



Quality Enhancement Handbook



| Document Control Information | |
|-----------------------------------|--|
| Reviewed by the SCM Quality Forum | |
| Approved by the Academic Board | |
| Date of Next Review | |

1. Introduction and Purpose of the Quality Enhancement Handbook

This Quality Enhancement Handbook sets out Glasgow Kelvin College's approach to assuring and enhancing the quality of the learner experience. It provides a shared framework that supports staff at all levels to make informed evaluative judgements, to identify strengths and areas for improvement, and to act collectively to enhance learning, teaching and assessment.

The handbook is informed by national expectations for quality, including the Quality Assurance Agency (QAA) approach to enhancement-led evaluation and the Scottish Funding Council's expectations for quality in further and higher education. It reflects the College's commitment to taking ownership of academic quality and standards, while continuously improving the experience and outcomes of learners.

While the handbook includes guidance on key processes and responsibilities, its primary purpose is not procedural compliance. Rather, it is intended to support a consistent, evidence-led and enhancement-focused approach to self-evaluation and improvement across the College.

1.1 The Quality Enhancement Framework

Quality enhancement at Glasgow Kelvin College is understood as a continuous and integrated process of evaluation, reflection, action and review, with a clear focus on impact for learners.

The College's Quality Enhancement Framework brings together four inter-related elements:

1. Authorisation of provision, ensuring that curriculum areas are current, coherent and aligned to learner and regional needs
2. Internal verification, supporting the consistency, integrity and fairness of assessment decisions
3. External verification and review, providing independent assurance of standards and opportunities for improvement
4. Self-evaluation, enabling the College to make informed judgements about effectiveness and to prioritise enhancement activity

Together, these elements support both assurance of standards and continuous enhancement of learning, teaching and assessment.

Self-evaluation is central to this framework. It is not a retrospective reporting exercise, but an ongoing, evidence-based process that informs planning, resource allocation and improvement at course, faculty and institutional level.

1.2 Roles and Responsibilities for Quality Enhancement

Responsibility for quality enhancement is shared across the College, with clear leadership and accountability at each level.

Evidence arising from self-evaluation, learner feedback and external review is considered through the College's governance structures, including the Learning and Teaching Committee and Academic Board, to support oversight, challenge and strategic enhancement.

As a member of the College Senior Leadership Team, the Head of Enhancement and Assurance and associated Quality staff provide strategic and operational leadership for quality assurance and enhancement, working with academic and professional colleagues to ensure that the College's approaches are coherent, effective and aligned to external expectations. This includes liaison with awarding and regulatory bodies and supporting the integrity of qualifications delivered by the College.




Quality enhancement activity contributes directly to the delivery of the College's Strategic Plan, Learning and Teaching Strategy, and national Outcome and Assurance requirements, ensuring that College curriculum design and delivery and learner services remain inclusive, relevant and high quality.

1.3 The College Approach to Quality Enhancement and Continuous Improvement

Glasgow Kelvin College's approach to quality enhancement is rooted in the Board's commitment to enhancing our learners' aspirations, careers and lives through accessible, inclusive, high quality lifelong learning. The College seeks to provide high-quality learning opportunities that engage learners from a wide range of backgrounds and support their progression to further study, employment and positive destinations.

Quality enhancement is embedded within the College's planning and governance structures. Annual enhancement priorities are informed by self-evaluation evidence, equality outcomes and strategic objectives, and are supported by a suite of strategies that collectively enhance the learner experience. Evaluation and improvement activity is underpinned by professional dialogue, effective use of data and a clear focus on what makes the greatest difference to learners.

Annual Quality Enhancement Activity at Course, Faculty and Institutional Level

| 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. | Attendance 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 Self-Evaluation and Action Plans | Weekly review and monthly all-staff course team meetings. |
|  | | | | |
| 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 into Faculty operational plans. | Senior Curriculum Manager Self-Evaluation and Action Plans | Mainly completed at end of academic year but informed by meetings with CMs, alongside other dialogue and reports across the academic year. |
|  | | | | |
| College | Senior Leaders | To review College performance against the Tertiary Quality Enhancement Framework, identifying high level improvement priorities. | SEAP | By November 30 |
| | | | ILQR | November & March |

Enhancement priorities are reviewed annually but informed by multi-year trends in learner feedback, performance data and external scrutiny, supporting sustained improvement over time.

1.4 Learner Partnership and Student Engagement in Quality Enhancement

Glasgow Kelvin College is committed to working in partnership with learners as active contributors to quality enhancement. Learner feedback and engagement play a central role in shaping evaluative judgements, enhancement priorities and improvement actions at course, subject, faculty and institutional level.

The College recognises that learners are uniquely placed to provide insight into the effectiveness, relevance and impact of learning, teaching and assessment. Learner voice is therefore embedded systematically within the quality enhancement framework and forms an integral part of self-evaluation activity.

Structured opportunities for learner engagement include:

- early formative feedback through Block 1 *Stop and Check* activities
- evaluative feedback on learning, teaching and resources through Block 2 student experience surveys
- targeted student focus groups, particularly where programmes or services are subject to enhanced monitoring or quality improvement activity
- ongoing engagement through class representatives and the Students' Association

Learner feedback is considered alongside performance information, external review and staff reflection to form a balanced, evidence-based understanding of the learner experience. The College places strong emphasis on closing the feedback loop, with actions arising from student feedback monitored and communicated through "You Said – We Did" approaches at course, faculty and institutional level.

At governance level, learner voice is formally represented through Students' Association engagement and reporting to the Learning and Teaching Committee, ensuring that student perspectives inform strategic discussion, scrutiny and decision-making.

2. How We Assure and Enhance Quality at Glasgow Kelvin College

This section provides an overview of how quality assurance and quality enhancement operate together at Glasgow Kelvin College. It is intended to help staff and external stakeholders understand how the College maintains academic standards while continuously improving the learner experience.

2.1 Overview

Glasgow Kelvin College takes ownership of academic quality and standards through an integrated, enhancement-led approach that places learner experience and outcomes at its centre. Quality assurance and quality enhancement are understood as mutually reinforcing activities, supporting both the maintenance of standards and continuous improvement in learning, teaching and assessment.

This approach is informed by national expectations, including the Quality Assurance Agency (QAA) approach to enhancement-led evaluation, and is embedded within the College's governance, planning and professional practice.

2.2 Our Quality Enhancement Framework

As highlighted earlier, Quality at Glasgow Kelvin College is built on a robust framework that combines focused curriculum planning, rigorous assessment practices, external oversight, and ongoing self-evaluation. Together, these elements ensure academic standards are upheld, while supporting continuous improvement and enhancement of the learner experience.

2.3 Self-Evaluation and Enhancement

Self-evaluation is central to the College's approach. It is an ongoing, evidence-based process used to make clear judgements about effectiveness and impact, rather than a retrospective reporting exercise.

Self-evaluation draws on a triangulated range of evidence, including learner feedback and engagement, performance information and trends over time, digital dashboards, external review feedback, and professional dialogue among staff. Enhancement actions arising from self-evaluation are proportionate, clearly owned and monitored for impact.

2.4 Learner Partnership

Learners are active partners in quality enhancement at Glasgow Kelvin College. Learner feedback and engagement inform evaluative judgements, enhancement priorities and improvement actions at course, faculty and institutional level.

The College places strong emphasis on closing the feedback loop, ensuring learners see how their feedback contributes to improvement through "You Said, We Did" approaches. Learner voice also informs governance-level discussion through Students' Association engagement with the Learning and Teaching Committee.

2.5 Governance and Oversight

Evidence arising from self-evaluation, learner feedback and external review is considered through the College's governance structures, including the Learning and Teaching Committee and Academic Board. This supports effective oversight, constructive challenge and strategic enhancement.

2.6 Professional Culture

Quality enhancement at Glasgow Kelvin College is underpinned by a strong professional culture based on shared responsibility, reflective practice and continuous improvement. Staff are supported to exercise professional judgement within a clear and consistent quality framework, informed by data, learner insight and external reference points.

3. Authorisation of Provision and Curriculum Approval

3.1 Authorisation of Provision and Curriculum Approval

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.

3.2 Strategic Leadership Team Authorisation

The College's Senior Leadership Team is ultimately responsible for the strategic direction of the curriculum, and as such carries responsibility for the authorisation of the portfolio. However, the management of approval for new provision is devolved to the Learning Teaching & Student Experience Working group, which is comprised of Senior Managers, Heads of Service and Students' Association representation. This group has the authority to authorise and implement the outcomes of application for new or amended programmes/units.

3.3 External Approval and Awarding Body Requirements

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.

3.4 Internal Authorisation

Internal Authorisation is required where a course/unit has devolved approval but has never run before, or has run in previous years (not in the most recent academic year) but does not currently have internal authorisation. This may apply when development time, staff recruitment, estate/capital expenditure or other additional resource is required. Information on whether a course/ unit is currently authorised can be obtained by emailing quality@glasgowkelvin.ac.uk.

External approvals for awarding bodies vary. The SCM and the Head of Enhancement & Assurance 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 Qualifications Scotland 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.

Email the appropriate form(s) to quality@glasgowkelvin.ac.uk

[Prior Verification Guidelines & Request Forms](#)

Working with Awarding Bodies to Maintain Standards

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

Qualifications Scotland

Glasgow Kelvin College has devolved authority with Qualifications Scotland and can internally approve any awards/units devolved to us. The SCM will support the completion of the [Request to Develop Form](#) and submit to the Learning, Teaching & Student Experience Working Group for authorisation. For awards/units not devolved, the faculty will be required to complete the following Qualifications Scotland forms: Qualification Approval Application and Approval Application Supporting Document: Staff Qualifications & Experience. 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 [SCQF Credit Rating Submission Form](#) for approval. Submit to quality@glasgowkelvin.ac.uk

3.5 Quality Leadership and Oversight: Role of the Assistant Principal (Faculty)

The Faculty Assistant Principal will consider application for approval/authorisation via the [Request to Develop Form](#) The approval/authorisation remit of the Assistant Principal is as follows:

- 3.5.1 To consider and recommend on draft proposal for new/amended programmes and, if provisionally approved, submit to the Learning, Teaching & Student Experience Working Group for final authorisation.
- 3.5.1.1.1 To consult with the Learning, Teaching & Student Experience Working Group on proposals for new locally-devised Credit Rating or third- party awards requiring validation and SCQF benchmarking
- 3.5.2 To recommend the allocation of resources for the development of the proposed provision
- 3.5.3 To approve evidence supporting new/replacement provision
- 3.5.4 To consider and recommend, where appropriate approvals, to the Learning, Teaching & Student Experience Working Group
- 3.5.5 To consider and make recommendations on awarding body requirements
- 3.5.6 To act on recommendations from the Senior Management

The Faculty Assistant Principal can approve single-unit applications or minor changes to programmes after successful Internal Verification. Send the completed [Verification & Authorisation Checklist \(1.1 form\)](#) for inclusion in the awarding body unit delivery. Authorisation requests should be completed 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.

3.6 Authorisation to deliver qualifications

The authorisation process stages include:

1. The faculty SCM submits a completed proposal to develop new provision or amend existing provision to the Faculty Assistant Principal [Request to Develop Form](#)
2. The Faculty Assistant Principal will give due consideration to the application and may:
 - Submit to the Learning, Teaching & Student Experience Working Group to authorise development work to proceed
 - Defer development work pending a revised application
 - Reject the application
 - Recommend a replacement, a small cluster or single unit applications, pending successful internal verification
3. The SCM will notify the Quality team of satisfactory “sign off.”
4. When the College internally authorises an award, but awarding-body procedures are still required, the Head of Enhancement & Assurance will administer the process in conjunction with the SCM, the Quality administration team and the awarding body.
5. Authorisation for short commercial courses that do not lead to the achievement of a national recognised qualification is by the agreement of the Learning, Teaching & Student Experience Working Group prior to commencement.

3.7 Request to Develop Applications

The [Request to Develop Form](#) will include evidence that:

- 3.7.1 The proposed award is valid and current (check with Quality and/or the awarding body)
- 3.7.2 There is a demand for the award (Curriculum Review and/or Regional Outcome Agreement) and a strong educational rationale
- 3.7.3 The proposed provision is costed and financially viable
- 3.7.4 There are progression routes to more advanced education/training, and opportunities for employment (to be indicated in the Educational rationale section of the form)
- 3.7.5 There are access routes for learners and appropriate entry requirements (to be indicated in the Educational rationale section of the form)
- 3.7.6 Planned mode(s) of delivery are appropriate
- 3.7.7 There is sufficient competent staff to develop and deliver the assessment and teaching material, and internally verify the proposed award
- 3.7.8 Any necessary CPD will be undertaken prior to the start of the programme
- 3.7.9 A proposed timescale for development of the teaching and assessment materials together with a proposed allocation of development time to identify staff involved
- 3.7.10 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.

4. Internal Verification: Assuring Consistency, Fairness and Standards

4.1 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 assessed fairly and consistently to the specified standard to maintain national standards

[Internal Verification Policy and Procedures](#)

4.2 Purpose and Principles of Internal Verification

The majority of qualifications delivered by the College are “internally assessed.” The College teaching staff are responsible for judging whether 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 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:

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

4.3 Core 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:

- 4.3.1 Supporting assessors
- 4.3.2 Reviewing assessment instruments to ensure validity, practicability, equity and fairness
- 4.3.3 Standardisation
- 4.3.4 Prior verification of internal instruments of assessment

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.

4.4 Supporting and Developing Assessment Practice

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 their 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, Quality Systems, Equalities Diversity and Inclusion. This will include induction to the Quality Portal: the Quality Enhancement Handbook; Learner Handbook and Induction presentation; 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.

4.5 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 of video or multi-media evidence. Discuss and agree procedures, such as, any indirect evidence of candidate achievement, e.g. witness testimony where appropriate. 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](#)).

4.6 Standardisation to Support Consistent Assessment Judgements

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.](#)

4.7 Qualifications Scotland – Prior Verification

The Qualifications Scotland 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](#) to quality@glasgowkelvin.ac.uk

4.8 Curriculum Team Responsibilities for Assessment and 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 involved in teaching the subject/units. The CM will chair the meeting and ensure a minute is recorded.

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

- 4.8.1 Produce learning and teaching materials and continuously review and update materials in line with the standard required by the awarding body.
- 4.8.2 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.
- 4.8.3 Agree appropriate standards for learner responses in consultation with the Internal Verifier.
- 4.8.4 Explore methods of integrating assessment across units of the course and develop appropriate instruments
- 4.8.5 Participate in internal verification procedures, in conjunction with the Internal Verifier as required.
- 4.8.6 Review learner results at agreed intervals
- 4.8.7 Identify and share good practice.
- 4.8.8 Identify and undertake appropriate CPD.

4.9 Role and Responsibilities of Internal Verifiers (IV)

The IV role has two components:

- 4.9.1 the ongoing contribution made within the curriculum team
- 4.9.2 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:

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

The IV and curriculum team will:

- 4.9.9 check that the most current descriptor is being used
- 4.9.10 ensure that all assessment instruments are reviewed each session and that they are amended in accordance with any changes in descriptors/specifications

- 4.9.11 promote the development and use of integrated assessments where appropriate to support learner achievement
- 4.9.12 advise if assessment overload is occurring
- 4.9.13 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.
- 4.9.14 ensure that there is continuing discussion of learner responses
- 4.9.15 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.
- 4.9.16 ensure the team considers learner work within the context of national standards
- 4.9.17 where possible, obtain comparative responses from EVs regarding the standard of learning work in other colleges. For Qualifications Scotland qualifications, staff should read the annual Qualification Verification Summary Report (QVSR) on the Qualifications Scotland website relating to the verification group.
- 4.9.18 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
- 4.9.19 advise as to whether there are sufficient IVs in the group to adequately cover all of the units
- 4.9.20 advise on the retention of learner assessments for the awarding body e.g. Qualifications Scotland [Evidence retention requirements](#). Note that such awarding body advice is regularly updated – please check with Quality team or awarding body website.

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:

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

4.10 Preparing and Supporting Staff for the Internal Verifier Role

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

4.11 Curriculum Manager Responsibilities

- 4.11.1 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
- 4.11.2 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
- 4.11.3 Liaise with Faculty Directors ensuring members of the Curriculum Team receive appropriate

staff development following discussion with the staff involved in delivering the units/programme

- 4.11.4 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 Instrument](#)
- 4.11.5 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](#)

4.12 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 Record of Sampling](#). Sampling should 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:

- 4.12.1 first time delivery of an awarding body qualification or award
- 4.12.2 delivery by a new assessor
- 4.12.3 range of levels of qualifications, range of candidate groups across the College, mode of delivery (full/part time, online, multiple sites, partnership arrangement)
- 4.12.4 age and gender of candidates
- 4.12.5 achieved/not achieved
- 4.12.6 revised assessment instruments
- 4.12.7 previous issues or problems identified by internal or external verification
- 4.12.8 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:

- 4.12.9 25% of each occurrence
- 4.12.10 100% 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.

4.13 Maintaining assessment and verification records

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

- 4.13.1 [Internal Verification of the Assessment Instrument or Reassessment](#)
- 4.13.2 [Annual Verification of Unit Pack](#)
- 4.13.3 Minutes of Faculty meetings
- 4.13.4 [Standardisation Meeting Template to agree on Assessment and Marking Decisions](#)
- 4.13.5 Records of observation of assessment
- 4.13.6 Checklist/marking schemes
- 4.13.7 Candidate records
- 4.13.8 [Internal Verification Record of Sampling](#)
- 4.13.9 Feedback to assessors

4.14 Recording standardisation meetings

Brief action minutes of Standardisation Meetings should be retained using the [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.

4.15 Master folder content for verification

Master Learning and Teaching Packs should include:

- 4.15.1 a standard cover sheet
- 4.15.2 the latest version of the unit descriptor
- 4.15.3 the assessment instruments agreed by the Curriculum Team with any agreed marking schedule
- 4.15.4 a learning, teaching and assessment programme (where appropriate)
- 4.15.5 exemplar learning/teaching materials approved by the Curriculum Group e.g. notes, projects, worksheets, formative assessment materials
- 4.15.6 guidelines for delivery
- 4.15.7 [Assessment Re-Assessment Procedure](#)
- 4.15.8 A completed [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.

4.16 Unit Descriptors

The Quality team 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. [Qualifications Scotland](#) for the most up-to-date unit descriptor.

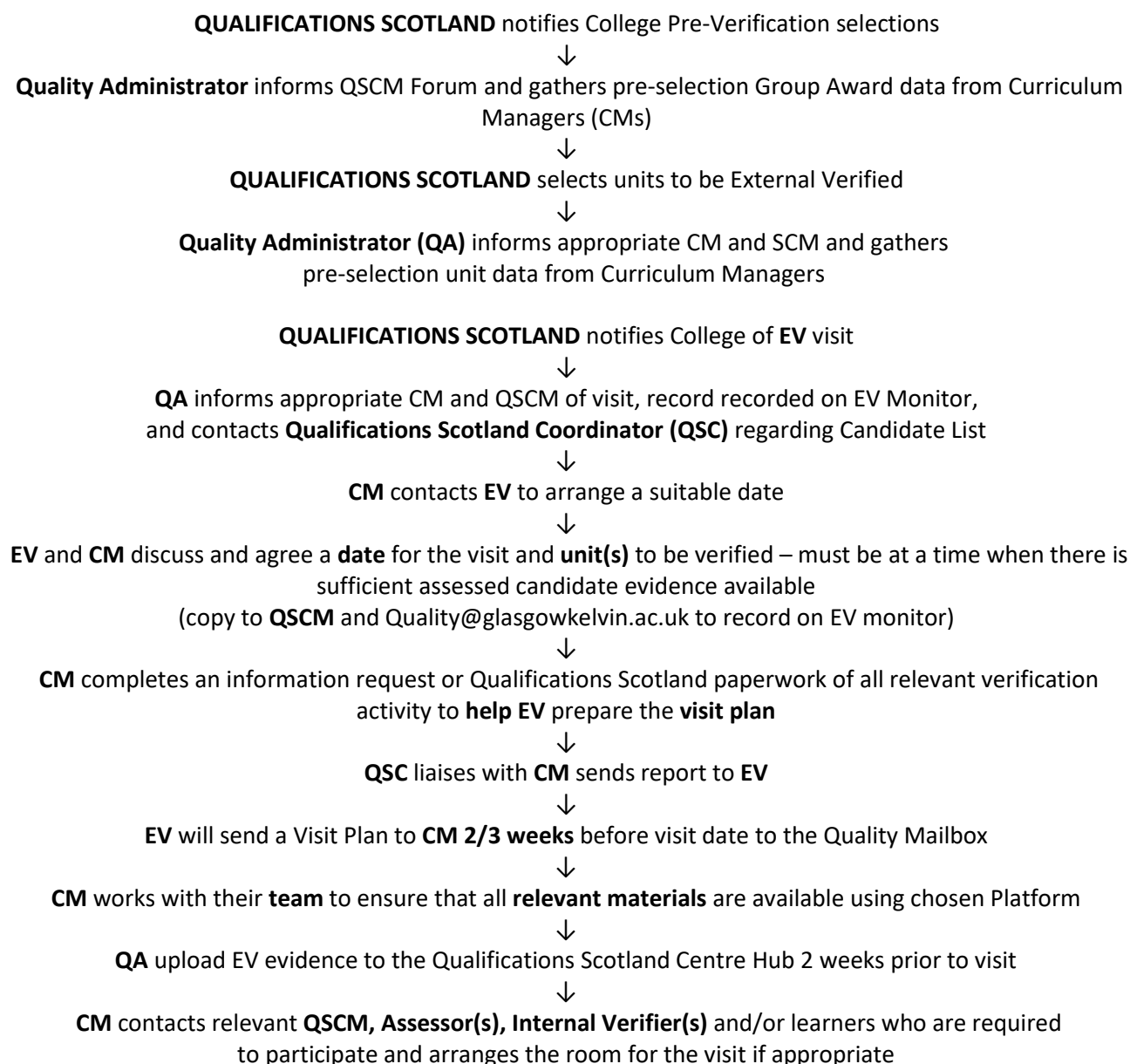
4.17 Awarding Body Communication – Publications/Handbooks

The Head of Enhancement & Assurance 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. [Qualifications Scotland News Signup](#).

4.18 Inclusiveness Statement

As part of the College Quality Enhancement procedures, Internal Verification plays a significant role in making judgements on learner performance. Equality and inclusiveness consideration 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.

5. External Verification Procedure



5.1 Managing External Verification Activity

The visit is coordinated 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. Where visits are on-campus, The CM will book a suitable room and arrange tea/coffee for the EV. The CM will meet the EV on arrival and be briefed on the EV plans for the day. 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. Where EV events are online, the CM should liaise with the Quality team, quality@glasgowkelvin.ac.uk, to ensure all materials are provided, either via the Qualifications Scotland Hub or other platform by mutual agreement, by deadlines as agreed with the External Verifier. It is the responsibility of the College to ensure and check that the External Verifier is able to access the materials with adequate time to consider them before the online meeting.

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 Qualifications Scotland coordinator. A copy will be sent 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 Faculty Assistant Principal 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 Enhancement & Assurance will be included in all correspondence.

5.2 Faculty Responsibilities in External Verification:

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](#).

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

- 5.3.1 [Annual Verification of Unit Pack](#)
- 5.3.2 Up-to-date unit specification
- 5.3.3 Assessment for certification e.g. internally produced assessment, NAB etc.
- 5.3.4 Marking scheme
- 5.3.5 Evidence of assessor feedback
- 5.3.6 [Equalities checklist](#)
- 5.3.7 Curriculum team minute of meetings
- 5.3.8 IV Schedule
- 5.3.9 [Internal Verification of the Assessment Instrument or Reassessment](#)
- 5.3.10 [Standardisation Meeting Template to agree on Assessment and Marking Decisions](#)
- 5.3.11 [Internal Verification Record of Sampling](#)
- 5.3.12 [External Verification Quality Assurance Criteria](#)
- 5.3.13 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](#)
- 5.3.14 Staff CPD record (for VQ Qualifications)
- 5.3.15 Electronic (where possible) subject registers with completed records of work and assessments marked up-to-date

5.4 The SCM will provide a folder with policies affecting Learning and Teaching:

- 5.4.1 [Assessment Re-Assessment Procedure](#)
- 5.4.2 [Alternative Assessment Arrangements Process](#)
- 5.4.3 [Conflict of interest in assessment procedure](#)
- 5.4.4 [Internal Verification Policy and Procedures](#)
- 5.4.5 [Learner Academic Appeals Policy](#)
- 5.4.6 [Malpractice & Maladministration Policy](#)
- 5.4.7 [Assessment Sites not Owned or Managed by GKC Policy](#)
- 5.4.8 [Quality Enhancement Handbook](#)
- 5.4.9 [Student Handbook](#)

5.5 Faculties should be able to demonstrate that:

- 5.5.1 staff delivering a unit for the first time have [Teaching Pack Induction to a New Unit](#)
- 5.5.2 assessment instruments are continuously under review [Standardisation Meeting Template to agree on Assessment and Marking Decisions](#)
- 5.5.3 appropriate guidance is offered to staff in the delivery of assessment
- 5.5.4 internal verification is conducted effectively and at the frequency prescribed by college policy
- 5.5.5 IV and EV reports are actively reviewed by curriculum teams and their findings and recommendations implemented

- 5.5.6 Issues such as unit/SVQ and course resources, learning and teaching approaches and work placement arrangements are actively discussed with staff and learners
- 5.5.7 Integration of assessment both within and across units and SVQs is discussed and where possible implemented
- 5.5.8 Integrated assessment instruments are clearly marked with the relevant learning outcome/performance criteria indicated
- 5.5.9 Internal Verifiers have had appropriate staff development
- 5.5.10 There are sufficient IVs against each curriculum team/cognate group

6. Self-Evaluation, Reflective Practice and Continuous Enhancement

6.1 Purpose of Self-Evaluation

Self-evaluation at Glasgow Kelvin College is an ongoing, evidence-led process that supports assurance of academic standards and drives continuous enhancement of the learner experience. It is used not simply to describe activity or performance, but to make clear evaluative judgements about impact, effectiveness and improvement.

Self-evaluation focuses on:

- the quality and effectiveness of learning, teaching and assessment
- learner engagement, progress, retention and successful outcomes
- equity of experience and outcomes across learner groups
- the impact of enhancement activity over time

The process supports informed planning, prioritisation of improvement actions and effective use of resources.

6.2 Sources of Evidence

Self-evaluation is informed by a broad and triangulated evidence base, including:

- Learner feedback, gathered through surveys, focus groups, class representation and Students' Association engagement
- Performance information, including retention, attainment, successful outcomes and trends over time
- Digital performance dashboards, which provide timely, accessible and disaggregated data to support evaluative discussion and monitoring
- External feedback, including awarding body external verification, review and inspection outcomes
- Staff reflection and professional dialogue, including course team discussions, mid-block reviews and standardisation activity

No single source of evidence is considered in isolation. Judgements are formed through consideration of patterns, trends and explanatory factors.

6.3 Making Evaluative Judgements

At all levels, staff are expected to move beyond description to evaluation. This includes:

- identifying strengths and areas of effective practice
- explaining why performance or experience is strong or weaker, drawing on evidence
- identifying root causes, not just symptoms
- recognising differential impact on learner groups where relevant

Evaluative judgements are recorded through course team documentation, Curriculum Manager and Senior Curriculum Manager self-evaluation activity, and faculty-level review, and are used to inform both local and institutional enhancement priorities.

6.4 Enhancement Planning and Action

Where self-evaluation identifies areas for improvement, proportionate and targeted actions are agreed and recorded through:

- Curriculum and course action planning
- Faculty operational planning
- Curriculum Manager and Senior Curriculum Manager Self-Evaluation Action Plans

- Improving Performance and Course Transformation (IMPACT) Plans
- At Risk Review Reports
- College level Self-Evaluation and Action Plans
- Institution Led Quality Review Activity

Actions are specific, measurable and focused on improving learner experience and outcomes. Responsibility and timescales are clearly identified.

6.5 Monitoring Impact and Closing the Loop

A key principle of the College's approach is the review of impact, not just completion of actions. Progress and impact are monitored through:

- subsequent learner feedback
- updated performance information
- ongoing course and faculty review activity

This ensures that self-evaluation informs a continuous cycle of reflection, improvement and review, and that enhancement activity leads to demonstrable improvement for learners.

6.6 Digital Enablement of Self-Evaluation

To support effective and timely self-evaluation, the College makes growing use of digital tools and performance dashboards. These provide staff and managers with access to up-to-date information on learner engagement and outcomes, enabling earlier identification of emerging issues, informed evaluative discussion and targeted intervention.

Digital reporting supports consistency, transparency and shared understanding across curriculum teams, faculties and governance structures, while maintaining a clear focus on impact for learners.

7. Key Policies Supporting Learning, Teaching and Assessment

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

7.1 Assessment and Re-Assessment Arrangements

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:

- 7.1.1 Preparing the Learner for Assessment
- 7.1.2 Assessment Material
- 7.1.3 Assessment Marking
- 7.1.4 Learner Feedback and Support
- 7.1.5 Security of assessment
- 7.1.6 Assessment and re-assessment of closed book and “in class” assessments

7.2 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](#)

7.3 Maintaining Integrity: Learner and Centre Malpractice

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. The [Malpractice 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.

7.4 External Examination Contingency Plan

The [External Examination 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: Annual Quality Cycle

| Month | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|----------------------------------|---|--|-----------------------|---|-----|------------------------|---|--------------------------------|-----------------------------|-----------------------------|---|
| Quantitative information | | | Stop and Check Survey | Block 1 Unit Results | | Learning Styles Survey | Block 2 Unit Results Internal Staff Survey | External Stakeholder Survey | Student Satisfaction Survey | Service Area KPIs | Block 3 Unit Results and 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 items in red font)

Appendix 2: Curriculum Manager Quality Cycle

| | |
|--|--|
| | Course team meetings |
| | Individual quality review and preparation activity |
| | Student voice activity |

| Week | Block 1 | Block 2 | Block 3 |
|----------------------|--|--|--|
| Before start of term | Meet with Course teams to complete pre-course planning and evaluation activity. | Meet with Course teams to complete end of Block unit and withdrawal data evaluation . | Meet with Course teams to complete end of Block unit and withdrawal data evaluation . |
| 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 | Provide response to Class Representative and wider class group using ‘you said, we did’ proforma | Provide response to Class Representative and wider class group using ‘you said, we did’ proforma |
| 3 | Ensure all courses undertake the Stop and Check Survey | 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 | Review Block 1 ‘Stop and Check’ survey results and respond to any issues | Update quality enhancement action plan prepare for Course team meeting | Ensure all courses undertake the Annual Student Satisfaction Survey |
| 6 | Update quality enhancement action plan prepare for Course team meeting. | | Review the Annual Student Satisfaction survey results and respond to any issues |
| 7 | | | Update quality enhancement action plan prepare for Course team meeting. |
| 8 | Hold Course team quality review meetings. | Hold Course team quality review meetings. | Hold Course team quality review meetings. |
| 9 | Ask Class Representative to meet with the class and gather feedback from the course attendees using Feedback Form. | Update CM log and quality enhancement action plan | Update CM log and quality enhancement action plan |
| 10 | Ensure all courses undertake the Learning and Teaching Approaches Survey | 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. |
| 11 | Meet with class representatives to consider student feedback | Meet with class representatives to consider student feedback | Meet with class representatives to consider student feedback |
| 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 |
| | | | Meet with course teams to complete end of course evaluation . |

Appendix 3: Quality Document Links & Information

[Quality Enhancement Portal](#)

New staff induction:

[Staff Induction Programme](#)

Internal / external Verification:

[Annual Verification of Unit Pack](#)

[Internal Verification Policy and Procedure](#)

[Standardisation Meeting Template to agree on Assessment and Marking Decisions](#)

[Internal Verification of the Assessment or Reassessment Instrument](#)

[Assessment Re-Assessment Procedure](#)

IV Schedule (currently under review)

[Internal Verification Record of Sampling](#)

[Information Request Form for Visiting Verification](#)

[Preparing for External Verification - Checklist](#)

[External Verification Quality Assurance Criteria](#)

[Equalities checklist](#)

Authorisation and Prior Verification:

[Request to Develop Form \(for Unit/Course/Award Authorisation\)](#)

[New National Qualifications - Prior Verification Request Form](#)

[Internal Qualifications Scotland HN and NQ Units Prior Verification Request Form](#)

[Verification & Authorisation Checklist \(Units Pack\)](#)

Pack Development and Delivery for first time:

[Master Learning and Teaching Pack Template](#)

[Secure Materials Request](#)

[Teaching Pack Induction to a New Unit](#)

Policies and Guidance affecting Learning and Teaching:

[GKC - Learning, Teaching and Assessment Strategy 2025-2028](#)

[Internal Verification Policy and Procedures](#)

[Assessment Re-Assessment Procedure](#)

[Conflict of interest in assessment procedure](#)

[Learner Academic Appeals Policy](#)

[Malpractice & Maladministration Policy and Malpractice Procedure](#)

[External Examination Contingency Plan](#)

Self-Evaluation Tools (for reference – access to online self-evaluation data and documents is personalised according to staff role):

Student Satisfaction Survey

Learner Focus Group Reports

Power BI Course Performance Data

Curriculum Manager Online SEAP Reports

Curriculum Manager Online SEAP Reports

IMPACT Plans

At-Risk Reports

‘You Said’, We Did Reports

Appendix 5: IMPACT Plan proforma



Improving Performance and Course Transformation (IMPACT) PLAN

| | |
|----------------------------|---------------------|
| Curriculum area: | Curriculum Manager: |
| Senior Curriculum Manager: | Date: |

A) Student Outcomes

| Course(s) | Class code(s) | PI Enrolments | Early withdrawal | Further withdrawal | Successful (SO) | *Student Satisfaction % |
|-----------|---------------|---------------|------------------|--------------------|-----------------|-------------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |

(*percentage of students reporting overall satisfaction with the course)

B. 1) Course Evaluation

| College Learning, Teaching and Assessment Strategy Priorities | Score course performance against each objective below using a 4-point rating scale (4 – Good, 3 – Satisfactory, 2 – Improvement required, 1 – Poor/No activity) | | | | Score | | | |
|---|--|--|--|---|------------|--|--|--|
| Learning & Teaching | Accessible, engaging and purposeful learning experiences. (A1) | Range of approaches to active, self-directed and independent learning. (A2) | Learning and teaching approaches and resources effective to meet learning needs. (A3) | Evaluation of the quality and impact of teaching. (A4) | | | | |
| Assessment | Approaches to assessment are diagnostic, formative and summative to encourage and support effective learning. (B2) | Assessment approaches are responsive to learner needs and ensure that feedback to learners is timely, accurate and developmental. (B3) | Use of integrated and project-based assessments. (B4) | | | | | |
| Learner Voice | Use of student-centred learning and peer to peer learning. (C1) | Students contribute to planning, design and delivery of learning activities. (C2) | Students take responsibility for their own learning, through monitoring and reflecting on their progress. (C3) | Guidance and support – Availability and Impact (C4) | | | | |
| Digital Innovation | Availability of E-learning platforms and digital technologies to support learning, teaching and assessment. (D1) | Use of technology and e-learning resources in learning, teaching and assessment (D2, D3) | | | | | | |
| Wider and Transferrable Skills | Use of integrated learning activities which build wider skills. (E1) | Use of project-based and experiential learning activities which develop transferrable and meta skills. (E2) | Use of experience of work, realistic work environments, practices and placements. (E3) | Use of tools and techniques to encourage students to set, review and reflect the development of personal, social and study skills. (E4) | | | | |
| Total Score: | | | | | /68 | | | |

B.2) Identifying opportunities for Improvement

Please use the table below to highlight potential changes to course design or delivery which would strengthen these elements.

| Deliver High Quality Learning and Teaching (A1 to A4) | Ensure Assessment Promotes Effective Learning (B1 to B4) | Value the Learner Voice (C1 to C4) | Embed Digital Innovation (D1 to D4) | Develop Wider and Transferrable Skills (E1 to E4) |
|--|---|---|--|--|
| | | | | |

C) Unit Analysis*

Using Power Bi, please evaluate the historical unit pass success rates for the course. Does this evaluation highlight any potential changes which could be made to the programme design or delivery to improve overall student success rates?

(*Please either insert or attach a screenshot of unit results)

E) Action Planning and Progress Updates

| Action Required | Target Date | Action Owner | Progress Update – October | Progress Update – Jan/February | Progress Update – May |
|-----------------|-------------|--------------|---------------------------|--------------------------------|-----------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

F) Target Setting

| Course Title | PI enrolls | Target withdrawal % | Progress Update – October | Progress Update – Jan/Feb | Progress Update – May | Target Success % | Progress Update – June |
|--------------|------------|---------------------|---------------------------|---------------------------|-----------------------|------------------|------------------------|
| | | | | | | | |
| | | | | | | | |