Item 12
For Approval

Glasgow Kelvin College

Academic Board – 2nd February 2024

Review of Quality Handbook

Report by Quality Enhancement & Development Manager

1. Introduction

There have been many changes to quality practices over recent years which were mainly due to new practices introduced during the years affected by covid, and more recently by the new procedures put in place during the current session to strengthen the College's approach to quality. These have necessitated a number of changes to the Quality handbook.

2. Body of the report and impact on the College

A copy of the updated handbook is attached for approval.

A summary of the main changes is listed below:

1. Page 2 - Updated CM remit to reflect four-weekly course team meetings.
2. Page 8 Section 2.8. - Update to the role of the curriculum team.
3. Page 12 - Awarding body communication link to SQA News added.
4. Page 12 Section 3 - Re-written to include remote visits.
5. Page 15 Section 4 - Updated to reflect new Quality processes.
6. Page 15 Section 5 - added to meet the invigilation requirements for BCS as identified during recent audit.
7. Page 16 - old section Section 5 is now Section 6.
8. Last page – old links removed.
9. CM Quality Calendar attached as Appendix 1.
10. SCM Quality Calendar attached as Appendix 2.
11. References to SCMQ replaced with SCM throughout the document.
12. All links throughout updated to direct to the new portal.

3. Resource Implications

There are no significant resource issues attached to the contents of this report.

4. Impact on Students

The new quality arrangements introduced during the current session will provide a greater focus on poorly performing courses and identify actions for their enhancement.

5. Risk and Assurance

There are no significant risk issues attached to the contents of this report.

6. Equality

There are no significant equality issues attached to the contents of this report.

7. Data Protection

There are no significant data protection issues attached to the contents of this report.

8. Environmental and Sustainability

There are no significant environmental or sustainability issues attached to the contents of this report.

9. Recommendations

The Academic Board is recommended to approve the contents of this report and its appendices.

10. Further Information

Further information regarding the contents of this report is available from John Gallagher, Quality Enhancement & Development Manager at jgallagher@glagowkelvin.ac.uk

Glasgow Kelvin College
JG
February 2024

Quality Enhancement Handbook

Document Control Information	
Reviewed by the SCM Quality Forum	January 2024 (pending)
Approved by the Academic Board	February 2024 (pending)
Date of Next Review	September 2025

The Board of Management (or any person/group with delegated authority from the Board) reserves the right to amend this document at any time should the need arise following consultation with employee representatives.

Introduction

This handbook is for use by all teaching staff and contains the procedures and pro-forma required to support the College Quality Enhancement System. It seeks to support and underpin the systematic evaluation and enhancement of the quality of the learner experience, support the development of best practice in learning and teaching and ensure that we maintain the national standards required by awarding bodies.

Levels of Quality Enhancement Related Activity

Level	Who is involved?	Why?	What document is used?	When is the activity done?
Individual/ Class	Class Tutor	To monitor individual student progress towards successful course completion and to organise supportive guidance activity.	Guidance Monitoring Report	Reviewed on a weekly basis.
Courses/Subject Areas	Curriculum Manager	To structure curriculum management activity and ensure course teams consider curriculum planning and review aspects in line with wider College quality arrangements.	Curriculum Manager Log-Book	Four-weekly course team meetings throughout the year.
Subject areas	Senior Curriculum Manager	To provide overall evaluative reviews of subject areas informed by reports from Curriculum Managers. These reports are used to inform future curriculum planning and delivery and feed in to Faculty operational plans.	Senior Curriculum Manager Log-Book	Mainly completed at end of academic year but informed by 3 recorded meetings with CMs, alongside other dialogue and reports across the academic year.
Faculty	Faculty Director	To set out a plan of Faculty priorities and activities informed by SCM and CM self-evaluation activities and aligned to college strategic goals.	Faculty Operational Plan	Draft completed by August 31.

A copy of the Curriculum Manager Quality Calendar is attached in Appendix 1, and the Senior Curriculum Manager Quality Calendar is attached in Appendix 2

The Quality Enhancement System is a continuous cycle of self-evaluation, action planning, target setting and monitoring progress. It focuses particularly, though not exclusively, on the impact and outcomes for learners.

The Glasgow Kelvin College Enhancement System includes the following elements:

1. Authorisation Procedures
2. Internal Verification
3. External Verification
4. Self-evaluation

All of these elements are essential in ensuring that the College reflects effectively on the quality of the learner experience. The College internal audits are subject to external review by various awarding bodies. The Head of Quality liaises with the various Awarding bodies and faculty staff to ensure the integrity of the qualification.

As part of the College Management Team, the Head of Quality will: lead and manage in respect of quality assurance and quality enhancement; contribute to the College planning process; seek to ensure that the curriculum and services delivered by Glasgow Kelvin College are of the highest quality and contribute effectively to the delivery of Glasgow's Regional Outcome Agreement.

College Approach to Quality Enhancement

Glasgow Kelvin College ethos supports the Board's commitment to Excellence, Progression and Enterprise. It seeks to provide learning opportunities of the highest quality, which engage learners from the widest range of backgrounds and support their progression to employment or to further study. It seeks to develop enterprise in individuals – as an essential skill for learning, life and to support enterprise in both organisations and communities – by developing the capacity of both employers and employees, and of community representatives.

The Strategic Plan approved by the Board places emphasis on the importance of quality enhancement as a key aspect of the work of the College. The annual cycle for quality enhancement integrates self-evaluation with action planning. Annual priorities are set from the Strategic Plan each year and these, with equality outcomes and the underpinning College strategic emails, inform and shape College-wide self-evaluation and action planning for quality enhancement. A set of strategies supports the Strategic Plan, each with a role to play in enhancing the quality of the service provided.

1. Authorisation Procedure

1.1 Internal Authorisation Procedure

Glasgow Kelvin College offers an extensive range of nationally recognised qualifications. As a trusted delegated authority of many awarding bodies, it is the College's responsibility to ensure that all provision is valid, current and meets the needs of our learners as set by our awarding body.

Locally devised provision (non-certificated) undergoes an additional validation process inclusive of SCQF Benchmarking. All assessed units and awards presented for certification must meet the requirements of the College Internal Verification procedures as well as those of the awarding bodies themselves.

1.2 Strategic Management Team Authorisation

The College's Senior Management Team is ultimately responsible for the strategic direction of the curriculum, and as such carries responsibility for the authorisation of the portfolio. Devolved to each faculty is the management of the internal authorisation process. The Senior Curriculum Manager and the Head of Quality, through the Quality SCM (QSCM) Forum, lead the authorisation process. They have the authority to authorise and implement the outcomes of application for new or amended programmes/units. The QSCM forum will routinely inform the Strategic Management Team, the Learning and Teaching Committee and the Academic Board of authorisation recommendations. The SMT maintain the right to support or overturn authorisation decisions. The QSCM Forum monitors and reports on the Unapproved Units at their fortnightly meetings.

1.3 External Approval

External approval is required where we do not have devolved authority to offer a course/unit. Internal authorisation is required in the first instance. This procedure mirrors that of the awarding body and provides the essential information for external approval.

1.4 Internal Authorisation

Internal Authorisation is required where a course/unit has devolved approval and has never run before, or has run in previous years (not in the most recent academic year) but does not have internal authorisation to run. This may apply when development time, staff recruitment, estate/capital expenditure or other additional resource is required.
External approvals for awarding bodies vary. The Faculty SCM and the Head of Quality will support the Approval Application process. Support may include the provision of guidance when completing the Request to Develop Form. Before submitting an application to the awarding body, internal authorisation must be granted.

The SQA prior verification service provides feedback on proposed assessment instruments, gives a centre confidence that the assessment is fit for purpose, and complies with national standards. This is not mandatory but external verification reports clearly show that prior verification assists in ensuring the reliability of assessment instruments.

Prior verification forms are emailed to the Quality email box before being processed and sent to SQA by Quality staff.

1.5 Various Awarding Bodies

Below is a summary of the approvals process for some of our awarding bodies.

SQA
Glasgow Kelvin College has devolved authority with SQA and can internally approve any awards/units devolved to us. The SCM will support the completion of the Request to Develop Form and send to MIS. For awards/units not devolved, the faculty will be required to complete an SQA external approval form. Contact Quality@glasgowkelvin.ac.uk

SVQs
The approval of SVQs may need to follow a different time scale because of the cycle followed by the Sector Skills Council for developing awards.

City & Guilds
Glasgow Kelvin College is required to submit a Qualification Approval (QAP) Form. An approval visit will then be arranged where the External Verifier (EV) will recommend whether the College has been successful in its application.

Pearsons/Edexcel
Glasgow Kelvin College can self-approve awards via the Edexcel online website. On completion of the internal process, the Head of Quality will process the application.

SCQF Credit Rating
Glasgow Kelvin College Units has the authority to Credit Rate units and/or courses. The SCM will submit GKC Credit rating submission Form for approval.

1.6 Senior Curriculum Manager (SCM)
The SCM will consider application for approval/authorisation via the Request to Develop Form The approval/authorisation remit of the SCM is as follows:

- To consider and recommend on draft proposal for new/amended programmes and authorise development where appropriate
- To consult with the QSCM Forum on proposals for new locally-devised Credit Rating or third-party awards requiring validation and SCQF benchmarking
- To recommend the allocation resources for the development of the proposed provision
- To approve evidence supporting new/replacement provision
- To consider and recommend, where appropriate approvals to the Senior Management Team
- To consider and make recommendations on awarding body requirements
- To act on recommendations from the Senior Management

The SCM can approve single-unit applications or minor changes to programmes after successful Internal Verification. Send the completed Pack Authorisation Checklist Developer IV SCMQ to MIS for inclusion in the awarding body unit delivery. Complete Authorisation requests in May for the next academic session. Authorisations can be fast tracked where there is a commercial requirement to develop and deliver provision to meet the requirements of a customer.

1.7 Authorisation to deliver qualifications

The authorisation process stages include:

1. The faculty CM submits a completed proposal to develop new provision or amend existing provision to the QSCM Request to Develop Form
2. The Quality SCM/SMT will give due consideration to the application and may:
   - authorise development work to proceed
   - defer development work pending a revised application
   - reject the application
   - authorise a replacement, a small cluster or single unit applications, pending successful internal verification
3. The developing faculty produces a representative sample of learning and teaching materials covering the range of work included within the programme. This would normally be material for 30% (for delivery of less than one year) of delivery and all assessment material for the award. However, if delivering integrated or holistic assessment, present all assessment materials for approval. The QSCM will use the Pack Authorisation Checklist Developer IV SCMQ for approval. Any conditions/recommendation given will have an agreed date for achievement.
4. The QSCM will notify MIS of satisfactory "sign off."
5. When the College internally authorises an award, but awarding-body procedures are still required, the Head of Quality will administer the process in conjunction with the QSCM and the awarding body.
6. Authorisation for short commercial courses that do not lead to the achievement of a national recognised qualification is by the agreement of the appropriate SCMQ prior to commencement.

1.8 Request to Develop Applications

The Request to Develop Form will include evidence that:

- The proposed award is valid and current (check with MIS and/or the awarding body)
- There is a demand for the award (Curriculum Review and/or Regional Outcome Agreement)
- The proposed provision is costed and financially viable
- There are progression routes to more advanced education/training, and opportunities for employment
- There are access routes for learners and appropriate entry requirements
- Planned mode(s) of delivery are appropriate
- There is sufficient competent staff to develop and deliver the assessment and teaching material, and internally verify the proposed award
- Any necessary CPD will be undertaken prior to the start of the programme
- A proposed timescale for development of the teaching and assessment materials together with a proposed allocation of development time to identify staff involved
- Sufficient resources are available. These include equipment, learning and teaching materials, consumables, and accommodation to meet the full range of conditions required to teach, facilitate learning and assess student performance, or a costed development plan with target completion dates.

2. Internal Verification

2.1 Introduction

Glasgow Kelvin College Internal Verification (IV) procedures are in the line with the requirements of all of our awarding bodies. These awarding bodies require that the College operate in an effective internal

quality assurance system, which assesses all candidates accurately, fairly and consistently to national standards. Verification is a crucial element of the quality assurance and enhancement process. It ensures that all candidates, entered for the same qualification, are assess fairly and consistently to the specified standard to maintain national standards Internal Verification Policy and Procedures

2.2 The purpose of internal verification

The majority of qualifications delivered by the College are "internally assessed." The College teaching staff are responsible for judging if candidates have met the national standards for the qualification as set by the awarding body. Internal assessment uses assessments developed by the College or by the relevant awarding body. All assessments must be valid, reliable, practicable, equitable and fair. Assessors must apply the standards of assessment uniformly and consistently. The purpose of internal verification is to ensure that these principles are met.

The Internal Verifier role is critical in ensuring that assessments are appropriately administered and that any possibility of non-compliance with required procedures is minimised. Effective internal verification is an ongoing process. It allows good practice to be shared, and can help identify issues which may require to be addressed at an early stage. Internal verification is an ongoing process during each teaching block in order to allow sufficient time to carry out remedial action or reassessment if required. An effective internal verification system ensures that:

- valid assessments are used for each qualification
- assessments are capable of generating sufficient evidence to allow candidates to demonstrate that they have met the required national standard
- all assessors are familiar with required national standard
- assessors reach accurate and consistent decisions for the same qualification for candidates in line with the required national standards

2.3 The functions of internal verification

The internal verifier or internal verification team is responsible for ensuring the validity of internal assessments and the reliability of assessors' judgements. This responsibility has several parts:

- Supporting assessors
- Reviewing assessment instruments to ensure validity
- Standardisation
- Prior verification

It is by carrying out these tasks that internal verification teams ensure that they meet national standards. An individual cannot act as assessor and internal verifier for the same group of candidates.

2.4 Supporting assessors

The internal verifier/internal verification team is responsible for ensuring that the assessment instrument is valid, fair and practicable. This means they need to have knowledge of different assessment methods and instruments and must have assessment expertise. The internal verifier/internal verification team can have a developmental role for assessors by offering advice and guidance. This form of support should be ongoing throughout the qualification and not be left to the point of assessment for certification purposes. In addition, the internal verification team can identify either individual or joint CPD activities to support the development of skills in this role.

A college-wide Staff Induction Programme for all new teaching staff takes place as soon as possible after the start date. These are in addition to the Faculty or support staff departmental inductions conducted by their line manager. These include Human Resources, Health and Safety, Organisational

Development, and Quality Systems. This will include induction to the Quality Portal: the Quality Enhancement Handbook; Learner Induction; Key Policies and Guidance affecting Learning and Teaching; Internal and External Verification procedures; Authorisation and Prior Verification; Pack Development and Delivery for first time, and Self-Evaluation.

2.5 Reviewing assessment instruments to ensure validity

A valid assessment is one that will allow candidates to produce evidence to demonstrate they have the required knowledge, understanding and skills for the qualification they are aiming for. Reviewing the validity of an assessment instrument means finding the answer to the question "is the assessment actually doing what it is supposed to be doing?" Internal Verification of the Assessment Instrument or Reassessment For example, use a practical assessment to assess practical skills. An assessment in which candidates write about a practical skill rather than demonstrate it would have low validity.

Producing an agreed marking scheme for judging the evidence also supports assessors to make consistent and accurate assessment decisions in line with national standards. Standardisation Meeting Template to agree on Assessment and Marking Decisions The assessment scheme used could be a checklist for observing candidate performance, a set of questions to test underlying knowledge and understanding, protocols for professional discussion, or agreeing the use or video or multi-media evidence. Discuss and agree procedures, such as, any indirect evidence of candidate achievement, such as witness testimony. The internal verifier/team is responsible for ensuring that assessment schemes are clear and correct. Internal Verification of the Assessment Instrument or Reassessment and that the pack is verified Annual Verification of Unit Pack

2.6 Standardisation

Reliability is a measure of the accuracy and consistency of assessors' judgements. Standardisation is an important part of ensuring the reliability of assessment decisions. Review all assessment instruments to ensure their validity before use. Ensure that the internal verifier/team and all assessors have common understanding of the national standards required for assessments from a national bank. Meetings between assessors to discuss the planned assessment instrument and approach will help to minimise any differences in interpretation Standardisation Meeting Template to agree on Assessment and Marking Decisions.

2.7 SQA – Prior Verification

The SQA prior verification service provides feedback on proposed assessment instruments, gives a centre confidence that their proposed assessment is fit for purpose, and complies with national standards. External verification reports clearly show that prior verification assists in the reliability of assessment instruments.

Email the appropriate prior verification form Prior Verification to Quality@glasgowkelvin.ac.uk

2.8 The role of the Curriculum Team in Internal Verification

The Curriculum Team will meet at least once per block throughout the session. CMs will have additional meetings where issues are/were raised regarding assessment practice, or first-time delivery of unit/course. Membership of the Team includes all staff in involved in teaching the subject/units. The CM will chair the meeting and record any action points in their CM Log.

The team's remit in relation to internal verification is to:

- Produce learning and teaching materials and continuously review and update materials in line with the standard required by the awarding body.
- Design and approve detailed assessment instruments before the start of each unit; review the effectiveness of these at regular intervals; develop guidance notes (for staff) on the standards expected in learner responses; design and effective and reasonable schedule of assessment and re-assessment in discussion with learners.
- Agree appropriate standards for learner responses in consultation with the Internal Verifier.
- Explore methods of integrating assessment across units of the course and develop appropriate instruments
- Participate in internal verification procedures, in conjunction with the Internal Verifier as required.
- Review learner results at agreed intervals
- Identify and share good practice.
- Identify and undertake appropriate CPD.

2.9 Internal Verifier (IV) Role

The IV role has two components:

- the ongoing contribution made within the curriculum team
- the formal procedures relating to internal verification events

The IV role within the setting of the Curriculum Team meeting is to promote discussion and stimulate action in relation to standard setting, the review and vetting of assessment instruments and the continuous process of comparing learner responses. The IV should try to ensure, in co-operation with the Curriculum Manager, any issues are resolved with the curriculum team.

Within the Curriculum Team, there should be a group approach to the development of learning, teaching and assessment materials. The IV should scrutinise any new assessment instruments in collaboration with other team members. The group should not approve any new instruments for use without the agreement of the relevant IV Internal Verification of the Assessment Instrument or Reassessment. The IV role is to ensure, with the Curriculum Manager, that the team has the appropriate assessment materials to meet the standards required by the awarding body.

Questions to consider:

- Is the instrument clear and concise?
- Will it elicit the correct level of response from the learner?
- Does the department have the resources to allow delivery of the instrument?
- Does its implementation require learner or lecturer guidelines?
- Have steps been taken, where necessary, to provide exemplar learner responses?
- Is the instrument valid reliable and practical?

The IV and curriculum team will:

- check that the most current descriptor is being used
- ensure that all assessment instruments are reviewed each session and that they are amended in accordance with any changes in descriptors/specifications
- promote the development and use of integrated assessments where appropriate to support learner achievement
- advise is assessment overload is occurring
- identify best practice in assessment through staff development/CPD, equalities legislation, consultation with EVs on visits to the College, reading materials from the awarding body, College Development Network, etc.
- ensure that there is continuing discussion of learner responses

- compare learner responses within a particular group and learner responses across a number of groups using the Internal Verification Sampling Form. If these vary, advise on standardisation. This may involve comparing the learning and teaching approaches used by Lecturers, redeveloping the assessment instruments, suggesting topics for staff development.
- ensure the team considers learner work within the context of national standards
- where possible, obtain comparative responses from EVs regarding the standard of learning work in other colleges. For SQA qualifications, staff should read the annual Qualification Verification Summary Report (QVSR) on the SQA website relating to the verification group.
- ensure the team focus on areas identified for improvement: assessment design, more stimulating and interesting approach to delivery, sharing advice with staff on new units/courses
- advise as to whether there are sufficient IVs in the group to adequately cover all of the units
- advise on the retention of learner assessments for the awarding body e.g. Evidence retention requirements

The internal Verifier is part of the Curriculum Team and seeks to work collaboratively with colleagues to ensure that national standards are uniformly applied.

The Internal verifier will:

- Check that the assessment is valid, reliable, practicable, equitable and fair
  Internal Verification of the Assessment Instrument or Reassessment
- Sample the assessed work to ensure compliance with the award standards
- Record information Internal Verification Sampling Form
- Have undergone "internal" training required and for SVQ qualifications will have/or be working towards a verifier qualification to perform the IV role
- Choosing Appropriate Assessor and Verifier Qualifications

2.10 Training of Internal Verifiers

Before taking up the role of Internal Verifier, the staff member will undergo a short training session conducted by the Curriculum Manager/Quality Senior Curriculum Manager. Periodic staff development events will be organised by the Organisational Development Manager and Head of Quality during the academic year to Support Internal Verifiers in their role.

2.11 Curriculum Manager Responsibilities

- Convene Curriculum Team meetings for each verification group for which you are responsible at least once per block throughout the session and produce brief action minutes
- Organise Internal Verification meetings at least once per term in conjunction with the Internal Verifier(s), receive an IV report – send to Quality@glasgowkelvin.ac.uk
- Liaise with Head of Faculty ensuring members of the Curriculum Team receive appropriate staff development following discussion with the staff involved in delivering the units/programme
- Agree with the Curriculum Team, that only " approved" assessment instruments are used, review all assessment instruments at least once per academic session
  Internal Verification of the Assessment Instrument or Reassessment
- Ensure that all materials are available for Internal and External Verification meetings and actively review learner results with the Team after internal / external verification events Standardisation Meeting Template to agree on Assessment and Marking Decisions

2.12 Sampling assessment decisions

The internal verifier in conjunction with the delivery team selects a sample of candidate evidence to ensure the consistency of decisions in line with national standards Internal Verification Sampling Form. Sampling must be ongoing through the assessment process not end-loaded. This allows the internal verifier/internal verification team to review assessment judgements before summative decisions. This process assists in the identification of decisions that are not in line with national standards at an early stage, allows support or training to assessors and action to support learners where appropriate. It provides opportunities to ensure consistency in assessment decisions across class groups.

Several key features to consider in selecting a sample for internal verification:

- first time delivery of an awarding body qualification or award
- delivery by a new assessor
- range of levels of qualifications, range of candidate groups across the College, mode of delivery (full/part time, online, multiple sites, partnership arrangement)
- age and gender of candidates
- achieved/not achieved
- revised assessment instruments
- previous issues or problems identified by internal or external verification
- cost and resource effectiveness

Use the outcomes of internal verification, as feedback to assessors, to refine assessment. It is essential sampling occurs throughout the assessment process as it ensures fairness to all candidates. A preferred sample per unit would be:

- 25% of each occurrence
- 100% of each occurrence if: a new unit is being delivered; it is a new assessor/first time delivery; previous issues or problems identified internal or external verification.

2.13 Maintaining assessment and verification records

All assessment results leading to certification must show the following evidence:

- Internal Verification of the Assessment Instrument or Reassessment
- Annual Verification of Unit Pack
- Minutes of meetings Faculty meetings
- Standardisation Meeting Template to agree on Assessment and Marking Decisions
- Records of observation of assessment
- Checklist/marking schemes
- Candidate records
- Internal Verification Sampling Form
- Feedback to assessors

2.14 Recording standardisation meetings

Brief action minutes of Standardisation Meetings should be retained Standardisation Meeting Template to agree on Assessment and Marking Decisions These should note the main issues discussed, together with the agreed actions. Send an electronic copy to Quality@glasgowkelvin.ac.uk. These records are essential for audit purposes in external verification

2.15 Master folder content for verification

Develop Unit packs Master Learning and Teaching Pack via the Curriculum Team. Includes:

- a standard cover sheet
- the latest version of the unit descriptor
- the assessment instruments agreed by the Curriculum Team with any agreed marking schedule
- a learning, teaching and assessment programme (where appropriate)
- exemplar learning/teaching materials approved by the Curriculum Group e.g. notes, projects, worksheets, formative assessment materials
- guidelines for delivery
- Assessment Re-Assessment Procedure
- A signed Equalities checklist to indicate compliance of teaching materials. This should be carried out as part of the normal subject/unit Quality Pack check as part of the IV process.

The use of exemplar materials is not prescriptive but only those approved by the Curriculum Team/prior verified will appear in the pack. Curriculum Teams retain up-to-date master folders stored electronically on SharePoint or accessible manual file.

2.16 Unit Descriptors

The Head of Quality will distribute unit/award updates/revisions via internal mail to staff. However before the delivery of a unit the lecturer should check the awarding body website e.g. SQA website www.sqa.org.uk for the most up-to-date unit descriptor.

2.17 Awarding Body Communication – Publications/Handbooks

The Head of Quality will distribute publications/web-based updates to each campus and email awarding body newsletter updates to staff. Staff can receive updates on specific subject area(s) by registering with the awarding body e.g. SQA SQA News

2.18 Inclusiveness Statement

As part of the College Quality Enhancement procedures, Internal Verifications plays a significant role in making judgements on learner performance. Equality and inclusiveness considerations is part of that judgement Equalities checklist. All staff involved in the Internal Verification process must ensure that judgements on the work of learners includes factors relating to equalities and inclusiveness.

3 External Verification

3.1 External Verification Procedure

External Verification Procedures Flowchart:

- College receives notification from the awarding body giving details of the proposed visit which will detail the verification groups, the group awards or the units that the awarding body has requested.
- Quality staff will request an “activity report” from MIS and forward the EV notification to the relevant SCM(s) with a spreadsheet report detailing the activity which is eligible for the EV visit.
- The SCM identifies the relevant Curriculum Manager to liaise with the external verifier, or the lead external verifier if appropriate.
- The co-ordinating CM confirms the accuracy of the printout and informs the delivery team
- All staff involved agree: date of visit, units to be verified.
- In most instances, remote verification will be used as the default model. If an on-site visit is preferred, then the CM should indicate this to Quality staff, indicating the reasons for this preference. Quality staff will then liaise with the awarding body to request an on-site visit.

- The CM will negotiate and agree the "sample selection" with the EV – supplying the "activity report" or Information Request Form for Visiting Verification

The team prepares for external verification using:
External Verification Quality Assurance Criteria and Preparing for External Verification - Checklist

- A standardisation meeting to review evidence with the appropriate assessor(s) and internal verifier(s) and any corrective action required Standardisation Meeting Template to agree on Assessment and Marking Decisions.
- The evidence for an SQA virtual visit will normally be sent to Quality staff two weeks before the visit in order that it can be uploaded to the SQA portal. However, the SQA will accept remote evidence by other means, provided that this is agreed in advance with the External Verifier.
- Quality and the CM will receive a Visit Plan from the EV at least 2 weeks prior to the event outlining the requirements for the visit.
- The SCM and CM will meet the External Verifier either virtually, or on-site, and organise the presentation of materials, arrange for teaching staff and learners to be notified and available as required.
- Ensure that the CM and SCM are available for the External Verifier feedback session
- If a potential "action" is imminent the Head of Quality/Senior Curriculum Manager should be contacted immediately (by phone if not in College). Only the SCM can "sign off"/accept and "Action" in the absence of the QEM.

3.2 Conducting the External Verification Event

The visit is co-ordinated across the College by the CM who informs quality@glasgowkelvin.ac.uk of the details of the visit at least five working days in advance. The CM will arrange an on-line meeting with the External Verifier, or in the instance of an on-site visit, will book a suitable room and arrange tea/coffee for the EV. The CM will the EV on arrival and be briefed on the EV plans for the day. For on-site visits, the CM and team will present all necessary materials for the visit at the agreed location 24hrs before the visit. The CM will arrange for teaching staff and learners to be on standby should the EV require clarification..

If the EV identifies any issues the assessment judgements made, the CM will immediately inform the SCM and seek to resolve the problem. At the end of the visit, the EV will provide feedback and a review of the visit to the SCM and CM

The EV submits a report to the awarding body, sent to the College coordinator. A copy will go to the relevant Faculty for discussion. If appropriate, the EV will highlight matters for development and good practice. Should a suspension on certification be placed on any unit the Head of Faculty will take immediate corrective action in consultation with the SCM and the Curriculum Team and will ensure that the actions to lift the suspension are considered within the given time scale. The Curriculum Team, including the CM and SCM will record the corrective action(s). The Head of Quality will be included in all correspondence.

3.3 External Verification guidelines for faculties:

1. Co-operate with the External Verifier in the provision of evidence and in providing access to staff – provide the enrolment report or Information Request Form for Visiting Verification
2. Prepare staff and learners for the external verification visit by discussing the relevant issues in your curriculum team, standardisation and staff meetings.

3. Provide evidence using External Verification Quality Assurance Criteria
4. Provide as much information as possible either in electronic and/or paper format
   Preparing for External Verification - Checklist.

3.4 College documents to be completed and available by the team:

- Annual Verification of Unit Pack
- Up-to-date unit specification
- Assessment for certification e.g. internally produced assessment, NAB etc.
- Marking scheme
- Evidence of learner feedback
- Equalities checklist
- Curriculum team minute of meetings
- IV Schedule
- Internal Verification of the Assessment Instrument or Reassessment
- Standardisation Meeting Template to agree on Assessment and Marking Decisions
- Internal Verification Sampling Form
- External Verification Quality Assurance Criteria
- Assessment sites not owned or managed by GKC you must complete
  Site Checklist Form (full version) or Site Checklist Form (short version) for Employed Candidates
- SVQs staff CPD record, Choosing Appropriate Assessor and Verifier Qualifications
- Electronic (where possible) subject registers with completed records of work and assessments marked up-to-date

3.5 For on-site visits, the SCM will provide a folder with policies affecting Learning and Teaching:
(These documents will already be available on the SQA portal for External Verifiers during remote visits)

- Assessment Re-Assessment Procedure
- Assessment Alternative Arrangements Process
- Conflict of interest in assessment
- Internal Verification Policy and Procedures
- Learner Academic Appeals Policy
- Malpractice in Internally Assessed Qualifications Policy and Procedure
- Assessment Sites not Owned or Managed by GKC Policy
- Quality Enhancement Handbook

3.6 Faculties should be able to demonstrate that:

- staff delivering a unit for the first time have Teaching Pack Induction to a NewUnit
- assessment instruments are continuously under review
  Standardisation Meeting Template to agree on Assessment and Marking Decisions
- appropriate guidance is offered to staff in the delivery of assessment
- internal verification is conducted effectively and at the frequency prescribed by collegepolicy
- IV and EV reports are actively reviewed by curriculum teams and their findings and recommendations implemented
- Issues such as unit/SVQ and course resources, learning and teaching approaches and work placement arrangements are actively discussed with staff and learners
- Integration of assessment both within and across units and SVQs is discussed and where possible implemented

- Integrated assessment instruments are clearly marked with the relevant learning outcome/performance criteria indicated
- Internal Verifiers have had appropriate staff development
- There are sufficient IVs against each curriculum team/cognate group

4 Self-Evaluation

4.1 The College annually review the self-evaluation templates and notify staff of any updates. The College is prepared to re-assess its teaching methods and portfolio of provision in the light of learner evaluation, conclusions of current educational research or the recommendations made by external inspection bodies and other auditing agencies. The College undertakes annual evaluation of the learning experience and is committed to the challenges posed through this process.

Staff participate in improving the quality of the College's provision and services by reflective practice and continuous improvement planning.

4.2 Curriculum Managers will hold Course Committee meetings every four weeks in accordance with the CM Quality calendar. A "Stop and Check" survey will be conducted in Blocks 1 and 2. Curriculum Managers will ensure that students from their programmes complete the "Stop and Check" surveys. The results from these will be made available on PowerBI and Course Teams will discuss these during their course team meetings and consider any actions that may be appropriate to enhance the student experience in the College. The national Student satisfaction and Engagement Survey will be conducted in Block 3. The results from this will also be reviewed by course committees in order to identify and implement any appropriate actions.

4.3 SCMs will complete a Self-Evaluation Report in August each year which will be informed by the contents of the CM logs. The report will include an analysis of the performance indicators for each of their programmes.

4.4 College performance indicators will be reviewed by college management each year and programmes will be RAG rated in order to focus on programmes which require more intensive scrutiny. Thresholds will be set in order to categorise programmes as Low-Risk, Medium-Risk and High-Risk.

For Low-Risk programmes, the College's standard quality arrangements will be deemed to be sufficient and the CM will continue to take responsibility for the performance of these course, supported by the SCM.

Medium-Risk programmes are those which are performing unsatisfactorily. Significant changes will need to be made to improve the student outcomes for these programmes. As well as the Colleges standard quality arrangements, an additional "Improving Performance and Course Transformation" (IMPACT) Plan is required. The IMPACT Plan will place a stronger focus on course design and will be led by the SCM.

High-Risk programmes are those which are performing so poorly that serious consideration will be given as to whether the College continues to support them. High-Risk programmes will be subject to an "At-Risk Review" which will be conducted by the Director of Faculty after discussions with staff members who are involved in the delivery of these programmes. If a decision is made to continue with an "At-Risk" programme, then significant changes will be agreed and implanted within the "At-Risk" Improvement Plan.

5 BCS: Observations of Invigilation

When conducting BCS external examinations the College will ensure that observation of all invigilators is

conducted in accordance with the BCS requirements.

As such, the College will ensures that:

- All new Invigilators complete BCS training
- All new Invigilators are observed at their first live test session
- All Invigilators are observed at least once per calendar year.

To document the quality assurance of invigilation, the College will

- Ensure that the observations are completed by a Centre representative who is registered with BCS
- Ensure that the observer observes the whole test session
- Ensure that the Invigilator Observation Reports are completed and signed at the time of the observation
- Retain the reports as these will be required for audit, or on request by BCS.

If issues are identified with any of the observations, feedback will be provided to the Invigilator, and corrective action taken. This may include further training on areas of weakness. It may also be appropriate to conduct a further observation to check that improvements have been made.

6 Policies affecting Learning and Teaching

Staff need to be aware of the various policies affecting learning and teaching. The following is a brief summary of key policies/procedures.

6.1 Assessment/Re-Assessment Procedure

The College will adopt a flexible approach to assessment, which responds to individual needs. The Assessment Re-Assessment Procedure meets the standards of all our Awarding Bodies. Teams must be aware of the assessment strategy of that Awarding Body. This procedure focuses on:

- Preparing the Learner for Assessment
- Assessment Material
- Assessment Marking
- Learner Feedback and Support
- Security of assessment
- Assessment and re-assessment of closed book and “in class” assessments

6.2 Learner Academic Appeals Policy

If a dispute arises over the internal assessment results, a learner has the right to appeal the lecturer decision within one calendar month of the assessment in question Learner Academic Appeals Policy

6.3 Learner and Centre Malpractice Policy

It is imperative that Glasgow Kelvin College, the Awarding Bodies and other key partners work together to protect the credibility of the qualifications system. The College will ensure that its processes and qualifications minimise any potential for malpractice in the planning of assessments, assessing and authenticating candidate evidence. Malpractice in Internally Assessed Qualifications Policy and Procedure sets out the College procedures for dealing with suspected cases of malpractice in internally assessed qualifications. These procedures are necessary for maintaining the integrity of the Awarding Body qualifications. It also explains the systems and procedures to prevent and deal with malpractice.

6.4 External Examination Contingency Plan

The External Exams Contingency Plan examines potential risk and issues that could cause disruption to the management and administration of the exam process at Glasgow Kelvin College. By outlining actions/procedures to be followed in case of disruption, it is intended to mitigate the impact these disruptions have on the exam process.

Appendix 1

CM Quality Calendar

Wk	Block 1	Block 2	Block 3
Before start of term or Quality and Developmen t week	Meet with Course teams to set student outcome targets and identify quality enhancement and operational actions to support achievement	Meet with Class Representatives and Course teams to review student performance and identify quality enhancement and operational actions for the teaching Block ahead	Meet with Class Representatives and Course teams to review student performance and identify quality enhancement and operational actions for the teaching Block ahead
1	Update CM log and quality enhancement action plan	Update CM log and quality enhancement action plan	Update CM log and quality enhancement action plan
2	Ensure all classes select a Class Representative	Update CM log and quality enhancement action plan	Update CM log and quality enhancement action plan
3	Review course metrics and prepare for Course team meeting the following week	Review course metrics and prepare for Course team meeting the following week	Review course metrics and prepare for Course team meeting the following week
4	Hold Course team quality review meetings.	Hold Course team quality review meetings.	Hold Course team quality review meetings.
5	Ensure all courses undertake the Block 1 'Stop and Check' survey	Ensure all courses undertake the Block 2 'Stop and Check' survey	Ensure all courses undertake the Annual Student Satisfaction survey
6	Review Block 1 'Stop and Check' survey results and respond to any issues	Review Block 2 'Stop and Check' survey results and respond to any issues	Review the Annual Student Satisfaction survey results and respond to any issues
7	Update quality enhancement action plan prepare for Course team meeting the following week	Update quality enhancement action plan prepare for Course team meeting the following week	Update quality enhancement action plan prepare for Course team meeting the following week
8	Hold Course team quality review meetings.	Hold Course team quality review meetings.	Hold Course team quality review meetings.
9	Update CM log and quality enhancement action plan	Update CM log and quality enhancement action plan	Update CM log and quality enhancement action plan
10	Update CM log and quality enhancement action plan	Update CM log and quality enhancement action plan	Update CM log and quality enhancement action plan
11	Ask Class Representative to meet with the class and gather feedback from the course attendees using Feedback Form.	Ask Class Representative to meet with the class and gather feedback from the course attendees using Feedback Form.	Ask Class Representative to meet with the class and gather feedback from the course attendees using Feedback Form.
12	Review course metrics and prepare for Course team meeting the following week	Review course metrics and prepare for Course team meeting the following week	Review course metrics and prepare for Course team meeting the following week
		Course team meetings Individual quality review ar	Meet with Class Representatives and course teams and complete course evaluation documentation

Appendix 2

SCM Quality Calendar

Wk	Block 1		Block 2		Block 3	
Before start of term or Quality and Development weeks	Attend and support course team quality review meetings		Attend and support course team quality review meetings		Attend and support course team quality review meetings	
1	Weekly Quality and Curriculum Planning Meetings	Initiate IMPACT Plans	Weekly Quality and Curriculum Planning Meetings	Support implementation of IMPACT Plans	Weekly Quality and Curriculum Planning Meetings	Support implementation of IMPACT Plans
2						
3						
4						
5		Review CM logs		Review CM logs		Review CM logs
6		Submit SCM Evaluative Reviews		Review student survey feedback		Review student survey feedback
7		Oversee IMPACT Plan Review meetings		Oversee IMPACT Plan Review meetings		Oversee IMPACT Plan Review meetings
8						
9						
10		Prepare for quality Review meetings the following week		Prepare for quality Review meetings the following week		Prepare for quality Review meetings the following week
11		Quality Review Update with DoF – focus on review of At-Risk Course		Quality Review Update with DoF		Quality Review Update with DoF
12		Review CM logs		Review CM logs		Review CM logs
					Attend and support course team quality review meetings	

	Course and DoF quality review meetings
	Coordination of IMPACT Plans
	Individual quality review and preparation activity
	Weekly quality meetings