



This review method  
is ESG-compliant

# Educational Oversight Review

Al Maktoum College of Higher  
Education

March 2025

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## About this review

This is a report of an Educational Oversight Review conducted by the Quality Assurance Agency for Higher Education (QAA) at Al-Maktoum College of Higher Education.

EOR consists of a number of components. The Full component is a review of a provider's arrangements for maintaining the academic standards and quality of the courses it offers against the 12 Sector-Agreed Principles contained within the UK Quality Code for Higher Education (2024) (the UK Quality Code). A Full component review will assess a provider against the core requirements of the Home Office in relation to educational oversight and the UK Quality Code as a common UK framework. Further information about the Full component of EOR can be found in the [Educational Oversight Review Guidance for Providers](#).

The review took place from 4-6 March 2025 and was conducted by a team of three reviewers, as follows:

- Professor Victoria O'Donnell (Reviewer)
- Dr Richard Samuels (Reviewer)
- Mrs Sarah Mullins (Student reviewer).

The QAA Officer for this review was Dr Monika Ruthe.

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

- determines an outcome against each of the Sector-Agreed Principles outlined in the UK Quality Code
- identifies features of good practice
- makes recommendations
- identifies areas of enhancement activity
- determines an overall judgement as to whether the provider is fully aligned with the Sector-Agreed Principles of the UK Quality Code.

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, and the meetings they hold, and draw 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

Al-Maktoum College of Higher Education (the College), established in 2001 in Dundee, Scotland, is an independent, privately funded institution that provides higher education across various disciplines and levels. Operating as a not-for-profit educational charity, the College emphasises inclusivity, valuing potential and ability over background or ethnicity, and offers lifelong learning opportunities. Its mission is to promote greater understanding and mutual respect between the western and Muslim worlds through academic endeavour and a shared understanding of different cultures.

Higher education qualifications include Higher National Certificates (HNCs), Higher National Diplomas (HNDs) from the Scottish Qualifications Authority (SQA), postgraduate taught and research degrees validated and jointly delivered by the University of Dundee, Abertay University and Trinity College Dublin, and professional diplomas. At the time of the review the College had 20 higher national (HN) students, 12 postgraduate taught students, two Master of Philosophy (MPhil) students and 15 Doctor of Philosophy (PhD) students. The College has been affected by a decline in international student recruitment in 2024 and anticipates a similar decline for 2025.

Corporate governance at the College has recently been restructured. The main change was to disband the College Council as an advisory body. The Board of Directors was expanded, with several members of the College Council transitioning to the Board and additional Board members appointed. The College has also embarked on several initiatives to improve its internal processes and governance. The College has implemented an internal suggestion scheme for staff and students, revisited its core values and invested in communicating them to staff, students, and other stakeholders, and adopted ISO 9001 and balanced scorecard for managing performance and continuous improvement. The increased levels of operational activities over the last few years have placed greater demands on what was a small staff team. To address this, the College recruited or engaged as adjunct faculty several new members of staff. Administrative staff with responsibility for marketing, communication, and student recruitment were also recruited. At the time of the review there were 13 staff in academic management, teaching and student support roles.

In reaching conclusions about the extent to which Al-Maktoum College of Higher Education 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). Al-Maktoum College provided the review team with a self-evaluation and supporting evidence. During the review visit which took place from 4 March to 6 March 2025, the review team held a total of five meetings with the senior management team and awarding body representatives, academic staff, professional support staff and students.

In summary, the team identified five recommendations for improvement.

## Conclusions

The QAA review team reached the following conclusions about the higher education provision at Al-Maktoum College of Higher Education.

### Full component

The QAA review team determines that Al-Maktoum College of Higher Education:

- **is fully aligned** with the Sector-Agreed Principles of the UK Quality Code for Higher Education.

### Recommendations

The QAA review team makes the following **recommendations** for development and enhancement:

- Further develop the Teaching and Learning Strategy, to fully embed sector-recognised approaches to inclusive learning, teaching and assessment to enhance practice (**Sector-Agreed Principle 1**).
- Review current student engagement mechanisms to ensure opportunities for students to engage in the quality of their educational experience are proportionate, accessible and transparent (**Sector-Agreed Principle 2**).
- Analyse numerical student performance data through its annual review process with oversight provided by the Academic Council (**Sector-Agreed Principle 5**).
- Develop a more formalised approach to reviewing the accuracy and currency of published information (**Sector-Agreed Principle 9**).
- Further develop, approve and publish its policies and processes for appeals to include clear information that relates to recruitment, selection and admission (**Sector-Agreed Principle 9**).

## 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 The College has a strategic approach to securing academic standards and assuring and enhancing quality. This is because it has a comprehensive Academic Quality Framework that sets out its strategic approach to academic governance through a range of committees and boards. Terms of reference, membership, and purpose are all clearly defined for these bodies. Its governance structure consists of Academic Council, Boards of Study, the Teaching, Learning and Student Experience Committee (TeLSEC), the Academic Quality and Standards Committee (AQSC), and the Research Development Committee (RDC). The College periodically reviews the Academic Quality Framework to ensure that it remains suitable following changes in provision and partnerships. Adjustments to the framework are ratified by Academic Council as the senior academic body of the College. Academic Council benefits from representation from the University of Dundee and Abertay University. There are opportunities for the College to more effectively use these structures and processes for enhancement purposes, and this is discussed in relation to Sector-Agreed Principle 5 (see paragraph 30).

2 The Academic Quality Framework also explains the College's approach to making use of externality in key quality processes such as programme-level monitoring and the evaluation of quality and standards. The Academic Council includes external members from collaborating institutions and elsewhere. Boards of Study have representatives from external institutions. Boards of Examiners for the SQA provision do not include external examiners, but the College has an annual qualification verification visit by the Scottish Qualification Authority (SQA) in line with SQA's requirements. Academic staff confirmed that most of the staff present hold, or have previously held, positions as external examiners at other institutions. Staff understood the value of externality in terms of academic quality, standards and the student experience and talked about the importance of this in benchmarking the College's practice with the broader sector.

3 The College's strategic approach to securing academic standards and assuring and enhancing quality is embedded across the institution. The Academic Quality Framework is accessible to staff, students, and other stakeholders. It is available on the College's website and meetings with staff and students confirmed that the framework document is accessible, its existence and location are known and understood, and it is accessed and used when needed by these groups. Changes have been made to the College's Academic Quality Framework in the academic year 2022-23 and again in 2024-25. These changes are captured in minutes of Academic Council and serve as examples of the College acting because of the regular monitoring and evaluation of its approach to assuring academic standards and quality.

4 The College has successfully completed two QAA reviews in 2020 and 2023 which are examples of engaging external expertise as a key element of its strategic approach to managing quality and standards. These reviews led to the production of action plans reflecting actions taken and enhancements made right up to the present time.

5 The self-evaluation document (SED) refers to ISO 9001:2015 certification as evidence of the College's strategic approach to the management of quality and standards. However, ISO is predominantly about business quality management, while Sector-Agreed Principle 1 in this context is concerned with academic standards and the quality of the student learning experience. Nevertheless, the College's ISO alignment has been effective at managing items such as version control of policies and strategies, and consistency in file naming conventions.

6 Where the College is operating in partnership, the different responsibilities of each partner institution are explained or laid out, for example in the SQA Centre Operating Agreement and the Abertay University Partnership Procedures Manual.

7 The College's Equal Opportunities Policy relates to employees and does not refer to academic quality and standards or the quality of the student experience. Similarly, the College's current Teaching and Learning Strategy does not refer to inclusivity. Senior staff confirmed that the College is developing its approach to inclusive learning, teaching, and assessment by engaging with relevant external frameworks including AdvanceHE and its Teaching and Learning Strategy is being redeveloped to align with sector best practice in this regard. This work is being led by the College's Registrar. In meetings with staff the team heard different views as to where strategic academic leadership sits. For example, in the meeting with academic staff, the team heard that strategic leadership in learning and teaching within the College comes from the Registrar but in the final meeting the College stated that the Pro-Vice Chancellor (PVC) Academic provides strategic leadership of learning and teaching. In the team's view the College's strategic approach is not yet fully embedded but teaching staff were able to describe concrete practices that they employ to embed principles of inclusivity in their teaching. The team, therefore, **recommends** that the College further develops its Teaching and Learning Strategy, to fully embed sector-recognised approaches to inclusive learning, teaching and assessment to enhance practice. Evidence for SQA awards showed that principles of equity, equality, diversity, and inclusivity do not have to be addressed in SQA awards.

8 Overall, the review team concluded that the College's approach to taking a strategic approach to managing quality and standards is proportionate, with effective mechanisms in place to ensure proper governance and operation, thereby ensuring a suitable learning experience for students. Al-Maktoum College of Higher Education is therefore **aligned** with the Sector-Agreed Principle.

## Principle 2: Engaging students as partners

**Providers take deliberate steps to engage students as active partners in assuring and enhancing the quality of the student learning experience. Engagement happens individually and collectively to influence all levels of study and decision making. Enhancements identified through student engagement activities are implemented, where appropriate, and communicated to staff and students.**

### Findings

9 The College provides opportunities for students to engage collectively through representation within the governance structure as set out in the Academic Quality Framework. It states that Academic Council will include two student representatives and that student representatives for each programme are members of Boards of Study and Student Staff Consultative Groups. The student handbook also provides an overview of the opportunities available to students to engage in the quality of their academic experience and four opportunities for student representatives within the academic committee structure are set out. These include the College Council (which has been dissolved), Academic Council, TeLSEC and AQSC. This does not entirely match the information in the Academic Quality Framework and information should, therefore, be harmonised (see recommendation paragraph 12).

10 The student handbook explains that the student representative system and the Student Society are merged and outlines three roles: the President, Secretary and Treasurer. Role descriptors and agreements for Student Society roles clearly set out the expectations attached to each role. The Student Society President leads the Student Society, coordinates activities, provides representation at committees, attends student representative training and coordinates the Lecturer of the Year Award. The Secretary is expected to attend Academic Council and organise an Annual General Meeting, and the Treasurer is expected to attend TeLSEC. Communication with the College during the review process confirmed that these roles have not been filled this academic year, nor have any students put themselves forward as student representatives, however some roles had been filled in recent years.

11 A review of relevant committee meeting minutes suggests that engaging students with student representative opportunities has been challenging with only one out of the four Academic Council meeting minutes showing student representation. Similarly, the minutes for both the undergraduate and postgraduate Boards of Study indicate no student representation. It is noted within each of the Boards of Study minutes that students were invited, with no response, which is supported by an email to students. The Staff Student Consultative Group (SSCG), which meets twice per semester and reports into the TeLSEC, aims to provide an opportunity for constant dialogue between staff and students. Minutes from these meetings suggests varying levels of student engagement, with the more recent minutes from October 2024 showing six students present, but previous meetings varying from one to three students. The contents of the minutes generally suggest students have limited, if any, concerns to report. Where concerns are raised these are discussed, but no clear actions are agreed. The team noted that the TeLSEC minutes suggest that students were present for three of the seven meetings even though they are not committee members according to the Academic Quality Framework.

12 Senior staff noted that engaging students as representatives and within Student Society has been challenging in recent years as a result of reducing student numbers. Similarly, students have been reluctant to commit fully to student representative roles, although some have been able to attend meetings, and a student did put themselves forward

to support the Educational Oversight Review process. The review team found that clear attempts have been made to engage students and increase participation, including incentivising engagement and attempting to increase accessibility through consideration of meeting timings. The recent increase in engagement of students at SSCG was attributed by staff to be a result of undertaking meetings immediately after sessions where students are present on site, and the intention is to continue this practice going forward. Students who met the team confirmed that they were invited to attend meetings and committees, however they stated that these were not always accessible due to personal circumstances, time commitments and geographical location. They also confirmed that they felt able to provide feedback and comment informally, and that there are other mechanisms in place to capture this (as outlined below). The review team explored the College's intention in relation to the Student Society and student representation going forward and staff confirmed that while the College intends to continue with Student Society, it is open to discussing this with students and consulting on ways to make it more accessible. The review team concluded that while there are clear mechanisms in place for students to engage collectively in the quality of the student experience, which are embedded into the Academic Quality Framework, some of the information available is inconsistent with practice and current engagement levels are variable. Therefore, the review team **recommends** that the College reviews current student engagement mechanisms to ensure opportunities for students to engage in the quality of their educational experience are proportionate, accessible and transparent.

13 Alongside the collective mechanisms outlined above, students are encouraged to engage individually in the quality of their educational experience through unit evaluations and the College's student suggestion scheme. Student unit evaluation forms consist of 18 questions relating to teaching, assessment and feedback, and support. Completed examples showcase results from a variety of modules, with generally very positive satisfaction rates and limited suggestions for improvement. Effective action has taken place to increase participation rates to between 67 percent and 100 percent in 2024. The student feedback then feeds into a Unit Coordinator report evidenced through examples provided. All responses were positive and no actions were identified, although there is evidence of reflection on the teaching practice. The Unit Coordinator reports feed into the annual programme review (APR) process which asks whether student surveys have been considered and includes a section on the student experience. Completed APRs show evidence of some critical reflection based on student feedback, for example, discussing the positive impact of changes made such as peer collaboration via group projects and enhancements made through refining teaching pace or adaptations to timetables. Students also have the opportunity to engage in periodic programme review with current and/or past students forming part of the review panel which was evident from the examples provided.

14 Further informal feedback is sought through the student suggestion scheme with a quick response (QR) code that is displayed across the delivery site. Students confirmed that they engaged in module evaluation and could provide comments through the suggestion scheme. They noted that they were more likely to provide informal feedback and, therefore, it was challenging to provide examples of impact due to limited concerns raised as part of the more formal processes. Students feel that they have opportunities available to them, that their voice is valued, and that action is taken to enhance their experience. Staff provided some examples of changes as a result of student feedback, such as a change to delivery patterns and adaptations to the facilities like the refurbishment of the Student Common Room and the introduction of vending machines.

15 Overall, the review team concluded that there are clear mechanisms available to students through student representation, Student Society and student feedback surveys, that provide opportunities for individual and collective feedback. While the College has found it challenging recently to engage students with all the opportunities available, students have been represented at key academic committees and meetings and are able to provide

feedback that is evaluated and considered within the formal review processes. Students feel that the formal and informal mechanisms available ensure that they are able to work in partnership with staff and that their voice is heard and valued. Al-Maktoum College of Higher Education is therefore **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

16 The College provides students with a broad range of physical and electronic resources. Teaching is delivered in a purpose-built environment. SMART technology is incorporated into classrooms and an updated PC laboratory allows for blended learning styles of teaching. A functioning library on the ground floor provides students with access to a wide range of books and academic journals and includes a specialised Islamic finance section. The College provides access to digital texts and databases and has its own virtual learning environment (VLE) where programme information, and learning and support materials are located. The VLE includes a generic academic skills area which provides students with information on artificial intelligence (AI) and supporting information on how to maintain academic integrity. The College has invested in advanced plagiarism detection software to identify cases of academic misconduct.

17 As well as the College's own resources, agreements with the University of Dundee, Abertay University and Trinity College, Dublin allow students to access the universities' digital and library resources. The arrangements enrich the students' learning experience by providing access to a wide range of research materials, particularly relevant to MPhil and PhD students who also receive research training and access to conferences. Academic staff are additionally able to access university resources, including pedagogic and research materials, which support the College's strategic direction towards innovative teaching practice and research activities.

18 The learning environment is inclusive to provide access to students with physical disabilities. The College is unable to incorporate a lift into the building for students with physical disabilities due to the listed status of the building, nevertheless, classes can be scheduled on the ground floor if required. The library and Student Common Room are also accessible by being located on the ground floor.

19 The College has established effective internal processes and structures to review its provision of facilities and learning resources. The APR provides a process for tutors to request further resources to enhance provision, with Programme Leaders required to formally request additional resources. The APR process also provides students with a formal channel to express their level of satisfaction with learning resources. Students provide unit-level feedback on resources through the end of unit student unit evaluation forms (SUEFs). Data from the SUEFs are processed and analysed by the relevant Unit Coordinator who completes a report to feed into the APR.

20 Students are also able to feedback on facilities and resources through SSCG. While the College provides formal student feedback structures, students and staff who the review team met highlighted that students commonly prefer to communicate informally on matters relating to resources. Students were positive about the suitability and availability of resources, emphasising the College's commitment to ensuring that they receive the required resources to flourish. Students also highlighted the efforts made by the College to create a positive learning environment, for instance through the recent refurbishment of the Student Common Room and study room. The peaceful learning environment was highlighted as an

attractive feature of the College.

21 In addition, the awarding bodies provide a layer of oversight on the suitability of facilities and learning resources. They consider the suitability of the College's resources through external reviews such as SQA's qualification verification review and the University of Dundee's annual programme enhancement reports. Their reports indicate that they have a high level of confidence in resources available to students.

22 Overall, the review team concluded that the College's approach to resources ensures a high-quality learning experience. The College provides a range of learning facilities for students which align with the strategic direction of the College to enable growth and promote research. Al-Maktoum College of Higher Education is therefore **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

23 The College analyses qualitative and quantitative data at programme level by conducting annual programme reviews for SQA provision, as outlined in the APR procedure. As part of that process, various data including application, enrolment, and entry standard data, progression, attainment and retention data, and employability data are to be analysed and reviewed. Student feedback from surveys and records of student voice meetings are also expected to be considered. Periodic programme reviews for SQA programmes are conducted every five years and are similarly data driven. The College's processes have been aligned to SQA's system verification criteria and SQA confirmed in 2022 that the College's systems and processes met all necessary criteria. Examples of completed APRs and periodic reviews show that the College evaluates data in relation to the specific nature of its student population, in terms of inclusivity, diversity, and equality. Due to the small number of students, it can do so at a granular, student-by-student level. The extent to which the data available is being effectively analysed and used for enhancement is discussed in relation to Sector-Agreed Principle 5 (see paragraph 30).

24 The collection, analysis and use of data for taught programmes delivered in collaboration with the College's partner universities follows the respective awarding body procedure and is conducted by that awarding body. Partnership arrangements explain how data is shared, reporting requirements are explained and the responsibilities of each partner are laid out.

25 The Data Protection Policy presents the College's overall approach to data protection, in line with all the key principles and practices of the General Data Protection Regulation (GDPR). The Record Retention Policy and Procedures (Academic) is an example of how the College manages different types of data, and how long data is retained for, and why. Staff involved in data handling and processing are provided with training, and there is evidence of the completion of relevant recent training. In the meeting with students, academic staff, and support staff the review team heard that they are aware of the kind of data that the College collects about students, for example, personal and visa information, attendance, student feedback, student performance data, and that it is used for tracking and analysis, and for quality enhancement purposes.

26 Overall, the review team concluded that the College's approach to using data to inform and evaluate quality is proportionate, with mechanisms in place to ensure proper governance and operation, thereby helping to ensure a suitable learning experience for students. Al-Maktoum College of Higher Education is therefore **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

27 Responsibilities for monitoring and reviewing standards and the enhancement of quality are distributed across the College's academic committee structure. The committees' responsibilities in that regard are defined in the terms of reference located in the Academic Quality Framework. Two committees: TeLSEC and AQSC have different responsibilities for maintaining quality and driving enhancements, overseen by the Academic Council. AQSC is responsible for the College's approval and review processes, including validation, and annual and periodic review processes. AQSC identifies areas of concern or good practice resulting from these processes and external examiner reports from partner universities. TeLSEC develops the College's Teaching and Learning Strategy, oversees staff development, College resources and the development of the curriculum. Resulting AQSC and TeLSEC action plans are drawn up to enhance provision, with each action having an identifiable lead person, completion date and red, amber, green (RAG) status.

28 An APR process is established for SQA programmes. It provides the opportunity for the analysis of feedback from assessors, students and staff with the pro-forma also requiring an evaluation of student performance. Unit Coordinators process unit-level information, including data from end of unit student surveys, and write up reports that will subsequently be processed by the Programme Coordinator. Final programme-level reports are analysed by the Boards of Study with a focus on enhancing the student experience and the quality of programmes. The reports are subsequently disseminated to the Academic Council which oversees the process and has reviewed the effectiveness of adjustments to the annual programme review format.

29 A recent theme targeted by the College for enhancement has been to embed measures that minimise cases of academic misconduct, including efforts to increase student awareness of malpractice through the introduction of a compulsory plagiarism unit. The review team found staff members to be actively engaged in supporting measures to minimise academic misconduct, such as assessment design that requires written work to be verbally communicated through presentations and the use of advanced plagiarism software.

30 While the APR process is generally functioning effectively, the student performance data that is processed through Unit Coordinator and APR forms is limited and without broad analysis. The review team recognises that, as a small institution, concerns with struggling students can be identified and managed early at an individual level and that final student outcomes are discussed at Examination Boards. Nevertheless, the review team found no evidence from reports and committee minutes of student performance being analysed numerically and tracked longitudinally to identify short and long-term trends that can be linked to enhancement. The review team, therefore, **recommends** the College analyses numerical student performance data through its annual review process with oversight provided by the Academic Council.

31 Programmes that the College delivers require periodic reviews. Responsibilities for periodic reviews are dependent on arrangements with awarding bodies. The College is responsible for the periodic review of its customised awards, that is a programme designed

by the College and approved by SQA. For instance, the College has recently reviewed its Arabic language programme and made adjustments to its structure of delivery and assessment timetable. In contrast, SQA is responsible for the review of non-customised programmes and is required to inform the SQA Coordinator at the College of any changes that are made. Similarly, review of University of Dundee, Abertay University and Trinity College, Dublin programmes are the responsibility of the respective university.

32 Overall, the review team concluded that the College takes deliberate steps to engage students, staff and external expertise in the evaluation and monitoring of its provision with a view to enhancing it. While there is currently no consideration of numerical student performance data across all programmes the College delivers, this approach to monitoring and reviewing provision is appropriate for its current size. Al-Maktoum College of Higher Education is therefore **aligned** with the Sector-Agreed Principle.

## Principle 6: Engaging in external review and accreditation

**Providers engage with external reviews to give assurance about the effectiveness of their approach to managing quality and standards. External reviews offer insights about the comparability of providers' approaches and generate outcomes that providers can use to enhance their policies and practices. Reviews may be commissioned by providers, form part of a national quality framework or linked to professional recognition and actively include staff, students and peers. They can be undertaken by representative organisations, agencies or professional, statutory and regulatory bodies (PSRBs) with recognised sector expertise according to the provision being reviewed.**

### Findings

33 Participation in external reviews is built into the College's strategic approach to the management of quality and standards through its Academic Quality Framework and is embedded in the terms of reference for key academic committees within the governance structure. For programmes delivered collaboratively, the College accesses information which signposts the partner's procedures for external review processes.

34 The College has successfully engaged with the SQA qualifications verifications review process in 2024, and previously with systems and qualifications reviews. The College has also undergone successful reviews by QAA in 2020 and 2023 and engaged with the annual monitoring processes in 2021, 2022, and 2023. These external reviews led to the production of action plans which evidence enhancements to practice and the student learning experience that have been made, directly resulting from these external reviews.

35 Overall, the review team concluded that the College's engagement in external review is appropriate, and the outcomes of such reviews provide assurance that its approach to managing quality and standards is broadly effective. The College uses the outcomes to enhance its practice and the student experience. Al-Maktoum College of Higher Education is therefore **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

36 The College's programmes align with relevant qualification and credit frameworks and the level of qualifications are comparable to those offered across the UK which is confirmed in external review reports.

37 For its SQA undergraduate awards, the College follows the awarding organisation's Programme Approval, Qualification and Systems Verification Procedure. This lays out roles and responsibilities in the development of programmes. The SQA qualifications approval documents provide a flowchart identifying the stages in the development of a new programme for customised and non-customised awards, including which parts of that process are led by the College's SQA Coordinator, and which by SQA. There is no requirement for students to play a role in the programme development process for SQA awards. The College's Teaching and Learning Strategy does not refer to inclusivity, equity, equality, or diversity in programme design, development, or modification. However, as mentioned in Sector-Agreed Principle 1 (see paragraph 7), the College is redeveloping this strategy to align with sector best practice in relation to inclusive learning, teaching and assessment.

38 For existing SQA awards, processes are in place at the College to identify modifications needed through Unit Coordinator reports which consider feedback from the student unit evaluation forms. Unit Coordinator reports feed into APR reports where proposed modifications to be made to the whole programme are identified. These are discussed at Boards of Study, and Academic Council and then communicated to the SQA who has ultimate responsibility for modifying its programmes. Changes to existing SQA awards can also be identified through the College's periodic programme reviews. For example, the 2022 periodic review for the Arabic language programme identified changes to be made to this programme. Minutes of the Academic Council meeting show that the review outcomes and the proposed changes were discussed and note that the proposed modifications had been submitted to the SQA for approval. Minutes from a further Academic Council meeting state that these changes were approved by the SQA and had now been implemented.

39 The programme approval and change management guide for the postgraduate taught programmes awarded by Abertay University details the University's approach to collaborative programme development and approval which the College follows. The guide requires accessibility to be considered in the development process and outlines the principles of programme design to be followed, how and by whom proposals for new programmes may be developed, the process of development with decision-making authorities identified, the composition of a programme approval panel which will include at least one external member and details of the associated approval event. While student reviewers also form part of the programme approval panel, none of the students who met the review team had been involved in programme development.

40 The programme approval and change management guide also outlines the procedures for making changes to modules and programmes and explains how minor and major changes are differentiated, how cumulative minor changes may equate to a major change, how and by whom, different changes should be considered, approved and signed off, how changes to postgraduate research modules should be approved, and the timeline for such modifications to be processed. Where major changes are proposed, a Programme Change Approval Panel with at least one external member will be convened. At the meeting with senior staff, College staff and staff from partner institutions were able to explain how they had worked together in programme development, approval and modification.

41 Programmes jointly delivered with the University of Dundee and Trinity College, Dublin are entirely developed, approved and modified by the respective university following its policies and procedures.

42 For SQA awards, the awarding organisation maintains the definitive set of unit and programme documents, and changes to these are made by the SQA. For collaborative programmes, the partner universities maintain the definitive set of module and programme documents, and the College has access to these as required. Key information about individual units/modules and programmes is contained within these documents, including unit/module/programme title, Scottish Credit and Qualifications Framework (SCQF) level, number of associated learning hours, credit rating, purpose, description, learning outcomes, prerequisite knowledge and skills, performance criteria for each learning outcome, assessment details, assessment weightings, and reading lists. Senior staff confirmed that both College and university partner staff are fully familiar with the arrangements for the maintenance of definitive document sets.

43 For SQA awards, the College uploads student outcomes to the SQA system, and certificates are issued by the SQA. The SQA systems verification criteria require the College to have effective systems in place for the accurate recording, storing, and retention of student assessment and achievement data. The College is compliant with all these requirements as evidenced by the recent SQA system verification report. For awards made by Abertay University, processes and responsibilities for the recording of student outcomes, awards, and certification are laid out in its partnership procedures manual which details processes and responsibilities in relation to student registration, the input of assessment data, progression and achievement, and awards and graduation.

44 Overall, the review team concluded that the College's approach to designing, developing, approving and modifying programmes is appropriate and proportionate for the responsibilities it has for these processes. It is effective in ensuring the quality of the academic provision delivered on behalf of, and with its awarding bodies, and helps to ensure that the academic standards of awards are consistent with the relevant qualifications frameworks. Al-Maktoum College of Higher Education is therefore **aligned** with the Sector-Agreed Principle.

## Principle 8: Operating partnerships with other organisations

**Providers and their partners agree proportionate arrangements for effective governance to secure the academic standards and enhance the quality of programmes and modules that are delivered in partnership with others. Organisations involved in partnership arrangements agree and communicate the mutual and specific responsibilities in relation to delivering, monitoring, evaluating, assuring and enhancing the learning experience.**

### Findings

45 The College offers a range of higher education provision through partnerships with SQA, the University of Dundee, Abertay University and Trinity College Dublin. Each partner acts as the awarding body and provides the College with the opportunity to fulfil its strategic direction of growing provision as an independent higher education institution. The College's long-term goal is to continue to extend its network of collaborative partnerships. Formal agreements are established with existing partners and responsibilities of each party are clearly defined. The awarding bodies are ultimately responsible for academic standards and have established processes for the monitoring and review of collaborative provision. At the College the Academic Council takes overall responsibility for overseeing partnerships and addressing concerns and recommendations as evidenced through its meeting minutes.

46 SQA is a main accrediting body of the College with arrangements outlined in the centre operating agreement. A range of HNC and HND programmes are delivered by the College that lead to SQA awards, including customised programmes designed by the College and approved by SQA. As an SQA accredited centre, the College is required to meet its accreditation regulatory principles. SQA qualifications are mapped to align with the SCQF, and modifications to its customised programmes require approval from the SQA. In addition, the SQA periodically visits the College to conduct a verification check which includes a review of the effectiveness of internal systems designed to maintain standards and enhance provision. The most recent SQA visit in 2022 indicated a high level of confidence in the College's quality assurance systems.

47 Collaborative agreements with university partners cover programmes that are delivered by both University and College staff. Arrangements with university partners are based on the College designing and delivering specialised units such as in Islamic Banking and Finance. Unit specifications are developed by the College and require approval from the relevant partner as the awarding body. As with SQA, the collaborative arrangements with university partners require the partners to set and maintain academic standards in accordance with their particular quality frameworks. The university partners have responsibility for the appointment of external examiners, with the College required to engage in partners' APR processes. These arrangements ensure compliance with regulatory requirements.

48 Overall, the review team concluded that the College's arrangements for working with partners are effective in securing academic standards and broadening the range of programmes. Formal agreements are established with partners that ensure effective programme design and monitoring of provision. Al-Maktoum College of Higher Education is therefore **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

49 Responsibilities for recruitment, selection and admissions vary depending on the partnership arrangements. For the University of Dundee and Trinity College Dublin all recruitment, selection and admissions processes are undertaken by the partner university. For Abertay University programmes the College undertakes the recruitment, selection and admissions process, with sifted applications being sent to Abertay University for approval. Support staff involved in recruitment, admissions, and student administration confirmed that they have opportunities to work alongside staff in partner universities to develop and support their understanding of student qualifications and entry requirements for international students. For SQA programmes the College is responsible for all recruitment, selection and admissions processes.

50 Information for prospective students is available through the College website, recruitment events and marketing materials. The website provides clear and detailed programme information, including information on fees and finance. The entry requirements are articulated, including English proficiency expectations, and there is a clear section on how to apply, which includes a link to the Student Recruitment and Admissions Policy. The website also includes information for international students, and information on student support services. Students stated that they had all the information they required to enable them to make informed decisions. In addition, the draft Student Recruitment and Conversion Strategy 2025-26 identifies short- and long-term goals in relation to growth, clearly outlining opportunities and challenges and setting out planned improvement such as enhanced applicant information, newsletters for offer holders and the use of alumni as ambassadors.

51 The Student Recruitment and Admissions Policy is a clear and robust policy containing transparent information about recruitment, selection and admissions. Applications are made online and monitored through an application portal that tracks students through the full application process. Students are asked to provide information against the entry requirements, alongside a personal statement to support the selection process. They are effectively supported through the application process by the administration team. The policy also notes the consideration of contextual information in applications to widen access. In discussions with staff the review team confirmed that all applications are subject to academic review to ensure consistency in selection decisions, and that contextualised information can provide a basis for interview if formal educational requirements are not met. The application process for postgraduate research programmes also includes consideration of research interests and supervisor availability through the academic review of applications. Once a decision has been made applicants are informed and provided with relevant information, as evidenced through examples of rejection and offer communications. Staff displayed a good understanding of their varying roles and responsibilities within the recruitment and admissions process.

52 The College utilises agents in recruitment who are supported to understand the programmes and the College through the course information provided. The College is committed to strengthening agent engagement, as outlined in the recent marketing and recruitment update, ensuring agent credibility as well as providing on-going information sessions for agents and ensuring they are equipped with all relevant information. College

staff also attend recruitment events and are supported with this through regular and close communication between academic staff and marketing and recruitment staff to ensure currency and accuracy of information.

53 Published information related to programmes delivered with partner universities require checks by the partner university before publication and accuracy and currency of general information is maintained through the close relationships between academic staff and professional support staff, rather than through a formalised process. While information on the website and in any materials reviewed is generally accurate and current, a small inaccuracy was noted in the updated Student Recruitment and Admissions Policy available on the College website at the time of the review which contained a leftover reference to the previous Complaints and Appeals Procedures for Applicants. Professional support staff reported an intention to introduce a more formalised process for ensuring published information is accurate. The review team therefore **recommends** that the College develops a more formalised approach to reviewing the accuracy and currency of published information.

54 The Recognition of Prior Learning (RPL) Policy clearly defines recognition of prior formal (certified) learning (RDFL) and recognition of prior informal learning (RPIL) and the criteria to be satisfied for each, alongside the assessment tools that can be utilised. The RPL Officer manages the process which requires a joint decision by the Unit Coordinator and Programme Leader, which is internally verified and approved by the relevant Board of Study. There have been no RPL applications and therefore the review team was unable to review this in practice, however the Board of Study terms of reference confirm that its remit includes decisions or recommendations regarding admissions.

55 The College previously had a policy for complaints and appeals and a specific policy for complaints and appeals relating to admissions decisions. Recent review of the policies has resulted in the development of the Student Complaints Procedure and the Student Appeals Procedures. Staff refer to the Student Appeals Procedure as the process that would be available to students to appeal an admissions decision, and this is where they refer students to in any rejection emails. However, this document does state that it relates to 'registered students' rather than applicants. During the review visit the College stated that in the event of an appeal against an admissions decision they would utilise the Student Appeals Policy. Staff acknowledged that the discourse of 'student' rather than 'applicant' was problematic and stated an intention to review this. The review team was, therefore, reassured that an appropriate process would be available to students. However, the review team formed the view that in order to ensure accessibility and transparency a separate process that enables applicants to appeal an admissions decision would be advisable and, therefore, **recommends** that the College further develops, approves and publishes its policies and processes for appeals to include clear information that relates to recruitment, selection and admission.

56 Overall, the review team concluded that the College clearly outlines fair and transparent mechanisms for recruitment, selection and admissions, including for the recognition of prior learning. Prospective students can access detailed information about the College and the programmes of study on offer that enables them to make informed decisions. They are effectively supported through the application process. Selection decisions are made predominantly based on entry requirements, with additional contextual information taken into consideration where appropriate, which is supported by academic review and interview. Students are positive about the recruitment, selection and admission processes and staff showcase a good understanding of their varying roles and responsibilities within this. While the process for appealing an admissions decision is unclear due to the change of policy and wording in the revised Student Appeals Procedures, the review team is confident that this constitutes a small omission within the current

documentation. Al-Maktoum College of Higher Education is therefore **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

57 Students are supported academically through an open-door policy with both lecturers and members of the wider staffing team. There is a formal process available that enables students to 'Meet Your Lecturer' and discuss any potential academic and assessment issues, which students are reminded about through regular emails. However, this formal process is rarely utilised by students and the College suggests this is due to the success of the open-door policy, which is endorsed by students who are positive in relation to the accessibility of support.

58 Student attendance and assessment submission is monitored closely to identify any at risk students to ensure early intervention and signposting to relevant support. Students also have access to various resources on the VLE through the academic skills area which includes relevant resources to develop academic skills, for example introduction to video conferencing. All staff and students also have access to the resources available at partner universities, which was confirmed by the College, partner university staff and students.

59 All College students have access to mental health and wellbeing support through the University of Dundee's counselling service, which is clearly outlined in the student handbook and was confirmed by College and partner staff. Students also have access to Student Welfare Officers who are the first point of contact for welfare issues. Their CVs clearly show experience within higher education and of supporting students, but not necessarily in welfare specifically. Discussion of the roles at the review visit clarified that this is a title indicating a remit for student welfare in addition to staff's substantive role, rather than a dedicated role. Students did not identify Student Welfare Officers specifically as their main point of contact for welfare issues, stating that they would approach either their lecturer or other key members of staff, however they did feel that they were effectively supported and could access support from any member of staff who would refer them on where required.

60 Postgraduate students are able to access careers services through the university partners. Skills sessions are provided by College staff that support students with CV writing and general employability skills. Staff and students mentioned the support available to students for applications for further study, including support to write personal statements and the provision of references. In addition, students' professional development is supported through various enhancement activities that encourage skills development and provide networking opportunities such as attending symposia, conferences and workshops, opportunities to attend open lectures, and visits to local businesses.

61 Additional support needs of students are identified through the application process, with support provided on a case-by-case basis. Students are directed to the special assessment arrangements document which sets out the process for providing special assessment arrangements for students that require reasonable adjustments. Decisions are made by the Assessment Verification Team, which consists of teaching staff, the SQA Coordinator, and student administration staff, who consider the evidence to verify claims and agree arrangements. Staff provided relevant examples of reasonable adjustments including relocation to the ground floor for students with physical disabilities.

62 Information related to the support available to students is set out on the website and within the student handbook. Student support staff are trained and supported in their role through requests for training as part of their professional development and through access to training and resources within partner universities. Examples of relevant training were provided which includes training that relates to both physical and learning needs.

63 Overall, the review team concluded that there are clear mechanisms and roles that support all students in their academic, personal and professional development and provide effective support for students with additional physical or learning needs. This is further supported through access to partner university resources. Clear information regarding the support services is available to students in the student handbook and on the website and various opportunities are shared with students via email to ensure accessibility. Students confirm that they are supported effectively and are very positive about the relationship with College staff that enables them to meet their potential. Al-Maktoum College of Higher Education is therefore **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

64 The Teaching and Learning Strategy, developed by the Teaching, Learning and Student Experience Committee outlines the principles and direction of academic delivery. The College aims for a high-quality learning experience in a multi-cultural environment that builds independent learners in a supportive environment. The review team found that these aims align with the student experience at the College with students having positive perceptions of their learning experience.

65 The College has built up an inclusive academic portfolio with flexible modes of delivery that include programmes such as Arabic language. Recognition of prior learning, including credit transfer, is detailed in a comprehensive Recognition of Prior Learning Policy. There are opportunities for students to transition to further study. For example, arrangements with the University of Dundee and Abertay University provide HND students with the opportunity to progress into undergraduate studies. In a small institution students benefit from individualised support when considering progression and employment options.

66 Programme and unit information is accessible to students via the VLE and includes learning outcomes, recommended prior knowledge and skills, methods of assessment and reading materials. At the beginning of each semester students receive unit information with assessment timetables and subsequently access learning materials that includes notes, key concepts and links to additional online materials. The VLE also provides students with an academic skills area with topics including referencing, academic writing, exam revision and academic malpractice that includes the use of AI technology. Postgraduate students have access to the University of Dundee and Abertay University resources, which is particularly valuable to research students.

67 Staff are appropriately qualified and supported. This is because all teaching staff must be approved by the relevant awarding body to ensure that they are suitably qualified to deliver a particular subject at an appropriate level. The College has adopted an annual peer review process which is comprehensive and delivered in a supportive environment. Staff training is available on matters of shared interest such as data handling. Individualised development opportunities are also available, for example academic members of staff attending conferences where they have the opportunity to present research. In addition, staff are able to tap into the University of Dundee and Abertay University training and development opportunities and resources.

68 As a small institution, the College is able to provide students with a close level of attention. This enables the early identification of students who may have academic or welfare concerns. Academic scores of students are monitored closely at an individual level with the Boards of Study responsible for making recommendations regarding a student's progress if deemed unacceptable. Attendance registers for lectures and tutorials are recorded and monitored by the student administration team. Cases of non-attendance are followed up to ascertain reasons for absence and the potential impact on study. If the student is unresponsive, the case will be escalated. Students commented that academic

support is available and that teachers are approachable. The College promotes an open-door policy to ensure accessibility to staff, with one-to-one support available in person or through online meetings. HN students feedback on all aspects of their units through end of unit surveys. The survey results indicate widespread student satisfaction with their learning experience across units. Students expressed their opinion that the College is responsive to academic concerns raised, for example by adjusting the assessment timetable of an accounting unit.

69 Assessment is overseen by the awarding bodies and is appropriate to the learning outcomes. Use of technology in assessment is a high priority for the College with the goal of enabling students to become independent learners. The College has recently placed particular emphasis on building good practice in the use of generative artificial technology for learning and ensuring academic integrity. A detailed Malpractice Policy and Procedures has been established which includes unauthorised use of AI technology as a form of plagiarism and staff have received training on the impact of technology on matters such as plagiarism. Students highlighted that from induction the College stresses the importance of academic integrity to their studies. During induction students are required to complete training in plagiarism. Wall posters remind students of the importance to avoid it, and students have access to detailed information on this through the compulsory academic skills unit and their student handbook. Also, throughout the assessment process students are guided towards ensuring that they are generating their own work. For example, students are required to submit drafts to show the thought process behind their work, an advanced form of plagiarism detection software is used by the College to detect multiple forms of plagiarism including the use of AI, and assessment design requires students to verbally articulate written work through presentations.

70 Overall, the review team concluded that the College's approach to students' learning and assessment enables them to have a high-quality learning experience and to progress through their studies. The College is effective in supporting students to become independent learners, and assessment employs a variety of methods embodying the values of academic integrity. Al-Maktoum College of Higher Education is therefore **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

71 Responsibilities for complaints and appeals vary depending on the awarding partner as outlined in the responsibilities checklist. For both University of Dundee and Trinity College Dublin the awarding partner has full responsibility for both appeals and complaints. Students are recruited and inducted by the partner university who share their policies and procedures with students and ensure these are transparent and accessible. For the Abertay University partnership the responsibilities are made clear to College staff through the Abertay Partner Procedures Manual, which states that academic appeals will follow the Abertay University appeals policy and procedures, and that student complaints will follow College processes, with the ability to progress this to the University if students remain dissatisfied. Staff awareness and understanding of the complaints and appeals processes, and the varying responsibilities within this, was clear within meetings during the review visit.

72 The College's Student Complaints Procedure clearly outlines the scope of the policy, defining a complaint and distinguishing this from an academic appeal. The procedure includes four stages, with an informal resolution stage before three formal stages. The informal stage refers students to the Student Administrator, Unit or Programme Coordinator and a Student Society Officer for support. The first formal stage is a written formal complaint to the SQA Coordinator where a meeting will be arranged to attempt to resolve the issue. If the student remains dissatisfied, then the second formal stage is to write to the Principal's Office to request a meeting. The third formal stage is that this is then referred to the Academic Council where a sub-group will hear the complaint. Clear and appropriate timelines are identified for each stage of the process. No formal complaints have been received and therefore the review team was not able to explore the effectiveness of the complaints process in practice.

73 The Student Appeals Procedures provides separate information for SQA and Abertay University students. For SQA students a three-stage process is outlined with an informal process and then two stages of formal process. For the informal process students are directed to a Student Programme Representative, Student Administrator, Unit Coordinator, or Programme Coordinator. If not satisfied students submit a first stage formal written request to the SQA Coordinator or the Head of Department and a meeting will be held, this can then be progressed to a second stage formal meeting with the Principal. The process for Abertay University students is also clearly outlined where students submit an academic appeals form before undertaking a two-stage process. Clear and appropriate timelines are identified for each stage of the process. No formal appeals have been received and therefore the review team was not able to explore the effectiveness of the academic appeals process in practice.

74 Both policies are reviewed regularly, as evidenced by the policy renewal spreadsheet, and are easily accessible on the College website. Staff are aware of the policies and procedures and stated they would signpost accordingly. The student handbook also signposts to the website for further information on the processes. HN students stated that they would contact relevant members of staff to discuss both complaints and appeals and

postgraduate students are aware of the correct partner university to contact.

75 Overall, the review team concluded that clear, transparent procedures are available to students that outline the process for both complaints and appeals. These procedures are accessible on the College website and signposted to within the student handbook. While no academic appeals or complaints have been made, and therefore the review team was unable to explore the effectiveness of the processes in practice, meetings with both staff and students confirmed awareness of policies and provided confidence that students would be supported to access these effectively. Al-Maktoum College of Higher Education is therefore **aligned** with the Sector-Agreed Principle.

## Enhancement initiatives

### Commentary on institutional approach to enhancement

76 The Teaching and Learning Strategy articulates the College's approach to enhancement to teaching and support for learning. The Quality Assurance Framework underpins the strategy and outlines the structure for the ongoing assurance and enhancement of academic quality of the College's higher education provision. The committees' responsibilities in relation to maintaining academic standards and enhancement of the student learning experience are defined in the terms of reference of the Academic Quality Framework.

77 The Academic Council as the senior academic authority of the College has strategic responsibility for quality assurance and enhancement and the broader student experience. TeLSEC and AQSC have operational responsibilities for maintaining quality and driving enhancements. AQSC identifies areas of concern or good practice resulting from annual and periodic review processes and external examiners reports from partner universities, whereas TeLSEC develops the curriculum and monitors staff development and resources. Action plans to enhance provision are drawn up as a result of the committees' activities, with each action having an identifiable lead person, completion date and RAG status. A recent enhancement has been to embed measures that minimise cases of academic misconduct, including efforts to increase student awareness of academic malpractice through the introduction of a compulsory academic skills unit on plagiarism and the deployment of advanced plagiarism detection software capable of spotting the unauthorised use of generative artificial intelligence in students' work.

78 The College's approach to enhancement includes the engagement of students as active partners in assuring and enhancing the quality of their learning experience through formal and informal mechanisms. Students are encouraged to engage actively in the academic governance of the provision and complete unit evaluation surveys. Enhancements identified through these mechanisms are implemented, and students who met the review team reported that their voice is being listened to and are aware of how their views have impacted the enhancement of their student experience as improvements made are communicated to students. Students are also enabled and encouraged to engage actively in the enhancement of the wider student experience beyond the formal curriculum. The College offers various enhancement activities that encourage skills development and provides networking opportunities such as attending symposia, conferences and workshops, opportunities to attend open lectures, and visits to local businesses.

79 The College regularly monitors and reviews its provision through annual and periodic review to secure academic standards and enhance quality. The outcomes of these activities are considered at programme and provider level to drive reflection and enhancement. The College's approach to annual and periodic programme review includes the use of qualitative and quantitative data from a range of sources. The College makes explicit the type and level of data utilised at student, module and programme level and the policies and processes that underpin its use in the maintenance of academic standards and the assurance and enhancement of quality. For example, personal information, visa information, attendance, course information, student feedback, student performance data, for tracking and analysis, and for quality enhancement purposes. The Record Retention Policy and Procedures ensures that data used in monitoring academic standards and quality assurance processes is reliable which facilitates the evaluation of past and current practices to identify areas of improvement. Completed APRs show evidence of critical reflection based on student feedback. These include improvements and enhancements that have been implemented as a result of monitoring and evaluating the positive impact of changes made, such as peer collaboration via group projects and enhancements made through refining teaching pace or

adaptations to timetables. In addition, external reviews led to the production of action plans which reflect actions and enhancements directly resulting from these reviews.

80 The College regularly monitors the quality of its resources and facilities to enable the delivery and enhancement of a high-quality learning experience for students that aligns with its mission, vision and strategic objectives. Processes for complaints and appeals are monitored and reviewed annually to ensure they promote enhancement.

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