Thomas Smith

Head of Quality and Information Services

Glasgow Clyde College and Quality

Glasgow Clyde College - Background

3 main sites across Glasgow
Serves Glasgow City & West of Scotland
One of the largest FE Institutions in Scotland

Formed in August 2013
(from merger of 3 Glasgow Colleges)
Langside (1947)
Anniesland (1964)
Cardonald (1972)

Over 7,000 Full-Time Students
Approx. 20,000 Part-Time Students

350 Support Staff
650 Teaching staff
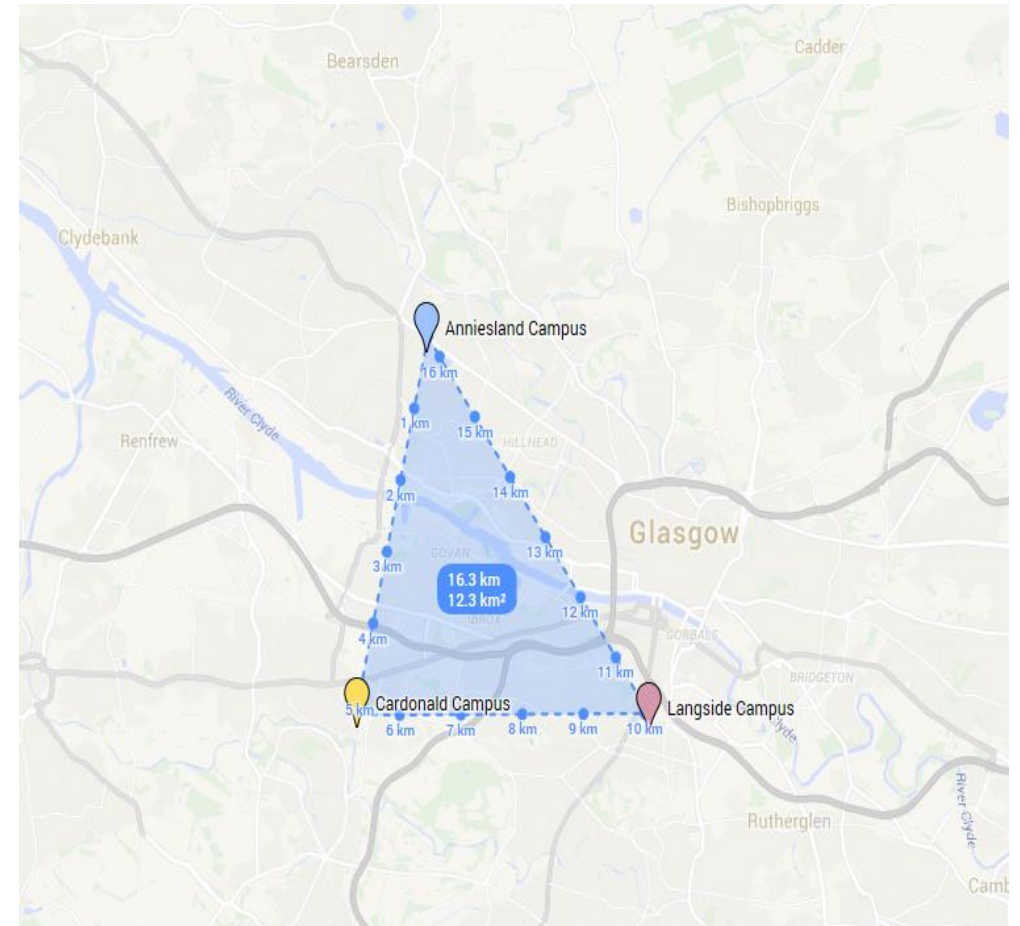
Portfolio and Revenue

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Many years of combined industrial experience
Exceptional teaching standards
Delivery in modern facilities
Annual turnover: approx. €55m (95% Government funding; 5% Private/Commercial)
5 Faculties

Faculty	**Example of Programme**
Business and Finance	Computing, Accounting, Interactive Media
Creative and Cultural Industrial Industries	Graphic Design, Textiles, Dance, Fashion, Journalism
Engineering and Built Environment	Electrical Engineering, CAD, Motor Vehicle, Construction
Health and Well-Being	Childcare, Social Care, Stress Management
Access and Continuing Learning	General Education, ESOL, Skills for Life

Glasgow Clyde College Qualification Levels

	Scottish Credit Qualification Framework	European Qualification Framework
	SCQF Levels	EQF
Doctoral Degree	12	8
Masters Degree	11	7
Honours Degree	10	6
Bachelors/ Ordinary Degree	9	6
Higher National Diploma	8	5
Higher National Certificate/ Advanced Higher	7	5
Higher	6	4
National 5	5	3
National 4	4	2
National 3	3	1
National 2	2	
National 1	1	

Glasgow Clyde College and Quality

- No single Quality Framework (managed by the Director of Quality and Performance)
- Uses standards from a number of bodies
- Quality performance indicators are reviewed annually against agreed targets
- Trend data over 3 years is analysed and reviewed
- Enrolment, retention and success data is reported and evaluated
- Student views are gathered from surveys and through formal review meetings

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Role of the Quality Department

- Managed by Director-level member of staff
- 3 Full Time members of non-teaching staff
- Membership of Quality and Performance Group
- Responsible for the College Internal Quality Cycle
- Manage College Complaints Procedure
- Manage Internal (and liaise with External) Audits

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Quality and Performance Group

Membership

- Director of Quality and Performance (Chair)
- Vice Principal
- Quality Co-Ordinator
- Head of Curriculum (x2)
- Senior Lecturer (x2)
- Student Representatives

Remit

- Manage Self-Evaluation process
- Meet quarterly to review College interim performance
- Review retention
- Review and reflect on in-year student/staff questionnaires

Output

- Quality action plan

Self–Evaluation Review

- Review each individual College found an effective annual self-evaluation process

- Recommendation was a quarterly self-evaluation process

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The Glasgow Clyde College Quality Enhancement Strategy (2013–2016)

'Reflective and evaluative practice will be embedded through rigorous self evaluation which utilises a wide range of information and data at appropriate times through the year, identifies strengths and weaknesses, and incorporates planning for improvement. The college will ensure that all faculty and unit teams have the skills and competences to evaluate their provision and to set objectives which will result in improvement.'

Self–Evaluation Timeline

Self-Evaluation Cycle begins September for the current academic year

College has 3 terms (Aug–Nov,   Dec–Mar,   Apr–Jun)

4 formal team meetings

- <u>November</u>   First draft of Self-Evaluation document containing Enrolment and Early Withdrawal analysis and previous year Quality Improvement Action Plan

- <u>March</u>   Update on Equality and Diversity, Course Team Meetings, analysis of Student Questionnaire, Interim Result Analysis

Self–Evaluation Timeline (contd.)

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- <u>May</u>   Update of Self-Evaluation document including Innovation in Learning and Teaching, Further Withdrawal, Internal Progression and actions for Quality Improvement Action Plan

- <u>August</u>   Final Self-Evaluation document including Performance Indicator Analysis, Finalised Quality Improvement Action Plan

Internal Quality Cycle

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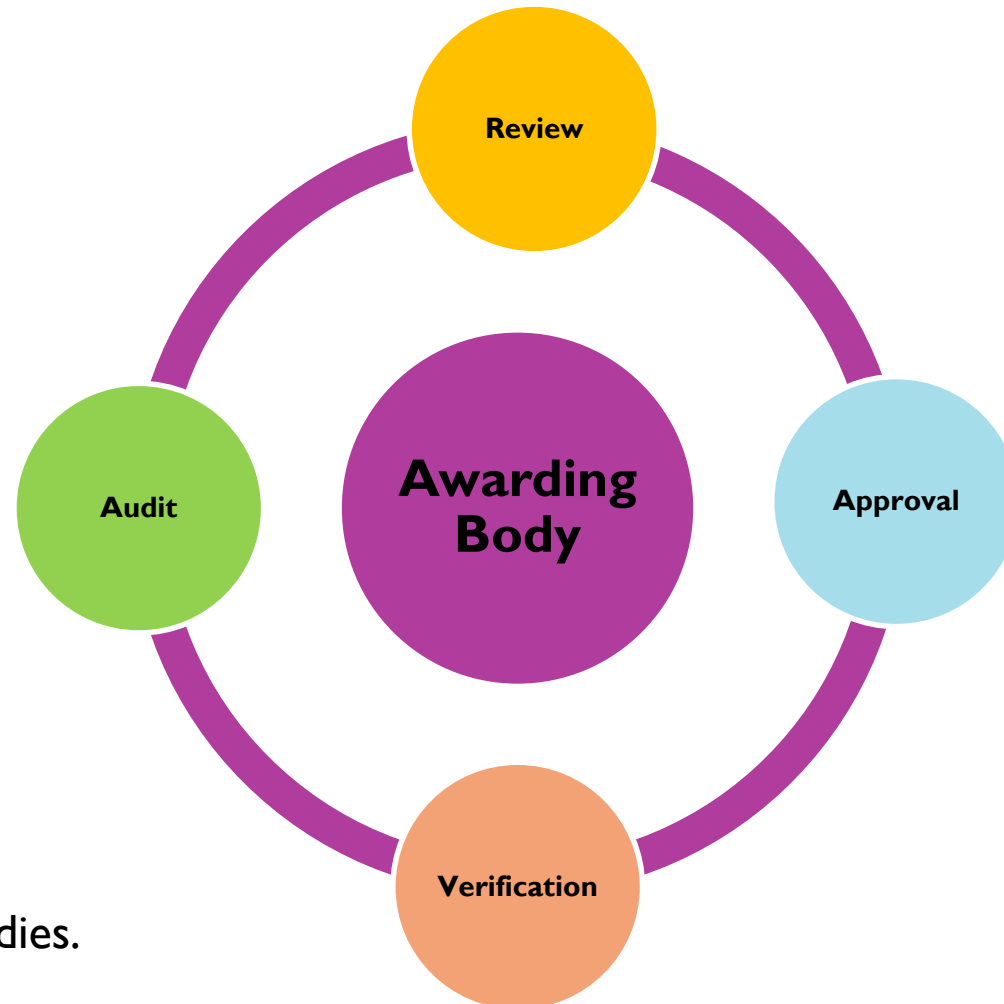
Over 20 different awarding bodies.
95% of delivery is with the
Scottish Qualification Authority
(SQA)

Review

The numerical outcomes of assessment with additional input from lecturers are analysed to identify strengths and weaknesses

Output

- Identify best practice for future delivery
- Implement quality improvement measures
- Continually strive to improve performance

Approval

All new awards must be at least one of the following:

- Industry recognised

- University recognised entry

- Suitable to further students' employability prospects

The award must be fully costed with additional resources identified.

Verification (Internal)

- <u>Internal Verification</u> is the process used to ensure that we make consistent and accurate assessment decisions, in accordance with the assessment criteria defined within qualifications.

- <u>Internal Verifiers</u> are responsible for ensuring the validity of internal assessments and the reliability of assessors' judgement. Therefore they act as 'guarantors' that national standards are being met.

All teaching staff are also Internal Verifiers.

Audit (Internal)

Audits provide:

- Objective evidence that the system is working
- A monitoring and reporting structure for the College
- An opportunity to improve internal processes

Audit reports are submitted to College senior management

Audit (External)

Awarding Body

To confirm that national standards are being uniformly applied and that assessments are accurately and consistently applied across all candidates and levels.

Government

Evaluates the College against the three key principles of

- High Quality Learning
- Learner Engagement
- Quality Enhancement

This process complements European VET tools such as EQARF/EQAVET and ECVET and how the SQE system is matched against the EQF.

The role of the staff in the quality system

Glasgow Clyde College has a culture of quality improvement throughout the organisation.

Full participation of the quality process is expected of every member of staff.

Issues

- Turnover of staff
- Change Management
- Maintaining standards across 3 campuses
- Diversity of programmes

Messages

Quality Culture

- Self Evaluation Process is robust
- Student Voice is included
- Effective Quality Improvement Plan is implemented