

**GLASGOW KELVIN COLLEGE**

**Learning and Teaching Committee - 06 May 2026**

**Tertiary Quality Enhancement Review (TQER) Preparation**

**Report by Vice Principal, Education, Skills and Student Success and Assistant  
Principal, Performance, Planning and Student Experience**

**1. Introduction**

This paper provides a further update on the College's preparations for the forthcoming Tertiary Quality Enhancement Review (TQER), and participation in other TQEF/ QAA processes, following the report previously submitted earlier in the academic year. Since that update, several significant milestones have been reached, including engagement with the Quality Assurance Agency (QAA) through both the annual Institutional Liaison Meeting (ILM) and the formal TQER Scoping Meeting, alongside continued internal preparation activity.

As previously reported, TQER is the principal mechanism for external quality assurance within Scotland's Tertiary Quality Enhancement Framework (TQEF) and is a core requirement of SFC funding. The College's TQER review will take place in October and December 2026.

**2. Institutional Liaison Meeting**

The College's Institutional Liaison Meeting (ILM) with QAA took place on 20<sup>th</sup> April. The ILM functions as an annual audit and structured engagement point with QAA, supporting the wider TQER process by ensuring ongoing oversight of academic quality and standards. The meeting reviews institutional compliance with national quality expectations, evaluates outcomes from internal monitoring and enhancement activity, scrutinises areas of risk and improvement, and allows dialogue on regulatory developments and good practice.

As part of the ILM, the College submitted a range of advance data and documentation, demonstrating institutional priorities, self-evaluation, quality assurance arrangements, and student experience oversight. This included:

- The College's Self-Evaluation and Action Plan (SEAP) for Academic Year 2024/25
- The curriculum review "Meeting Glasgow's Future Skills Needs"
- Five-year trend data covering performance indicators, complaints and commendations, and disciplinary incidents and outcomes
- A sample of self-evaluation reports, including Senior Curriculum Manager (SCM) SEAPs
- Summaries and analysis of student feedback and survey data
- Core Quality Assurance policies, procedures and documentation
- The College's Student Partnership Agreement and Students' Association priorities
- Evidence of College involvement in Scotland's Tertiary Enhancement Project (STEP)

These materials were discussed in detail during the meeting, alongside further questioning from QAA representatives on a range of contextual and thematic areas linked to quality, standards, enhancement, and student experience.

While conversations were cordial and constructive, no evaluative feedback was provided during the meeting, as per the ILM process. A formal written report from QAA is expected approximately three weeks following the meeting date and will be disseminated through appropriate College channels once received. The ILM report should give a clear indication of QAA expected standards, and of the College's readiness for the full TQER review.

### **3. TQER Scoping Meeting**

The formal TQER Scoping Meeting with QAA representatives has also taken place. The purpose of this meeting is to establish the scope and focus of the TQER review and to ensure QAA has a clear and accurate understanding of the College's context, mission, priorities, and learner profile. This should support a fair, proportionate, and well-informed review process and inform the selection of an appropriately experienced review team.

The meeting was attended by the Principal, Vice Principal: Education, Skills & Student Success, Assistant Principal: Performance, Planning & Student Experience, Assistant Principal: Digital and Information Services, and the Students' Association President.

Key points are summarised below.

#### **Review Structure and Dates**

The review will take place in two stages:

- Initial Review Visit (IRV): 26–27 October 2026 (1.5 days)
- Main Review Visit (MRV): 7–10 December 2026 (4 days)

#### **Review Team**

The review team will consist of four reviewers, with all TQER teams operating on a tertiary basis. The team will include:

- At least one reviewer with direct teaching experience
- A student reviewer

The College has requested that the team includes experience in community-based learning, reflecting the College's place-based mission, widening access focus, and learner demographics.

#### **Location and Campus Engagement**

Both review visits will be conducted on campus, with Springburn Campus as the principal base. The review team may also visit more than one campus to reflect the College's multi-site operation.

#### **Scope of Provision**

The review may cover all credit-bearing provision across SCQF Levels 1–9, including:

- National Qualifications (NQs)

- SVQs
- HNCs and HNDs
- City & Guilds programmes
- Access courses
- Apprenticeships
- SCQF credit-rated programmes
- Other credit-bearing, including non-modular, provision

In discussion with QAA, the College highlighted:

- A strong track record in widening access and community impact
- High rates of learner progression, particularly to university articulation routes
- Robust Quality Assurance and self-evaluation arrangements
- Improving trends in recruitment, engagement and learner success

Key institutional challenges were also identified, including:

- Maintaining curriculum responsiveness to rapidly evolving skills and employer needs
- Supporting learners with increasingly complex additional support requirements
- Adapting learning, teaching, and assessment approaches in response to the growing impact of A.I.

The College's enhancement priorities were shared and discussed, including:

- Further strengthening of learning, teaching and assessment practice
- Improving retention and overall student success
- Embedding new tertiary quality arrangements, including Institution-Led Quality Review (ILQR)
- Continuing curriculum transformation aligned to future skills and regional economic need

These contextual factors were noted by QAA and may inform the final scope and emphasis of the review.

#### **4. Institution-Led Quality Review (ILQR)**

Previous papers to this forum reported on the design of the College's ILQR process and the completion of the first ILQR panel event, which reviewed provision in Healthcare, Childcare and Social Care. A second ILQR, reviewing a support/ professional services function is currently planned, and a future update to the Board will report on findings, good practice and identified themes arising from this review.

It is worth noting the following amendments to the College's ILQR process in preparation for the second review, which are made as a result either of lessons learned from the previous ILQR, or from the inherent differences between reviewing academic and professional services areas:

- Increased consultation with the area under review to collaboratively shape the scope and focus of the review
- Collaborating with panellists in shaping discussion topics and lines of enquiry for the review meetings.
- A new and collaborative approach to identifying useful measures of success to be examined during the review. This due to the differences in self-evaluation approaches and data available to a non-faculty area (i.e. - faculty areas already have extensive and pre-defined self-evaluation data and reporting mechanisms

that can be used as an obvious starting point for ILQR. This is less the case in support areas).

ILQR continues to operate as a central mechanism for embedding tertiary quality expectations and providing direct evidence of reflective practice and enhancement ahead of TQER.

## **5. Continued Preparations for TQER**

Preparation activity continues across the College, with particular focus on maintaining the TQER Action Plan and collating evidence for the Advance Information Set (AIS).

Many managers and staff across academic and professional service areas have been tasked with creating, collating or refining documentation and data to act as evidence sources for the AIS. The Assistant Principal: Performance, Planning & Student Experience continues to liaise informally and regularly with colleagues to support this process, ensure clarity of expectation, and monitor progress.

The TQER Action Plan and Risk Map (as referenced in previous papers on this topic) continue to be reviewed and updated as preparatory actions are completed, materials are received, and further information becomes available from QAA. A small number of RAG ratings have been adjusted positively to reflect progress made to date. However, the majority remain unchanged, reflecting the long-term and iterative nature of many preparation actions.

## **6. Impact on Students**

Effective preparation for TQER supports sustained enhancement of the learner experience by strengthening quality systems, institutional self-awareness, and continuous improvement. The ILQR process, curriculum review activity, and engagement with student feedback directly contribute to improved retention, success, and progression outcomes for learners.

## **7. Resource Implications**

The primary resource implication continues to be staff time required to support preparation activity, evidence collation, and participation in ILQR and review processes. These commitments are managed within existing structures and planning cycles.

## **8. Equality**

There are no Equality implications arising directly from this paper.

## **9. Risk and Assurance**

This update provides assurance that the College is managing TQER preparation in a structured and risk-aware manner. Key risks are monitored through the TQER risk map and Action Plan, with regular review ensuring alignment with SFC requirements and QAA expectations.

## **10. Data Protection**

There are data protection implications of this paper.

## **11. Recommendations**

Members are recommended to note the college's continued activity in participating in TQEF/ QAA processes and preparing for TQER.

## **12. 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  
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