

21 Academy – Follow-up report

STANDARD 1: STANDARDS FOR INTERNAL QUALITY ASSURANCE	
JUDGEMENT: 21 Academy requires improvement to meet the requirements of Standard 1.	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
<p>MR1: 21 Academy shall, within 6 months from the date of publication of this report, further develop the IQA policies and procedures, taking into consideration the feedback and recommendations from this EQA audit and including all the requirements identified in Standard 1 of the National QA Framework.</p> <p>KR1: 21 Academy should, within 6 months from the date of publication of this report, establish a formal system to ensure the engagement of all internal stakeholders in the further development of its IQA policies and procedures to strengthen the institution’s internal systems.</p> <p>KR2: 21 Academy should, within 12 months from the date of publication of this report, define the explicit relationship between research and teaching, in line with the MFHEA Standard.</p>	<p>A robust policy framework for quality assurance underpins the integrity and credibility of an academic institution. For 21 Academy, formalising its IQA processes ensures that all operational and academic practices are documented, standardised, and sustainable. The recent audit highlighted areas where procedural formalisation is required, and addressing these will secure continuity, facilitate governance, and enhance compliance with MFHEA standards.</p> <p>Response to MR1: Development of IQA Policies and Procedures</p> <p>In response to MR1, 21 Academy has initiated a systematic strengthening of its IQA policies and procedures. Directors’ meetings that focus on the academic, operational, and strategic running of the Academy are now formally documented through minutes which highlight the decisions taken and the way forward. This practice ensures institutional memory, supports continuity of decision-making, and enhances accountability within governance processes.</p> <p>Furthermore, a comprehensive recruitment policy and associated procedures have been formally implemented and are being consistently followed. These procedures define clear criteria for staff selection, appointment, and induction, thereby supporting the maintenance of academic standards and institutional quality.</p> <p>The Academy has also commenced a structured process for the creation and documentation of Standard Operating Procedures (SOPs) across all core academic and administrative functions. This process aims to codify existing practices, ensure alignment with quality assurance standards, and mitigate risks associated with staff turnover or institutional growth. The development of SOPs is ongoing and forms a</p>

	<p>central pillar of the Academy’s quality enhancement strategy.</p> <p>Work on the revision and updating of the IQA policy has commenced. However, this process has been temporarily paused to ensure full alignment with the revised MFHEA standards for accreditation and the review of study programmes. The Academy considers it essential that its updated IQA framework reflects current regulatory expectations and best practice, thereby ensuring long-term compliance and coherence across all quality assurance mechanisms.</p> <p>Response to KR1: Engagement of Internal Stakeholders</p> <p>In line with KR1, 21 Academy has increased the frequency and scope of meetings with internal and external stakeholders. These meetings are designed to support meaningful engagement in the development and enhancement of IQA policies and procedures, with particular emphasis on identifying current and emerging industry needs. Feedback gathered through these engagements is being systematically considered in institutional planning and quality enhancement activities, thereby strengthening the relevance, responsiveness, and robustness of the Academy’s internal systems.</p> <p>Response to KR2: Relationship Between Research and Teaching</p> <p>The Academy acknowledges the recommendation to define explicitly the relationship between research and teaching in accordance with MFHEA standards. Initial discussions have commenced as part of the broader IQA review process, with the intention of articulating a clear framework that demonstrates how research informs curriculum design, pedagogical practice, and academic staff development.</p> <p>Conclusion</p> <p>21 Academy remains fully committed to the continuous enhancement of its internal quality assurance system. The actions undertaken to date demonstrate substantive progress in formalising governance, documenting institutional practices, engaging stakeholders,</p>
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	<p>and aligning with evolving MFHEA requirements. The Academy will continue to implement the panel’s recommendations within the prescribed timelines to ensure a robust, transparent, and sustainable quality assurance framework that supports academic excellence and institutional growth.</p>
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STANDARD 2: INSTITUTIONAL PROBITY	
JUDGEMENT: 21 Academy meets the requirements of Standard 2.	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
<p>KR3: 21 Academy should, within 6 months from the date of publication of this report, develop a structured recruitment process for staff and implement formal procedures, with established selection criteria, to ensure consistency and objectivity.</p> <p>R1: 21 Academy could enhance contingency and succession planning. This will benefit the Academy as it grows.</p>	<p>Effective financial stewardship is foundational to institutional stability and growth. The Academy’s recruitment, succession, and resource management procedures are intrinsically linked to the maintenance of probity. Strengthening these systems will enhance transparency, mitigate operational risks, and ensure that resources—both human and financial—are deployed efficiently to support the Academy’s strategic objectives.</p> <p>Response to KR3: Structured Recruitment Process</p> <p>In response to KR3, 21 Academy has developed and implemented a formal recruitment policy and associated procedures that establish a structured, transparent, and objective process for staff recruitment. The policy defines clear selection criteria aligned with institutional needs, role requirements, and academic and professional standards. Recruitment processes are now consistently applied, documented, and overseen at an institutional level to ensure fairness, consistency, and accountability.</p> <p>The implementation of these formal recruitment procedures contributes directly to financial probity by supporting effective workforce planning, ensuring appropriate allocation of resources, and reducing institutional risk associated with ad hoc or inconsistent staffing practices. This structured approach also strengthens governance and supports the sustainable growth of the Academy.</p> <p>Response to R1: Contingency and Succession Planning</p> <p>In relation to R1, 21 Academy recognises the importance of enhanced contingency and succession planning as a key component of sound financial and institutional management. As part of its ongoing quality assurance and governance review, the Academy has begun to</p>

	<p>consider succession planning within its broader institutional risk management framework.</p> <p>The formal documentation of governance processes, including directors’ meetings and operational procedures, together with the development of Standard Operating Procedures across academic and administrative functions, provides a strong foundation for effective contingency planning. These measures support continuity of operations and financial oversight in the event of staff changes or organisational growth.</p> <p>The Academy intends to further strengthen contingency and succession planning through the continued development of documented procedures, role clarity, and capacity-building within the institution. This work will be aligned with the evolving MFHEA standards and integrated into the Academy’s governance and financial planning structures to ensure resilience, sustainability, and prudent financial management as the institution expands.</p> <p>Conclusion</p> <p>21 Academy remains committed to upholding the principles of financial probity through structured recruitment practices, transparent governance, and forward-looking contingency planning. The actions taken to date demonstrate meaningful progress in addressing the audit panel’s recommendations, and the Academy will continue to enhance its systems to support sustainable growth, effective risk management, and compliance with MFHEA standards.</p>
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STANDARD 3: DESIGN AND APPROVAL OF PROGRAMMES	
JUDGEMENT: 21 Academy meets the requirements of Standard 3.	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
<p>KR4: 21 Academy should, within 12 months from the date of publication of this report, involve all stakeholders, including students, in the design of courses offered by the institution.</p>	<p>The development of academic programmes must be responsive to both student needs and the demands of the professional landscape. Integrating diverse stakeholder input, including that of students, ensures curricula remain relevant and rigorous. By systematically embedding such engagement into programme design, the Academy aims to align teaching and learning with contemporary industry standards and enhance overall educational outcomes.</p> <p>Response to KR4: Stakeholder Involvement in Programme Design</p> <p>In response to KR4, 21 Academy has increased the level of engagement with a broad range of stakeholders, including academic staff, industry representatives, and students, in the design and review of its programmes. Meetings are now being held to identify industry needs and emerging trends, ensuring that programme content remains current, relevant, and aligned with professional and labour market expectations.</p> <p>In addition, the Academy has formalised mechanisms for capturing and analysing student feedback. Student feedback is now systematically collected through feedback forms made available upon course completion. The insights derived from this feedback are explicitly considered during programme design and review processes, thereby ensuring that the student voice informs curriculum development, teaching and learning strategies, and assessment approaches.</p> <p>These stakeholder engagement practices are being progressively documented and embedded within the Academy's quality assurance framework as part of the ongoing development of Standard Operating Procedures and the wider IQA system. This formalisation ensures transparency, consistency, and traceability in</p>

	<p>decision-making related to programme design and approval.</p> <p>Conclusion</p> <p>21 Academy remains committed to a collaborative and evidence-informed approach to programme design and approval. The involvement of multiple stakeholders, including students, combined with the systematic use of feedback data, strengthens the academic quality, relevance, and sustainability of the Academy’s programmes. The Academy will continue to develop and refine these processes within the specified timeframe to ensure full alignment with MFHEA standards and best practice in programme design.</p>
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STANDARD 4: STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT	
JUDGEMENT: 21 Academy meets the requirements of Standard 4.	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
<p>KR5: 21 Academy should, within 6 months from the date of publication of this report, implement a policy and procedure for students with special needs. This also includes updating the application form to enable students to explicitly indicate any special needs and related requirements.</p> <p>R2: As 21 Academy grows, the institution could proactively plan for scalability, given the potential challenges flexibility may present.</p>	<p>21 Academy recognises that effective student-centred learning requires not only pedagogical excellence but also the provision of equitable support structures that allow all learners to engage fully with the curriculum. The Academy welcomes the audit panel’s recommendations under Standard 4 as an opportunity to formalise mechanisms that support diverse learning needs and to embed scalability considerations into programme delivery.</p> <p>Response to KR5: Policy and Procedure for Students with Special Needs</p> <p>In response to KR5, 21 Academy has developed and implemented a formal Policy on Students with Special Educational Needs and Disabilities. This policy establishes clear procedures for the identification, support, and reasonable accommodation of students’ individual needs across all modes of programme delivery, including in-class, online, and blended learning.</p> <p>The policy ensures that students can disclose special needs at the application stage via an updated student application form, or at any point during their studies. Adjustments are determined in consultation with the student and may include modified teaching approaches, assessment arrangements, accessibility adaptations, or technological support, depending on the mode of delivery. The policy also provides for the periodic review of adjustments to ensure they remain appropriate and effective, thereby supporting student-centred learning and equitable participation.</p> <p>Response to R2: Scalability and Flexibility of Programmes</p> <p>In relation to R2, the Academy acknowledges that growth in student numbers and programme offerings introduces challenges to maintaining flexibility and individualised support. To address this, 21 Academy is proactively</p>

	<p>planning for scalability by integrating structured processes, standard operating procedures, and clear documentation of teaching, assessment, and support practices. This includes embedding mechanisms for monitoring student engagement, systematically reviewing programme delivery, and ensuring that pedagogical and support frameworks can accommodate a growing and diverse student population without compromising the quality of the student learning experience.</p> <p>Conclusion</p> <p>21 Academy remains committed to fostering a student-centred learning environment that is inclusive, adaptable, and responsive to the needs of all learners. The implementation of the policy and associated procedures, alongside proactive planning for scalable and flexible programme delivery, demonstrates the Academy's commitment to equity, accessibility, and academic quality. These measures ensure that student learning remains at the core of the Academy's educational provision while supporting sustainable institutional growth.</p>
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STANDARD 5: STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION	
JUDGEMENT: 21 Academy meets the requirements of Standard 5.	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
R3: 21 Academy could develop a standard student interview procedure to ensure fairness and consistency.	<p>Admission processes establish the foundation for academic success and equitable student experience. Ensuring that recruitment and selection are consistent, transparent, and defensible is essential for maintaining academic standards. Structured interviews and standardised scoring mechanisms provide objective assessment criteria, safeguarding fairness while supporting informed admissions decisions.</p> <p>Response to R3: Standardisation of Student Interview Procedures</p> <p>In response to R3, 21 Academy has developed and implemented a standardised student interview procedure designed to ensure fairness, consistency, and objectivity in admissions decision-making. Interviews have been formalised through the creation of a structured bank of interview questions from which interviewers select, ensuring that all candidates are assessed against comparable criteria while retaining sufficient flexibility to explore individual applicant profiles.</p> <p>In addition, the Academy has introduced standardised interview scoring forms to support consistent evaluation of applicants. These scoring instruments define clear assessment dimensions and performance indicators, enabling interview outcomes to be applied uniformly and transparently, including where interviews are conducted by different interviewers. This approach mitigates the risk of subjectivity and variability, thereby strengthening the integrity of the admissions process.</p> <p>The standardised interview procedures and scoring mechanisms are being documented as part of the Academy’s broader development of Standard Operating Procedures and internal quality assurance framework. This formalisation ensures traceability, supports continuous</p>

	<p>monitoring and review, and aligns admission practices with the principles of equity and academic rigour.</p> <p>Conclusion</p> <p>21 Academy remains committed to the continuous enhancement of its student admission, progression, recognition, and certification processes. The introduction of standardised interview questions and scoring forms represents a substantive improvement in ensuring fair and consistent admissions practices. The Academy will continue to monitor and refine these procedures to ensure alignment with MFHEA standards and best practice in higher education admissions.</p>
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STANDARD 6: TEACHING STAFF	
JUDGEMENT: 21 Academy meets the requirements of Standard 6.	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
<p>KR6: 21 Academy should, within 6 months from the date of publication of this report, implement a formal process of tutor observation during classes, with feedback delivered in a structured manner, as this will contribute to improving the teaching experience.</p> <p>R4: The Academy could consider implementing a formal tutor appraisal system and implement a structure to gauge lecturers' method of delivery, identify any training needs, and assess what went well and where improvements can be made.</p> <p>R5: The Academy could organise periodic meetings that facilitate tutor interaction and enable them to discuss common issues and share best practice.</p>	<p>The quality of instruction delivered by academic staff directly influences learning outcomes and student satisfaction. Observational feedback, structured appraisal, and professional dialogue among tutors are vital mechanisms for continuous improvement. By implementing these processes, the Academy seeks to foster reflective practice, identify developmental needs, and cultivate a collaborative teaching culture.</p> <p>Response to KR6: Tutor Observation and Structured Feedback</p> <p>In response to KR6, 21 Academy acknowledges that, to date, a formal process of tutor observation during classes has not yet been implemented. However, the Academy has identified this as a priority area for development. The Academy is planning to engage a new employee whose remit will include responsibility for coordinating the planned MFHEA reviews of study programmes. As part of this role, the post-holder will also be responsible for implementing and overseeing a formal process of tutor observation during classes, with feedback delivered in a structured and systematic manner.</p> <p>In the interim, the Academy actively monitors teaching quality through the systematic collection and review of student feedback. Students are provided with feedback forms at the end of each course, allowing them to evaluate their learning experience and provide feedback on their lecturers. These forms permit anonymous submissions, thereby encouraging honest and constructive feedback, which is reviewed and taken into consideration as part of ongoing teaching quality enhancement.</p> <p>Response to R4: Tutor Appraisal and Teaching Evaluation</p> <p>In relation to R4, 21 Academy recognises the value of a formal tutor appraisal system in</p>

	<p>supporting reflective practice, identifying professional development needs, and enhancing teaching effectiveness. While a fully formalised appraisal system has not yet been implemented, the Academy intends to integrate tutor appraisal within the broader framework of tutor observation, feedback, and quality review to be overseen by the newly appointed staff member.</p> <p>This integrated approach will enable the Academy to systematically gauge lecturers' methods of delivery, identify training and development needs, and document strengths and areas for improvement. The outcomes of these processes will inform staff development planning and contribute to continuous enhancement of teaching and learning.</p> <p>Response to R5: Tutor Interaction and Sharing of Best Practice</p> <p>With regard to R5, 21 Academy acknowledges the importance of periodic meetings that facilitate tutor interaction, collegial dialogue, and the sharing of best practice. Currently, the Head of the Academy (HoA) holds regular, albeit informal, feedback sessions with tutors. These sessions provide an opportunity for lecturers to raise issues, discuss challenges, and share insights. During these meetings, the HoA also communicates student feedback—summarised and anonymised to protect individual identities—ensuring that tutors are aware of learners' perspectives and can reflect on areas for improvement.</p> <p>The Academy intends to formalise these interactions within the broader quality assurance framework, creating structured opportunities for tutors to engage with peers, share best practice, and contribute to continuous pedagogical enhancement.</p> <p>Conclusion</p> <p>21 Academy remains committed to strengthening its systems for supporting, evaluating, and developing teaching staff. While some processes are currently at a developmental stage, the planned appointment of a dedicated staff member, combined with the systematic use of student feedback and the intention to formalise observation, appraisal, and tutor engagement mechanisms, demonstrates the</p>
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	Academy's commitment to meeting MFHEA requirements and to the continuous enhancement of the teaching and learning experience.
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STANDARD 7: LEARNING RESOURCES AND STUDENT SUPPORT	
JUDGEMENT: 21 Academy meets the requirements of Standard 7.	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
R6: The Academy could consider investing in a more robust VLE as this will be beneficial and useful in facilitating its growth ambitions.	<p>Comprehensive learning resources and effective student support mechanisms form the backbone of successful academic programmes. While the current Virtual Learning Environment (VLE) has been positively received, there exists potential to further enhance its functionality. Future upgrades, particularly the integration of AI-enabled administrative tools, are intended to streamline operations and enrich the student learning experience.</p> <p>Response to R6: Virtual Learning Environment (VLE)</p> <p>In response to R6, 21 Academy acknowledges that investment in a more robust Virtual Learning Environment (VLE) would support the Academy’s growth ambitions and further enhance the student learning experience. The Academy is pleased to report that it receives consistently positive feedback from students regarding the current VLE, both in terms of accessibility of resources and the usability of the information provided. This feedback confirms that the VLE is already a valuable tool in supporting learning and engagement.</p> <p>Nevertheless, the Academy recognises the potential for further enhancement and has included the VLE in its broader strategic plan to integrate artificial intelligence into administrative workflows. The planned update aims to strengthen the platform’s capabilities, improve operational efficiency, and provide a more comprehensive and interactive learning experience for students. This initiative is part of the Academy’s holistic approach to learning resources and student support, ensuring that technology continues to underpin academic quality and institutional development.</p> <p>Conclusion</p> <p>21 Academy remains committed to enhancing its learning resources and student support systems in line with its strategic ambitions. The</p>

	<p>planned VLE update, combined with ongoing monitoring of student feedback, demonstrates the Academy’s proactive approach to leveraging technology to facilitate growth, improve student experience, and support high-quality teaching and learning.</p>
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STANDARD 8: INFORMATION MANAGEMENT	
JUDGEMENT: 21 Academy meets the requirements of Standard 8.	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
<p>KR7: 21 Academy should, within 6 months from the date of publication of this report, make better use of data to extract reports to address any issues and use this to enhance future course programmes.</p> <p>KR8: 21 Academy should, within 9 months from the date of publication of this report, implement tracer studies to gather information related to the employment and career progression of course participants who have completed their studies.</p>	<p>Accurate, timely, and meaningful data is critical for informed decision-making within higher education institutions. Leveraging administrative and academic data allows for evidence-based adjustments to curricula and student support mechanisms. The introduction of tracer studies will provide longitudinal insights into graduate outcomes, thereby strengthening the Academy’s capacity to evaluate programme effectiveness and inform strategic planning.</p> <p>Response to KR7: Use of Data to Inform Course Programmes</p> <p>In response to KR7, 21 Academy is actively enhancing its capacity to use data for evidence-based decision-making. The Academy has begun to systematically extract and analyse data from existing administrative and academic systems, including student performance metrics, and feedback forms. Insights derived from these analyses are being used to identify areas for improvement and to inform enhancements to current and future course programmes. This process contributes to the continuous refinement of curricula, teaching methodologies, and student support mechanisms, ensuring that courses remain relevant, responsive, and aligned with institutional and industry standards.</p> <p>Response to KR8: Tracer Studies and Graduate Career Tracking</p> <p>In relation to KR8, 21 Academy recognises the value of tracer studies in gathering information on the employment outcomes and career progression of course participants after graduation. Such data is essential for evaluating the effectiveness and impact of the Academy’s programmes, identifying areas for curricular improvement, and demonstrating graduate employability to stakeholders. The Academy is</p>

	<p>planning to conduct its first tracer study in Q2 of 2026, as part of a structured framework for ongoing graduate tracking. The results of this study will be systematically analysed and used to inform future programme design, development, and quality enhancement initiatives.</p> <p>Conclusion</p> <p>21 Academy remains committed to improving its information management systems to support evidence-based planning, programme development, and institutional accountability. The ongoing enhancement of data analysis capabilities, combined with the planned implementation of tracer studies, demonstrates the Academy’s proactive approach to using information strategically to enhance the student experience, graduate outcomes, and academic quality.</p>
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STANDARD 9: PUBLIC INFORMATION	
JUDGEMENT: 21 Academy meets the requirements of Standard 9.	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
<p>KR9: 21 Academy should, within 6 months from the date of publication of this report, have a standard procedure in place to periodically review and update the online materials and information to ensure they remain relevant and aligned with emerging trends and technologies in website management and information dissemination.</p> <p>R7: 21 Academy could consider developing a formalised social media strategy to ensure a consistent and effective online presence. This may include content planning, engagement strategies, and monitoring feedback on social media platforms.</p>	<p>The Academy’s public information channels, including its website and social media platforms, serve as key instruments for transparency, engagement, and institutional branding. Periodic review and strategic management of these channels will ensure information remains current, accurate, and accessible. Developing a coherent social media strategy will complement these efforts by fostering a consistent and professional online presence.</p> <p>Response to KR9: Periodic Review and Update of Online Materials</p> <p>In response to KR9, 21 Academy has initiated steps to develop a standard procedure for the periodic review and updating of online materials. This procedure will ensure that the information available through the Academy’s digital platforms remains accurate, relevant, and aligned with emerging trends in website management and information dissemination. While the Academy currently considers its online presence to be very effective, it recognises that there is scope for further enhancement. In particular, the Academy is preparing to finalise and launch its new dedicated website, which will operate separately from the company website of Advisory 21 Ltd., thereby providing a more focused and accessible portal for students, stakeholders, and the wider public.</p> <p>Response to R7: Social Media Strategy</p> <p>With regard to R7, 21 Academy acknowledges the potential benefits of a formalised social media strategy to ensure a consistent and effective online presence. The Academy is considering the development of such a strategy, which would include structured content planning, engagement initiatives, and mechanisms to monitor and respond to feedback on social media platforms. This strategic approach will support the Academy’s visibility,</p>

	<p>brand coherence, and outreach objectives, complementing the forthcoming dedicated website.</p> <p>Conclusion</p> <p>21 Academy remains committed to enhancing its public information systems and digital presence. The planned implementation of a standard review procedure for online materials, combined with the development of a formal social media strategy and the launch of a dedicated website, will ensure that the Academy maintains an accessible, accurate, and strategically managed public profile. These initiatives support institutional transparency, stakeholder engagement, and alignment with contemporary standards of digital communication.</p>
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STANDARD 10: ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES	
JUDGEMENT: 21 Academy requires improvement to meet the requirements of Standard 10.	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
<p>MR2: 21 Academy shall, within 6 months from the date of publication of this report, have a plan of action of how periodic reviews of courses will be implemented and formally documented and which also includes timelines and persons responsible. This must include the involvement of all internal and external stakeholders.</p> <p>MR3: 21 Academy shall, within 6 months from the date of publication of this report, have a documented and formalised procedure for the monitoring and periodic review process of the IQA system of the institution, the QA processes and procedures. This must involve contributions from all internal and external stakeholders.</p> <p>KR10: 21 Academy should, within 12 months from the date of publication of this report, have a system in place to collect formal feedback from experts, employers and other stakeholders, which information is fed back into the strategic management mechanism of the institution.</p> <p>R8: 21 Academy could carry out synthesis and pooling of all the data collected by the institution. The outcomes can be used by the institution to enhance and improve QA mechanisms and training provision.</p>	<p>Systematic monitoring and formal review mechanisms are essential to sustaining programme quality and institutional accountability. While the Academy has made preliminary progress in designing these frameworks, full implementation is temporarily deferred to align with the latest MFHEA standards. The planned oversight by a newly appointed staff member will ensure that all review processes are effectively documented, stakeholder-informed, and data-driven</p> <p>Response to MR2: Action Plan for Periodic Review of Courses</p> <p>In response to MR2, 21 Academy had commenced the development of a detailed action plan outlining how periodic reviews of courses will be implemented, including timelines and designated responsibilities, and ensuring the involvement of all internal and external stakeholders. However, the implementation of this plan has been placed on a partial hold. This is to ensure that the Academy's internal monitoring and review processes are fully aligned with the new MFHEA standards for accreditation and review of study programmes, which have a direct impact on the structure and procedures of internal monitoring. The forthcoming appointment of a new employee, whose responsibilities include oversight of MFHEA programme reviews and quality assurance processes, will play a central role in executing and formalising these monitoring processes. Once the alignment and staffing are in place, the Academy will finalise and formally document the action plan to guide all course review activities.</p> <p>Response to MR3: Formalised Procedure for IQA Monitoring and Review</p> <p>In relation to MR3, the Academy recognises the necessity of a documented and formalised</p>

	<p>procedure for the monitoring and periodic review of the IQA system, including all QA processes and procedures. The development of this procedure has similarly been placed on partial hold to ensure full compliance with the updated MFHEA standards. The new employee will also be instrumental in implementing this procedure, ensuring contributions from all internal and external stakeholders, and providing a robust framework for ongoing IQA oversight.</p> <p>Response to KR10: Stakeholder Feedback System</p> <p>In response to KR10, 21 Academy is in the process of designing a structured system to collect formal feedback from experts, employers, and other relevant stakeholders. The feedback will be systematically analysed and integrated into the Academy’s strategic management mechanisms to inform programme development, quality assurance, and operational decision-making. This initiative will provide an evidence-based foundation for continuous improvement across all academic and administrative functions.</p> <p>Response to R8: Synthesis and Use of Collected Data</p> <p>Regarding R8, 21 Academy recognises the value of synthesising and pooling all institutional data, including student feedback, stakeholder input, and internal monitoring results. Once collected and analysed, these data will inform enhancements to QA mechanisms, programme design, and training provision. The new employee’s role will have a direct impact on this process, ensuring systematic collation, analysis, and application of all relevant data to enhance quality assurance practices and institutional decision-making.</p> <p>Conclusion</p> <p>21 Academy remains committed to implementing comprehensive systems for ongoing monitoring and periodic review of programmes and QA processes. While some aspects of the implementation plan are temporarily on hold to accommodate alignment with the new MFHEA standards, the forthcoming appointment of a dedicated staff member will directly support the monitoring and</p>
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	<p>review processes. Together with stakeholder engagement and data-informed decision-making, this will ensure that periodic reviews, IQA monitoring, and feedback mechanisms are robust, transparent, and effective in supporting continuous quality enhancement and institutional development.</p>
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STANDARD 11: Cyclical External Quality Assurance	
JUDGEMENT: 21 Academy meets the requirements of Standard 11.	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
Nil	N/A