



This review method
is ESG compliant

Annual Monitoring for Educational Oversight

QAHE (Ulst) Limited

June 2026

Annual Monitoring: Desk-based analysis of QAHE (Ulst) Limited, June 2026

Outcome

1. From the annual return and documentary evidence, the monitoring team concludes that QAHE (Ulst) Limited is making **acceptable progress** on the implementation of their action plan.

Monitoring summary

2. The provider is implementing the action plan that has been agreed and the actions can be evidenced to be having their intended effect. The annual return and supporting evidence demonstrate that the provider has made substantial progress against the recommendations and good practice identified at the previous review. There is evidence that actions have been implemented across all areas of the action plan and, in several cases, that they are contributing positively to quality assurance, student engagement, governance, retention and academic support.
3. The annual return provides evidence of a thoughtful and reflective approach to enhancement. The provider has not simply reported activity but has generally linked actions to outcomes and provided supporting documentation to evidence progress. Positive developments include the expansion of student feedback mechanisms through QR-code feedback, pulse surveys and “You Said, We Did” initiatives, demonstrating a stronger institutional approach to listening and responding to the student voice. The provider has also continued to build on previously identified good practice relating to digital innovation through the development of cloud-based laboratories, industry-aligned learning platforms, digital assessment support and employability-focused activities.
4. The strongest evidence of impact relates to student support and retention. The enhanced Student Retention Project reports measurable reductions in students progressing to higher-risk intervention stages and a reduction in withdrawals for non-engagement despite significant growth in student numbers. The continued development of the Academic Community of Excellence (ACE), including ACE on Demand, self-study resources, enhanced diagnostic checklists and targeted support for neurodivergent students, provides further evidence that interventions are supporting student engagement and success.
5. Progress has also been made in response to recommendations concerning governance and complaints procedures. The establishment of an Academic Board and supporting sub-committee structure represents a significant step towards a more formalised academic governance framework. Similarly, revisions to complaints procedures, induction materials and student-facing guidance have improved clarity regarding complaints processes for students studying through the partnership with Ulster University.

6. Analysis of the annual return indicates that the provider continues to operate at significant scale, with approximately 6,300 students across three campuses. While recruitment has reduced by 32 per cent compared with the January 2025 intake, the provider has evidenced an understanding of these trends and has continued to expand provision and support structures. The annual return also identifies areas requiring ongoing attention, including performance on the BSc Accounting with Management programme and the MSc Health Promotion and Public Health programme, both of which remain subject to targeted action planning and review.
7. Several significant developments are relatively recent. The Academic Board was established in August 2025, and the new committee structure first met in April 2026. Similarly, student representation within governance structures is still being implemented, and the enhanced quality monitoring arrangements, including AI-assisted feedback analysis, have yet to demonstrate sustained impact over time. While implementation is evident, there is not yet sufficient evidence that these developments are fully embedded and delivering long-term enhancement beyond the requirements of the original action plan. However, there is no evidence of significant deviation from the agreed action plan, and the provider has demonstrated clear progress, with actions generally having their intended effect. No material changes have been identified and the provider continues to effectively maintain academic standards and the quality of learning opportunities.

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