



Forth Valley College TQER Action Plan October 2025

Area for development and Tertiary Quality Enhancement Framework (TQEF) principle	Actions and planned impact/outcomes	Milestone(s), target date(s), continuing/carried forward	Responsible/lead
Recommendation 1 Understanding and ownership of the College's Strategic Plan and Student Learning Experience (SLE) Strategy The College should increase understanding and ownership of the Strategic Plan among staff and students and provide a clear link between the Strategy, underpinning sub-strategies, and departmental and individual action plans. (Excellence in Learning, Teaching and Assessment)	a. Embed the Strategic Plan and SLE Strategy within College quality and continuous curriculum improvement processes. Include the Strategic Plan & SLE Strategy in Continuous Curriculum Improvement Meeting 1 (Sept 2025) and subsequent review cycles. Outline expectations for Curriculum Managers to embed SLE principles in team evaluations, curriculum reviews, Personal Review & Developments (PRD's) and improvement planning. Align departmental objectives and action plans with the pillars and success measures of the SLE Strategy. b. Launch and promote the Strategic and SLE Strategies through a cohesive college-wide campaign Develop and roll out an SLE Strategy brand toolkit (including Teams backgrounds, visual assets, and signage). Visually align and colour-code all strategic, curriculum, and quality documentation to the pillars of the SLE Strategy for consistency and visibility. Integrate strategy awareness into staff induction, staff development days, and college communications. c. Strengthen staff and student engagement with the Strategic and SLE Strategies Incorporate an SLE overview within Class Representative and Forth Valley Student Association (FVSA) training to increase student understanding of how feedback and learning experiences align to strategic aims. Align the Listening to Learners survey with the SLE pillars to capture learner perceptions and measure progress. Share outcomes and examples of impact with staff and students through regular communications and enhancement updates. <i>Increased awareness and understanding of how students, staff and departmental actions contribute to college priorities.</i> • Greater consistency and alignment across departments. • Enhanced ownership of strategic objectives and success measures.	a. Include SLE Strategy as a core agenda item at CCI Meeting 1. Communicate expectations for Curriculum Managers to embed SLE principles within curriculum evaluation, PRDs, and improvement planning (Sept 2025 - Completed) b. (i) Design and approve promotional materials, including brand toolkit, visual assets, and communications plan to promote staff and student awareness. (Aug 2025 - Completed) (ii) Officially launch the SLE Strategy brand toolkit (Teams backgrounds, posters, signage) across all campuses and digital platforms. Introduce campaign through Staff Development Day and internal communications. (Sept 2025 - Completed) (iii) Ensure curriculum review documents, CCI reports, and departmental action plans are visually aligned and mapped to SLE pillars. (May 2026) c. (i) Include SLE overview in Class Rep and FVSA training sessions. Align Listening to Learners survey questions to SLE pillars. (Nov 2025) (ii) Review progress via CCI Meeting 2 and Learning Improvement & Student Experience Committee (LISEC). Gather feedback from staff and students on awareness and ownership of the SLE Strategy. (Dec 2025) (iv) Summarise evidence of increased understanding and alignment within SEAP 2025/26. Use Listening to Learners survey and staff feedback to demonstrate impact. (Nov 2026)	Vice Principal Learning & Student Experience (VPLSE) / Head of Quality & Teaching Enhancement (HQTE)
Recommendation 2 Visibility of information relating to complaints.	a. Review and enhance the complaints process and reporting framework related to analysis, reflection & action planning.	a. (i) Conduct a full review of current complaints procedures, including analysis, reflection, action planning, and visibility of reporting. Identify improvements and alignment	VPLSE/HQTE/Leadership Management Team

The College should review how it makes information regarding the process and outcomes of complaints available to students and the public to increase its visibility (Supporting Student Success)	Undertake a full review of current complaints handling, including analysis, reflection, action planning, and visibility of reporting. Implement identified improvements to ensure consistency, clarity, and alignment with the College’s quality enhancement framework. Confirm and communicate clear responsibilities and processes for Stage 1 and Stage 2 complaints. b. Improve visibility and accessibility of complaints information for students and the public Redesign web, portal, and induction materials to make the complaints process clear, accessible, and easy to navigate. Publish an Annual Complaints Report on the College website, highlighting key themes, actions, and outcomes. Deliver annual updates and analysis to LISEC, LMT and Learning & Student Experience Committee. c. Strengthen student awareness and engagement with the complaints process Collaborate with FVSA, class reps, and Learner Development Workers to promote understanding of the complaints process and its role in driving improvement. Embed complaints awareness within induction, class rep training, and student engagement communications. Share “You Said – We Did” examples to demonstrate impact and close the feedback loop. d. Embed complaints resolution as a driver of quality enhancement Formally recognise complaints analysis and resolution as part of the College’s enhancement and continuous improvement processes. Integrate complaint themes into ILQR activities and annual departmental feedback from Quality and Teaching Enhancement. Ensure complaint trends and learning outcomes inform Self Evaluation and Action Planning priorities and enhancement reporting. <i>These actions will create a transparent, student-centred complaints system that is easy to access and understand. Clearer processes, improved visibility, and stronger student engagement will build trust and confidence, while embedding complaints analysis within quality enhancement processes will ensure learning from feedback drives continuous improvement across the College.</i>	opportunities with quality enhancement processes. (Nov 2025) (ii) Finalise and publish clear guidance for Stage 1 and Stage 2 complaints, including roles, responsibilities, and expected timescales.(Dec 2025) b. (i) Redesign student- and public-facing materials (web pages, portal content, and induction resources) to make the process clearer and more accessible.(June 26) (ii) Agree annual reporting cycle to LISEC, LMT, and LSE Committee, and publish an anonymised annual report on the College website. (Dec 2025) c. Collaborate with FVSA, class reps, and LDWs to raise awareness of the complaints process and share “You Said – We Did” updates. Integrate complaints awareness into induction and class rep training. (Feb 2026) d. Incorporate complaints analysis and outcomes into ILQR and SEAP reporting. Provide annual feedback to departments on key themes, improvements, and areas of good practice. (June 2026)	
Recommendation 3 Strengthening the student voice and its influence.	a. Strengthen impact of student representation and participation in governance and decision-making. Provide mentoring and preparation for sabbatical officers and student members to enable confident and informed participation.	a. Confirm mentoring and induction support in place for sabbatical officers and student members across all key committees and working groups, including the Board of Management, with (Dec 2025)	VPLSE/HQTE/Leadership Management Team/ Directors of Curriculum/Curriculum Managers

The College should create further opportunities for the wider student body to influence change and increase student partnership and engagement in quality improvement and evaluation processes. (Student Engagement and Partnership)	Include a standing Student Voice agenda item in all quality improvement and CCI meetings. b. Embed student partnership within curriculum review and quality enhancement Involve student representatives directly in CCI discussions, programme review forums, and action planning meetings. Develop the class rep role and training to ensure meaningful feedback is gathered and acted upon within programme evaluations. c. Diversify opportunities for all students to provide feedback and influence change. Introduce new approaches to surveys, forums, and focus groups, using both Quality and Teaching Enhancement and FVSA staff to increase reach and response rates. Pilot open meetings and drop-in sessions for students to meet senior managers and discuss their experience. Tailor engagement methods to reach under-represented groups and part-time or work-based learners. d. Improve visibility and communication of student feedback and resulting action Publish regular “You Said – We Did” updates across digital platforms and on campus to demonstrate impact. Share engagement data and improvement outcomes with staff and students to promote joint ownership of change. Embed feedback outcomes within SEAP reporting to evidence partnership in action. e. Enhance student participation in strategic planning and governance structures. Provide role descriptions and pre-meeting briefings to support effective student participation in key groups e.g. LISEC, Digital Skills Group. Schedule student consultation sessions (led jointly by FVSA and the Vice-Principal (Learning & Student Experience)) at key points in the annual planning calendar to gather views on College priorities and share progress. <i>Students will have stronger, more consistent representation and meaningful influence in College decision-making. Enhanced communication, wider participation, and transparent feedback will embed a genuine culture of partnership, ensuring that student perspectives directly shape strategic priorities, curriculum design, and the overall learning experience.</i>	b. Ensure student involvement in the CCI process through a dedicated agenda item at each meeting and develop the class rep role to strengthen their contribution to programme review and action planning.(May 2026) c. Launch refreshed approach to student feedback including refreshed survey suite, programme review forums led by Curriculum Managers, and open student meetings with senior managers to expand opportunities for influence and dialogue. (August 26) d. Publish regular “You Said – We Did” updates on College social media, digital platforms, and campus displays to demonstrate impact of student feedback and close the communication loop. (May 26) e. (i) FVSA and Vice President to be supported with role descriptions and pre-meeting briefing to enhance effective participation in LISEC and DSG (Jan 2026) (ii) Senior management student consultation sessions to be scheduled on each campus. (Feb 2026)	
Recommendation 4 A systematic oversight on quality enhancement initiatives. The College should implement a more cohesive approach to enhancement activity	a. Review and clarify governance and reporting structures for enhancement activity Undertake a comprehensive review of the reporting lines and Terms of Reference for LISEC, Short Life Working	a. Complete a review of the governance and reporting framework for enhancement activities, including LISEC, SLWGs, and Board Committees. Produce a visual governance flowchart and confirm reporting and escalation routes for approval via LISEC and LMT. (May 2026)	

that evidences strategic oversight, recording and reporting across activities and facilitates broader engagement of staff and students. (Enhancement and Quality Culture)	Groups, and relevant Board Committees to clarify roles, responsibilities, and accountability for enhancement. Produce a visual governance flowchart showing escalation routes and feedback loops between working groups, CCI, and committee structures. Present proposed governance structure and revised ToRs for approval via LISEC and LMT. b. Strengthen LISEC's remit to lead and oversee enhancement and quality culture Refresh the LISEC Terms of Reference to ensure a clear strategic focus on enhancement oversight, alignment with the Student Learning Experience (SLE) Strategy, and evaluation of CCI and Student Partnership activities. Ensure representation from all academic departments, FVSA, and key cross-college functions such as Digital, Inclusion, and Sustainability. Embed monitoring of enhancement impact as a standing agenda item. c. Formalise the Continuous Curriculum Improvement (CCI) Procedure Produce and implement a formalised CCI Procedure outlining objectives, timelines, templates, and approval routes. Include guidance on recording, monitoring, and reporting CCI actions at course, departmental, and cross-college levels. Secure approval of the procedure via LISEC and LMT to ensure consistent practice and accountability. d. Implement a centralised system for tracking and reporting enhancement activity Establish a Quality Enhancement and CCI Action Register to capture all enhancement initiatives across the College, including project leads, progress, and outcomes. Link the register to SEAP, TQER, and departmental operational plans for strategic oversight. Produce standardised quarterly reports for LISEC and LMT and ensure that student voice and feedback are captured in all enhancement reviews and reports. <i>The College will have a clearly defined, transparent, and strategically aligned framework for quality enhancement, supported by consistent governance, formal procedures, robust reporting, and active engagement of staff and students in driving improvement.</i>	b. Update LISEC's ToR to strengthen its strategic oversight of enhancement, alignment to the SLE Strategy, and inclusion of monitoring responsibilities for CCI, Student Partnership, and quality culture. (Jan 2026) c. Develop and approve a formalised CCI Procedure outlining objectives, timelines, and reporting expectations. Implement consistent recording and sign-off processes across all departments. (May 2026) d. Scope and design a central Quality Enhancement and CCI Action Register to record enhancement initiatives, outcomes, and impact. Produce quarterly reporting templates for LISEC and LMT. (June 2026) Ensure student representation and feedback are incorporated into enhancement reporting, CCI reviews, and LISEC discussions. Evidence student contributions within quarterly and annual enhancement reports. (May 2026)	
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Area of good practice and TQEF principle	Actions and planned impact/outcomes	Milestone(s), target date(s), continuing/carried forward	Responsible/lead
The design of high-quality learning environments. The College provides a diverse range of learning tools, spaces and experiences designed to provide learners with authentic and engaging learning experiences which enable them to transition effectively into employment. (Excellence in Learning, Teaching and Assessment)	a. Implement and embed consistent Moodle course templates across all curriculum and support areas Work with curriculum teams to design, refine, and roll out standardised Moodle templates that promote a learner-friendly, accessible, and intuitive experience. Ensure templates are fully aligned with Universal Design for Learning (UDL) principles and the College's Student Learning Experience (SLE) Strategy. Provide structured guidance and exemplar courses for staff adoption. b. Quality & Teaching Enhancement (QTE) to continue to drive professional development in leaning and teaching improvements. QTE Team to continue providing one-to-one and group support to staff in applying effective teaching, learning, and assessment practices. Facilitate peer sharing, showcase events, and cross-college workshops on quality enhancement themes. c. Maintain active engagement in sector-wide enhancement and quality networks Continue College participation in key sector groups such as sparqs, SQA Quality Managers Forum, College Development Network Steering Group, and SMUG. d. Support staff to design and evaluate learning and assessment approaches through data-informed enhancement Use student feedback, attainment data, and engagement analytics to support staff in improving teaching and assessment design. Integrate evaluation outcomes into CCI and SEAP processes for continuous enhancement. <i>Students will experience consistent, accessible, and engaging learning environments that reflect best practice in digital design and pedagogy. Staff will be supported through professional learning and sector collaboration, driving continuous improvement in teaching quality, learner satisfaction, and attainment outcomes.</i>	a. College-wide implementation of Moodle template. (Jun 2026) b. Staff development and support delivered – QTE led training, one-to-one support, and showcase events completed. (Jun 2026) c. Cross-sector engagement maintained and reported. Active participation in national enhancement groups; lessons shared internally. (Ongoing, review date Jun 2026) d. Survey student satisfaction with digital learning; review engagement, retention, and attainment data. (Dec 2026)	VPLSE/HQTE/DDI
The provision of comprehensive and effective induction and ongoing support for new staff. The College operates a suite of induction and onboarding activities that effectively embeds new staff within the college community and ensures early support and encouragement to develop in their role. (Excellence in Learning, Teaching and Assessment)	a. Maintain and refine the College-wide induction programme Review existing induction materials to ensure they remain accurate, accessible, and aligned to the Strategic Plan and Student Learning Experience (SLE) Strategy. Continue to deliver central induction sessions that introduce new staff to the College's priorities, values, and quality expectations. Gather short feedback from participants to inform small, practical improvements. b. Strengthen coordination between central and departmental induction	a. Confirm accuracy and alignment of materials with current strategy and SLE priorities.(Dec 2025) b. Departmental induction checklists implemented and shared with Curriculum Managers to ensure consistency and completion. (Aug 2026) c. QTE & HR continue to provide ongoing support.	VPLSE/HQTE/Head of Human Resources

	Work with departments to ensure that local induction complements the central programme and covers role-specific requirements. Share a simple induction checklist to support consistent practice and record completion. c. Provide ongoing access to advice and support through existing structures Continue to provide guidance and support through the Quality, Teaching and Enhancement (QTE) Team and HR Learning and Development. Encourage informal peer support within departments, using existing staff networks and meetings. d. Monitor and report on induction and support activity Collate induction participation data and summarise key feedback themes annually. Share outcomes with LISEC and Learning and Student Experience Committee (LSE) to evidence continued good practice and identify improvements. <i>The College will have sustained its comprehensive and effective induction and support processes through refinements, ensuring consistency, alignment to College priorities, and continued positive experiences for new staff without additional resource demands.</i>	d. (i) Feedback from new staff collected. Short online survey distributed after induction cycles. (Jun 2026) (ii) Summary report presented to LISEC/LSE. Review feedback and confirm any minor enhancements. (Jun 27)	
The comprehensive and effective approach to supporting learner transition. The College has a comprehensive range of policies, processes and services facilitated by dedicated staff roles which combine to provide highly effective support to learners at all stages of their journey. Student support is particularly effective in relation to transition into college, and from college on to employment or further study and has a demonstrable and positive effect on student success, satisfaction and confidence, including for disadvantaged groups. (Supporting Student Success)	a. Maintain and enhance collaboration across internal and external stakeholders Continue to work with partners (schools, universities, employers, and community) to support smooth transition into, through, and beyond college. b. Strengthen consistency in supporting exceptional entrants and priority learner groups Develop and monitor a standardised approach to support for exceptional entrants and other learners at risk of not succeeding. Focus on key areas of transition, attendance, engagement, and wellbeing using inclusive, trauma-informed, and positive behaviour approaches. Use available data and LDW input to identify early support needs. c. Formalise LDW operational guidance to improve consistency across departments Build on existing collaborative work between academic departments and Inclusive Student Services (ISS) to define and communicate clear LDW expectations. Provide practical guidance outlining LDW responsibilities, communication pathways, and use of engagement tools. Review implementation with departments to ensure consistent learner experience. d. Continue to evaluate learner transition outcomes and feedback Monitor progression, withdrawal, and achievement data for key groups and transition points.	a. Evidence continued work with stakeholders via department SEAP. (Ongoing) b. Agreed model for supporting exceptional entrants and priority groups. Model shared with departments, schools and published on website. (Aug 2026) c. LDW operational guidance finalised, approved by LISEC and distributed. (Feb 2026) d. Evaluation of learner transition outcomes. Analysis of retention, achievement, and feedback data completed and reported to LSE Committee. (Dec 27)	VPLSE/HISS

	Gather learner feedback on transition experiences through surveys, class rep discussions, and evaluation activity. Report findings and actions to the Supporting Student Success Group and Learning & Student Experience Committee (LSE). <i>The College will have maintained and refined its effective support for learner transitions through improved consistency, clearer guidance, and strengthened collaboration. This will sustain high levels of student satisfaction, retention, and achievement, particularly for those requiring additional support or entering college through non-traditional routes.</i>		
The positive impact of work to enhance data management and use across all areas of the College. The College has embedded the awareness, sharing and reflection on data particularly in relation to effective decision-making in curriculum management and planning, and learning, teaching and student support within academic teams and operational/professional services. (Enhancement and Quality Culture)	a. Strengthen the use of data for reflection, evaluation, and action planning Support teams to use data as part of regular review and improvement discussions, including department SEAPs, CCI, and departmental meetings. Provide simple templates and examples of effective data use in evaluation and decision-making. Highlight case studies where data-led action has improved student experience or performance. b. Provide focused training and support on use of Power Bi. Deliver short, practical training sessions for key staff in academic and corporate teams to build confidence in data usage and interpretation. c. Enhance visibility and accessibility of key datasets Ensure that core performance, engagement, and feedback data are shared through established platforms (e.g. Power BI dashboards, SEAP reports). Encourage teams to reference data in improvement planning to evidence impact and inform enhancement activity. <i>The College will have a more coherent and confident approach to data management and use, ensuring that staff at all levels gather, interpret, and act on data to inform improvement. This will strengthen governance, promote evidence-based decision-making, and further enhance the student experience.</i>	a. Improved integration of data into SEAP and CCI cycles, evidence of data-informed reflection and evaluation across teams.(Nov 2026) b. Training and guidance resources developed and delivered. Short training sessions and publication of quick reference materials.(April 2026) c. Power Bi workspaces to be promoted and circulated to staff via EFocus. (Dec 2025)	Depute Principal/Director of Operations/VPLSE/DDI/HQTE
The positive, ambitious and enhancement-led staff- and student-centred culture. The College has created and maintains a positive working environment in which staff feel empowered and encouraged to consistently enhance the learner experience. (Enhancement and Quality Culture)	a. Continue to drive engagement across the Communities of Practice. Promote via efocus, LISEC and CCI meetings. b. Publish the updates and actions of the staff cultural survey and Work Task Analysis activities. Monitor progress and provide updates to staff through College communications. c. Promote professional development and wellbeing opportunities Continue to offer accessible staff development aligned to both role-specific needs and broader wellbeing priorities. Encourage participation in internal workshops, cross-departmental projects, and external enhancement events.	a. Use eFocus, LISEC and CCI meetings to raise awareness and encourage wider staff participation in Communities of Practice. (Ongoing – Review impact through QTE SEAP) b. (i) Cultural survey and Work Task Analysis outcomes published. Share summary of findings and initial action points with all staff via eFocus. (Jan 2026) (ii)Progress update on Cultural Survey and WTA, actions taken and improvements made. (Aug 2026)	

	Publicise wellbeing initiatives and support services to maintain a healthy and engaged workforce. d. Recognise and celebrate success and contribution Continue to highlight staff and student achievements through college communications and support staff to engage with national/local awards. Share good practice case studies demonstrating impact on the learner experience. <i>Staff will be actively engaged in professional and collaborative activities, informed about cultural and workload improvements, and recognised for their contributions to enhancement, strengthening Forth Valley College's positive, supportive, and ambitious culture.</i>	c. Monitor and report CPD and wellbeing activity including staff feedback and impact to LMT. (Annually, Sept 26) d. Good practice case studies collated and published. Highlight examples of staff-led enhancement and innovation through College communications.	
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