

**GLASGOW KELVIN COLLEGE**

**Academic Board Committee – 01 May 2026**

**Review of College Quality & Enhancement Handbook**

**Report by Assistant Principal - Performance, Planning & Student Experience**

**1. Introduction**

This paper presents the outcome of a comprehensive review and rewrite of the Quality Enhancement Handbook, which has reached its scheduled review date. The review has resulted in a substantially revised handbook designed to ensure that the College's approach to Quality Enhancement remains current, coherent and aligned with both external expectations and internal practice.

The revised Quality Enhancement Handbook (April 2026) is attached as Appendix A for approval. It replaces the previous handbook, which had become increasingly obsolete as a result of many changes to Quality Assurance processes and documents, governance arrangements, and the College's learning and teaching practice since the last review, and to more overtly reflect the requirements of the Tertiary Quality Enhancement Framework (TQEF).

**2. Rationale for Review**

The review/ revision of the Quality Enhancement Handbook was undertaken for the following reasons:

- The existing handbook had reached its procedural review date, necessitating formal review in line with the College's document control and quality cycle.
- Since the previous revision, a significant number of associated processes, procedures, Quality Assurance activities and supporting quality documents have been updated or replaced. As a result, the handbook no longer accurately reflected current practice and, in places, was misleading or incomplete.
- There was a strategic need to ensure that the handbook more explicitly reflected the College's understanding that Quality Enhancement extends beyond procedural compliance. The previous version focused heavily on process, form completion and audit requirements, with limited articulation of the importance of learning and teaching practice, reflective evaluation and learner partnership.
- The revised handbook therefore places much stronger emphasis on:
  - enhancement-led self-evaluation
  - professional judgement and reflective practice
  - learning, teaching and assessment quality
  - the systematic embedding of student voice within Quality Assurance arrangements

Significant new sections have been added to address these areas directly, and to support a more enhancement-focused quality culture across the College.

Contributors to the review process included the Vice Principal: Education, Skills & Student Success; Assistant Principal: Performance, Planning & Student Experience; Curriculum Manager for Quality; SQA Coordinator and Quality Administration Officers. The review process included scrutiny of the existing handbook, and benchmarking against current internal practice and external expectations (including TQEF).

### **3. Summary of Key Changes**

The revised Quality Enhancement Handbook retains the core purpose of setting out the College's Quality framework, but represents a substantial rewrite rather than a minor update. Key areas of change are summarised below.

#### **Overall Purpose and Tone**

- The handbook has been reframed to emphasise Quality Enhancement as well as compliance, clarifying that its purpose is to support improvement in learning, teaching and assessment, not simply procedural adherence.
- Explicit reference is now made to enhancement-led evaluation, learner experience and impact, aligning more clearly with national quality expectations.

#### **Clearer Quality Enhancement Framework**

- A clearly articulated Quality Enhancement Framework has been introduced, setting out how authorisation of provision, internal verification, external verification and self-evaluation interact as part of a continuous improvement cycle.
- Self-evaluation is positioned as a live, evidence-based process, rather than an end-of-year reporting exercise.

#### **Embedding Learning, Teaching and Assessment Quality**

- New and expanded sections explicitly address the quality of learning, teaching and assessment practice, including:
  - evaluative focus on teaching approaches and learner engagement
  - assessment design and impact on learning
  - professional dialogue and reflective practice
- This represents a significant shift from the previous handbook, which focused predominantly on procedural Quality Assurance activities.

#### **Strengthened Learner Partnership and Student Voice**

- A dedicated section on learner partnership has been added, outlining:
  - how student feedback is gathered at different stages of the academic year
  - the role of class representatives, focus groups and surveys
  - mechanisms for closing feedback loops, e.g. through "You Said/ We Did" approaches

- Learner voice is now explicitly embedded within course-level, faculty-level and institutional self-evaluation and governance processes.

### **Updated Roles, Responsibilities and Governance**

- Roles and responsibilities for Quality Enhancement have been clarified, with clearer links between:
  - course teams
  - Curriculum Managers and Senior Curriculum Managers
  - senior leadership
  - formal governance structures, including the Learning and Teaching Committee and Academic Board
- This improves transparency, accountability and assurance.

### **Alignment with Current Processes and Documentation**

- References to outdated forms, calendars and processes have been removed or updated.
- The handbook now aligns with:
  - current authorisation and approval arrangements
  - internal and external verification processes
  - digital dashboards and self-evaluation tools
  - current policies supporting learning, teaching and assessment
- Appendices and links have been updated to reflect the current Quality portal and associated documentation.

### **Improved Structure, Clarity and Usability**

- The revised handbook has been restructured to improve accessibility and readability for staff.
- Clear section headings, summaries and an explicit, visualised annual quality cycle support more consistent understanding and use across the College.

## **4. Impact on Students**

Consistent and widespread use of the new handbook should create a better and more consistent learning experience for students.

## **5. Resource Implications**

There are no direct resource implications arising from the revision of the Quality Enhancement Handbook, though staff time will be required to familiarise colleagues with the revised structure and emphasis.

## **6. Equality**

The revised handbook strengthens the College's commitment to equality, diversity and inclusion by embedding consideration of learner experience, equity and differential outcomes within self-evaluation and enhancement activity. The stronger focus on learner voice and

evaluative reflection supports more inclusive and responsive approaches to Quality Enhancement across the College.

## **7. Risk and Assurance**

The revised Quality Enhancement Handbook reduces institutional risk by ensuring that the College's quality framework is accurate, current and clearly articulated. By strengthening alignment between quality processes, learning and teaching practice and governance oversight, the revised handbook supports more stronger assurance of academic standards and learner experience.

## **8. Data Protection**

There are no data protection issues associated with this paper.

## **9. Recommendations**

Members are recommended to approve the new Quality Enhancement Handbook

## **10. Further Information**

Members can obtain additional information on the contents of this report from John Clarke, Assistant Principal: Performance, Planning & Student Experience.

Glasgow Kelvin College  
JC  
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