

Caspian School of Academics Academic Board Meeting

Held on 19th December, 2025, 2pm on campus & online

CEME Campus

Marsh Way, Rainham RM13 8EU

	Agenda Item	Lead
1.	<p>1.1. Welcome and Introductions</p> <p>The Chair welcomed all members and thanked colleagues for submitting reports and papers in advance. The purpose of the meeting was confirmed as oversight of academic quality, standards, programme performance, and strategic developments.</p> <p>1.2. Apologies were received from:</p> <ul style="list-style-type: none"> ● Carmen Susma ● Oluyinka Akingboju <p>1.3. Declarations of Interest: No conflicts of interest were declared.</p> <p>1.4. Minutes of the Previous Meeting</p> <p>The minutes of the previous Academic Board meeting held on 30 May 2025 were reviewed and approved as an accurate record.</p>	MH
2.	<p>Principle’s oral report on key strategic changes in 2025</p> <p>2.1 University Partnerships</p> <ul style="list-style-type: none"> ● New partnerships have been established with: <ul style="list-style-type: none"> ○ University of Derby (approval confirmed) ○ University of West London (UWL) – approval is ongoing with evidence to meet specified conditions completed. Still awaiting updates on the approval of provision with the Claude Littner School of Business. <p>New Academic Programmes (2024–25)</p> <ul style="list-style-type: none"> ● Newly introduced programmes include: <ul style="list-style-type: none"> ○ Hospitality Management (HM) ○ International Travel and Tourism Management (ITTM) ○ Construction Site Management (NOCN) ○ Cyber Security Engineering and Data Analyst (NCFE) 	MH



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| | <ul style="list-style-type: none">• The programmes are progressing successfully, with minor changes being implemented within Hospitality Management. | |
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- Peer review: No major issues identified
- Teacher Observation: No major issues identified
- Resources: Adequate and in place
- Staff development: Induction, standardisation, staff development meeting.
- Employer engagement: Ongoing
- External Examiner: Successful EE Visit

Key Points:

- Business classes delivered on campus (Tuesdays) show strong engagement.
- Students spending more time on campus demonstrate higher achievement rates.
- Planning is underway for a **Career Week** next term.

Areas for Development:

- Strengthening student recruitment strategies
- Increasing employer engagement, including:
 - Organise visits to businesses, production sites, and trade shows
 - Consideration of transport support to enable participation

3.3. NOCN SAR & Annual Programme Report (Construction Site Supervisor Programme)

- 50 learners enrolled; 46 progressed to Term 2
- Retention rate approximately **92%**
- Achievement improved to approximately **85%** following targeted exam preparation
- Teaching quality rated very highly (around **95%**)
- Industry-experienced staff
- Robust assessment systems and digital platforms
- High-quality learning resources
- Strong academic and pastoral support

Areas for Improvement:

- Enhanced preparation for externally assessed MCQ examinations
- Improved digital literacy for assessment platforms
- Increased scenario-based learning and case studies
- Expanded employer engagement and site visits

SB



Students may resit assessments twice free of charge; further attempts incur a fee.

3.4. Annual Monitoring Report (AMR)

- **CSA:** Expanded to higher education (Pearson, NCFE, NOCN).
- **Mission:** Excellence, integrity, inclusion, lifelong learning.
- **QA:** Annual monitoring; aligns with UK Quality Code.
- **Curriculum:** Good; industry-aligned, blended delivery; more work-based learning needed.
- **Students:** High achievement; attendance/retention to improve.
- **Assessment:** Robust, verified, externally validated.
- **Teaching:** Inclusive, interactive, hybrid; high satisfaction.
- **Resources:** Moodle strong; library/digital materials need enhancement.
- **Priorities:** Industry links, attendance, retention, digital resources.
- **Governance:** Board oversight; strategic initiatives endorsed.
- Overall findings were positive.
- Areas for improvement have been identified and will be addressed through a formal action plan.

AN

3.5. Quality Improvement Plan (QIP) – Head of Quality Assurance

- **Objective:** Centralise and strengthen continuous QA monitoring with clear roles, documentation, and data use.
- **Completed Actions:** Defined key data measures, embedded CCM, redesigned QA cycle, introduced peer observation, and created templates, frameworks, and reporting structures.
- **Next Steps:** Communicate the process, deliver staff training, and implement the first full cycle next term.
- **Monitoring:** Track reporting completion, timelines, staff engagement, and feedback use; review after first cycle.
- **Expected Benefits:** Improved QA consistency, faster risk identification, and stronger OfS B1–B5 alignment.

DC

Key Themes:

- Overall positive quality profile across provision
- Clear commitment to continuous enhancement



	<p>3.7. External Examiner Reports</p> <p>Multiple reviews by NCFE, Pearson, and NOCN confirm strong performance with Low Risk ratings overall.</p> <p>Key Outcomes:</p> <ul style="list-style-type: none"> ● NCFE: Full compliance; minor recommendations only ● Pearson: Academic standards secure; good practice in staff CPD and assessment design ● NOCN: Initial Moderate Risk resolved to Low Risk after actions <p>Strengths:</p> <ul style="list-style-type: none"> ● Robust governance and quality assurance ● Qualified staff with effective CPD ● Secure assessment and learner records ● Positive learner feedback <p>Recommendations:</p> <ul style="list-style-type: none"> ● Increase extracurricular activities ● Provide more constructive summative feedback ● Use more oral and group feedback sessions <p>Conclusion:</p> <p>Centre meets awarding body and UK Quality Code requirements, demonstrating a strong commitment to continuous improvement.</p> <p>Key Feedback:</p> <ul style="list-style-type: none"> ● Overall positive comments on standards and assessment. ● Recommendations included: <ul style="list-style-type: none"> ○ Increased extracurricular activities ○ More constructive summative feedback ○ Greater use of oral and group feedback sessions 	
4.	<p>4.1. Academic Integrity Policy</p> <ul style="list-style-type: none"> ● Core Principle: Academic integrity is essential; plagiarism undermines education. 	MH



	<ul style="list-style-type: none"> ● Staff Role: Supported in upholding integrity and addressing misconduct. ● Student Role: Informed of integrity rules, given opportunities to develop skills. ● Culture: Promote fairness, transparency, and respect for scholarship. ● AI Use: Monitored to preserve originality. ● Implementation: <ul style="list-style-type: none"> ○ Inform: Provide guidance and formative practice. ○ Integrate: Embed integrity into teaching and assessments. ○ Deter: Detect and address misconduct consistently and fairly. ● Review: Policy reviewed annually by the Academic Board. <p>4.2. Update on the implementation of the new policies:</p> <ul style="list-style-type: none"> ● Purpose: Update and consolidate QA policies to align with redesigned processes and clarify roles. ● Rationale: Current policies are fragmented; new QA processes improve clarity, collaboration, monitoring, and regulatory compliance. ● Approach: Review, consolidate, consult, get Board approval, implement, and brief staff. ● Roles: QA Manager drafts; Academic Board approves; staff ensure compliance; SLT monitors. ● Benefits: Streamlined policy, consistent QA practices, regulatory alignment, clear accountability. 	DC
5	<p>An updated version of the Quality Manual and draft Student Handbook was reviewed.</p> <ul style="list-style-type: none"> ● Consolidates quality policies, governance, and monitoring into one coherent, student-centred framework. ● Aligns with OfS B1–B5 and QAA UK Quality Code 2024. ● Introduces continuous monitoring via QMG (institutional oversight) and LSAIP (course-level improvement). ● Emphasises student voice, data use, assessment, and reflective teaching. ● Supports academic standards, student experience, and evidence-informed decision-making ● Members asked to note the process diagram and summary table included in the draft handbook. ● Further refinement will continue prior to final approval. 	DC
6	<p>Staff Development Reports : Nothing to report</p> <p>Centralising Data Management :</p> <p>Goal: Centralise key student data (attendance, outcomes, feedback) to improve monitoring, risk management, and student success.</p>	DC

	<p>Current gap: Data fragmented across systems; no central dashboard or BI tools.</p> <p>Plan: Map, standardise, and consolidate data with QA oversight, building toward dashboards/BI within 2–3 years.</p>	
7	<p>Any Other Business</p> <ul style="list-style-type: none"> Continued exploration of transport solutions to support site visits and employer engagement. Emphasis on experiential learning over purely video-based alternatives. Suggestion to invite student representatives to future Academic Board meetings (to be considered at a later stage in meetings). 	All

Attendees:

Muhammad Iftikhar (MI) – Chief Executive Officer
 Tahira Yasmin (TY) – Director of Human Resources
 Kaniz Bukhari (KB)- Registry Manager
 Anjum Naz (AN) – Head of Teaching and Learning
 Shivangi Bhasgi (SB) Programme Lead (Construction)
 Rohit Lal- Academic Planning Manager / Programme Coordinator (IT Provision)
 Mudassar Mehmood (MM)- Programme Manager (Pearson)
 Oluyinka Akingboju(OA) - Programme Lead (Business Marketing)
 Corina Sava (CS) - Programme Lead (Leadership & Management)
 Carmen Susma(CS) - Programme Lead (Hospitality Management and ITTM)
 Raman Sidhu- Board Secretary

Mandy Hobart (MH) – Principal and Chair
 Dom Conroy (DC) – Quality Manager
 Amjad Alam (AA)- Programme Manager NCFE