partnerships to enhance UL's global impact and reputation.

At a University Executive level, Internationalisation is overseen by the Vice President of Global and Community Engagement. There are a number of key positions supporting Internationalisation at the University including an Assistant Dean International within each of the three faculties and UL Global which assists all international students coming to the University whether that is to undertake a UG or PG programme, Erasmus+, Exchange or a Summer School.

In terms of transnational education, the Global Engagement Strategy Committee (sub-committee of the Executive Committee) oversees the development of UL's International Strategy and UL's policy on Collaborative and Transnational Education Provision sets out the University's approach to collaborative and transnational provision. UL set up its first Joint Educational Institute with Henan Polytechnic University in China in 2024; the Limerick International College at Henan Polytechnic University (LICHPU).

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

##### Condition 1

**5.2 (c)-(f):** 5.2 (c) is partially compliant. The Lisbon Recognition Convention (LRC) was not cited by UL in either the IEMAS application or the follow up Outstanding Queries document. It is recommended that UL reviews policy and procedures and any other relevant policies and processes against the principles and guidance in the LRC and subsidiary texts, and against criteria 5.2 (c)-(f), to establish clearly where gaps exist in institutional policy and practice, to ensure adherence to LRC for the purposes of assessing the qualifications presented by international learners as part of their admission to UL programmes and makes reference to LRC explicit in resulting documentation. The panel sets one **condition** for criteria **5.2 (c)-(f)**. The provider must complete this review within 1 year of TrustEd Ireland authorisation.

#### Commendations:

##### Commendation 1

**Section 5.3:** The visual representation of the fee classification on the Fees and Funding webpages deserves **commendation** for its clarity, coherence, and effectiveness in conveying complex information in an accessible and organised manner.

##### Commendation 2

**5.4.1 (d):** The panel **commends** the impressive organisation and execution of Orientation Week. Furthermore, the presentations made available for later reference are comprehensive and

encompass a substantial amount of valuable information.

### Recommendations:

#### Recommendation 1

**5.2 (e):** UL is fully compliant; however, the panel notes that students can expect a reply within 5 working days “but this may vary”. It is recommended that adherence to the stated turnaround time of 5 working days is enhanced to ensure a consistent experience for all applicants. This is a **non-timebound recommendation**.

#### Recommendation 2

**5.3.2 (a):** Regarding provision of information on the indicative costs of studying on their programmes from the evidence provided through this process, it is recommended that UL make it clearer to prospective students what the programme-specific costs are for each programme, for example, computer requirements, software and protective equipment. This is a **non-timebound recommendation**.

#### Recommendation 3

**5.5 (a):** UL is fully compliant; however, the panel felt that the English Language Policy is overly brief and does not include details of the language supports offered. Furthermore, it is necessary to follow various links to access necessary quality arrangements documentation which negatively impacts information accessibility. The Panel recommend that UL include in the English Language Policy Statement links to English language proficiency entry requirements and more detail about the full range of English language supports offered to international learners at UL within one year following TrustEd Ireland authorisation. This is a **timebound recommendation**.

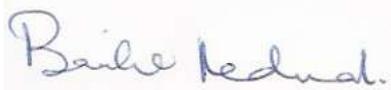
### Declarations of Assessment Panel

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

Assessment Panel Chairperson: Professor Bairbre Redmond

Date: 21 October 2025

Signed:





## **University of Limerick Response to TrustEd Ireland Assessment Report**

The University of Limerick (UL) welcomes the outcome of the TrustEd Ireland assessment and is pleased to be authorised to use the TrustEd Ireland Mark. We appreciate the Assessment Panel's thorough review and constructive feedback, and we are committed to continuous enhancement of our international students' experience.

We are particularly encouraged by the panel's commendations, including:

- The clarity and effectiveness of our Fees and Funding webpages in conveying complex information.
- The organisation and delivery of our Orientation Week, which was recognised as comprehensive and impactful.

We also welcome the Assessment Panel's positive observations regarding our recruitment practices, financial information provision, and student orientation. We note the recognition of our strong engagement with international recruitment agents and the embedding of the London Statement principles in our agent agreements.

The panel has set one condition regarding criterion 5.2(c), related to the Lisbon Recognition Convention (LRC). While we are confident that UL complies with the principles of the LRC, we acknowledge that explicit references were not included in our IEMAS submission. We will undertake a comprehensive review of our admissions policies and procedures to ensure alignment with the LRC and its subsidiary texts. This review will be completed within the one-year timeframe specified.

We acknowledge the following recommendations and outline our planned actions:

- Admissions Turnaround Time (5.2e): While our expected turnaround is five working days, we recognise that some applications require additional scrutiny. We will review our processes to enhance consistency and transparency in response times.
- Programme-Specific Cost Information (5.3.2a): We endeavour to provide comprehensive financial information to international students. As advised, we will enhance the clarity of programme-specific costs, including items such as software, equipment, and other study-related expenses.
- English Language Policy (5.5a): Our current policy is designed to be enduring and therefore avoids links that may change. However, we will review the panel's recommendation and will revise the policy in its next scheduled review in 2026.

UL remains committed to providing a high-quality, supportive, and transparent experience for international students and indeed all of our students. We thank the Assessment Panel for their detailed evaluation and for their recommendations, which will inform our ongoing efforts to enhance our internationalisation strategy and student services.

A handwritten signature in black ink, appearing to read 'Shane Kilcommins', with a long horizontal stroke extending to the right.

**Professor Shane Kilcommins**

**Acting President**