



This review method
is ESG compliant

Annual Monitoring for Educational Oversight

**Kaplan International
Colleges UK Ltd:
Glasgow International
College**

June 2026

Educational Oversight Review: Report of the monitoring visit for Kaplan International Colleges UK Ltd: Glasgow International College, June 2026

Outcome of the monitoring visit

1. From the evidence provided in the annual return and at the monitoring visit, the review team concludes that the Kaplan International Colleges UK Ltd: Glasgow International College is making commendable progress in its continuing management of its responsibilities for academic standards and the management/improvement of the quality of learning opportunities.
2. The monitoring visit was carried out by Dr Graham Garforth, Reviewer, and Alan Weale, QAA Officer, on 16th June 2026.

Changes since the last QAA review

3. Since the 2025 Review the College has moved location to another part of the University campus. The College are currently recruiting for a new College Director as the previous College Director has moved into a company Regional Director role. At the time of review, the College had 127 staff and 902 students (2025-26 academic year to date).

Findings

4. This is the first monitoring visit since the 2025 Educational Oversight Review of Kaplan International Colleges UK Ltd: Glasgow International College. This monitoring visit considered progress against one recommended action and six features of good practice. The recommended action can be affirmed as complete through the updating of relevant policies and documentation. The College is making commendable progress in further embedding the good practices identified during the review visit. However, as this is the first monitoring visit it is too early for full progression data to be available to assess the extent of liaison with the University of Glasgow and the integration of policy and procedure, which maximises the potential for students to succeed on Glasgow International College programmes and to successfully transition to higher level study at the University. Data sharing procedures are set up through the joint management boards to be able to do this.
5. The recommendation of the 2025 review was that the College amend the complaints policy to ensure that it does not directly or indirectly discourage students from raising anonymous complaints on issues that impact their experiences and outcomes. The College has updated the College Complaints Procedure Flowchart; Kaplan has revised the Complaints and Appeals Procedure and Harassment and Sexual Misconduct Policy which apply to colleges across the Kaplan Group. The College has revised the student voice chapter in the Academic Standards Quality Manual to reflect the updates. The College has not received any anonymous formal complaints to date. This action from the 2025-26 action plan is complete.

6. The 2025 review identified six features of good practice. The first related to the extent of liaison with the University of Glasgow and the integration of policy and procedure, which maximises the potential for students to succeed on Glasgow International College programmes and to successfully transition to higher level study at the University. The College has continued this good practice. The Joint Strategic Management Board (JSMB) and Joint Academic Management Board (JAMB) board meetings have continued and a number of additional progression routes have been agreed as the two institutions work together as strategic partners. A new liberal arts progression route is currently in development as a result of curriculum strategic development at the University. Moderation systems operate with oversight of academic performance by the University through the use of Subject Moderators who are University staff who review a sample of assessed work and provide formal feedback to the College annually. Informal opportunities for liaison continue, for example with Quality Assurance Partners and through academic discussions between College and University staff. As a result, College staff update curricula to ensure students are prepared for progression to the University. For example, the economics curriculum was updated following a review of university progression data which identified additional statistics and examination skills which may better support students' progression. Opportunities for transition events to support student progression to the University continue to develop. Students reported that they attended numerous transition events and used University facilities, including the library and laboratories. As a result, these working practices and procedures maximise the opportunities for student success and progression as evidenced by the 93% of students who progressed to their chosen University of Glasgow programme.
7. The second related to the proactive and coherent approach to developing the academic integrity of students and skills of staff, with specific reference to Artificial Intelligence, which ensures that students use existing and evolving technologies to support their learning, with probity. The College is actively continuing to develop the approach to support academic integrity with a number of ongoing actions in the College Action Plan relating to use technology to develop practice. Since the Review visit, the College has continued to collaborate with the University. The College is aligned with the University's policy on academic misconduct and the use of digital technology, including artificial intelligence. Policies and guidance cover the use of artificial intelligence. Student and staff facing information relating to academic integrity and artificial intelligence is embedded into Welcome Week Events modules and the virtual learning environment (VLE). As a result, staff and students' knowledge and use of artificial intelligence is developing and students were clear on how digital technology could be used to support learning in an academically safe way.
8. The third related to the highly positive and receptive way in which the College responds to student feedback and outcomes which has led to the implementation and resourcing of significant strategies and roles, including the introduction of team teaching, STEM Advisors and dedicated Learning Advisors which together enable students to succeed. Since the Review, the College has monitored feedback gathered via the student representative system, feedback surveys and feedback emails. Thus, students felt that learning was supported through the effective use of technology by staff, that team teaching effectively supported learning. In addition, reacting to student feedback the College has used the new building to provide more opportunities to build student belonging and restructured computing assessment to re-balance the academic workload for students. As a result, it was clear that the College continued to respond to student feedback and students felt that this was supporting their learning positively.

9. The fourth related to the highly collaborative way in which academic teams and student support services work to support individual student needs. Since the Review, the College's academic and student support colleagues have worked collaboratively to support individual student needs. End of Cycle panels are held to review student progress and identify support needs holistically across pastoral and academic needs. The fifth related to the Learning Advisor role, which was undertaken by personnel whose sole function was to work in that role and to identify needs and support students to achieve their full potential. Following the review of the Learning Advisor role the College and Kaplan have revised the approach. A supporting Student Success model has been devised to build upon the previous approach. Students have a named contact to whom they can go when they need help and support and these colleagues signpost students to specialist support as required. Students reported that they felt supported and knew where to go to get that support. As a result of the continued collaborative approach between academic and student support colleagues, including the Supporting Student Success model, 96% of students successfully completed their programmes.
10. The final feature of good practice related to the consistent and coherent 'Discover, Develop, Do' teaching and learning framework, which is fully understood by all staff and by students and which is applied consistently ensuring that students develop their capacity for active and independent learning. As seen in the Review, the College continues to include a session in the induction programme for students so that Welcome Week includes establishes the learning and teaching principles and this approach is reinforced to students via information included within the VLE. Staff develop pre-work materials for students, plan sessions to develop concepts and devise follow up assessments. Students reported that they engage with pre-class activities and reading to prepare for learning, develop ideas and concepts together with tutors in class and then apply their learning to formative and summative assessments following class. As a result, it is clear that the 'Discover, Develop, Do' framework for learning and teaching is becoming more embedded with understanding of the framework better understood by students and staff.
11. The key factor that triggered a site visit during this monitoring period was the College's move to a new building. The review team were able to assess the building and facilities during a tour. The building is a new building with ample teaching and learning space equipped to modern standards. At the time of the site visit, the College had not fully completed the furnishing of all of the space. However, given that what had been completed was already more than satisfactory there is every expectation that the completed facilities will result in a learning space of the highest calibre. All teaching will now take place in this one building rather than students having to move around the campus between sessions. Students will retain the rights of access to University facilities and services that are already available.
12. The College had 1,498 students in the 2023-24 academic year, 1,337 students in the 2024-25 academic year, and 902 to date in 2025-26. The College, in their annual monitoring submission explain this this change is reflecting a recalibration following a period of growth and is consistent with broader sector trends and external factors influencing UK international student recruitment. The College continues to monitor recruitment patterns closely to ensure alignment with strategic targets of the University.
13. Academic performance over the previous academic year has remained strong. In the 2024-25 academic year, the last full completed academic year 1,337 students were initially enrolled and 97.9% (1,309) completed their programmes. 95.5% (1,277) passed. 93% of students who progressed to their chosen University of Glasgow programme.

Progress in working with the external reference points to meet UK expectations for higher education

14. The quality assurance processes used by the College are documented in the College Academic Standards Quality Manual. The processes are aligned to the UK Quality Code for Higher Education and the Sector-Agreed Principles. Specific references are made to relevant external reference points where relevant. Examples of this alignment are the use of external examiners, engaging with student feedback, module monitoring processes, the complaints policy and procedures in place, and management processes in place for the partnership.
15. The Academic Planning and Quality Committee is responsible for ensuring that programmes align with the Scottish Credit and Qualifications Framework (SCQF) and Common European Framework for Languages (CEFR). During new programme development such as SCQF frameworks were used to inform development of the foundation certificates' learning aims.

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Southgate House, Southgate Street, Gloucester GL1 1UB

Tel: 01452 557000 (voicemail only)

Web: www.qaa.ac.uk

