



Educational Oversight Review: Kaplan International Colleges: Glasgow International College - Action plan: 2025

Outcome:

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.

The QAA review team identified **six features of good practice** alongside **one recommendation**.

Glasgow International College Action Plan relating to Educational Oversight Review 2025					
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).					
Action to be taken	Target date	Action by	Reviewer/sign off reported to	Success indicators	Sources of evidence
<i>Continued meeting of critical boards (JAMB/JSMB) and operation of moderation systems, underpinned by informal meetings</i>	<i>Ongoing</i>	<i>JAMB</i>	<i>JSMB</i>	<i>Continued operational success</i> <i>Subject Moderator Reports</i> <i>Student Experience</i>	<i>Subject Moderator Reports</i> <i>Alumni Focus Groups</i>

Good practice:

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**).

Action to be taken	Target date	Action by	Reviewer/sign off reported to	Success indicators	Sources of evidence
<p><i>Continue to develop the academic integrity of students with material focused on the use of Artificial Intelligence embedded in modules to provide subject-specific support</i></p> <p><i>Continue discussion and collaboration with UoG to ensure approaches are complementary as far as possible</i></p>	<p><i>For embedding material in modules December 2025</i></p> <p><i>For discussion and collaboration with UoG ongoing</i></p>	<p><i>GIC staff</i></p>	<p><i>GIC SMT</i></p>	<p><i>Student and staff feedback</i></p> <p><i>Student performance</i></p>	<p><i>Student and staff feedback</i></p> <p><i>Student Rep feedback</i></p> <p><i>Subject moderator and External Examiner feedback</i></p>

Good practice:

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 (**Sector-Agreed Principle 4**).

Action to be taken	Target date	Action by	Reviewer/sign off reported to	Success indicators	Sources of evidence
<p><i>Continue with the strategies such as team-teaching monitoring effectiveness and adapting as required in response to student feedback and performance</i></p>	<p><i>Ongoing</i></p>	<p><i>GIC staff</i></p>	<p><i>GIC SMT</i></p>	<p><i>Student performance and feedback</i></p>	<p><i>Student outcomes at End of Cycle Panels and assessment boards</i></p> <p><i>Student Survey feedback</i></p>

Good practice:

The highly collaborative way in which academic teams and student support services work to support individual student needs (**Sector-Agreed Principle 10**).

Action to be taken	Target date	Action by	Reviewer/sign off reported to	Success indicators	Sources of evidence
<i>Continued good practice in area</i>	<i>Ongoing</i>	<i>GIC staff</i>	<i>GIC SMT</i>	<i>Student progression Key Performance Indicators</i> <i>Student satisfaction</i> <i>Weekly College Management Teams</i>	<i>Key Performance Indicators as presented to College Management Team</i> <i>College Management Team minutes</i>

Good practice:

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**).

Action to be taken	Target date	Action by	Reviewer/sign off reported to	Success indicators	Sources of evidence
<i>Implement the outcomes of the Kaplan-wide review of the Learning Advisor role</i>	<i>Begin rollout September 2025</i>	<i>GIC SMT</i>	<i>Kaplan SMT</i>	<i>Role profile and responsibilities shared</i> <i>Every student has a named advisor</i> <i>Students report positively on support</i>	<i>Finalised role profile</i> <i>Minutes from college meetings</i> <i>Student feedback</i>

Good practice:
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**).

Action to be taken	Target date	Action by	Reviewer/sign off reported to	Success indicators	Sources of evidence
<i>Continue to ensure that new and continuing staff, and students understand the framework through staff induction and Welcome Week activities. Teaching groups will continue to discuss how best to apply in specific subject areas</i>	<i>Ongoing</i>	<i>GIC staff</i>	<i>GIC SMT</i>	<i>Staff and student feedback Use in teaching (as evidenced in both evaluative and peer observations)</i>	<i>Staff and student feedback Teaching observation documents Teaching group meeting notes and actions</i>

Recommendation:
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**).

Action to be taken	Target date	Action by	Reviewer/sign off reported to	Success indicators	Sources of evidence
<i>Draft revised complaints policy wording & flow-chart for student complaints</i>	<i>September 2025</i>	<i>Senior Compliance Manager</i>	<i>Senior Director, Compliance and Accreditation</i>	<i>Policy updated to explicitly mention accepting anonymous student complaints.</i>	<i>Revised policy on the website and VLE.</i>

<i>Align policy updates with the rollout of the policy and training on OfS Condition E6 on Harassment and Sexual Misconduct (HSM)</i>	<i>September 2025</i>	<i>Senior Compliance Manager</i>	<i>Senior Director, Compliance and Accreditation</i>	<i>Inclusion of reference to E6 HSM in the policy</i>	<i>OfS Condition E6 on Harassment and Sexual Misconduct</i>
<i>Update ASQM policy in Chapter 9 Student Voice to align with complaints policy update</i>	<i>September 2025</i>	<i>Head of Quality Assurance and Enhancement</i>	<i>Senior Director Innovative Student Learning</i>	<i>Policy approved and live.</i>	<i>Revised policy on VLE with reference to E6 HSM in the policy</i>