



This review method
is ESG-compliant

Educational Oversight Review

Kaplan International Colleges
UK Ltd: Glasgow International
College

April 2025

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About this review

This is a report of an Educational Oversight Review (EOR) conducted by the Quality Assurance Agency for Higher Education (QAA) at Kaplan International Colleges UK Ltd: Glasgow International College.

EOR consists of a number of components. The Core component is a review of a provider's arrangements for maintaining the academic standards and quality of the courses it offers against nine of the Sector-Agreed Principles contained within the UK Quality Code for Higher Education (2024). This subset of Principles has been mapped to the core requirements that have been set out by the Home Office in relation to educational oversight. Further information about the Core component of EOR can be found in the [Educational Oversight Review Guidance for Providers](#).

The review took place on 26 April 2025 and was conducted by a team of three reviewers, as follows:

- Professor Sushma Patel (reviewer)
- Mr Colin Stanfield (reviewer)
- Ms Kikelomo Ladipo (student reviewer)

The QAA Officer for this review was Mr Alan Weale.

In Educational Oversight Review (Core component) the QAA review team:

- determines an outcome against a subset of the Sector-Agreed Principles outlined in the UK Quality Code for Higher Education
- identifies features of good practice
- makes recommendations
- identifies areas of enhancement activity
- determines an overall judgement as to whether the provider meets the Home Office's quality assurance requirements for educational oversight.

The QAA website gives more information [about QAA](#) and its mission. A dedicated section explains the method for [Educational Oversight Review](#) and has links to other informative documents. QAA reviews are evidence-based processes. Review judgements result from the documents review teams see, the meetings they hold, and drawing upon their experience as peer reviewers and student reviewers.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) provide the framework for internal and external quality assurance in the European Higher Education Area. QAA's review methods are [compliant with these standards](#), as are the [reports we publish](#). More information is available on our [website](#).

This review was conducted in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

Executive summary

Glasgow International College (GIC) is operated by Kaplan Glasgow Limited. Kaplan Glasgow Limited forms part of Kaplan International Pathways group. Kaplan International Pathways is a group of UK registered companies that operate together, trading as “Kaplan International Pathways.” The group is formed of Kaplan International Colleges UK Limited as the parent company and its subsidiaries. Each of the subsidiaries is 100% owned by Kaplan International Colleges UK Limited. Kaplan International Pathways forms part of the UK division of a US corporation, Kaplan, Inc. Kaplan, Inc. is the operational parent company of Kaplan International Pathways. Kaplan, Inc. is headquartered in Fort Lauderdale, Florida and is one of the world’s largest and most diverse private education companies. Kaplan, Inc. is a subsidiary of GIC’s ultimate parent company, Graham Holdings Company (NYSE: GHC) (formerly known as The Washington Post Company). The company’s aim is to deliver world-leading pathway programmes designed specifically to meet the needs of international students.

Kaplan International Pathways has existing partnerships in the UK with nine Universities operating embedded colleges on university campuses. Additionally, Kaplan International Pathways operates a further college in London which links to more than one partner institution.

Since establishing the first pathway college with Nottingham Trent University in 2005, Kaplan International Pathways has grown from recruiting 180 students per year from 13 countries to over 8,400 students from 140 different countries in 2023/24.

Glasgow International College delivers Foundation Certificate programmes that prepare international students for entry to undergraduate (Year 2 entry) and Pre-Master’s programmes that prepare international students for postgraduate entry. Subject areas include Arts and Humanities, Science and Engineering, Law and Social Sciences, Business, Economics and Finance, and Medical, Veterinary and Life Sciences.

In 2023-24, GIC enrolled 1,415 students, with 1,317 progressing to the University of Glasgow (UofG); GIC had 106 full time equivalent permanent employees, with 60 additional colleagues joining on fixed term contracts at peak periods.

Programmes are specifically designed in collaboration with the University of Glasgow to prepare international students to succeed at the University. Depending on their entry level of English, students join programmes for a variety of durations, and study modules appropriate for the individual student and their university progression requirements. The University of Glasgow sets exit requirements for students in consultation with GIC at the Joint Academic Management Board (JAMB).

Awards at GIC are conferred by Kaplan International Pathways and recognised for entry purposes by the University of Glasgow under the terms of a written co-operation agreement. On successful completion of their studies at the required academic and English exit levels, students are guaranteed an unconditional offer of progression to an undergraduate or postgraduate degree at the University, and GIC supports them to take up that place. Students who obtain the Kaplan Pathways Award, but who fail to meet the conditions of their offer for progression to the University, are provided with support to apply for entry to other universities through Kaplan’s University Placement Service (UPS).

In reaching conclusions about the extent to which Kaplan International Colleges UK Ltd: Glasgow International College meets the Sector-Agreed Principles, the QAA review team followed the evidence-based review procedure as outlined in the guidance for Educational Oversight Review (July 2024). Kaplan International Colleges UK Ltd: Glasgow International

College provided the review team with a self-evaluation and supporting evidence. During the review visit, which took place on the 29 April 2025, the review team held a total of six meetings with the senior college management team, senior corporate managers of Kaplan International Pathways, academic staff, professional support staff and students. The review team also had a demonstration of the virtual learning environment and student management system.

In summary, the team identified six examples of good practice and identified one recommendation for improvement.

Conclusions

The QAA review team reached the following conclusions about the higher education provision at Kaplan International Colleges UK Ltd: Glasgow International College.

The QAA review team determines that Kaplan International Colleges UK Ltd: Glasgow International College:

- **meets** the Home Office's Quality assurance requirements for educational oversight.

Good practice

The QAA review team identified the following features of **good practice**:

- 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 (**Sector-Agreed Principle 1**).
- The highly positive and receptive way in which GIC 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 (**Sector-Agreed Principle 4**).
- The highly collaborative way in which academic teams and student support services work to support individual student needs (**Sector-Agreed Principle 10**).
- The Learning Advisor role, which is undertaken by personnel whose sole function is to work in that role and to identify needs and support students to achieve their full potential (**Sector-Agreed Principle 10**).
- 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 (**Sector-Agreed Principle 11**).
- 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 (**Sector-Agreed Principle 11**).

Recommendations

For recommendations that relate to areas for development and enhancement that do not impact on the Sector-Agreed Principle being met the QAA review team makes the following recommendations:

By 1 September 2025

- 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. (**Sector-Agreed Principle 12**).

Financial sustainability, management and governance

The financial sustainability, management and governance (FSMG) check has been **satisfactorily** completed. The outcome of the FSMG check for the **institution** is that **no** material issues were identified.

Explanation of the findings – Sector-Agreed Principles

Principle 1: Taking a strategic approach to managing quality and standards

Providers demonstrate they have a strategic approach to securing academic standards and assuring and enhancing quality that is embedded across the organisation.

Findings

1 Kaplan International Pathways has ultimate responsibility for the qualifications offered in its name. Responsibility for the delivery of standards and quality rests with Glasgow International College (GIC).

2 The guiding principles, terms of reference and constitution for all bodies responsible for the strategic approach to securing academic standards are set out in the Management and Academic Governance for Kaplan International Pathways UK document. These bodies range from the UK Governing Body, the UK Senior Management Team and the UK Pathways College Executive Management Board, through the Academic Planning and Quality Committee (APQC), which is Kaplan International Pathways' senior academic body and is responsible for the governance of academic standards and quality. Full details are also given for bodies such as the Programme Committees, Assessment Boards and Student Advisory Panel. Each of the bodies listed in this paragraph operates at Kaplan International Pathways level. GIC staff sit on these bodies, including GIC students who may join the Kaplan International Pathways Student Advisory Board.

3 The Management and Academic Governance for Kaplan International Pathways UK document shows clear lines of reporting (including those between Kaplan International Pathways and GIC and within GIC itself), membership details and scheduling of meetings. Because of this the approaches set out in the document are likely to provide a robust basis upon which Kaplan International Pathways and GIC can secure academic standards and assure and enhance the quality of provision.

4 The Quality Assurance Framework (QAF) and Academic Standards and Quality Manual (ASQM) set out the strategic approaches to securing academic standards, enhancing quality and outline the processes and procedures which underpin the strategies. The QAF and ASQM ensure that consistent approaches are embedded across the organisation. For example, the QAF section 2, sets out the overarching governance structure for the assurance of academic standards and the enhancement of quality. The ASQM includes the assessment regulations and details the quality assurance mechanisms introduced in the QAF.

5 For collaborative arrangements (e.g. with the UofG) the Joint Academic Management Board (JAMB) acts in partnership with the host HEI to, for example, review and agree changes to the College's curriculum and approve the list of programmes for articulation. The articulation arrangement between GIC and UofG clearly shows the potential progression routes at undergraduate and Masters level. This demonstrates a full understanding of the relationship between GIC and the UofG in terms of student progression.

6 The strategic management of the UofG partnership is overseen by a Joint Strategic Management Board (JSMB) which is at Kaplan International Pathways level and a Joint Academic Management Board (JAMB) which is jointly managed by UofG and GIC. The JAMB is chaired by a senior academic at the University, currently the Assistant Vice-Principal (Learning and Teaching), which enables a joint review of academic quality and

standards including new programme approvals. Strategic approaches are embedded through the APQC and the GIC JSMB and JAMB meetings with UofG. The minutes of the APQC clearly demonstrate this approach in practice with a range of proposed curriculum changes being presented to the Committee for consideration and, where applicable for their approval. Examples of GIC curriculum changes included those for History of Art and Digital Pathways programmes, where module content was adapted to reflect developments in the sector and assessments amended to reflect this.

7 In addition to the documentary evidence cited above and below, the review team heard consistent evidence from GIC and UofG staff of extensive integration of approaches to standards and quality between the organisations, including from teaching staff, the Director of Recruitment and International Relations and the UofG Vice Principal Teaching and Learning. For example, the role of the Subject Moderators working with GIC teams to facilitate alignment of progression routes for new programmes and revisions to existing modules and programmes. The review team noted that for 2023-2024, of the 1415 students from 140 countries, 1317 progressed to UofG demonstrating high levels (>90%) of progression through to the intended progression routes of students.

8 Additionally, UofG periodically undertakes an Academic Review of GIC partnership provision, which in turn creates the workplan for JAMB. Minutes of JAMB and the UofG/GIC JAMB Action Tracker show high levels of attendance by colleagues from both GIC and UofG and regular review of the actions arising from the UofG Academic Review. For example, the Action Tracker updated in October 2024 shows that a review of the conversion percentages for the Foundation Certificate for Science and Engineering was complete while action to develop a New Pathway Sign-off Process was 'on-going' but was still being 'checked' by the JAMB.

9 Given the high levels of attendance evidenced in the samples of minutes submitted and that they demonstrate the strategic approaches adopted by GIC, in partnership with Kaplan International Pathways and with UofG, they confirm that GIC is operating a sound strategic approach to the management of academic standards through its deliberative committee structure.

10 Taking into account the arrangements explained in paragraphs 5 - 9, the review team concluded that the extent of liaison with the UofG and the integration of policy and procedure, which maximises the potential for students to succeed on GIC programmes and to successfully transition to higher level study at the UofG, is a feature of **good practice**.

11 GIC approaches to Equality Diversity and Inclusion (EDI) for staff and students are underpinned by Kaplan International Pathways' core mission: "that equity, diversity, and inclusion benefit everyone" and which is articulated in the Kaplan International Pathways Staff EDI Strategic Plan. The EDI Steering Group operates at Kaplan International Pathways Group level and the minutes of the EDI Steering Group show the consideration of a wide range of EDI matters that are pertinent to all partners, including GIC, for example, in relation to staff induction, the student EDI strategy, and the role of EDI Champions.

12 The QAF and ASQM are hosted on the Virtual Learning Environment (VLE), which is accessible to all students, staff and external stakeholders. The review team were able to view the VLE prior to and during the review visit and were able to see that from a student perspective, the VLE gives ready access to a range of generic resources and information, along with module and programme specific material.

13 Details of the Student Advisory Board (SAB) are clearly set out in the Management and Academic Governance for Kaplan International Pathways. The SAB advises and inputs on developments so that the student voice and perspective inform and influence decisions and make recommendations to the UK Pathways College Executive Management Board (CEMB) and the UK Senior Management Team (SMT). For example, the curriculum

changes, referred to in paragraph 6 above, arose partly because of student feedback.

14 In their meeting with students the review team heard how student representatives valued their opportunity to sit on deliberative committees at all levels of GIC, Kaplan International Pathways and the University of Glasgow. They commented that this gave them a wider perspective on how GIC operates.

15 At Group level, the QAF, alongside the ASQM are reviewed annually to ensure that they remain up-to-date and aligned with sector norms. Kaplan International Pathways uses key management information, such as student performance and student feedback, for the management of academic standards and quality. Kaplan International Pathways monitors and reviews programmes on an ongoing basis and monitoring is reported upon annually via documentation produced at GIC level, such as GIC's Annual Programme Reports.

16 GIC Management Team creates a College Action Plan which is usefully benchmarked to the UK Quality Code for Higher Education, alongside other external reference points and inputs. The Plan sets out the enhancement projects that GIC seeks to take forward over the course of the year. This plan is detailed and comprehensive, clearly showing the area for development, the action to be taken, a review of progress to date, evaluation of impact, evidence to support the evaluation, responsibilities, timeframes and external points of reference. As such it provides sound evidence for regular review of the strategic approach at GIC level. For example, the GIC Action Plan 2024 describes the actions to be taken, in partnership with Kaplan International Pathways and UofG about the use of Generative AI by students. Actions include those for staff and students and are supported and driven by the Centre for Learning Innovation and Quality (CLIQ). CLIQ provides central oversight of programmes at GIC and supports staff in their implementation of quality assurance and enhancement approaches.

17 Overall, the review team concluded that Kaplan International Pathways, and specifically Glasgow International College, have a comprehensive and effective strategic approach to securing academic standards and assuring and enhancing quality that is embedded across the organisation. The arrangements for managing this strategic approach are clearly documented, made accessible to all staff and are understood and implemented by all staff of the organisation. The Kaplan International Colleges UK Ltd.: Glasgow International College therefore **is aligned** with the Sector-Agreed Principle.

Principle 3: Resourcing delivery of a high-quality learning experience

Providers plan, secure and maintain resources relating to learning, technology, facilities and staffing to enable the delivery and enhancement of an accessible, innovative and high-quality learning experience for students that aligns with the provider's strategy and the composition of the student body.

Findings

18 Kaplan International Pathways has an annual budget cycle that identifies priorities and resources for the College, this is reviewed by the Colleges Senior Management Team (Regional Director of Colleges and the Chief Operations Officer) with input from Kaplan International Pathways' central finance function. The focus is staffing levels (full-time equivalent and organisational structure) Information Technology (IT) resources, including laptop and personal computers (PCs), and other resources, including student activities budget. GIC ensures they have dedicated resources to support delivery of their programmes. For example, a new timetabling system was introduced by Kaplan International Pathways. As a result of student feedback, a dedicated wellbeing space was created for student support. Learning Advisors were recruited to provide pastoral and wellbeing support during timetabled meetings and signpost students to other services. GIC ensures the learning environments, both physical and virtual, are safe and accessible. General support for the health and safety of the physical environment is provided by UofGs Health and Safety Department, which includes reviews of display screen and maintenance of the buildings. Teaching accommodation is reviewed in line with the scheduling of the intakes and is adapted to support the wellbeing of students and provide sufficient teaching space in classrooms to accommodate and support learning. The VLE provides comprehensive information for staff and students and is accessible and inclusive. GIC applies Universal Design for Learning principles for all its learning materials.

19 GIC has a core of full-time staff who undertake much of the teaching supplemented by sessional teaching staff, with College Services staff providing a wide range of support services to students. There is an annual budgeting process, which works on realistic forecasting of student numbers. To ensure adequate resourcing, sessional staff are employed to meet forecasted student numbers and are resourced within the overall recruitment budget. Co-tutoring/team-teaching is resourced by GIC in targeted areas that will have the most impact at the Foundation Certificate Level.

20 GIC consults with UofG to consider classroom capacity and to plan for the forthcoming year. Laboratory capacity for the relevant programmes is also considered with UofG. Classroom and laboratory resources are adjusted as the year progresses, as necessary.

21 Sessional staffing is considered based on student numbers. This is determined in September each academic year and revised in January, as necessary. Staff are recruited at least 6 weeks prior to the start of teaching, to ensure that safeguarding and Disclosure and Barring Services (DBS) checks, can be completed in a timely manner.

22 The Staff Development Training Log 2022-2024 provides evidence of extensive staff training over the 2022-24 period. The log includes multiple examples of staff development at a variety of levels, for example internal safeguarding training, attendance at external conferences and enrolment to/completion of post graduate study in both subject specific and pedagogic qualifications, such as a PhD in Law and a Postgraduate Certificate in Academic Practice (PGCAP). The review team heard that staff at all levels are supported to undertake professional development in both their academic subject and in relation to their role at the College, for example through participation in the annual UofG Teaching Conference. The

review team considered that the extent and variety of staff professional development is extensive.

23 The tutor job description, which specifies the minimum qualifications required for a tutor, is clear and concise. For example, staff are required to hold a postgraduate qualification or high grade first degree, and for those teaching English language, a Masters-level qualification, a DELTA or equivalent qualification is required.

24 The 5-day staff induction schedule is comprehensive, covering a wide range of topics likely to be of value to new and continuing staff and ensures that they are prepared for the new term or academic year ahead. Topics such as academic integrity, EDI, digital literacies and programme and module intended learning outcomes linked to assessment are included in the schedule.

25 The review team heard how staff valued the induction that they experienced noting that it had been delivered in an active and engaging manner and included 'domestic' matters such as access to systems and development regarding approaches to teaching, learning and assessment. Where sessional staff were engaged after the main staff induction period, the review team heard how such staff undertook induction activities at the time of their appointment.

26 All permanent staff take part in an annual appraisal process that includes, for teaching staff, an evaluative observation of their teaching practice conducted by their line manager. The observations are developmental and the co-tutoring/team-teaching approach also provides development opportunities. These observations cover a broad range of aspects associated with teaching, learning and assessment, for example planning, classroom management, student engagement and formative assessment. The review team heard how staff recognised the value of the observation process and how it feeds into their annual appraisal, noting that the exercise gave them an opportunity to identify their strengths and areas for development.

27 Staff feedback is elicited through a number of mechanisms, including surveys, staff forums and H&S committees. Feedback on physical issues with the environment is obtained through QR codes in classrooms. Professional services staff identified how feedback from students resulted in a dedicated wellbeing space. Academic staff reported that a review of a module for Life Sciences was undertaken as a result of student feedback about assessment overload; the social science Foundation Certificate modules are being reviewed to embed more academic skills to support students in their first assignment; and computer-based simulations are being developed for the VLE to support Mathematics.

28 Additionally, a peer observation process is in place and is based on guidance in the Peer Observation and Guidance document which notes that the process is intended to be used as a developmental practice, for the mutual benefit of observer and teacher. Staff may request a peer observation using the request for Peer Observation Form found on the VLE. Again, the review team heard how staff valued the opportunity to engage in peer observations, stating that it enabled them to observe and to demonstrate best practice and to innovate.

29 Class sizes are intentionally small at GIC, with approximately 20 students. This allows staff to support student learning needs through small group teaching and is particularly relevant given that, at the start of their studies, students are learning in a second language and in a different cultural environment. Classrooms are allocated, based on class and cohort sizes and Anderson College is the dedicated GIC building with staff offices and teaching spaces. UofG provides specialist facilities, such as laboratories to GIC. GIC works with UofG to find appropriate classrooms for students who have disclosed support needs, so, for example classes are moved to the ground floor as appropriate.

30 Kaplan International Pathways is working towards enhancing the accessibility of the VLE to conform with the European Accessibility Act in June 2025. In their meeting with staff the review team heard that this is ongoing. The review team were able to view the VLE prior to during the review visit and were able to see that from a student perspective, the VLE gives ready access to a range of generic resources and information, along with module and programme specific material. The VLE contains a range of information for students, including programme and module level information, course materials, links to key documents such as External Examiners' reports and the Academic Standards and Quality Manual. Module Feedback is also completed by students through the VLE. Staff are supported and trained by CLIQ to maintain skills. CLIQ provides resources and different virtual tools and communication methods to maintain contact with students to help them learn using the VLE.

31 The Health and Safety Committee, which reports to the Health and Safety Steering Group, provides progress reports at each meeting as well as an annual report. The Health and Safety Committee governance structure outlines how health and safety principles are supported. Roles and responsibilities are clearly stated as an addendum to the Terms of Reference and clearly outline what is core and good practice for planning, delivering and monitoring health and safety. This includes health and safety responsibilities of staff, suppliers and contractors, monitoring and reviewing performance and training, and regular agenda items at board meetings.

32 Overall, the review team concluded that resourcing for learning is a strong feature of planning and that GIC secures and maintains resources relating to learning, technology, facilities and staffing that facilitates the delivery and enhancement of accessible, innovative and high-quality learning experiences for students. Resourcing considers the diverse demography of the student population. The Kaplan International Colleges UK Ltd.: Glasgow International College therefore **is aligned** with the Sector-Agreed Principle.

Principle 4: Using data to inform and evaluate quality

Providers collect, analyse and utilise qualitative and quantitative data at provider, departmental, programme and module levels. These analyses inform decision-making with the aim of enhancing practices and processes relating to teaching, learning and the wider student experience.

Findings

33 GIC has a range of robust mechanisms for collecting and scrutinising data. It utilises a range of different surveys for staff and students to monitor and evaluate how effective the learning environments are and to identify resources to deliver and enhance the learning experience. These include welcome week surveys, student experience surveys, pulse and end of module surveys, feedback from student reps and student membership of committees, and informal feedback via email and support staff.

34 GIC stores student attendance and performance data on their bespoke Kaplan Student System (KSS). The system supports the generation of assessment board and combined exit reports. Data is shared with management, cascaded to teams and informs the Annual College Report, formal meetings, external examiners (EEs) and other stakeholders.

35 The Annual College report is a confidential, strategic report presented by GIC Director. It is a self-evaluation, giving an overview of the student and college statistics about student enrolments, marketing, student demographics, admissions, student experience and support, student outcomes and progression, surveys, learning innovations and financial overview. The Annual College Report provides data on the numbers of students who meet the entry requirements and are eligible to progress to UofG. The report includes trends in recruitment, student outcomes and progression, student experience, student support surveys to enable GIC to make informed decisions on student support, finances and quality and standards.

36 The Annual Programme Reports summarise student outcomes and areas for enhancement, student feedback from student experience surveys and external examiner feedback. The report provides both qualitative and quantitative information about what worked well, new modules, assessment redesign and teaching. The report outlines what actions will be taken to continue the good practice or enhancements identified, by the programme and module teams, with Subject Moderators. This includes enhancements in other modules/programmes for formative exams and redesigning assessments to support student learning.

37 The Annual Programme Reports also include reference to 'what did not work so well' where appropriate. Examples included areas of development to support some students transitioning from GIC to the university, student engagement on modules during teaching observations and assessment outcomes. Associated smart actions to improve these areas included discussions with a Subject Moderator, discussions with students to understand what the issues are and how GIC can identify solutions and redesign assessments. Action Plan Tracking identifies and monitors the programme level action plan at the module level.

38 The Annual Programme Report appendices outline the quality assurance and enhancement activities, including completion of teaching observations, Continuing Professional Development (CPD), external examiner visits, skills for students and programme committees. GIC also collates cross-programme themes that include student achievement and progression, curriculum design and content, attendance and engagement, and learning and teaching. These are identified to provide an understanding of themes that had an impact on student success which can be used for enhancement activities for the next academic year.

39 The Subject Moderator Monitoring Report includes data on the number of students taking the module, average pass mark, distribution of marks and the standard deviation. The commentary includes information about the breakdown of the assessment average marks and areas of improvement. Qualitative student feedback is summarised in the comments as well as staff feedback. The report also includes module feedback from the university on the comparability of standards and consistency of marking with the university, and relevance to the learning outcomes; developmental feedback on the summative assessment included improvements to the feedback pro forma. The university feedback also identifies good practice in the module and students' preparedness to transition to the university programmes, by ensuring relevant lab practice and development of specific skills.

40 Kaplan is certified ISO 27001 and Cyber Essentials. Staff are trained in the ethical use of data, with mandatory information security and Privacy training, with screensavers and phishing assessments. The VLE has a 'Staying Safe Online' learning package for students. It provides an orientation about phishing, spam and spoofing, securing online identity, awareness of financial security and safe browsing online.

41 Student records are stored on KSS and access is provided to those staff who need it. The staff induction has an activity for staff to familiarise themselves on the use of the VLE and KSS.

42 The central system Higher Education Course Management (HECM) is used to minimise large amounts of data transfer on progression routes and other public information, between GIC and UofG. The Kaplan International Pathways Data Protection Policy is an overarching policy that clearly sets Kaplan's Data Protection obligations in detail for its staff, partners and third-party suppliers set against its ISO credentials and the key principles of GDPR. A data sharing agreement is in place between GIC and the university that outlines the obligations and responsibilities of both parties in accordance with Data Protection legislation

43 Data pertaining to student needs and outcomes, such as student attendance, marks profiles, cohort pass rates, etc are collected and analysed and are reviewed at End of Cycle Panels, which occur at the end of each 5-week learning cycle and provides an oversight of student progress and opportunities for future interventions. The End of Cycle Panel agendas identify how issues on student attendance, wellbeing, Exceptional Extenuating Circumstances and Academic Integrity cases are identified and associated actions outlined. The meetings are student focused and include notifying Learning Advisors if concerns are identified.

44 The Team found GIC is actively receptive to feedback and uses student outcomes data to inform its enhancement activities. As an example, the use of student outcome data and feedback from staff and students directly resulted in the creation of dedicated STEM Advisor roles for Science and Engineering students and Learning Advisors for student wellbeing support, and for academic writing and English language support. The highly positive and receptive way in which GIC 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 is a feature of **good practice**.

45 Overall, the review team concluded that GIC collects, analyses and utilises qualitative and quantitative data at all levels and proactively uses the data and subsequent analyses to enhance practices and processes relating to teaching, learning and the wider student experience. The Kaplan International Colleges UK Ltd: Glasgow International College therefore is aligned with the Sector-Agreed Principle.

Principle 5: Monitoring, evaluating and enhancing provision

Providers regularly monitor and review their provision to secure academic standards and enhance quality. Deliberate steps are taken to engage and involve students, staff and external expertise in monitoring and evaluation activity. The outcomes and impact of these activities are considered at provider level to drive reflection and enhancement across the provider.

Findings

46 The arrangements for monitoring and evaluation activities are documented clearly within the QAF and supported by the ASQM. The framework for monitoring and evaluation is predicated on agreed Key Performance Indicators, which are decided at Kaplan International Pathways level and then implemented by the College. These include: student progression (the proportion of students that met the conditions to take up their University place), student satisfaction (with a particular focus on a question about “Recommending GIC as a good place to study”) and enrolment at host (the proportion of students who, having met the conditions, take up their place at the University of Glasgow). These remain consistent through the College, are discussed at weekly College Management Team meetings, and form the basis of consistent and systematic monitoring.

47 Monitoring is on-going and occurs more formally at certain time points e.g. weekly at College Management Team meetings, mid module and end of module, end of programme and annually through the annual programme level monitoring.

48 The weekly College Management Team meetings review college operations and emphasise students' needs and enable the management team to act on issues and promote good practice, which can be shared. The process enables GIC to proactively generate smart actions, monitor and update the staff team.

49 Modules are monitored and reviewed internally through surveys completed by students. Students are invited to give feedback on each module they study. Feedback is reviewed and acted on by teaching staff. A detailed plan outlining the mechanisms and timelines for obtaining student feedback on modules is in place. This stipulates that 20-week modules or longer should have two surveys, a “Pulse” survey and End of Module Survey and 10-week modules will have an End of Module Survey only. Pulse surveys allow teachers to respond quickly to emerging issues rather than waiting until the end of the module. A Student Experience Survey provides a summary of the qualitative data as a dashboard. The majority of students are satisfied with their studies. The comments about their learning experience are positive. Enhancements suggested by students included more practical opportunities and case studies, and increased class discussions. College responses to student feedback are provided through ‘You Said, We Did’ posters.

50 The principal tool for recording the regular annual monitoring of programmes is the Annual Programme Report. These reports enable GIC to monitor and evaluate each programme based on what worked well, enhancements required, actions to be taken are proposed by programme teams and followed up through an action plan. The reports are evidence-based and include data on student outcomes, attendance and engagement of students, outcomes from GIC enhancement activities, staff and student feedback, and external examiner feedback. The annual programme level report is an example of how student voice, through student experience surveys at programme and module levels is monitored and tracked for quality assurance and enhancement, and so improving the student experience and ensuring the programme remains fit for purpose. All improvements and enhancements in programmes and modules are monitored, by Programme Committees and GIC Action Plan for continuous improvement to ensure student success. The annual programme level reports ensure there is consistency across all programmes and is key to

informing GIC Action Plan at both strategic and operational levels. The Annual Programme reports are considered at the operational level in the programme committees and strategically at JAMB.

51 Monitoring by external examiners plays a significant role in the annual programme level monitoring. External examiners scrutinise the modules on the programmes and attend the Assessment Board. The external examiners' reports respond to questions relating to quality and for each question outlines examples of good practice and enhancement. The report is then used to inform the annual programme level reports. External examiner reports are made available to staff and students on the VLE, although students met by the review team were unfamiliar with this practice.

52 In addition to the on-going monitoring explained in the preceding paragraphs, a periodic University Academic Review undertaken by UofG takes a comprehensive approach to the scrutiny of the provision at GIC. The most recent review took place in 2022. The report identifies both commendations and areas for improvements to meet the quality standards and enhancements which need to be in place to improve the provision. Commendations related to effective practice such as the highly effective learning support system, the way in which GIC manages transition activities and the College's strong leadership. Recommendations included a request for GIC to make an annual report to JAMB on external examiner feedback, the establishment of a low maintenance data sharing platform between GIC and UofG and to introduce a differentiated approach to English Language provision by providing more subject related provision. GIC has Action Trackers to monitor and complete the recommendations of the review. The role of the GIC Subject Moderators is to review modules and programmes and report into JAMB (see paragraph 5).

53 GIC Action Plan produced by GIC senior management team monitors student numbers, academic performance of students, the academic provision, and facilities. The data, as outlined in the QAF and the ASQM are evaluated to inform the action plan.

54 There are various points in the academic journey where both students and staff contribute to the monitoring and enhancement of the programmes. At programme level student representatives attend Programme Committees which are held once a term. The main discussion points at these committee meetings include academic standards and the quality of the programme including the End of Panel Cycle Panel data which is shared and highlights any concerns about individual students, as well as student performance and actions to be taken. Actions and outcomes arising from Programme Committees are communicated to staff and students through Programme Committee Minutes which are posted on the VLE. Students are also represented at JAMB and are briefed by the Learning and Teaching Director and the Chair of JAMB. Staff contribute by engaging with feedback from External Examiners Report, Subject Moderator and End of Cycle Panels Training is in place for both staff and students to engage in the monitoring and evaluation of the provision.

55 Teaching Groups, meet, as a minimum, three times a year and are a focus for discussion of best practice, changes and enhancement as related to teaching and learning approaches, student academic support, and curriculum development. They also provide a forum for considering issues raised by External Examiners and Subject Moderators. As an example, the Teaching Group minutes for Economics include three issues relating to student performance. Enhancements proposed to address poor performance in exams included increased academic support for students, additional reading materials and practice activities.

56 At a strategic level, GIC has processes in place to monitor and evaluate the delivery of its provision and considers longitudinal statistical data at the JSMB. Examples of improvements and enhancements are identified from the data Enrolment Report to ensure that students succeed in their studies at GIC and transition to UofG.

57 GIC Management Team meets weekly and evidence from minutes of these meetings

include feedback from discussions with UofG about academic integrity policies and practices that can be shared between GIC and UofG; Student feedback from the programme Committee meetings; and consideration of KPIs. GIC Management Team Minutes show the flow of information and feedback from Programme Committees. The Academic Standards and Quality of Programmes Report takes into consideration staff and student feedback, focussing on enhancements and workload planning.

58 GIC Executive Management Board Minutes are group level meetings where sharing of good practice and issues are discussed and college action plans are presented. The minutes and reports demonstrate the processes and information flows in place for input from academic and professional services staff, students, managers and senior staff from Programme Level to College Executive Management Board and the JSMB.

59 The review team, as a result of their evaluation of the documentary evidence supplied and through their discussions with the senior managers of Kaplan International Pathways and GIC are assured that the governance and operational structures support effective monitoring and evaluation activities through a number of committee structures that facilitates multi-way communication with all stakeholders.

60 Overall, the review team concluded the process of monitoring modules and programmes set out clearly and are accessible to staff and students. Both internal and external evaluative input is used and students have opportunity to comment on the quality of provision at different stages of the student journey. The external reviews processes are in place to monitor and enhance the provision. The Kaplan International Colleges UK Ltd: Glasgow International College therefore **is aligned** with the Sector-Agreed Principle.

Principle 7: Designing, developing, approving and modifying programmes

Providers design, develop, approve and modify programmes and modules to ensure the quality of provision and the academic standards of awards are consistent with the relevant Qualifications Framework. Providers ensure their provision and level of qualifications are comparable to those offered across the UK and, where applicable, The Framework of Qualifications for The European Higher Education Area.

Findings

61 Approaches to programme and module design, development and approval are based on the Kaplan International Pathways QAF and with reference to the ASQM.

62 The review team heard how GIC works closely with UofG to ensure that all programmes at GIC align with the progression requirements of UofG. This is facilitated by the pro-active work of UofG Subject Moderators and Quality Assurance Partners, the latter operate at a strategic level, liaising between GIC and Schools at UofG. The former operate at programme level and have direct relationships with College Academic Leaders, Managers and Programme Teams. Input regarding course amendments is received from external examiner reports, the outputs of internal evaluation and monitoring of existing programmes and modules.

63 The Academic Planning and Quality Committee (APQC) has a remit to receive and consider the academic approval of new programmes and modules and the modification of existing programmes, as stated at the start of each APQC meeting. The review team heard that for example, at the APQC meeting held on 11.03.24, there were proposals for a) an assessment strategy change for FC704 Social Science and b) an assessment strategy update to FC715 Engineering. The minutes evidence that each change was proposed by Academic Leaders from GIC and was given careful consideration by the Committee. In the examples given the former was not approved (because of concerns regarding assessment load), while the latter was approved, following valuable feedback from the external examiner and the relevant UofG School and Subject Moderator. All proposals submitted to the APQC are recorded and documented on a management site and minutes from the APQC meetings evidence approved changes.

64 Proposals are submitted to the APQC using the Curriculum Change Proposal Form which includes internal and external feedback on the proposed changes the Team reviewed two completed Curriculum Change Proposal forms which demonstrated this process in practice. The first relates to a proposed change to the Foundation Certificate for Science and Engineering and the second concerns the Foundation Certificate for Business and Social Sciences. In both cases, the form is useful to enable the APQC to arrive at a decision because they include detail relating to curriculum, cost and resource (physical and staffing) implications.

65 Once detailed consideration by the APQC formal approval is sought from the UofG via the JAMB in order to ensure that programmes prepare students for progression to study at the University. Subject Moderators make submissions to the process along with approvals from the relevant UofG Deans of Learning and Teaching. The Team considered that the extent to which GIC works with Subject Moderators and Quality Assurance Partners at the University was valuable in ensuring that modules, programmes, their assessment and delivery, fully prepare students for progression to higher level studies at the University and are consistent with national qualifications and credit frameworks.

66 These inputs are considered alongside external reference points such as the Scottish Credit and Qualifications Framework (SCQF), QAA Subject Benchmark Statements and Characteristics Statements, UofG's programme or module specifications and the Common European Framework of Reference for Languages (CEFR).

67 GIC uses standardised templates to ensure a consistent approach to the recording of definitive programme and module content, intended learning outcomes, learning and teaching approaches, formative and summative assessment. These templates also capture internal and external points of reference, reading lists and the skills and competencies to be developed in the programme and/or module. Because of this structure and detail, they provide a sound basis to ensure consistency in programme and associated module design and implementation.

68 UofG Subject Moderators also advise on changes to the Level 1 curriculum at UofG which affects GIC students in terms of their progression to relevant UofG programmes. The SED cites a recent example of the development of new computing modules on the Foundation Certificate for Science and Engineering. Changes were made with input from the UofG Subject Moderator and with colleagues in the UofG School of Computing to enhance alignment with the Level 1 curriculum taught at the University. This was to ensure students are prepared effectively for the next stage of their studies at the University. Similarly, changes to modules taken by students on the Foundation Certificate for Business and Social Sciences were discussed and agreed with the Subject Moderator to align the content, subject-specific skills and language more closely.

69 The Team heard how Subject Moderators continue to be involved as modules are delivered for the first time, with a particular focus on monitoring alignment and how well the students were being prepared for progression to Level 2 at the University. Subject Moderators also attend transition events for students, which take place throughout the academic year and take a variety of formats. Examples cited of areas under discussion with Subject Moderators for 2024-25 are changes to the modules taken by engineering students on the Foundation Certificate for Science and Engineering.

70 The Subject Moderator system has been enhanced with the creation of the role of Quality Assurance Partners with one appointed for each college in UofG with the aim of taking a more strategic level approach to reviewing provision and leading on areas including student performance, transition activities. The SED cites an example of an enhancement arising from this development as the introduction of a Subject Moderator Orientation Day, which took place for the first time in early 2023. The aim of the day was to provide a comprehensive introduction to the partnership between the University and GIC and their role within that partnership and enabling student discussion with Subject Moderators. The Team heard how this Orientation Day was valued by UofG staff, giving them a broader insight to the College, its provision, policies and procedures. GIC plans to make this an annual event as feedback was positively received.

71 CLIQ provides central oversight of programmes while supporting staff in the implementation of their quality assurance and enhancement processes. The Quality Assurance Framework, section 3 details the role of CLIQ. The review team heard how staff at GIC valued the role of CLIQ, for example by promoting and supportive innovative approaches to learning, teaching and assessment and sharing best practice.

72 As detailed above, the APQC provides oversight of the process for new and modified programme and module approval. Membership of the APQC includes at least one College Academic representative, in rotation. GIC's Learning and Teaching Director would be the representative, with Subject Matter Experts participating as appropriate. They provide feedback on the feasibility of proposals submitted. In 2024, students were invited as observers. The review team heard how students engaged in these meetings valued this opportunity. There is also representation from Kaplan International Pathways the Head of

Learning Measurement and Evaluation, the Head of Curriculum Development and the Head of Quality Assurance and Enhancement.

73 At the Group level, Kaplan International Pathways programmes and modules are designed in alignment with company policy and strategy on Inclusion ensuring that inclusive principles are included into the design, development and approval of any curriculum changes and development. The ASQM details processes for inclusive curriculum design and implementation. Academic staff have access to training and resources on digital accessibility, Universal Design for Learning (UDL) and designing and developing inclusive materials to support them to incorporate guiding principles in their content and assessment design and in their teaching practices.

74 The Student Advisory Board includes students and alumni who have progressed from various international pathway programmes. The inclusion of the latter allows the Board to provide a longer-term perspective on module and programme content, as they can reflect on how their earlier studies enabled them to successfully transition to and through their university studies.

75 Summarising, the approaches for the design, development, approval and modification of programmes are set at Group level by Kaplan International Pathways and the documentary and meeting evidence that the review team considered evidence demonstrates that GIC are consistently applying these approaches.

76 Within GIC, there are clear and consistent approaches to identify the need for curriculum development/change, with academic staff and students able to initiate and contribute to the process, allied with academic staff from UofG, the latter provided a degree of external expertise which is enhanced through input from external examiners. Proposals are given careful consideration, up through the deliberative committee structure with final approval by the APQC. At this point definitive Programme and Module Specifications are captured.

77 Overall, the review team concluded that there are clear and consistent approaches, at a range of levels, to identify the need for curriculum development and change. Proposals are given careful consideration, up through the deliberative committee structure with final approval by the APQC. The Kaplan International Colleges UK Ltd: Glasgow International College therefore **is aligned** with the Sector-Agreed Principle.

Principle 9: Recruiting, selecting and admitting students

Providers operate recruitment, selection and admissions processes that are transparent, fair and inclusive. Providers maintain and publish accurate, relevant and accessible information about their provision, enabling students to make informed choices about their studies and future aspirations.

Findings

78 Student recruitment and admissions is managed for GIC via a recruitment and admissions team based in head office and through Kaplan Partner Services in Hong Kong and around the world. The review team heard how Kaplan International Pathways and GIC collaborate through the recruitment and admissions process.

79 The application procedure is explained in detail to prospective students on Kaplan International Pathways website and YouTube channel for accessibility. Additionally, the Admissions Manual contains comprehensive, fair and transparent information on the Internal Admissions policies and procedures. The website also includes information about general and specific academic and English language requirements for each course. Other sources of public information on GICs programmes are prospectuses and printed event assets (flyers, banners and collateral). Applicants can also review all relevant eligibility criteria and progression requirements in their offer letters.

80 Qualifications are verified using a range of checking systems and tools available to the Admissions team including academic transcripts, certified translations, English language certificates, passports and previous visas. For example, the admissions team makes use of resources, such as Education Counselling and Credit Transfer Information Service (ECCTIS) to ensure qualifications are genuine and are at the correct level. Additionally, evidence such as CVs and personal statements may be requested if more information is needed, or a portfolio or interview if required as a pre-requisite of the programme.

81 Fully completed applications are processed within 24 hours of submission. For borderline cases, or where additional checks are required, this may occasionally take longer, and students and agents are informed where this is the case. The review team heard from students about positive experiences of the admissions process and confirmed that offers are received without delay.

82 The Kaplan International Pathways Admissions team sends details of applicants who have declared special needs to the Head of College Services, who then arranges a meeting with GIC Director and/or the Learning and Teaching Director to consider what special arrangements or accommodations would need to be put in place in order for the student to study at the College. Medical information is made available to a small group of advisors directly involved in processing these applications.

83 The Head of College Services develops a plan of adjustments for students with identified needs. For example, a student with disclosed ADHD diagnosis had a plan of adjustments which offered: extra time for exams, separate room for invigilated exams and advise to bring at least 3 months of medications. Additionally, having received the student's permission, information on declared needs will be passed on to UofG prior to progression to the University Programme. Students who do not pre-declare special needs are encouraged to declare once they arrive at GIC for appropriate actions by the Head of College Services.

84 The production of annual web and printed publicity material is coordinated by Kaplan International Pathways' Content and Marketing team, working in liaison with Recruitment, Admissions, CLIQ, Compliance, Legal, Accommodation, GIC and the University for accuracy. The final version of the prospectus requires sign-off by GIC Director, by the

Kaplan International Pathways Managing Director or the Chief Operating Officer, and UofG. This process is documented and reviewed regularly.

85 The GIC social media channels are maintained by college staff and are monitored and audited by the central Content and Marketing team to check the accuracy of information provided to prospective students and the public.

86 Applicants receive detailed information on their pathway and progression courses, start dates, tuition fees, conditions (if applicable), study address, progression requirements, accommodation options, receiving additional support and next steps, in their offer letters. Clear instructions on how to accept the offer, and under which circumstances tuition deposit may be refundable, are shared. Students shared with the review team positive experiences and expressed satisfaction with the support they received.

87 In compliance with the Competition and Markets Authority (CMA) and Consumer Protection laws, the admissions team promptly communicates any changes to material information after an offer has been issued to students, and the offer letters are updated with the new information. Students are required to confirm they accept the changes or if they do not accept, Admissions will proceed to offer suitable alternatives.

88 The Kaplan Student Protection Plan clearly explains the anticipated risks, impact, likelihood and mitigation for changes to advertised programmes. While it is fully expected that the advertised programmes will be delivered to completion, in rare cases, factors such as course closure, failure of technology and suspension of student visa licences may occur that mean this delivery will no longer be possible and the student can request a refund.

89 Staff, student representatives and external partners engaged in the delivery of recruitment, selection, admissions and widening access processes are appropriately trained and resourced. The Admissions and Recruitment staff receive regular compliance and product updates and training in compliance with the Kaplan Admissions Training and Development pledge and the Indicative Regulatory Training Calendar 2025. They also receive an induction training schedule upon joining, as informed by the Admissions and Recruitment induction guidelines. All internal training sessions are recorded and stored centrally for easy access and hosted internally on SharePoint.

90 In addition to internal training, all Admissions and Recruitment staff receive a regular externally provided fraudulent document training: in 2025, this was provided by Educational Credentials Evaluators (ECE). In addition, all Admissions staff involved in conducting Tuition Fees Assessment receive a training from the UK Council for International Student Affairs (UKCISA). All staff members also receive centralised company-wide training on topics such as GDPR, Anti-Corruption, Antitrust Compliance, Safeguarding, Information Security and Privacy and others. All joint university activities are recorded on Salesforce.

91 Information about each applicant's journey is maintained internally on the student management system called KSS, an internal database which is shared between Kaplan International Pathways Admissions Team and GIC. Every student is assigned a unique student ID, and all information about their application is logged on their profile and is accessible to all relevant teams. The full student journey is also mapped out in the Student Journey Admissions within the KSS Process section of the Admissions Manual.

92 The process outline on the Kaplan International Pathways website and timely interactions between the Admissions team and agents/students through a system of offer letters, acceptance of offers and follow-up procedures shows consistency and clarity of the application, selection and admissions processes. Offer letters include a section outlining the applicant's next steps.

93 Overall, the review team concluded that Kaplan International Pathways and GIC

operate recruitment, selection and admissions processes that are transparent, fair and inclusive. Relevant and accessible information about the provision is published and its accuracy maintained thus enabling students to make informed choices about their studies and future aspirations. The Kaplan International Colleges UK Ltd: Glasgow International College therefore **is aligned** with the Sector-Agreed Principle.

Principle 10: Supporting students to achieve their potential

Providers facilitate a framework of support for students that enables them to have a high-quality learning experience and achieve their potential as they progress in their studies. The support structure scaffolds the academic, personal and professional learning journey, enabling students to recognise and articulate their progress and achievements.

Findings

94 Students receive support at key stages of their journey: before arrival, upon arrival, and throughout their studies. Students are supported with accurate information prior to arrival at GIC. They receive pre-arrival information by email and on the VLE. Students have access to a dedicated pre-arrival area of the VLE called Pathways Preview, helping students to orientate themselves to GIC and to the UK Higher Education context. Additionally, students are invited to online pre-arrival drop-ins with GIC Director. The review team heard from students who applauded the information and support received prior to arrival at GIC.

95 Students receive academic, wellbeing, health and safety information about the College, the UK, Scotland and Glasgow throughout Welcome Week. Students under the age of 18 will attend a session specifically focused on their needs. The review team heard from students who applauded the information and support received during the Welcome Week and described how it helped them settle into Glasgow and GIC. Also, staff with support roles described how they support students through their journey at GIC. For example, the 'wellbeing table' at the welcome week supports students who are homesick or finding it hard to settle in. It also signposts students to available support and resources.

96 Information about the range of support services available to students is accessible to all students on GIC Services area of the VLE. Additionally, Students receive regular communication regarding support services offered and opportunities for development throughout their studies. These updates are communicated through various channels. Students are also encouraged to participate in the UofG Transition Week to ask questions directly about their chosen course of study at the university.

97 During their studies, students are supported pastorally through Support Plans and the Welfare Tracker. Academically, students are supported through End of Cycle Panels and specific transition activities. For example, students progressing to Geography and Sciences are included, with other UofG students, in a Year 1 field trip. On conclusion of their studies, students are provided with support for their transition to the UofG. For example, students have a visa session with UofG staff to receive guidance on applying for their next visa. Additionally, a range of information about UofG support and services is provided at College Results Day by UofG staff.

98 Academic teams and student support services work collaboratively in a variety of ways to support individual student needs. This was evident through the Team interaction with academic staff, support staff and students. For example, students take a baseline test to determine additional needs. Those with identified needs are thereafter referred to the STEM Advisors for support. Also, staff monitor attendance for all students, and particularly close monitoring is undertaken for students under the age of 18. The highly collaborative way in which academic teams and student support services work to support individual student needs is a feature of **good practice**.

99 In response to student feedback, team teaching was introduced post COVID-19 pandemic to better support students. This approach has resulted in significant improvement in student outcomes. Practically, academic staff feel that this teaching approach has provided more opportunities for one-to-one contact with those students who require more

support.

100 Students are signposted to key services at GIC during Welcome Week. Additionally, staff at GIC help students in finding the relevant support. Students confirm that they are informed of, and supported to achieve, the outcomes expected of them at the different stages of their study.

101 In meetings, students informed the review team that they are assigned a Learning Advisor who meet with students individually biweekly. Using a coaching approach, the advisors aim to identify needs and support students to achieve their full potential. There are automated mechanisms to escalate issues to the welfare team if the student requires further support, including general or specialist welfare help. This practice is evident in the welfare tracker. Students expressed satisfaction for the Learning Advisors who they described as helpful and caring. The Learning Advisor role, which is undertaken by personnel whose sole function is to work in that role and to identify needs and support students to achieve their full potential is a feature of **good practice**.

102 GIC regularly refines its staff induction, training and CPD provision in response to student feedback and needs. These include up-to-date information for staff on Accessibility Guidelines, support and training for Mental Health First Aid, and sessions in Kaplan iNSPIRE week to encourage engagement with inclusivity themes such as accessibility and neurodiversity. The staff development training log helps to ensure compliance. The Team heard from academic staff who confirmed this practice and the availability of scholarship opportunities to enhance practice. For example, a member of staff stated that they had received funding for a Postgraduate Certificate in Academic Practice (PGCAP).

103 Kaplan International Pathways makes five core employability promises to its students, branded as Career Focus. For example, GIC works with central support to help students join appropriate professional organisations for their chosen specialism. A range of digital badges can be earned after the completion of the activities offered through Career Focus so students can demonstrate their development. At the time of the report, the majority of the badges earned are module level badges. The KapPACK e-portfolio helps students create a comprehensive record of their experiences and digital badges across four graduate attributes (Personal development, Academic exploration, Communicative ability, Knowledge skills and experience) to help them reflect on their development and the skills they require to succeed at university and in the world of work.

104 After each five-week learning cycle, students participate in the Life and Career Skills week. This focuses on a range of activities, including elements of Career Focus alongside activities designed to develop students' transferrable skills as well as providing employability opportunities for students.

105 GIC has a social programme for students, which includes experiential activities. Students who experience homesickness or feel isolated are supported by Learning Advisors to engage with these opportunities in a scaffolded manner, so that they can build a peer group outside of their cohort of students. The review team heard from students who confirm that the social programme has been very effective in helping them during difficult times.

106 Overall, the review team concluded that the highly collaborative framework of support for students provides a high-quality learning experience. The support structure enables students to develop academically, personally and professionally during their learning journey. The narrative provided by students demonstrates that they are welcoming and appreciative of the support provided and were able to demonstrate how it has assisted them in their individual circumstances. The Kaplan International Colleges UK Ltd: Glasgow International College therefore **is aligned** with the Sector-Agreed Principle.

Principle 11: Teaching, learning and assessment

Providers facilitate a collaborative and inclusive approach that enables students to have a high-quality learning experience and to progress through their studies. All students are supported to develop and demonstrate academic and professional skills and competencies. Assessment employs a variety of methods, embodying the values of academic integrity, producing outcomes that are comparable across the UK and recognised globally.

Findings

107 The staff VLE is clear and user friendly, setting out essential, additional and CPD packages. Details are provided for staff in relation to, for example, learning and teaching, technologies for learning, assessment and feedback and Artificial Intelligence (AI) literacy with additional links to human resources, EDI and Advance HE hubs.

108 The review team heard how Kaplan International Pathways has established a Generative AI Special Interest Group (SIG) to pro-actively work with their network of colleges, including GIC, to respond to the rapid emergence of this technology and the implications it has for educational endeavour. The review team further explored the extent to which teaching staff are supported to develop their skills regarding the use of AI in their learning, teaching and assessment. GIC has worked closely with UofG to ensure that approaches to the use of AI are aligned, with a focus on the acceptable use of such technology by both staff and students. Students access programme and module specifications through the VLE, together with other information that includes a course overview, a class and tutor information sheet, details on academic integrity and links to feedback surveys. The site is clear and easy to navigate and as such serves as a valuable resource.

109 All assessments have Assessment Task Instructions (ATIs) which are clear and detailed, providing valuable information to students, including for example, learning outcomes, assessment weighting, details of the task itself, its structure and methodology.

110 In their meeting with students the review team heard that students considered that the information they were given was clear and useful. They also noted that should they have any queries, teaching staff were readily accessible as were staff in GIC Services Team or their Learning Advisor, who they said provided much valuable support and guidance on all matters, academic and pastoral.

111 Programmes at GIC are based on the Kaplan International Pathways 'Discover, Develop, Do model' that is intended to promote active and independent learning and prepare students for study in UK Higher Education. Students are introduced to this model from the beginning of their programme through the Welcome Week Schedule. This approach is supported by the Learning Experience materials for students on the VLE and further developed once studies are underway through Lesson Plans.

112 Staff described ways in which they use the VLE to promote the 'discover' element of the model and how this prior 'discovery' was then 'developed' further in class sessions and which culminated in an active 'doing' activity. For example, the creation of a new device, programme or design or through formative assessment. Students fully recognised this approach. They noted that it was of value to those of them from an educational background which was typically more didactic.

113 Material on the VLE is comprehensive, for example, providing details relating to styles of learning and academic integrity. The materials provide a valuable set of resources and activities to enable students to take responsibility for their own learning and to take an active

role in shaping and enhancing their learning process. Lesson plans also illustrates how this 'active learning' approach is applied in each session.

114 This evidence demonstrates a sound approach to promoting and supporting staff and students to deliver and take part in an active curriculum. 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 is a feature of **good practice**.

115 The review team explored the matter of academic integrity and the use of AI with students and found students to be aware of the approaches that they should adopt to ensure that their learning and assessment is undertaken with probity. They valued the opportunity to use such emerging technology but recognised its limitations and the responsibility they had to use it appropriately. As with staff, they gave examples of how AI had been used in formative assessments to demonstrate its strengths and weaknesses. The proactive and coherent approach to developing the academic integrity of students and skills of staff, with specific reference to AI, which ensures that students use existing and evolving technologies to support their learning, with probity is a feature of **good practice**.

116 The learning journey for students at GIC has a number of stages: adapting to study in the UK when they start their programme; transitioning between different stages of their programme for those on longer programmes and then transitioning to their studies at the University.

117 A system of STEM Advisors is used to identify and to support students who may need additional academic support. The review team heard from staff that such support was typically scheduled over a 6-week period and was focussed on academic matters, often in relation to skills around STEM topics.

118 Baseline tests in week 1 are used to target students in need of extra support and where additional support needs are identified such STEM Advisor sessions are added to students' timetable and attendance recorded.

119 End of Cycle Panels track and monitor individual progress through a student's programme so that support to progress with studies is offered to students at appropriate points. The tracking sheet is detailed and comprehensive showing a wide range of aspects of student support needs and the impact of the support, in terms of student assessments.

120 Assessments are designed in line with guidance provided by CLIQ and guidance for staff on assessment design, including accessibility, is provided in the Assessment and Feedback VLE page. This guidance is clear and comprehensive, including details relating to how to develop written and spoken assessments, peer assessment and examples of best practice. For example, where possible, assessments are designed to facilitate student choice, where students choose their own research topic.

121 Staff follow this guidance when creating assessments which are then approved by CLIQ as well as by Subject Moderators from UofG. To ensure that assessments are marked fairly there are standardisation packages on the VLE, which are used to ensure all markers are marking consistently; these are produced either by GIC or for modules such as English for Academic Purposes, by CLIQ. The review team heard that staff were clear in their understanding of the approaches to assessment, valued the guidance on the VLE and the opportunities through standardisation activities to identify good practice (in feedback for example) and areas for development.

122 Students commented that feedback on assessed work was received within the scheduled 10 working days, commenting that it was often sooner. They also stated that the feedback that they received was useful to them in understanding what they had done well

and what they could do better in future assessments.

123 Where needed, support plans are in place for students needing specific adjustments. The support plan template captures the nature of the support need, and the academic (teaching and exam) adjustments recommended. It includes the student's declared disability, and if required a link to further information about the disability. Professional support staff cited examples of how they worked with teaching staff, learning advisors and students, for example, in providing additional time in time constrained assessments, or adapted resources for students with dyslexia or other additional learning needs.

124 Specific guidance for students on academic integrity is found in the Academic Integrity Information for Students on the VLE. These activities are completed by students prior to submitting their first assessment and are linked to the material on module VLE pages and on Assessment Task Instructions. This material is readily accessible, clear and easy to navigate. It is detailed, including a definition of academic integrity and the Kaplan International Pathways approach to this, a specific academic integrity course that students can take, guidance on the use of Turnitin and guidance on the UofG approach to academic integrity. There is a specific section related to Generative Artificial Intelligence which is refreshed monthly and is reviewed annually in line with other ASQM policies, procedures, forms and guidance. Additionally, there is explicit teaching of skills, such as referencing and paraphrasing in the PM600 Research Project for Pre-Master's students and in the FC701 Extended Project for Foundation Certificate students.

125 Overall, the review team concluded that GIC has a collaborative and inclusive approach to learning, teaching and assessment enabling students to experience high-quality learning experience and to progress through their studies. All students are supported to develop and demonstrate academic and professional skills and competencies. Assessment employs a variety of methods, embodying the values of academic integrity, producing outcomes that are comparable across the UK and recognised globally. The Kaplan International Colleges UK Ltd: Glasgow International College therefore **is aligned** with the Sector-Agreed Principle.

Principle 12: Operating concerns, complaints and appeals processes

Providers operate processes for complaints and appeals that are robust, fair, transparent and accessible, and clearly articulated to staff and students. Policies and processes for concerns, complaints and appeals are regularly reviewed and the outcomes are used to support the enhancement of provision and the student experience.

Findings

126 There is an online portal for complaints and appeals and a clear process to deal promptly with feedback and any complaints or appeals from prospective students, current students, and alumni, the full procedures of which are recorded in the ASQM. Each complaint is dealt with confidentially, acknowledged within 24 hours, and an initial resolution is provided within five working days. The Senior Admissions team monitors and reviews each complaint or appeal from applicants and reviews the process annually to identify refinements and improvements.

127 Kaplan International Pathways has procedures for handling academic appeals and student complaints about the admissions process and the quality of learning opportunities as well as overall student experience. GIC ensures students are aware of the procedures relevant to their studies via the VLE, including academic regulations, Exceptional Extenuating Circumstances (EECs), appeals and complaints. The review team was given a demonstration of the VLE to confirm availability. Students also confirmed that they are aware of these procedures during the welcome and induction week which they consider to be an important part of transitioning to UK HE from other education systems.

128 The Complaints Procedure - Guidelines for Students states that 'anonymous complaints will not usually be accepted'. Some international students come from hierarchical cultures that are not embracing of student voice. These groups, of students and others who may prefer to make anonymous complaints on issues that are serious due to fear and lack of trust, should be protected. The Senior Management team noted that they are unable to accept anonymous complaints because it does not allow GIC to follow the Complaints Procedure which requires that they are able to identify and communicate with the person(s) who submitted the complaint. Whilst appreciating the difficulty of managing anonymous complaints, the Team **recommend** Kaplan International Pathways and GIC to 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.

129 Students can express informal complaints to their Learning Advisor or any member of staff with whom they feel comfortable in the first instance. Also, they can formally complete an online Student Complaint Form for further help or be referred to GIC Director as a last resort.

130 Kaplan International Pathways monitors and evaluates the effectiveness of the academic appeals process, reflecting on any outcomes for enhancement purposes. The policies and procedures are reviewed annually as part of the ASQM and the QAF annual update led by CLIQ with input and involvement from staff in colleges and within the wider Kaplan International Pathways Group.

131 GIC receives low numbers of student complaints through Kaplan International Pathways thought to be because, as relatively small institutions, complaints received in colleges can very often be resolved informally and quickly before they escalate. The Chair of GIC Executive Management Board (CEMB) and GIC liaise to ensure all complaints are

promptly responded to and resolved.

132 Overall, the review team concluded that there are robust, transparent and accessible procedures for complaints and appeals. These are clearly articulated to staff and students. The policies and processes for complaints and appeals are regularly reviewed and the outcomes are used to support the enhancement of provision and the student experience. The accessibility of the complaints procedures may be improved by ensuring that they do not directly or indirectly deter students from making their complaint due to anonymous complaints not normally being considered. The Kaplan International Colleges UK Ltd: Glasgow International College therefore **is aligned** with the Sector-Agreed Principle.

Enhancement initiatives

Commentary on institutional approach to enhancement

133 Kaplan International Colleges UK Ltd, including GIC, sets out the approach to enhancement in the QAF and ASQM. Given that these documents and approaches operate across the organisation they provide a basis consistency of operation. The documents set out, among other things, the organisational and strategic approach to the enhancement of quality. The QAF defines the guiding principles and the approach to continuous enhancement to provide high-quality academic programmes that prepare international students for study in UK Higher Education by detailing the guiding principles of student involvement, ownership and responsibility, externality and focused measurement.

134 At GIC level there is an Action Plan that sets out the enhancement projects to take forward over the course of each academic year. The plan is detailed and comprehensive, clearly showing the area for enhancement, the action to be taken, a review of progress to date, evaluation of impact, evidence to support the evaluation, responsibilities, timeframes and external points of reference. As such it provides sound evidence for regular review of the strategic approach at GIC level. For example, the 2024 Action Plan has actions to be taken regarding the use of Generative AI by students. The actions include those for staff and students and identifies the support to be driven by CLIQ.

135 Annual programme reports provide a clear action plan on all enhancement activities for a given programme drawing on all student experience and engagement, and exit reports, as well as core themes from all student surveys. Enhancement activities are also evaluated against action plans.

136 GIC collates cross-programme themes that include student achievement and progression, curriculum design and content, attendance and engagement, and learning and teaching. These are identified to provide an understanding of themes that had an impact on student success which can be used to inform enhancement activities for the next academic year.

137 GIC Management Team continuously monitors and evaluates its enhancement activity through the extant academic governance framework. The evidence reviewed by the team indicated GIC takes a consistent and coherent evidence-informed approach to maintain academic standards and the assurance and enhancement of quality.

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