



Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland



Higher Education Pathway Assessment Report: Galway Business School



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 Galway Business School's IEM Application Statement (IEMAS), which was submitted to QQI as part of the provider's application for authorisation to use the TrustEd Ireland mark. The desk assessment was conducted by the following Assessment Panel:

Name	Role	Affiliation
Maureen McLaughlin	Chairperson	Director of School Operations, University of Manchester, United Kingdom
Prof Brian Green	Report Writer/Secretary	Deputy Associate Principal (Academic Quality and Student Experience), University of Strathclyde, United Kingdom.
Sandra Marcos	International Education Expert	Pontifical University of Salamanca, Spain
Learner	Rumbidzai Gandiwa	Munster Technological University, Ireland

Outcome of the assessment

This assessment evaluates the provider's compliance with the criteria set out in the Code of Practice for Provision of Programmes of Higher Education to International Learners (HE Code). From the evidence provided by the provider in the self-assessment document, the IEM Application Statement (IEMAS), the Assessment Panel concludes that the provider should be:

Outcome	Please tick
Authorised to use TrustEd Ireland Mark	✓
Not Authorised to use TrustEd Ireland Mark	

Please see below a summary of the outcome by HE Code principle (5.1-5.6)

5.1 Marketing and Recruitment:

Principle: HE providers recruit international learners in a transparent and ethical manner. In their marketing and promotional materials, they ensure that clear, accurate, transparent, accessible, relevant and up to date information is provided.

5.1.1 (a) HE providers shall endeavour proactively to understand the information needs of prospective international learners.

5.1.1 (b) HE providers shall ensure that information provided to potential international learners about the institution and its provision is clear, accurate, transparent, accessible, relevant and up to date. This shall include information about the intended purpose of the provision e.g., to prepare a learner for further study or specific employment. Where necessary, it should also include information on associated immigration requirements, including requirements for learners requiring entry visas and/or immigration permission.

5.1.1 (c) Where applicable, information should also be provided on the professional accreditation status of programmes.

5.1.1 (d) Where applicable, information on practice placement requirements, and how these may be fulfilled, should also be made 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

Galway Business School (GBS) has mechanisms in place to ensure that the information provided to learners is comprehensive, up-to-date and appropriate.

The School states that its marketing and promotional materials present an accurate representation of its offer. The Sales and Marketing team in collaboration with academic management and admissions team monitor, review and update the websites to ensure information is accurate, accessible and aligned with current regulatory, visa, and policy frameworks. The School also makes effective use of website analytics to identify information hotspots. This systematic approach enables the School to identify and address gaps in information and ensure that learners receive timely, accurate and relevant guidance through decision making and onboarding processes.

Condition 1

5.1.1 (e): Noting that there is evidence of misinformation on the GBS website and an apparent misuse of the National Framework of Qualifications for several programmes, the Panel concurs that this constitutes non-compliance with this criterion. To this end, the Panel requires as a **condition** that GBS attend to these discrepancies within 12 weeks of TrustEd Ireland authorisation in order to ensure compliance with information for learner requirements, as set out in Section 65 of the 2012 Act.

It is noted in relation to agent agreements, in particular adherence to the principles of the London Statement, that the School has active timebound plans to address the following criteria to ensure full

compliance, or enhanced full compliance, in the case of 5.1.2 (c), and the Panel set the following recommendation and conditions of authorisation:

Recommendation 1

5.1.2 (c): Review all contracts and develop standardised templates to cover all terms of engagement: full compliance with a **timebound recommendation** to complete this review within 24 weeks of TrustEd Ireland authorisation;

Condition 2

5.1.2 (d): Ensure that all new and existing agreements with partners and recruitment agents include explicit reference to the principles of the London Statement ensuring ethical recruitment and transparent business practices: partial compliance, with a **condition** that all agreements with recruitment partners include reference to the principles of the London Statement within two years of TrustEd Ireland authorisation;

Condition 3

5.1.2 (e): Include a termination clause in all recruitment contracts specifying the right to terminate agreements if an agent fails to comply with the London Statement: non-compliance, with a **condition** that all agreements specify a termination clause should an agent fail to comply with the principles of the London Statement;

Condition 4

5.1.2 (f): Implement a formal due diligence process to include collections of the requisite number of references; verification of compliance and review of historical performance: non-compliance, with a **condition** that a formal due diligence process be in place within one year of TrustEd Ireland authorisation;

Condition 5

5.1.2 (h): Review the performance of all agents formally on an annual basis commencing from December 2025: non-compliance, with a **condition** that reviews are carried out on an annual basis within 12 weeks of TrustEd Ireland authorisation.

The Panel concludes that the School must make active progress towards meeting the outstanding requirements by the timeframes specified.

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

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

The School clarified that the Programme Board and Quality Assurance and Improvement Committee conduct regular reviews of entry standards, incorporating analysis of academic performance data, progression rates, and learner feedback.

Recommendation 2

5.2 (c)-(f): With regard to criteria 5.2 (c)-(f), the Panel sets a **timebound recommendation** for the School to review its admission policy and procedures and any other relevant policies and processes against the principles and guidance in the LRC and subsidiary texts, and against the HE Code criteria, to establish clearly where gaps exist in institutional policy and practice including publicising timeframes within one year from TrustEd authorisation.

Recommendation 3

5.2 (f): Moreover, in relation to 5.2 (f), although key information was provided by the School regarding the appeal process, the Panel sets the following **timebound recommendation**: that information regarding the appeal process, including information relating to appeals process timeframes, be made accessible to students within one year of TrustEd Ireland authorisation.

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

Galway Business School provides all learners with clear, accurate, transparent, accessible, relevant and up to date information on all study costs, including subsistence and accommodation. The School informs learners about fees and other costs associated with undertaking a programme of study in Ireland.

GBS provides clear and transparent guidance to international learners regarding the indicative costs of studying on its programmes. This includes information about textbooks, electronic resources, and technology requirements, all outlined in the Student Terms & Conditions document, which serves as our Student Guide and Pre-Arrival Handbook. The information requested is found in the Student Terms & Conditions 2024– 2025.

Recommendation 4

5.3.2 (a)-(d): Although the School provides a great deal of information for its learners and the Student Handbook has been updated appropriately, some of the information on the website dates back to academic year 2021-2022; the Panel **recommends** that the website information for learners is brought up to date within 12 weeks of TrustEd Ireland authorisation.

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

Galway Business School fosters a supportive environment which supports the wellbeing and integration of all learners into the student body and ensures a positive learning experience for all learners. The Business School provides support services to international students before and during their stay at the centre.

Recommendation 5

5.4.1 (h): With regard to 5.4.1 (h), the Panel found that, while it is evident that the School regularly gathers learner feedback, conducts weekly meetings with learners across the School, and addresses issues via prompt action, it is less clear how the collected information is analysed, reported and utilised to inform wider decision making. The Panel **recommends** that the School establish stable communication channels to provide information for analysis, reporting and decision-making within 24 weeks of TrustEd Ireland authorisation.(Timebound)

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 English language supports provided by GBS to international learners are underpinned by a coherent and transparent institutional policy approach. There is a commitment from the School to include its currently excluded relevant course in the NFQ within a two-year period.

Condition 6

5.5 (a): In respect of 5.5 (a), the Panel noted that although the English Language Policy Statement (ELPS) was embedded in the IEMAS, a standalone published document was not available. The Panel **sets as a condition** that the School ensures that the English Language Policy Statement

(ELPS) is published on the GBS website within 12 weeks of TrustEd Ireland authorisation.

Recommendations 6 and 7

5.5 (a): Furthermore, the Panel **recommends** that the School include further information on the English language proficiency entry requirements, including any internal English language tests used, and on the pre- and in-sessional English language supports, as well as the quality assurance arrangements and any credit and/or awarding arrangements in place for internal English language tests and pre and in-sessional supports available at GBS, within 12 weeks of TrustEd Ireland authorisation. The Panel also **recommends** that the School develop further in-sessional English language supports to help ensure international learners progress on their programme of study.

Condition 7

5.5 (b)-(c): Although the School had stated that criteria 5.5 (b)-(c) were not applicable, the Panel advised that these criteria were in fact fully applicable as GBS offers a foundation year programme and therefore was non-compliant with criteria 5.5 (b)-(c). The Panel **sets a condition** that the School ensure the International Foundation Year Programme at GBS leads to a Level 5 Special Purpose Award on the NFQ within two years of TrustEd Ireland authorisation.

Principle 5.6 International Learners outside the State

HE providers ensure that learners outside the state who are enrolled on their programmes receive quality learning experiences, where these programmes lead to awards that are included within the NFQ, and whether they are offered in transnational education settings and/or through remote, fully online modes of learning.

5.6.1 (a) HE providers, having regard to their statutory quality assurance obligations, shall ensure that the academic quality, standard and recognition of their transnational education programmes are equivalent to the academic quality, standard and recognition of the programmes they provide within the state.

5.6.1 (b) HE providers shall apply the principles and criteria set out in this HE Code in an equivalent manner in transnational education settings, including in relation to the provision of learner support services.

5.6.1 (c) HE providers shall support QQI, as appropriate, in implementing its statutory function to facilitate the recognition outside the state of awards made in the state. This facilitatory function extends to awards included within the NFQ, where the programmes leading to these awards are provided outside the state.

5.6.1 (d) Linked providers who intend to offer transnational education programmes that lead to awards within the NFQ shall only do so with the agreement of the designated awarding body or bodies making the awards.

5.6.2 (a) HE providers, having regard to their statutory quality assurance obligations, shall ensure that the academic quality, standard and recognition of their remote online programmes are equivalent to the academic quality, standard and recognition of the programmes they provide through other teaching and learning modes.

5.6.2 (b) HE providers shall apply the principles and criteria set out in this HE Code in an equivalent manner in relation to learners outside the state enrolled on remote online programmes that lead to awards included within the NFQ, including in relation to the provision of learner support services.

5.6.2 (c) HE providers shall support QQI, as appropriate, in implementing its statutory function to facilitate the recognition outside the state of awards made in the state. This facilitatory function extends to awards included within the NFQ, where the programmes leading to these awards are offered as remote online programmes.

5.6.2 (d) Linked providers who intend to offer remote online programmes to learners outside the state that lead to awards within the NFQ shall only do so with the agreement of the designated awarding body or bodies making the awards.

Summary

This section is currently not applicable. The Panel noted, however, that GBS states in its IEMAS that, although it does not currently offer programmes that fall within these criteria, it is proactively engaged in aligning its educational offerings with QQI's statutory policies and procedures related to blended and fully online learning modalities and is preparing its application to extend its scope of provision in recognition of national and global demand. The School is committed to leveraging these technological advancements to develop comprehensive blended and fully online programmes and its strategic direction aligns with QQI's statutory requirements and responds to the growing global demand for flexible, accessible, and internationally recognised online education. While maintaining current compliance obligations through face-to-face instruction, GBS is actively exploring opportunities to enrol local international learners based outside the state in future fully online and blended programmes, broadening its educational reach and enhancing its global accessibility.

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

Galway Business School (GBS), located in Salthill, Galway, focuses on delivering high-quality education to students from diverse cultural and geographical backgrounds, emphasising cross-cultural learning, international collaboration, and enhanced global employability.

GBS now incorporates the Galway Cultural Institute as its dedicated language department to enhance the provision of educational pathways and opportunities that meet the academic needs of the GBS global student community in addition to mature and part-time local learners by providing programmes that are flexible, accessible for a broad range of learners.

Galway Business School provides internationally focused business and enterprise related undergraduate programmes. The GBS portfolio is further enhanced through provision of

professional and non-accredited courses in leadership, management, HR, English language and work-based learning.

GBS currently has 340 students from 27 countries undertaking a range of undergraduate and professionally focused and non-accredited business-related programmes.

GBS provides comprehensive resources and student support at all stages in the learner journey from pre-application to completion of studies. This information and support activity includes detailed pre-arrival and induction information along with programme and module specific information including LMS use, access to key academic and support resources as well as assessment requirements and schedules and academic integrity expectations.

The GBS IEMAS was developed through a process of structured collaboration involving key institutional stakeholders to ensure the submission was accurate, comprehensive, and aligned with existing and emerging institutional policies and practices including the GBS Quality Assurance Handbook and the IEM Code of Practice. Draft versions were reviewed internally through staff meetings, and specific briefings led by senior management and department heads. These iterative reviews enabled staff at all levels to provide feedback, verify content accuracy, and suggest potential enhancements.

The finalised IEMAS document was formally approved by the GBS Academic Council. This endorsement affirmed the document's alignment with institutional academic and operational strategies, validating the accuracy of current practices and future commitments regarding international learner management and support.

Moving forward, GBS is committed to utilising its learning technology infrastructure and expertise to develop comprehensive blended and fully online programmes. This strategic commitment will align with QQI's statutory requirements in response to an increased demand for flexible, accessible, and internationally recognised online education and student support, while maintaining current compliance obligations through face-to-face instruction.

Recommended condition(s) of authorisation:

Condition 1

5.1.1 (e): that the provider carry out an audit of the website to ensure that any discrepancy in relation to the apparent misuse of the National Framework of Qualifications is corrected within 12 weeks of TrustEd Ireland authorisation in order to ensure compliance with information for learner requirements, as set out in Section 65 of the 2012 Act.

Condition 2

5.1.2 (d): that the Provider deliver on plans to ensure that all new and existing contracts with partners and recruitment agents include explicit reference to the principles of the London Statement, ensuring ethical recruitment and transparent business practices. This must be delivered within two years of TrustEd Ireland authorisation.

Condition 3

5.1.2 (e): that the Provider deliver on plans to include a termination clause in all agent agreements specifying the right to terminate agreements should an agent fail to comply with the principles of the London Statement. This must be delivered within two years of TrustEd Ireland authorisation.

Condition 4

5.1.2 (f): that the Provider deliver on plans to implement a formal due diligence process to include collections of the requisite number of references, verification of agent compliance and reviews of historical performance of agents. This must be delivered within one year of TrustEd Ireland authorisation.

Condition 5

5.1.2 (h): that the Provider review the performance of all agents formally on an annual basis within 12 weeks of TrustEd Ireland authorisation.

Condition 6

5.5 (a): that the School ensure that the English Language Policy Statement (ELPS) is published on the GBS website within 12 weeks of TrustEd Ireland authorisation.

Condition 7

5.5 (b)-(c): that the School ensure the International Foundation Year Programme at GBS leads to a Level 5 Special Purpose Award on the NFQ within two years of TrustEd Ireland authorisation.

Commendations:

N/A

Recommendations:

Recommendation 1

5.1.2 (c): that the School deliver on plans to review all agent agreements and develop standardise templates to cover all terms of engagement within 24 weeks of TrustEd Ireland authorisation. (Timebound)

Recommendation 2

5.2 (c)-(f): that the School review its admission policy and procedures and any other relevant policies and processes against the principles and guidance in the LRC and subsidiary texts, and against the HE Code criteria, to establish clearly where gaps exist in institutional policy and practice including publicising timeframes within one year from TrustEd authorisation. (Timebound)

Recommendation 3

5.2 (f): that information regarding the appeal process, including information relating to appeals process timeframes, be made accessible to students within one year of TrustEd Ireland authorisation. (Timebound)

Recommendation 4

5.3.2 (a)-(d): that the website information for learners is brought up to date within 12 weeks of TrustEd authorisation. (Timebound)

Recommendation 5

5.4.1 (h): that the School establish stable communication channels to provide information for analysis, reporting and decision-making within 24 weeks of TrustEd Ireland authorisation. (Timebound)

Recommendation 6

5.5 (a): that the School include further information on the English language proficiency entry requirements, including any internal English language tests used, and on the pre- and in-sessional English language supports, as well as the quality assurance arrangements and any credit and/or awarding arrangements in place for internal English language tests and pre and in-sessional supports available at GBS, within 12 weeks of TrustEd Ireland authorisation. (Timebound)

Recommendation 7

5.5 (a): that the School develop further in-sessional English language supports to help ensure international learners progress on their programme of study. (Non-timebound)

Declarations of Assessment Panel

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

Assessment Panel Chairperson:

Maureen McLaughlin

Date: 03 October 2025

Signed: 

17 November 2025

Galway Business School Formal Response to the TrustEd Ireland Assessment Report

Galway Business School welcomes the TrustEd Ireland Assessment Report and the constructive engagement of the Panel throughout the review process. We acknowledge the findings and recommendations presented, and we confirm our commitment to meeting all conditions and timebound recommendations within the specified timeframes.

GBS acknowledges the recommendations and areas for attention identified and has already progressed several actions arising from the assessment. In particular, GBS has enhanced the visibility of key policies for learners, partners and recruitment agents and improved the consistency of publicly available information across the website. These actions reflect our commitment to transparency and compliance with national and international quality standards.

GBS confirms that all programme pages on the website have been updated to ensure accurate reference to NFQ levels and QQI awards. The School will continue to conduct regular audits of the website and all marketing collateral to ensure the accurate use of NFQ awards and compliance with Section 65 of the 2012 Act.

GBS will implement a structured plan to ensure that all new and existing partner and recruitment agent agreements explicitly reference the principles of the London Statement, reinforcing our commitment to ethical recruitment practices. GBS will ensure that all agreements include a termination clause allowing the School to end a partnership where an agent fails to comply with these principles. Both conditions will be fully met within two years of authorisation. GBS will further formalise its due-diligence processes, including collecting the requisite references, and reviewing agent and partner performance. For industry-accredited partners, including those recognised by ICEF, accreditation evidence will form part of the due-diligence process.

The enhancement of learner-facing information and internal communication has already begun. The School recognises the importance of accessible, current information for both applicants and enrolled students, especially in areas relating to English language entry requirements, admission and student supports. The English Language Policy Statement has now been published on the GBS website. Updates to the Student Handbook and VLE are underway and will continue as part



of our cyclical quality review processes. These improvements reflect our commitment to supporting diverse learner needs, including international students who may require additional academic or linguistic support throughout their studies.

GBS will progress work on the International Foundation Year (IFY) to QQI validation leading to a Level 5 Special Purpose Award on the NFQ within the two-year timeframe through our established programme development cycle. This ensures that all programmes remain fully aligned with NFQ standards and that progression routes for learners are clear, coherent and supported by transparent academic policies.

GBS further acknowledges the importance of structured internal communication and will formalise mechanisms to ensure that student feedback, programme data and operational insights feed systematically into decision-making processes. This integration will enhance evidence-informed planning, responsiveness, and the visibility of actions taken.

GBS appreciates the Panel's recognition of GBS's strengths in areas such as learner support, responsiveness, international engagement, and the quality of staff–student interaction. We remain committed to building on this strong foundation as we implement the recommendations set out in the report. The progress already achieved reflects our forward-looking approach and our intention to embed these improvements in a sustainable way.

Galway Business School is confident that the actions outlined in the response will reinforce the School's compliance, enhance the learner experience and strengthen the overall quality of the institution. We thank the Panel for their guidance and look forward to progressing the actions outlined in this response and being part of the TrustEd Ireland community.

Celestine Rowland

**Managing Director
Galway Business School**