

GLASGOW KELVIN COLLEGE**Academic Board – 02 May 2025****Implementation of New Tertiary Quality Arrangements****Report by Quality Enhancement and Development Manager****1. Introduction**

As members will be aware, the Scottish Funding Council (SFC) tasked the Quality Assurance Agency (QAA) to develop a new set of quality assurance and enhancement arrangements for Scotland's Tertiary Sector. These arrangements were introduced during the current academic year and will be fully implemented in academic year 2025-26. In preparation for this, the College has developed its own Quality Cycle which has been designed to meet the requirements of the new arrangements. The new Quality Cycle builds upon many of our previously established quality processes and introduces new elements as necessary. A key feature of the new arrangements is the inclusion of the student voice, and this has been fully incorporated into each of the elements in the Quality Cycle.

2. The Quality Cycle

The full Quality Cycle is shown diagrammatically in Appendix 1.

2.1 Quantitative Information

The College already conducts three student surveys throughout the year. The Stop and Check survey is an early survey which is designed to provide feedback to teaching teams about the early college experience of their students. The Learner Experience, towards the end of Block 1, provides students with an opportunity to feedback about the types of learning and teaching activities that are being used on their course. The third survey is the national Student Satisfaction and Engagement Survey which is conducted at the request of the SFC.

In addition to the student surveys, two new stakeholder surveys will be introduced in February and March; the first for internal stakeholders, and the second for external stakeholders.

Teaching staff already use course success rates quite extensively within the quality processes. Support Service areas will use their own service KPIs, or other factual evidence, such as statistical information from databases or other systems used by the service, or web-based platforms like help desks, or findings from audit.

2.2 Qualitative Information

Focus groups are already held throughout the year with student groups. These are held to complement the feedback from the student surveys. The focus groups take place in each of the campuses and include programmes which are in the medium-risk category across.

Focus groups for each of the Support Service areas are being introduced this year to assist Support Service staff with their self-evaluation reports. These are being conducted by the Quality Department and will be fully incorporated into the Quality Cycle.

2.3 Faculty Evaluation

The Senior Curriculum Managers (SCMs) already complete an annual self-evaluation report for all of the programmes within their remit. A new digital template was introduced in August 2024 which includes pre-populated course success rates. This has eliminated the need to manually draw down data from other college systems and also ensures consistency with the data sets being used.

A similar template is being developed for use by Curriculum Managers (CMs) at the start of session 2025-26. The new template will allow CMs to analyse programmes at unit level for each block. This will allow unit success rates to be monitored throughout the year and to be discussed with teaching teams at their course meetings.

At the end of session 2022-23, the College introduced a RAG rating system for the course success rates. This process will continue as part of the new Quality Cycle, whereby amber medium-risk programmes are monitored on an Impact Plan, which is managed by the SCM and overseen by the Quality Forum. Red high-risk programmes are subject to a Risk Review which is completed by the Faculty Director and reported to senior managers for approval.

2.4 Support Services Evaluations

A new template for Support Service areas has been developed and will be used by Support Service staff to self-evaluate their performance annually. The template requires staff to report on the quality of their service provision by including evidence from students and other service users, factual evidence from systems or processes, and evidence from the Support Staff's own experience.

The focus groups mentioned under 2.2 will be used to assist Support Staff by providing user feedback on their services.

2.5 Self-Evaluation and Action Plan

The Self-Evaluation and Action Plan (SEAP) has replaced the annual Evaluative Report and Enhancement Plan (EREP), which was part of the "How Good is Our College" quality Framework. The SEAP has also replaced the learning and quality aspects of the Outcome Agreement. The SEAP is completed annually by the end of November.

2.6 Institution-Led Quality Review (ILQR)

This is a new element for the college sector and is based upon the pre-existing Institution Led Reviews which were part of the universities quality arrangements.

All SFC-funded provision falls within the scope of the ILQR. The College is required to produce a schedule for reviewing its provision which ensures that all provision is reviewed at least every six years. This is in addition to the annual quality arrangements. The ILQR schedule must also include a review of Support Services which "contribute to the student experience".

The College's teaching provision will be divided into seven best-fit, similar subject areas for the ILQR schedule. Also included will be five Support Service areas. This will give twelve ILQR groups which will allow for two ILQRs to take place in any year, and to ensure that all areas are reviewed within a six-year cycle.

An ILQR steering group is being established in the College to oversee the process. The steering group will be responsible for selecting members for each review team and for providing them with guidance on the process. Each review team will include a student

member at least one external member.

The review team will produce a report based upon their findings, with recommendations for the area under review to consider. The area under review will respond to the review team with their proposal for actions to satisfy the recommendations. The reports from the review teams will be sent to SMT for ratification.

2.7 Tertiary Quality Enhancement Review (TQER)

The College has been advised that it will have its external TQER in academic session 2026-27. The TQER is a peer-led enhancement-focussed approach to quality enhancement. The TQER replaces the Annual Engagement Reviews and the Progress Reviews which were previously conducted by Education Scotland. The TQER will place a significant focus on the operation of internal College quality arrangements, in particular, our ILQR process and outcomes.

3. Impact on Students

The new quality cycle provides more opportunities for the students to participate in quality activities throughout the year.

4. Resource Implications

There are no significant additional resource requirements associated with this report.

5. Equalities

There are no significant equalities issues associated with this report.

6. Risk and Assurance

This report provides assurance that the College is seeking student feedback on the services it provides and using student views to inform and improve our service delivery.

7. Data Protection

There are no specific data protection issues arising in this report.

8. Environmental and Sustainability

There are no specific environmental and sustainability issues arising from this report.

9. Recommendations

Members are recommended to note the contents of the report.

10. Further Information

Members can obtain additional information on the contents of this report from John Gallagher, Quality Enhancement Manager (jgallagher@glasgowkelvin.ac.uk) or Robin Ashton, Vice Principal Curriculum and Quality Enhancement (rashton@glasgowkelvin.ac.uk)

Date: 28/04/2025

Appendix 1

2025-26 Quality Cycle

		2025-26											
Month	Aug		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Quantitative information				Stop and Check Survey			Learner Experience Survey	Internal Stakeholder Survey	External Stakeholder Survey	Student Satisfaction Survey	Service Area KPIs	Course Success Rates	
Qualitative information			Focus Groups (students and staff)										
Faculty Evaluation		Curriculum Manager Annual Review Activity											
		SCM Evaluations			IMPACT Plans								
		Director At Risk Reviews											
Support Evaluation		Support Service Evaluations								Organise Service User Feedback		Support Service Evaluations	
College Evaluation			College Self-Evaluation and Action Plan (SEAP)										
Institutional Led Quality Review						Institutional Led Quality Review 1 (ILQR)							
									Institutional Led Quality Review 2 (ILQR)				

(New or revised items in red font)