

Glasgow Kelvin College

Academic Board - 01 November 2024

Review of Quality Arrangements 2023-24

Report by Quality Enhancement and Development Manager

1. Introduction

The College introduced a new risk-based quality enhancement approach, at the end of session 2022-23, with differing levels of quality enhancement activity dependent on the risk of students not completing their course successfully. All College courses were categorised as either Green – low-risk, Amber – medium-risk or Red – high-risk. This paper provides an overview of implementation of this revised approach to risk management across the 2023-24 academic year.

2. Overview of the Revised Quality Arrangements

Amber – medium-risk courses were those courses which regularly performed between 5% and 15% below the full-time college average for their respective levels. These programmes were overseen by a Senior Curriculum Manager (SCM) who completed an Impact Plan in order to identify improvements and to monitor progress throughout the session. In total, 52 courses were rated as medium-risk across all delivery modes and levels.

Red – high-risk courses were those courses where performance has been so poor that we needed to give serious consideration as to whether we continue to run these courses or remove these from the College curriculum portfolio. All courses which have regularly been more than 15% below the full-time college average for that level were classed as high-risk. In total, this amounted to 24 courses across all delivery modes and levels.

The medium-risk programmes were overseen by a Senior Curriculum Manager (SCM), who was responsible for completing an Impact Plan and leading the team to identify appropriate actions to improve performance. The Impact Plans were reviewed throughout the year by the Quality Senior Curriculum Managers' Forum to monitor progress and to share best practice.

For courses within the high-risk category, alongside following standard quality enhancement processes, all courses have been subject to an At-Risk Review process. Led by Faculty Directors, an At-Risk Review proforma was completed detailing a range of academic and operational performance data, alongside a recommendation from the faculty on potential next steps. This process considered the performance of the course and whether any further, more radical action had a likelihood of improving the performance of the course.

An At-Risk Review Meeting was then held on 13th November 2023 with a panel comprising, College Principal and Vice Principals, Head of Quality and the Directors of Faculty.

2.1 Outcomes from the Impact Plans

The Impact Plans were completed by the Senior Curriculum Manager, who then worked with teaching teams to identify appropriate actions to improve performance on the medium-risk programmes.

Thirty-three further education programmes were placed on Impact Plans during 2023-24. These programmes achieved an average improvement of 29% in Successful Outcome compared to 2022-23. Many of these programmes were significantly restructured. An example of this is the Level 4 Introduction to Science and Health which improved from 50% Successful Outcome to 86%. This was largely achieved by replacing some assessed units with non-modular units to provide additional support to subjects which previously had poor pass rates.

Although eighteen higher education programmes were placed on Impact Plans in 2023-24, many of these programmes were not fully completed by the end of the session due to the industrial action. Because of this, retention rates have been used to measure performance in 2023-24. Retention on these programmes improved by 17%, on average, compared with 2022-23.

Of particular note, the HND Coaching and Development (Football) strengthened its partnership with the Scottish Football Association and improved its retention by 30%. Also, the HND Fashion (Business) was replaced by the HNC Costume Design, which resulted in a 10% improvement in retention. .

The following medium-risk programmes were discontinued as they were unlikely to achieve a higher performance level within a two-year timescale:

Programme	Reason
PT NQ Sound Production Recording (Schools)	Due to low demand and poor performance
FT HND Computing: Networking	Faculty focus on NQ provision in computing subjects
NQ Higher Gaelic	Demand has been steadily decreasing over the years
NQ Intro to Admin and Business SCQF 4	Revised curriculum
FT C&G Plumbing 6035	Not suitable for an entry level programme
HND Biological Science	Focus has shifted to HNC
FT NQ Civil Engineering SCQF 6	Low demand
NQ Beauty Therapy SCQF 4	Poor performance at Level 4

2.2 Summary of the Impact Plans

Overall, nineteen of the fifty-two programmes on Impact Plans achieved green status at the end of session 2023-24 and were no longer considered to be at medium-risk

The remaining programmes at medium-risk showed marginal change during 2023-24, although it was recognised that these programmes would likely benefit from an additional year on an Impact Plan.

2.3 Outcomes of At-Risk Review Panel Meeting

The following high-risk courses had already been removed by Faculties from the 2023-24 curriculum:

- NQ AUDIO & VISUAL DESIGN: SCQF 5
- FA CONSTRUCTION: N4
- HNC CONSTRUCTION MANAGEMENT: SCQF 7

In addition, it was agreed that the following course be removed from the 2024-25 Curriculum:

Course Title	Decision
HND BUSINESS: SCQF 8	The Panel agreed that the HND in Business be withdrawn and that the College should prioritise Further Education access level delivery and develop strong guaranteed articulation pathways to Higher Education level study at other local Glasgow colleges. This would align to wider changes to consolidate the College's curriculum and delivery more viable class groups. Notwithstanding this, the second year of HN course delivery will be offered in 2024-25 for those first year HND students who have successfully progressed to the second year of the HND programme (subject to staffing constraints).

Due to longstanding performance issues, it was agreed the following two courses are to remain at risk and under review for a further period prior to a decision being made regarding the 2024-25 curriculum offer:

Course Title	Decision
	The Panel agreed to the course team should develop an Improving Performance and Course Transformation (IMPACT) plan which should include actions that support an increase in activity (assuming no employed courses), lower withdrawal rates and increased successful outcomes in all courses. It should also include the section's plans integrate the transition to EVs and other net-zero initiatives in transport. In addition, consideration should be given to the integration of non-modular project-based units. It was agreed that, irrespective of the implementation of necessary changes, it would be necessary to review the course again next year to ascertain its long-term viability, with this course still considered at risk.
NQ BEAUTY THERAPY: SCQF 5	The panel was not prepared to approve running the course in 2024/25 until a full review and impact assessment of Beauty

	Therapy was conducted. A refreshment of course delivery would also be necessary with fresh ideas and approaches in line with current expectations of business and industry. The profile of Beauty Therapy would have to be addressed and the opportunities for income generation through marketing explored. It was agreed that, irrespective of the implementation of necessary changes, it would be necessary to review the course again next year to ascertain its long-term viability, with this course still considered at risk.
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For the following courses, the panel recognised the considerable volume of quality enhancement actions being undertaken and having reviewed indicative 2023-24 data, agreed that they should remain in the curriculum offer for 2024-25. Course changes will be monitored and a full IMPACT assessment conducted.

- HND MUSIC BUSINESS: SCQF 8
- NQ COMPUTING WITH MULTIMEDIA TECHNIQUES: SCQF 5
- HND APPLIED BIOLOGICAL SCIENCES: SCQF 8
- NC BUILDING SERVICES ENGINEERING - TECHS: SCQF 6
- NQ CONSTRUCTION: LEVEL 5
- NQ CONSTRUCTION: SCQF 5 - PRE-APP - BRICKWORK
- NQ ELECTRICAL & ELECTRONICS ENGINEERING: SCQF 5
- HNC HEALTHCARE PRACTICE: SCQF 7
- HNC SOCIAL SERVICES: SCQF 7
- HND COACHING & DEVELOPING (FOOTBALL): SCQF 8
- NQ CARE: SCQF 4
- NQ EARLY LEARNING AND CHILDCARE: SCQF 5
- NQ INTRO TO SPORT & FITNESS - SCQF 5
- NQ INTRO TO SPORT & FITNESS: SCQF4
- NQ PARAMEDIC SCIENCE & HEALTH CARE - SCQF 4
- NQ PROFESSIONAL COOKERY WITH FRONT OF HOUSE: SCQF 5
- UNIFORMED & EMERGENCY SERV SFW UNITS: N4

2.4. Summary of At-Risk Review Process

College staff provided strong support for this new approach and the review process was effectively undertaken and achieved expected outcomes.

Overall, as a result of the At-Risk review process, four courses have been removed from the 2024-25 curriculum, with a further two courses still being reviewed and at risk. A further seventeen courses were placed on IMPACT plans with an opportunity to improve student success rates and to continue to form part of the College curriculum going forwards.

Further review of the quality enhancement arrangements will be undertaken in the latter stages of this academic year and this staff feedback will be used to inform arrangements for 2024-25.

2.5 New Developments

This process of programme review has continued into the current session and has been further enhanced by the digitisation of the annual Self-Evaluation and Action Plans (SEAPs), which are completed by the SCMs. The digital template is pre-populated with each SCM's course PIs, organised by, subject group. This format allows the report writer to focus more on the qualitative aspects of the self-evaluation and action planning.

3. Resource Implications

There is no significant impact on resources arising from this report.

4. Impact on Students

The enhancements made to the medium-risk and high-risk programmes are directly benefitting the students. Although a small number of programmes have been removed as a result of these changes, most of the deleted programmes have been replaced with a similar, more suitable alternative.

5. Risk and Assurance

There are no risks arising from this report.

6. Equality

There are no equality matters arising from this report.

7. Data Protection

There are no data protection matters arising from this report.

8. Environmental and Sustainability

There are no environmental and sustainability issues arising from this report

9. Recommendations

Members are recommended to note the contents of this report

10. Further Information

Further information may be obtained from the Vice Principal (Curriculum and Quality) or from the Quality Enhancement and Development Manager.